

Regular Board Meeting Agenda – 1:00 p.m.

MONDAY, FEBRUARY 26TH, 2024

Acknowledgement of the Land

Horizon School Division is located on the traditional land of the Blackfoot Confederacy, Treaty 7 territory and the home of the Métis Nation of Alberta, District 1. 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 ITEMS

<p>A.1 Agenda A.2 Minutes of Regular Board Meeting held Tuesday, January 30th, 2024 A.3 February 2024 Payment of Accounts A.4 Second & Final Reading Policy GCPA – Professional Teacher Reduction A.5 Second & Final Reading Policy IEB – Entrance Age A.6 Second & Final Reading Policy JB – FOIP A.7 First Reading Policy JAB – Flag Protocol A.8 Locally Developed Course – Religious Studies – Christian Studies 15 (3 credits)</p>	<p>ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4 ENCLOSURE 5 ENCLOSURE 6</p>
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A – DISCUSSION ITEMS

<p>D.1 Vape Sensors</p>	
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I – INFORMATION ITEMS

<p>I.1 Superintendent’s Report – Dr. Wilco Tymensen 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 Report – Bruce Francis I.3 Associate Superintendent of Finance and Operations – Phil Johansen I.4 Associate Superintendent of Human Services – Karen Rancier I.5 Associate Superintendent of Learner Services Report – Terri-Lynn Duncan</p>	<p>ENCLOSURE 7 ENCLOSURE 8 ENCLOSURE 9</p>
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Board will move back into Committee

DATES TO REMEMBER

<ul style="list-style-type: none"> February 26 – Board Meeting
<ul style="list-style-type: none"> March 6 – Council of School Council’s Meeting
<ul style="list-style-type: none"> March 11 – Division Wide PD Day
<ul style="list-style-type: none"> March 12 – Administrator’s Meeting

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| • March 20 – ASBA Zone 6 Meeting |
| • March 25 – Board Meeting |
| • March 29 – Good Friday – Stat Holiday – no staff or students |
| • April 1 – 5 – Easter Break – no staff or students |

Horizon School Division



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The Board of Trustees of Horizon School Division held its Regular Board meeting on Tuesday, January 30, 2024, beginning at 12:55 p.m.

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

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

VIA ZOOM: Heather Cameron, Taber Times Reporter

Barnwell School representatives, Rick Anderson (Barnwell School Alumni Association), Carolyn Johnson (Barnwell School Alumni Association) & Natasha Morgan (Barnwell School Parent Council Chair) were in attendance to thank the Board of Trustee for the support they have provided over the years with regard to the Barnwell School modernization’s community enhancements.

ACTION ITEMS

A.1	Moved by Maxwell Holst that the Board approve the agenda as presented. Carried Unanimously	AGENDA APPROVED 01/24
A.2	Moved by Mandy Court that the Board approve the Minutes of the Regular Board Meeting held Monday, November 27 th , 2023, as provided by Enclosure #1 of the agenda. Carried Unanimously	BOARD MEETING MINUTES APPROVED 02/24
A.3	Moved by Jennifer Crowson that the Board approve the January 2024 Payment of Accounts in the amount of \$9,801,847.16 as provided in Enclosure #2 of the agenda. Carried Unanimously	PAYMENT OF ACCOUNTS APPROVED 03/24
A.4	Moved by Derek Baron that the Board approve the second reading of Policy JC – Gifts and Donation as provided in Enclosure #3 of the agenda. Carried Unanimously	SECOND READING POLICY JC APPROVED 04/24

	Moved by Derek Baron that the Board approve the final reading of Policy JC – Gifts and Donation as provided in Enclosure #3 of the agenda. Carried Unanimously	FINAL READING POLICY JC APPROVED 05/24
A.5	Moved by Blair Lowry that the Board approve the first reading of Policy GCPA – Professional Teacher Reduction as provided in enclosure #4 of the agenda, with amendments. Carried Unanimously	FIRST READING POLICY GCPA APPROVED 06/24
A.6	Moved by Mandy Court that the Board approve the first reading of Policy IEB – Entrance Age as provided in enclosure #6 of the agenda. Carried Unanimously	FIRST READING POLICY IEB APPROVED 07/24
A.7	Moved by Derek Baron that the Board approve the first reading of Policy JB – FOIP as provided in enclosure #6 of the agenda. Carried Unanimously	FIRST READING POLICY JB APPROVED 08/24
A.8	Moved by Derek Baron that the Board approve the Locally Developed Course – Study of Film (2021)35-3. Carried Unanimously	LDC STUDY OF FILM (2021) 35-3 APPROVED 09/24

DISCUSSION ITEMS

D.1 2025-2026 DRAFT CALENDAR

- Discussion was held over the 2025-2026 DRAFT Jurisdiction Calendar.

INFORMATION ITEMS

I.1 SUPERINTENDENT'S REPORT

- View Dr. Wilco Tymensen, Superintendent's January 2024 Report here.

I.2 TRUSTEE/COMMITTEE REPORT

I.2.1 ASBA Zone 6 Report

Mandy Court , Zone 6 Rep, provided a summary from the Zone 6 meeting:

- In February ASBA will present their pre-budget assessment with final budget presented before the Spring AGM
- Meetings have been scheduled with AB government Ministers
- Presentation on Student Vaping by AHS
- Discussions included:
 - Germanic School model

- Technology and bandwidth
- Implementation of Transportation policy changes
- The impact of the Carbon Tax

I.2.2 Facilities Meeting Report

Vice Chair, Bruce Francis, provided an update regarding Facilities Department work for the month of January 2024:

- 182 preventative maintenance & service requests complete
- IMR projects ongoing
- CMR projects estimated to be completed by the end of February
- Monitoring system alerts during the January cold spell prevented any major flooding & damages
- Capital Project
 - Milk River School Modernization
 - Efforts have been concentrated on the gym structure and removal of the existing roofing assembly on the existing school
 - W.R. Myers
 - Bi-weekly design meetings are being held
 - HAZMAT review of the facility is complete

I.2.3 Administrator’s Meeting Report

Trustee, Blair Lowry, provided a summary/discussion from the January 2024 Administrator’s Meeting:

- Administrator Wellness Check
- What-If Counselling Scenarios
- On-line Data for schools
- Student Assessment
- Off-Campus Activities discussion
- ATA Memorandum of Understanding was discussed
- Social Studies K – 6 piloting
- Support staff hiring - age/education requirements

I.3 ASSOCIATE SUPERINTENDENT OF FINANCE AND OPERATIONS

- Philip Johansen, Associate Superintendent of Finance and Operations: No Report

I.4 ASSOCIATE SUPERINTENDENT OF HUMAN SERVICES REPORT

- View Karen Rancier, Associate Superintendent of Human Services’ January 2024 Report [here](#).

I.5 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

- View Terri-Lynn Duncan, Associate Superintendent of Learner Services’ January 2024 Report [here](#).

Moved by Blair Lowry that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

10/24

COMMITTEE ITEMS

Moved by Jennifer Crowson that the Board meet in Committee.
Carried Unanimously

COMMITTEE
11/24

Moved by Derek Baron that the meeting adjourn.
Carried Unanimously

MEETING ADJOURNED
12/24

Marie Logan, Chair

Sheila Laqua, Executive Secretary

PAYMENT OF ACCOUNTS REPORT
Board Meeting - February 26, 2024

General	January 29/24		54624.68
General	January 30/24		1328680.82
General	February 6/24		751079.83
General	February 13/24		81665.90
U.S.	February 15/24		1512.17
General	February 20/24		170551.51
"A" Payroll	January 2024	Teachers	1,773,982.67
		Support	667,260.56
"B" Payroll	January 2024	Casual	16,811.45
		Subs	80,128.21
Total Accounts			4,926,297.80
Board Chair	<hr/>		
PJ:dd			
February 21/24			

HORIZON SCHOOL DIVISION**Policy Code:** GCPA
Policy Title: ~~Professional~~ Teacher
Reduction**POLICY HANDBOOK****Cross Reference:** GCK
Legal Reference: ~~—~~ Education Act S.(212)
Adoption Date: February 26, 1997
**Amendment or Re-
affirmation Date:** ~~June 21, 2011~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION IS COMMITTED TO PROVIDE QUALITY EDUCATIONAL SERVICES TO HORIZON STUDENTS WITHIN A FISCALLY SUSTAINABLE MANNER AND RECOGNIZES THAT THE SUPERINTENDENT MAY NEED TO REDUCE THE NUMBER OF STAFF TO ADDRESS DIVISION OPERATIONAL REQUIREMENTS.

DEFINITIONS

Reduction: is the decrease of FTE at a school via the decrease of a teacher's FTE, transfer of a teacher or termination of a teacher.

