

Regular Board Meeting Agenda – 1:00 pm

Monday, January 23rd, 2023

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, December 19 th , 2022	ENCLOSURE 1
A.3	January 2023 Payment of Accounts	ENCLOSURE 2
A.4	Second & Final Reading Policy GH – Substitute Support Staff	ENCLOSURE 3
A.5	Second & Final Reading Policy HD – School Day	ENCLOSURE 4
A.6	Second & Final Reading Policy HGAA – Locally Developed Courses	ENCLOSURE 5
A.7	Second & Final Reading Policy HGAB – Planning for Instruction	ENCLOSURE 6
A.8	Second & Final Reading Policy HGAE – Religion & Human Sexuality	ENCLOSURE 7
A.9	Second & Final Reading Policy HGBHA – Alternative Programs	ENCLOSURE 8
A.10	First Reading Policy BF – Policy Development	ENCLOSURE 9
A.11	First Reading Policy GAA – Code of Conduct	ENCLOSURE 10
A.12	First Reading Policy HIB – Copyright	ENCLOSURE 11
A.13	First Reading Policy HKF – High School Graduation Ceremonies	ENCLOSURE 12
A.14	First Reading Policy HLBA – Course Challenge	ENCLOSURE 13

D. Discussion Items

D.1	Draft 2024-2025 calendar	ENCLOSURE 14
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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.2.3 Administrator’s Meeting – Maxwell Holst	
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

Dates to Remember

• February 15 - Policy Committee Meeting – 1:00 – 3:30
• February 20 – Stat Holiday – Family Day
• February 21-22 – Division Wide Holiday – no school
• February 23-24 – Teacher’s Conventions – no school
• February 27 – Board Meeting
• March 8 – COSC (10:00 – 2:00)
• March 10 - Policy Committee Meeting – 8:30 – 12:00
• March 14 – Administrator’s Meeting
• March 27 – Board Meeting
• April 7 – Stat Holiday – Good Friday
• April 10 – 13 – Easter Break – no school
• April 19 – Administrator’s Meeting
• April 20 - Policy Committee Meeting – 1:00 – 3:30
• April 24 – Board meeting
• 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, December 19th, 2022, beginning at 1:00 p.m.

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

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

VIA ZOOM: Maxwell Holst, Trustee

REGRETS: Robbie Charlebois, Associate Superintendent of Human Services

ACTION ITEMS

A.1	Moved by Jennifer Crowson that the Board approve the agenda with the following additions: A.16 - ATA/CUPE Committee Appointments D.2 – GBD First Aid Alignment D.3 - Policy Review Carried Unanimously	AGENDA APPROVED 191/22
A.2	Moved by Blair Lowry that the Board approve the Minutes of the Regular Board Meeting held Monday, November 28 th , 2022, as provided by Enclosure #1 of the agenda. Carried Unanimously	BOARD MEETING MINUTES APPROVED 192/22
A.3	Moved by Derek Baron that the Board approve the November 2022 Payment of Accounts in the amount of \$4,250,325.38 as provided in Enclosure #2 of the agenda. Carried Unanimously	PAYMENT OF ACCOUNTS APPROVED 193/22
A.4	Moved by Jennifer Crowson that the Board approve second reading of Policy GCAD – School Principals as provided in Enclosure #3 of the agenda. Carried Unanimously	SECOND READING OF POLICY GCAD APPROVED 194/22

	Moved by Jennifer Crowson that the Board approve final reading of Policy GCAD – School Principals as provided in Enclosure #3 of the agenda Carried Unanimously	FINAL READING OF POLICY GCAD APPROVED 195/22
A.5	Moved by Bruce Francis that the Board approve second reading of Policy GCK – Staff Allocation as provided in Enclosure #4 of the agenda. Carried Unanimously	SECOND READING OF POLICY GCK APPROVED 196/22
	Moved by Bruce Francis that the Board approve final reading of Policy GCK – Staff Allocation as provided in Enclosure #4 of the agenda. Carried Unanimously	FINAL READING OF POLICY GCK APPROVED 197/22
A.6	Moved by Blair Lowry that the Board approve second reading of Policy GCKB – School Staff Meetings as provided in Enclosure #5 of the agenda. Carried Unanimously	SECOND READING OF POLICY GCKB APPROVED 198/22
	Moved by Blair Lowry that the Board approve final reading of Policy GCKB – School Staff Meetings as provided in Enclosure #5 of the agenda. Carried Unanimously	FINAL READING POLICY GCKB APPROVED 199/22
A.7	Moved by Mandy Court that the Board approve second reading of Policy GCL – Staff Learning as provided in Enclosure #6 of the agenda. Carried Unanimously	SECOND READING OF POLICY GCL APPROVED 200/22
	Moved by Mandy Court that the Board approve final reading of Policy GCL – Staff Learning as provided in Enclosure #6 of the agenda. Carried Unanimously	FINAL READING OF POLICY GCL APPROVED 201/22
A.8	Moved by Maxwell Holst that the Board approve second reading of Policy GCNN – School Administrator Evaluation as provided in Enclosure #7 of the agenda. Carried Unanimously	SECOND READING OF POLICY GCNN APPROVED 202/22
	Moved by Maxwell Holst that the Board approve final reading of Policy GCNN – School Administrator Evaluation as provided in Enclosure #7 of the agenda Carried Unanimously	FINAL READING OF POLICY GCNN APPROVED 203/22

A.9	Moved by Derek Baron that the Board approve second reading of Policy GFA – Volunteers as provided in Enclosure #8 of the agenda. Carried Unanimously	SECOND READING OF POLICY GFA APPROVED 204/22
	Moved by Derek Baron that the Board approve final reading of Policy GFA – Volunteers as provided in Enclosure #8 of the agenda. Carried Unanimously	FINAL READING OF POLICY GFA APPROVED 205/22
A.10	Moved by Derek Baron that the Board approve first reading of Policy GH – Substitute Support Staff as provided in Enclosure #9 of the agenda. Carried Unanimously	FIRST READING OF POLICY GH APPROVED 206/22
A.11	Moved by Bruce Francis that the Board approve first reading of Policy HGBHA – Alternative Programs as provided in Enclosure #10 of the agenda. Carried Unanimously	FIRST READING OF POLICY HGBHA APPROVED 207/22
A.12	Moved by Blair Lowry that the Board approve first reading of Policy HD – School Day as provided in Enclosure #11 of the agenda. Carried Unanimously	FIRST READING OF POLICY HD APPROVED 208/22
A.13	Moved by Jennifer Crowson that the Board approve first reading of Policy HGAA – Locally Developed Courses as provided in Enclosure #12 of the agenda. Carried Unanimously	FIRST READING OF POLICY HGAA APPROVED 209/22
A.14	Moved by Derek Baron that the Board approve first reading of Policy HGAB – Planning for Instruction as provided in Enclosure #13 of the agenda. Carried Unanimously	FIRST READING OF POLICY HGAB APPROVED 210/22
A.15	Moved by Bruce Francis that the Board approve first reading of Policy HGEA – Religion & Human Sexuality as provided in Enclosure #14 of the agenda. Carried Unanimously	FIRST READING OF POLICY HGEA APPROVED 211/22
A.16	Moved by Jennifer Crowson that the Board appoint Mandy Court to the CUPE Negotiating Committee (replacing Bruce Francis) and appoint Bruce Francis to the ATA Negotiating Committee (replacing Maxwell Holst). Carried Unanimously	APPOINTED ATA & CUPE COMMITTEE MEMBERS APPROVED 212/22

DISCUSSION ITEMS

D.1 SCHOOL TOURS

- School tours have been postponed until April 4th & May 23, 2023.

