

**Horizon School Division No. 67
ERIC JOHNSON ROOM**

Monday, December 15, 2014 – 1:00 p.m.

Regular Board Meeting Agenda

A – Action Items

A.1 Agenda	
A.3 Minutes of Regular Board Meeting held Tuesday, November 24, 2014	ENCLOSURE 1
A.4 Summary of Payment of Accounts Report	ENCLOSURE 2
A.5 Policies (for First Reading) as Follows: <ul style="list-style-type: none">• DFH <i>School Generated Funds</i>• DJF <i>Purchasing Procedures</i>• HGAA <i>Locally Developed Courses</i>• IE <i>Student Attendance</i>• IFH <i>Formal Parent Student Appeals</i>• IHCF <i>Supervision of Students</i>• II <i>Student Awards/Scholarships</i>	ENCLOSURE 3

D – Discussion Items

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I- Information Items

I.1 Superintendent's Progress Report	ENCLOSURE 4
I.2 Trustee/Committee Reports: <ul style="list-style-type: none">• Zone 6 ASBA Report – Marie Logan• Facilities Committee Report – Derek Baron	ENCLOSURE 5
I.3 Associate Superintendent of Programs, Services and Human Resources Report – Clark Bosch	HANDOUT
I.4 Associate Superintendent of Curriculum and Instruction Report – Erin Hurkett	HANDOUT

Correspondence

- Email from Education Minister re Bill 10
- Draft – Alberta's Children's Charter
- Ken Marcellus article re Diploma Exam Weighting
- From AB Education re new Deputy Education Minister

ENCLOSURE 6

Horizon School Division No. 67

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The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Tuesday, November 25, 2014 beginning at 1:00 p.m. in the Eric Johnson Room

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

ALSO PRESENT: Wilco Tymensen, Superintendent of Schools
Clark Bosch, Associate Superintendent of Programs, Services & HR
Erin Hurkett, Associate Superintendent of Curriculum & Instruction
Barb McDonald, Recording Secretary
J.W. Schnarr, Taber Times

REGRETS: John Rakai, Associate Superintendent of Finance & Operations

ACTION ITEMS

- A.1 Moved by Derek Baron that the Board approve the agenda as presented with the following additions:

Under Action Items:

- | | | |
|---|---------------------|------------------|
| A.9 Draft No. Three IMR | | AGENDA |
| A.10 Audited Financial Statements | | APPROVED |
| | Carried Unanimously | 150/14 |
| A.2 Moved by Jennifer Crowson that the Board approve the Minutes of the Board Organizational Meeting held Tuesday, October 21, 2014 as provided in Enclosure 1 of the agenda. | | BOARD |
| | | ORGANIZATIONAL |
| | | MEETING MINUTES |
| | | APPROVED |
| | Carried Unanimously | 151/14 |
| A.3 Moved by Derek Baron that the Board approve the Minutes of the Regular Board Meeting held Tuesday, October 21, 2014 as provided in Enclosure 2 of the agenda. | | REGULAR BOARD |
| | | MEETING MINUTES |
| | | APPROVED |
| | Carried Unanimously | 152/14 |
| A.4 Moved by Terry Michaelis that the Board approve the October/November Payment of Accounts report in the amount of \$4,059,270.57 as provided in Enclosure 3 of the agenda. | | PAYMENT OF |
| | | ACCOUNTS REPORT |
| | | APPROVED |
| | Carried Unanimously | 153/14 |
| A.5.1 Moved by Rick Anderson that the Board approve first reading of Policy JBB <i>Canadian Anti-Spam Legislation</i> as provided in Enclosure 4 of the agenda. | | FIRST READING OF |
| | | POLICY CASL |
| | | APPROVED |
| | Carried Unanimously | 154/14 |
| A.5.2 Moved by Derek Baron that the Board approve first reading of Policy GCM <i>Teacher Professional Growth Planning</i> as provided in Enclosure 4 of the agenda. | | FIRST READING OF |
| | | POLICY GCM |
| | | APPROVED |
| | Carried Unanimously | 155/14 |