Seniority: as understood in this policy is based on the years of service with the division.

GUIDELINES

1. The board has delegated the power to terminate the services of a teacher to the Superintendent.
 - 1.1. All decisions regarding teacher reduction are made by the Superintendent and may be based on recommendations made by the Associate Superintendent of Human Services.
 - 1.2. The Associate Superintendent of Human Services shall facilitate staff reduction processes.
2. Factors that may warrant staff reduction may include:
 - ~~—BELIEVES THAT EMPLOYMENT PROCEDURES MUST BE BASED ON THE EDUCATIONAL NEEDS OF DIVISION STUDENTS. THE BOARD RECOGNIZES THAT FACTORS SUCH AS THE FOLLOWING MAY NECESSITATE A REDUCTION IN THE NUMBER OF PROFESSIONAL STAFF EMPLOYEES:~~
 - 2.1. ~~—(1)—~~enrollment changes;
 - 2.2. reduction, elimination, or addition of programs;
 - 2.3. changes in revenue;
 - 2.4. changes in student educational needs;
 - 2.5. new and revised curricula;
 - 2.6. changes in the use and function of existing physical facilities;

~~2.7. partial or complete closure of a school; and~~

~~REDUCTION IN CURRENT OR PROJECTED ENROLMENTS;~~

~~(2) LIMITED GOVERNMENT AND/OR LOCAL FINANCIAL SUPPORT;~~

~~(3) CHANGES IN STUDENT EDUCATIONAL NEEDS;~~

~~(4) CHANGES IN CURRICULA;~~

~~(5) CHANGES IN THE USE OF EXISTING PHYSICAL BUILDINGS;~~

~~(6) PARTIAL OR COMPLETE CLOSURE OF A SCHOOL.~~

~~SHOULD A REDUCTION IN STAFF BE WARRANTED, THE BOARD SHALL PROCEED WITH CONSIDERATION FOR THE EDUCATIONAL NEEDS OF THE STUDENTS AND WITH FAIRNESS TO THE EMPLOYEES. ANY REDUCTION IN DIVISION PROFESSIONAL STAFF SHALL BE IN ACCORDANCE WITH THE EDUCATION ACT, APPLICABLE PROVINCIAL AND FEDERAL STATUTES AND WITHIN THE PROVISIONS OF THE COLLECTIVE AGREEMENT AND EMPLOYMENT CONTRACTS.~~

REGULATIONS

~~1. Any provisions of this policy shall apply to those teachers on continuing contracts only. Teachers on short term leave from a school shall have the same rights to placement as those presently assigned to the school~~

~~2. Should a reduction in the number of professional staff employees be warranted, the Division shall endeavor, first, to effect such reduction through voluntary attrition such as:~~

~~2.1. voluntary resignation;~~

~~2.2. voluntary retirement;~~

~~2.3. voluntary leave of absence;~~

~~2.4. voluntary changes in employment status (i.e. full time to part time)~~

~~2.5. voluntary transfer.~~

~~3. If voluntary attrition does not result in sufficient reduction, the Division shall endeavor to effect reduction through the transfer of staff to other assignments.~~

POLICY GCPA – ~~Professional~~ Teacher Reduction, Cont’d.

- 2.8. other factors that may be considered relevant by the Superintendent.
3. Reduction in teachers shall be in accordance with the Education Act, provincial and federal statutes, and applicable collective agreement and/or employment contracts.
4. The following considerations should be considered when transferring teachers:
 - 4.1. student and program needs, and not employee seniority, will be the primary criteria for enacting transfers and reductions;
 - 4.2. transfers should be by seniority provided the educational needs of the system have been met; and
 - 4.3. when seniority is equal and educational needs have been met, final decision making shall be made by senior administration in collaboration with both departing and receiving school administrations.
5. Teachers on short term leave from a school shall have the same rights as those presently assigned to a school.
6. Teacher transfers may be facilitated to accommodate teacher reductions and/or the preferences of teachers.

REGULATIONS

affect

1. Voluntary reductions
 - 1.1. Should a reduction in the number of teachers be warranted, the division shall endeavor, first, to affect such reduction through:
 - 1.1.1. voluntary resignation;
 - 1.1.2. voluntary retirement;
 - 1.1.3. voluntary leave of absence;
 - 1.1.4. voluntary changes in employment status (i.e. full time to part-time);
 - 1.1.5. voluntary reduction in FTE; and/or
 - 1.1.6. voluntary transfer.
 - 1.1.6.1. To assist the Associate Superintendent of Human Services in identifying candidates for transfer the following procedures are to be employed:
 - 1.1.6.1.1. teachers may pursue a facilitated transfer as outlined in the staffing timeline communicated annually; and
 - 1.1.6.1.2. teachers may pursue a transfer by applying to open postings.

POLICY GCPA — ~~Professional~~ Teacher Reduction, Cont'd.

2. Teacher reduction via reduction in FTE

2.1. If voluntary attrition does not result in sufficient reduction, the division may endeavor to effect reduction through reduction in part-time teachers' FTE.

2.1.1. The division should endeavour, if possible, to ensure that teachers remain eligible for benefits when reducing the FTE of part-time teachers.

2.1.2. If the teacher does not agree to teach for the amount of time varied, the Superintendent may terminate the teacher's contract.

3. Teacher reduction via transfer

3.1. If voluntary attrition and FTE reduction does not result in sufficient reduction, the division shall endeavor to effect reduction through the transfer of staff to other schools.

3.2. The Superintendent, in conjunction with senior administration, may identify administrators and teachers for transfer consideration.

3.2.1. The Associate Superintendent of Human Services, in collaboration with principals, will formally identify affected teachers as part of the surplus and placement process.

3.3. In preparation for the next school year, the division will attempt to effect transfers on or before the end of the previous school year. In accordance with the Education Act, teachers may be transferred from one school/location to another, at any time during the school year by issuing a notice of transfer.

3.3.1. If a teacher is transferred, that transfer becomes effective not less than 7 days from the day on which the notice of transfer and reasons for the transfer are received by the teacher.

3.3.1.1. The notice of transfer will communicate the teacher's right to appeal the matter of transfer to the Superintendent.

4. Teacher reduction via termination

4.1. If reduction cannot be fully achieved through voluntary attrition, FTE reduction, and/or transfers to other schools, the Division shall endeavor to effect reduction through termination of contracts of employment.

4.1.1. The following considerations should be considered when terminating contracts:

4.1.1.1. termination of contracts of employment by seniority provided the educational needs of the system have been met;

4.1.1.2. when seniority is equal and educational needs have been met, the recommendation as to which of the people are to be terminated shall be based on relative performance as determined by principal with final decision making to be made by senior administration.

POLICY GCPA — ~~Professional~~ Teacher Reduction, Cont'd.

~~4.1.1.3. temporary contract teachers shall be terminated before other contracts by giving 30 days written notice;~~

~~4.1.1.4. probationary teachers should be allowed to complete their school year and then should not be renewed at the conclusion of their contract;~~

~~4.1.1.5. notwithstanding the above, teachers on temporary or probationary contracts may be retained and continuous contract teachers may be released if temporary and/or probationary teacher possesses specific skills, academic background, or experience that is required for student programming; and~~

~~4.1.1.6. notice of terminations of continuing contract teachers shall not be given in the 30 days preceding a vacation period or during a vacation period of 14 or more days.~~

~~4. If reduction cannot be fully achieved through voluntary attrition, and transfer to other assignments, the Division shall endeavor to effect reduction through termination of contracts of employment.~~

~~4.1. Termination of contracts shall be in accordance with the Education Act. The following considerations may be used as guides:~~

~~4.1.1. Teachers may be released if their position is eliminated, however, given training, experience, and evaluations, they may be given first preference for any suitable openings;~~

~~4.1.2. Notwithstanding the above, teachers on temporary or probationary contracts may be retained and continuous contract teachers released if the teacher possesses a specialty that is required;~~

~~4.1.3. If two teachers are equal in all areas of consideration for release, seniority shall be the determining factor.~~

~~4.2. A written~~The Superintendent shall provide a notice of termination shall be provided to teachers being terminated.

~~4.2.1. of a contract~~The notice shall:

~~4.2.1.1. specifying~~ the reasons for the termination; and

~~4.2.4.2.1.2. The notice will~~ communicate the teacher's right to appeal the matter of termination of contract to the Minister for referral to the Board of Reference.

