

Regular Board Meeting Agenda – 1:00 pm

Monday, December 19th, 2022

Acknowledgement of the Land

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

A – Action Item

A.1	Agenda	
A.2	Minutes of Regular Board Meeting held Monday, November 28 th , 2022	ENCLOSURE 1
A.3	December Payment of Accounts	ENCLOSURE 2
A.4	Second & Final Reading Policy GCAD – School Principals	ENCLOSURE 3
A.5	Second & Final Reading Policy GCK – Staff Allocation	ENCLOSURE 4
A.6	Second & Final Reading Policy GCKB – School Staff Meetings	ENCLOSURE 5
A.7	Second & Final Reading Policy GCL – Staff Learning	ENCLOSURE 6
A.8	Second & Final Reading Policy GCNN – School Administrator Evaluation	ENCLOSURE 7
A.9	Second & Final Reading Policy GFA – Volunteers	ENCLOSURE 8
A.10	First Reading Policy GH – Substitute Support Staff	ENCLOSURE 9
A.11	First Reading Policy GHBHA – Alternative Programs	ENCLOSURE 10
A.12	First Reading Policy HD – School Day	ENCLOSURE 11
A.13	First Reading Policy HGAA – Locally Developed Courses	ENCLOSURE 12
A.14	First Reading Policy HGAB – Planning for Instruction	ENCLOSURE 13
A.15	First Reading Policy HGEA – Religion & Human Sexuality	ENCLOSURE 14

D. Discussion Items

D.1	School Tours	
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I - Information Items

I.1	Superintendent's Report – Wilco Tymensen	ENCLOSURE 15
I.2	Trustee/Committee Report	
	I.2.1 Zone 6 Report – Marie Logan	
	I.2.2 Facilities Meeting Report – Bruce Francis	
I.3	Associate Superintendent of Finance and Operations – Phil Johansen	
I.4	Associate Superintendent of Human Resources – Robbie Charlebois	ENCLOSURE 16
I.5	Associate Superintendent of Learner Services Report – Terri-Lynn Duncan	ENCLOSURE 17
I.6	Budget Press Release	ENCLOSURE 18
I.7	New Code of Conduct	ENCLOSURE 19

C-Correspondence

ENCLOSURE 20

C.1 EDC Minister: Letter from Premier Smith

Dates to Remember

• December 24 – January 2 – Division Office Closed
• December 24 – January 8 – Christmas Holidays
• January 10 - Policy Committee Meeting – 1:00 – 3:30
• January 17 – Administrator’s Meeting
• January 23 – Board Meeting
• February 15 - Policy Committee Meeting – 1:00 – 3:30
• March 10 - Policy Committee Meeting – 8:30 – 12:00
• April 20 - Policy Committee Meeting – 1:00 – 3:30
• May 24 - Policy Committee Meeting – 1:00 – 3:30

Horizon School Division

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The Board of Trustees of Horizon School Division held its Regular Board meeting on Monday, November 28th, 2022, beginning at 1:25 p.m.

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

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

REGRETS Jennifer Crowson, Trustee

VIA ZOOM Cole Parkinson, Taber Times

ACTION ITEMS

A.1	Moved by Blair Lowry that the Board approve the agenda with the following additions: I.7 – TEBA Board of Directors A.18 moved to follow A.1 Carried Unanimously	AGENDA APPROVED 162/22
A.18	Moved by Bruce Francis that the Board approve the Audited Financial Statements of the year ending August 31, 2022, as presented by the accounting company of BDO. Carried Unanimously	AUDITED FINANCIAL STATEMENT APPROVED 163/22
A.2	Moved by Mandy Court that the Board approve the Minutes of the Regular Board Meeting held Monday, October 24, 2022, as provided by Enclosure #1 of the agenda. Carried Unanimously	BOARD MEETING MINUTES APPROVED 164/22
A.3	Moved by Blair Lowry that the Board approve the Minutes of the Organizational Meeting held Monday, October 24, 2022, as provided by Enclosure #2 of the agenda. Carried Unanimously	ORGANIZATIONAL MEETING MINUTES APPROVED 165/22

A.4	Moved by Bruce Francis that the Board approve the November 2022 Payment of Accounts in the amount of \$5,225,931.44 as provided in Enclosure #3 of the agenda. Carried Unanimously	PAYMENT OF ACCOUNTS APPROVED 166/22
A.5	Moved by Derek Baron that the Board approve second reading of Policy EEACAB – Division Owned Co-Curricular/Extra-Curricular Activity Vehicles as provided in Enclosure #4 of the agenda. Carried Unanimously	SECOND READING OF POLICY EEACAB APPROVED 167/22
	Moved by Blair Lowry that the Board approve final reading of Policy EEACAB – Division Owned Co-Curricular/Extra-Curricular Activity Vehicles as provided in Enclosure #4 of the agenda. Carried Unanimously	FINAL READING OF POLICY EEACAB APPROVED 168/22
A.6	Moved by Maxwell Holst that the Board approve second reading of Policy EEACAC – Acquisition of Co-Curricular/Extra-Curricular Activity Vehicles as provided in Enclosure #5 of the agenda. Carried Unanimously	SECOND READING OF POLICY EEACAC APPROVED 169/22
	Moved by Derek Baron that the Board approve final reading of Policy EEACAC – Acquisition of Co-Curricular/Extra-Curricular Activity Vehicles as provided in Enclosure #5 of the agenda. Carried Unanimously	FINAL READING OF POLICY EEACAC APPROVED 170/22
A.7	Moved by Mandy Court that the Board approve second reading of Policy FH – Hazardous Materials as provided in Enclosure #6 of the agenda. Carried Unanimously	SECOND READING OF POLICY FH APPROVED 171/22
	Moved by Maxwell Holst that the Board approve final reading of Policy FH – Hazardous Materials as provided in Enclosure #6 of the agenda. Carried Unanimously	FINAL READING OF POLICY FH APPROVED 172/22
A.8	Moved by Derek Baron that the Board approve second reading of Policy GBD – First Aid Training as provided in Enclosure #7 of the agenda. Carried Unanimously	SECOND READING OF POLICY GBD APPROVED 173/22
	Moved by Blair Lowry that the Board approve final reading of Policy GBD – First Aid Training as provided in Enclosure #7 of the agenda. Carried Unanimously	FINAL READING OF POLICY GBD APPROVED 174/22

A.9	Moved by Maxwell Holst that the Board approve second reading of Policy GBN – Recognition of Employee Services as provided in Enclosure #8 of the agenda. Carried Unanimously	SECOND READING OF POLICY GBN APPROVED 175/22
	Moved by Mandy Court that the Board approve final reading of Policy GBN – Recognition of Employee Services as provided in Enclosure #8 of the agenda. Carried Unanimously	FINAL READING OF POLICY GBN APPROVED 176/22
A.10	Moved by Derek Baron that the Board approve second reading of Policy GBO – Death of Employee or Student as provided in Enclosure #9 of the agenda. Carried Unanimously	SECOND READING OF POLICY GBO APPROVED 177/22
	Moved by Bruce Francis that the Board approve final reading of Policy GBO – Death of Employee or Student as provided in Enclosure #9 of the agenda. Carried Unanimously	FINAL READING OF POLICY GBO APPROVED 178/22
A.11	Moved by Maxwell Holst that the Board approve second reading of Policy JD – Communicable Diseases as provided in Enclosure #10 of the agenda. Carried Unanimously	SECOND READING OF POLICY JD APPROVED 179/22
	Moved by Bruce Francis that the Board approve final reading of Policy JD – Communicable Diseases as provided in Enclosure #10 of the agenda. Carried Unanimously	FINAL READING OF POLICY JD APPROVED 180/22
A.12	Moved by Blair Lowry that the Board approve first reading of Policy GCAD – School Principals as provided in Enclosure #11 of the agenda. Carried Unanimously	FIRST READING OF POLICY GCAD APPROVED 181/22
A.13	Moved by Derek Baron that the Board approve first reading of Policy GCK – Staff Allocation as provided in Enclosure #12 of the agenda. Carried Unanimously	FIRST READING OF POLICY GCK APPROVED 182/22
A.14	Moved by Blair Lowry that the Board approve first reading of Policy GCKB – School Staff Meetings as provided in Enclosure #13 of the agenda. Carried Unanimously	FIRST READING OF POLICY GCKB APPROVED 183/22

A.15	Moved by Derek Baron that the Board approve first reading of Policy GCL – Staff Learning as provided in Enclosure #14 of the agenda. Carried Unanimously	FIRST READING OF POLICY GCL APPROVED 184/22
A.16	Moved by Mandy Court that the Board approve first reading of Policy GCNN – School Administrator Evaluation as provided in Enclosure #15 of the agenda. Carried Unanimously	FIRST READING OF POLICY GCNN APPROVED 185/22
A.17	Moved by Maxwell Holst that the Board approve first reading of Policy GFA – Volunteers as provided in Enclosure #16 of the agenda. Carried Unanimously	FIRST READING OF POLICY GFA APPROVED 186/22
A.19	Moved by Bruce Francis that the Board approved the Annual Education Results Report. Carried Unanimously	ANNUAL EDUCATION RESULTS REPORT APPROVED 187/22

DISCUSSION ITEMS

D.1 SCHOOL CHRISTMAS CONCERTS

- The Horizon School Division Board of Trustees, along with Sr. Administration, will be attending Christmas Concerts within the Division.

D.2 BOARD CHRISTMAS CARDS

- As a token of appreciation and thanks, the Board will be sending out their annual Christmas Cards to the staff of Horizon School Division.

