

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

**Regular Board Meeting Agenda
Wednesday, September 26th, 2018 – 1:00 p.m.**

A – Action Items

<p>A.1 Agenda A.2 Minutes of Regular Board Meeting held Wednesday, August 22nd, 2018 A.3 September 2018 Payment of Accounts A.4 Policy for First Reading: FCB – Facilities Capital Plan A.5 Policy for First Reading: FEA – Custodial Services A.6 Policy for First Reading: FF – Naming of Schools A.7 Policy for First Reading: GAA – Code of Conduct A.8 Policy for First Reading: GDN – Evaluation of School Support Staff Member A.9 Policy for First Reading: HGBG – Home Education A.10 2019-2020 Jurisdiction Calendar</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

<p>D.1 Staff Christmas Cards D.2 Public School Board Association</p>	
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I - Information Items

<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 – Marie Logan • I.2.2 September Facilities Committee Report – Bruce Francis • I.2.3 September Administrator’s Meeting Report – Bruce Francis </p> <p>II.3 Associate Superintendent of Finance and Operations Report – Phil Johansen I.4 Associate Superintendent of Learner Services Report – Amber Darroch I.5 Associate Superintendent of Programs and Human Services Report – Anita Richardson</p>	<p>ENCLOSURE 10</p>
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C-Correspondence

<p>C.1 Thousands Head Back to Class in New Schools C.2 School Funding Requests Denied by Town Council – Taber Times</p>	<p>ENCLOSURE 11</p>
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Dates to Remember

• September 28 – Planning for Student Support Day – Division Wide – no students
• September 28 – Colony Staff Meeting
• September 28 – ISP Day
• October 9 – Administrator’s Meeting
• October 11 – Board Tour – Enchant School, Lomond School, Armada Colony, Enchant Colony, Lomond Colony
• October 16 – Policy Committee Meeting (1:00pm to 3:30pm)
• October 18 – Horizon/ATA PD Day
• October 19 – School Based PD Day
• October 24 – Board Meeting

• November 6 – COSC Meeting (10:00am – 2:00pm)
• November 13 – Administrator’s Meeting
• November 18 – 20 – ASBA Fall General Meeting
• November 26 – Division Wide PD Day
• November 28 – Board Meeting

Horizon School Division No. 67

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The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Wednesday, August 22, 2018 beginning at 1:00 p.m. in the Eric Johnson Room.

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

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|-----|--|--|
| A.1 | Moved by Christa Runka that the Board approve the agenda with the following additions:
A.9 – moved to A.10
A.9 – Locally developed Course – Abnormal Psychology 35
A.11 – First Reading Policy IC - School Attendance
I.8 – Horizon Map Land Acquisition | AGENDA
APPROVED |
| A.2 | Moved by Blair Lowry that the Board approve the Minutes of the Regular Board Meeting, held Tuesday, June 19th, 2018 as provided by Enclosure 1 of the agenda
Carried Unanimously | 90/18
BOARD MEETING
MINUTES APPROVED
91/18 |
| A.3 | Moved by Rick Anderson that the Board approve the July/August 2018 Payment of Accounts in the amount of \$6,718,126.38 as provided in Enclosure 2 of the Agenda
Carried Unanimously | PAYMENT OF ACCOUNT
APPROVED
92/18 |
| A.4 | Move by Derek Baron that the Board approve the locally developed high school course Forensic Studies 25/35 acquired from Edmonton School District Public School Division from September 1, 2018 to August 31, 2020 | LOCALLY DEVELOPED
COURSE FORENSIC
STUDIES 25/35
APPROVED
93/18 |
| A.5 | Move by Blair Lowry that the Board approve the locally developed high school course Journalism 15/25/35 acquired from Calgary Board of Education from September 1, 2018 to August 31, 2019 | LOCALLY DEVELOPED
COURSE JOURNALISM
15/25/35 APPROVED
94/18 |
| A.6 | Move by Bruce Francis that the Board approve the locally developed high school course Learning Strategies 15/25/35 acquired from Calgary Catholic School District from September 1, 2018 to August 31, 2022 | LOCALLY DEVELOPED
COURSE LEARNING
STRATEGIES 15/25/35
APPROVED
95/18 |

- | | | |
|------|---|---|
| A.7 | Move by Jennifer Crowson that the Board approve the locally developed high school course Doctrines and Covenants 15 Part A and B , acquired from Westwind School Division, from September 1, 2018 to August 31, 2022 | LOCALLY DEVELOPED
COURSE DOCTRINE AND
COVENANTS 15, PART A
& B APPROVED
96/18 |
| A.8 | Move by Christa Runka that the Board approve the locally developed high school course Old Testament 35, Part A and B acquired from Westwind School Division from September 1, 2018 to August 31, 2022 | LOCALLY DEVELOPED
COURSE OLD
TESTAMENT 35, PART A
& B APPROVED
97/18 |
| A.9 | Move by Bruce Francis that the Board approve the locally developed high school course Abnormal Psychology 35 , acquired Pembina Hills School Division from September 1, 2018 to August 31, 2022 | LOCALLY DEVELOPED
COURSE ABNORMAL
PSYCHOLOGY 35
APPROVED
98/18 |
| A.10 | Moved by Derek Baron that the Horizon School Division No. 67 Courier Service tender be removed from the agenda. | COURIER SERVICE
TENDER REMOVED
APPROVED
99/18 |
| A.11 | Moved by Bruce Francis that the board include the following addition to Policy IC – School Attendance and that this motion represents first reading based on the addition:
Regulation 10 New transportation requests for student transportation to non-designated schools will not receive approval and students will not be transported prior to September 15 in order to ensure that there is space on buses for last minute student registrations who require transportation to designated schools. | POLICY IC – SCHOOL
ATTENDANCE PASS
FIRST READING
100/18 |

DISCUSSION ITEMS

D.1 ADMINISTRATOR MEETING ATTENDANCE

ADMIN. MEETING DATE	TRUSTEE ATTENDING
Tuesday, September 11, 2018	Bruce Francis
Tuesday, October 9, 2018	Rick Anderson

INFORMATION ITEMS

I.1 Superintendent's Report

Wilco Tymensen, Superintendent, shared the following August 2018 updated with the Board:

- A number of Policies were edited over the summer months. These policies will be reviewed during the 2018-2019 school year.
- The next Policy Committee meeting will be held on Tuesday, September 18th, 2018

I.2 Trustee/Committee Reports

I.2.1 Zone 6 ASBA Report

Marie Logan shared the following August Zone 6 Meeting update with the Board:

- No report (no meetings were held over the summer months).

I.2.2 Facilities Report

Bruce Francis, Facilities Committee Chair, provided a report to the Board on the work undertaken for the months of July and August 2018:

- Capital Projects
 - Warner School
 - The final phase of construction is underway including site work and roofing
 - D.A. Ferguson/W.R. Myers
 - Modernization is underway but it approximately 1 month behind schedule
 - Central School will be used for extra-curricular activities until the gym is complete in approximately 6 weeks. Other school gymnasiums will also be accessed as needed.
- 2018 IMR Projects have been completed
- Board Reserve Projects
 - W.R. Myers Heat Pumps will be complete during the summer of 2019

I.3 Associate Superintendent of Finance and Operations Report

Phil Johansen provided an August 2018 update to the Board:

- New Occupational Health and Safety Standards were reviewed
- Health and Safety Committees will be put in place over the coming months

I.4 Associate Superintendent of Learner Services Report

Amber Darroch, Associate Superintendent of Learner Services, shared the following August 2018 update with the Board:

- The upcoming, August 27, 2018, Division Wide Professional Learning, "Headstrong for Teachers", will focus on promoting knowledge and understanding of health and wellness.
- Preparation of new curriculum, strengthening German Program (travelling library) and Robotic Kits were also focused on over the summer months.
- Welcomed a new Network Administrator, Ahmed Abukhshim

I.5 Associate Superintendent of Programs and Human Services Report

Anita Richardson, Associate Superintendent of Programs and Human Services shared the following August 2018 report with the Board:

Building Effective Relationships

- Participating in local bargaining process ongoing.
- Career Transitions – Currently the vice chair of the board. Supporting the Executive Director to address funding concerns has been a primary focus.

Modeling Commitment to Professional Learning

- Attended and participated in CASS Summer Conference

Visionary Leadership

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

Leading Learning

- Ongoing support for Principals with staffing concerns.
- JSET (Jurisdiction Student Engagement Team) → event to be held Nov. 14, 2018 at University of Lethbridge
- Having John Burger, developer of the Student Orientation to School Questionnaire visit with principals interested in administering the survey this fall. This survey provides individual and group feedback to help with school planning and collaborative response meetings.

Supporting First Nations, Metis and Inuit Education for All Students

- Indigenous Champions – Hosting a full day session with an instructor from the ATA for Aug. 30. Two topics: Indigenous Alberta – the Footsteps of Our Ancestors and Braiding Indigenous Stories Through Our History – Collective Memories of Forced Assimilation.
- National Indigenous Peoples Day – June 21
 - Was well attended
 - students attended from 10-2 and public event was 4 – 8 pm

- learned more this year and will make some changes for next year. Meeting Monday to re-discuss our debrief and create an outline for next year
- Blanket Exercise
 - Scheduled Blanket Exercises:
 - Hays School, Aug. 28
 - ERHS, March 8
 - Colony Teachers, May 30
 - Second Community Blanket Exercise in the works, being led by Taber Police Services
 - Completed in 7 schools
- Partnership with University of Lethbridge starting in September -> First Nations, Metis, Inuit Mentorship Program for high school and middle school students partnered with university students.
- Charitable organization and fundraising to support a multicultural holistic education centre grounded in Indigenous Ways of Knowing.
 - Support and participation from the MP, Martin Shields, MD of Taber, the Town of Taber, The Taber Chamber of Commerce, The Taber Times/Vauxhall Advance, Safe Haven, Taber Adult Learning, The Taber Library and a few other organizations and concerned citizens.
 - We will begin raising funds under the current TDLF (Taber and District Learning Foundation) while we begin the process of obtaining our own charitable organization number.
 - MLA, Town and County in discussion about providing seed funds for fundraising and securing a grant writer
- Sept. 26 – Orange Shirt Day (Board Meeting) → T-shirts available for \$10; designed by Shalyee Buchta, DAF student

Sustaining Effective Instructional Leadership

- Hosting Horizon Induction Program Sessions this year
- Initiating Evaluation Process for Probationary Teachers – 19 this year under evaluation

School Authority Operations and Resources

- Teacher staffing completed August 16
- Support staffing is not quite complete – mostly outlying areas
- 2019-2020 Calendar should come to board for approval in September
- Implementing new Hiring documentation to streamline and track the hiring process for Certificated and non-certificated staff
- Created Principal Transfer Guidelines to guide conversations and transition from one principal to another when a new principal is taking over a school
- Created the Administrator Reference Guide – a document of ‘must know’ information, dates and links designed to support administrators in the work they do

I.6 2018-2019 Assistant/Vice-Principal Designations

2018-2019 ASSISTANT PRINCIPALS

School	Name
<i>Enchant School</i>	<i>Kim Krushelnicki</i>
<i>Erle Rivers High School</i>	<i>Richelle Miller</i>
<i>Lomond School</i>	<i>Amber Doram</i>
<i>L.T. Westlake School</i>	<i>Mandy Simmons</i>
<i>Milk River Elementary</i>	<i>Janelle Schmitt</i>
<i>Taber Mennonite School</i>	<i>Sean Dupuis</i>
<i>Warner School</i>	<i>Spencer Wenzel</i>

2018-2019 VICE-PRINCIPALS

School	Name
Barnwell School	Aaron Edlund
Central School	Coral James
Chamberlain/A.T.L.	Jamie Van Ham and Terryn Gutfriend
D.A. Ferguson	Bev Wilk
Dr. Hamman School	Chris Ward

Taber Christian School Rene Angermeier
Vauxhall Elementary School Shelley Rourke and Tammy Reiling
Vauxhall High School Scott Reiling
W.R. Myers High School Bryan Pritchard

I.7 Off-Campus Report

The Horizon School Division Off-Campus Report was shared with the Board and included as Enclosure 10 in the August agenda.

I.8 Horizon School Division Land Acquisition

Issues with the Certificate of Title for four of the eleven lots Horizon Mennonite Alternative Program is situated on have been resolved.

Correspondence

No Discussion items came forward from the Correspondence as provided by Enclosure 11 of the agenda.

COMMITTEE ITEMS

Moved by Jennifer Crowson that the Board meet in Committee.	Carried Unanimously	COMMITTEE 101/18
Moved by Blair Lowry that the meeting reconvene.	Carried Unanimously	RECONVENE 102/18
Moved by that Rick Anderson the meeting adjourn.	Carried Unanimously	MEETING ADJOURNED 103/18

Marie Logan, Chair

Sheila Laqua, Executive Secretary

Horizon School Division August 2018 U.S. Accounts
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	U.S. Funds	Canadian Fun
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Tools4Ever	700.00	934.01
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Total U.S. Accounts	700.00	934.01
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JM:dd

August 14, 2018

Horizon School Division September 2018 U.S. Accounts

	U.S. Funds	Canadian Fun
Richard Penner	1206.25	1618.30
Total U.S. Accounts	1206.25	1618.30

JM:dd

September 20, 2018

HORIZON SCHOOL DIVISION NO. 67

POLICY HANDBOOK

Policy Code: FCB
Policy Title: Facilities Capital Planning
Cross Reference: FC, FCA
Legal Reference:
Adoption Date: February 17, 2005

Amendment or Re-Affirmation Date:

POLICY

~~THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION BELIEVES SCHOOLS ARE AN INTEGRAL PART OF A COMMUNITY. WHEN A SIGNIFICANT MODERNIZATION OR NEW BUILD OF A SCHOOL FACILITY IS BEING PLANNED, THE BOARD WILL CONSULT WITH THE SCHOOL COMMUNITY TO STRENGTHEN THE CAPITAL PLANNING PROCESS AND MAY COLLABORATE WITH THE COMMUNITY TO ENHANCE THE SCHOOL FACILITY. , FOLLOWING APPROVAL FOR A SCHOOL CAPITAL PROJECT OR AT THE CONCEPTUAL DESIGN STAGE, SHALL PROVIDE FOR AND FACILITATE SCHOOL COMMUNITY PARTICIPATION IN THE CAPITAL PLANNING PROCESS BY ESTABLISHING A PROJECT ADVISORY TEAM (PAT) TO FACILITATE OPEN DISCUSSIONS OF ISSUES AND OPTIONS RELATED TO THE PROJECT.~~

GUIDELINES

- ~~1. The Board is open to community partnerships as part of capital projects. Exploration of such partnerships should commence around the time of the value management session as there needs to be commitment and funding in place, on the part of the community early in the design stage of the capital planning process.~~

REGULATIONS

- ~~2. Once Alberta Infrastructure approves a school managed capital project, the Superintendent or designate shall establish a project advisory team (PAT) to provide input into project planning and design.~~
 - ~~2.1. When capital projects are managed by Alberta Infrastructure, Alberta Infrastructure determines the level of school division involvement.~~
- ~~1. Membership~~
 - ~~3. The PAT shall ~~may~~ reflect the diversity of the school community, and shall include the following members:~~
 - ~~3.1. chair of the Board of Trustee's Facilities Committee;~~
 - ~~3.2. local Board Trustee(s);~~
 - ~~3.3. Superintendent of Schools;~~

3.4. Associate Superintendent of Finance and Operations;

3.5. Facilities Manager;

3.6. Principal or designate; and

3.7. additional participants as approved by the Superintendent or designate.