~~It is the desire of the Board that recommendations to terminate contracts of employment be not less than (30) calendar days prior to the conclusion of a semester or school term.~~

~~5. This policy and regulation does not require the Board to assign a teacher whose contract of employment may be terminated, to any vacant position.~~

~~6. At the discretion of the Superintendent, this policy may be applied on a school-by-school basis (with appropriate modifications) or on a system-wide basis.~~

HORIZON SCHOOL DIVISION

POLICY HANDBOOK

Policy Code:	IEB
Policy Title:	Entrance Age
Cross Reference:	IE
Legal Reference:	<i>Education Act</i> , <u>S. 3</u> and <u>10</u> , <u>Funding Manual</u>
Adoption Date:	October 22, 1996
Amendment or Re-affirmation Date:	Jan. 19/99, June 20/00 Dec. 13/01, April 15/14

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT EARLY CHILDHOOD IS A SIGNIFICANT PERIOD IN HUMAN DEVELOPMENT. INDEPENDENCE, INITIATIVE, DECISION MAKING, CREATIVITY, THE ABILITY TO LEARN, THE ABILITY TO RELATE TO OTHERS AND FEELINGS OF SELF-WORTH ALL HAVE THEIR BEGINNINGS IN EARLY CHILDHOOD. WHAT YOUNG CHILDREN LEARN AT THIS STAGE WILL HAVE A MAJOR IMPACT ON SUCCESSFUL LEARNING EXPERIENCES IN SCHOOL, ON PERSONAL DEVELOPMENT AND ON FUTURE PARTICIPATION IN SOCIETY.

DEFINITIONS

Early Childhood Services refers to optional early learning programs (pre-kindergarten) and kindergarten.

Funded Student - a student is a funded student in respect of a school year if:

- a) on the September count date, meets the requirement of section 3(a)(b)(c) of the Education Act;
- b) has a parent who ordinarily resides in Canada or is an independent student between 18 and 20 years of age who resides in Alberta;
- c) is enrolled in and is attending a school operated by a board;
- d) is at least 5 years, 8 months, but less than 20 years of age as of September 1;
- e) is not a student enrolled in a home education program;
- f) is not a child to whom an early childhood services program is being provided pursuant to Section 21(1) of the Education Act; and
- g) is not an Indian residing on a reserve pursuant to the Indian Act (Canada).

Right of access is defined in the Education Act and includes every student:

- a) who at September 1 in a year is 6 years of age or older and younger than 19 years of age,
- b) who is a resident of Alberta, and
- c) who has a parent who is a resident of Canada.

The board may permit an individual:

- a) who at September 1 in a year is younger than 6 years of age or older than 18 years of age; and
- b) who complies with subsection (b) and (c) above, to have access in that year to an education program in accordance with the Education Act.

GUIDELINES

Eligible Student – Subject to the Education Act, a student is an eligible student in respect of a school year if

- (a) on the last day of September on which instruction is given by a teacher at a school operated by a board, the student is enrolled in and attending the school,
- (b) on the day referred to in clause (a), the student complies with section 3(1)(b) and (c) of the Act,
- (c) on September 1,

(i) for the 2019-2020 school year, the student is at least 5 years 6 months but less than 20 years of age, and

(ii) for the 2021-2022 school year and subsequent years, the student is at least 5 years 8 months but less than 20 years of age,

(d) the student is not enrolled in a home education program,

(e) the student is not a child to whom an early childhood services program is being provided pursuant to section 21(1) or (2) of the Act, and

A student who is an eligible student by virtue of meeting the criteria in subsection (1), including the requirement that the student be enrolled in and attending a school on the last day of September on which instruction is given by a teacher at that school, does not qualify as an eligible student for a second or subsequent time by virtue of enrolling in and attending a different school on a day after the last day of September on which instruction is given by a teacher at that previous school.

REGULATIONS

1. A parent may enroll a child in the jurisdiction's pre-kindergarten program when their age of entry is four years of age on or before December 31 of that year.

2. A parent may enroll a child in the jurisdiction's kindergarten program when their age of entry is five years of age on or before December 31 of that year.

3. A parent may enroll a child in the jurisdiction's Grade one program when their age of entry is six years of age on or before December 31 of that year.

4. The school Principal shall provide parents with a copy of this policy at the time the parents make a request for admission to a pre-kindergarten, kindergarten, or grade 1 program.

5. A child younger than one described in policy will be admitted to a Division school only if the following conditions are met:

Policy IEB – Entrance Age, Cont’d.

GUIDELINES

1. Horizon’s educational programs provide access to the following minimum of hours of teacher-directed instruction per year:
 - 1.1. Children 2 years, 8 months to 3 years, 7 months – minimum of 300 hours;
 - 1.2. Children 3 years, 8 months to 4 years, 7 months – minimum of 400 hours; and
 - 1.3. Children 4 years, 8 months and older – minimum of 475 hours.
2. Designated school for enrollment eligibility is addressed in Policy IC.
3. Early admission into a particular program means that the student shall have additional time within that program and shall not constitute early entry and progression through the pre-K to grade 12 program.
4. The Primary Programs Framework for Teaching and Learning, Kindergarten to Grade 3 has been developed to provide the philosophical and theoretical foundation for teaching and learning in Pre-Kindergarten through grade three and includes ten Alberta Education principles.

REGULATIONS

1. A parent may enroll a child in the jurisdiction’s pre-kindergarten program when their age of entry is four years of age on or before December 31 of that year.
2. A parent may enroll a child in the jurisdiction’s kindergarten program when their child is eligible for funding. Eligible children’s age of entry is five years of age on or before December 31 of that year.
3. A parent may enroll a child in the jurisdiction’s Grade one program when their child is eligible for funding. Eligible children’s age of entry is six years of age on or before December 31 of that year.
4. The school Principal shall provide parents with a copy of this policy at the time the parents make a request for admission to a pre-kindergarten, kindergarten, or grade 1 program.
5. The following children may be approved for early entry to an early learning program and be offered additional program services with approval from the principal and early learning coordinator.

~~5.1. The Superintendent or designate has been involved in the process and decision-making;~~

5.1. Children, 3 years of age as of September 1 of the current school year, with a diagnosed developmental delay (e.g. speech and/or language),

~~5.2. may qualify for additional program services and early entry to Pre-K.~~

~~5.3. Children diagnosed with a developmental delay (e.g. speech and/or language) may qualify for additional program services and early entry to Kindergarten.~~

5.4.5.2. An English Language Learner younger than one described in policy may be given consideration for early placement to gain additional opportunities within their entry program.

Policy IEB – Entrance Age, Cont’d.

- ~~5.5. The parents, the school staff, and the Superintendent or designate agree that a suitable school program can be offered to the child and that the child will benefit from an early placement.~~
- ~~6. Early admission into a particular program means that the student shall have additional time within that program and shall not constitute early entry and progression through the pre-K to grade 12 program.~~
- ~~7.6. Consideration shall also be given to the availability of funding, the characteristics of the class in which the child would be placed, and the number of students in the class needing support services.~~
7. Normally, a child transferring into the Division, and who was enrolled in a publicly supported their designated school-system, shall be admitted to a the Division school in the same program or grade placement as they were in their former jurisdiction provided that the parent(s)/legal guardian(s) is a resident of the Division and provided that an appropriate program can be offered.
8. Proof of age and documentation of citizenship or residency status is required at the time of registration.

~~The Primary Programs Framework for Teaching and Learning, Kindergarten to Grade 3 has been developed to provide the philosophical and theoretical foundation for teaching and learning in Pre-Kindergarten through grade three and includes ten Alberta Education principles (see attachment A).~~

- 8.
- ~~9. Horizon Early Childhood Learning Programs are built upon the following philosophy statements:~~
- ~~10.1 Early childhood is a significant period in human development~~
- ~~10.2 Purposeful play is an important mode of learning for all children~~
- ~~10.3 Parents are the first and most important teachers in a child’s life and as such are valued partners in the early learning experience.~~

PROCEDURES

- ~~1. Parents of a child younger than one described in policy, other than parents of a child eligible for PUF, must make notification to the Superintendent or designate of intent to seek admission to a Division school by June 30 in the year prior to the one for which admission is sought.~~
- ~~2. Conditions described in regulation no. 5 must be met by June 30 in the year prior to the one for which admission is sought.~~
- ~~3. Under exceptional circumstances the Superintendent or Designate may provide extensions beyond the dates included in number 1 and 2 above.~~
- ~~4. Parents of a child younger than described in policy who transfer into the division after deadlines will be granted reasonable time extensions.~~
- ~~5. Parents may appeal decisions made under this policy to the Board. Original birth certificates must be presented by parents upon registration as a student new to the Division.~~

Policy IEB – Entrance Age, Cont’d.