INFORMATION ITEMS

I.1 SUPERINTENDENT'S REPORT

Wilco Tymensen, Superintendent, shared the following November 2022 report with the Board:

- [View report here.](#)

I.2 TRUSTEE/COMMITTEE REPORT

I.2.1 ASBA Zone 6 Report

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

- ASBA President, Marilyn Dennis reported on the Minister of Education's mandate letter and indicated that Budget 2023 will be released in February 2023
- ASBA has invited Board Chairs and Superintendents to provide input on funding and infrastructure for the Career Education Task Force
- Work is continuing the Election Road Map which is in Phase 2. The Election Tool Kit will provide information for conversations with MLS's and parents
- Presentation on the new curriculum

- Elections took place for Zone 6
- December 14th meeting will be hybrid. ASBA will be presenting their Strategic Plan

I.2.2 Facilities Meeting Report

Trustee, Bruce Francis, provided a summary of the Facilities Department focus for the month of November 2022:

- The procurement division of Alberta Infrastructure has completed the tender documents for the Milk River School Modernization and has listed the project for tender closing November 15th.
- Preparation is underway for the following IMR projects:
 - Access control for Central, Dr. Hamman, and Chamberlain
 - BCMS control for ATL
 - Computer lab reconfiguration at VES
 - WR Myers washroom upgrades
 - Vauxhall school BCMS upgrade preliminary pricing requested
- W.R. Myers Washroom – change proposal options were discussed
- IMR 2023 modifications (contingency)
 - HMAP portable improvement
 - BMS upgrades at Vauxhall Elementary School & Vauxhall High School
- ViewBoards are replacing SmartBoards in schools. This began November 1, 2022

I.3 ASSOCIATE SUPERINTENDENT OF FINANCE AND OPERATIONS

Philip Johansen, Associate Superintendent of Finance and Operations, shared the November 2022 summary:

- Audit finalized
- Budget updates

I.4 ASSOCIATE SUPERINTENDENT OF HUMAN SERVICES REPORT

- [View report here.](#)

I.5 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

- [View report here.](#)

I.6 BOARD MLA BREAKFAST

The Board had the opportunity to meet with MLA, Grant Hunter and Premiere Smith, at the annual ASBA Fall Meeting..



I.7 TEBA BOARD OF DIRECTORS

Trustee Representatives participated in TEBA's Annual General Meeting. Trustees were elected to serve on the TEBA Board of Directors who will serve on the board through the conclusion of the next round of central bargaining.

CORRESPONDENCE

Discussion Items

No discussion came forward from the Correspondence.

Moved by Mandy Court that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

188/22

COMMITTEE ITEMS

Moved by Bruce Francis that the Board meet in Committee.

Carried Unanimously

COMMITTEE

189/22

Moved by Maxwell Holst that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

190/22

Marie Logan, Chair

Sheila Laqua, Executive Secretary

HORIZON SCHOOL DIVISION

POLICY HANDBOOK

Policy Code: -GCAD
Policy Title: School Principals
Cross Reference: GC, ~~GCAE~~, GCNN

Legal Reference:
Education Act, Certification of Teachers and Teacher Leaders Regulation, School Councils Regulation
Adoption Date: February 26, 1997
Amendment or Re-affirmation Date: ~~October 24, 2001,~~
~~August 19, 2010~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SHALL APPOINT OR DESIGNATE A TEACHER TO BE A PRINCIPAL OF FOR EACH SCHOOL AND ACT AS THE INSTRUCTIONAL AND ADMINISTRATIVE LEADER FOR THAT SCHOOL. ~~IN THE DIVISION WHO SHALL BE THE EDUCATIONAL AND ADMINISTRATIVE LEADER FOR THAT SCHOOL. AS SUCH, THE PRINCIPAL SHALL BE RESPONSIBLE FOR THE TOTAL EDUCATIONAL PROGRAM OF THE STUDENTS WITHIN THE SCHOOL. FOR THE PURPOSE OF THIS POLICY ALL COLONY CLASSROOMS SHALL BE CONSIDERED PART OF A DIVISION COLONY SCHOOL~~

GUIDELINES

1. The principal shall hold a leadership certificate prescribed by the Education Act and Alberta Certification of Teachers and Teacher Leaders Regulation.
2. Colony schools shall have one individual who acts as the principal of all colony schools.

REGULATIONS

1. The responsibility and authority for the selection and appointment of principals shall rest with the Superintendent.
 - 1.1. The principal reports directly to the Superintendent.
 - 1.2. Responsibility for evaluation of the principal shall rest with the Superintendent.~~1. The Principal shall be appointed or reappointed, as the case may be, for a term not exceeding three years.~~
2. Notwithstanding the above; the superintendent shall
 - 2.1. notify the Board of all principal vacancies;
 - 2.2. create a profile for the vacant position that includes consultation of school council and staff;
 - 2.3. strike an interview committee;
 - 2.3.1. The interview committee shall consist of the Superintendent, at least one Associate Superintendent, and a trustee if available.
 - 2.4. notify trustees prior to public announcements regarding principal appointments; and

2.5. notwithstanding the above, the Superintendent is authorized to appoint an “acting principal” to fill short term (not more than one year) vacancies.

3. Principal appointments shall be term specific in accordance with applicable collective agreements and or legislation.

4. The pPrincipal shall fulfill the requirements set forth in the *Education Act* namely:

~~2.—~~

~~2.1.— provide instructional leadership in the school;~~

~~2.2.— ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to this Act;~~

~~2.3.— evaluate or provide for the evaluation of programs offered in the school;~~

~~2.4.— ensure that students in the school have the opportunity to meet the standards of education set by the Minister;~~

~~2.5.— direct the management of the school;~~

~~2.6.— maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board;~~

~~2.7.— promote cooperation between the school and the community that it serves;~~

~~2.8.— supervise the evaluation and advancement of students;~~

~~2.9.— evaluate the teachers employed in the school; and~~

~~2.10. subject to any applicable collective agreement and the Principal's contract of employment, carry out those duties that are assigned to the Principal by the Board in accordance with the regulations and the requirements of the school council and the Board.~~

Policy GCAD - School Principals - Cont'd

- 4.1. provide instructional leadership in the school;
 - 4.2. provide a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
 - 4.3. ensure that the instruction provided by the teachers employed in the school is consistent with the courses and programs of study prescribed, approved or authorized pursuant to this Act;
 - 4.4. evaluate or provide for the evaluation of programs offered in the school;
 - 4.5. ensure that students in the school have the opportunity to meet the standards of education set by the Minister;
 - 4.6. direct the management of the school;
 - 4.7. maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board;
 - 4.8. promote co-operation between the school and the community that it serves;
 - 4.9. supervise the evaluation and advancement of students;
 - 4.10. evaluate the teachers employed in the school; and
 - 4.11. subject to any applicable collective agreement and the principal's contract of employment, carry out the duties that are assigned to the principal by the board in accordance with the regulations and the requirements of the school council regulation and the board.
- ~~3. Principals in fulfilling their responsibilities shall:~~
- ~~3.1. organize school to promote student learning;~~
 - ~~3.2. demonstrate effective planning skills;~~
 - ~~3.3. effectively manage financial resources of the school facility;~~
 - ~~3.4. maintain up to date records and reports;~~
 - ~~3.5. establish a positive school climate;~~
 - ~~3.6. promote cooperation between the school and the community; and~~
 - ~~3.7. work cooperatively with all stakeholders.~~
- ~~1. The Principal shall develop and use an active classroom visitation program, providing support, encouragement and open communication in the school.~~
 - ~~2. The Principal shall encourage and assist the development of an effective school council.~~
 - ~~3. The Principal in cooperation with staff, students, parents and school council shall establish priorities, policies and goals which will result in appropriate educational experiences for the students in the school.~~

Policy GCAD - School Principals - Cont'd

- ~~4. The Principal shall confer and consult with the Superintendent on matters of concern, or any new or unique situations which are not covered in policy.~~
- ~~5. The Principal shall function as a member of the Administrative Council.~~
- ~~6. Where a Vice Principal or Administrative Assistant/Associate is assigned to a school, the Principal shall clarify the specific assignments that individual shall have.~~
- ~~7. If all administrators are to be absent during a school day, the Principal shall assign another teacher to be in charge during the absence.~~
5. The principal shall provide the school council with an opportunity to provide advice on the development of the school's:
 - 5.1. foundation statements,
 - 5.2. policies,
 - 5.3. annual education plan,
 - 5.4. annual results report, and
 - 5.5. budget.
6. The principal shall provide the school council with
 - 6.1. the results for the school from provincial assessments and an interpretation of those results,
 - 6.2. the same information that the board disseminates to students, parents or electors,
 - 6.3. free and full access to timely and accurate information that is publicly available.

HORIZON SCHOOL DIVISION
POLICY HANDBOOK

Policy Code: GCK
Policy Title: Staff Allocation
Cross Reference: GCPA
Legal Reference: *Education Act*
Adoption Date: August 24, 1995
Amendment or Re-affirmation Date:

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION DELEGATES THE STAFFING OF THE SCHOOL DIVISION TO THE SUPERINTENDENT.

REGULATIONS

1. The Associate Superintendent of Finance and Operations shall, on or before May 31, or another date specified by the Minister, prepare, and present to the Board for approval a budget for the fiscal year beginning the following September 1.

1.1. Once approved by the board, the budget is submitted to the Minister.

1.2. The Budget shall be in the form prescribed by the Minister.

~~1. The Board shall, as part of its annual budget considerations, approve a budget that includes personnel resources.~~

2. The Superintendent shall determine the fair allocation of personnel resources for all schools and approved educational programs and services within the restraints of the proposed budget.

~~3. The Associate Superintendent of Finance and Operations shall, before the commencement of each school year, present to the Board for its approval, the proposed division budget which shall include:~~

~~3.1. the names of each school with its projected enrollment number, and FTE of staff, both professional and support.~~

4.3. The Superintendent shall provide a monthly staffing report to the Board that identifies leaves, resignations, terminations, retirements, new assignments, changes in assignments, and transfers.

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code: GCKB
Policy Title: School Staff Meetings
Cross Reference: GCAD, GCAG
Legal Reference:
Adoption Date: February 26, 1997,
Amendment or Re-affirmation Date: ~~February 18, 2011~~

POLICY

~~THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT REGULAR SCHOOL STAFF MEETINGS ARE ESSENTIAL TO THE OPERATION OF ITS SCHOOLS AND ARE INSTRUMENTAL IN IMPROVING COMMUNICATIONS WITHIN THE SCHOOL AND THE COMMUNITY, THAT THEY ARE FACILITATIVE OF PROFESSIONAL GROWTH AND THEY ARE USEFUL IN ENHANCING THE QUALITY OF EDUCATIONAL SERVICES FOR STUDENTS EXPECTS SCHOOLS TO HOLD STAFF MEETINGS REGULARLY DURING THE SCHOOL YEAR.~~

REGULATIONS

~~1. General s~~ Staff meetings shall be held at least once ~~during~~ each month during the school year.