D.2 GBD FIRST AID TRAINING

Motion made by Bruce Francis to update Policy GBD – First Aid Training to reflect the changes made by OHS to standardize First Aid. Carried Unanimously	UPDATE TO POLICY GBD APPROVED 212/22
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D.3 POLICY PROCEEDURE CHANGES

- As per discussion, procedures will remain the same.

INFORMATION ITEMS

I.1 SUPERINTENDENT'S REPORT

Wilco Tymensen, Superintendent, shared the following December 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 Director Orientation meeting and the meeting for the Board of Directors. At the CSBA meeting in Halifax the Board of Directors advocated about the value of elected school trustees.
- An Alberta Education questionnaire has been posted on the Supporting English Language Learners website. January 31, 2023 is the deadline to complete the questionnaire. There will be information sessions on Jan. 18 and Jan. 24, 2023.
- The Education Career Task Force is continuing their work. MLA ,Shane Gesson chairs this task force. Boards are encouraged to attend additional public engagement sessions and a list of sessions is on the government's website.
- ASBA presented their Strategic Plan.

Rural Caucus Meeting Update – December 15, 2022

- Chair Sherry Cooper, and Vice-Chair Brad Toone form the executive along with Tammy Henkel, Phil Irvine, and Dwight Wiebe. They have a meeting with the Minister every few months.
- The Rural Education Symposium will be held March 5-7, 2023 at the Fantasyland Hotel in Edmonton.
- There was a mental health update from Dr. Marci Perdue. Information was provided on provincial election readiness, urban sprawl, and the Rural Caucus website.

I.2.2 Facilities Meeting Report

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

- Milk River Capital Project – tendering process has not been finalized
- Air Conditioning in Schools being considered
- IMR projects for the upcoming year have been started
- ViewBoards are being installed in schools

I.3 ASSOCIATE SUPERINTENDENT OF FINANCE AND OPERATIONS

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

- School Budget updates
- School Enrollments for 2023-2024
- PUF hours submitted

I.4 ASSOCIATE SUPERINTENDENT OF HUMAN SERVICES REPORT

- [View report here.](#)

I.5 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

- [View report here.](#)

CORRESPONDENCE

Discussion Items

No discussion came forward from the Correspondence.

Moved by Bruce Francis that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED
213/22

COMMITTEE ITEMS

Moved by Jennifer Crowson that the Board meet in Committee.

Carried Unanimously

COMMITTEE
214/22

Moved by Blair Lowry that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED
215/22

Marie Logan, Chair

Sheila Laqua, Executive Secretary

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:	HD
Policy Title:	School Day
Cross Reference:	HC
Legal Reference:	<i>Education Act 60</i>
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. ~~All locally developed courses must align with applicable provincial legislation, policy, standards, and guidelines.~~
 - 3-1.4. ~~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 74 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

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: BF
Policy Title: Policy Development
Cross Reference: BCE
Legal Reference: *Education Act*
Adoption Date: April 27, 1995
**Amendment or Re-
affirmation Date:** August 26, 2019

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES ONE OF ITS PRIMARY FUNCTIONS IS TO ESTABLISH POLICIES AND TO ASSIGN RESPONSIBILITY FOR THEIR EXECUTION AND IMPLEMENTATION. WRITTEN POLICIES SHALL CONSTITUTE A BASIC METHOD BY WHICH THE BOARD EXERCISES ITS LEADERSHIP IN THE OPERATION OF THE SCHOOL SYSTEM. IN FORMULATING POLICY, CAREFUL ANALYSIS OF THE SUBJECT WILL BE UNDERTAKEN, ALTERNATIVES WILL BE CONSIDERED, AND RELEVANT GROUPS WILL BE CONSULTED.

REGULATIONS

1. The Board shall assure that at minimum the following are invited to become members of the Policy Advisory Committee:
 - 1.1. Superintendent – Chairperson;
 - 1.2. Two trustees;
 - 1.3. One principal - selected by members of the Administrative Council;
 - 1.4. One teacher - selected by the ATA Local Council;
 - 1.5. One support staff member, selected from CUPE membership, and
 - 1.6. One parent - selected from members of the Division Council of School Councils.
2. Individual appointments to the Policy Advisory Committee shall be reviewed annually.
3. All policies shall be formatted using the following sections: policy, definitions, guidelines and regulations, and appendices.
4. The need for policy or policy revisions may be identified by the Board of Trustees, teachers, administrators, other employees of the Board, governmental agencies, pupils, parents or other interested persons or bodies.
5. This need shall be directed to the Superintendent of Schools. If warranted, the Superintendent or designate shall prepare a draft policy statement.

Policy BF - Policy Development, Cont'd.

6. The draft policy shall be presented to the Policy Advisory Committee who will approve/revise it before it is circulated for wider response.
7. The draft shall be circulated to all principals and any other person or groups directly affected by the policy who shall be invited to provide additions, deletions or other revisions to the draft policy.
8. The draft policy along with all input received shall be referred to the Policy Advisory Committee who shall revise the policy based on the input received and their own personal judgment for presentation to the Board.
9. The Board shall:
 - 9.1. approve the policy at which time it shall become official Board policy and be distributed as required;
 - 9.2. refer the policy back to committee for further work; or
 - 9.3. reject the policy.
10. The Board may exclude steps 5 - 7 and deal with the policy directly if:
 - 10.1. The policy is exclusive to Board operation and governance;
 - 10.2. The revision does not change policy intent or procedure.
11. All policies shall be reviewed at least once every ~~5~~-ten (10) years and reaffirmed, revised or deleted. Policy development is a continuous process.