Policy FCB – Facilities Capital Planning - Continued

~~4. The PAT shall include the Division’s Architectural or Design Consultants, the Principal and representatives from parents and staff. It shall be comprised of up to six such members if the project involves a single school and up to eight if it involves multiple schools within the same Community. It may involve School Council~~

~~1.1. members. In addition to the above, membership shall also include the Chair of the Facilities Committee, the local Board Trustee(s), Superintendent of Schools, Associate Superintendent, Facilities Manager, and the Division’s Architectural or Design Consultants. Membership may include additional participants if mutually agreed between the Division and School(s) involved.~~

~~5. Other Division division and School employees staff, parents, as well as other eEngineering and cost Consultants consultants may attend and participate in meetings as appropriate and approved by the Superintendent or designate, but will not be considered official PAT members.~~

~~6. Members of the PAT shall be approved by the Superintendent.~~

~~2.7. Members of the PAT shall not receive any remuneration for sitting a s a member of the Team whether they are volunteers or Horizon School Division employees PAT membership.~~

~~3. Selection Process~~

~~4. The Principal(s) involved shall identify potential School or Community members based on the membership guidelines and review and select members of the Team.~~

~~5. Schedule~~

~~8. The PAT will provide input and recommendations at key project or conceptual design points including the early design phase of the project (schematic design). PAT input will -and finishing cease at the end of the -at the end of the design phase (construction documents).~~).~~~~

~~8.1. The PAT will may be invited on one or more “hard hat” tours during construction. and~~

~~5.1. The PAT will~~

~~5.2.8.2. be invited to participate in the dedication ceremony.~~

~~Horizon School Division No. 67~~

Policy FCB – Facilities Capital Planning – Continued

~~6. Roles and Responsibilities~~

~~9. PAT members shall:~~

~~9.1. 1. a Attend each PAT meeting, as best they can;:-~~

Policy FCB – Facilities Capital Planning - Continued

~~2. Identify issues vital to the interests represented on the committee.~~

~~6.1. 3. Provide advice and recommendations to the Division and Architectural or Design Consultants relating to conceptual design, and planning;~~

~~9.2. — design development, and evaluation;:-~~

~~6.2. 4. Support the implementation goals and schedule adopted for the program.~~

~~9.3. 5. Report on program activities to local groups and organizations;:-~~

~~9.4. 6. Share the outcomes of their discussions at school events and other school outreach forums with the school and community;:-~~

~~7. Represent the group(s) they belong to and help build consensus at key points in the project.~~

~~9.5. identify issues vital to the group they represent; and~~

~~6.3. 8. Balance the specific interests of their constituency with a broad understanding and balance of needs~~

~~6.4.9.6. — needs while working within the construction and, design, and budget when making recommendations.~~

~~— The Division shall:~~

~~6.5. 1. Support the PAT by producing agendas, preparing meeting summaries, and supplying background information.~~

~~6.6. 2. Provide assistance with meeting preparation with Division staff, design/engineering consultant and PAT members to set agendas and conduct meetings in a constructive atmosphere.~~

~~6.7. 3. Provide timely and adequate communication, report on progress, identify issues, and recommend actions to the PAT.~~

~~6.8. 4. Give recommendations of the PAT substantial consideration.~~

~~7. 5. Decision Making~~

~~10. T The PAT shall~~

~~10.1. facilitate open discussion of issues and options, and-~~

~~7.1. — strive to provide consensus based recommendation to the Board~~

~~10.2. —~~

~~11. The Board of Trustees shall have the Final decisions regarding the overall design.~~

~~7.2. The PAT shall strive to provide~~

~~8. consensus based recommendations to the Board at key points during the design process. Final decisions regarding design are the Board's.~~

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

Policy Code: FEA
Policy Title: Custodial Services
Cross Reference: FEF
Legal Reference: School Act, Sec. 45(8), 117
Adoption Date: December 18, 1996
Amendment or Re-affirmation Date: November 17, 2009

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT QUALITY CUSTODIAL SERVICES ARE ESSENTIAL IN ALL DIVISION OCCUPIED BUILDINGS ~~AND SHALL THEREFORE PROVIDE THESE SERVICES~~. CUSTODIAL SERVICES SHALL BE PROVIDED THROUGH EMPLOYMENT OR INDEPENDENT CONTRACTS BASED UPON ESTABLISHED CRITERIA, GUIDELINES AND REGULATIONS, TO ENSURE THAT BUILDINGS AND GROUNDS, WITHIN THE CUSTODIANS' DUTIES, ARE KEPT ~~IN A~~ CLEAN, COMFORTABLE AND SAFE ~~CONDITION~~.

GUIDELINES

1. ~~1.~~ — The level of custodial services shall be determined by the Facilities Manager in consultation with the Principal ~~for schools and/or~~ in consultation with other appropriate Division personnel for non-school buildings.

2. Determination of the level of services shall take the following into consideration at each building:
 - ~~1.1.~~ —
 - ~~1.2.~~ —
 - 2.1. ~~(a)~~ — student enrollment of schools (as the primary factor);
 - 2.2. ~~(b)~~ — number of staff;
 - 2.3. ~~(c)~~ — number of rooms;
 - 2.4. ~~(d)~~ amount and type of circulation, storage, ~~flexible~~ and washroom spaces;
 - ÷
 - 2.5. ~~(e)~~ — floor area; and
 - 1.3.2.6. ~~(f)~~ — ~~p~~Perimeter green spaces, sidewalks and playgrounds.

- 2.3. ~~2.~~ — Special consideration shall be given for:
 - 3.1. ~~(a)~~ — gymnasium space;
 - 3.2. ~~(b)~~ — public use of facility;
 - 3.3. ~~(c)~~ — multi-level areas; and
 - 2.1.3.4. ~~(d)~~ — age and condition of building.

REGULATIONS

1. ~~1.~~ The Facilities Manager has overall responsibility for custodial work in the Division.

~~2.~~ 1. ~~1.~~ The Custodian is directly responsible to the Principal in each school.

~~1.1.2.1.~~ 1.1.2.1. The Facilities Manager will provide the Principal with a copy of the custodial contract, or job description in the case of a Horizon employee.

~~2.~~ ~~2.~~ ~~The Facilities Manager has overall responsibility for custodial work in the Division.~~

~~3.~~ 3. ~~3.~~ It is the responsibility of the Principal, through the custodian, to ensure the school buildings are secured at all times.

~~4.~~ 4. ~~4.~~ It is the responsibility of the Principal to ensure that school facilities are cleaned and maintained by custodians, in accordance with established criteria, guidelines and regulations.

~~5.~~

~~6.4.~~

5. ~~5.~~ 5. The Principal shall notify the Facilities Manager of concerns regarding the custodial services being provided by the Custodian.

~~6.1.5.1.~~ 6.1.5.1. The Facilities Manager will conduct an inspection/evaluation in consultation with the Principal and report findings and actions taken back to the Principal.

~~7.6.~~ 6. ~~6.~~ Custodians shall rectify emergency situations and immediately report such situations to the Principal and Facilities Manager.

~~8.7.~~ 7. ~~7.~~ Non-emergent situations requiring attention beyond the Custodians' responsibilities are to be reported by them to the Principal and Facilities Manager using the work order system.

~~9.8.~~ 8. ~~8.~~ Custodians are responsible for ~~the~~ daily record keeping ~~requirements~~ as requirements established by the Facilities Manager. ~~(i.e., de-icing, etc.)~~.

~~10.9.~~ 9. ~~9.~~ Custodians shall be required to have the necessary certifications as required by Legislation ~~or~~ and by contract, e.g. WHMIS.

~~11.~~ ~~10.~~ ~~Safety considerations while working alone shall be in compliance with the "Working Alone Safely – A guide for Employers and Employees" publication.~~

~~12.10.~~ 11. ~~11.~~ The Facilities Manager will provide notice to the principal when custodial services are being renewed, reviewed or replaced, and the opportunity to review the services prior to hiring a Custodian or entering into a contract for services.

HORIZON SCHOOL DIVISION NO. 67**POLICY HANDBOOK****Policy Code:** FF**Policy Title:** Naming and Decommissioning Names for Physical Spaces and Educational Programs**Cross Reference:****Legal Reference:****Adoption Date:****Amendment or Re-affirmation Date:**

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT NAMES FOR PHYSICAL SPACES AND EDUCATIONAL PROGRAMS MUST REFLECT THE DIVISION'S VALUES AS THEY INCREASE PUBLIC INTEREST AND AWARENESS. THE BOARD DIRECTS THE SUPERINTENDENT TO FACILITATE NAMING AND DECOMMISSIONING OF NAMES AS PER THIS POLICY.

DEFINITION

Physical Space means a school or portion of a school, school ground, and/or other Horizon facility.

Educational Program is a program operated within a building that provides services to a group of students (e.g. school or outreach program).

GUIDELINES

1. This policy applies to the naming of all physical spaces and educational programs.
 - 1.1. Examples of physical spaces and educational programs include:
 - 1.1.1. Schools
 - 1.1.2. Alternative Programs
 - 1.1.3. Gymnasiums
 - 1.1.4. Library/learning commons
 - 1.1.5. Boardroom/meeting rooms
 - 1.1.6. Playgrounds
 - 1.1.7. Sports fields
 - 1.2. In accordance with this policy, the Board of Trustees may name physical spaces and/or educational programs to:
 - 1.2.1. serve a specific function;
 - 1.2.2. honour persons who have made a valuable contribution to education or the community at large;
 - 1.2.3. recognize a name that is significant to the community, including community names; or
 - 1.2.4. recognize financial, in kind or philanthropic donations and sponsorships.

2. Requests for naming physical spaces or educational programs will be submitted to the Board of Trustees for approval via the Superintendent.
 - 2.1. Requests to name small spaces, including memorials, such as a bench, tree, small garden shall be made to the Associate Superintendent of Finance and Operations to ensure the intent and historical context can be preserved due to staff attrition.
3. No person other than the Board of Trustees will make a commitment to name a physical space or educational program.
4. Names of physical spaces and/or educational programs may be terminated at any time by the Board of Trustees, subject to applicable contractual obligations binding upon Horizon.
5. The naming of physical spaces or educational programs will support the mission, vision, and values of Horizon.
6. Approved names will:
 - 6.1. be easily identifiable with the physical space or educational program;
 - 6.2. be appropriate for the physical spaces or educational programs;
 - 6.3. not knowingly infringe upon third party intellectual property rights; and
 - 6.4. not duplicate or be in conflict with the names of existing physical spaces or educational programs.
7. Decisions related to naming shall not impose any subsequent conditions or obligations upon Horizon that could further the private interests of individuals or organizations, or that endorse a particular political, religious, or ideological view or commercial product or service.
 - 7.1. A proposed name does not contravene section 7 simply because the proposed name contains the name or other reference to a sponsor or donor.

REGULATIONS

1. When a name is required for a physical space or an educational program, the Superintendent or designate shall convene a Naming Advisory Committee (“NAC”) composed of members approved by the Superintendent. Members may include:
 - 1.1. a teacher-certificated employee who is familiar with the educational program or space being named, appointed by the Superintendent or designate;
 - 1.2. a teacher-certificated employee who is familiar with the educational program or space being named, nominated by the school;
 - 1.3. an individual from the school community nominated by the parents, students, teachers or members of the public in that Area;
 - 1.4. the Superintendent or designate; and

- 1.5. any other person(s), approved by the Superintendent or designate
2. The teacher certificated employee who is familiar with the educational program or the space being named, appointed by the Superintendent or designate is the chairperson of the Naming Committee.
 - 2.1. The chairperson of the NAC will establish a deadline for submission of the community NAC membership and seek recommendations from the community.
 - 2.2. The chairperson will submit all community NAM membership recommendations to the Superintendent along with a recommendation, if any.
3. The NAC will determine the process for receiving and considering name recommendations.
4. The NAC shall submit all names received and recommend up to two names to the Superintendent giving the reason(s) for the choice(s) (see Attachment A: submission for naming physical spaces and/or educational programs).
5. The Superintendent will forward the complete list of names received to the Board of Trustees, along with NAC's and/or the Superintendent's recommendation, if any.
6. The final authority for naming a physical space or an educational program rests with the Board of Trustees, and the name is not official until it is approved by the Board of Trustees.
7. The Superintendent or designate may establish a temporary, descriptive generic name for an educational program or physical space until Board approval is provided.
8. If a decision has been made to close a school or to consolidate it with another school, and the school building is retained by the Board for other uses, then:
 - 8.1. the name of the closed school is withdrawn from association with the closed school and the building is henceforth known as the “ _____ School Building” until officially renamed; and
 - 8.2. the name of the closed school may be transferred to, amalgamated, consolidated or combined with the name of another school or facility as the Board of Trustees determines.
9. If a decision has been made to close a school named after a distinguished individual or to consolidate it with another school, and the school building is not retained by the Board for other uses, the principal of the closing school shall endeavor to ensure that the individual or a family representative are:
 - 9.1. advised of the school closing; and
 - 9.2. invited to participate in the closing assembly.



**ATTACHMENT A:
SUBMISSION FORM FOR
NAMING PHYSICAL SPACES AND/OR EDUCATIONAL PROGRAMS**

Individual or Group Proposing the Name:
Current Name (if any):
Proposed Name:
How does the proposed name align with Policy FF - Naming and Decommissioning Names for Physical Spaces and Educational Programs?
If the proposed name is the name of a person, has this person made a significant personal contribution to the educational program, school, or community? If so, please explain. Include information about the person's contribution.
If the proposed name is the name of a person, and this person has not made a significant personal contribution to the educational program or school, what is the importance of this person to the program, school, or community? Please explain.
Any other information that would be useful in the consideration of naming this physical space or educational program.

HORIZON SCHOOL DIVISION NO. 67

POLICY HANDBOOK

~~Legislation-~~

Policy Code: GAA

Policy Title: Employee ~~Conflict of Interest~~Code of Conduct

Cross Reference: ~~IHF, JBA, JBB; Canadian Anti-Spam~~

Legal Reference: School Act, Canadian Anti-Spam
~~Legislation, Freedom of Information and~~
~~Protection of Privacy Act, Canadian~~
~~Code of Ethics for Psychologists and~~
~~Canadian Counselling and~~
~~Psychotherapy Association,~~
Occupational Health and Safety Act

Adoption Date: November 27, 1996

Amendment or Re- October 21, 2001,

affirmation Date:

April 15, 2014, Jan. 16, 2018

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION ~~EXPECTS BELIEVES EMPLOYEES TO KNOW, UNDERSTAND, AND COMPLY WITH CONDUCT THAT EXPECTATIONS EMPLOYEES HAVE AN ETHICAL RESPONSIBILITY TO AVOID SITUATIONS THAT CONSTITUTE A CONFLICT OF INTEREST.~~

DEFINITION

Bullying, Discrimination, Harassment, and Violence: are defined in Policy IHF Welcoming, Caring, Respectful, and Safe Learning Environments.

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/common-law spouse, including spouse, common-law spouse, parent, grandparent, 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.