~~1.1. Staff meeting dates shall be communicated to staff at the commencement of the school year from September to June inclusive.~~

~~1.1.2. Principals may schedule additional staff meetings as required.~~

~~2. School Principals shall, in consultation with staff members, arrange for :~~

~~2.1.2. the development of an agenda in advance of each meeting;~~

~~2.2. the development and distribution of useful resource materials; and~~

~~2.3. A written record of discussions shall be kept for all monthly staff meetings and be accessible to all staff membersthe recording of proceedings.~~

~~3.~~

~~4. When scheduled as part of assigned hours, attendance is mandatory for teachers and support staff, unless excused by the principal.~~

~~3.4.1. Support staff may, at the pPrincipal's discretion, be invited to attend all, some or part of any staff meetings- on a voluntary basis.~~

~~4. When necessary, the Principal may convene other staff meetings with some or all staff members.~~

~~5. Attendance at all staff meetings is considered to be an integral part of each teacher's assignment - any absences shall be cleared with the Principal.~~

HORIZON SCHOOL DIVISION

POLICY HANDBOOK

Policy Code: GCL
Policy Title: Staff Learning
Cross Reference:
Legal Reference:
Adoption Date: February 26, 1997
**Amendment or Re-
affirmation Date:** February 25, 2014

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION ~~RECOGNIZES THE IMPORTANCE OF ENCOURAGES AND SUPPORTS STAFF GROWTH AND CONTINUAL LEARNING ACTIVITIES FOR ALL ITS STAFF WITH REGARD TO MAINTAINING, DEVELOPING AND EXTENDING AS A WAY TO ENHANCE THE SKILLS, ATTRIBUTES, AND PRACTICE AND COMPETENCIES FOR ENGAGED THINKERS AND ETHICAL CITIZENS WITH AN ENTREPRENEURIAL SPIRIT. TO THIS END THE BOARD ENCOURAGES AND SUPPORTS A COMMITMENT SHARED BY INDIVIDUAL STAFF MEMBERS, THE ALBERTA TEACHERS' ASSOCIATION, OTHER EMPLOYEE ASSOCIATIONS, AND THE BOARD TO PROVIDE FUNDING AND ASSIST IN PLANNING ACTIVITIES THAT WILL LEAD TO STAFF IMPROVEMENT.~~

DEFINITIONS

~~Budget supervisors – anyone who has authority to approve expenses and manages a division budget. This includes but is not limited to principals, division office staff, and the joint PD committee.~~

REGULATIONS

~~1. The Board will budget annually provide a an amount professional learning allocation~~

~~1.1. to be decentralized to the schools for administrator professional learning.~~

~~1.2. to be decentralized to schools for support staff learning.~~

~~1. to be centralized for professional teaching staff that is allocated to the Alberta Teachers Association, local No. 4, as indicated as per in the collective agreement between the Horizon School Division and the Alberta Teachers Association.;~~

~~1.1. The joint ATA/Horizon Professional Development Committee shall be responsible and accountable for financial tracking and reporting, as per the collective agreement.~~

~~1.3.~~

~~1.2. A designate of the Board shall be assigned to sit on the joint ATA/Horizon Professional Development Committee.~~

~~1.2.1. The designate shall provide updates to the Superintendent regarding the process for access and distribution of the funds and financial health of the committee.~~

~~1.2.2. Committee decisions regarding reimbursement allocations shall be informed by board practice and in alignment with legislative requirements.~~

~~2. Budget supervisors have the ability to allocate budgeted funds for supporting centralized for support staff learning.~~

~~1.4.2.1. Requests to access professional learning funds shall be made to the budget supervisors.~~

~~2.3. The distribution approval of professional learning funds will align with the priorities of the jurisdiction division, school, and professional growth plans as per the division and school three-year education plans, and/or to enhance teachers' ability to meet the quality standards, and/or the roles and responsibilities of the staff member.~~

~~3. The annual amount for professional staff learning provided to the Alberta Teachers Association, local No. 4 shall be allocated to the joint ATA/Horizon Professional Development Committee.~~

~~3.1. The joint ATA/Horizon Professional Development Committee shall develop a process for access and distribution of funds to teachers for the purpose of professional learning associated with professional growth plans and other areas of professional improvement.~~

~~3.2. The joint ATA/Horizon Professional Development Committee shall be responsible and accountable for financial tracking and reporting of the funds.~~

Policy GCL—Staff Learning, Cont'd.

- ~~3.3.—A designate of the Board shall be assigned to sit on the joint ATA/Horizon Professional Development Committee for the purpose of collaboration and support. The designate shall provide updates to the Board regarding the process for access and distribution of the funds and financial health of the committee.—~~
- ~~4.—Requests to access central office and maintenance staff development funds shall be made to the Superintendent, or designate, who shall approve requests in consultation with department managers and school based administration.—~~
- ~~5.—Centralized support staff learning funds are determined annually by the Director of Inclusive Learning.—~~
- ~~6.—Staff learning activities developed and implemented at the school level shall be administered under the general supervision of the Principal, or designate.—~~
 - ~~6.1.—The annual plan for school based staff learning activities shall be included as part of the school's education plan.—~~
- ~~7.—Staff learning activities developed and implemented at the jurisdiction level provide for universal growth experiences for the benefit of employees across the jurisdiction.—~~
 - ~~7.1.—These learning activities may relate to implementation of identified curriculum needs and school and jurisdiction goals.—~~
 - ~~7.2.—Staff learning activities developed and implemented at the jurisdiction level shall be administered under the general supervision of the Superintendent or designate.—~~

POLICY

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

DEFINITIONS

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

School Administrator, includes:

- assistant principals,
- vice principals, and
- principals

GUIDELINES

~~1. School Principals-administrators shall enter into a series of temporary contracts for a period of the first five years of their designation.~~

~~1.1 School administrator temporary contracts will be at maximum two years.~~

~~1.2 School administrators shall enter a continual contract after five years as per the collective agreement.~~

~~1.~~

~~2. Assistant and vice principals shall enter into annual temporary contracts as approved by the Superintendent in consultation with the principal.~~

~~2.12.~~ Teachers appointed to an assistant or vice-principal position shall be assigned administrative duties by the ~~Principal~~principal.

~~2.22.1~~ The principal shall develop a job description consisting of roles and responsibilities for ~~the appointed individual(s) assistant and vice principals~~ consistent with the school context and the “Leadership Quality Standard”.

~~2.2~~ The principal shall meet at least annually with the individual(s) appointed to the assistant and/or vice-principal position(s) to review their job description(s).

~~2.2.1~~ Updated job descriptions shall be submitted to Division Office ~~annually~~ and placed in the

individual's personnel file.

~~2.3 The principal shall meet at least annually with the individual(s) appointed to the assistant and/or vice-principal position(s) to review their job description(s).~~

~~2.4.2.3~~ An evaluation of the school administrator will take place during annual~~the term of any temporary appointment~~.

Policy GCNN - Evaluation of School Principals – Continued

REGULATIONS

1. School administrators shall undergo an evaluation, conducted by the Superintendent or designate, or principal, in the case of assistant and/or vice principals;^{3,5}
 - 1.1 upon being given a ~~temporary~~ administrative contract;^{3,5}
 - 1.2 when on the basis of information received through supervision, the superintendent ~~or principal~~ has reason to believe that the leadership of the ~~principal-school administrator~~ may not be meeting the Leadership Quality Standard;^{3,5}
 - ~~1.3~~ 1.3 for the purposes of gathering information related to a specific employment decision;^{3,5}
 -
 - ~~1.4~~ 1.4 for the purposes of assessing the growth of the ~~principal-school administrator~~ in specific areas of practice, and/or
 -
 - ~~1.1.5~~ 1.1.5 at the written request of the school administrator.
- ~~2.~~ 2. Evaluations shall be based on information gathered through observations, discussions, reviews of documents, reports and plans, and other data such as staff feedback appropriate to each school administrator’s assignment gathered in accordance with the Code of Professional Conduct and the jurisdiction’s Employee Code of Conduct Policy.
 - ~~2.1~~ 2.1 School administrators shall be allowed to contribute data to the evaluation through personal portfolios or other material or information of their choosing.
 - ~~1.2~~ 1.2 ~~School administrators shall be allowed to contribute data to the evaluation through personal portfolios or other material or information of their choosing.~~
 - ~~2.3.~~ 2.3. Evaluation shall consist of a review of all aspects of a school administrator’s leadership competence based on the Leadership Quality Standard (Appendix A).
 - ~~2.13.1~~ 2.13.1 The evaluator shall consider the best interests of the students, staff, the school administrator, the teaching profession and the school system during the evaluation.
 - ~~3.4.~~ 3.4. At the commencement of the evaluation, the school administrator must receive written notification, explicitly communicating:
 - ~~3.14.1~~ 3.14.1 the reasons for and purposes of the evaluation;^{3,5}
 - ~~3.24.2~~ 3.24.2 the process, criteria, and standard to be used for the evaluation, including a copy of the policy of the Horizon School Division pertaining to their evaluation;^{3,5}
 - ~~3.34.3~~ 3.34.3 the timelines to be applied;^{3,5} and

Policy GCNN - Evaluation of School Principals – Continued

~~3.44.4~~ the possible outcomes of the evaluation.

~~4.5.~~ The evaluation report generated during the evaluation process shall be signed by both parties.

~~4.15.1~~ The school administrator's signature evidences that the report has been received for review.

~~4.25.2~~ Evaluators shall provide the school administrator with a copy of the evaluation report.

~~4.35.3~~ The evaluator shall place a copy of the notice of evaluation and evaluation report in the school administrator's personnel file at Division Office.

~~5.6.~~ An evaluation report shall be provided to the school administrator within eight (8) months of commencing the evaluation, which correlates to April 30 for school administrators starting at the commencement of the school year.

~~5.16.1~~ The evaluation report shall state whether or not the school administrator meets the Leadership Quality Standard and expectations of the Horizon School Division.

~~6.7.~~ The evaluation may be used by the superintendent to make an employment decision, which may include:

~~6.17.1~~ offering the school administrator a temporary contract/administrative designation,

~~6.27.2~~ offering the ~~principal-school administrator~~ a permanent contract/administrative designation,

~~6.37.3~~ removing the school administrator's administrative designation,

~~6.47.4~~ terminating the school administrator, or

~~6.57.5~~ another action deemed appropriate by the superintendent.

~~7.8.~~ The school administrator shall be given the opportunity to append additional comments to all written reports pertaining to his/her evaluation.

~~8.9.~~ The superintendent shall inform the board of school administrator appointments annually.

~~9.10.~~ In the event that remediation is necessary, the school administrator being evaluated ~~shall~~may receive a Notice of Remediation ~~and the following steps shall be taken~~which means.

~~9.110.1~~ A program of improvement will be undertaken by the school administrator and a reasonable ~~time line~~timeline for improvement will be set.

~~9.210.2~~ At the end of the time allotted, the evaluation will resume.