~~6. School personnel shall inform the parents of a child younger than one described in this policy, who requests to gain admission to a division kindergarten program, of this policy, including conditions and procedures for early admission.~~

~~Attachment A~~

~~Early Learning Programs Philosophical and Theoretical Foundation Framework for Teaching and Learning Principles~~

- ~~1. Childhoods differ depending on social and cultural circumstances.~~
- ~~2. Children’s development is influenced but not determined by their early experiences.~~
 - ~~3. Children interact and learn in a variety of contexts~~
 - ~~4. Children are co-constructors of knowledge and partners in learning.~~
 - ~~5. Children are unique and active contributors to their learning.~~
 - ~~6. Children construct and represent knowledge in a variety of ways.~~
 - ~~7. Children are citizens and active participants in school and society.~~
 - ~~8. Children are active collaborators in and users of assessment.~~
- ~~9. Children may require specialized programming and supports to develop knowledge, skills and attitudes that prepare them for later learning.~~
- ~~10. Children and their families may need coordinated community services to meet their needs.~~

HORIZON SCHOOL DIVISION

Policy Code: JB
Policy Title: Freedom of Information and Protection of Privacy (FOIP)

POLICY HANDBOOK
~~and~~

Cross Reference: ~~GAA, HG~~Freedom of Information and Protection of Privacy Act

Legal Reference: ~~_____~~FOIP Act and Regulation

Adoption Date: March 16, 1999

Amendment or Re-affirmation Date: ~~_____~~June 12, 2008

POLICY

THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION ACCESS, COLLECT, USE DISCLOSE, AND DESTROY INFORMATION AS WILL LEGISLATED UNDER THE ADMINISTER THE FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT AS LEGISLATED BY THE PROVINCE OF ALBERTA.

GUIDELINES

1. In accordance with section 95 of the Freedom of Information and Protection of Privacy Act, the Board designates the Superintendent as “the head of the local public body for the purposes of this Act” and gives authorization to perform all duties and exercise all functions associated with that designation.
 - 1.1. The Superintendent is authorized to delegate, in accordance with section 85 of the Act, these duties and functions as required.
1. ~~The Board of Trustees shall designate the Superintendent of Schools as Head for Horizon School Division. The Head is responsible and accountable for all decisions taken under the FOIP Act and has the authority to delegate duties to comply with this Act.~~
2. Staff are to ensure the risk of unauthorized disclosure of personal or other confidential information is minimized. Records that are maintained in digital format must comply with the data storage, access and transmission guidelines delineated in the Policy Attachment Confidential Data Security Guidelines.
3. Digital citizenship is addressed in policy HG.
4. Staff are expected to handle confidential information in an appropriate manner as per policy GAA (Code of Conduct).
 2. ~~The Board of Trustees shall designate the Secretary Treasurer as Coordinator for Horizon School Division. The FOIP Coordinator will perform the administrative duties required within this Act for Horizon School Division’s operations.~~

REGULATIONS

1. The division is authorized and required under the provisions of the Education Act and its regulations, in accordance with the Freedom of Information and Protection of Privacy Act (FOIP),

to access, collect, use and disclose the personal information necessary to provide an educational program and ensure a safe and secure school environment for students.

1.1. Requests to access routinely available information should be made directly to the appropriate school or department.

1.2. In most cases, the school or department can provide the information requested as long as it does not compromise personal privacy and other restrictions or limitations within FOIP. If information is withheld, and the explanation for why it was not accessible is unsatisfactory, individuals can apply for access under FOIP.

1.3. Please send the completed request to:

Horizon School Division
Attention FOIP Coordinator
6302 56 St
Taber, AB T1G 1Z9

1.1.4. A fee shall be assessed and communicated to the applicant requesting information prior to processing a FOIP application for general records.

2.1.4.1. Fees for a FOIP applicant requesting his/her own personal information shall be restricted to the cost of providing a copy of the information.

~~3. The right to access information and the protection of privacy shall be managed in compliance with the FOIP Act.~~

4.2. Records management guidelines shall be followed by schools and Division departments staff and volunteers who have access to personal information.

~~5. The FOIP Act requires protection of personal information by making reasonable security arrangements against such risks as unauthorized access, collection, use, disclosure or destruction. Each employee is to ensure the risk of unauthorized disclosure of personal or other confidential information is minimized. Records that are maintained in digital format must comply with the data storage, access and transmission guidelines delineated in the Policy Attachment Confidential Data Security Guidelines.~~

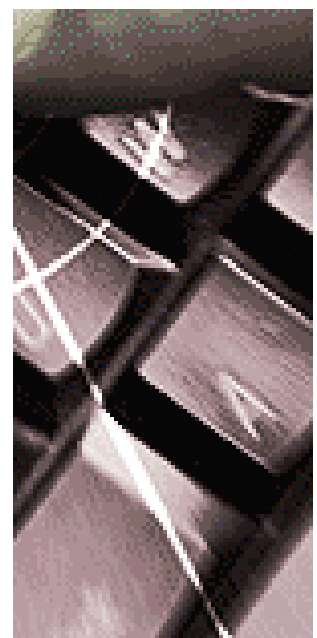
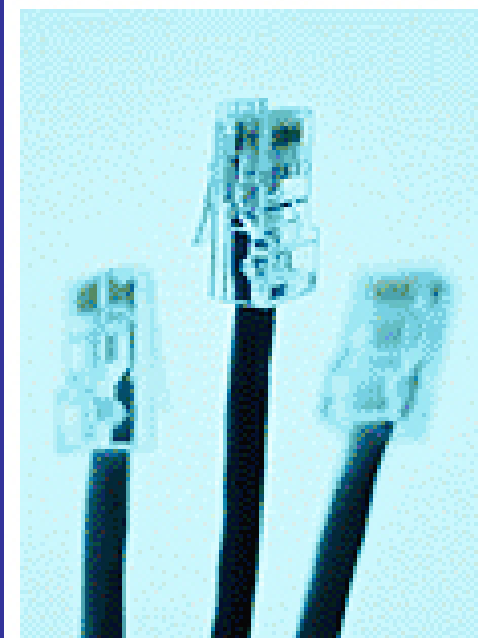
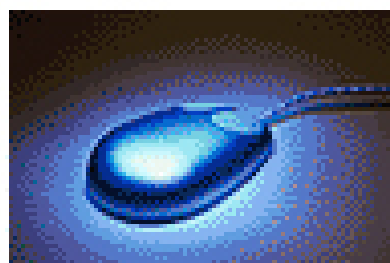
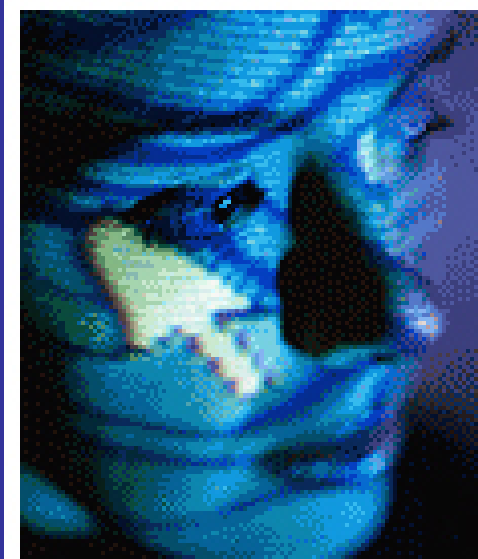
6.3. At the time a student registers at a school in Horizon School Division, the parent of the student shall be provided with the opportunity to give written consent for the publication of the student's name and photograph in school related activities and operation while a student in the Division.

7.4. School pPrincipals and dDivision managers shall work with the FOIP Coordinator when issues arise under the scope of the FOIP Act.

Horizon School Division

CONFIDENTIAL DIGITAL DATA SECURITY GUIDELINES

(ATTACHMENT TO POLICY JB FOIP)



INTRODUCTION

[Section 38](#) of the FOIP Act requires a public body to protect ~~sensitive and confidential~~ personal information by making reasonable security arrangements against such risks as unauthorized access, collection, use, disclosure or destruction. This discussion paper addresses, Horizon's privacy obligations regarding the security of ~~confidential personal information data~~ on Horizon's network, and specifically the security of such ~~data information~~ on portable computing devices (e.g. laptop computers) and portable storage devices (e.g. USB sticks). Furthermore, it makes specific recommendations to reduce such risks.

Practices within Horizon regularly include the storage of ~~personal confidential student~~ information (e.g. ~~student~~ names, addresses, phone numbers, grades, ~~health information etc.~~) which ~~have historically been backed up on tape drives, CDs, DVDs, and more recently memory sticks may be regularly backed up or stored on portable devices and/or become accessible off site. In some cases these back ups~~ Backups ~~have been~~ can be misplaced, and/or taken off site, and ~~stolen. Often once outdated~~ Outdated or obsolete ~~the~~ storage devices ~~have been~~ can be disposed of incorrectly, without ensuring ~~the continued security of~~ destruction of the ~~confidential data~~ personal information (this includes photocopies). ~~Teachers and especially administrators regularly~~ Staff may store ~~sensitive personal~~ information on personal USB sticks or utilize the synchronization utility on their laptops to transfer data. When these devices are then transported off site, all files are at risk of a privacy breach should the device be lost or stolen.