GUIDELINES

1. This policy applies to all Horizon employees:
 - 1.1. in the workplace;
 - 1.2. on any jurisdiction property;
 - 1.3. during any break times on or off jurisdiction property;
 - 1.4. at jurisdiction sponsored or authorized activities;

1.5. while riding in jurisdiction owned or contracted transportation; and/or

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;
 - ~~1.1.1. 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.~~
 - ~~1.1.2. 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.~~
 - ~~1.1.3. Except under circumstances where no other suitable substitute is available, Division administrators, coordinators, managers, or teachers, shall not request immediate family members as substitutes.~~~~~~

- 1.6. when the employee's conduct detrimentally affects the welfare of other individuals or the governance, climate, or efficiency of the workplace regardless of where that conduct occurs.
2. Any form of bullying, discrimination or harassment as defined above is unacceptable, whether or not it occurs within the jurisdiction's buildings, vehicles, during the work day or by electronic means.
3. Failure to comply with this policy could result in disciplinary action up to and including termination of employment.
4. This policy is based on the following principles
 - 4.1. Horizon maintains high standards for the conduct of its employees
 - 4.2. Employee conduct should reflect Horizon's values
 - 4.3. Employees are expected to conduct themselves with integrity

REGULATIONS

1. All professionals shall comply with their professional code of conduct.
2. Employees shall.
 - 2.1. report to work fit to conduct their duties;
 - 2.2. treat students, parents, community members and other Horizon employees with dignity, respect and consideration, and be cognizant of the role model that they, as Horizon employees, present to students, other staff, and the community.
 - 2.3. adhere to their respective collective agreements and/or terms and conditions of employment;
 - 2.4. adhere to the policies, practices, and regulations of Horizon;
 - 2.5. adhere to provincial and federal statutes; and
 - 2.6. conduct their employment responsibilities in a respectful, honest, and diligent manner, modelling and promoting respectful behavior;
 - 2.7. manifest a positive role in jurisdiction and school public relations;
 - 2.8. only criticize the competence of another Horizon employee in confidence to appropriate supervisors and after the other employee has been informed of the criticism; and
 - 2.9. comply with the staff computer usage agreement.
3. Employees shall not:

- 3.1. engage in discriminatory behavior;
- 3.2. engage in behavior that constitutes harassment;
- 3.3. engage in bullying behavior;
- 3.4. engage in activities that are deemed to be in a conflict of interest;
- 3.5. engage in behaviours that interfere with the work of others and/or the school environment, or that create unsafe working conditions;
- 3.6. engage in behaviour that may compromise Horizon's image or reputation including activities that may disparage, defame, or embarrass the organization;
- 3.7. expose or subject any student to sexual contact, activity, behavior or sexually explicit material;
- 3.8. engage in a relationship with a staff member, parent or community member that disrupts the school community or workplace;
- 3.9. engage in willful disobedience and/or open opposition to supervisors, school jurisdiction administration, and/or Board of Trustees;
- 3.10. contravention of the provisions of Section 27 of the School Act related to trespassing, loitering, causing a disturbance, or selling goods, services, or merchandise in the school;
- 3.11. be under the influence of, or provide others with alcohol or illegal substances while on work premises or performing work related duties; or
- 3.12. engage in retaliatory behavior against anyone who uses the policies and procedures of Horizon.
4. Each employee shall voluntarily declare any conflict of interest that may arise and remove themselves from the conflict of interest situation.
5. Conflict of interest includes but is not limited to the following:
 - 5.1. participation in the hiring, supervision and/or evaluation suspending, dismissing, promoting, or transferring of an immediate family member or relative;
 - 5.1.1. 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.
 - 5.1.2. 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.
 - 5.1.3. Except under circumstances where no other suitable substitute is available, Division administrators, coordinators, managers, or teachers, shall not request immediate family members as substitutes.

- ~~2.2.5.2.~~ receiving personal economic benefit from ~~selling or~~ promoting the sale of goods or services to ~~staff, student or 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;
 - ~~2.3.5.3.~~ using the resources of one's employing institution for purposes not agreed to: such as receiving referrals from the school district for private practice,
 - ~~2.4.5.4.~~ soliciting in any manner clients of the division for private practice;
 - ~~2.5.5.5.~~ 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.
 - ~~2.6.5.6.~~ 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;
 - ~~2.7.5.7.~~ 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:
 - ~~2.8.5.8.~~ using or providing an employee, student or ~~parent~~student directory for use in promoting sales of a product or service;
 - ~~2.9.5.9.~~ using ~~Division jurisdictional~~ material, equipment and/or facilities for purposes not directly related to the individual's work-related duties and responsibilities or for personal gain;
 - ~~2.10.5.10.~~ other activities including a business in which the individual has a personal vested interest beyond that which arises out of his/her work.
- ~~3.6.~~ Individuals will refrain from prohibited practices as per the Canadian Anti-Spam legislation and policy JBB: Anti-Spam.
- ~~4.7.~~ Individuals contravening this policy may be subject to discipline up to and including termination or employment.

Policy Code:

-GDN

-Policy Title:

-Evaluation of ~~School~~

Support Staff ~~Member~~

POLICY HANDBOOK

HANDBOOK

Cross Reference:

GDM

-Legal Reference:

Adoption Date: **J**

June 24, 1998

Amendment or Re- March 21/02, May 30/02,

affirmation Date:

March 23/09

PREAMBLE

~~Evaluation is a judgmental process designed to foster professional growth and facilitate decision making for purposes of future employment or termination. This policy operates under the assumption that an evaluation process may be necessary or desired which respects the rights of the individual while generating the data for making well informed and fair employment decisions.~~

~~This policy reflects a nurturing approach that:~~

- ~~• Trusts in the spirit of the process that any issues or concerns will be addressed before the process begins.~~
- ~~• Trusts that concerns will be shared and attended to expediently, openly, honestly and with opportunity for clarification and/or remediation.~~
- ~~• Trusts that evaluations will recognize areas of strength and, where necessary, areas requiring improvement.~~
- ~~• Trusts that evaluations will be respectful of skills and ability.~~

~~*For the purpose of this document, the term school support staff includes assistants, secretaries, librarians, secretary assistants and clerical aides~~

POLICY

~~THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT EVALUATIONS MAY BE REQUIRED PROVIDE VALUABLE INFORMATION FOR EMPLOYMENT DECISIONS. AS SUCH, THE ATTACHED GUIDELINES AND REGULATIONS SHALL BE FOLLOWED WHEN EVALUTING SUPPORT STAFF TO ENSURE THAT SUPPORT STAFF'S ACTIONS JUDGMENTS AND DECISIONS ARE IN THE BEST EDUCATIONAL INTERESTS OF STUDENTS AND THE DIVISION. BELIEVES THAT AN EVALUATION OF A SCHOOL SUPPORT STAFF MEMBER'S PERFORMANCE MAY BE REQUIRED FOR THE PURPOSE OF MAKING DECISIONS REGARDING EMPLOYMENT.~~

DEFINITIONS

Support Staff: For the purpose of this policy, the term support staff includes a variety of staff members including, but not limited to, those governed by the CUPE collective agreement, and non-certified teaching staff working at Division Office.

Evaluator: Principal, supervisor in the case of non-designated school support staff, or designate.

GUIDELINES

1. The principal is ultimately responsible for the evaluation of school based support staff members.

1.1. The principal may appoint a designate to evaluate a school based support staff.

1.2. Support staff not based in a school shall be evaluated by their supervisor.

2. Information gathered prior to an evaluation process will not be included in the evaluation without the approval of the support staff member, with the exception being information gathered during previous evaluations and formal written communication regarding ongoing concerns.

3. The support staff member may obtain the assistance of a mentor/local union representative at any or all times throughout the evaluation process.

4. The following shall be included as part of the evaluation process:

4.1. Gathering of data pertaining to established performance criteria (See Attachments ~~B~~ or employee job description).

4.1.1. Data may be derived from a number of sources including, but not limited to observations, written documents, anecdotal records, source contacts and appropriate personnel.

4.2. Ongoing conferencing.

REGULATIONS

1. The evaluation of a support staff ~~may~~ shall be conducted:

~~process may be initiated by the school upon written request by the school support staff member,~~

1.1. for purposes of gathering information related to a specific employment decision

1.2. when, on the basis of information received through supervision, the evaluator has reason to believe that the support staff member may not be meeting their established performance criteria/job description expectations.

2. The evaluation of a support staff may be conducted upon written request by the support staff member.

~~the school principal or his/her designate, or by the superintendent or his/her designate.~~

Policy GDN: Evaluation of support staff – Cont'd.

- ~~2. The principal is ultimately responsible for the evaluation of school support staff members. The principal may appoint a designate for evaluation of school support staff members. Collaboration with appropriate personnel such as the classroom support teacher, classroom teacher, and/or other supervisors will occur throughout the process.~~
- ~~3. The school support staff member may obtain the assistance of a mentor or peer support team to work with him/her at any or all times throughout the evaluation process.~~
3. The evaluator shall provide written notification of the evaluation to the support staff member (see Attachment A – sample notice of evaluation letter).
 - 3.1. A copy of the notice of evaluation shall be forwarded to the human resource department and placed in the employee's personnel file at division office.
4. On initiating an evaluation, the evaluator shall meet with the employee and shall communicate:
 - 1.1. the reason and purpose for initiating the evaluation;
 - 1.2. the process, criteria to be used (see Attachment ~~B~~ for key indicators and descriptors);
 - 1.2.1. Support staff whose position is not included in attachment B to ~~G~~ shall be evaluated based on their job description (roles and responsibilities)
 - 1.3. the timeline to be applied; and
 - 1.4. the possible outcomes of the evaluation.
5. When a continuing/regular employee is being evaluated because the evaluator has reason to believe that the support staff member may not be meeting their job description expectations and remediation is necessary the evaluator, should complete a notice of remediation (see Attachment ~~CH~~) and perform a reasonable number of observations to assess performance level, at the end of the time allotted for the support staff member to make the required improvement.
 - 5.1. The determination of reasonable number of observations is at the discretion of the principal and shall be communicated to the employee during the remediation period.
6. The final report generated from the evaluation process shall:
 - 6.1. Indicate the outcome of the evaluation. Either that the support staff member
 - 6.1.1. meets the expected performance areas; or
 - 6.1.2. does not meet the expected performance areas and that the evaluator is recommending termination.
 - 6.2. be completed prior to the conclusion of the employee's probationary period;
 - 6.3. contain anecdotal comments in areas needing improvement/deficient; and
 - 6.4. be signed by both parties, or indicate when it was shared with the employee, forwarded to the Human Resource Department, and placed in the support staff member's personnel file at Division Office.
7. A copy of the final evaluation report shall be provided to the support staff member.
 - 7.1. The support staff member shall be given ten (10) days to submit comments regarding his/her evaluation.
 - 7.1.1. Comments shall be appended to the evaluation report in the support staff member's personnel file at Division Office.
8. Should the evaluator determine that the employee's practice is acceptable, the support staff member shall transition to the growth/supervision phase in the case of continuing/regular employees.

Policy GDN: Evaluation of support staff – Cont'd.

9. Should the evaluator determine that the employee's practice is unacceptable, the matter will be referred to the Superintendent who may make an employment decision. Termination of the employee's contract may result.

9.1. Notwithstanding any other provision in this policy, the Superintendent may suspend or terminate an employee from performance of duties under the provisions of the Employment Standards Code and/or Board policy.

4. All reports generated during the evaluation process shall be signed by all parties and kept in the school support staff member's file secured in the principal's office and Division Office, with a copy provided to the school support staff member being evaluated prior to the report being submitted.

5. A school support staff member may review his/her evaluation records contained in a personnel file.

6. Information gathered prior to an evaluation process cannot be used unless requested in writing by the school support staff member, with the exception of information gathered during previous evaluations.

A school support staff member being evaluated shall be given the opportunity to include additional comments to all written reports pertaining to his/her evaluation within 10 days.

Policy GDN—*Evaluation of School Support Staff Member, Cont'd.*

8. The following regulations will apply:

8.1 Prior to an evaluation being performed, the school support staff member to be evaluated must receive or submit written notification, a copy of which must be kept in the individual school support staff member's personnel file secured in the principal's office.

8.2 The principal or his/her designate shall convene a conference with the school support staff member subsequent to notification and prior to formal observation during which evaluation policy and procedure, performance criteria, reporting procedures, reporting format and appeal procedures shall be discussed with the school support staff member.

8.3 For assistants, there will be two reporting formats based on the established criteria (performance areas and key indicators) attached to this policy. The first reporting format is a written descriptive anecdotal report containing descriptive assessments in the performance areas. The second reporting format is a checklist and comment report indicating commendable, satisfactory or needs improvement in each of the performance areas, with a section for general and brief anecdotal comments.

8.4 For other employee classifications (secretaries, secretary assistants, clerical aides, librarians), the principal or his/her designate shall establish performance criteria. The performance criteria shall be based on the employee's job description. The reporting format may be descriptive or a checklist may be developed indicating level of performance (commendable, satisfactory, or needs improvement) in each performance area.

8.5 The descriptive, anecdotal format (not the checklist/comment format) must be used for the evaluation of 'regular' staff who require an evaluation of their performance to determine employment or termination.

8.6 For 'probationary' staff, the principal or his/her designate may choose to carry out the descriptive anecdotal or the checklist/comment format.

8.7 The following shall be included as part of the evaluation process:

8.71

8.72 Gathering of data pertaining to established performance criteria. Data can derive from a number of sources including, but not limited to, observations, written documents, anecdotal records, source contacts and appropriate personnel.

8.72 Conferencing.

8.73

a) For a "probationary" employee, a formal written report (checklist or descriptive format) based on the performance criteria. The report may include areas of strength, directions for growth, and recommendations. The report must be completed prior to the conclusion of the employee's probationary period.

Policy GDN: Evaluation of support staff – Cont’d.

~~b) The principal will make a recommendation to the Human Resources personnel regarding further employment of a probationary staff member prior to the completion of 120 days worked.~~

~~8.74~~

~~a) For a “regular” employee, a formal written report, checklist/comment or anecdotal, based on the established criteria containing descriptive assessments in the major performance areas which may include areas of strength, directions for growth, and recommendations. Where remediation is necessary to raise the quality of a school support staff member’s performance (duties and responsibilities) to an acceptable level as determined by the evaluator, the report shall make clear the expectations and opportunities for improved practice and set a reasonable time line for improvement.~~

~~**Policy GDN – Evaluation of School Support Staff Member, Cont’d.**~~

~~b) In the event that remediation is necessary, the principal and/or designate, shall perform a reasonable number of observations to assess performance level, at the end of the time allotted for the school support staff member to make the required improvement. A report will be written containing the assessment and recommendations.~~

~~c) The support staff member will be given the opportunity to append additional comments to the evaluation report.~~

~~d) In the case of recommending a change of employment status for a regular staff member, the principal shall submit a copy of the evaluation along with the recommendation to the superintendent.~~

~~e) Following the completion of this process the school support staff member may appeal the process of the evaluation to the superintendent.~~



ATTACHMENT A – SAMPLE NOTICE OF EVALUATION LETTER

Support Staff Evaluation

Name of Support Staff: _____

School: _____

Date: _____

According to Policy GDN - Evaluation of School Support Staff Member, an evaluation must be done on probationary employees prior to their completion of 120 days of work the probationary period (CUPE collective agreement states the following regarding the probationary period).

Ten-Month Employees: The probationary period for newly hired Employees is the first one hundred and twenty (120) days worked or June 30th following the commencement date of employment, whichever comes first, to allow the Employer to determine an Employee's suitability and compatibility for continued employment.

Twelve-Month Employees: The probationary period for newly hired Employees is the first one hundred and twenty (120) days worked to allow the Employer to determine an Employee's suitability and compatibility for continued employment.

-This written notification indicates that this the evaluation process has been initiated.- A conference will be held with you on _____ to review the evaluation policy and procedures, performance criteria, reporting procedures, reporting format, post-conferences and appeal procedures.- A copy of the policy and criteria has been attached.

The observations and evaluations will include input from the teachers whom you assist, the Classroom Support Teacher, and the principal.

Principal

Principal's Designate (if applicable)

Policy GDN: Evaluation of support staff – Cont'd.

Copy of signed notification to be forwarded to HR department at division office and placed in employee personnel file

Horizon School Division No. 67

Criteria for the Evaluation of an Assistant's Performance

This document sets out four Performance Areas for the evaluation of an assistant's performance. They are: Instructional Assistance, Behavioral Assistance, Organization and Preparation, and Interpersonal Skills and Professional Attributes.

The Key Indicators for each Performance Area identifies the primary activities that an assistant undertakes as she/he goes through their daily work. In most cases, the Key Indicators serve as areas of evaluation and as areas for improvement. The Descriptors support the Key Indicators, although some descriptors may not apply to a particular position, and can be considered Not Applicable.

Performance Area: Instructional Assistance

Key Indicator: Under the direction of a certified teacher, the assistant provides effective instructional support.

Descriptors

- Communicates with teachers regarding students and programs
 - Follows and supports implementation of the IPP
 - Clarifies instructions for students
 - Assists students with assignments
 - Monitors for student attention and focus
 - Monitors for student understanding
 - Listens to lessons for teachers' instructional expectations
- Seeks and finds information to perform duties (knowledge and skills)
- Demonstrates competency in assisting in assigned subject areas

Performance Area: Behavioral Assistance

Key Indicator: under the direction of a certified teacher, the assistant demonstrates a shared responsibility for ensuring appropriate behavioral assistance.