~~10.11.~~ This policy does not restrict ~~the~~ school board or superintendent,

~~10.111.1~~ from taking disciplinary or other action, as appropriate, where the superintendent has reasonable grounds for believing that the actions, practices, or conduct of a school administrator endangers the safety of students, constitute a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school board, or

Policy GCNN - Evaluation of School Principals – Continued

~~10.211.2~~ from taking any action or exercising any right or power under the *Education Act*.

Appendix A: The Leadership Quality Standard

HORIZON SCHOOL DIVISION

Policy Code: GFA
Policy title: Volunteers
Cross Reference: EEACAA, EEACAB, GAB
Legal Reference:
Adoption Date: Feb. 26/97, Mar. 21/99
Amendment or Re- Apr. 19/2011
Affirmation Date:

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION ~~BELIEVES RECOGNIZES THE VALUE OF THAT VOLUNTEERS CAN ENHANCE COMMUNITY RELATIONS AND PROVIDE VALUABLE ASSISTANCE TO THE SCHOOL STAFF and AND ENCOURAGES THEIR THE USE OF VOLUNTEERS IN SCHOOLS. INVOLVEMENT IN THE SCHOOL COMMUNITY.~~

GUIDELINES

1. The safety and well-being of students shall be a primary consideration at all times when approving the use of volunteers.
2. Volunteers shall have a specific purpose and must be approved by the principal, or the division.
 - 2.1 A volunteer may not be assigned to assist a teacher without the teacher's consent.
3. Volunteers must comply with the division's policies, regulations and applicable school rules.
4. Volunteers are insured under the division's liability insurance policy only while they are acting within the scope of their duties as assigned by the principal, teacher or the division.
 - 4.1 Volunteers are not insured under any division medical or accident insurance policy for bodily injuries which they may sustain while volunteering for the division.

REGULATIONS

1. Principals shall:
 - 1.1 establish clear expectations for volunteers that conform to applicable legislation and division policies;
 - 1.2 establish practices related to volunteer recruitment, orientation, and supervision that include a reference check, see attachment C: Volunteer Reference check form;
 - 1.3 ensure volunteers are aware of, understand and follow role expectations and applicable division policies; and

~~Volunteers shall not use their activities in the school as a means of promoting personal beliefs or acquiring personal gain.~~

REGULATIONS

~~1.— School administrators shall:~~

~~Establish clear policy and processes for volunteer work in the school and with off-site activities that conform to applicable division policies and FOIPP.~~

~~1.1~~

~~1.1.1 Specific processes shall be in place for: collecting and tracking volunteer forms, recruitment procedures, orientation procedures, educating volunteers regarding Division policies, monitoring volunteers, and recognizing volunteers.~~

~~1.2 Approve and coordinate volunteer workers in their schools, keeping in mind the safety and well-being of students and employees.~~

~~1.3 Orient and assist volunteers in understanding and following their roles~~

~~1.4 Educate volunteers regarding Division policy as appropriate.~~

~~1.5 Determine whether a criminal record check and vulnerable sector check is appropriate depending on the degree to which the volunteer will have unsupervised one-on-one time with a student(s).~~

~~2.— All volunteers shall:~~

~~1.1 Complete and sign a volunteer registration form annually for Horizon School Division~~

~~1.2 Complete appropriate forms if acting as a volunteer driver consistent with Policy EEACAA Use of Non-divisional Vehicles and Volunteer Drivers~~

Policy GFA – Volunteers, Cont’d.

1.4 determine whether a criminal record check and vulnerable sector check is appropriate depending on whether the volunteer will have unsupervised one-on-one time with students.

2. All volunteers shall:

2.1. submit attachment A: volunteer registration form;

2.2. comply with policy EEACAA if acting in the capacity of a volunteer driver;

2.2.1. all applicants for a volunteer driver position must complete the application for Volunteer Automobile and/or Driver Authorization form, found within policy EEACAA;

~~1.2.3. cConduct their duties themselves in accordance with legislation and District division policy; and applicable provincial and federal Statutes including compliance with the jurisdiction’s employee code of conduct.~~

2.4. declare a criminal record at the time of application; and

2.5. submit a police information check (criminal record check), which may include a child intervention check, if applicable, as per policy GAB

2.5.1. Principals should utilize attachment B: Criminal Record Check to Include vulnerable Sector Check form when requesting that volunteers acquire a police information check.

3. Volunteers Be responsible to the Principal or teacher for all actions relating to students. They shall NOT:

~~1.2~~

3.1. diagnose educational needs of students;

~~1.2.1~~

3.2. prescribe remediation;

~~1.2.2~~

3.3. evaluate the results of instruction;

~~1.2.3~~

3.4. carry out any instructional responsibilities unless under the direct supervision of a teacher;

or

~~1.2.4~~

~~1.2.5~~3.5. disclose information about a student(s) or staff member(s) except through appropriate channels.

~~3. Requirements for volunteer coaches or volunteers of co-curricular or extra-curricular activities that are in a position to be alone with students:~~

~~3.1. Each volunteer shall within a time period sufficient to ensure the submission of results prior to engaging in such volunteer activity, submit:~~

Policy GFA – *Volunteers*, Cont'd.

~~3.1.1. Police Information Check indicating no charges or convictions both dates within the past six months, as well as a Vulnerable Sector Screening Check.~~

~~3.2. If the result of a Police Information Check discloses charges or convictions, the volunteer shall submit an original of the volunteer's Police Information Certificate.~~

~~3.3. If a volunteer specified in #3 fails to submit the documentation specified in 3.1 or 3.2 prior to engaging in a volunteer activity, the volunteer shall NOT assume any responsibilities where he/she may be alone with students. The volunteer may assume responsibilities with another adult when documentation has been submitted but is not yet processed.~~

~~3.4. If the contents of the volunteer's Police Information Certificate is considered to be incompatible with volunteering with the division, as determined by the Superintendent or designate, the volunteer shall not be allowed to volunteer.~~

~~4. Collection, Use and Storage of Information:~~

~~4.1. Volunteer registration forms shall be retained by the school for the current and subsequent school year.~~

~~4.2. The collection and use of personal information related to required police records check will be in accordance with the requirements of the Freedom of Information and Protection of Privacy Act (documents will be kept in a secured location and retained for one year after which time they will be shredded).~~

HORIZON SCHOOL DIVISION
POLICY GFA - *Volunteers*
VOLUNTEER REGISTRATION FORM

SCHOOL YEAR: _____

Mr./Mrs./Ms.: _____ Surname: _____ Given Names: _____

SCHOOL NAME: _____

ADDRESS: _____ Postal Code: _____

Telephone Numbers: Home: _____ Work: _____

Email Address: _____

~~Please list any children or grandchildren registered in the above school?~~

A. VOLUNTEER SECURITY DISCLOSURE:

Have you ever been charged or convicted of an offence under the *Criminal Code, Narcotic Control Act, Food and Drug Act, or Firearms Act* of Canada, or the criminals laws of any other country? Yes No

(Individual who have been granted pardons are not required to respond "Yes" to this question).

Have you ever been the subject of an investigation or order under the *Child Welfare Act* of Alberta or equivalent legislation in any other province or country? (If you answer "Yes" to this question, you must submit a current Child Welfare Statement along with this form). Yes No

Are there any conditions which might cause concern regarding your suitability as a volunteer? Yes No

If the answer to any of the above questions is "Yes" provide details including dates, depositions, and any other pertinent information:

NOTE: "Yes" to any one of the above questions will not automatically exclude an applicant from becoming a volunteer within Horizon School Division.

As a volunteer, we would like to advise you of the following conditions:

~~1. Confidentiality~~ 1. Confidentiality is of the utmost importance in the school setting in order to ensure that the dignity and worth of students, parents, volunteers and staff is honored.

~~2. That any~~ 2. Any information collected, used, generated and stored by Horizon School Division including student, instructional, financial or administrative information is strictly confidential and is to be used only in the performance of volunteer duties.

~~2.~~

3. You may not disclose, communicate, publish, take, alter, copy, interfere with or destroy any information unless you are specifically authorized to do so by the teacher or principal.

4. You must notify the principal of any new criminal charges at the time the charge is made.

- 3. ~~That you may not disclose, communicate, publish, take, alter, copy, interfere with or destroy any information unless you are specifically authorized to do so by the teacher or principal.~~
- 4. ~~That you must notify the principal of any new criminal charges at the time the charge is made.~~
- 5. ~~That~~ The teaching and administration staffs are responsible for student learning and discipline.
- 6. ~~That as a volunteer you~~ You can assist in enhancing the learning environment by working cooperatively with the school team.
- 7. ~~That you as a volunteer Y~~ you are responsible to the Principal or teacher for all actions relating to students.
You shall NOT:
 - a) diagnose educational needs of students;
 - b) prescribe remediation;
 - c) evaluate the results of instruction;
 - d) carry out any instructional responsibilities unless under the direct supervision of a teacher;
 - e) disclose information about a student(s) or staff member(s) except through appropriate channels.
- 8. Failure to comply with these conditions or Horizon School Division policies may result in termination of your position as a volunteer.

By signing this volunteer registration form I am agreeing to the conditions outlined above, as well as verifying that all information provided is accurate.

Signature: _____ Date: _____

B. COMPLETE THE FOLLOWING ONLY IF YOUR VOLUNTEER POSITION PUTS YOU IN A POSITION TO BE ALONE WITH STUDENTS:

1. Please list at least two references with whom the school may check:

Name: _____ Phone: _____

Name: _____ Phone: _____

2. I have submitted a Police Information Check including a Vulnerable Sector Screening Check Yes No

Criminal Record Check to include Vulnerable Sector Check

Volunteer

Date:

Volunteer Name:

School Name:

The above named individual has applied to Volunteer with Horizon School Division.

A requirement to volunteer services includes a clear Criminal Record Check, including the Vulnerable Sector Check, as the prospective volunteer may be supporting school aged children.

Regards,

_____, Principal

School Name

Ph: 403-

**HORIZON SCHOOL DIVISION
POLICY GFA - *Volunteers*
VOLUNTEER REFERENCE CHECK FORM**
(For volunteer positions ~~alone with~~ with unsupervised one-on-one time with students)

SCHOOL: _____

NAME OF VOLUNTEER: _____

NAME OF REFEREE: _____ PHONE: _____

_____ has applied as a _____ (e.g. coach/supervisor) volunteer in our school. It is district policy to conduct a reference check for individuals working in this type of volunteer assignment. You have been listed as a reference. We would appreciate it if you are able to respond to a few questions.