Computing devices, such as laptops ~~and PDAs, as well as~~ storage media, such as CDs, DVDs, and USB drives, all have the potential of falling into the wrong hands, particularly when they are not stored in a secure location. The highly publicized case in England where 25 million people's sensitive and confidential information was compromised as well as recent high-profile privacy rulings relating to the inappropriate disclosure by a public body of sensitive and confidential information located in lost or stolen portable storage devices (e.g. USB sticks and laptop computers) has compounded the need to address this issue. In these rulings, the courts found that loss and theft of portable computing and storage devices are well known and publicized, making the risk real and foreseeable. As such, password protection is not adequate. The Horizon Technology Department has made the following recommendations to safeguard privacy of ~~sensitive and confidential~~ personal information.

DEFINITIONS

Personal Information: recorded information about an identifiable individual that may include but is not limited to: name, age, grade, address, phone number, etc. E.g. include: student records, report cards, attendance reports, health records, photographs, completed forms. As part of the school's focus on digital citizenship, students should be taught to limit, and consider the privacy implications of, sharing their personal information online.

Encryption: Any procedure used in cryptography to convert plain-text into cipher-text in order to prevent anyone except the intended recipient from reading that data. There are many types of data encryption, and they are the basis of network security.

Encryption Key: A sequence of characters used by an encryption algorithm to encrypt plain-text into cipher-text.

Https: The protocol for accessing a secure Web server. Using HTTPS in the URL instead of HTTP directs the message to a secure port number rather than the default Web port. The session is then managed by a security protocol.

Key Management: In cryptography, keys are required for decipherment and authentication. These procedures provide no security when the keys have been handled incorrectly. Key management implies the effective creation, storage, transmission, installation and eventual destruction of keys

VPN: A virtual private network (VPN) is a private data network that makes use of the public telecommunication infrastructure, maintaining privacy through the use of a tunnel protocol and security procedures.

DATA STORAGE ~~GUIDELINES~~ Guidelines

- ~~Confidential data~~ Personal information **should be retained and removed from schools only when necessary.**
- When retention is required, **data should be encrypted whenever it is stored in locations that are not physically secured with physical and technical access controls appropriate to the sensitivity of the data (see Appendix B).** The purpose of encryption is to prevent unauthorized access to confidential or sensitive information while it is either in storage or being transmitted. In order to accomplish this, proper key/~~password~~ management is crucial. If a key gets into the wrong hands, unauthorized access to information can result. Conversely, if a key is lost or destroyed, critical information may become unavailable to authorized personnel. Care should be taken to ensure the integrity of the key repository. This repository is confidential data in itself, so strong protections and access control, must be implemented. Encryption is not, however, a panacea. It is not a substitute for other security measures, such as authentication, authorization, and access control, and must be used in conjunction with other measures including:
 - **keeping the amount of ~~sensitive and confidential~~ personal information stored on mobile computing and storage devices to a minimum**, based on need;
 - ~~de-identification of sensitive and confidential~~ personal information if possible (e.g. removal of identifying characteristics such as name);
 - **Not using the synchronization process, or if utilized, configuring the process so that only a limited number of files are transferred, or utilizing remote access containing current works in progress,** thereby reducing the amount of information on laptops ~~to essential data.~~

DATA ACCESS GUIDELINES

- Network access is controlled through the use of login passwords. Because such passwords provide access to ~~staff domains and sensitive and confidential student~~ personal information such **passwords should be considered confidential**, even when no ~~confidential data~~ personal information is being accessed or transmitted. ~~Many technology department login passwords provide greater access to Horizon's network and should also be considered confidential.~~
- Computing devices containing or having ~~may have~~ access to ~~sensitive and confidential~~ personal information and should be protected with **strong login passwords** ~~(comprised of at least 8~~

~~characters with 14 or more being ideal) and utilize further security features such as auto lock~~password-protected screen savers.~~~~

- Google Workspace for Education is a learning platform the division has chosen to provide an online environment for students and staff in which to communicate, collaborate and create. Google services used by the division include Gmail, Calendar, Drive, and Classroom. These accounts are different from publicly created Gmail accounts.
- Students should only have access to their digital accounts while they are division students. When students leave the division, they no longer have access to school accounts.

DATA TRANSMISSION GUIDELINES

- Schools should ensure appropriate security protocols are in place whenever ~~confidential-personal~~ data is removed or accessed off site. This includes **encryption** of ~~confidential data~~personal information but should also include a **determination on whether it is even necessary for such information to be removed from the control of the school jurisdiction** (e.g. should the data be stored on a USB stick or laptop to begin with?).
- Rather than storing and transporting ~~sensitive and confidential~~personal information on portable computing or storage devices, it is recommended that **secure remote access be set up** for those who frequently require access to such information off site, so that the data remains secure on site and only remotely accessed through a virtual private network (VPN).

DATA PROTECTION

USB sticks can be purchased containing vaults which can store encrypted data).

- HOW FILES ARE ENCRYPTED
 - Files are encrypted through the use of algorithms that essentially rearrange, scramble, and encode the data. A key pair is randomly generated when you encrypt your first file. This key pair is made up of a private and a public key. The key pair is used to encode and decode the encrypted files.
 - If the key pair is lost or damaged and you have not designated a recovery agent then there is no way to recover the data.
- HOW TO ENCRYPT A USB STICK
 - Although you can encrypt files individually, generally it is a good idea to designate a specific folder where you will store your encrypted files, and to encrypt that folder. If you do this, all files that are created in or moved to this folder will automatically obtain the encrypted attribute.
 - NOTE: You can encrypt files and folders only on volumes that use the NTFS file system. Since USB sticks typically are formatted as FAT or FAT32 the first thing to do is reformat them to NTFS.
 1. Click **Start**, point to and click **Control Panel**, point to and click **System**.
 2. On the **Hardware** tab click **Device Manager**.
 3. Locate and click on **Disk Drives** and then locate and right-click on **USB Device** (e.g. Kingston Data Traveler 2.0 USB Device) and then click **Properties**.
 4. On the **Policies** tab, click **Optimize for Performance** and click **OK**.
 5. Close all windows.
 6. Click **Start**, point to and click **My Computer**.
 7. Right-click **USB drive** [e.g. Kingston (E:)] and click on **Format**.
 8. Locate **File System** and change from **FAT** to **NTFS**, click **OK**
 - You can now create and encrypt folders on the USB device.
 - See “How to encrypt a folder” on previous page for details.
- HOW TO ENCRYPT A FOLDER

- Although you can encrypt files individually, generally it is a good idea to designate a specific folder where you will store your encrypted files, and to encrypt that folder. If you do this, all files that are created in or moved to this folder will automatically obtain the encrypted attribute.
 - NOTE: You can encrypt files and folders only on volumes that use the NTFS file system.
 1. Open File Explorer.
 2. Locate and right-click the folder that you want, and then click Properties.
 3. On the General tab, click Advanced.
 4. Under Compress or Encrypt attributes, select the Encrypt contents to secure data check box, and then click OK.
 5. Click OK.
 6. In the Confirm Attribute Changes dialog box that appears, use one of the following steps:
 - If you want to encrypt only the folder, click Apply changes to this folder only, and then click OK.
 - If you want to encrypt the existing folder contents along with the folder, click Apply changes to this folder, subfolders and files, and then click OK.
- ~~— It is also recommended that the jurisdiction restrict onsite wireless internet and network access points within the jurisdiction without technology department approval. Such connections if not secured provide ideal access points for hackers to access network data. If such devices are approved part of the security procedure must include having them deactivated unless specifically utilized (in use).~~

● PRIVACY BREACH

- In the event of a privacy breach (lost or stolen device), employees and schools should immediately respond to the breach and:
 - **Evaluate the risks** associated with the breach, including a **determination on whether notification is necessary** to avoid or mitigate harm to a student or staff member;
 - **Investigate the cause** of the breach;
 - **Inform Horizon’s FOIP coordinator** (Phil Johansen Associate Superintendent of Finance and Operations);
 - Develop or **improve** adequate long-term **safeguards** against further breaches. Such alterations and/or additions to the safeguards should be communicated to Horizon’s FOIP coordinator.