POLICY	Adopted / Amended / Reaffirmation Date	21 policies	11 policies	10 policies	14 policies	21 policies	13 policies	14 policies	14 policies	13 policies	14 policies
		15 yrs old	27 yrs old	7 yrs old	7 yrs old	7 yrs old	7 yrs old	6 yrs old	7 yrs old	8 yrs old	9 yrs old
A – FOUNDATIONS & PHILOSOPHIC COMMITTEES		2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2030-2031
AD - Educational Philosophy	2021-03-22						2027-2028				
B – SCHOOL BOARD GOVERNANCE AND OPERATIONS											
BBA - School Board Powers and Duties	2019-10-28					2026-2027					
BBB – Electioneering & Politically Motivated Communications	2022-09-26							2028-2029			
BBF – School Board Member Code of Conduct & Ethics	2019-10-28					2026-2027					
BCE – Board Committees	2019-10-28					2026-2027					
BD - Board Meetings	2019-08-26					2026-2027					
BE - Wards	2020-11-01						2027-2028				
BF - Policy Development	2019-10-28					2026-2027					
BFD – School Administrative Procedures	2019-10-28					2026-2027					
BHD - Board Member Compensation & Expenses	2022-09-26							2028-2029			
BK - System Evaluation	2022-09-26							2028-2029			
D – BUSINESS ADMINISTRATION											
DGA - Authorized Signatures	2022-09-26							2028-2029			
DJD - Purchasing Locally	2022-09-26							2028-2029			
DJF - Purchasing Procedures	2022-09-26							2028-2029			
E – SUPPORT SERVICES											
EAA - Administrative Organization	2022-10-22							2028-2029			
EAF - Hutterite Colony Schools	2022-10-24							2028-2029			
EBAC – Facility Electronic Audio/Video Recordings	2018-02-27				2025-2026						
EBCB - Fire Drills	2017-11-30			2024-2025							
EBCD – Emergency School Closure	2021-02-24						2027-2028				
EBCE – School Security (Lockdown)	2017-03-21			2024-2025							
ECA – School-Based Decision Making	2022-10-24							2028-2029			
ECG – Staff Mileage Payment	2022-10-24							2028-2029			
EDBA – Portable Division Equipment	2022-10-24							2028-2029			
EEA – Student Transportation	1996-12-18		2023-2024								
EEAB – Bus Routes	2020-04-27						2027-2028				
EEACAA – Private Vehicles and Volunteer Drivers	2022-03-28							2028-2029			
EEACAB – Division-Owned, Co-Curricular/Extra Curricular Activity Vehicles	2022-11-28								2029-2030		
EEACAC – Acquisition Co-Curricular and Extra-Curricular Activity Vehicles	2022-11-26								2029-2030		
EEACB - Bus Route Contracts	2001-10-24		2023-2024								
F - FACILITIES											
FCB - Facilities Capital Planning	2019-01-23					2026-2027					
FD - Disposal of Division Property	2019-11-25					2026-2027					
FE - Building Security and Safety	2018-02-27				2025-2026						
FF – Naming Spaces and Programs	2019-01-23					2026-2027					
FH - Hazardous Materials	2022-11-28								2029-2030		
FIB – Destruction, Damage, Loss or Theft of School Property	2018-02-27				2025-2026						
FL - School Closure	2008-04-17		2023-2024								
G – PERSONNEL AND EMPLOYEE RELATIONS (Professional Staff)											
GA - Hiring of Personnel	2018-01-16				2025-2026						
GAA – Employee Code of Conduct	2019-01-23	2023-02-01								2030-2031	
GAB – Police Information Checks	2022-03-28							2028-2029			
GB – Occupational Health & Safety	2021-02-22						2027-2028				
GBD - First Aid Training	2022-12-19								2029-2030		
GBL – Personnel Records	2013-06-18		2023-2024								
GBN – Recognition of Employee Service	2022-11-28								2029-2030		
GBO – Death of Employee or Student	2022-11-28								2029-2030		
GC – Superintendent of Schools	2019-11-25					2026-2027					
GCAA – Central Office Administrators	2017-11-30			2024-2025							
GCAD – School Principals	2022-12-19								2029-2030		
GCBC – LAPP Membership	2020-09-28						2027-2028				
GCE – Substitute Teachers	2020-09-28						2027-2028				
GCK – Staff Allocation	2022-12-19								2029-2030		
GCKB – School Staff Meetings	2022-12-19								2029-2030		
GCL – Staff Learning	2022-12-19								2029-2030		
GCM – Professional Growth Planning	2019-08-28					2026-2027					
GCMA – Staff Supervision	2019-08-28					2026-2027					
GCN – Teacher Summative Evaluation	2022-12-19								2029-2030		
GCNN – Evaluation Of Administrators	2019-08-28					2026-2027					
GCNO – Evaluation of Family School Liaison Counsellors	2019-11-25					2026-2027					
GCPA – Professional Teacher Reduction	2011-06-21		2023-2024								
GDB – Support Staff	2017-06-20			2024-2025							
GDN – Support Staff Evaluation	2019-01-23					2026-2027					
GFA – Volunteers	2022-12-19								2029-2030		
GH – Substitute Support Staff	2011-06-21	2023-01-01								2030-2031	
GK – Sales Personnel on School Premises	2017-11-30			2024-2025							
H – CURRICULUM AND INSTRUCTION											
HC – School Year	2018-02-27				2025-2026						
HCBA – Alternative School Week/Year Structure	2022-02-28							2028-2029			
HD – School Day	2009-03-23	2023-01-01								2030-2031	
HG – Citizenship in a Digital Age	2013-06-18		2023-02-01								
HGAA – Locally Developed Courses	2015-02-24	2023-01-01								2030-2031	
HGAB – Planning for Instruction	2009-04-20	2023-01-01								2030-2031	
HGAC – Religious Instruction	2018-02-27				2025-2026						
HGADA – Off Campus Education	2018-01-16				2025-2026						
HGAE – Religion & Human Sexuality	2014-02-25	2023-01-01								2030-2031	
HGB – Inclusive Learning	2017-04-25			2024-2025							
HGBG – Home Education	2019-11-24					2026-2027					
HGBH – Outreach School Program	2018-02-27				2025-2026						
HGBHA - Alternative Programs	2007-08-07	2023-01-01								2030-2031	
HGBJ - Early Childhood Services	2017-04-25			2024-2025							
HIAE - Fees	2020-01-27						2027-2028				
HIB - Copyright	2013-01-22	2023-02-01								2030-2031	
HIC - Extra-Curricular Activities	2018-01-16				2025-2026						
HICA - Off-Site Activities (new forms Sept 09)	2021-03-22						2027-2028				
HK - Student Assessment, Evaluation and Reporting	2017-02-16			2024-2025							
HKA - Student Placement and Promotion	2021-01-25						2027-2028				
HKF - High School Graduation Ceremonies	2011-06-21	2023-02-01								2030-2031	
HLBA - Course Challenge	2011-06-21	2023-02-01								2030-2031	
HNA – Lord's Prayer	2014-04-15	2023-03-01								2030-2031	
HNB - Controversial Issues in the Classroom	2014-02-25	2023-03-01								2030-2031	
HND - Remembrance Day	2017-11-30	2023-03-01									2030-2031
HNG – Animals in Schools	2014-02-25	2023-04-01									2030-2031
HNI – Use of Visual Media in the Classroom	2014-02-25	2023-04-01									2030-2031
I - STUDENTS											
IC - School Attendance Areas	2018-10-24				2025-2026						
IE - Student Attendance	2017-11-30			2024-2025							
IEB – Entrance Age	2014-04-15			2023-2024							
IECB International Students	2017-11-30	2023-04-01									2030-2031
IED - Independent Student	2018-01-16				2025-2026						
IFCI - Suicide and Threat Assessment	2021-08-30						2027-2028				
IFGA - Interrogation/Search of Students & Seizure of Property	2013-08-27	2023-05-01								2030-2031	
IFH – Formal Parent/Student Appeals	2019-11-25					2026-2027					
IG – Student Discipline	2018-03-20				2025-2026						
IGAA – Use of Physical Restraints	2019-11-25					2026-2027					
IGD – Suspension and Expulsion of Students	2018-03-20				2025-2026						
IHCD - Concussion	2020-12-16						2027-2028				
IHCE – Student Illness/Injury	2016-04-19	2023-05-01									2030-2031
IHCF – Supervision of Students	2015-02-24	2023-05-01									2030-2031
IHCG – Head Lice	2014-12-20	2023-05-01									2030-2031
IHCH – Student Accident Insurance	2009-09-29	2023-06-01									2030-2031
IHEB – Child Abuse and Neglect	2014-04-15	2023-06-01									2030-2031
II – Student Awards and Scholarships	2017-11-30										
IKA – Student Fund Raising	2011-06-21	2023-06-01									2030-2031
IO - Student Records	2020-05-27						2027-2028				
J – SCHOOL-COMMUNITY RELATIONS											
JAB - Flag Protocol	2013-06-18		2023-2024								2030-2031
JB - Freedom of Information and Protection of Privacy (FOIP)	2008-06-12		2023-2024								2030-2031
JBA – Public Interest Disclosure (Whistle Blower Protection)	2018-01-16				2025-2026						
JBB – Canadian Anti-Spam Legislation	2015-01-20			2023-2024							2030-2031
JC - Gifts and Donations	2014-05-20		2023-2024								2030-2031
JD - Communicable Diseases	202										

HORIZON SCHOOL DIVISION
POLICY HANDBOOK

Policy Code: GAA
Policy Title: Employee Code of Conduct
Cross Reference: IHF, JBA, JBB
Legal Reference: *Education Act*, Canadian Anti-Spam Legislation, Freedom of Information and Protection of Privacy Act, Canadian Code of Ethics for Psychologists and Canadian Counselling and Psychotherapy Association, Occupational Health and Safety Act
Adoption Date: November 27, 1996
Amendment or Re-affirmation Date: October 21, 2001, January 23, 2019

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION EXPECTS EMPLOYEES TO KNOW, UNDERSTAND, AND COMPLY WITH CONDUCT EXPECTATIONS.