Descriptors

- Participates in development of behavior/restitution plans
 - Implements behavior/restitution plans
 - Documents student behavior
- Assists students with accommodations as defined in the IPP to support behavior
 - Supports classroom and school rules
 - Models appropriate behavior
- Provides feedback to teachers regarding student behavior

Performance Area: Organization and Preparation

Key Indicator: The assistant demonstrates evidence of effective organization and preparation.

Descriptors

- Previews learning materials
- Collects materials/resources
- Assists teachers in organizing and managing the classroom environment
 - Arrives on time and is prepared
 - Models and utilizes time management skills
- Works with students in a timely and efficiently manner

Performance Area: Interpersonal Skills and Professional Attributes

Key Indicator: The assistant demonstrates effective interpersonal skills.

Descriptors

- **Demonstrates respect for students, parents/guardians, teachers and others**
 - **Maintains professional space and proper etiquette**
 - **Works as a TEAM member**
 - **Contributes to a positive classroom and school culture**
- **Communicates appropriately within different environments**
 - **Communicates through proper channels**
 - **Shows initiative and confidence**
 - **Maintains a high standard of confidentiality**

ATTACHMENT B

HORIZON SCHOOL DIVISION

Criteria for the Evaluation of ~~Classroom Support~~ Assistant's Performance



HORIZON SCHOOL DIVISION NO. 67

Employee Evaluation: – Assistant

SECTION ONE

Introduction

Name _____

Start Date for Current Position _____

Evaluator _____

Date _____

Reason for evaluation:

- Employee request
- To determine if newly promoted employee meets standards
- Employee has not developed and implemented a Growth Plan
- Employee may not be meeting the Assistant Performance Areas
- 120 Days Probationary evaluation process for employees new to the division (120 Days Worked)
- Other (Please Indicate) _____

SECTION TWO

Assistant – Quality Standards

Within the expectations of the Assistant position, the employee will be evaluated within four performance areas: Instructional Assistance, Behavioral Assistance, Organization and Preparation, and Interpersonal Skills and Professional Attributes.

~~The employee will be evaluated within four performance areas: Organization and Preparation; Interpersonal Skills and Professional Attributes; Management Skills, and Financial Skills.~~

- All areas should be marked as proficient, needs improvement, or not applicable.– For the purposes of this form, “proficient” describes job performance that meets the minimum standard of performance in each area.– “needs improvement” describes job performance that does not meet the acceptable standard in an area
- All marked “needs improvement” must be accompanied by supporting documentation (anecdotal comments).

The KEY INDICATORS for each PERFORMANCE AREA identify the primary activities that an assistant undertakes as she/he goes through their daily work. In most cases, the INDICATORS serve as areas of assessment and/or areas for improvement in the evaluation process. The DESCRIPTORS support the KEY

INDICATORS, although some descriptors may not apply to a particular position, and can be considered Not Applicable.

This document sets out four performance areas for the evaluation of classroom support assistants’ performance. They are: Instructional Techniques and Implementation, Organization and Preparation, Communication of Student Performance, Interpersonal Skills, Personal and Professional Attributes, Management Skills.

The KEY INDICATORS key indicators for each PERFORMANCE AREA performance area identify the activities that good classroom support assistants undertake as they go through their day to day work. The INDICATORS may become the focus of formative planning processes. In most cases, the INDICATORS serve as areas of assessment and/or areas for improvement in evaluation processes. The DESCRIPTORS descriptors support the KEY INDICATORS key indicators, though evidence of all descriptors DESCRIPTORS would not be expected at the all times.

PERFORMANCE AREA: INSTRUCTIONAL ASSISTANCE

KEY INDICATOR: (Under the direction of a certified teacher, the assistant provides effective instructional support.)

PERFORMANCE AREA: INSTRUCTIONAL ASSISTANCE

KEY INDICATOR: Under the direction of a certified teacher, the assistant provides effective instructional support.

KEY INDICATORS/DESCRIPTORS:

	<u>Needs Improvement</u> <u>Proficient</u>	<u>Satisfactory</u> <u>Needs Improvement</u>	<u>Not Applicable</u> <u>Commendable</u>
• Communicate with teachers regarding students and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Follows and supports implementation of the IPP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Clarifies instructions for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Assists students with assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Monitors for student attention and focus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Monitors for student understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Listens to lessons for teachers’ instructional expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Seeks and finds information to perform duties (knowledge and skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Demonstrates competency in assisting in assigned subject areas.

PERFORMANCE AREA: BEHAVIORAL ASSISTANCE

KEY INDICATOR: Under the direction of a certified teacher, the assistant demonstrates a shared responsibility for ensuring appropriate behavioral assistance.

DESCRIPTORS:

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
• <u>Participates in development of behavior/restitution plans.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Implements behavior/restitution plans.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Documents student behavior.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Assists students with accommodations as defined in the IPP to support behavior.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Supports classroom and school rules.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Models appropriate behavior</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Provides feedback to teachers regarding student behavior.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: ORGANIZATION AND PREPARATION

KEY INDICATOR: The assistant demonstrates evidence of effective organization and preparation.

DESCRIPTORS:

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
• <u>Previews learning materials</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Collects materials/resources.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Assists teachers in organizing and managing classroom environment.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Arrives on time and is prepared.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Models and utilizes time management skills.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Works with students in a timely and efficient manner.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: INTERPERSONAL SKILLS AND PROFESSIONAL ATTRIBUTES

KEY INDICATOR: The assistant demonstrates effective interpersonal skills.

DESCRIPTORS

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
• <u>Demonstrates respect for students, parents/guardians, teachers and others.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Maintains professional space and proper etiquette.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Works as a TEAM member.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Contributes to a positive classroom and school culture.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Communicates appropriately within different environments.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Communicates through proper channels.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Shows initiative and confidence.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Maintains a high standard of confidentiality.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: BEHAVIORAL ASSISTANCE

KEY INDICATOR: U (under the direction of a certified teacher, the assistant demonstrates a shared responsibility for ensuring appropriate behavioral assistance.)

<u>DESCRIPTORS</u> <u>KEY INDICATORS</u>	<u>Proficient</u> <u>Needs Improvement</u>	<u>Needs</u> <u>Improvement</u> <u>Satisfactory</u>	<u>Not</u> <u>Applicable</u> <u>Com</u> <u>mendable</u>
• Participates in development of behavior/restitution plans. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Implements behavior/restitution plans. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Documents student behavior. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Assists students with accommodations as defined in the IPP to support behavior. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Supports classroom and school rules. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Models appropriate behavior _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provides feedback to teachers regarding student behavior. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: ORGANIZATION AND PREPARATION

KEY INDICATOR: (The assistant demonstrates evidence of effective organization and preparation.)

<u>DESCRIPTORS</u>	<u>Proficient</u>	<u>Needs</u> <u>Improvement</u>	<u>Not Applicable</u>
• <u>Previews learning materials</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Collects materials/resources.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Assists teachers in organizing and managing classroom environment.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Arrives on time and is prepared.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Models and utilizes time management skills.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Works with students in a timely and efficient manner.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: ORGANIZATION AND PREPARATION

KEY INDICATORS

	Needs Improvement	Satisfactory	Commendable
• Previews learning materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Collects materials/resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Assists teachers in organizing and managing classroom environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Arrives on time and is prepared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Models and utilizes time management skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Works with students in a timely and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: INTERPERSONAL SKILLS AND PROFESSIONAL ATTRIBUTES

KEY INDICATOR: S (The assistant demonstrates effective interpersonal skills.)

<u>KEY INDICATORS/DESCRIPTORS</u>	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Satisfactory</u>	<u>Not Applicable/Commendable</u>
• Demonstrates respect for students, parents/guardians, teachers and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintains professional space and proper etiquette.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Works as a TEAM member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Contributes to a positive classroom and school culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communicates appropriately within different environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communicates through proper channels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Shows initiative and confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintains a high standard of confidentiality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DECISION

- Completed probationary process. Overall is meeting the expected performance areas.
- Recommendation for termination

EVALUATOR'S COMMENTS

Support Staff Signature
(acknowledging receipt of report)

Date

Support Staff Supervisor Signature

Date

School Administrator/Facility Supervisor Signature

Date

Comments

- Original copy goes to Human Resources for employee's file
- Copy to Employee
- Copy to Principal/~~Designate~~ or Supervisor

Support Staff Signature
(acknowledging receipt of report)

Date

Support Staff Supervisor Date

Administrator/Supervisor Signature Date

ATTACHMENT CB

Criteria for the Evaluation of School Administrative Support (Secretaries) Performance



HORIZON SCHOOL DIVISION NO. 67

Employee Evaluation:— School Secretary

SECTION ONE

Introduction

Name _____

Start Date for Current Position _____

Evaluator _____

Date _____

Reason for evaluation:

- Employee request
- To determine if newly promoted employee meets standards
- Employee has not developed and implemented a Growth Plan
- Employee may not be meeting the School Secretary Performance Areas
- 120 Days Probationary evaluation process for employees new to the division (120 Days Worked)
- Other (Please Indicate) _____

SECTION TWO

School Secretary –~~Reception~~, Quality Standards

Within the expectations of the School Secretary position, the employee will be evaluated within ~~four~~five performance areas:– Organization and Preparation; Interpersonal Skills and Professional Attributes; ~~Management Skills~~Supporting School Operations, Student Information and Financial SkillsManagement.

- All areas should be marked as proficient, needs improvement, or not applicable.– For the purposes of this form, “proficient” describes job performance that meets the minimum standard of performance in each area.– “needs improvement” describes job performance that does not meet the acceptable standard in an area
- All marked “needs improvement” must be accompanied by supporting documentation (i.e. anecdotal comments).

This document sets out ~~performance areas~~PERFORMANCE AREAS. The ~~key indicators~~KEY INDICATORS for each performance area identify the activities that secretaries undertake as they go through their day-to-day work.– The ~~descriptors~~DESCRIPTORS support the key indicators, though evidence of all descriptors would not be expected at all times.

PERFORMANCE AREA: ORGANIZATION AND PREPARATION

KEY INDICATOR: The secretary demonstrates evidence of effective organization and preparation

DESCRIPTORS:KEY INDICATOR: The secretary demonstrates evidence of effective organization and preparation

	Proficient	Deficient	Needs Improvement	Not Applicable
• Arrives on time and is prepared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Models and utilizes time management skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses time effectively (includes attendance, punctuality, setting of priorities, keeping to schedules).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Works in an efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Prepares and disseminates materials for meetings as requested by Principal or designate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Schedules, attends and records minutes for school meetings when requested by Principal or designate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provides support and assistance to administrative staff and student(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Performs other related duties as required by the school principal or designate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA:– INTERPERSONAL SKILLS AND PROFESSIONAL ATTRIBUTES

KEY INDICATOR: The secretary demonstrates effective interpersonal skills and professional attributes.

DESCRIPTORS:KEY INDICATOR: The secretary demonstrates effective interpersonal skills and professional attributes.

	Proficient	Deficient	Needs Improvement	Not Applicable
• Demonstrates respect for students, parents/guardians, staff and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Responds to student, parent, staff, and school community enquires in a professional, supportive way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Informs students, parents, and school community of school events as directed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates excellent communication skills both in written and oral format.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintains a high standard of confidentiality related to Division matters and student and staff personal information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communicates through proper channels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communicates with parents regarding tardiness and absences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Has proven public relations skills and demonstrated ability in promoting and maintaining effective working relations with public, student(s), school and division staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Arranges school meetings and events as requested by the school principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Participates in staff professional development days, training or seminars as required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintains school website and/or school newsletters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Policy GDN: Evaluation of support staff – Cont'd.

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| • <u>Takes initiative (self-directed, takes charge of assigned tasks, requires minimum supervision).</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Maintains appropriate personal hygiene and appearance.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Models appropriate behavior.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Maintains professional space and proper etiquette.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Books facilities and transportation for school trips.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Provides first aid according to level of training.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PERFORMANCE AREA: SUPPORTING SCHOOL OPERATIONS

KEY INDICATOR: The secretary demonstrates the skills to effectively support school operations.

DESCRIPTORS:

- | | <u>Proficient</u> | <u>Needs Improvement</u> | <u>Not Applicable</u> |
|---|--------------------------|--------------------------|--------------------------|
| • <u>Oversees and implements a broad range of office operations.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Receives, responds or redirects phone calls, emails, mail and all other forms of communication in a timely and competent manner.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Carries out office equipment maintenance procedures.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Calls appropriate support when there are issues with school equipment (i.e. technology support, maintenance, or photocopier).</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Assists school principal in updating School Safety Plan, Emergency Call Trees, Student/Staff Handbook, and any other important yearly documents.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>All files kept up to date (i.e. Student transportation forms, finance etc.).</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Tracks school guests/visitors.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Sends home school forms and appropriately tracks and files returned ones.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Inventories and orders school supplies and materials.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Prepares letter, memos, examinations, newsletters and other materials as requested by school principal.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Records and updates student medical information. Administers medications and first aid to student(s). Cares for sick/injured student(s) and contacts parents or guardians.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Completes division office requests in a timely and thorough manner.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Photocopies materials for administrative and teaching staff.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Assists in preparation of report cards.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PERFORMANCE AREA: STUDENT INFORMATION

KEY INDICATOR: The secretary demonstrates the skills to effectively manage student information.

DESCRIPTORS:

- | | <u>Proficient</u> | <u>Needs Improvement</u> | <u>Not Applicable</u> |
|--|--------------------------|--------------------------|--------------------------|
| • <u>Effectively completes student registration</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Student and Staff Schedules entered and kept up to date in Powerschool. Schedules provided to staff and students.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Policy GDN: Evaluation of support staff – Cont’d.

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| • <u>Set up school year in PowerSchool.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Able to download or print reports from Powerschool (i.e. class lists).</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Ensure students are syncing between Powerschool and PASI.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Understands how to use PASI as required.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Student report cards printed and sent home on time.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Student files kept up to date (Powerschool, CUM and School).</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Register students for PATs and DIPS (including creating sittings for DIPs in PASI).</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>High school course marks stored and submitted on time via syncing Powerschool with PASI.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Print PAT Individual Student Profiles – file and distribute as required.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Track other student data as required by school principal (i.e. attendance).</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Maintains student records with confidentiality and professionalism.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Assists in entering student attendance as required.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Prepares and distribute transcript requests as required.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PERFORMANCE AREA: FINANCIAL MANAGEMENT

KEY INDICATOR: The secretary demonstrates the skills to effectively manage school financial responsibilities.

DESCRIPTORS:

- | | <u>Proficient</u> | <u>Needs Improvement</u> | <u>Not Applicable</u> |
|--|--------------------------|--------------------------|--------------------------|
| • <u>Codes and secures appropriate approval for school invoices from Accounts Payable.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Maintains computerized financial records for school decentralized budget; processes statements, reviews monthly budget control statements. Updates administrators and teachers regarding expenditures and balances.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Monthly reconciliation of school credit card statements. Balances accounts.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Ensures invoices are paid in a timely fashion.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Issues reimbursements.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Tracks SGF in KEV.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Balances all school accounts and issues all school cheques.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Bank deposits completed effectively and in a timely manner.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Monitors budget and forecasts budgetary needs.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • <u>Liaises with finance department regarding budget administration.</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Policy GDN – Evaluation of School Support Staff Member, Cont’d.

PERFORMANCE AREA: OFFICE MANAGEMENT

KEY INDICATOR: The secretary demonstrates the skills to effectively manage a school office.