APPENDUM A – DEFINITIONS

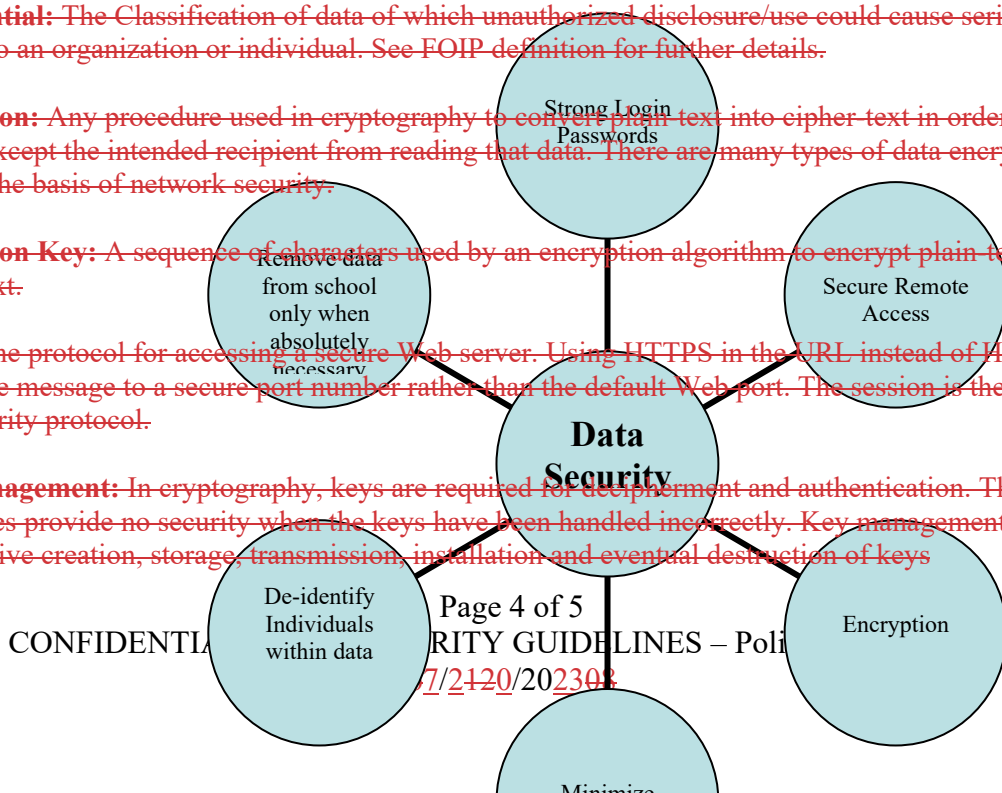
~~**Confidential:** The Classification of data of which unauthorized disclosure/use could cause serious damage to an organization or individual. See FOIP definition for further details.~~

~~**Encryption:** Any procedure used in cryptography to convert plain text into cipher text in order to prevent anyone except the intended recipient from reading that data. There are many types of data encryption, and they are the basis of network security.~~

~~**Encryption Key:** A sequence of characters used by an encryption algorithm to encrypt plain text into cipher text.~~

~~**Https:** The protocol for accessing a secure Web server. Using HTTPS in the URL instead of HTTP directs the message to a secure port number rather than the default Web port. The session is then managed by a security protocol.~~

~~**Key Management:** In cryptography, keys are required for decipherment and authentication. These procedures provide no security when the keys have been handled incorrectly. Key management implies the effective creation, storage, transmission, installation and eventual destruction of keys~~



~~**Sensitive Information:** Information that requires special precautions to protect it from unauthorized access, modification, or deletion. Sensitive information may be either public or confidential. It is information that requires a higher than normal assurance of accuracy and completeness.~~

~~**VPN:** A virtual private network (VPN) is a private data network that makes use of the public telecommunication infrastructure, maintaining privacy through the use of a tunnel protocol and security procedures.~~

~~APPENDUM B – ENCRYPTION~~

~~Microsoft Windows includes the ability to encrypt data directly on volumes that use the NTFS file system so that no other user can use the data. You can encrypt files and folders if you set an attribute in the object's **Properties** dialog box.~~

~~USB sticks can also be purchased containing vaults which can store encrypted data).~~

~~HOW FILES ARE ENCRYPTED~~

~~Files are encrypted through the use of algorithms that essentially rearrange, scramble, and encode the data. A key pair is randomly generated when you encrypt your first file. This key pair is made up of a private and a public key. The key pair is used to encode and decode the encrypted files.~~

~~If the key pair is lost or damaged and you have not designated a recovery agent then there is no way to recover the data.~~

~~HOW TO ENCRYPT A FOLDER~~

~~Although you can encrypt files individually, generally it is a good idea to designate a specific folder where you will store your encrypted files, and to encrypt that folder. If you do this, all files that are created in or moved to this folder will automatically obtain the encrypted attribute.~~

~~**NOTE:** You can encrypt files and folders only on volumes that use the NTFS file system.~~

- ~~1. Click **Start**, point to **All Programs**, point to **Accessories**, and then click **Windows Explorer**.~~
- ~~2. Locate and right-click the folder that you want, and then click **Properties**.~~
- ~~3. On the **General** tab, click **Advanced**.~~
- ~~4. Under **Compress or Encrypt attributes**, select the **Encrypt contents to secure data** check box, and then click **OK**.~~
- ~~5. Click **OK**.~~
- ~~6. In the **Confirm Attribute Changes** dialog box that appears, use one of the following steps:~~
 - ~~• If you want to encrypt only the folder, click **Apply changes to this folder only**, and then click **OK**.~~
 - ~~• If you want to encrypt the existing folder contents along with the folder, click **Apply changes to this folder, subfolders and files**, and then click **OK**.~~

The folder becomes an encrypted folder. New files that you create in this folder are automatically encrypted. Note that this does not prevent others from viewing the contents of the folder. This prevents others from opening items in the encrypted folder. For example, if another user attempts to open a Microsoft Word document that has been created in the encrypted folder, the following message appears:

~~Word cannot open the document: Username does not have access privileges (drive:\filename.doc)~~

If another user attempts to copy or move a document from the encrypted folder to another location on the hard disk, the following message appears:

~~Error Copying File or Folder~~

~~Cannot copy Filename: Access is denied.~~

~~Make sure the disk is not full or write-protected and that the file is not currently in use.~~

~~HOW TO SHARE ACCESS TO ENCRYPTED FILES~~

~~NOTE: You must be a member of the administrators group or the user that encrypted the file in to add users to it. If you are not authorized to add users to an encrypted file, you receive the following error message:~~

~~EFSADU~~

~~Error in adding new user(s). Error code 5.~~

~~You can retain the security of file encryption while allowing specific users access to your encrypted files. To allow access to your encrypted files:~~

- ~~1. Right click the encrypted file, and then click **Properties**.~~
- ~~2. Click the **General** tab (if it is not already selected), and then click **Advanced**.~~
- ~~3. Click **Details**, and then click **Add**.~~
- ~~4. Select the user you want to share access to the encrypted file with, and then click **OK**.~~
- ~~5. When you are finished adding users, click **OK** three times.~~

~~Note Any user who can decrypt a file can also remove other users if the user who does the decrypting also has write permissions on the file.~~

~~HOW TO ENCRYPT A USB STICK~~

~~Although you can encrypt files individually, generally it is a good idea to designate a specific folder where you will store your encrypted files, and to encrypt that folder. If you do this, all files that are created in or moved to this folder will automatically obtain the encrypted attribute.~~

~~NOTE: You can encrypt files and folders only on volumes that use the NTFS file system. Since USB sticks typically are formatted as FAT or FAT32 the first thing to do is reformat them to NTFS.~~

- ~~1. Click **Start**, point to and click **Control Panel**, point to and click **System**.~~
- ~~2. On the **Hardware** tab click **Device Manager**.~~
- ~~3. Locate and click on **Disk Drives** and then locate and right click on **USB Device** (e.g. Kingston Data Traveler 2.0 USB Device) and then click **Properties**.~~
- ~~4. On the **Policies** tab, click **Optimize for Performance** and click **OK**.~~
- ~~5. Close all windows.~~

6. Click **Start**, point to and click **My Computer**.
 7. Right click **USB drive** [e.g. Kingston (E:)] and click on **Format**.
 8. Locate **File System** and change from **FAT to NTFS**, click **OK**
- You can now create and encrypt folders on the USB device.
 - See “How to encrypt a folder” on previous page for details.