A.5.3	Moved by Blair Lowry that the Board approve first reading of Policy HC <i>School Year</i> as provided in Enclosure 4 of the agenda.	FIRST READING OF POLICY HC APPROVED 156/14
	Carried Unanimously	
A.5.4	Moved by Jennifer Crowson that the Board approve first reading of Policy IFC <i>Student Conduct</i> as provided in Enclosure 4 of the agenda.	FIRST READING OF POLICY IFC APPROVED 157/14
	Carried Unanimously	
A.5.5	Moved by Rick Anderson that the Board approve first reading of Policy IG <i>Student Discipline</i> as provided in Enclosure 4 of the agenda.	FIRST READING OF POLICY IG APPROVED 158/14
	Carried Unanimously	
A.5.6	Moved by Terry Michaelis that the Board approve first reading of Policy IHCE <i>Student Illness/Injury</i> as provided in Enclosure 4 of the agenda.	FIRST READING OF POLICY IHCE APPROVED 159/14
	Carried Unanimously	
A.5.7	Moved by Derek Baron that the Board approve first reading of Policy IHCG <i>Head Lice</i> as provided in Enclosure 4 of the agenda.	FIRST READING OF POLICY IHCG APPROVED 160/14
	Carried Unanimously	
A.5.8	Moved by Blair Lowry that the Board approve first reading of Policy IHF <i>Welcoming, Caring, Respectful and Safe Learning Environments</i> as provided in Enclosure 4 of the agenda.	FIRST READING OF POLICY IHF APPROVED 161/14
	Carried Unanimously	
A.6	Moved by Bruce Francis that the Board approve Horizon School Division's 2014-2017 Three-Year Education Plan and the 2013-2014 Alberta Education Results Report with the approved revision in wording on page 24, indicating that the D.A. Ferguson/W.R. Myers complex is approved for a modernization/replacement rather than just modernization.	THREE-YEAR PLAN AND AERR APPROVED 162/14
	Carried Unanimously	
A.7	Moved by Bruce Francis that the Board approve Horizon School Division's 2014-2015 School year budget.	2014-2015 BUDGET APPROVED 163/14
	Carried Unanimously	
A.8	Moved by Derek Baron that the Board approve the 2015-2016 school year calendar as provided in Enclosure 5 of the agenda.	2015-2016 SCHOOL YEAR CALENDAR APPROVED 164/14
	Carried Unanimously	
A.9	Moved by Derek Baron that the Board approve the third draft of the 2014-2015 IMR as per the handout that was distributed.	THIRD DRAFT OF 2014-2015 IMR APPROVED 165/14
	Carried Unanimously	
A.10	Moved by Derek Baron that the Board approve the Audited Financial Statements as presented.	AUDITED FINANCIAL STATEMENTS APPROVED 166/14
	Carried Unanimously	

DISCUSSION ITEMS

D.1 Home-Schooled Students and Extra Curricular Activities

The Board's discussed the practice of providing non-Horizon students, students living within the jurisdictional boundary but registered with our jurisdictions, or private schools, the opportunities to participate in extra-curricular activities (such as sports teams).

The Board felt strongly that it was important to continue to welcome and support these students and allow them to participate in Horizon extra-curricular activities. The Board communicated that in order for these students to participate, their jurisdiction or private school needs to approve the activity and provide evidence of proper liability insurance coverage prior to the student partaking in the activity.

INFORMATION ITEMS

1. Superintendent's Progress Report

Educational Leadership

- The Superintendent made 63 individual visits to schools in September and October. The senior leadership team including directors made an additional 209 visits to schools in September and October. Schools received visits from a minimum of 7 to a maximum of 24 with the average being 15 visits over two months.
- The Superintendent provided ongoing support and advice to principals on matters related to school operations including: parent concerns, teacher competence and conduct matters, and other legal issues such as access to instruction and health care for non-citizens.
- Meetings with all principals occurred to discuss their Annual Education Results and Three Year Plans. Conversations about how the jurisdiction can support school's efforts to passionately engaged learners who confidently pursue continual improvement now and in the future as contributing global citizens also occurred.
- The joint Horizon/ATA division wide Professional Development days came to fruition. Teachers spent the day learning and working collaboratively within professional learning communities. The Superintendent had the opportunity to address all 220 of Horizon's teachers.

Fiscal Responsibility

- The Superintendent would like to thank the Associate Superintendent of Finance and Operations and the Director of Finance for bring the audited financial statement and 2014-15 budget to fruition.
- A meeting was also held to finalize the separation of Horizon Mennonite Alternative Program and Taber Mennonite School.
- The Superintendent and Associate Superintendent of Finance and Operations also met with schools to discuss funding allocations that would ensure predictable and sustainable allocations for distance learning

Personnel Management

- Principal Professional Growth Planning meetings were conducted with the remaining ten principals who have not yet had a meeting earlier in the school year. Evaluation observations and conversations and ongoing support occurred with the seven new principals undergoing evaluation.

Policy

- As part of the ongoing policy focus, dated policies are being reviewed. The jurisdiction policy committee reviewed eight policies which are coming to the Board today in November for first reading. Work is progressing on a plethora of additional policies which will be brought forth at subsequent meetings.

Organizational Leadership and Management

- Barnwell and Warner Modernization meetings continue to be attended. A design plan has been submitted to Alberta Education and Alberta Infrastructure. Alberta Infrastructure has indicated that both plans are over budget and planning is underway to review and reduce the scope of the work so that the design is in alignment with the approved budget.
- The third administrator meeting of the year was held on November 24^h. A major focus of the day was on assessment best practice as well as evaluation and reporting

- The Superintendent is continuing to work with the Clinical Team Leader to create an Emergency Response Manual.
- As per the C.U.P.E. collective agreement, the Senior Leadership Team met with C.U.P.E. representatives as part of the C.U.P.E. management agreement. Clarity around assistant attendance expectations at P.D. events, personal leaves, family medical leaves, and sick leaves were discussed as were employee hour templates and a voluntary retirement plan.