	<u>Proficient</u>	<u>Deficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
— Oversees and implements a broad range of office operations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— Receives, responds or redirects phone calls, emails, mail and all other forms of communication in a timely and competent manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— Carries out office equipment maintenance procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— Calls appropriate support when there are issues with school equipment (i.e. technology support, maintenance, or photocopier).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— Assists school principal in updating School Safety Plan, Emergency Call Trees, Student/Staff Handbook, and any other important yearly documents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— All files kept up to date (i.e. Student transportation forms, finance etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— Tracks school guests/visitors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— Sends home school forms and appropriately tracks and files returned ones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— Inventories and orders school supplies and materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— Prepares letter, memos, examinations, newsletters and other materials as requested by school principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— Records and updates student medical information. Administers medications and first aid to student(s). Cares for sick/injured student(s) and contacts parents or guardians.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— Completes division office requests in a timely and thorough manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— Photocopies materials for administrative and teaching staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— Assists in preparation of report cards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: STUDENT INFORMATION

KEY INDICATOR: The secretary demonstrates the skills to effectively manage student information.

	<u>Proficient</u>	<u>Deficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
— Effectively completes student registration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— Student and Staff Schedules entered and kept up to date in Powerschool. Schedules provided to staff and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— Set up school year in PowerSchool.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— Able to download or print reports from Powerschool (i.e. class lists).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— Ensure students are syncing between Powerschool and PASI.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— Understands how to use PASI as required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— Student report cards printed and sent home on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Policy GDN – Evaluation of School Support Staff Member, Cont’d.

<u>Student files kept up to date (Powerschool, CUM and School).</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Register students for PATs and DIPS (including creating sittings for DIPs in PASI).</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>High school course marks stored and submitted on time via syncing Powerschool with PASI.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Print PAT Individual Student Profiles—file and distribute as required.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Track other student data as required by school principal (i.e. attendance).</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Maintains student records with confidentiality and professionalism.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Assists in entering student attendance as required.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Prepares and distribute transcript requests as required.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: FINANCIAL MANAGEMENT

KEY INDICATOR: The secretary demonstrates the skills to effectively manage school financial responsibilities.

	<u>Proficient</u>	<u>Deficient</u>	<u>Needs Improvement</u>	<u>Pr</u>	<u>Not Applicable</u>
<u>Codes and secures appropriate approval for school invoices from Accounts Payable.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Maintains computerized financial records for school decentralized budget; processes statements, reviews monthly budget control statements. Updates administrators and teachers regarding expenditures and balances.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Monthly reconciliation of school credit card statements. Balances accounts.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Ensures invoices are paid in a timely fashion.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Issues reimbursements.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Tracks SGF in KEV.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Balances all school accounts and issues all school cheques.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Bank deposits completed effectively and in a timely manner.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Monitors budget and forecasts budgetary needs.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Liaises with finance department regarding budget administration.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ADDITIONAL DUTIES AND EMPLOYEE’S CONTRIBUTIONS TO THE SCHOOL DIVISION THAT ARE GENERALLY BEYOND THE JOB DESCRIPTION

COMMENTS:

DECISION

- Completed probationary process. Overall is meeting the expected performance areas.
- ~~Notification of Remediation: Employee continues through the 120 day probationary/evaluation process (continue to section three)~~
- Recommendation for ~~t~~Termination

EVALUATOR’S COMMENTS

Support Staff Signature–
(acknowledging receipt of report)

Date

Support Staff Supervisor Signature

Date

School Administrator/Facility Supervisor Signature

Date

- Original copy goes to Human Resources for employee’s file
- Copy to Employee
- Copy to Principal/~~Designate~~ or Supervisor

ATTACHMENT DB

Criteria for the Evaluation of School Library Support Performance



HORIZON SCHOOL DIVISION NO. 67

Employee Evaluation: School Library Support

SECTION ONE

Introduction

Name _____

Start Date for Current Position _____

Evaluator _____

Date _____

Reason for evaluation:

- Employee request
- To determine if newly promoted employee meets standards
- Employee has not developed and implemented a Growth Plan
- Employee may not be meeting the School Library Support Performance Areas
- 120 Days Probationary evaluation process for employees new to the division (120 Days Worked)
- Other (Please Indicate) _____

SECTION TWO

Assistant – Quality Standards

School Library Support – Quality Standards

Within the expectations of the School Library Support position, the employee will be evaluated within four performance areas: Organization and Preparation; Interpersonal Skills and Professional Attributes; Supporting School Operations, and Supporting the Learning Community.

- All areas should be marked as proficient, needs improvement, or not applicable. For the purposes of this form, “proficient” describes job performance that meets the minimum standard of performance in each area. “needs improvement” describes job performance that does not meet the acceptable standard in an area
- All marked “needs improvement” must be accompanied by supporting documentation (i.e. anecdotal comments).

This document sets out PERFORMANCE AREAS. The KEY INDICATORS for each performance area identify the activities that secretaries undertake as they go through their day-to-day work. The

Policy GDN – Evaluation of School Support Staff Member, Cont’d.

DESCRIPTORS support the key indicators, though evidence of all descriptors would not be expected at all times.

The employee will be evaluated within four performance areas: Organization and Preparation; Interpersonal Skills and Professional Attributes; Management Skills, and Financial Skills.

- All areas should be marked as proficient, needs improvement, or not applicable. For the purposes of this form, “proficient” describes job performance that meets the minimum standard of performance in each area. “needs improvement” describes job performance that does not meet the acceptable standard in an area
- All marked “needs improvement” must be accompanied by supporting documentation (anecdotal comments).

This document sets out four performance areas. The key indicators for each performance area identify the activities that assistants undertake as they go through their day to day work. The descriptors support the key indicators, though evidence of all descriptors would not be expected at all times.

PERFORMANCE AREA: ORGANIZATION AND PREPARATION

KEY INDICATOR: The School Library Support person demonstrates evidence of effective organization and preparation

DESCRIPTORS:

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
• <u>Arrives on time and is prepared.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Models and utilizes time management skills.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Uses time effectively (includes attendance, punctuality, setting of priorities, keeping to schedules).</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Works in an efficient manner.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Provides support and assistance to administrative staff and student(s).</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Performs other related duties as required by the school principal or designate.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: INTERPERSONAL SKILLS AND PROFESSIONAL ATTRIBUTES

KEY INDICATOR: The School Library Support person demonstrates effective interpersonal skills and professional attributes.

DESCRIPTORS:

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
• <u>Respects the dignity and rights of students, parents/guardians, staff and others.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Responds to student, parent, staff, and school community enquires in a professional, supportive way.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Informs students, parents, and school community of school events as directed.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Demonstrates excellent communication skills both in written and oral format.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Maintains a high standard of confidentiality related to Division matters and student and staff personal information.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Communicates through proper channels.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Has proven public relations skills and demonstrated ability in promoting and maintaining effective working relations with public, student(s), school and division staff.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Demonstrates the ability to be flexible</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Maintains professional space and proper etiquette.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Maintains appropriate personal hygiene and appearance.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Participates in staff professional development days, training or seminars as required.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Takes initiative (self-directed, takes charge of assigned tasks, requires minimum supervision).</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Maintains currency in technology</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Continues to improve his/her effectiveness, expertise and job related skills</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: SUPPORTING SCHOOL OPERATION

PERFORMANCE AREA: SUPPORTING SCHOOL OPERATION

KEY INDICATOR: The School Library Support person demonstrates the skills to effectively support school operations

KEY INDICATOR: —DESCRIPTORS:

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
<ul style="list-style-type: none"> <u>Provides efficient and timely organization, circulation and maintenance of learning commons resources.</u> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <u>Assisting with school library budget where required</u> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <u>Acts as the liaison between the school and learning commons. Provides learning commons programming such as orientation, storytelling, book talks and educational technology</u> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <u>Acquires and evaluates information resources in all formats Promotes the LC program through the creation of displays, author visits, book fairs and other events.</u> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <u>Organizes and maintains the learning commons collection (equipment and materials) through standard cataloguing practices and systems. Acts as the liaison between the school and learning commons.</u> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <u>Maintains an inventory of all materials and equipment Acquires and evaluates information resources in all formats</u> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <u>Maintaining school accounts regarding loaning of textbooks, assistive technologies, and other resources Models strategies for locating, accessing and evaluating information.</u> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <u>Liaising with other libraries and agencies to obtain information not available from the school's collection and ensure that these materials are returned</u> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <u>Scheduling library and community use bookings as required Organizes and maintains the learning commons collection through standard cataloguing practices and systems.</u> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <u>Maintains school website and/or school newsletters. Assists teachers and students in the use of educational technology.</u> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: SUPPORTING THE LEARNING COMMUNITY

KEY INDICATOR: The School Library Support person demonstrates the skills to effectively support the learning community

DESCRIPTORS:

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
<ul style="list-style-type: none"> <u>Ensures a professional and welcoming learning commons environment</u> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <u>Models appropriate behavior.</u> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <u>Provides learning commons programming such as orientation, storytelling, book talks and educational technology</u> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <u>Promotes the learning commons program through the creation of</u> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Policy GDN – Evaluation of School Support Staff Member, Cont’d.

displays, author visits, book fairs and other events.

• <u>Models strategies for locating, accessing and evaluating information.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Providing service to staff and students, assisting them in the selection of materials suited to their needs and abilities</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Assists teachers and students in the use of educational technology.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Assists teachers to help develop students research skills</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Promoting literacy with staff and students</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: INTERPERSONAL SKILLS AND PROFESSIONAL ATTRIBUTES

KEY INDICATORS (The School Library Support employee demonstrates effective interpersonal skills)

DESCRIPTORS

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
— <u>Demonstrates respect for students, parents/guardians, teachers and others.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— <u>Maintains professional space and proper etiquette.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— <u>Works as a TEAM member.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— <u>Contributes to a positive classroom and school culture.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— <u>Communicates appropriately within different environments.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— <u>Communicates through proper channels.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— <u>Shows initiative and confidence.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— <u>Maintains a high standard of confidentiality.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: SUPPORTING THE LEARNING COMMUNITY

KEY INDICATOR: The School Library Support person demonstrates the skills to effectively support the learning community

DESCRIPTORS:

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
— <u>Ensures a professional and welcoming learning commons environment</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— <u>Models appropriate behavior.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— <u>Provides learning commons programming such as orientation, storytelling, book talks and educational technology</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— <u>Promotes the learning commons program through the creation of displays, author visits, book fairs and other events.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— <u>Models strategies for locating, accessing and evaluating information.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— <u>Providing service to staff and students, assisting them in the selection of materials suited to their needs and abilities</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— <u>Assists teachers and students in the use of educational technology.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Policy GDN – Evaluation of School Support Staff Member, Cont’d.

Assists teachers to help develop students research skills



Promoting literacy with staff and students



ADDITIONAL DUTIES AND EMPLOYEE’S CONTRIBUTIONS TO THE SCHOOL DIVISION THAT ARE GENERALLY BEYOND THE JOB DESCRIPTION

COMMENTS:

DECISION

- Completed probationary process. Overall is meeting the expected performance areas.
- Recommendation for termination

EVALUATOR’S COMMENTS

Support Staff Signature
(acknowledging receipt of report)

Date

Policy GDN – Evaluation of School Support Staff Member, Cont’d.

Support Staff Supervisor Signature _____ Date _____

School Administrator/Facility Supervisor Signature _____ Date _____

- Original copy goes to Human Resources for employee’s file
- Copy to Employee
- Copy to Principal or Supervisor

ATTACHMENT EB



HORIZON SCHOOL DIVISION NO. 67

**Employee Evaluation: School Pre-Kindergarten
Early Learning Educator**

SECTION ONE

Introduction

Name _____

Start Date for Current Position _____

Evaluator _____

Date _____

Reason for evaluation:

- Employee request
- To determine if newly promoted employee meets standards
- Employee has not developed and implemented a Growth Plan
- Employee may not be meeting the School Pre-Kindergarten Performance Areas
- 120 Days Probationary evaluation process for employees new to the division (120 Days Worked)
- Other (Please Indicate) _____

SECTION TWO

School Pre-Kindergarten Early Learning Educator – Quality Standards

The School Pre-Kindergarten Early Learning Educator employee will be evaluated within four performance areas: Organization and Preparation, Interpersonal Skills and Professional Attributes, Program Delivery, Service Delivery of Students, and ~~Interpersonal Skills and Professional Attributes.~~

- All areas should be marked as proficient, needs improvement, or not applicable. For the purposes of this form, “proficient” describes job performance that meets the minimum standard of performance in each area. “needs improvement” describes job performance that does not meet the acceptable standard in an area
- All marked “needs improvement” must be accompanied by supporting documentation.

This document sets out four performance areas. The key indicators for each performance area identify the activities that assistants undertake as they go through their day-to-day work. The descriptors support the key indicators, though evidence of all descriptors would not be expected at all times.

PERFORMANCE AREA: ORGANIZATION AND PREPARATION

KEY INDICATOR: The School Pre-Kindergarten Early Learning Educator demonstrates evidence of effective organization and preparation

DESCRIPTORS: KEY INDICATOR: The secretary demonstrates evidence of effective organization and preparation

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
• <u>Plan daily activities to meet the interests and developmental needs of the children</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Maintain an organized classroom environment</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Direct EL staff in their daily responsibilities eg. set up , clean up</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Gather and prepare materials prior to program time</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Manage program budget for consumable supplies</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Arrives on time and is prepared.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Uses time effectively (includes attendance, punctuality, setting of priorities, keeping to schedules).</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: INTERPERSONAL AND PROFESSIONAL ATTRIBUTES

KEY INDICATOR: The School Pre-Kindergarten Early Learning Educator demonstrates effective interpersonal skills and professional attributes.

DESCRIPTORS:

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
• <u>Respects the dignity and rights of students, parents/guardians, staff and others.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Creates a welcoming environment for parents, fostering positive relationships and conversations regarding their child</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Takes initiative and demonstrates confidence in role</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Maintains a high standard of confidentiality</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Maintains appropriate personal hygiene and appearance.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Models appropriate behavior.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Works as a TEAM under the direction of Early Learning Supervisor</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Communicates effectively and through the proper channels</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Participates in staff professional development days, training or seminars as required.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: PROGRAM DELIVERY

KEY INDICATOR: The School Pre-Kindergarten Early Learning Educator demonstrates effective program delivery.

KEY INDICATOR: The secretary demonstrates effective interpersonal skills and professional attributes. DESCRIPTORS:

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
• <u>Implement best practices for early learning environments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Apply Hanen strategies in planning and delivering programming</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Create a positive responsive learning environment for children</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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- Attend training workshops and sessions, as required
- Promote Early Learning programs positively in the community
- Communicate regularly with parents face to face, through calendars/newsletters, parent boards etc.

PERFORMANCE AREA: SERVICE DELIVERY OF STUDENTS ORGANIZATION AND PREPARATION
KEY INDICATOR: The School Pre-Kindergarten Early Learning Educator demonstrates evidence of effective service delivery of students.

KEY INDICATOR: The secretary demonstrates evidence of effective organization and preparation
DESCRIPTORS

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
• <u>Ensure the EL staff is aware of the learning goals for all children</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Ensure the safety and well being of students at all times</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Participate in ELP meetings to set, review and revise goals for children</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Ensure implementation of strategies outlined in Individual Early Learning Plans</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Work collaboratively with Learning Support teacher</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Work collaboratively with multi-disciplinary team (SLP, OT, PT, Behaviour Consultant, Low Incidence team)</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Communicate regularly with LST</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Demonstrates a basic understanding of speech and language development and implementing support processes</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Awareness of children's' unique medical needs</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: ORGANIZATION AND PREPARATION

KEY INDICATOR: The secretary demonstrates evidence of effective organization and preparation

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
• <u>Create a welcoming environment for parents, fostering positive relationships and conversations regarding their child</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Take initiative and demonstrate confidence in role</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Maintain a high standard of confidentiality</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Works as a TEAM under the direction of Early Learning Supervisor</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Communicates effectively and through the proper channels</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DECISION

- Completed probationary process. Overall is meeting the expected performance areas.
- Recommendation for termination

EVALUATOR’S COMMENTS

Policy GDN – Evaluation of School Support Staff Member, Cont’d.