1. In what capacity do you know _____?
2. Have you ever observed _____ working with children/youth?
3. Based on your observations, can you describe _____ attitude toward children/youth?
4. Can you describe his/her approach to engaging in activities with children/youth?
5. Has _____ ever had a difficult situation to manage with youth or parents? If yes, how did he/she approach the situation?
6. If you have observed _____ interaction with parents, can you describe the nature of the relationship?
7. Would you describe _____ as collaborative or a team player?
8. Do you have any comments or concerns regarding _____ working with children/youth at the elementary/secondary level?

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code: GH
Policy Title: Substitute Support Staff
Cross Reference:
Legal Reference:
Adoption Date: February 26, 1997,
Amendment or Re- ~~June 21, 2011~~
affirmation Date:

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION AUTHORIZES THE SUPERINTENDENT TO EMPLOY SUBSTITUTE SUPPORT STAFF AS REQUIRED~~BELIEVES IT SHALL BE THE RESPONSIBILITY OF THE PRINCIPAL TO HIRE SUBSTITUTE SUPPORT STAFF AS REQUIRED CONSISTENT WITH THIS POLICY.~~

REGULATIONS

1. The Human Resource department shall maintain a current listing of approved substitute support staff authorized for temporary placement in division schools.
2. Support staff requiring a substitute shall:
 - 2.1. inform the principal or designate of the school, and
 - 2.2. the principal or designate shall arrange for a substitute, if needed, using the process outlined by the division in accordance with division procedures.
 - 2.2.1. Substitute school support staff are to be hired from the approved and current list provided by Human Resources.
3. The duties and responsibilities of a substitute support staff member shall include all regular duties of the employee unless otherwise specified by the principal or designate.
4. It is the responsibility of the support staff's supervisor to provide specific plans and general directions for the substitute.
- ~~1. Substitute support staff may be hired at the discretion of the Principal.~~
- ~~2. Substitute school support staff are to be hired from an approved list provided by central office. The list will be developed in consultation with schools.~~
- 3-5. School administration will keep accurate records of support staff absences and substitutes utilized and submit them to ~~central division~~ office in accordance with division procedures. ~~as required.~~

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code: HGBHA
Policy Title: Alternative Programs
Cross Reference:
Legal Reference: *Education Act, 19*
Alberta Ed. Policy 1.1.5
Adoption Date: August 7, 2007
Amendment or Re-
Affirmation Date:

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SUPPORTS ALTERNATIVE PROGRAMS AND EDUCATIONAL OPPORTUNITIES IN A SYSTEM THAT IS FLEXIBLE AND PROVIDES A VARIETY OF LEARNING PROGRAMS AND MODES OF DELIVERY. ~~THE BOARD WILL CONSIDER ALTERNATIVE PROGRAMS WHICH EMPHASIZE A PARTICULAR LANGUAGE, CULTURE, RELIGION, SUBJECT MATTER, OR USES A PARTICULAR TEACHING PHILOSOPHY.~~

DEFINITION

Alternative program - an education program offered by the board that
(a) emphasizes a particular language, culture, religion or subject-matter, or
(b) uses a particular teaching philosophy.

GUIDELINES

~~1. When considering the addition or expansion of programs, the administration shall address factors such as:~~

- ~~• Rationale for program or course, including a description of unique features;~~
- ~~• Intended student learning outcomes;~~
- ~~• Degree of demand;~~
- ~~• Availability of staff and instructional resources;~~
- ~~• Impact on financial and human resources and facilities;~~
- ~~• Impact on current program offerings;~~
- ~~• Consistency with sound educational theory and practice;~~
- ~~• Consistency with board policies;~~
- ~~• Consistency with the *Education Act* and Alberta Education's policies.~~

~~1. When considering~~When considering creating or closing the deletion or reduction of an alternative programs, ~~the administration shall address factors~~board shall consider such as:

1.1. level of demand,

1.2. student achievement,

1.3. impact on financial resources, or

~~2. impact on human resources~~

- ~~• Degree of demand;~~
- ~~• Student achievement;~~

- ~~Impact on financial and human resources and facilities;~~
- ~~1.4. Availability of staff and resources.~~

REGULATIONS

- ~~1. Alternative programs must comply with the Education Act, provincial regulations, and board policy.~~
- ~~1. The proposal for an alternative program can be developed by division office administration, school administration or school councils.~~
- ~~2. A proposal developed by a school administration or school council shall address the factors delineated in Guideline (1) and be submitted to the Superintendent at least four months prior to the anticipated implementation date. The proposal shall also include a description of a mechanism or strategy for ongoing review of the program.~~
- ~~2. Alternative program proposals shall be in alignment with Alberta Education's Alternative Programs Handbook.~~
- ~~3. The proposal for an alternative program may originate either with parents, community groups or with school division staff.~~
 - ~~3.1. The program proposal may be written by parents, the proponent group or the jurisdiction's administrative staff or with the groups working together.~~

Policy HGBHA – *Alternative Programs, Cont’d.*

4. ~~Parent and community group proposals shall be submitted to the Superintendent at least one year prior to the anticipated implementation date.~~

4.1. ~~The superintendent may request additional information prior to proceeding with considering the proposal.~~

~~3.5.~~ The Board shall review the proposal and may, by motion, approve the alternative program.

~~4.~~ ~~If the~~The Board ~~refuses to establish an alternative program as requested, the board shall,~~ within sixty days of receiving the request, provide a copy of its decision ~~with reasons to the applicant.~~

~~5.6.~~ ~~If a board approves a proposal for the establishment of an alternative program, the board should communicate the decision in writing to the applicant along with any special terms or conditions as~~ determined by the Board.

~~6.7.~~ If a parent enrolls a student in an alternative program, the Board may charge that parent fees for the purpose of defraying non-instructional costs incurred for the program that are in addition to the costs in providing ~~its regular~~ education programs other than the alternative program.

~~7.~~ ~~The operations and program delivery of an alternative program shall be consistent with Board policy.~~

HORIZON SCHOOL DIVISION

POLICY HANDBOOK

Policy Code: HD
Policy Title: School Day
Cross Reference: HC
Legal Reference: *Education Act 60*
Adoption Date: August 24, 1995
Amendment or Re-affirmation Date: ~~March 23, 2009~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT SCHOOL SCHEDULES SHOULD TAKE INTO ACCOUNT THE NEEDS OF THE SCHOOL'S EDUCATIONAL COMMUNITY.

~~DELEGATES TO THE SUPERINTENDENT THE ABILITY TO APPROVE SCHOOL CALENDARS. IT SHALL BE THE RESPONSIBILITY OF THE PRINCIPAL OF EACH SCHOOL TO SUBMIT A SCHOOL TIMETABLE THAT WILL BEST SUIT THE NEEDS OF THE SCHOOL'S EDUCATIONAL COMMUNITY.~~

REGULATIONS

1. 1.—— The sSchool dDay in combination with the school Annual School Calendars shall ~~meet all official requirements of the~~ comply with School legislation Act, Guide to Education, and Alberta Education government rRegulation, and division policiess.

2. 2.—— The pPrincipal shall take into consideration the following ~~-~~items in establishing a school day:

1.——
2.

2.1. provincial requirements;

2.2. division calendar;

2.3. transportation limitations;

2.4. student learning needs and well-being;

2.5. overall learning environment, program delivery; and

2.6. school council feedback;

~~learning environment, program delivery, student health and well-being,~~

~~—~~
~~2.1. parental preferences;~~

~~1.1. age of students;~~

~~2.2. distance students are bussed; and~~

~~2.3. interlocking bus schedules.~~

~~3. 3. All school days calendars and their corresponding schedules must be submitted by the principal to the superintendent or designate for approved approval by the Superintendent of Schools or designate.~~

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code: HGAA
Policy Title: Locally Developed Courses
Cross Reference:
Legal Reference: *Education Act, Alberta*
Education 1.2.1 & 1.2.2
Adoption Date: ~~August 24, 19/95; Sept. 28/05;~~
Amendment or Re- *May 30/02;*
affirmation Date: *Feb. 24/15*

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION ~~BELIEVESSUPPORTS THAT~~ LOCALLY DEVELOPED COURSES AS THEY PROVIDE UNIQUE OPPORTUNITES ~~FOR TO~~ ACCOMMODATE THE NEEDS AND INTERESTS OF STUDENTS, ADDRESS UNIQUE COMMUNITY PRIORITIES, AND EXPOSE STUDENTS TO SUBJECT MATTER BEYOND THE STUDENTS TO EXPLORE AND SUPPORT A RANGE OF PERSONAL INTERESTS AND ABILITIES IN SUBJECT AREAS, TO PROVIDE STUDENTS WITH LEARNING OPPORTUNITIES THAT EXTEND AND COMPLEMENT THE LEARNING OUTCOMES IN PROVINCIALY AUTHORIZED PROGRAMS, OR TO ACCOMMODATE INNOVATION AND RESPONSIVENESS AT THE LOCAL LEVEL. LOCALLY DEVELOPED COURSES SHALL BE DESIGNED AND DELIVERED IN ACCORDANCE WITH ALBERTA EDUCATION REQUIREMENTS.

GUIDELINESREGULATIONS

1. ~~The Board may approve locally developed or acquired courses for kindergarten through grade 12Approval of locally developed courses shall be by Board motion.~~
 - 1.1. ~~Approval of locally developed/acquired courses shall be by board motion.~~
 - 1.2. ~~Senior high locally developed courses also require the approval of Alberta Education.~~
 - 1.3. ~~Approval shall be for a maximum of three years, and then is subject to renewal~~
 - 1.3.1. ~~At the end of the three-year term, the principal may submit a written request to the Associate Superintendent of Learner Services or designate for re-approval.~~
 - 1.3.2. ~~Failure to obtain re-approval shall result in the course being withdrawn at the end of the approval term.~~
2. ~~Approval may be withdrawn at the discretion of the Board.~~
 - 2.1. ~~Instruction shall not commence until Board approval has been received.~~
4. ~~All~~ Locally developed courses must align with applicable provincial ~~legislation, policy,~~ standards, and ~~—~~guidelines.

3.

4. The Associate Superintendent of Learner Services or designate shall assume responsibility for:

4.1. coordinating the development, and/or acquisition;

4.2. monitoring and evaluating of locally developed courses; and

4.3. ensure course content and approval process/timeline is compliant with provincial policy.