DEFINITION

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

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

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

GUIDELINES

1. This policy applies to all Horizon employees:
 - 1.1. in the workplace;
 - 1.2. on any jurisdiction property;
 - 1.3. in Hutterian Colony Schools
 - 1.4. during any break times on or off jurisdiction property;
 - 1.5. at jurisdiction sponsored or authorized activities;
 - 1.6. while riding in jurisdiction owned or contracted transportation; and/or

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

REGULATIONS

1. All professionals shall comply with their professional code of conduct.
2. Teachers are expected to meet the applicable provincial quality standard.
3. As per Section 196 of the *Education Act* teachers shall while providing instruction or supervision:
 - 3.1. ~~p~~Provide instruction competently to students;
 - 3.2. ~~t~~Teach the courses of study and education programs that are prescribed, approved or authorized pursuant to this Act;
 - 3.3. ~~p~~Promote goals and standards applicable to the provision of education adopted or approved pursuant to this Act;
 - 3.4. ~~e~~Encourage and foster learning in students;
 - 3.5. ~~r~~Regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board;
 - 3.6. ~~m~~Maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board; and
 - 3.7. ~~s~~Subject to any applicable collective agreement and the teacher's contract of employment, carry out those duties that are assigned to the teacher by the principal or the board.
4. All Employees shall.
 - 4.1. report to work on time and fit to conduct their duties;
 - 4.1.1. Employees who are absent without prior approval and who fail to communicate the reasons for their absence for three consecutive days may be deemed to have abandoned

their position, thereby resigning their position. Employees may be reinstated if they can explain, to the satisfaction of the Superintendent, why they were unable to communicate with their supervisor.

4.2. treat students, parents, community members and ~~other~~ Horizon employees with dignity and respect 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 ~~and consideration, and be cognizant of the role model that they, as Horizon employees, present to students, other staff, and the community.~~

4.3. 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 Education Act.

4.3.4.4. adhere to their respective collective agreements and/or terms and conditions of employment;

4.4.4.5. adhere to the policies, practices, and regulations of Horizon;

4.5.4.6. adhere to provincial and federal statutes; and

4.6.4.7. conduct their employment responsibilities in a respectful, honest, and diligent manner, modelling and promoting respectful behavior;

4.7.4.8. manifest a positive role in jurisdiction and school public relations;

4.9. only criticize the competence of another Horizon employee in confidence to appropriate supervisors, or when making a complaint about alleged inappropriate conduct or incompetence under the Education Act. ~~and after the other employee has been informed of the criticism; and~~

4.10. in addition to other reporting required by law, report to the Superintendent the conduct of another employee who is alleged to cause or have caused psychological, emotional, physical or sexual harm or abuse to a student.

~~4.8. _____~~

4.9.4.11. comply with the staff computer usage agreement, and ~~and~~

4.10.4.12. _____ handle any, and all, confidential information regarding the Board, staff, students, parents/legal guardians, professionals, individuals as well as information regarding confidential materials, partnerships and acquisitions, gained through the course of his/her regular employment duties, in a confidential and appropriate manner.

4.12.1. Employees are required to keep all confidential information and relevant knowledge regarding the Division, confidential both during and after their term of employment.

~~4.10.1.~~

4.12.2. Employees shall take reasonable efforts to limit access to confidential information to only those who need to know the information.

4.10.2.

4.12.3. Employees shall not divulge, disclose, provide, or disseminate confidential ~~i~~nformation to unauthorized persons or agencies.₅

4.12.4. Employees shall not disclose information received about a student in confidence or in the course of performing their duties except ~~except~~ when

4.12.4.1. _____ required to by law, ~~or upon written authorization from the Horizon School Division or~~

4.10.3.4.12.4.2. _____ in the employees judgment, it would be in the best interests of the student to disclose the information, and the disclosure of the information is permitted by law.

5. Employees shall not:

5.1. engage in discriminatory behavior;

5.2. engage in behavior that constitutes harassment;

5.3. engage in bullying behavior;

5.4. engage in activities that are deemed to be in a conflict of interest;

5.5. engage in behaviours that interfere with the work of others and/or the school environment, or that create unsafe working conditions;

5.6. engage in behaviour that may compromise Horizon's image or reputation including activities that may disparage, defame, or embarrass the organization;

5.7. 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;

5.8. 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;

5.7.5.9. _____ expose or subject any student to sexual contact, activity, behavior or sexually explicit material;

5.8.5.10. engage in a relationship with a staff member, parent or community member that disrupts the school community or workplace;

5.9.5.11. engage in willful disobedience and/or open opposition to supervisors, school jurisdiction administration, and/or Board of Trustees;

5.10.5.12. _____ contravention of the provisions of Section 256 of the *Education Act* related to trespassing, loitering, causing a disturbance, or selling goods, services, or merchandise in the school;

5.11.5.13. _____ be under the influence of, or provide others with alcohol, cannabis, or illegal substances while on work premises or performing work related duties; ~~and/or~~

5.14. engage in retaliatory behavior against anyone who uses the policies and procedures of Horizon; ~~and/or~~

5.12.5.15. _____ take any steps to pursue the discipline or dismissal of another teacher or teacher leader

because of animosity or for personal advantage.

6. Each employee shall voluntarily declare any conflict of interest that may arise and remove themselves from the conflict of interest situation.
7. Conflict of interest includes but is not limited to the following:
 - 7.1. participation in the hiring, supervision and/or evaluation suspending, dismissing, promoting, or transferring of an immediate family member or relative;
 - 7.1.1. The appointment of an immediate family member or relative to any contractual assignment, where that employee shall be in direct administrative supervision of a immediate family member or relative will not be allowed.
 - ~~7.1.1.~~
 - 7.1.2. When the marriage of two employees places an individual in direct administrative supervision of an immediate family member or relative, one of the employees may be transferred within the Division.
 - ~~7.1.2.~~
 - 7.1.3. Except under circumstances where no other suitable substitute is available, Division administrators, coordinators, managers, or teachers, shall not request immediate family members as substitutes.
 - 7.2. receiving personal economic benefit from promoting the sale of goods or services to staff, student or their parents where the knowledge of the employee's relationship to the division is in any way utilized to influence the sale;
 - 7.3. using the resources of one's employing institution for purposes not agreed to: such as receiving referrals from the school district for private practice,
 - 7.4. soliciting in any manner clients of the division for ~~private practice~~professional or personal advantage;
 - 7.5. using the division for purposes not agree to: such as Counsellors refraining from recruiting or accepting as clients in their private practice individuals for whom they may have professional obligations.
 - 7.6. participating in any way in the selection of materials or equipment, for use in the District, when the item(s) under consideration were developed by or authored (in whole or in part) by the employee or a member of his/her immediate family or relative;
 - 7.7. using the Divisions communication system (inter-school mail, telephone, email, etc.) to promote sales of a product in which an employee has a financial interest:
 - 7.8. using or providing an employee, student or parent directory for use in promoting sales of a product or service;
 - 7.9. using jurisdictional material, equipment and/or facilities for purposes not directly related to the individual's work-related duties and responsibilities or for personal gain; and
 - 7.10. other activities including a business in which the individual has a personal vested interest beyond

that which arises out of his/her work.

8. Individuals will refrain from prohibited practices as per the Canadian Anti-Spam legislation and policy JBB: Anti-Spam.
9. Individuals contravening this policy may be subject to discipline up to and including termination or employment.