Support Staff Signature
(acknowledging receipt of report)

Date

Support Staff Supervisor Signature

Date

School Administrator/Facility Supervisor Signature

Date

- Original copy goes to Human Resources for employee's file
- Copy to Employee
- Copy to Principal/Designate or Supervisor

ATTACHMENT FB

Criteria for the Evaluation of Sign Language Interpreter, Performance



HORIZON SCHOOL DIVISION NO. 67

Employee Evaluation: Sign Language Interpreter

SECTION ONE

Introduction

Name _____

Start Date for Current Position _____

Evaluator _____

Date _____

Reason for evaluation:

- Employee request
- To determine if newly promoted employee meets standards
- Employee has not developed and implemented a Growth Plan
- Employee may not be meeting the Sign Language Interpreter Performance Areas
- 120 Days Probationary evaluation process for employees new to the division (120 Days Worked)
- Other (Please Indicate) _____

SECTION TWO

Assistant Sign Language Interpreter – Quality Standards

Within the expectations of the Sign Language Interpreter position, the employee will be evaluated within four performance areas: Organization and Preparation; Interpersonal Skills and Professional Attributes; Supporting School Operations, and Supporting the Learning Community.

- All areas should be marked as proficient, needs improvement, or not applicable. For the purposes of this form, “proficient” describes job performance that meets the minimum standard of performance in each area. “needs improvement” describes job performance that does not meet the acceptable standard in an area
- All marked “needs improvement” must be accompanied by supporting documentation (i.e. anecdotal comments).

This document sets out PERFORMANCE AREAS. The KEY INDICATORS for each performance area identify the activities that secretaries undertake as they go through their day-to-day work. The DESCRIPTORS support the key indicators, though evidence of all descriptors would not be expected at all times.

Policy GDN – Evaluation of School Support Staff Member, Cont’d.

The employee will be evaluated within four performance areas: Organization and Preparation, Program Delivery, Service-Delivery of Students, and Interpersonal Skills and Professional Attributes.

<u>KEY INDICATOR:</u>	<u>Proficient</u>	<u>Improvement</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
<u>The Educational Sign Language Interpreter facilitates communication between the student, administration, teacher, hearing peers and staff as directed by the teacher and supervised by the Principal.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>The Educational Sign Language Interpreter is a member of the student's Learning Team.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Performs interpreting for deaf and hard of hearing students, facilitating communication while ensuring integrity and impartiality in the process, in accordance with performance standards, policies, practices and regulations specific to Horizon.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Provides one-on-one support in the use of specialized equipment, e.g., listening devices, assistive technology, teletypewriter and closed-captioning machines.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Participates in ongoing professional development and training to maintain accuracy and proficiency in Braille transcription/translation software as well as assistive technologies and software for students with visual impairments.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Facilitates and assists with the ordering and monitoring of materials and equipment from the Alberta Education Specialized Services for Visually Impaired.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: ORGANIZATION AND PREPARATION

KEY INDICATOR: The Sign Language Interpreter demonstrates evidence of effective organization and preparation

DESCRIPTORS:

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
• <u>Arrives on time and is prepared.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Models and utilizes time management skills.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Uses time effectively (includes attendance, punctuality, setting of priorities, keeping to schedules).</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: INTERPERSONAL SKILLS AND PROFESSIONAL ATTRIBUTES

KEY INDICATOR: The Sign Language Interpreter demonstrates effective interpersonal skills and professional attributes.

DESCRIPTORS:

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
• <u>Demonstrates respect for students, parents/guardians, staff and others.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Demonstrates excellent communication skills.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Maintains a high standard of confidentiality.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Communicates appropriately within different environments.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Shows initiative and confidence.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Maintains appropriate personal hygiene and appearance.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Models appropriate behavior.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Maintains professional space and proper etiquette.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Works as a TEAM member.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Participates in staff professional development days, training or seminars as required.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: SUPPORTING SCHOOL OPERATIONS

KEY INDICATOR: The Sign Language Interpreter effectively supports school operations.
PERFORMANCE AREA: SUPPORTING SCHOOL OPERATIONS

KEY INDICATOR: The Sign Language Interpreter effectively supports school operations.

DESCRIPTORS:

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
• <u>The Sign Language Interpreter is a member of the student’s Learning Team.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Facilitates and assists with the ordering and monitoring of materials and equipment from the Alberta Education Specialized Services for Visually Impaired.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>The Sign Language Interpreter facilitates communication between the student, administration, teacher, hearing peers and staff as</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Policy GDN – Evaluation of School Support Staff Member, Cont’d.

directed by the teacher and supervised by the Principal.

- Performs other related duties as required by the school principal or designate.

PERFORMANCE AREA: SUPPORTING THE LEARNING COMMUNITY

• **KEY INDICATOR: The Sign Language Interpreter effectively supports the learning community.**



DESCRIPTORS:

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
• <u>Contributes to a positive classroom and school culture.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Performs interpreting for deaf and hard of hearing students, facilitating communication while ensuring integrity and impartiality in the process, in accordance with performance standards, policies, practices and regulations specific to Horizon.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Provides one-on-one support in the use of specialized equipment, e.g., listening devices, assistive technology, teletypewriter and closed-captioning machines.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Participates in ongoing professional development and training to maintain accuracy and proficiency in Braille transcription/translation software as well as assistive technologies and software for students with visual impairments.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: INTERPERSONAL SKILLS AND PROFESSIONAL ATTRIBUTES

KEY INDICATORS (The Sign Language Interpreter demonstrates effective interpersonal skills)

DESCRIPTORS

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
— <u>Demonstrates respect for students, parents/guardians, teachers and others.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— <u>Maintains professional space and proper etiquette.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— <u>Works as a TEAM member.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— <u>Contributes to a positive classroom and school culture.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— <u>Communicates appropriately within different environments.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— <u>Communicates through proper channels.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— <u>Shows initiative and confidence.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
— <u>Maintains a high standard of confidentiality.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: SUPPORTING THE LEARNING COMMUNITY

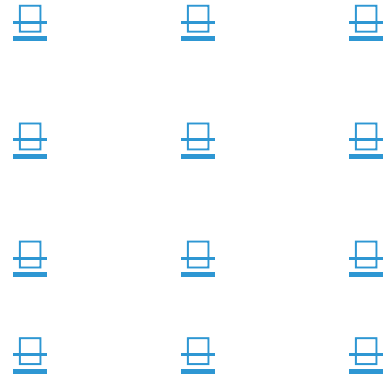
KEY INDICATOR: The Sign Language Interpreter effectively supports the learning community.

DESCRIPTORS:

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
— <u>Contributes to a positive classroom and school culture.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Policy GDN – Evaluation of School Support Staff Member, Cont’d.

- Performs interpreting for deaf and hard of hearing students, facilitating communication while ensuring integrity and impartiality in the process, in accordance with performance standards, policies, practices and regulations specific to Horizon.
- Provides one on one support in the use of specialized equipment, e.g., listening devices, assistive technology, teletypewriter and closed-captioning machines.
- Participates in ongoing professional development and training to maintain accuracy and proficiency in Braille transcription/translation software as well as assistive technologies and software for students with visual impairments.
-



EMPLOYEE’S CONTRIBUTIONS TO THE SCHOOL DIVISION THAT ARE GENERALLY BEYOND THE JOB DESCRIPTION

COMMENTS:

DECISION

- Completed probationary process. Overall is meeting the expected performance areas.
- Recommendation for termination

EVALUATOR’S COMMENTS

Support Staff Signature
(acknowledging receipt of report)

Date

Support Staff Supervisor Signature

Date

School Administrator/Facility Supervisor Signature

Date

- Original copy goes to Human Resources for employee’s file
- Copy to Employee
- Copy to Principal or Supervisor

ATTACHMENT GB

Criteria for the Evaluation of Food Services Worker Performance



HORIZON SCHOOL DIVISION NO. 67

Employee Evaluation: Foods Services Worker

SECTION ONE

Introduction

Name _____

Start Date for Current Position _____

Evaluator _____

Date _____

Reason for evaluation:

- Employee request
- To determine if newly promoted employee meets standards
- Employee has not developed and implemented a Growth Plan
- Employee may not be meeting the Food Services Worker Performance Areas
- 120 Days Probationary evaluation process for employees new to the division (120 Days Worked)
- Other (Please Indicate) _____

SECTION TWO

Assistant Food Services Worker – Quality Standards

Within the expectations of the Food Services Worker position, the employee will be evaluated within three performance areas: Organization and Preparation; Interpersonal Skills and Professional Attributes, and Program Delivery.

- All areas should be marked as proficient, needs improvement, or not applicable. For the purposes of this form, “proficient” describes job performance that meets the minimum standard of performance in each area. “needs improvement” describes job performance that does not meet the acceptable standard in an area
- All marked “needs improvement” must be accompanied by supporting documentation (i.e. anecdotal comments).

This document sets out PERFORMANCE AREAS. The KEY INDICATORS for each performance area identify the activities that secretaries undertake as they go through their day-to-day work. The DESCRIPTORS support the key indicators, though evidence of all descriptors would not be expected at all times.

Policy GDN – Evaluation of School Support Staff Member, Cont’d.

The employee will be evaluated within four performance areas: Organization and Preparation, Program Delivery, Service Delivery of Students, and Interpersonal Skills and Professional Attributes.

- All areas should be marked as proficient, needs improvement, or not applicable. For the purposes of this form, “proficient” describes job performance that meets the minimum standard of performance in each area. “needs improvement” describes job performance that does not meet the acceptable standard in an area
- All marked “needs improvement” must be accompanied by supporting documentation (anecdotal comments).

This document sets out four performance areas. The key indicators for each performance area identify the activities that assistants undertake as they go through their day to day work. The descriptors support the key indicators, though evidence of all descriptors would not be expected at all times.

PERFORMANCE AREA:

KEY INDICATOR:—

<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: INTERPERSONAL SKILLS AND PROFESSIONAL ATTRIBUTES

KEY INDICATORS (The Food Services Worker demonstrates effective interpersonal skills)

DESCRIPTORS

<u>DESCRIPTORS</u>	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
<u>Demonstrates respect for students, parents/guardians, teachers and others.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Maintains professional space and proper etiquette.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Works as a TEAM member.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Contributes to a positive school culture.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Communicates appropriately within different environments.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Communicates through proper channels.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Shows initiative and confidence.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Maintains a high standard of confidentiality.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Policy GDN – Evaluation of School Support Staff Member, Cont’d.

PERFORMANCE AREA: ORGANIZATION AND PREPARATION

PERFORMANCE AREA: ORGANIZATION AND PREPARATION

KEY INDICATOR: The Food Services Worker demonstrates evidence of effective organization and preparation

DESCRIPTORS:

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
• <u>Maintain an organized kitchen environment</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Direct EL staff in their daily responsibilities eg. set up , clean up</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Gather and prepare materials prior to program time</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Manage program budget for consumable supplies</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Arrives on time and is prepared.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Uses time effectively (includes attendance, punctuality, setting of priorities, keeping to schedules).</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: INTERPERSONAL AND PROFESSIONAL ATTRIBUTES

KEY INDICATOR: The Food Services Worker demonstrates effective interpersonal skills and professional attributes.

DESCRIPTORS:

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
• <u>Respects the dignity and rights of students, parents/ guardians, staff and others.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Contributes to a positive school culture.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Takes initiative and demonstrates confidence in role</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Maintains a high standard of confidentiality</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Maintains appropriate personal hygiene and appearance.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Maintains a professional kitchen space and proper etiquette.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Models appropriate behavior.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Works as a TEAM member.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Communicates effectively and through the proper channels</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Participates in staff professional development days, training or seminars as required.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE AREA: PROGRAM DELIVERY

KEY INDICATOR: The Food Services Worker demonstrates effective program delivery.

DESCRIPTORS:

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Not Applicable</u>
• <u>Ensure the safety and well being of students at all times.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Plan meals to meet the dietary needs of the children, including unique dietary needs of individual students.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Work collaboratively with school administration and Director of Learning.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <u>Attend training workshops and sessions, as required</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ADDITIONAL DUTIES AND EMPLOYEE’S CONTRIBUTIONS TO THE SCHOOL DIVISION THAT ARE GENERALLY BEYOND THE JOB DESCRIPTION

COMMENTS:

DECISION

- Completed probationary process. Overall is meeting the expected performance areas.
 Recommendation for termination

EVALUATOR’S COMMENTS

Support Staff Signature _____ Date _____
(acknowledging receipt of report)

Support Staff Supervisor Signature _____ Date _____

School Administrator/Facility Supervisor Signature _____ Date _____

- Original copy goes to Human Resources for employee’s file
- Copy to Employee
- Copy to Principal or Supervisor

ATTACHMENT HC

Notice of Remediation



HORIZON SCHOOL DIVISION NO. 67

SECTION ONE

Introduction

Name _____

Start Date for Current Position _____

Evaluator _____

Date _____

SECTION THREETWO

Notice of Remediation

Remediation MUST be completed prior to the conclusion of the 120-day probationary evaluation period and MUST conclude with a ~~see on final~~ final evaluation document. The Remediation Plan is to be completed by the employee in consultation with the evaluator.

Detailed description of deficiencies in each area of the quality standard(s) identified

SECTION FOUR

Remediation Plan

Remediation MUST be completed prior to the conclusion of the 120 day probationary period and MUST conclude with a second evaluation document. The Remediation Plan is to be completed by the employee in consultation with the Principal/designate or supervisor.

1. Behaviour and/or practices that do not meet the quality standard(s) including changes required

2. Strategies for improvement towards achieving quality standard(s)

3. Timeline

4. Employee progress towards achieving the quality standard(s)

5. Evaluation decision

Completed probationary process

Termination

6. Employee comments

Evaluator's Name and Signature Date

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

Reviewed by Human Resources Date



Policy GDN – Evaluation of School Support Staff Member, Cont’d.

Support Staff Evaluation

Name of Support Staff: _____

Date: _____

According to Policy GDN – Evaluation of School Support Staff Member, an evaluation must be done on probationary employees prior to their completion of 120 days of work. This written notification indicates that this process has been initiated. A conference will be held with you on _____ to review the evaluation policy and procedures, performance criteria, reporting procedures, reporting format (Checklist/Comment), post conferences and appeal procedures. A copy of the policy and criteria has been attached.

The observations and evaluations will include input from the teachers whom you assist, the Classroom Support Teacher, and the principal.

Please sign this letter indicating the above notification of evaluation.

Support Staff _____ Principal

Principal's Designate (if applicable)

Copy of signed notification to be placed in school personnel file

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

Policy Code:	HGBG
Policy Title:	Home Education
Cross Reference:	IE
Legal Reference:	<u>School Act, 29,</u> Alberta Education, Home Ed. Policy 1.1.2 Reg. 145/2006
Adoption Date:	April 27, 1995
Amendment or Re-	June 20, 2000
Affirmation Date:	April 19, 2007

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION ~~BELIEVES-ACKNOWLEDGES~~ THAT A PARENT OR GUARDIAN HAS THE RIGHT UNDER SECTION 29 OF THE *SCHOOL ACT* TO PROVIDE HOME EDUCATION FOR THEIR CHILD(REN). ~~THE BOARD WILL SUPPORT PARENTS WISHING TO HOME EDUCATE WITH THE JURISDICTION -IF THE HOME EDUCATION PROGRAM MEETS THE REQUIREMENTS OF PROVINCIAL REGULATION. HOME EDUCATION IS DEFINED AS THE EDUCATION OF THE CHILD OUTSIDE PUBLIC OR PRIVATE SCHOOL SETTINGS WITHIN THE PARAMETERS OF PROVINCIAL POLICY, REGULATIONS AND PROCEDURES.~~

DEFINITIONS

Home education programs are those for which the parent assumes responsibility for programming and instruction by providing a notification of intent to home educate, and the jurisdiction has agreed, in writing to the parent, to supervise the home education program. .

Blended programs are those for which the responsibility for programming and instruction is shared between parent(s) and school.

Individual high school courses, taken through the Alberta Distance Learning Centre with the approval of the school principal, are not considered home education.