~~All locally developed courses are subject to monitoring and review by Alberta Education and the
Associate Superintendent of Curriculum and Instruction.~~

REGULATIONS

~~1. The Associate Superintendent of Curriculum and Instruction, or designate shall assume responsibility for coordinating the development and approval of locally developed junior and senior high school courses and ensure course content and approval process /timeline is in compliance with Alberta Education policy.~~

~~1.1. All senior high locally developed courses shall be approved by Alberta Education via the Locally Developed Courses Online Management System (LDCOMS).~~

~~2. Board approval must be obtained before the implementation of locally developed courses.~~

~~3. At the end of the three years, the Associate Superintendent of Curriculum and Instruction will request confirmation regarding re-approval in accordance with Alberta Education timelines.~~

~~3.1. Failure to obtain re-approval shall result in the course being cancelled at the end of the approval.~~

HORIZON SCHOOL DIVISION

Policy Code:

HGAB

POLICY HANDBOOK

Policy Title:

Planning for Instruction

Cross Reference:

GCAG, GCN, HK

Legal Reference:

Education Act 196

Ministerial Order # 016/97 Teaching

Quality Standard

Adoption Date:

August 24, 1995

Amendment or Re-

Affirmation Date:

April 20, 2009

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT ONE OF THE ESSENTIAL STEPS IN EFFECTIVE INSTRUCTION BEGINS AT THE PLANNING LEVEL. IT IS IMPERATIVE THAT THE TEACHER CHART THE COURSE OF TEACHING/LEARNING FOR THE SCHOOL YEAR BY BEING PREPARED WITH COMPREHENSIVE LONG, MEDIUM, AND SHORT BOTH UNIT AND DAILY RANGE PLANS TO MEET THE NEEDS OF EVERY STUDENT THAT WILL PROVIDE FOR DIFFERING RATES OF LEARNING AND RECOGNIZING PROVINCIAL REQUIREMENTS.

GUIDELINES

1. Three levels of educational planning need to be considered and utilized as a minimum by all teachers:
 - 1.1. long-range year planning;
 - 1.2. medium range unit planning plans; and
 - 1.3. short range daily planning.

REGULATIONS

1. Planning and designed learning activities shall reflect the Program of Studies, approved locally developed courses, and expectations of the Teaching Quality Standard.
2. Long-range plans for each subject area and level taught are to be completed and filed with the principal by the end of the second week of
 - 2.1. September, in the case of year long course and semester one courses.
 - 2.2. February, in the case of semester two courses.
3. Course outlines shall be shared with students and/or parents upon commencement of the course.
4. Teachers are to keep daily plans a minimum of two days ahead, ~~one day detailed, the next outlined.~~
5. Teachers shall provide their principal a copy of their planning documents at the principal's request. Long-range plans for each subject area and level taught are to be completed and filed with the Principal by the end of the second full week of school in September (semester plans by February 15th).

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code: HGAE
Policy Title: Religion & Human Sexuality
Cross Reference: HNB, HGAC, HGAD
Legal Reference: *Education Act 58 & 58.1,*
Adoption Date: February 26, 1997
**Amendment or Re-
affirmation Date:**

POLICY

~~THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION UNDERSTANDS SUPPORTS PARENTS' RIGHT TO WITHDRAW THEIR CHILDREN FROM RELIGIOUS AND PATRIOTIC INSTRUCTION AND/OR EXERCISES AND SHALL AS REQUIRED BY THE EDUCATION ACT ESTABLISHES REQUIREMENTS FOR THE NOTIFICATION OF PROVIDE NOTICE TO A PARENT OF A STUDENT WHERE COURSES, PROGRAMS OF STUDY, INSTRUCTION, INSTRUCTIONAL MATERIALS, OR EXERCISES, INCLUDE SUBJECT-MATTER THAT DEALS PRIMARILY AND EXPLICITLY WITH RELIGION OR HUMAN SEXUALITY. PARENTS AND EXEMPTION OF STUDENTS FROM CLASS OR THE PLACE OF INSTRUCTION IN CERTAIN INSTANCES WHERE COURSES OF STUDY, EDUCATIONAL PROGRAMS OR INSTRUCTIONAL MATERIALS, OR INSTRUCTION OR EXERCISES INCLUDE SUBJECT MATTER THAT DEALS PRIMARILY AND EXPLICITLY WITH RELIGION, HUMAN SEXUALITY OR SEXUAL ORIENTATION.~~

THE BOARD ACCEPTS A COOPERATIVE ROLE WITH THE HOME AND SHALL EXEMPT STUDENTS WITHOUT ACADEMIC PENALTY WHEN PARENTS MAKE A WRITTEN REQUEST.

GUIDELINES

- ~~1. The matter of process regarding the commencement and cessation of Board directed recitation of the Lord's prayer as part of the opening day will be dealt with in policy HNA.~~

REGULATIONS

- ~~1. Human sexuality education shall be that prescribed by Alberta Education through the grades 4 to 9 Health and Life Skills, and Career and Life Management programs of study and the teacher shall use professional judgment with selection of the instructional materials.~~
- ~~1. The Board permits persons other than teachers to provide religious instruction or exercises to its students with principal approval.~~
- Schools may access a health professional to assist with the delivery of the curriculum outcomes under the supervision of a teacher.
- ~~1. The Board will adhere to Section 58 and 58.1 of the Education Act which requires boards to provide parents with notice (see Appendix A) indicating that a particular outcome or component of a course contains subject matter that deals primarily and explicitly with religion or, human sexuality or sexual orientation prior to commencement of instruction.~~

~~3.~~

The

~~1.1.3.1.~~ The principal shall decide if parent information is best distributed through the provision of written information sent home or a parent meeting.

~~1.2.3.2.~~ Such notice must allow the parent enough time to request that their child be included or exempt from taking part via an exemption form provided by the school (see Appendix B).

~~3. Parent notification does not apply to incidental or indirect references to religion, religious themes, human sexuality or sexual orientation in a course of study, educational program, instruction or exercises or in the use of instructional materials.~~

POLICY HGAE – Religion and Human Sexuality, Cont’d.

4. Parent notification does not apply to incidental or indirect references to religion, religious themes, or human sexuality in a course, program of study, instruction or exercises or in the use of instructional materials

4.5. Courses requiring notification include:

4.1.5.1. Career and Life Management;

4.2.5.2. Reproduction and Readiness for Parenting, HCS3050;

4.3.5.3. Developing Maturity & Independence, HSS1040;

4.4.5.4. Health and Life Skills (Grades 7 through 9);

5.5. Physical Education and Wellness;

4.5.5.6. Religious Courses and

5.7. Some locally developed courses if they contain include subject matter that deals primarily and explicitly with religion or human sexuality or sexual orientation.

~~4.6.~~

6. Where a parent makes a written request, teachers shall exempt the student, without academic penalty, from such instruction, course of study, educational program or use of instructional material and allow the student

6.1. to leave the classroom or place where the instruction, course or program of study is taking place or the instructional materials are being used for the duration of the part of the instruction, course or program of study, or the use of the instructional materials, that includes the subject-matter; or

5.6.2. to remain in the classroom or place without taking part in the instruction, course or program of study or using the instructional materials, whichever is preferred by the parent.-

~~6. The matter of process regarding the commencement and cessation of Board directed recitation of the Lord’s prayer as part of the opening day will be dealt with in policy HNA.~~

POLICY HGAE – Religion and Human Sexuality, Cont’d.

NOTICE FORM UNDER SECTION 58.1 OF THE EDUCATION ACT

Date: _____

Dear Parent/Guardian:

Your child is currently enrolled in a course or educational program ~~of studies~~ that [circle one]:

- a) includes subject matter that deals primarily and explicitly with _____
[specify religion or human sexuality ~~or sexual orientation~~]; or
- b) uses an instructional material or exercise that includes subject matter that deals primarily and explicitly with _____ [specify religion or human sexuality ~~or sexual orientation~~].

The subject matter is contained in the following areas:

[identify the theme/outcome of the course ~~or of study, educational program, or instructional material, or exercise of studies, the exercise or the instructional material~~ that contains the subject matter].

The purpose for the inclusion of this subject matter in the course of study, educational program or instructional material or exercise ~~is or program of studies is:~~

-[identify the learning outcome associated with the identified subject matter].

Instruction involving the subject matter will be provided on _____ [specify date and time].

Pursuant to section 58.1(2) of the Education Act, you as a parent/guardian may request that your child be excluded from the above-identified instruction, without academic penalty, by having your child either:

- a) leave the classroom or place where the instruction is taking place or where the instructional material is being used for the duration of that part of the instruction; or
- b) remain in the classroom or place where the instruction is taking place without taking part in the instruction or use of instructional material.

In order to exercise this option, you must sign and return the attached exemption form to _____ [specify individual] on or before the date of the instruction indicated above. If this form is not returned before that date, your child will be included in the instruction above.

If you would like additional information about the content of this notification, please contact

POLICY HGAE – *Religion and Human Sexuality*, Cont’d.

_____ [specify individual]

_____ [identify Principal]

POLICY HGAE – Religion and Human Sexuality, Cont’d.

STUDENT EXEMPTION UNDER SECTION 58.1 OF THE EDUCATION ACT

TO: Principal/Teacher of _____ [identify school].

In response to the notice provided to me by the Horizon School Division dated _____ [date of notice] indicating that a course ~~of study or educational~~ program ~~of studies~~ in which my child is enrolled, or an instructional material or exercise used in a course ~~of study or educational~~ program ~~of studies~~ in which my child is enrolled, includes subject matter that deals primarily and explicitly with _____ [specify religion, ~~or~~ human sexuality, ~~or~~ sexual orientation], I, _____ [name of parent/legal guardian], in accordance with section 58.1(2) of the Education Act, hereby request that my child, _____ [name of child], be excluded from the instruction, exercise or the use of instructional material identified in the notice.

I request that my child: (check relevant box)

A) Leave the classroom or place where the instruction is taking place or where the instructional material is being used for the duration of that part of the instruction.

OR

B) Remain in the classroom or place where the instruction is taking place without taking part in the instruction or use of instructional material.

I confirm that I am the parent/legal guardian of _____ [name of child] and have chosen to exercise my option to have my child excluded from the instruction described in the notice from _____ School [name of school] on the dates indicated in the notice. I also confirm that it is my obligation to ensure that this form is returned to the school principal/teacher on or before the date of the instruction indicated in the notice.

The child to whom this exemption notice applies is: _____ [name of child]
Grade: _____

Parent/Legal Guardian

Date

Superintendents Progress Report

December 2022

The Superintendent Leadership Quality Standard:

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

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

Building Effective Relationships

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

Modelling Commitment to Professional Learning

- Enhancing leadership, teaching, and learning.