Communications and Community Relations

- Meetings with outside agencies were attended. These include: Alberta School Board Association annual general meeting (provincial meeting with Minister Dirks), Alberta Education – home schooling meeting with Hope Christian and AB ED Zone Six Services, College of Alberta School Superintendents conference where Minister Dirks spoke, and Taber Adult Learning regarding planning for their education dialogue scheduled for February 6, 2015. Communication also occurred with the Board regarding access of LDS churches during times of emergency and modernization.
- The superintendent, Associate Superintendent of Programs and Services, and the Director of Learning accompanied four board members on a tour of five Hutterian Brethren Colony Schools.
- The Superintendent met with the chairs of Horizon Schools Councils. Council chairs shared school priorities and the work of the council and were engaged in discussions around assessment, evaluation, and reporting. The Alberta School Council Association (ASCA) made a presentation on strategies to ensure a productive meeting and participants discussed making a motion for the upcoming ASCA Annual General Meeting; ensuring sustainable opportunities for Dual Credit Strategies.
- The Superintendent met with the C2 co-chair to create the agenda for the C2 meeting. C2 is a teacher and jurisdiction committee with a mandate to “design, direct and conduct internal reviews to determine what jurisdiction-initiated tasks or policies can be eliminated or modified to reduce teacher workload and improve teacher efficacy.” To date, the committee has made nine recommendations with progress being made in all areas.
- As part of the Lethbridge Herald’s eye on education, the Superintendent printed an article about empowering and engaging all learners and the importance of life-long learning.

Leadership Practices

- The Senior Administration Leadership Team including Directors met to discuss progress with regard to the jurisdiction’s three year education plan
- The Superintendent partook in Horizon’s leadership cohort which aims to build leadership capacity within Horizon’s seven new principals and eight teacher leaders.

2. Trustee/Committee Reports

2.1 ASBA Zone 6 Report - Marie Logan, Zone 6 Representative reported on the Zone 6 meeting that took place on Wednesday, November 12th in Lethbridge. The majority of the day was spent on the importance of ensuring student safety and particularly the concept of Threat Assessment Protocols.

2.2 ASBA Fall Conference Report

Board members shared information from various workshops they attended at the 2014 ASBA Conference that was held in Edmonton from November 17th – 18th. Keynote speaker, Iris Evans provided an excellent session and Trustees also attended other various informative sessions both days.

2.3 Administrators’ Meeting Report – Marie Logan

The [November 24th Administrators’ Meeting summary](#) was enclosed in the agenda and included some of the following highlights:

- Professional Development session on fair student assessment practices, facilitated by Dr.’s Richelle Marynowski and David Slomp
- Discussion items including school storage issues, 2015-2016 school year calendar, early literacy, student learning assessments, technology and the law, Alberta Assessment Consortium. Information items included human resources, career and technology foundations, audio recordings for Grade 9 PAT’s and Diploma exams for January 2015 and Horizon’s new Emergency Response Manual

2.3 Facilities Committee Report

Derek Baron, Facilities Committee Chair, provided an update on work undertaken during the past month within the Facilities Department. The [November Facilities report](#) was enclosed in the agenda.

3. C2 Update

Erin Hurkett provided an update to Administrators on the accomplishments and continued work of the C2 Committee. The C2 Committee was established at the beginning of the 2013-2014 school year to “design, direct and conduct internal reviews to determine what jurisdiction-initiated tasks or policies can be eliminated or modified to reduce teacher workload and improve teacher efficacy.” Updates regarding the nine recommendations that came forward are described in detail in an attachment to these minutes.

4. Associate Superintendent of Programs and Services Report

[Mr. Bosch's report](#) was enclosed in the agenda and included updates and highlights in the following areas:

- Human Resources Clarification regarding Early Retirement Options
- Early Learning/Inclusive Education
- FNMI Education
- FSLC
- Regional Collaborative Service Delivery
- High School Redesign
- Hutterian Brethren Schools
- Ongoing Teacher Evaluations

5. Associate Superintendent of Curriculum and Instruction Report

Erin Hurkett's report was distributed as a handout to the Board and included the following information:

Goal 1: All learners will finish school possessing 21st century learning competencies.

Key Action: Develop a common language and understanding of the following 21st century learning competencies and their relationship to innovation and entrepreneurialism: critical thinking, problem solving, and creative thinking. Support the professional capacity to integrate the competencies across grades and subjects.

- Jr. high ELA inquiry units have been organized and are now in circulation amongst teachers in the division. Units include: How easy is it to be green? What are advertisers really selling us? How can one person make a difference? How can we survive the extremes of nature? What does it take to make it in the music industry? What makes something funny? (All units include a focus on 21st Century learning competencies).
- October 27th: Division wide PD day – this day was organized with Horizon's ATA PD committee. A variety of sessions were available to teachers in the morning. Sessions included a focus on student resilience, diversity, assessment, literacy, and technology. Afternoon sessions were teacher driven by Google groups.

Key Action: Support the professional capacity to understand and successfully implement early intervention and effective teaching strategies for literacy and numeracy to improve proficiency across the grades.

- October 28th: Attended the Vulnerable Readers' Conference in Calgary.
- Collaborating with Colony teachers to implement guided reading practices.
- Follow up session with ERHS in regard to literacy practices and initiatives in their school
- CASS Fall Conference – presented on the merits of using Imagine Learning as a targeted intervention tool in Horizon School Division
- November 14th: Provided professional development for new teachers in regard to English language learners and best practices
- November 18th: Facilitated Horizon's Numeracy Committee meeting. Goals of the committee, mathematics foundations, and universal assessments were discussed.

Leadership

- November 19th: The leadership cohort met for the afternoon. The session focused on continuous professional growth and student-centered budgeting.