REGULATIONS

1. A parent who intends to provide a home education program through Horizon School Division must notify the ~~Board superintendent or designate~~ of that intention using the Alberta Education “Home Education Regulation Notification Form” (attached).
 - 1.1. A notification of intention to home educate form is required for each school year.
 - 1.2. -Horizon School Division home education students are registered at their designated school.
2. The Superintendent ~~of Schools~~ or ~~his/her~~ designate shall review and respond to notification of intention to home educate applications for home education not more than 15 days after the date on which notification is received.
- 2.1. The Superintendent will typically only approve home education programs for resident students.
- 2.2. Before home education notices are ~~confirmed~~ approved, the division office designate responsible for the administration of home education must be satisfied that:

2.2.1.the home education program provided by the parent meets the requirements of this policy and the ~~current~~ Home Education Regulation;

2.2.2.reasonable consistency exists between the proposed program of instruction and the provincial Program of Studies or Learning Outcomes as identified in the Home Education Regulation; and

2.2.3.an acceptable written learning plan has been submitted by the parent.

2.

1. The Board shall authorize payment for instructional materials or supplies up to an amount of not less than 50% of the home education program funding to the parents who are providing home education programs.

2. If a parent chooses to use distance learning materials approved by the Minister, the Board shall use the portion attributed to parents under 'a' to pay for those materials as follows:

i. Elementary Students: basic core subjects Grades 1—6;

ii. Junior High Students: basic core subjects Grades 7—9, plus options to the maximum 75% grant limit;

iii. High School Students: initial registration in two high school courses with probationary continuance of two courses at a time dependent on successful completion of prior courses to a maximum amount of 75% of grant.

Remaining grant money shall be allocated to cover expenses for program supervision

3. Horizon School Division Home Education students will register at the school they would normally attend. ~~where the homeschooling students is registered, with guidance from the division office designate, Jr. H will be paid by the division office for the parent.~~

Policy HGBG – Home Education, Cont’d.

2.3. The Board shall authorize payment to a parent, an amount of not less than 50% of the home education program funding, to defray the costs incurred by the parent for programs of study, instructional materials or other resources necessary and related to the home education program as per Alberta Education regulation, upon submission and approval of detailed receipts.

2.3.1. Reimbursement shall be at minimum based on a prorated amount equivalent to the timeframe the student is registered as a home education student.

2.4. Reimbursement will not occur for

2.4.1.1. personal remuneration for the parent; or

2.4.1.2. pay for travel costs or other expenses usually required to be paid by a parent of a student who is enrolled in a school operated by a school operated in the province as a whole.

2.5. When a parent registers for home education and opts to return to a school within Horizon, or commences a home education program part way through a school year, parents will be reimbursed for expenses incurred up to a prorated amount based on the months the student was registered for home education.

3. When a student is accepted into a home education program, the principal of the designated school, with guidance from a division office designate, is responsible for providing the parent with written confirmation of

3.1. registration information;

3.2. provision of supervision for the proposed program;

3.3. duration of the program for which supervision has been undertaken;

3.4. plans for monitoring and assessment;

3.5. procedures to be followed in arranging access to school resources, services and facilities; and

3.6. advice regarding program components.

4. It is the responsibility of the parent to develop, administer and manage a home education program, including activities that will enable the student to achieve the outcomes that are appropriate for that program: either the Alberta Programs of Study or the learning outcomes contained in the schedule included in the Home Education Regulation.

4.1. Parents are expected to provide the division with a written description of the program which must include:

4.1.1. a list of the activities selected by the parent and an explanation as to how those activities will enable the student to achieve the ultimate goals set out in the home education program;

4.1.2. the instructional methods and resources to be used;

4.1.3. the means of conducting evaluations of the student’s progress; and

4.1.4. the name of the person instructing the home education program, if not the parent.

4.2. The cost of learning materials, including courses taken through the Alberta Distance Learning Centre, for home education will be paid by the jurisdiction on behalf of the parent, using the parent component of the home education funding. Should expenses exceed the parents component of the home education funding, parents will be expected to pay additional costs.

Policy HGBG – Home Education, Cont’d.

4.2.1. Schools will be responsible for supplying required text or workbook resources and for the recovery of those resources once the student has completed the course of study.

4.3. The cost of learning materials for the home component of blended programs including courses taken through the Alberta Distance Learning Centre will be paid by the jurisdiction on behalf of the parent, using the parent component of the home education funding.

4.3.1. Costs for parents wishing to access home education or blended programming during the summer months will not be covered by the division.

~~4. It is the responsibility of the parent to develop, administer and manage a program that follows the Alberta Programs of Study or enables the student to achieve the learning outcomes contained in the schedule included in the Home Education Regulation (Attachment A). A written description of the program must include: a list of instructional activities, their relationship to achieving program outcomes, resource list, and evaluation plan.~~

~~5. _____~~

~~6. If the program plan meets the requirements, the principal of the school that will supervise the program must accept the program, including the selection of activities in writing.~~

Policy HGBG – Home Education, Cont’d.

~~7. When suitable for program delivery, schools will be responsible for supplying text or workbook resources required for the recovery of those resources once the student has completed the course of study. Schools may assess the student regular textbook and workbook fees.~~

5. A parent providing a home education program must, at regular intervals, conduct an evaluation of the progress of their ~~student~~ child(ren) including:

~~8.~~

5.1. Record record of student activities and dated samples of work;

~~;~~

5.2. Records records of methods and dates of evaluation; and

5.3. Ensuring the student is available for assessment by the division at least two (2) times annually.

5.3.1. The division strongly supports having home education students write Alberta Provincial Achievement Tests. Students who do not write Alberta Provincial Achievement Tests will be assessed using an alternative assessment process at the discretion of the jurisdiction.

~~The Board will report on measures of al home education students in the Annual Education Results Report as required by Alberta Education. Reporting will consider FOIPP privacy concerns and comply with the Reporting Results Policy from Alberta Education.~~

6. The division will;

6.1. Facilitate student learning by offering assistance and advice to parents and principals providing home education programs;

6.2. monitor and assess consistent with the Alberta Home Education Regulation and with the provisions for home education contained in provincial guides and bulletins;

Policy HGBG – Home Education, Cont’d.

- 6.2.1. The frequency and nature of monitoring and assessment will be developed in consultation with parents and with consideration of the nature of the learner.
 - 6.2.2. Assessment procedures regarding the student’s progress will include the professional judgement of supervising teachers.
 - 6.2.3. Parents will be provided a written report outlining the recommendations from the assessments.
 - 6.2.4. Requests for evaluation of students who wish to qualify for credits and marks in senior high school subjects must be made through the school principal.
 - 6.3. provide for and maintain student records and advise parents providing home education programs that they may view those records;
 - 6.3.1. Horizon managed records for home education students are to be maintained in accordance with division policy.
 - 6.4. advise a parent providing a home education program of entries made in the records relating to the progress of the student; and
 - 6.5 provide principals with an updated monthly report of how the student is doing in regards to completed assignments.
- 7. A student registered in a home education program may be given access to division facilities and activities if
 - 7.1. access is approved by the principal of the facility;
 - 7.2. access is compatible with the normal operations of the school and with its obligation to meet the educational needs of all students;
 - 7.3. school supervision or staff resources, as deemed necessary by the principal, can be provided;
 - 7.4. requirements established for other students are met (eg. accident insurance and completion of waiver/authorization forms); and
 - 7.5. requirements for parent volunteers are met.
- 8. The division may terminate the home education program by notice to the parent if
 - 8.1. the division determines that the student is not making reasonable progress in the activities selected by the parent or in achieving the ultimate goals set out in the home education plan, or
 - 8.2. the parent providing the home education program has not met the requirements of the Home Education Regulation.
- 9. Upon termination, the student shall be enrolled in their designated school.

ATTACHMENT A

HORIZON SCHOOL DIVISION

Supervising School - Information Guidelines for Home Education

STRUCTURE OF THE HOME EDUCATION PROGRAM

~~Administrative Assistant~~School Secretary Assigned to Home Education:

1. Oversee S.I.S. record of home education students; and
2. ~~Oversee Assist Division Office with fees, records and ensure fees are collected for materials used by home schooling students~~

School Staff Assigned to Supervise Home Education:

~~The principal shall designate a staff member to monitor/supervise a home education program and provide advice and assistance to the parent.~~

~~Sufficient time will be allotted to the supervising teacher to fulfill the duties listed in *Supervisory Functions Respecting Home Education*, support the home education parent, and permit a minimum of three visits per year.~~

The supervising teacher ~~assigned to home education~~ will be ~~supportive of home education parents and students and informed on the special characteristics of tutorial learning.~~ ~~School staff will be allotted time to supervise home education students as per the following formula:~~

~~This time will be used to fulfill the duties listed in *Supervisory Functions Respecting Home Education*.~~

FACILITY AND EQUIPMENT

~~The school at which the home school student registers is not obligated to provide the student with access to the facility or equipment. If a home education student wishes to come on to the campus for any reason, prior arrangements with the school must be made. Upon any visit, the student is required to check into the office upon arrival.~~

EXTRA CURRICULAR

The school at which the home education student registers is not obligated to provide opportunity for participation in school and extra-curricular events.

PROGRAM TERMINATION

1. A supervising ~~school teacher~~ may recommend termination of a home education program if the supervising teacher determines that the student is not progressing toward the standards of education set by the Minister, or if the parent providing the home education program has not met the requirements of the Home Education Regulation.
2. The written recommendation ~~notice to terminate the program~~ will be provided to the parent and the

Policy HGBG – Home Education, Cont’d.

~~Board Superintendent~~. The notice must contain reasons for the recommended termination, ~~be made in consultation with the parent~~, and give due consideration to the age, grade level, abilities of the student, ~~and student evaluations~~, and must inform the parent of their right to ask the Minister to review the decision to terminate the home education program.

Supervising School – Information Guidelines for Home Education, Cont’d.

3. The ~~Board Superintendent or designate~~ will determine whether the program shall be terminated.
4. When a program is terminated, the Superintendent or designate shall ~~provide notify~~notification, in writing, to the student’s parent (and the student if 16 years of age or older).

SUPERVISORY FUNCTIONS RESPECTING HOME EDUCATION

1. If requested by the parent, provision of professional assistance with the preparation of the written description of the student’s program as described in ~~#regulation 4~~four (4) of this policy and ~~#6 of~~ the Home Education Regulation.
2. Ensure the program developed by the parent is consistent with the Alberta Programs of Study or the Student Learning Outcomes contained in the Schedule included in the Home Education Regulation.
3. ~~Provide~~Inform the parent ~~with a copy of~~ the online location of all policies ~~or changes in policies~~ of the Board respecting Home Education matters.
4. Establish and oversee home education contracts and inform parents of contractual requirements.
5. Education and ~~personal educational program~~ counselling for parents and students involved in home education.
6. Maintain regular contact with each parent and student as to the success of the program.
7. Provide for and maintain records of evaluation of the progress of the student.
8. Provide opportunities for students at levels equivalent to Grades ~~three~~3, ~~six~~6 and nine to write provincial achievement tests at the time designated by the Minister under the supervision of the school.
 - 8.1 Writes provincial achievements tests or undergoes an approved alternative evaluation that reflects equivalent standards and meets the Student Learning Outcomes prescribed in the schedule.~~8.1~~
 - 8.2 A student may be excused from provincial achievements tests or an alternative evaluation on the same basis as a student in a regular program.
9. Advise the student’s parents as to the progress of each student including:
 - 9.1 ~~At at~~ least ~~two~~one evaluations of the progress of the student in each ~~school year~~semester;
 - 9.2 ~~Eligibility~~eligibility for high school credit information, including eligibility to write the Grade 12 diploma examinations;
 - 9.3 ~~Student~~student achievement relative to grade level, including recommendations on any matter that may assist the student in attaining higher level of achievement, where necessary; ~~and~~
 - 9.4 ~~Achievement~~achievement information.
10. Ensure ~~previously delineated~~ regulations and guidelines are adhered to.

Policy HGBG – Home Education, Cont’d.

7. The address and telephone number of the student:

Street address or legal description (Area code) Telephone number

Community Province Postal Code

The address and telephone number of the parent (if different from the student’s):

Street address or legal description (Area code) Telephone number

Community Province Postal Code

8. The address where the education program is to be conducted (if different from the above):

Street address or legal description (Area code) Telephone number

Community Province Postal Code

9. The citizenship of the student and, if the student is not a Canadian citizen, the type of visa or other document by which the student is lawfully admitted to Canada for permanent or temporary residence, and the expiry date of that visa or other document:

10. The estimated grade level of the student: _____

11. The name of the resident school board: _____

12. Education program and name of school or name of associate board or associate private school for the previous school year: _____

13. Is assistance required in preparing the home education program plan? (Check one) Yes No

14. Provide the name of the person(s) providing the home education program or instructing the home education program, if not the parent: _____

15. a) For associate school boards – please see note below:

If you wish to declare that you are an Aboriginal person, please specify:

Status Indian/First Nations Non-Status Indian/First Nations Métis Inuit

Alberta Education is collecting this personal information pursuant to section 33(c) of the Freedom of Information and Protection of Privacy (FOIP) Act as the information relates directly to and is necessary to meet its mandate and responsibilities to measure system effectiveness over time and develop policies, programs and services to improve Aboriginal learner success. Alberta school boards are also collecting this information pursuant to the same section in conjunction with section 2(1)(t) of the Student Record Regulation and for the same purposes.

For further information or if you have questions regarding the collection activity, please contact the office of the Director, Aboriginal Policy, Policy Sector, Strategic Services Division, Alberta Education, 10155-102 Street, Edmonton AB, T5J 4L5, (780) 427-8501. If you have questions regarding the collection activity by your school board, please contact the School Board Superintendent.

Policy HGBG – Home Education, Cont’d.

b) For associate private schools (if private school is a Level 2 Accredited Funded Private School) – please see note below:

If you wish to declare that you are an Aboriginal person, please specify:

- Status Indian/First Nations Non-Status Indian/First Nations Métis Inuit

Alberta Education is collecting this personal information pursuant to section 33(c) of the Freedom of Information and Protection of Privacy Act (FOIP Act) as the information relates directly to and is necessary to meet its mandate and responsibilities to measure system effectiveness over time and develop policies, programs and services to improve Aboriginal learner success.

Pursuant to section 13 and 14 of the Personal Information Protection Act (PIPA), Level 2 accredited private schools in Alberta are collecting this information in order to develop policies, programs and services to improve Aboriginal learner success.

For further information or if you have questions regarding the collection activity by Alberta Education, please contact the office of the Director, Aboriginal Policy, Strategic Services Division, Alberta Education, 10155-102 Street, Edmonton AB, T5J 4L5, (780) 427-8501. If you have questions regarding the collection activity by the school, please contact the school principal.

16. Section 23 Francophone Education Eligibility Declaration

Section 2 (1) of the Student Record Regulation states that:

The student record of a student must contain all information affecting the decisions made about the education of the student that is collected or maintained by a board, regardless of the manner in which it is maintained or stored including (s) if the parent of a student is eligible to have the student taught in the French language pursuant to section 23 of the Canadian Charter of Rights and Freedoms, a notation to indicate that and a notation to indicate whether the parent wishes to exercise that right.

*To be completed only if associate board is supervising Home Education

Pursuant to Section 23 of the Canadian Charter of Rights and Freedoms:

Citizens of Canada

- whose first language learned and still understood is French; or
- who have received their primary school instruction in Canada in French have the right to have their children receive primary and secondary instruction in French; or
- of whom any child has received or is receiving primary or secondary school instruction in French in Canada,
- have the right to have all their children receive primary and secondary school instruction in the same language.

In Alberta, parents can only exercise this right by enrolling their child in a French first language (Francophone) program offered by a Francophone Regional authority.

A. According to the criteria above as set out in the Canadian Charter of Rights and Freedoms, are you eligible to have your child receive a French first language (Francophone) education? (Please place an X in the appropriate box.)

- Yes No Do not know

B. If yes, do you wish to exercise your right to have your child receive a French first language (Francophone) education?

- Yes No

PART B Declaration by Parent

I/We, _____, the parent(s) of _____ the student, declare to the best of my/our knowledge that the home education program and the activities selected for the home education program will enable the student (check as applicable):

- to achieve the outcomes contained in the Alberta Programs of Study.
- to achieve the outcomes contained in the Schedule included in the Home Education Regulation.