Visionary Leadership

- A preferred future.

Leading Learning

- Promotes shared responsibility for student success and continuous improvement.

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

- Establishing structures and providing the resources for schools.

School authority operations and resources

- Alignment with goals and priorities.

Supporting Effective Governance

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

The following is a summary of meetings and activities that I have participated in over the last month.

- Meetings and dialogue with principals and staff as needed and/or requested. Conversations have focused on administration leaves; parental concerns; human resource issues including teacher assignable time, and updated job descriptions; and discussions about student, and staff illness.
- Facilitated the monthly policy meeting.
- A number of other meetings, events, and professional learning activities were attended over the month. These include but are not limited to
 - Senior Administrative Leadership Team (SALT) meeting
 - Division Office staff meeting
 - College of Alberta School Superintendent provincial executive meeting
 - Cognitive coaching professional learning
 - Alberta School Board Association meeting to discuss career task force feedback
 - *New Code of Conduct for Teacher and Teacher Leaders* meeting
 - APEX Youth Awards meeting
 - Two AB ED meetings (career task force and embargoed topic)
 - Two Deputy Minister meetings (new code of conduct and funding manual)
 - Division office staff Christmas social and
 - School Christmas concerts



221219 Board Report

Associate Superintendent of Human Services

Human Resources

- New [Code of Professional Conduct for Teacher and Teacher Leaders](#) - comes into effect January 1, 2023
- The 2023-2024 Teacher staffing process and timelines will be shared with all teachers at the end of January

Horizon Induction Program

- [HIP 2022-23 Program Schedule](#)
- All probationary teachers will have mid-year evaluations completed by their school principals by the end of January

Clinical Team Leader/FSLC/Wellness Coaches

- Alberta Health Services has provided Horizon School Division Family Connections with roughly \$11,000 increase. This money is to support covid relief and inflation.
- Interim Program Manager Collin Larsen will be finishing his role as the Program Manager on December 31st. 2022 as the contract expires as Rylee Beland will be returning from her Maternity Leave. Collin will Transition into the South Schools(Warner and Milk River) as Family Connections Wellness Coach.
- Mentorship is halfway through and will pick up in January with additional breaks due to happen in January because of Exams.
- Our Annual [Sleeve the Stigma Campaign](#) will begin in January. This Campaign is run with the support of the Loft on 50th as students created coffee sleeves that focused on positive mental health messaging and that will be sold with each drink that is purchased during the last week of January which runs in the same as Bell Let's Talk.
 - Overall there were 31 submissions from students that were taken in as "Winners" each student whose submission was accepted will receive a sleeve of their own with the copy of the design they created.
 - Additional advertising will be supporting this during the month of January to help with promotion that will be shared at the Loft on 50th, Horizon Web Page and Facebook Page etc.

Indigenous Learning

- A big thank you to Lisa Sowinski for helping organize the New Blood presentation for Horizon staff on November 7, 2022

- 46 students were signed up for Angel Tree
- Indigenous Liaison and Robbie did VTRA Training from the Indigenous Perspective
- Many classroom teachings taking place - a new presentation about the Buffalo and Buffalo Harvest has been created for our Indigenous Liaison to share with students
- Supporting students with post secondary planning

Low German Mennonite Programming

Workplace Wellness

- Senior leadership will be meeting with our Well At Work Advisor to go over the report completed for the division based on the data gathered.
- Information will be shared with Principals at the January Administrators meeting.

Student Leadership

- Horizon School Division had four students attend the Student Leaders [PEAKs](#) Retreat - Southern Alberta Student Leadership Council (SASLC)
- There were outstanding reviews that it was a fantastic day!

Horizon Leadership Development

- Planning for the Leadership Development Program is well underway. A presentation of the program will be presented at the Administrators meeting in January.
- The Program is anticipated to begin at the end of March and wrap up at the beginning of June.

Report completed by Robbie Charlebois, Associate Superintendent of Human Services

Associate Superintendent, Learner Services
Report to the Board of Trustees – December 19, 2022

Learner Services lead team members:

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

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- Terri-Lynn has been meeting with a principal and Heather Brantner (Off-campus Coordinator) to plan out a medical pathway for students, including some work experience at a local hospital. Dr Aaron Low, South Zone Chief Medical Officer will be meeting with Heather, Terri-Lynn and the local Principal in February to discuss this initiative that will start in the Fall of 2023.
- Modelling a multigraded lesson on place value with one of our colony schools. Amanda worked with students focusing on how to use manipulatives to support conceptual understanding of place value in a concrete way.
- Instructional coaches have been working with our beginning teachers in various schools, Amanda has worked one-on-one to support planning, classroom management, and implementation of effective instructional strategies.
- Instructional coaches, Amanda and Coral developed a sample assessment guide that aligned the My Math Path a resource that was purchased this year for Kindergarten Teachers.
- Amanda is working with teachers who are teaching the grade 5 and 6 new math curriculum. Teachers have the opportunity to choose to implement the English Language Arts and Literature, Mathematics or Science this year in grades 4-6. The teacher and Amanda worked collaboratively to create an assessment tool that can be used as a sample for other teachers in the division.
- Terri-Lynn has been meeting with elementary teachers to discuss reporting of the new curriculum, and listening to how implementation is going in the district. She has also been asking teachers what supports are needed.
- Teachers have had the opportunity to pilot a number of different resources to support new curriculum in their classrooms. Terri-Lynn will be seeking feedback from the teachers as to what resources are they finding to be successful in the classroom with students, before purchasing as a division.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- In response to the requested needs from both kindergarten teachers and Early Learning Educators, an opportunity for Professional Development was supported by Coral. Interested stay

attended Indigenous Ways of Knowing for K-3 Classrooms.

- Two schools have reached out to Coral looking for support for students in High School who have very limited English. Coral suggested that the Principals try a program called Fast ForWord. This program is an intervention tool to support fluency, accurate reading and comprehension. It identifies the level of reading that students are at. The Principals will be providing feedback on the program after Christmas.
- Laura continues to support schools through ongoing visits to observe, plan and support students with behavioural needs. She provided consultation as well as direct observations and behaviour reports to teachers and administrators.
- The Learner Services Team recognized that Elementary Learning Support Teachers (LST's) needed some time and support. Recognizing this need for support, Coral scheduled a morning to go through the Speech and Language referral process. There was also time given for the LST's to collaborate on Early Childhood Support Plans. Coral and JoAnn, Speech Language Pathologist worked with LST's to ensure that plans were completed according to Alberta Education's 2022 criteria. Another area that was discussed was Level B Assessments: TVPS (Test of Visual Perception), TAPS (Test of Auditory Perception) and ASQ-SE (Ages and Stages Questionnaire Social Emotional), and how to use the information from the results to implement strategies for programming.
- Coral spent three half days working with different Learning Support teachers to coach them through ECSP plans. Going through individual plans, they collaboratively discussed and added key pieces of information.
- Laura has provided new training for teachers and Educational Assistants in SIVA (Supporting Individuals through Valued Attachments).
- The Learner Services team hosted and facilitated the Learning Support Teacher's Meeting in early December. Our focus continues to be on refreshing out Response to Intervention practices through Collaborative Response. LST's engage in Collaborative Team Meetings in order to learn from peers and develop new perspectives in how we support our students.

LEADERSHIP PRACTICES

- Amanda virtually attended multiple numeracy PD sessions at the Making Math Moments Summit on a variety of topics that can be shared with teachers.
- Terri-Lynn joined an Alberta Education webinar with piloting teachers for the Draft Science Curriculum K-6. The purpose of joining this webinar was to listen to teachers as they discussed implementation and resources with Alberta Education.
- Amanda continues to develop and update a Hapara workspace that is designed to support teachers working through the book: Building Thinking Classrooms in Mathematics. A video was created to highlight this workspace and shared with all current teachers.

TECHNOLOGY INFORMATION (Information will be shared as needed)

- Welcome to Riley Morse who started with Horizon as a Tech Support Specialist at the beginning of December. Riley is a graduate of the Information Technology program at Medicine Hat College. We are pleased to have Riley as a part of the Tech team.
- Horizon Tech team hosted members of IT teams from across Zone 6 for a collaborative day. The goal was to re-establish a network for IT in the south, to discuss Cyber Security, Evergreen practices and share about technologies used in each school division. The day was well-received by all who attended. We had representation from Holy Spirit, Lethbridge School Division, Grasslands, Palliser, Livingstone Range, Westwind and of course Horizon.

GENERAL INFORMATION:

- December 1, 2022 was the deadline for Program Unit Funding (PUF) verification. Coral has been working with Phil to ensure that hours and codes were submitted. This year Alberta Education will be verifying 100% of the code 48 students in EL-K (code 48 is a moderate speech and language delay). As well, they will be verifying 20% of all other severely coded students. This sample is six times the amount required last year. We received the list last week and we need to provide information on six students. The deadline for verification sample submissions is January 13.
-

PRESS RELEASE - November 30, 2022

On November 28, 2022, the board approved the annual Audited Financial Statements for the year ended August 31, 2022. A clean audit report was provided by the audit firm BDO Canada LLP. Horizon School Division had operating revenue of \$49,263,770, \$1,621,205 higher than budgeted. Operating expenses totaling \$48,757,999 were incurred, leaving an operating surplus of \$505,771. The school division continued to experience many challenges during the year due to the COVID-19 pandemic. Challenges such as supply chain shortages, cancelled public gatherings, enhanced staffing levels, and staffing absences, which were at a historic high had a significant impact on expenses. The Alberta Government continues to provide financial support to boards to address the learning impacts of the pandemic. Challenges are expected to continue into the new school year, however the board and staff are committed to providing quality education as evidenced by the divisions' assurance measures which show that Horizon is above provincial average in 10 of the 12 provincial measures including PAT and diploma results and parent, student, and staff surveys.