Community Engagement:

- November 19th: Attended D.A. Ferguson's Digital Awareness evening
- November 20th: Attended the Taber Mennonite School fall dinner

Director of Learning: Amber Darroch**Key Action Areas: 21st Century Learning Competencies:**

- New Teachers – led October 27th PD session for new teachers that included themes of effective assessment, instruction, and engagement, and literacy instruction.
- November 21st – led a PD session for new teachers on diploma examination rules, regulations, and preparation.
- Assessment – consulted with two professors from the University and co-facilitated a morning session for administrators on November 24th in regard to assessment principles.
- Career and Technology Foundations – prepared a Powerpoint presentation that was shared with administrators. Administrators will be able to use the Powerpoint to inform their staff on the new curriculum that will be implemented in 2015.
- Students who are part of the Registered Apprenticeship Program and go on to pursue trade studies at approved post-secondary institutes are eligible to apply for scholarships from Alberta Innovation and Advanced Education. John Zacharias has been awarded one of these scholarships.

Literacy and Numeracy

- SLAs – served as the conduit between Learner Assessment branch and principals/grade 3 teachers. Feedback from teachers and administrators was gathered regarding how they have found the process to administer. Feedback will be shared with Alberta Education.

Effective and Purposeful Use of Technology

- Learning and Technology Policy Framework – exploring grant opportunity to be one of 7 school divisions in a provincial community of practice with Alberta Education
- November 16-18 – attended the ATLE conference in Edmonton
- Will serve as a member of the Technology Alberta Education Advisory Committee

International Education

- In International Education, we continue to provide support to our five long term students. Contacts are being made via email and Skype with agents who may partner with us in the future. This approach to networking may generate future registrations while saving the cost of travel to various countries.

6. Correspondence

No items of discussion came forward from [Correspondence as provided in Enclosure 11](#) of the agenda.

COMMITTEE ITEMS

Moved by Rick Anderson on that the Board meet in Committee.

Carried Unanimously

COMMITTEE
167/14

Moved by Jennifer Crowson that the meeting reconvene.

Carried Unanimously

RECONVENE
168/14

Moved by Bruce Francis that the meeting adjourn

Carried Unanimously

MEETING
ADJOURNED
169/14

Marie Logan, Chair

Barb McDonald, Secretary

PAYMENT OF ACCOUNTS REPORT			
Board Meeting - December 15, 2014			
General	November 18/14		90,382.73
General	November 21/14		238,087.85
General	December 2/14		983,915.76
General	December 9/14		153,624.49
"A" Payroll	November 2014	Teachers	1,563,006.78
	November 2014	Support	563,637.94
"B" Payroll	November 2014	Casual	11,179.96
	November 2014	Subs	51,365.93
Total Accounts			3,655,201.44
Board Chair _____			
PJ:dd			
December 9, 2014			

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SHALL COMPLY WITH ITS RESPONSIBILITY UNDER THE SCHOOL ACT AND THE FISCAL MANAGEMENT ACT AND SHALL ENSURE THAT SCHOOL GENERATED FUNDS ARE REPORTED AND ACCOUNTED FOR THROUGH THE FINANCIAL RECORDS OF THE SCHOOL DIVISION.

DEFINITION

School Generated Funds are funds raised in the school and community for activities that come under the control and responsibility of school management. They represent monies collected and retained at the school for expenditures which are charged against revenue in a school's account (e.g. year book sales, graduation fees, field trips, extra-curricular sports and monies received from non-registered parent advisory groups). In cases where school management and/or employees are accountable for these monies and are in roles whereby the activities of the organizations generating the funds are controlled by them (majority of directors, sole/bank signing authority, etc.), then the organization's activities are most likely School Generated Funds.

Textbook rentals, rent revenue, lease revenue, lunch program fees, and other funds collected at the school and remitted to central office for expenditures which are charged against the school budget but accounted for in central office are NOT considered to be School Generated Funds.

REGULATIONS

1. It is the Principal's responsibility to develop and maintain appropriate procedures to provide assurance that monies related to School Generated Funds are safeguarded and proper records are maintained.
2. The Secretary-Treasurer and/or his/her designate shall perform a financial review of each school's financial records on a rotation basis. This review will be performed in a positive manner with recommendations made in the best interest of the school. The Secretary-Treasurer and/or his/her designate, as part of the review, will check that the following information is in good order:
 - 2.1. list of all School Generated Funds accounts
 - 2.2. signing authority on all accounts
 - 2.3. system for receipting revenue
 - 2.4. system for tracking corresponding expenditures
 - 2.5. reconciliation of students' fees
 - 2.6. cash (cheques, money orders) disbursements should be accompanied by an invoice, till slip, etc.
 - 2.7. bank reconciliation's
 - 2.8. reporting procedure, including opening balance, revenues, expenditures, a summary of transactions, and closing balance
 - 2.9. principal monthly review of bank reconciliations

Policy DFH - *School Generated Funds*, Cont'd.

3. Schools will provide an annual report to the Secretary-Treasurer on the School Generated Funds in order for the Secretary-Treasurer to prepare the information required for the Audited Financial Statements for the school division.

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

Policy Code:	DJF
Policy Title:	Purchasing Procedures
Cross Reference:	
Legal Reference:	
Adoption Date:	April 21, 1998
Amendment or Re-affirmation Date:	March 20, 2003

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION EXPECTS ALL SCHOOLS AND DEPARTMENTS TO FOLLOW PURCHASING PROCEDURES THAT WILL MAXIMIZE THE EDUCATIONAL VALUE DERIVED FROM THE EXPENDITURE OF FUNDS.

GUIDELINES

1. Schools shall comply with the terms and conditions of all jurisdictional purchasing contracts
 - 1.1 This includes the requirement to purchase technology through the technology department and in compliance with any signed jurisdictional technology agreements.