HORIZON SCHOOL DIVISION**POLICY HANDBOOK****Policy Code:** JAB
Policy Title: Flag Protocol
Cross Reference:

Legal Reference: [Education Act S.61, Holiday Act, provincial and federal flag protocols](#)
Adoption Date: February 20, 2001
Amendment or Re-affirmation Date: ~~June 18, 2013~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION EXPECTS EACH SCHOOL TO ~~FLY-DISPLAY~~ A CANADIAN FLAG ~~OUTSIDE-AND ALBERTA FLAG AT~~ THEIR SCHOOL DURING THE SCHOOL DAY. ~~AND TO SHOW CARE AND RESPECT TOWARDS THE CANADIAN FLAG.~~

~~HORIZON SCHOOL DIVISION DESIRES TO SHOW RESPECT FOR PROMINENT NATIONAL, PROVINCIAL, OR COMMUNITY CITIZENS BY LOWERING SCHOOL FLAGS TO HALF-MAST UPON THE DEATH OF THESE INDIVIDUALS.~~

GUIDELINES

- ~~1. The National Flag of Canada shall never be displayed in a position inferior to any other flag and must always be flown on its own mast (pole). If more than one flag is flown, the National Flag of Canada has the position of honour furthest left to an observer facing the display except when three flags are flown; the position of honour is the middle.~~
 1. The National Flag of Canada always takes precedence over all other national flags when flown on Canadian soil. Therefore, it should always be placed in the position of honour.
 - 1.1. The location of the position of honour depends on the number of flags flown and the type of configuration.
 - 1.1.1. When 2 flags are displayed, the position of honour is the farthest to the left when an observer is facing the display.
 - 1.1.2. When 3 flags are flown, the position of honour is in the centre.
 - 1.1.3. When more than 3 flags are displayed, the position of honour is the farthest to the left when an observer is facing the display.
2. When hung vertically, the flag should be placed so that the upper part of the leaf points to the left, from the point of view of the observer facing the flag.
3. Normally a flag will be lowered to half-mast from the notice of death to sunset on the day of the funeral on the death of:
 - ~~2. for a period not exceeding three (3) days or until funeral services are concluded. At half-mast,~~

~~the center of the flag should be half way down the mast.~~

~~3.1. Flags may be appropriately lowered for individuals of national prominence, including the Sovereign;~~

~~3.2. immediate members of the royal family;~~

~~3.3. current and former Governor Generals;~~

~~3.4. current and former Prime Ministers;~~

~~3.5. current and former Lieutenant Governors of Alberta; and~~

~~3-current and former Premiers of Alberta, Governor Generals and cabinet ministers.~~

~~3.6.~~

~~4. Flags shall be lowered to half-mast on the National Day of Truth and Reconciliation (September 30) and Remembrance Day (November 11), and upon the occurrence of an event approved by the Prime Minister and/or Premier.~~

~~4. Flags may be appropriately lowered for individuals of provincial prominence, including current and former Premiers and Lieutenant Governor Generals.~~

~~5. Flags may be appropriately lowered for death during the term of office of a local Member of Parliament or Member of the Legislative Assembly; a community Mayor, Reeve, or other person holding a prominent civic or school governance position; or any other local person deemed worthy to honor.~~

~~6. Flags may be appropriately lowered for the death of a current or recent student or staff member.~~

~~7. The decision to lower the flag to half mast shall be the responsibility of the Principal. In cases where the Principal is unsure regarding protocol, the Principal shall consult with staff and School Council or the Superintendent of Schools.~~

Policy JAB – *Flag Protocol, Cont’d.*

5. Flags may be appropriately lowered upon Superintendent approval for the death of:
 - 5.1. local school division trustee;
 - 5.2. Member of Parliament;
 - 5.3. Member of the Legislative Assembly;
 - 5.4. a community Mayor, Reeve, or other person holding a prominent civic position;
 - 5.5. current or recent student or staff member; or
 - 5.6. any local person deemed worthy to honor.

REGULATIONS

- ~~1. Each school in Horizon School Division shall fly a Canadian flag outside of the school during the school day.~~
- ~~2.1.~~ It shall be the responsibility of the site principal/site supervisor to ensure flags are lowered and raised and lower the flag.
- ~~3.2.~~ It shall be the responsibility of the pPrincipal/site supervisor to ensure that a flags are -in good condition.
- ~~4.3.~~ It shall be the responsibility of the pPrincipal/site supervisor to encourage flags are respected proper respect for the flag by students and staff.

Superintendents Progress Report

February 2024

The Superintendent Leadership Quality Standard:

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

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

Building Effective Relationships

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

Modelling Commitment to Professional Learning

- Enhancing leadership, teaching, and learning.

Visionary Leadership

- A preferred future.

Leading Learning

- Promotes shared responsibility for student success and continuous improvement.

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

- Establishing structures and providing the resources for schools.

School authority operations and resources

- Alignment with goals and priorities.

Supporting Effective Governance

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

The following is a summary of meetings and activities that I have participated in.

- Meetings and conversations with principals and staff as needed and/or requested.
Conversations have focused on:
 - school off-campus excursions,
 - human resource issues including support staff concerns,
 - parent concerns regarding student discipline
 - custody orders
 - Transportation concerns
 - student discipline including suspensions
 - provincial assurance survey administration
 - Horizon assurance survey
 - principal evaluation meetings
 - vape sensors
- 2024-2025 budget conversations have commenced including discussions regarding teacher allocations.
- A number of other meetings, events, and professional learning activities were attended

over the month. These include but are not limited to

- AB ED field services meeting re: Annual Education Results Report (AERR) and Three Year Education Plan
- AB ED meeting re: Premier's announcement regarding parental rights and transgender policy direction
- AB ED meeting re: new curriculum (Social Studies scope and sequence)
- AB ED early years assessment meeting
- College of Alberta School Superintendent (CASS) provincial executive meeting
- College of Alberta School Superintendent Zone (CASSIX) meeting
- SW Collegiate meeting
- Learning Bar – wellness presentation
- Senior Administrative Leadership Team (SALT) meeting
- Administrator meeting
- Division Office staff meeting
- W.R. Myers modernization meetings



240226 Board Report

Associate Superintendent of Human Services

Human Services

- Joely Megyes and I represented Horizon School Division at Concordia University in Edmonton at their Career Fair on February 6.
- A draft Hiring/Onboarding Workflow has been presented to a group of Principals for their feedback.
- Dave LeGrandeur and I met with three Principals to create a tentative Educational Assistant Training Program that Horizon may be able to implement this fall. The draft plan was presented to all Principals at the February Administrators' meeting for further input and feedback.
- Meetings have now concluded with all Principals to discuss their enrollment projections and potential teaching staff scenarios for the 2024-2025 school year.
- I continue to observe and provide feedback and support to teachers under evaluation this year.
- The second (and final) Classroom Supervisor Training session for the year was held on February 17, 2024 with 15 participants. A total of 35 new Classroom Supervisors were trained this year.

Professional Development and Meetings

- Along with other Senior Leadership Team members, I attended the February CASSIX Professional Development sessions and meetings.
- Along with other Senior Leadership Team members, I met with an Alberta Education Field Services representative to review Horizon's AERR.

Clinical Team Leader/FSLC/Wellness Coaches

- Wellness Coaches and Family School Liaison Counsellors promoted activities in their schools around Random Acts of Kindness Week from February 11-17. The Division Office staff also participated in spreading kindness to their colleagues through heart messages and a luncheon.
- The Clinical Team Leader (CTL) attended and helped sell tickets for the TCAPS (Taber Community Action Prevention Society) March 16 fundraiser. The CTL and Family Connections Program Manager also sit on the TCAPS board as Directors.
- CTL and FSLC, Rylee Beland, provided an Assessment of Risk to Others refresher training at the February Administrators' meeting.
- The Clinical Team Leader has started to go into the schools to observe and provide feedback on FSLC counselling and group sessions as well class presentations around preventative mental health.
- The Family School Liaison Program Counsellors and Wellness Coaches have been planning activities for Pink Shirt Day on February 28. Ideas include providing pink floats, nail painting, Acts of Kindness, and wearing pink.
- Tara Odland, our FSLC for Enchant, Lomond, and Hays Schools will be resigning her position as of Mar 14, 2024 to start a new chapter working for her family business. We are currently advertising and have a contingency plan in place for coverage until we are able to fill the .6 position.

- During early March, Program Manager Collin Larsen will be going to Enchant Colony School on a weekly basis to do Universal Mental Health Programming around Emotional Regulation.
- Wellness Coaches will be hosting Family Fun Nights and Family First Evenings in the rural communities of Vauxhall, Grassy Lake, Warner, Milk River and Enchant. These evenings are put on weekly at each different location to support the families in learning about accessing resources at the community level and supporting family togetherness.
- Our Resiliency Campaign postcard selection day is set aside for March 21st for participating schools.