	Budget 2022	Actual 2022	% of Total
REVENUES			
Government of Alberta	45,532,854	47,293,503	96.0%
Other revenue	2,109,711	1,970,267	4.0%
Total revenues	47,642,565	49,263,770	
EXPENSES BY PROGRAM			
Instruction - ECS	1,376,209	1,353,648	2.8%
Instruction - Grades 1 to 12	34,243,294	35,023,741	71.8%
Operations and maintenance	6,613,812	6,833,994	14.0%
Transportation	2,938,254	3,017,426	6.2%
System administration	1,962,606	1,926,619	4.0%
External services	508,390	602,571	1.2%
Total expenses	47,642,565	48,757,999	
EXPENSES BY OBJECT			
Certificated salaries	19,985,432	20,799,054	42.7%
Certificated benefits	4,569,368	4,748,446	9.7%
Non-certificated salaries and wages	6,633,649	6,866,564	14.1%
Non-certificated benefits	1,652,684	1,599,076	3.3%
Services, contracts and supplies	12,314,159	12,232,822	25.1%
Amortization of supported tangible capital assets	2,487,273	2,512,037	5.2%
Total expenses	47,642,565	48,757,999	
Annual surplus (deficit)	-	505,771	1.0%

Horizon School Division provides service to approximately 3,500 students in Kindergarten through Grade 12 in 39 schools, located in Southern Alberta. School programs are operated in nine communities and 19 Hutterite colonies - Barnwell, Enchant, Grassy Lake, Hays, Lomond, Milk River, Taber, Vauxhall, and Warner. Visit us online at www.horizon.ab.ca.





ALBERTA
EDUCATION

*Office of the Minister
MLA, Red Deer-North*

December 7, 2022

Letter to Teachers – New code of professional conduct creates consistent teaching standards

Dear Alberta teachers:

First, a huge thank-you for all that you do in the service of educating our children. I know you care deeply about your students, and you work hard for them and your school communities every day. You take your responsibilities very seriously, and you make a real, tangible and positive difference in peoples' lives. Teaching is a noble calling, and I admire each of you for answering that call and helping our society meet some of its most crucial needs. Like you, I am passionate about the integrity of your profession, and I have made it my mission to ensure people across the province have the utmost confidence in you and the work you do. You deserve nothing less.

Because of you, Albertans have benefitted from world-class education for decades. Yet, in some regards, Alberta has been an outlier in Canada in terms of how the teaching profession is regulated. For example, the teaching profession has been subject to two different codes of conduct. One is for those of you who work for public, separate or catholic school authorities and francophone school authorities, and the other is for those of you employed in First Nations schools, public charter and independent schools, or as superintendents. This means there are two different sets of rules and expectations to guide teachers and teacher leaders depending on where you are employed.

By unifying the two codes of conduct, we can create a more unified teaching profession. With a consistent set of overarching principles, we can show Albertans our education system is more cohesive, integrated and inclusive, and we can more clearly demonstrate there is a high standard of conduct and professionalism among all teachers.

Effective January 1, 2023, the Practice Review of Teachers and Teacher Leaders Regulation will contain a new single code of conduct for all certificated teachers and teacher leaders. The government developed this code following engagement with a wide range of education stakeholder groups, and thousands of teachers, parents and students responded to our online survey in the fall to give us their thoughts on what should be included.

Many parts of the new code have been carried over from, or are based on, parts of the previous two codes. This means many of the concepts and expectations in the new code of professional conduct will likely be familiar to you. At the same time, the code also contains new provisions informed by codes and standards in other parts of Canada.

.../2

I would like to invite you to visit alberta.ca/code-of-professional-conduct.aspx to learn more. Alberta Education is also developing a companion document and videos to explain various provisions in the code.

I know you are well-versed in professional conduct as part of your post-secondary education, and through your training and everyday experiences. As before, the new code contains principles that are reasonable, and expectations that most teachers follow in their daily lives. I want to assure you the Alberta Teaching Profession Commission will handle complaints fairly, effectively and transparently. Wherever appropriate, the Office of the Registrar will continue to encourage those wishing to raise an allegation of unprofessional conduct to reach out to officials in schools and school authorities to resolve their concerns before filing a complaint for the Alberta Teaching Profession Commission to review.

Teaching is an essential public service and public education is one of the key pillars of our society. The work you do is crucial to the success of our province, and that is exactly why this initiative is so important. With this new code, each of you will be treated equally, regardless of where you teach.

Sincerely,

A handwritten signature in black ink, appearing to read 'Adriana LaGrange', written in a cursive style.

Adriana LaGrange
Minister of Education



Code of Professional Conduct for Teachers and Teacher Leaders

This document shows the contents of Schedule 1.1 of the Practice Review of Teachers and Teacher Leaders Regulation.

Definitions

1 In this Regulation,

- (c) “ideological advantage” means perspectives taught to students in a biased manner with the intent to take advantage of a student’s uninformed or under-informed opinions, but does not include programs of study established under the Act;
- (d) “student”, for the purposes of the code of professional conduct referred to in section 225.5 of the Act, includes a child enrolled in an early childhood services program.

Preamble

This code of professional conduct for teachers and teacher leaders is established in accordance with section 1.1 of this Regulation.

This code does not prejudicially affect any right or privilege guaranteed by the *Canadian Charter of Rights and Freedoms* or any constitutionally protected religious instruction right or privilege under section 93 of the *Constitution Act, 1867*.

Teachers and teacher leaders shall comply with this code.

Sections 225.4, 225.5, 225.91 and other sections of the Act provide the legal framework for this code, including mandatory compliance and procedures for alleged non-compliance.

Conduct that does not comply with this code constitutes unprofessional conduct in accordance with the Act.

Any person may make a complaint pursuant to the Act about alleged unprofessional conduct of a teacher or teacher leader, which may result in disciplinary action impacting a teacher’s or teacher leader’s suitability to hold a certificate.

Unprofessional conduct and professional incompetence are defined separately in the Act. This code does not apply for the purposes of determining professional incompetence.

The Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard establish professional development requirements for teachers and teacher leaders.

This code applies to the conduct of an individual teacher or teacher leader. Matters pertaining to the administration of school authorities are subject to applicable legislation.

The conduct of teachers and teacher leaders, both on and off duty, bears directly on the community’s perception of the ability of teachers and teacher leaders to fulfill their unique position of trust and influence. Society and the school community hold teachers and teacher leaders to a high standard of conduct. Teachers and teacher leaders are accountable for their conduct, on and off duty, and are expected to conduct themselves with due regard to the honour, dignity, welfare, rights and best interests of students and the teaching profession.

Professional Conduct Requirements

1 In relation to students,

- (a) the teacher or teacher leader shall respect the dignity and rights of all students and persons without prejudice as to the prohibited grounds of discrimination set out in the *Alberta Human Rights Act* and with regard to rights as provided for in the *Canadian Charter of Rights and Freedoms*, and be considerate of the circumstances of students and persons.
- (b) the teacher or teacher leader is required to demonstrate a welcoming, caring, respectful and safe learning environment that respects diversity and nurtures a sense of belonging, which students are entitled to under the Act.
- (c) the teacher or teacher leader shall teach or lead in a manner that does not intentionally contravene applicable
 - (i) legislation, and
 - (ii) policies of Alberta Education
- (d) the teacher or teacher leader shall not
 - (i) intentionally harm or abuse a student verbally, psychologically or emotionally, or
 - (ii) harm or abuse a student physically or sexually.
- (e) the teacher or teacher leader shall not
 - (i) intentionally engage in an illegal activity or other activities that may cause a student to be put at or to remain at risk of harm or abuse, or
 - (ii) knowingly encourage or enable a student to engage in an illegal activity or other activities that may cause a student to be put at or to remain at risk of harm or abuse.
- (f) the teacher or teacher leader shall not disclose information received about a student in confidence or in the course of performing the teacher's or teacher leader's professional duties except
 - (i) as required by law, or
 - (ii) where
 - (A) in the teacher's or teacher leader's judgment, it would be in the best interests of the student to disclose the information, and
 - (B) the disclosure of the information is permitted by law.
- (g) the teacher or teacher leader shall not
 - (i) accept pay for tutoring a student in any subjects in which the teacher or teacher leader is responsible for giving classroom instruction to that student, but may provide tutoring to other students not in the teacher's or teacher leader's charge, subject to local school policy,
 - (ii) take advantage of a professional position to profit from the sale of goods or services to or for students in the teacher's or teacher leader's charge, or
 - (iii) while in a position of authority, teach or lead in a manner that exploits the teacher's or teacher leader's relationship with students for ideological advantage, material advantage or other advantage.

- (h) the teacher or teacher leader may delegate specific and limited aspects of instructional activity to non-certificated personnel, provided that the teacher or teacher leader supervises such activity.

2 In relation to parents of students, the teacher or teacher leader shall

- (a) respect parents and be considerate of their circumstances,
- (b) treat information received from and about parents with discretion,
- (c) be respectful in communications with and about parents, and
- (d) not discuss other students except where the matters being discussed are relevant to their child and then only to the extent that, in the teacher's or teacher leader's judgment, is necessary.

3 In relation to colleagues, the teacher or teacher leader shall

- (a) not undermine the confidence of students in other teachers or teacher leaders,
- (b) not criticize the professional competence or professional reputation of another teacher or teacher leader, except
 - (i) in confidence to appropriate officials, or
 - (ii) in making a complaint about the alleged unprofessional conduct or alleged professional incompetence of a teacher or teacher leader under the Act,
- (c) not take any steps to pursue the discipline or dismissal of another teacher or teacher leader because of animosity or for personal advantage, and
- (d) in addition to other reporting required by law, report to the Commissioner the conduct of another teacher or teacher leader who is alleged to cause or have caused psychological, emotional, physical or sexual harm or abuse to a student.

4 In relation to the teaching profession, the teacher or teacher leader shall

- (a) behave in a manner that maintains the honour and dignity of the profession, and
- (b) not engage in activities that adversely affect the quality of the teacher's or teacher leader's professional service.

From: Office of the Premier <Premier@gov.ab.ca>
Date: December 5, 2022 at 10:44:06 AM MST
Subject: Letter from Premier Smith ACCTS:00120007172

Dear Marie Logan:

Thank you for your October 25, 2022 letter on behalf of the board of trustees of the Horizon School Division. Your support is both vital and appreciated as we begin a new chapter in our story and start putting our province first. I am honoured to serve the people of Alberta.

Though there are challenges to overcome, our province is full of opportunity. Albertans are counting on our government to deliver on a clear and bold mandate. Our efforts have already begun with actions to address the affordability crisis and reform our health-care system. My team and I will also focus on creating jobs, strengthening our economy, and protecting the most vulnerable among us so all Albertans can prosper. By respectfully working together, we can keep building one of the greatest places on Earth to live, work, and raise our families.

I appreciate your advocacy for public education and rural school divisions. I encourage you to continue to engage with the Honourable Adriana LaGrange, Minister of Education.

Thank you again for writing. We have a long road in front of us and lots to do, but Albertans' best days are ahead. I look forward to working with you.

Sincerely,
Honourable Danielle Smith
Premier of Alberta

cc: Honourable Adriana LaGrange, Minister of Education