HORIZON SCHOOL DIVISION

POLICY HANDBOOK

Policy Code: HIB

Policy Title: Copyright

Cross Reference:

Legal Reference: Copyright Act,
Copyright Modernization
Act, Copyright Matters

Adoption Date: February 26, 1997

Amendment or Re- January 22, 2013

Affirmation Date:

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION ~~RESPECTS-EXPECTS STAFF TO COMPLY WITH THE CANADIAN PROVINCIAL AND CANADIAN COPYRIGHT PROVISIONS-LEGISLATION~~ AND DOES NOT CONDONE THE UNAUTHORIZED USE AND/OR DUPLICATION OF ~~WORK OR ANY SUBSTANTIAL PART THEREOF IN ANY MATERIAL FORM WHATSOEVER OR TO PERFORM THE WORK OR ANY SUBSTANTIAL PART THEREOF~~ LEARNING RESOURCES IN DIVISION SCHOOLS.

GUIDELINES

1. All administrators and teachers are to be aware of the copyright laws of Canada and obtain and use learning resources through legal and appropriate means. The Division is committed to providing teachers with access to the best tools for instructional purposes while expecting employees to adhere to the provisions of Canadian copyright laws ~~with regard to learning resources of all media types.~~

REGULATIONS

1. The Division shall subscribe to and endorse the Canadian Copyright Act and the fair dealing guidelines outlined in Copyright Matters (see Attachment 'A') from the Council of Ministers of Education as it pertains to print, audio, video, radio, television, music, public performance, software and the internet for the classroom.
2. The Division shall maintain a Society of Composers, Authors, and Music Publishers of Canada (SOCAN) license so that schools may perform music for non-educational objectives such as extracurricular activities, assemblies, background music, and school dances.
3. Schools shall acquire public performance rights site license from applicable site licenser (e.g. Audio Ciné Films (ACF) and Visual Education Centre's (VEC/Criterion Pictures) to acquire the legal right of usage of videos before showing feature films/videos legally in a school or at a school sponsored activity.
 - 3.1. Schools are required to acquire a Public Performance License for those movie titles not covered by the Audio Ciné Films (ACF) or Visual Education Centre's (VEC/Criterion Pictures) License either from the producers directly or from the exclusive Canadian non-theatrical rights representative for that studio or film.

~~2.——Ownership of Materials within the Division:~~

~~2.1.——In accordance with the Copyright Act and in the absence of any agreement to the contrary when the author of a work is employed by the Horizon School Division and the work was made in the course of employment, the Division will be the first owner of the copyright.~~

~~2.2.——Any original work created by a student is protected by copyright. The further use of a student's work, such as in a school publication, Division workshop, Division publication and internet site, must be authorized by the student and/or the parent/guardian.~~

~~In order to show feature films/videos legally in a classroom, schools must acquire a public performance rights for feature films. Audio Ciné Films (ACF) and VEC/Criterion. Their site licenses allow for legal use of videos in a classroom.~~

Policy HIB: Copyright Cont'd

~~2.3.——~~

4. Ownership of materials within the Division.

4.1. In accordance with the Copyright Act and in the absence of any agreement to the contrary when the author of a work is employed by the Horizon School Division and the work was made in the course of employment, the division will be the first owner of the copyright.

4.2. Any original work created by a student is protected by copyright. The further use of a student's work, such as in a school publication, division workshop, division publication and internet site, must be authorized by the student and/or the parent/guardian.

~~2.3.1.——The Division subscribes annually to the Visual Education Centre's (Criterion Pictures') Copyright Act regarding public movie performances shown in the classroom; in a common rom, for profit or for non-profit; for education or entertainment use.~~

~~Schools are required to acquire a Public Performance License for those movie titles not covered by the Criterion Pictures Location License either from the producers directly or from the exclusive Canadian non-theatrical rights representative for that studio or film.~~

| Policy HIB: Copyright Cont'd

| ~~2.3.2.~~ Attachment A Copy Right Matters

HORIZON SCHOOL DIVISION**Policy Code:** HKF
Policy Title: High School Graduation Ceremonies**POLICY HANDBOOK****Cross Reference:**
Legal Reference:
Adoption Date: March 16, 1999
Amendment or Re- ~~December 13, 2001;~~
affirmation Date: ~~June 21, 2011~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SUPPORTS THE RECOGNITION OF ~~STUDENTS COMPLETING HIGH SCHOOL GRADUATING GRADE TWELVE STUDENTS~~ THROUGH SCHOOL-SPONSORED GRADUATION CEREMONIES. THE DIVISION ALSO SUPPORTS THE ESTABLISHMENT OF SCHOOL-BASED CRITERIA FOR PARTICIPATION IN GRADUATION CEREMONIES WHICH ARE INTENDED TO MOTIVATE STUDENTS TO MEET DIPLOMA REQUIREMENTS AND VALIDATE THE ACTIVITY.

DEFINITION

Graduation: refers to provincial high school completion requirements which include obtaining courses to meet:

- Alberta High School Diploma
- Certificate of High School Completion
- Certificate of Achievement
- Certificate of School Completion

GUIDELINES

1. Only graduation activities organized by the school shall be considered Board sanctioned. Other activities, including after-grad parties that may be organized by parents and/or students are not Board sanctioned.
 - 1.1. Staff are strongly advised to not participate in such activities, either as participants or volunteers, especially when alcohol is involved.
 - 1.2. Staff who disregard this advise are participating as private citizens and not as representatives of the Horizon School Division.
 - 1.2.1. As private citizens they take full responsibility and liability for any and all actions.

REGULATIONS (FOR PARTICIPATION IN GRADUATION CEREMONIES)

1. -Student participation in high school graduation ceremonies shall be a school-based decision determined by criteria established at the school level.
 - 1.1. Students with individual support plans may be provided the opportunity to participate in ceremonies utilizing criteria based on their unique circumstances.

~~2. Criteria shall be established through the collaboration of staff, parents and students and shall include deadlines for meeting the criteria and appealing school decisions.~~

~~3. Criteria established by the school shall be available to the Superintendent of schools.~~

~~4. All Grade 12 students and their parents shall be made aware of the criteria near the commencement of the students' Grade 12 year.~~

~~5. Students' progress shall be monitored and at-risk students and their parents shall be notified by mid-year that the student is not meeting the school's criteria for graduation.~~

~~6. A reasonable effort shall be made by school staff to encourage and assist students to meet the criteria and participate in the ceremonies.~~

~~7. The criteria shall be applied fairly to all students without discrimination based on principles established in human rights legislation and the Canadian Charter of Rights and Freedoms.~~

~~8. Special needs students shall be provided with the opportunity to participate in ceremonies utilizing criteria based on the unique circumstances.~~

~~9. A student or parent(s) of a student who is denied participation in high school graduation ceremonies, may appeal the decision to the Superintendent of schools, who shall convene a committee established by the Board of Trustees through this policy to hear the appeal.~~

Policy HKF – *High School Graduation Ceremonies, Cont'd.*

2. School based criteria shall be

2.1. Established with input from staff, parents and students;

2.2. include deadlines for meeting the criteria;

2.3. include a school appeal processes to address unique circumstances;

2.4. shared with high school students and their parents at the commencement of the student's graduating school year; and

2.5. posted publicly on school websites and/or included in school handbooks.

3. Students' progress shall be monitored and at-risk students and their parents shall be notified by mid-year that the student is not meeting the school's criteria for graduation.

4. A reasonable effort shall be made by school staff to encourage and assist students to meet the criteria in order for the student to participate in the ceremony.

5. The criteria shall be applied fairly to all students without discrimination based on principles established in human rights legislation and the Canadian Charter of Rights and Freedoms.

6. A student or parent(s) of a student who is denied participation in high school graduation ceremonies, may appeal the decision to the Superintendent, who shall convene a committee to hear the appeal.

~~10.6.1.~~ The appeal committee shall hear the appeal within three instructional days of the appeal being requested.

~~6.2.~~ The appeal committee shall be composed of the Superintendent ~~of Schools~~, a trustee ~~or parent~~ and a high school administrator from a school other than the one that the student is attending.

~~11.6.2.1.~~ The Superintendent shall act as the chair of the appeal committee.