REGULATIONS**1. Purchase Orders**

- 1.1 Generally all supplies and equipment shall be ordered through Division Office on the appropriate purchase order forms which must be signed by the Principal (for schools) and by the Manager (for departments).
- 1.2 Purchases should be made in writing to avoid errors in ordering.
- 1.3 A purchase order must be completed at the time of ordering with a copy being sent to division office immediately after the order is received.
- 1.4 Within five days of receiving an order, the Principal (or designate) or department Manager shall ensure that packing slips are checked and returned to division office for payment processing.

2. Paper Purchase Through Bulk Tender

- 2.1 When possible schools should purchase most of their paper supplies through the annual jurisdiction bulk purchase.
- 2.2 By the last courier day in January of each year schools shall submit their requests on the appropriate form provided by division office.
- 2.3 The Principal (or designate) shall ensure that the packing slips are checked with deficiencies identified and sent to division office within five days of receipt of supplies.

3. Petty Cash

- 3.1 If advantageous, schools may purchase low cost items from their petty cash accounts and submit a collection of proof of purchase documents together with a requisition or purchase order to division office for reimbursement.

Policy DJF – *Purchasing Procedures, Cont'd.*

- 3.2 Receipts must be provided for the claim to be valid.
- 3.3 Petty cash claims/receipts must be claimed in the school year in which the expense occurred.
Petty cash claims must be submitted to division office either monthly or when the claim amount reaches \$500.

4. Visa

- 4.1 Corporate visas are available to principals and secretaries at each school via the Associate Superintendent of Finance and Operations. They are a preferred method of payment for decentralized items rather than using petty cash and staff's personal funds.
- 4.2 Those utilizing Visas must adhere to jurisdiction practices and procedures

HORIZON SCHOOL DIVISION NO. 67

Policy Code:	HGAA
Policy Title:	Locally Developed Courses
Cross Reference:	
Legal Reference:	<u>School Act</u> (S.50), Alberta Education 1.2.1 & 1.2.2
Adoption Date:	August 24, 1995
Amendment or Re-affirmation Date:	September 28, 1995 May 30, 2002

POLICY HANDBOOK**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT LOCALLY DEVELOPED COURSES PROVIDE UNIQUE OPPORTUNITIES FOR 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.

GUIDELINES

1. Approval of locally developed courses shall be by Board motion.
2. Approval shall be for a maximum of three years, and then is subject to renewal
3. Approval may be withdrawn at the discretion of the Board.
4. All locally developed courses must align with applicable provincial legislation, policy, standards, and guidelines.
5. 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.
 - a. 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.
 - a. Failure to obtain re-approval shall result in the course being cancelled at the end of the approved three year term.

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

Policy Code: IE
Policy Title: Student Attendance
Cross Reference: BFD,IC,IED,IGD
Legal Reference: Education Act
(S)1,4,7,8,(D)7

Adoption Date: April 23, 1997
Amendment or Re-affirmation Date:

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT THE ROLES AND RESPONSIBILITIES OF PARENTS, STUDENTS, TEACHERS, AND PRINCIPALS WITH REGARD TO STUDENT ATTENDANCE ARE SPECIFIED IN THE EDUCATION ACT. THE BOARD BELIEVES THAT THERE IS A STRONG CORRELATION BETWEEN REGULAR ATTENDANCE AND STUDENT LEARNING. AS SUCH, THE BOARD OF TRUSTEES EXPECTS ALL STUDENTS TO ATTEND SCHOOL REGULARLY AND PUNCTUALLY AND EXPECTS PARENTS AND STUDENTS TO BE ACCOUNTABLE FOR THE DAYS WHEN STUDENTS ARE ABSENT.

DEFINITIONS

The preamble of the Education Act states that parents have a right and responsibility to make decisions respecting the education of their children.

1. **PARENT** The definition of parent is set out in section 1(1)(r), 1(2) of the Education Act , 2012, as amended
2. **STUDENT** Section 1(1)(n), (w), and (hh) of the Education Act, 2012, as amended defines a “student”
3. While parents provide the reason for the absence it is the school that determines whether the absence is excusable or inexcusable.
 - 3.1. **EXCUSABLE ABSENCES** means an absence as defined in Section 4 of The Alberta Education Act, 2012, as amended:
 - 3.1.1 Illness or other such unavoidable cause;
 - 3.1.2 Religious holidays of the denomination to which the student belongs;
 - 3.1.3 An imposed suspension is in place;
 - 3.1.4 The student has been expelled and has not yet been enrolled in another education program; and
 - 3.1.5 Other as approved by school administration.
 - 3.2. **INEXCUSABLE ABSENCES** shall include all other reasons for being absent and may be referred to as truancy.

Comment [WT1]: 1.1.1.Duties to assist in family survival; and
1.1.2.Doctor, dentist, or Optometrist appointments;
1.1.3.Compassionate reasons (e.g. death or critical illness in family);

REGULATIONS

1. Students are required to attend school regularly and punctually unless excused under the provisions of the Education Act.
 - 1.1. The definition of regular and punctual may vary depending on school and/or program and shall be defined by the school in relation to active participation in learning.

Policy IE - Student Attendance, Cont'd.