Indigenous Learning

- Indigenous Liaison Report - Lisa Sowinski
 - Supporting students through clothing and food provisions, attending and contributing to Individual Support Plan (ISP) meetings, applications to post-secondary institutions and trades programs, creating resumes and cover letters, finding tutors, attending field trips, and participating in Travel Club.
 - Supporting schools with smudge kits, Land Acknowledgements, Professional Development (PD) workshops, arranging for Elder visits, applying for grants, organizing and delivering Indigenous Kits and preparing vouchers for honorariums for Indigenous guests.
 - Supporting families by providing support in registering for Indian Status Cards, transportation to appointments, assisting with “Master Your Money” registration for parents with Residential School funds, and organizing the 2nd Annual Family Feast. At the time of writing this report, 100 people had confirmed their attendance at the Feast.
 - Building community supports for students and their families by meeting with Elders, completing grant applications, and working closely with SAPDC and the Holy Spirit Indigenous Facilitator.

Workplace Wellness

- On February 29, 13 of our Principals will attend the fourth of six Mental Health in Schools (MHIS) sessions in Foremost.

Celebrations

- Wellness Coaches in our Horizon schools that go up to grade 5 are wrapping up their Resiliency Campaign with approximately 220 Grade 5 students participating in the program, sending postcards to an adult who has positively impacted their lives.
- We celebrated Sleeve the Stigma Campaign which was run with the partnership of The Loft Coffee Shop in Taber. They sold over 300 coffee sleeves that were designed by students over the course of the week of Jan 22nd to Jan 26th. Here are some of the designs by students and some photos captured from the week celebrating.



- We also celebrated Bell Let's Talk Day 2024 throughout the week of January 22nd to January 26th to coincide with our Annual Sleeve the Stigma Campaign. Staff completed things such as affirmation stations and having students write positive messages to each other in different grades. Here are some of the activities in schools such as Enchant, Dr. Hamman and others.





Associate Superintendent, Learner Services
Report to the Board of Trustees – February 26, 2024

Learner Services lead team members:

Terri-Lynn Duncan, Associate Superintendent
Dave LeGrandeur, Director of Learner Services
Amber Kallen, Coordinator of Learner Services/Instructional Coach
Rita Gejdos, Instructional Coach
Garth Moulard and Sharla Kane, Career Practitioners
Bryan Pritchard, Off-campus Coordinator
Helena Goertzen, Low German Mennonite Liaison

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- We continue to implement Teaching Sprints as a method for instructional development, through our instructional coach position. Teaching Sprints PD model - which uses research to make incremental changes in practice and is supported for 3-4 weeks at a time. Teaching sprints is where teachers choose a classroom teaching practice that is backed by research and then they work with the instructional coach on that strategy or practice for 4 weeks in the classroom. It is intended to work alongside what they are currently doing and is complementary to their teaching practice. We have gathered back feedback from teachers and principals on this practice, it has been highly successful and 90% of teachers are appreciative of the model. The Instructional Coach has worked with 2 schools, and is planning for three other schools to join after the February break.
- Our new coordinator of learner services started right away and joined schools in their early childhood support plan (ECSP) meetings. She is excited and looking forward to working with the schools and community.
- The Associate Superintendent and the learning coaches joined the Southern Alberta Assessment Think Tank. All zone six school divisions brought their principals to Taber for the second meeting on assessment and assessment practices in our divisions. Horizon School division had three principals join this conversation. Our next meeting is on April 29, 2024 in Medicine Hat.
- Kindergarten teachers, the new Learner Services Coordinator, the instructional coach and the Associate Superintendent of Learner Services came together to learn about Fine Motor challenges and supports for our early learners from the Occupational Therapist from Southwest Collaborative Support Services (SWCSS) and to create assessments for the new curriculum that would be beneficial for the Kindergarten teachers. The teachers came together in small groups and created their own assessments to share amongst each other.
- Ten teachers along with the Instructional Coach and the Associate Superintendent of Learner Services joined in a professional development for new curriculum in grades 4-6 on Fluency and Comprehension.

KEY ACTION AREA #2: Response to Instruction and Intervention

- The Learner Services team has been joining Instructional Support Plan (ISP) and Early Childhood Support Plan (ECSP) meetings this past month in supporting schools with instructional supports.
- The Behaviour Consultant provided consultation as well as direct observations and behaviour reports to teachers and administrators. She has had several parent meetings to assist parents in understanding the needs of their child. She has attended numerous Instructional Support Plan (ISP) meetings to give support and consultation in the meetings.
- The Learner Services Team met with Southwest Collaborative Services Team to discuss the case load for the Speech Language Pathologist, Occupational Therapist and Physical Therapist in our division and to see how to streamline some of the forms and requests that schools have brought forward.
- The Behaviour Consultant continues to support schools through ongoing visits to observe, plan and support students with behavioural needs. She has collaborated extensively with the Occupational Therapist and Speech Language Pathologist to provide successful interventions for high needs students.

KEY ACTION AREA#3 Career Pathway Team

Semester 1 Highlights from the Career Practitioner Team

- There have been 40+ career exploration presentations to Gr 6-10 students and 1 presentation to elementary. Example of Topics presented: Career Interests, Choices & Decisions; Identifying My Skills; About Me; Money/Finance Careers; Career Edge through Sports; Sports/Rec Management Careers; (Science Technology, Engineering and Math) STEM Careers; Resume Writing; Work Ethic (prep for Job Shadow); What is Alberta Carers, Learning and Employment Information (ALIS)?
- A student from Lomond accepted to Southern Alberta Institute of Technology (SAIT) for Aircraft Maintenance Engineers Technology program; Pratt Whitney is very interested in meeting her!
- PILOT: Amazing Shake - will be sending out information for the Amazing Shake to Gr 7-9 principals, for a pilot school-based mini version of this valuable experience to help develop and strengthen confidence, networking and perseverance within our students as they prepare to enter the labour market in a variety of ages and stages in the years upcoming ([The Amazing Shake](#)) - each school will hold their own individual event, scalable as they see fit, aiming for mid-late Spring 2024.
- CALM Class contributor including a "speed-application" mini career fair on March 20th, 2024 including confirmed employers: Town of Taber HR, MD of Taber HR, Walmart HR, Home Hardware HR, and Taber Fire Department (Chief).
- Job Shadow Day - April 12, 2024 including confirmed employers: Vulcan RCMP, Western Tractor, Pratt Whitney Canada, Vulcan Day Care, CSN Kustom Autobody, Dejong Architecture, Lethbridge Airport (NavCanada), BCB Engineering, Brio Salon & Spa, Lethbridge College Admissions Team, Finning Cat Canada, CPFC (Canada's Premier Food Corridor), McDonald Chev Taber, Chinook Dodge Taber, Land'o'Lakes Dental, Homes Alive Pet Store, University of Lethbridge Neuroengineering Hub Team, Classic Hot Shot, Town of Taber Fire Department, Harmony Hair.

Highlights from the Off-Campus Teacher

- Bryan Pritchard is thrilled to be joining the Career Pathways team, and he looks to carry on building upon a strong foundation of services and supports for students.
 - Dual credit student count is 21 this semester, up from 12 last semester. Of this number, 6 are taking Intro to Transportation, 1 is in Intro to Culinary Arts, 4 are taking Intro to Construction, and 6 more are in Intro to Trades.
 - We also have Horizon students taking college courses in Psychology, Entrepreneurship, and Intro to Early Childhood. Our most recent round of GREEN certificate testing saw an average score of 94% for Horizon students.
 - At this time, Horizon has 20 students pursuing credit in the Registered Apprenticeship Program.
- As we begin semester 2, there is a focus on ensuring that our grade 12 students are placing themselves in a good position to qualify for graduation, while grade 10 and 11 students are being reminded of the value in checking into their course pathways often during their high school years.
- Thank you to Heather Brantner for her hard work and dedication to this program over the past 5 years.

LEADERSHIP PRACTICES

- The Associate Superintendent and the Director of Learner Services join in pre-casix meetings on Inclusive Education and Curriculum, Assessment and Technology.
- The Director of Learner Services attended a complex-case review meeting to discuss a student with the Southwest Collaborative Support Services (SWCSS) team.
- The Low German Mennonite (LGM) Liaison has become a member of a local group of LGM service providers, fostering collaboration to better serve our LGM families and community.

TECHNOLOGY INFORMATION (Information will be shared as needed)

LOW GERMAN MENNONITE LIAISON (Information will be shared as needed)

- In collaboration with the Youth Development Coordinator from FCSS, the Low German Liaison is actively working on a program to assist Grade 12 LGM (Low German Mennonite) girls in navigating their paths post-graduation. Beyond this, she has conducted various presentations on LGM culture for Horizon.
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