~~12.~~ An administrator from the school from which the student is graduating shall attend the appeal hearing to provide relevant information to the committee.

~~6.3.~~ The student, who may be accompanied by his/her parent/guardian(s), shall attend the appeal hearing and shall provide ~~verification to the committee that~~ information regarding their fulfillment of the graduation participation criteria, details as to the contravention of this policy, reasons as to not fulfilling the graduation participation criteria, and ~~have been met within established timelines, or that there has been a contravention of this policy, or shall provide any~~ other relevant information ~~to the committees as to why they should be allowed to participate in the graduation ceremony.~~

~~13.6.4.~~ The principal shall attend the appeal hearing and shall provide information regarding the student's fulfillment of the graduation participation criteria, the school's efforts to

Policy HKF – *High School Graduation Ceremonies, Cont'd.*

support the student in fulfilling the graduation participation criteria, and any other relevant information as to why the student should not be allowed to participate in the graduation ceremony.

14.6.5. The appeal committee's decision is final and may not be appealed to the Board.

~~REGULATIONS (FOR STAFF INVOLVEMENT IN ASSOCIATED GRADUATION ACTIVITIES NOT SPONSORED BY THE SCHOOL OR BOARD)~~

~~Only graduation activities sponsored by the school shall be considered as school and/or Board sanctioned. Other activities, including after-grad parties are not considered as school or Board sanctioned and Horizon staff is advised that their participation is as private citizens and not as representatives of a school and/or Horizon School Division.~~

~~7. Elected officials, dignitaries, Indigenous Elders and other important guests should be greeted by staff or students when they arrive.~~

~~7.1. Elected officials, dignitaries, Indigenous Elders and other important guests should be provided with reserved seating in the front row.~~

~~8. School Convocation programs should follow the following order of events.~~

~~Introduction of master of ceremonies~~

~~Processional~~

~~Entry of graduating class~~

~~Singing of Oh Canada~~

~~Welcome and opening remarks~~

~~Land Acknowledgement~~

~~Introduction of elected officials and dignitaries~~

~~Introduction of elected officials and dignitaries who are known to be in attendance shall be recognized by the master of ceremonies in the following order.~~

~~Horizon Chair of the Board of Trustees~~

~~Horizon Vice-Chair of the Board of Trustees~~

~~Other Trustees~~

~~Greetings/regrets from trustees not in attendance~~

~~Chief Superintendent and/or designate~~

~~School principal, assistant principal~~

~~Other elected officials, dignitaries and Indigenous Elders attending (Highest to lowest rank):~~

~~Members of the Senate representing Alberta~~

~~Members of Parliament (Cabinet Ministers first)~~

~~Members of the Legislative Assembly of Alberta (Premier, then Cabinet Ministers, then MLAs)~~

~~Mayor~~

~~Other municipal councillors/aldermen~~

~~Other dignitaries and Indigenous Elders~~

~~Speakers~~

~~Greetings or remarks from the board chair, vice-chair or trustee representing the Board of Trustees, if applicable~~

Policy HKF – *High School Graduation Ceremonies, Cont'd.*

Greetings from representatives of:

Federal government, if applicable

Provincial government, if applicable

Municipal government, if applicable

Superintendent or designate, or school principal (as appropriate)

Keynote and/or other speakers (such as valedictorian)

Presentation of Certificates

Each student receives their diploma

Finalities

Closing remarks

Students' departure

±————

HORIZON SCHOOL DIVISION
POLICY HANDBOOK

Policy Code: HLBA
Policy Title: Course Challenge
Cross Reference:
Legal Reference: Alberta Education Policy
1.9.1, *Guide to Education*:
Adoption Date: June 15, 2005
**Amendment or Re-
affirmation Date:** ~~December 13, 2001;~~
~~June 21, 2011~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT THE PROVISION FOR SENIOR HIGH SCHOOL COURSE CHALLENGE ENCOURAGES STUDENTS' OWNERSHIP OF LEARNING AND, ~~ACKNOWLEDGES LEARNING ACQUIRED IN A VARIETY OF SETTINGS, NOT NECESSARILY SCHOOL AND CAN BE USED TO MEET DIVERSE STUDENT NEEDS.~~ THE BOARD SUPPORTS THE BELIEF THAT IF STUDENTS HAVE ALREADY MASTERED THE LEARNING OBJECTIVES OF ~~IN~~ A PARTICULAR COURSE AND CAN DEMONSTRATE THEIR KNOWLEDGE AND COMPETENCY THAT ACHIEVEMENT THROUGH A SUMMATIVE ASSESSMENT CHALLENGE PROCESS IN THAT COURSE, ~~THAT~~ THEY SHOULD BE ABLE TO RECEIVE RECOGNITION THROUGH A CHALLENGE PROCESS FOR THAT COURSE.

DEFINITION

Course Challenge: ~~Course challenge is the provision that allows senior high school students to challenge the outcomes for a course by participating in a formal assessment process, rather than taking the course.~~

Assessment Process: In this policy, "Assessment Process" is the process of a student performing a number of tasks and showing samples of work that demonstrate the degree to which the student has achieved the expected standards for the outcomes of the course. The student's performance and the quality of his or her work are evaluated by a certified teacher who has expertise in the subject/course in question.

GUIDELINES

1. Course challenge assessments of this kind are intended principally for the placement of a student in a program route or stream and will not usually be approved for courses at the end of a program stream.
2. Students are not permitted to challenge the following courses:
 - 2.1. Agriculture Safety (AGR3000)
 - 2.2. Career Internship 10
 - 2.3. courses in the post-secondary institution (PSI) occupational area
 - 2.4. English as a second language courses

2.5. Green Certificate Program courses

2.6. high school K&E occupational courses, including Workplace Readiness 10-4, Workplace Practicum 20-4 and Workplace Practicum 30-4

- ~~2. Course challenge does not apply for courses having no specifically defined content in the Program of Studies; e.g. Special Projects, Work Experience. Additionally, the following courses are excluded from the challenge provision: French 13, Mathematics, Prep 10, all RAP courses and CTS courses completed in Grades 7, 8 and 9.~~
- ~~3. Schools shall establish procedures to communicate to parents and students, the availability of, and procedures for course challenges.~~
- ~~4. A student shall attempt a particular course challenge only once. If the student is unsuccessful but wants credit in the course or wishes to raise his or her mark, the student is required to take the course.~~

Policy HLBA – Course Challenge, Cont'd.

- 2.7. locally developed courses, with the exception of locally developed language arts or language and culture courses
- 2.8. Registered Apprenticeship Program (RAP) courses
- 2.9. Special Projects 10, 20 and 30
- 2.10. Work Experience 15, 25 and 35
- 2.11. Workplace Safety Systems (HCS3000)
3. Schools shall establish procedures to communicate to parents and students, the availability of, and procedures for course challenges.
4. A student shall attempt a particular course challenge only once. If the student is unsuccessful but wants credit in the course or wishes to raise his or her mark, the student is required to take the course
5. For course challenges in diploma examination subjects, the challenge shall apply only to the school-awarded component ~~of the blended mark and, therefore, will not result in a final course mark or in credits until after the student successfully completes the diploma examination for that course. The student will be required to register for and write the diploma examination.~~
- 4.6. Principals may choose to accommodate requests to challenge courses not offered by the school by arranging with other school's or school authorities for such challenges. A student who undertakes such a course challenge shall assume all expenses, other than those normally assumed by a school for assessment (e.g., personal transportation).
- ~~5. Students must challenge all CTS 1 credit courses separately.~~

REGULATIONS

1. Any senior high school student in Alberta who believes that they possess the knowledge, skills and attitudes for a senior high school course as specified in the program of studies, and is ready to demonstrate that achievement through a formal, summative assessment process, may initiate a request for course challenge to their high school principal.
2. The student who initiates the course challenge process shall take responsibility for providing evidence of readiness to challenge a course (e.g., a portfolio, other collection, documentation of work and/or experience, a recommendation from a junior high school teacher).
3. A student may not initiate a course challenge for a course in a lower-level sequence if the student has been awarded credits in a course in a higher-level sequence. For example, a student who has earned credits for Science 30 may not challenge Science 24. High school mathematics course sequences are an exception, as they are designed based on content rather than level of difficulty. A student may challenge Mathematics 20-3 or Mathematics 20-2 after being awarded credits in Mathematics 20-1, as Mathematics 20-1 is not considered part of a higher-level course sequence in this instance. The same exception applies to 30-level mathematics courses.