2. Each school is responsible to establish and publicize an attendance policy that reflects the general guidelines of this policy.
3. Schools shall make students and parents aware of their responsibility for regular and punctual student attendance and of consequences that may result from truancy.
4. Schools shall have attendance policies and procedures in place which include a process for,
 - 4.1. tracking student attendance,
 - 4.2. keeping parents informed of student attendance issues,
 - 4.3. students and/or parents to notify the school of student absences, and
 - 4.4. consequences that may result from truancy
5. Teachers shall keep accurate attendance records for each of their students using the Student Information System and report attendance to the principal and/or parents in accordance with school policies.
6. Students and parents shall account for student attendance absences including tardiness in a manner satisfactory to the school.
7. School administrators, consistent with the Education Act, shall determine whether absences are excusable or inexcusable based upon reasons and rationale communicated by the student and/or parent(s).
8. When students are inexcusably absent they are not excused from classroom work or assessments they miss.
 - 8.1. Students excusable absent may or may not be excused from missed classroom work and/or assessments at the discretion of the teacher.
9. Parents and school staff should work collaboratively to enforce student attendance.
10. When in the judgment of the principal or designate a student's absence record becomes a concern, the principal or designate shall initiate one or more of the following actions:
 - 10.1. encourage through discussion with the student;
 - 10.2. hold a conference with the parent(s), student and/or school administration;
 - 10.3. adjust a program or schedule;
 - 10.4. provide counselling;
 - 10.5. deny school privileges;
 - 10.6. impose a suspension;
 - 10.7. recommend for expulsion; and/or
 - 10.8. other action deemed appropriate by the school administration.
11. When, in the judgment of the principal, a student is in repeated violation of the attendance provisions of the Education Act, and/or the school, the Attendance Officer is to be consulted.
 - 11.1. If an attendance officer has reasonable and probable grounds to believe that a student is not attending school in accordance with section 7 of the Education Act, the attendance officer may as per section 8 of the Education Act enforce compulsory attendance up to and including: making an ex parte application to a judge or justice of the peace.

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

Policy Code:	IFH
Policy Title:	Formal Parent/Student Appeals
Cross Reference:	IGD, HGB
Legal Reference:	Education Act 41,42,43,44
Adoption Date:	May 28, 1997
Amendment or Re-	February 21, 2002, March 9, 2006,
Affirmation Date:	November 17, 2009

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT A FORMAL PROCESS MUST BE IN PLACE PERMITTING PARENTS(AS DEFINED IN THE SCHOOL ACT) AND STUDENTS (SIXTEEN YEARS OF AGE OR OLDER) A METHOD OF APPEAL THAT RESPECTS THE RESOLUTION OF DISPUTES OR CONCERNS AT THE SCHOOL LEVEL BETWEEN PARENTS AND SCHOOL STAFF.

GUIDELINES

1. Where a decision of an employee of the Board, or failure to make a decision, significantly affects the education of a student, then either (a) the parent of the student, and/or (b) the student, if 16 years of age or older, may within a reasonable time from the date that the parent or student was informed of the decision, as prescribed by regulation, appeal that decision to the next administrative level. For the sake of this policy, the levels shall be:
 - a) Teacher (who made the decision)
 - b) Principal
 - c) Superintendent
 - d) School Board
2. The Board may establish one or more committees for the purposes of carrying out the Board's responsibility under this policy.
3. A Board may make any decision that it considers appropriate in respect of the matter that is appealed to it under this section.
4. Under Section 43 of the Education Act, the only matters on which the Minister of Education will consider appeals are:
 - a) specialized supports and services;
 - b) early childhood service program enrollment;
 - d) student expulsion;
 - e) access to and accuracy or completeness of student records; and
 - h) which board is responsible for a student.
5. The parties at each level are encouraged to resolve the matter informally at that level prior to proceeding to a formal appeal.
6. The party receiving the appeal shall be certain the appeal is at the appropriate level and that the decision has been mutually discussed and understood by both parties before initiating formal appeal

REGULATIONS

1. Every decision must be directed toward the educational interests of the student and must consider the impact of the decision on the total population of students served and the availability of resources.
2. In the event that a decision of a teacher is appealed, the first step is for the teacher who made the decision to convene a formal meeting that includes all of the parties to the decision. The purpose of the meeting is to examine and clarify all of the aspects of the decision, and attempt, through a negotiation process, to reach a conclusion that is satisfactory to the parties.
3. Should a satisfactory resolution not be attainable, the employee to whom the appeal is directed shall, within two work days following the conclusion of the negotiation process:
 - 3.1. confirm, amend, or withdraw the decision; and
 - 3.2. inform the appellant of the decision, the right to further appeal, and to whom the appeal should be made.
4. If, after the first appeal, the decision remains unacceptable to the appellant, the appellant may appeal to the next level in the organization (typically the principal). The appeal must be lodged within five workdays of receiving the results of the last appeal. The person to whom the appeal is made shall, after consulting (where possible) with the original decision-maker and the appellant:
 - 4.1. support, amend, or overturn the decision;
 - 4.2. provide the appellant and the original decision-maker with the decision within five work days of receiving the appeal, and
 - 4.3. notify the appellant of the right to further appeal, and to whom the appeal should be made.
5. Appeals to the Superintendent must be lodged in writing within ten workdays of receiving the results of the last appeal.
 - 5.1. The last decision-maker must present, in writing to the Superintendent, the history of the appeal to date and his/her reasons for the decision taken.
 - 5.2. The Superintendent shall, after consulting (where possible) with the original decision-maker and the appellant:
 - 5.2.1. support, amend, or overturn the decision;
 - 5.2.2. provide the appellant and the original decision-maker with the decision within ten work days of receiving the appeal, and
 - 5.2.3. notify the appellant of the right to Board appeal.
6. Decisions of the Superintendent may be appealed to the Board.
 - 6.1. A notice of appeal to the Board shall be submitted in writing by the appellant, to the attention of the Secretary-Treasurer, within ten workdays of receiving the results of the last appeal and briefly set forth the reasons for the appeal.
 - 6.2. Appeals will be heard by the Board at a regular Board meeting, whenever possible, which allows the appellant and the Superintendent, or designate, whose decision is being appealed, sufficient notice and time to prepare for the presentation.
 - 6.3. The Secretary-Treasurer, upon receipt of a Notice of Appeal to the Board, will:
 - 6.3.1. advise the Superintendent or designate of the request for a hearing;
 - 6.3.2. schedule the hearing
 - 6.3.3. advise the appellant of the following:
 - 6.3.3.1. date, time and place of the hearing;
 - 6.3.3.2. the right to have a resource person(s) present;
 - 6.3.3.3. the right to examine the student's school cumulative record, upon request, prior to the hearing, if applicable;
 - 6.3.3.4. the right to present any information pertaining to the appeal, including expert medical, psychological and educational testimony;