In addition, I/We understand and agree that the instruction and evaluation of my/our child's progress is my/our responsibility and that the associate board or private school will supervise and evaluate my/our child's progress in accordance with the Home Education Regulation.

Policy HGBG – Home Education, Cont’d.

I/We understand and agree that the development, administration and management of the home education program is our responsibility.

Parents who provide home education programs acknowledge that there are implications when they choose to use programs different from the Alberta Programs of Study:

- 1. Students may not apply to a high school principal for high school credits.
- 2. Students may not receive an Alberta High School Diploma.

Any student in a home education program may write a high school diploma examination. However the diploma examination mark achieved will stand alone and will not result in a final course mark unless accompanied by a recommendation for credit by a high school principal. A final course mark requires both a school awarded mark and a diploma examination mark. Arrangements to write diploma examinations should be made well in advance of the writing date by contacting the associate school board or associate private school for assistance or Learner Assessment Branch at 780-427-0010.

Signature(s) of Supervising Parent(s) or Legal Guardian(s)

(mm / dd / yyyy)

PART C Associate School Board or Associate Private School Notification of Acceptance

As per Section 2(3) of the Home Education Regulation the associate board or associate private school must reply in writing to the parent not more than 15 school days after the date on which it is notified whether it agrees to supervise or continue to supervise the Home Education Program.

This agreement is accepted is not accepted by the is provisionally accepted by

(Print the name, address and phone number of the associate board or private school)

Signature of Superintendent or Principal

(mm / dd / yyyy)

PART D Requirements for the Home Education Program for Components of the Program that Do Not Follow the Alberta Programs of Study

If portions of the student program will enable the student to achieve the outcomes contained in the Schedule included in the Home Education Regulation, please attach according to this Form the required written description of the Home Education Program for a student who is following the Schedule of Learning Outcomes for Students Receiving Home Education Programs That Do Not Follow the Alberta Programs of Study:

- 1. Describe in the home education program plan, the instructional method to be used, the activities planned for the program and how the instructional method and the activities will enable the student to achieve the learning outcomes contained in the Schedule.
- 2. Identify the resource materials, if different from provincially authorized materials, to be used for instruction.
- 3. Describe the methods and nature of the evaluation to be used to assess the student’s progress, the number of evaluations and how the evaluation addresses the learning outcomes in Question 1.
- 4. Describe the associate board or associate private school facilities and services that the parent wishes to use.

School Name 2019-2020 School Year Calendar

Aug-19				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
◆	26	♥	27	28
		♥	29	30
Instructional Days 0 M-Th 0 F 0				

Sep-19				
M	T	W	T	F
H	2	3	4	5
9	10	11	12	13
16	17	18	19	20
23	24	25	●	26
30			Π	27
Instructional Days 18 M-Th 15 F 3				

Oct-19				
M	T	W	T	F
	1	2	3	4
	7	8	9	10
H	14	15	16	17
	21	22	23	24
	28	29	30	31
Instructional Days 21 M-Th 18 F 3				

Nov-19				
M	T	W	T	F
				1
⊠	4	⊠	5	⊠
⊠	6	⊠	7	⊠
H	11	12	13	14
◆	18	19	20	21
	25	26	27	28
			29	
Instructional Days 19 M-Th 14 F 5				

Dec-19				
M	T	W	T	F
	2	3	4	5
	9	10	11	12
	16	17	18	19
H	23	H	24	H
H	25	H	26	H
H	30	H	31	
Instructional Days 15 M-Th 12 F 3				

Jan-20				
M	T	W	T	F
		H	1	H
	6	7	8	9
⊠	13	⊠	14	15
⊠	20	⊠	21	⊠
⊠	27	⊠	28	⊠
		⊠	29	⊠
			30	31
Instructional Days 19 1st Sem. M-Th 16 F 3				
Days 1 2nd Sem. M-Th 0 F 1				

Feb-20				
M	T	W	T	F
	3	4	5	6
	10	11	12	13
H	17	◆	18	◆
	24	25	26	27
			28	
Instructional Days 15 M-Th 12 F 3				

Mar-20				
M	T	W	T	F
	2	3	4	5
◆	9	10	11	12
	16	17	18	19
	23	24	25	26
	30	31		
Instructional Days 20 M-Th 17 F 3				

Apr-20				
M	T	W	T	F
		⊠	1	⊠
⊠	6	⊠	7	⊠
⊠	13	⊠	14	⊠
H	15	H	16	H
	20	21	22	23
	27	28	29	30
Instructional Days 16 M-Th 14 F 2				

May-20				
M	T	W	T	F
	4	5	6	7
	11	12	13	14
H	18	19	20	21
	25	26	27	28
			29	
Instructional Days 20 M-Th 15 F 5				

Jun-20				
M	T	W	T	F
	1	2	3	4
	8	9	⊠	⊠
	15	16	17	⊠
⊠	22	⊠	23	⊠
⊠	29	30		
Instructional Days 20 M-Th 16 F 4				

	Sem. 1	Sem. 2	Total
Instructional Days	92	92	184
Non-Instructional Days	9	7	16
Total Days		200	

- First Day of School (1-12)
- Last day of 1st Semester
- First day of 2nd Semester
- Last Day of School (Elem.)
- Last Day of School (Jr. High & Sr. High)
- PAT Grades 6, 9
- PAT & Diploma Exams
- Diploma Exams
- Report Card
- Planning for Student Support Day (All Schools) - no students

- Division Wide Holiday - no students, no staff
- Division Wide Time Free From Instruction (TFFI) - no students
- Division Wide Teacher PD Day - no students
- Division Wide Teacher/Support Staff PD Day - no students
- Division Wide Joint Horizon/ATA & Support Staff PD day - no staff
- Division Wide Unassigned Teacher Time - no students, no staff
- School Based Time Free From Instruction (TFFI) - no students
- School Based PD Day (All Schools) - no Students
- School Based PD Day, 1/2 day - No Students
- School Based Unassigned Teacher Time - no students, no staff
- School Based Parent/Teacher Interviews - no students
- School Based Parent/Teacher Interviews - after school

1st Sem.	M-TH	75	F	17
2nd Sem.	M-TH	74	F	18
Total Instructional Days		149	35	184.0
Elementary (enter manually):				
Total Instructional Days		148	36	184

Gr. 12 Diploma Exams	Nov.	Jan.	Apr.	Jun.	Achievement Exams	Gr. 9*	Gr. 6*
English LA 30-1 Pt. A	1	13	1	10	English Language Arts Part A	Jan 15-22	May 4-8
English LA 30-2 Pt. A	1	13	1	10	English Language Arts Part B	Jan 23-31	June 19-25
Social 30-1 Pt. A	4	14	2	11	Science	Jan 23-31	June 19-25
Social 30-2 Pt. A	4	14	2	11	Social Studies	Jan 23-31	June 19-25
English LA 30-1 Pt. B	5	23	3	19	Mathematics	Jan 23-31	June 19-25
English LA 30-2 Pt. B	5	23	3	19			
Social 30-1 Pt.B	6	24	6	22			
Social 30-2 Pt.B	6	24	6	22			
Math 30-1	7	22	7	18			
Math 30-2		22	7	18			
Physics 30	8	29	9	25			
Chemistry 30	7	28	8	24			
Biology 30	8	27	7	23			
Science 30		30	8	26			

* Window periods approved by AB Education are draft 180905

APPROVED: DATE ENTERED BY HORIZON

Date	Holidays & Observances
September 2, 2019	Labour Day
October 14, 2019	Thanksgiving Day
November 3, 2019	Daylight Savings Ends
November 11, 2019	Remembrance Day
December 25, 2019	Christmas Day
December 26, 2019	Boxing Day
January 1, 2020	New Year's Day
January 6, 2020	Epiphany
February 17, 2020	Family Day (Alberta)
February 20 & 21, 2020	Teachers Convention
March 8, 2020	Daylight Savings Begins
April 10, 2020	Good Friday
April 13, 2020	Easter Monday
May 18, 2020	Victoria Day
May 21, 2020	Ascension
May 31, 2020	Pentecost
June 21, 2020	National Indigenous Peoples Day
July 1, 2020	Canada Day

Superintendents Progress Report

Sept, 2018

Educational Leadership and Student Welfare

- Meetings and dialogue between schools and division office are ongoing. Conversations/topics typically focus on processes that ensure student safety, well-being, and conduct; financial management; and instructional leadership. This month they also included budgeting, staffing, transportation, off-campus excursions, student conduct and discipline, and guidance with regard to student and parental concerns.
- Welcomed new teachers to Horizon at the jurisdiction's induction program.
- Welcomed all teachers back at the school year kick of division wide professional development day – Headstrong for Teachers. The day focused on providing teachers with strategies to maintain their physical and mental health.
- School visits this month included: ACE Place, Central Elementary School, Chamberlain School, D.A. Ferguson Middle School, Dr. Hamman Elementary School, Enchant School, Hays School, L.T. Westlake Elementary School, Milk River Elementary School, Erle Rivers Jr. Sr. High School, Taber Christian School, Warner School, Lomond Community School, Taber Mennonite School, and W.R. Myers High School.

Personnel Management

- Meetings and conversations have taken place with regard to enrollment projections.
 - Below are some stats with regard to enrollments and projection based on attendance during the first week of school.
 - Current enrollment (bums in seats) for K-12 are 89 students below projections (This translates into about \$700,000 less funding than expected based on February projections)
 - Current enrollment (bums in seats) for K are 9 students below projections
 - Current enrollment (bums in seats) for gr. 1-9 are 65 students below projections
 - Current enrollment (bums in seats) for gr. 10-12 are 33 students below projections
 - When we look at clusters of schools
 - Regular Schools (excluding outreach and colony) are 24 students below projections
 - Outreach Schools are 62 students below projections (we know that there are quite a few that are currently working and expect these to show up prior to Sept 30)
 - The biggest discrepancy between enrollments and projections are
 - Two schools with about 26 less students than projected and
 - One school with 34 more students than projected

- Teacher instructional and assignable time templates work was finalized.
- Interviews for Horizon's courier position have taken place.

Policy and Strategic Planning and Reporting

- Horizon's policy committee met to review a number of policies. (see regular meeting for list)

Fiscal Responsibility, Organizational Leadership and Management

- ATA Collective Bargaining. The Board met on September 25, 2018.
- Teachers' Employer Bargaining Association (TEBA) meeting
- D.A. Ferguson modernization meetings were attended

Communications and Community Relations

- A number of meetings and celebrations were attended over the last month. These include but are not limited to
 - Administrator Meeting
 - Division Office staff meeting
 - Senior Administrative Leadership Team meeting
 - College of Alberta School Superintendent Zone Six meeting
 - Chamberlain Pancake Breakfast
 - Milk River welcome back BBQ
 - Warner Grand Opening
 - Board tour – Sunnysite and Kingsland
 - Taber Players donation

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

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

Date: Wed, Sep 5, 2018 at 11:14 AM

Subject: News Release: Thousands head back to class in new schools

Thousands head back to class in new schools

September 05, 2018 [Media inquiries](#)

As part of the Government of Alberta's largest infrastructure build in the province's history, nearly 32,000 students will be attending school in new and modernized learning spaces this school year.



Premier Notley and Minister Eggen welcome students back to school at Copperhaven School in Spruce Grove.

The 37 new and modernized schools scheduled to open during the 2018-19 school year stretch across the province from Okotoks to Fort McMurray, and from Ashmont to Banff. A number of schools are also opening in Edmonton, Calgary and surrounding communities, which have experienced large population booms in recent years.

“Our government knows that investing in our education system is one of the most important investments we can make in our province's future, and that is why we will continue to make these important investments. This includes building new schools and modernizing existing buildings, as well as providing funding for the teachers and support staff who teach our students each day. We know that for too long the education system was underfunded by the previous government and we're working to fix that. As students head back to school, we can already see the benefits of our investments paying off.”

Rachel Notley, Premier

Since May 2015, the government has funded 244 school projects, including 144 that have already been completed. In budgets 2017 and 2018, the government announced 47 new school projects and during this school year, 37 new or modernized schools are scheduled to welcome students. In the last three years, this has meant 94,000 new and modernized school spaces, helping address capacity issues facing school boards across the province.

“We are thrilled to be opening another new school in our division to serve students in the City of Spruce Grove. This community is one of the fastest growing in the province and the addition of another new kindergarten to Grade 9 learning facility will have a ripple effect city-wide. The space in our schools can finally be used as intended giving students flexible learning environments to innovate, create and explore throughout their educational journey with us.”

Eric Cameron, board chair, Parkland School Division

Across the province more than 700,000 students are expected to attend classes in Alberta's kindergarten to Grade 12 school system this year.

Schools expected to open this school year include:

- Elementary schools in Ardrossan, Medicine Hat and Taber, as well as K-8 schools in Grande Prairie and Banff.
- New and modernized K-12 schools in Magrath, Okotoks, Ashmont and Stirling.

- A modernized high school in Okotoks, a new Grades 9-12 school in Fort Saskatchewan and a Grades 9-12 modernized school in Medicine Hat.
- One modernized and one replacement school in Edmonton.
- A total of seven schools in Calgary. These include two new high schools – one for Calgary Catholic, and one for Calgary Board of Education – with new spaces for over 3,000 students.

In addition to schools expected to open this year, and schools announced in budgets 2017 and 2018, Alberta's previous investments in school infrastructure have included the following:

- Edmonton (Public and Catholic) – 31 projects (21 new and additions, 10 replacements and modernizations)
- Calgary (Public and Catholic) – 33 projects (26 new, seven replacements and modernizations)
- Lethbridge School Division – two projects (one new, one modernization)
- Red Deer (Public and Catholic) – six projects (four new and addition, two modernization and replacement)
- Francophone school boards – six projects (four new and addition, two modernizations)
- Rest of Alberta's school boards – 83 total projects (31 new and addition, 52 replacements and modernizations)

School funding requests denied by town council

By Trevor Busch

Taber Times

tbusch@tabertimes.com

Town council has denied two requests for financial assistance — one from a school principal, the other from a related community organization — on grounds that it shouldn't be contributing its tax dollars to school divisions that already tax residents for their own budgets.

Multiple requests have been made regarding upgrades and funding availability from council to provide for infrastructure, such as playgrounds and landscaping, by supply of either funding directly or in-kind materials and labour.

In late April, council tabled a decision on participation in the St. Patrick School Modernization Project to a future meeting until the town could meet with the M.D. of Taber. The project request entailed potentially paving a portion of the school's bus loop.

"St. Pat's looks really nice, but in the same breath, when the Town of Taber is doing improvements to our facilities or our properties, we don't go to Horizon (School Division) or the separate school board (Holy Spirit Catholic School Division) and ask them to participate," said Coun. Louie Tams at council's Sept. 10 regular meeting. "I don't think that we should be, as a council, giving money to a school division for them to fix their building and their property and their parking lot, when we have the taxpayers of the Town of Taber — that we

must look after — I don't think it is proper for us to be giving money to a school. They are funded through taxes like everybody else. I think they need to manage their budgets without us helping them."

The cost of the proposed enhancements is expected to top \$175,000, including ground preparation, pavement (1710 square metres), concrete curbs and sidewalks, and ground beautification. It was indicated the province was prepared to provide new grading, gravel, parking power pedestals and light standards.

At the same meeting in April, council accepted a presentation from the Friends of Taber Central School Community Association regarding a Playground Enhancement Project, and tabled any decision on the extent to which they were willing to support this project until the determination of a final figure was supplied, and after the town met with the M.D. of Taber.

Town council met with M.D. of Taber council on June 21 to discuss the requests.

"The Town of Taber has many public parks that we have to look after, that need to be upgraded," said Coun. Jack Brewin. "I think it's another government asking another government agency for money, I don't agree with that. I think it's a Horizon School Board issue. I think we have our own playgrounds in town to look after."

Following discussion, council voted unanimously to deny the requests of both organizations for financial assistance from the town.