Policy HLBA – Course Challenge, Cont’d.

4. A student who has been waived into a higher-level course in a sequence may challenge the lower-level course(s) in that sequence. For example, a student who is waived into Science 30 may challenge Science 20.
5. A student who challenges a course, either successfully or unsuccessfully, may subsequently choose to take the course.
6. Course challenges shall be administered by a senior high school only after the student is enrolled in senior high school.
7. A student’s readiness for course challenge shall be determined through consultation that includes the senior high school principal, the student, the parent(s) and the teacher of the course. The consultation shall include discussion of the student’s chance of successfully meeting the acceptable standard for the course and the student’s apparent capacity to successfully handle the course at the next level.
8. The senior high school principal shall make the final decision about the student’s readiness for the course challenge. The principal shall base this decision on the consultation with the student, the parent(s) and the teacher of the course. The senior high school principal shall assign the administration and evaluation of assessment for a course challenge to an Alberta certificated teacher who has expertise in the subject/course.
 - 8.1. The senior high school principal shall ensure that assessment for course challenges includes strategies that will assess the breadth and scope of the learning outcomes for the course, as outlined in the program of studies, in a timely and practical manner.
 - 8.2. Principals shall not provide course challenges for Français courses, but may refer the student to a Francophone regional authority.
- ~~1. Students have the responsibility to initiate the process by submitting the completed course challenge assessment application at least eight weeks prior to the final week of each semester.~~
- ~~2. A student’s readiness for course challenge shall be determined through consultation that includes the senior high school principal, the student, parent(s) and subject teacher(s). The senior high school principal shall make the final decision about the student’s readiness for the course challenge.~~
- ~~3. If it is determined that the student has demonstrated readiness for a course challenge, the principals shall establish an assessment process in consultation with the subject teacher(s).~~
- ~~4. The principal shall assign the administration and evaluation of assessment for a course challenge to a certified teacher who has taught the course.~~
- ~~5. If the school does not offer the course being challenged and there is not a teacher on the school site with appropriate course experience to evaluate, the principal may refer the course challenge to another school in the Division who offers the course. If the course is not offered by any school in the Division, the school may provide for requests by arranging with another school authority. A student who undertakes such a course challenge shall assume all expenses, other than those normally assumed by a~~

Policy HLBA – Course Challenge, Cont’d.

~~school for assessment. This shall be communicated to the student and parent(s) and agreed upon prior to conducting the assessment.~~

~~6. The teacher shall conduct the assigned course challenge assessments and report the results to the principal.~~

7.9. The senior high principal shall report a student’s achievement in a course challenge ~~to the student and Alberta Education~~ according to the directive in the *Guide to Education* (“Reporting Student Achievement in Senior High School Subjects Courses”).

~~8. Upon a student’s successful completion of a course challenge, waived prerequisite credits and a “P” for pass for courses lower in the course sequence shall be reported by the principals to the student and Alberta Education.~~



HORIZON SCHOOL DIVISION

Student-Initiated Challenge Assessment Form

NAME OF SCHOOL: _____

NAME OF STUDENT: _____ GRADE: _____

DATE OF APPLICATION: _____

NAME OF COURSE TO BE CHALLENGED: _____

A. List any previous courses taken in the subject area:

Course: _____	Mark: _____
Course: _____	Mark: _____
Course: _____	Mark: _____
Course: _____	Mark: _____
Course: _____	Mark: _____

NOTE: If previous course(s) were taken at a different school, documentation must be provided.

B. Reasons for this Challenge Assessment (Please be Specific):

C. List the provision of evidence that will accompany this application to demonstrate readiness to challenge the course; e.g. portfolio, other collection or documentation of work and/or work experience and a recommendation of a teacher:

I understand that the final grade that I achieve on the Course Challenge Assessment will be recorded on my Alberta Education Transcript as a percent or “P” pass.

Student Signature

Parent/Guardian Signature

Jurisdiction Calendar

2024-2025 School Year Calendar

Aug-24				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
♥	♥	♥	♥	◆
♥	♥	🔔		

Instructional Days 3 M-Th 2 F 1

Sep-24				
M	T	W	T	F
H	2	3	4	5
H				

Instructional Days 19 M-Th 15 F 4

Oct-24				
M	T	W	T	F
	1	2	3	4
H	14	15	16	17

Instructional Days 21 M-Th 18 F 3

Nov-24				
M	T	W	T	F
				☞
☒	4	5	☒	6
☒	7	☒	8	☒
H	11	☒	12	☒
●	18		19	20
	25	26	27	28

Instructional Days 18 M-Th 14 F 4

Dec-24				
M	T	W	T	F
	2	3	4	5
H	23	H	24	H
H	30	H	31	

Instructional Days 15 M-Th 12 F 3

Jan-25				
M	T	W	T	F
		H	1	H
			2	H
☒	13	☒	14	15
☒	20	☒	21	☒
☒	27	☒	28	☒

Instructional Days 17 1st Sem. M-Th 14 F 3
Days 3 2nd Sem. M-Th 2 F 1

Feb-25				
M	T	W	T	F
	3	4	5	6
H	17	H	18	H
◆	24	25	26	27

Instructional Days 14 M-Th 11 F 3

Mar-25				
M	T	W	T	F
	3	4	5	6
●	10	11	12	13

Instructional Days 20 M-Th 16 F 4

Apr-25				
M	T	W	T	F
		☒	2	☒
			3	☒
☒	7	☒	8	☒
☒	14	☒	15	☒
H	21	H	22	H
	28	29	30	

Instructional Days 16 M-Th 14 F 2

May-25				
M	T	W	T	F
			1	2
H	19	20	21	22
	26	27	28	29

Instructional Days 21 M-Th 16 F 5

Jun-25				
M	T	W	T	F
	2	3	4	5
☒	23	☒	24	☒
	30			

Instructional Days 18 M-Th 15 F 3

	Sem. 1	Sem. 2	Total
Instructional Days	93	92	185
Non-Instructional Days	10	5	15
Total Days			200

- First Day of School (1-12)
- Last day of 1st Semester
- First day of 2nd Semester
- Last Day of School (Elem.)
- Last Day of School (Jr. High & Sr. High)
- PAT Grades 6, 9
- PAT & Diploma Exams
- Diploma Exams
- Report Card
- Planning for Student Support Day (All Schools) - no students
schools have the ability to swap activities for Sept 26 and 27

- Division Wide Holiday - no students, no staff
- Division Wide Time Free From Instruction (TFFI) - no students
- Division Wide Teacher PD Day - no students (Sept 23 is 1/2 day)
- Division Wide Joint Horizon/ATA PD day - no students (Nov 1 is full day)
- Division Wide Unassigned Teacher Time - no students, no staff
- School Based Time Free From Instruction (TFFI) - no students
- School Based PD Day (All Schools) - no Students
- School Based PD Day, 1/2 day - No Students
- School Based Unassigned Teacher Time - no students, no staff
- School Based Parent/Teacher Interviews - no students
- School Based Parent/Teacher Interviews - after school