Policy IFH – Formal Parent/Student Appeals, Cont’d.

- 6.3.3.5. the opportunity to decide whether or not the student will be present at the appeal hearing during the presentation of evidence, if applicable;
 - 6.3.3.6. the expectation, if applicable, that matters under appeal must be specific to the student represented by the appellant unless authorized, in writing, by the other individuals to speak on their behalf; and
 - 6.4. Parents, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents. Expert witnesses may make representations on behalf of the district administration.
 - 6.5. The Superintendent will supply the Board, in writing, his/her decision with regard to the appeal and any other material deemed pertinent. The Board may request the parent and/or the student, and any employees who have made decisions on the matter under appeal, to appear before it to present their positions.
 - 6.6. The matter would normally be discussed in the committee of the whole before being acted upon by the Board.
 - 6.7. The Board reserves the right to make its decision at a subsequent Board meeting. The parties to the appeal will be advised when the decision will be made. The Board decision will be made in open session.
 - 6.8. After the Board has made its decision, the appellant and each person to whom an appeal has been made must be informed of the decision in writing forthwith. The appellant will be informed that the decision of the Board is final, except in regard to those matters listed in Section 43 of the Education Act,
 - 6.8.1. With respect to the exceptions listed in Section 43 of the Education Act, a person may request, in writing, that the Minister of Education review decisions of the Board.
- 7. The appeal hearing will be conducted in accordance with the following guidelines:
 - 7.1. The Board Chair will outline the purpose of the hearing, which is to provide:
 - 7.1.1. an opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological and educational data and may be presented by witnesses;
 - 7.1.2. the Board with the means to receive information and to review the facts of the dispute; and
 - 7.1.3. a process through which the Board can reach a fair and impartial decision.
 - 7.2. Minutes of the proceedings will be recorded for the purpose of the Board's records.
 - 7.3. The Superintendent, who made the decision under appeal will explain the decision and give reasons for the decision.
 - 7.4. The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by administration.
 - 7.5. Administration will have an opportunity to respond to information presented by the appellant.
 - 7.6. Board members will have the opportunity to ask questions of clarification from both parties.
 - 7.7. The parties to the appeal will not have the right to cross-examine each other or any witnesses who may be called.
 - 7.8. The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have legal counsel in attendance.
 - 7.9. If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
 - 7.10. The Board decision and the reasons for that decision will be communicated to the appellant by telephone and confirmed in writing following the hearing, with a copy provided to the Superintendent.

HORIZON SCHOOL DIVISION NO. 67**POLICY HANDBOOK****Policy Code:** IHCF**Policy Title:** Supervision of Students**Cross Reference:** IHCE,HICA,GCAD,GCAG**Legal Reference:** School Act, Sec. 13, 15**Adoption Date:** May 28, 1997**Amendment or Re-****affirmation Date:** February 21, 2002

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION IS COMMITTED TO PROVIDING A WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENT. THE BOARD BELIEVES THAT IT IS THE RESPONSIBILITY OF THE PRINCIPAL TO ENSURE THAT STUDENTS ARE ADEQUATELY AND ACTIVELY SUPERVISED WHILE ATTENDING SCHOOL AND/OR SCHOOL SPONSORED/AUTHORIZED ACTIVITIES.