1st Sem.	M-TH 75	F 18	
2nd Sem.	M-TH 74	F 18	
Total Instructional Days	149	36	185
<hr/>			
Elementary (enter manually):	M-TH	F	
Total Instructional Days			0

Date	Holidays & Observances
September 2, 2024	Labour Day
September 30, 2024	National Day for Truth & Reconciliation
October 14, 2024	Thanksgiving Day
November 3, 2024	Daylight Savings Ends
November 11, 2024	Remembrance Day
December 25, 2024	Christmas Day
December 26, 2024	Boxing Day
January 1, 2025	New Year's Day
January 6, 2025	Epiphany
February 17, 2025	Family Day (Alberta)
February 20-21, 2025	Teachers Convention
March 9, 2025	Daylight Savings Begins
April 18, 2025	Good Friday
April 21, 2025	Easter Monday
May 29, 2025	Ascension
May 19, 2025	Victoria Day
June 8, 2025	Pentecost
June 21, 2025	National Indigenous Peoples Day
July 1, 2025	Canada Day

DRAFT DATES

Gr. 12 Diploma Exams	Nov.	Jan.	Apr.	Jun.
English LA 30-1 Pt. A	4	13	2	11
English LA 30-2 Pt. A	4	13	2	11
Social 30-1 Pt. A	6	14	3	12
Social 30-2 Pt. A	6	14	3	12
English LA 30-1 Pt. B	8	21	4	18
English LA 30-2 Pt. B	8	21	4	18
Social 30-1 Pt.B	12	22	7	19
Social 30-2 Pt.B	12	22	7	19
Math 30-1	7	20	8	17
Math 30-2	7	20	8	17
Biology 30	13	23	8	20
Chemistry 30	14	24	9	23
Physics 30	13	27	10	24
Science 30	14	28	9	25

Achievement Exams	Gr. 9*	Gr. 6*
English Language Arts Part A		
English Language Arts Part B		
Science		
Social Studies		
Mathematics Part A		
Mathematics Part B		

APPROVED:

Superintendents Progress Report

January 2023

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 last month included a two week shut down of schools and 1 week shut down of division office due to the Christmas season. This equates to only 13 operational school days since the last board meeting. 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 off-campus excursions, administration leaves; and human resource issues including retirements and recruitment.
- Time was also allocated to explore the results of the Guarding Minds survey and EdCan well at work report. Robbie is taking the lead on creating advisory committees that will recommend next steps as we continue to focus on wellness and well-being.
- Surveys were created and distributed to their direct reports as part of the evaluation of 4 principals and two senior administrators.
- Facilitated the monthly policy meeting and reviewed 7 policies.
- 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
 - Administrator meeting
 - College of Alberta School Superintendent provincial executive meeting
 - Teachers' Employer Bargaining Association (TEBA)/Provincial Bargaining Coordination Office (PBCO) engagement session
 - Division office staff luncheon and
 - School Christmas and band concerts



Associate Superintendent of Human Services

Human Resources

- Two School Principals have announced their retirement for the end of this school year. Brock Campbell (ACE Place), and Tracey Nadeau (Hays).
 - Postings for both Principal positions will go out on Feb. 1, 2023
- Robbie will be meeting with all school Principals to discuss enrollment projections and staffing for 2023-2024.
- Admin/Teacher staffing process and timeline for 2023-2034 will be shared with Principals and teachers on Jan. 25, 2023.
- Admin/Teacher intention survey will go out on Jan. 27, 2023

Horizon Induction Program

- January 25th is an evening learning event for our new teachers. The focus will be on Indigenous learning in the classroom.
- [HIP 2022-23 Program Schedule](#)

Clinical Team Leader/FSLC/Wellness Coaches

- **Sleeve the Stigma Campaign**
 - January 23rd to 27th, 2023 will mark our 4th annual community Sleeve the Stigma Campaign. The campaign for Sleeve the Stigma promotes opportunities for starting conversations around mental health in efforts to reduce the stigma associated with those topics. Our team partners with The Loft on 50th in town to produce coffee or tea sleeves that have encouraging mental health messages for conversation starters created by students in Horizon School Division.
- **Bell Let's Talk 2023**
 - In relation to Sleeve the Stigma, Bell Let's Talk is scheduled for Wednesday, January 25th. Bell Let's Talk is an initiative developed by Bell Canada to promote awareness, acceptance and action for mental health in Canada. The Family School Liaison Program supports this initiative by implementing the various promotional [tools and resources](#) provided by Bell Let's Talk. Additionally, our team ordered printed resources and swag items prior to the new year that will be offered to students who participate in the initiative.

- **Therapy Dog School Visit**

- Clinical Team Lead, Angela Miller visited VHS on January 10, 2023 with her Animal Assisted Therapy Dog in training for students to de-stress and visit with the dog during exam week. A total of 36 students visited and were provided some education around training, self-regulation and coping strategies.

Indigenous Learning

- The Indigenous Liaison has made contact with ALL Indigenous families in the jurisdiction in January.
- An Indigenous Family Feast took place on Jan. 19 at WR Myers High School with close to 100 people in attendance (students, families, allies, and administrators from across the division).
- The Indigenous Steering Committee meets on Jan. 26
- The Indigenous Allies gather on Feb. 16 for a full day of learning

Low German Mennonite Programming

- No updates to report

Workplace Wellness

- Communication update - [SLIDES](#)

Student Leadership

- No updates to report

Horizon Leadership Development

- Leadership Development in Horizon 2023 - [SLIDES](#)

Report completed by Robbie Charlebois, Associate Superintendent of Human Services

Associate Superintendent, Learner Services
Report to the Board of Trustees – January 23, 2023

Learner Services lead team members:

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

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- Curriculum Cafe's have been scheduled on Friday afternoons with Terri, Amanda and Coral. Reminders to engage have been discussed with principals and invites have been sent to teachers.
- Amanda and Coral spent a planning day creating Viewboard numeracy activities to be shared by Amanda with Central School staff this week. A variety of activities were created to show the versatility of this technology and what staff can do with it.
- Amanda and Coral joined Grasslands School Division to collaborate on planning with the draft Science curriculum.
- Terri-Lynn has asked Learning Coaches to book days in schools to work with teachers on New Curriculum planning or what their need is. Amanda put out a calendar to Principals and she is almost completely booked up until Easter and Coral has many meeting booked as well.
- Introduction to the Trades at the Lethbridge College is starting this January 23 as well as Dual Credit classes. There is 16 students taking Dual Credit, and 4 students in the Intro to the Trades.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- Dave attended the Southwest Regional Collaborative Support Services meeting in January. As a collaborative we discussed division ideas and plans for some of the recent grant funds including the Mental Health in Schools and Low Incidence Support Services grants.
- The Learner Services team is joining Collaborative Response meetings at schools in Horizon over January and February in order to learn how we can better support schools as they attend to responding to instructional needs and intervention needs of students. Learning Support teachers and a number of principals are participating in a book study: Collaborative Response by Kurtis and Lorna Hewson in an effort to build on their current practices for supporting students who may be struggling with learning.
- Working with South Region Parents as Teachers, as a board member, Coral continues to work with the agency. Updating policy has been a priority in the past month.

LEADERSHIP PRACTICES

- Alberta Learning verified 6 students for the Program Unit Funded verification process. Coral has uploaded the required documents per Alberta Learning process. Results will be given in March.
- Amanda has joined an SAPDC committee that will look at planning PD opportunities for learning coaches in Southern Alberta.
- Terri-Lynn has been visiting all schools to see where the needs of teachers are and speaking with Administrators on how Learner Services can support them

TECHNOLOGY INFORMATION (Information will be shared as needed)

- The Horizon Tech Department will be introducing a new ticketing system in the coming weeks as well as incorporating some additional clerical time through the Maintenance Secretary. The goal will be to improve the level of service and increase efficiencies in resolving tickets for staff.