REGULATIONS

1. It is the responsibility of the Principal, in consultation with the staff, to develop a supervision schedule to fulfill responsibilities for supervision:
 - 1.1 ten minutes prior to the commencement of school, at recesses, lunch time, and to ensure orderly dismissal and dispersal at the end of the school day;
 - 1.2 both within the school facility and on school grounds;
 - 1.3 during the loading and unloading of school buses on school premises; and
 - 1.4 during all co-curricular and extra-curricular activities, including off-site activities.
2. The Principal, in consultation with the staff, shall establish written procedures and a supervision schedule to be followed while carrying out supervision responsibilities. Such procedures shall
 - 2.1 be consistent with the age and mental ability of the student(s) and the nature of the activity in which the students are involved;
 - 2.2 ensure reasonable and prudent coverage and visibility for all designated areas of the school building, school grounds, school sponsored/authorized activity;
 - 2.3 reviewed annually by the principal and staff; and
 - 2.4 posted and maintained on file at the school.
3. Supervisors shall:
 - 3.1 report all accidents or incidents of a serious nature to the principal or designate at the earliest possible opportunity, providing relevant information, in writing, as required;
 - 3.2 Attempt to contact the student's parents in case of an accident, but failing to do so; and
 - 3.3 shall take whatever steps are necessary to care for the student.
4. An appropriate supervisor to student ratio shall be provided for school-sponsored/ authorized activities occurring off site.
5. Both professional and support staff may be assigned non-instructional supervision responsibilities. Student teachers at the PS-III level may be included in the supervision schedule. Student teachers at the Ed 2500, PS-I and PS-II level should only be used to accompany and assist other staff assigned to supervision duties.

Policy IHCF - *Supervision of Students*, Cont'd.

6. Staff shall engage in active supervision, ensuring they are present and visible throughout the entire supervision period. When students are outside of the school building before or after school and at scheduled breaks, it is expected supervisors will be outside with them. Active supervision implies moving constantly throughout the designated area and interacting directly with students.
7. School procedures should be established to ensure orderly entrance and exit of the school building at the beginning and end of the school day.
8. Except when performing outside supervision, teachers and support staff assigned to students or classrooms should ensure they are present at the entrance to their classrooms prior to the commencement of each class to provide supervision for students in the hallway and while they are entering the room.
9. Bullying or other harassing behaviour is not tolerated at any time, and it is expected school staff encountering such incidents while on supervision will take immediate, appropriate steps to intervene in accordance with Board policy.

HORIZON SCHOOL DIVISION NO. 67

Policy Code: II
Policy Title: Student Awards and Scholarships

POLICY HANDBOOK

Cross Reference:
Legal Reference:
Adoption Date: June 25, 1997
Amendment or Re-affirmation Date: March 9, 2006

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SUPPORTS THE RECOGNITION OF STUDENT ACHIEVEMENT THROUGH THE PROVISION OF STUDENT AWARDS.

REGULATIONS

1. The Division shall provide financial support through the provision of an annual sum of:
 - 1.1. \$250 per school as a base amount.
 - 1.1.1. For the purposes of this policy colony schools shall be considered as one aggregate school.
 - 1.2. \$1.50 per student decentralized to each school based on September 30 grade 1 to 12 enrollment.
 - 1.3. \$100 for each grade 12 student with an average of 80% or higher and \$50 for each grade 12 student with an average of 75% to 79%. These awards shall be based on obtaining an average in the four Core academic subjects necessary for high school graduation. For diploma exam subjects the blended mark shall be used.
 - 1.4. \$100 for each student with severe special needs who enters into a post-secondary transitional program and \$50 for each student with severe special needs who completes at least three years of high school.
2. The Division may, at its discretion, adjust the amounts provided for student awards.
3. Local trustees shall be invited to present Division sponsored awards.

Superintendents Progress Report

December, 2014

Educational Leadership

- The Superintendent partook in the December 3 assessment workshop. The day was spent with 40 teachers from across the jurisdiction discussing fair assessment principles.

Fiscal Responsibility

- With the Associate Superintendent of Finance and Operations on leave, the Superintendent has taken on additional duties. On a more personal note, I would like to personally and publically thank all the Division Office staff for taking on additional duties during John's absence. Thank you.

Personnel Management

- Principal evaluation observations and conversations are ongoing.

Policy

- As part of the ongoing policy focus, dated policies are being reviewed. The jurisdiction policy committee reviewed seven policies which are coming to the Board today for first reading.

Organizational Leadership and Management

- Barnwell and Warner Modernization meetings continue to be facilitated. Design plans have been submitted to Alberta Education and Alberta Infrastructure, with Barnwell's being approved with the submitted cost cutting measures. Further design changes are being explored to bring Warner's design within budget.
- An Alberta Education/Alberta Infrastructure Value Scoping session was attended on November 27 and 28 that explored potential modernization scenarios for the D.A. Ferguson/W.R. Myers complex. Thank you to the Town of Taber, and M.D. of Taber as well as school staff and parent representatives for their perspectives.
- As per the provincial framework agreement, the Superintendent met with A.T.A. executive to discuss the January 2015, 907 submission deadline.

Communications and Community Relations

- The Superintendent and Senior Administrative Leadership Team are looking forward to attending school Christmas Concerts.
- Discussions with home school providers and home school parents regarding possible collaborations are ongoing with the intent of creating enhanced learning opportunities for older home schooled students.
- As part of the Lethbridge Herald's eye on education, the Superintendent printed an article about respecting diversity during the holiday season.

HORIZON SCHOOL DIVISION NUMBER 67 - FACILITIES DEPARTMENT
Facilities Committee Report
Jake Heide

The past month has been filled with activity throughout Horizon School Division No. 67. In total, 62 service requests have been processed through the facilities office in the past 30 days. Additionally, the facilities crews have been active in terms of proactive and reactive maintenance, preparing for upcoming projects and scheduling the day to day activities for caretaking staff and contract laborers'.

Monitoring energy and utility usage including electricity, gas and water has been a major focus for the facilities and caretaking crews over the past months and years. With the arrival of winter weather, increased monitoring and regular adjustments is part of the day-today routine. Horizon School Division No. 67 has been very successful in maintaining a minimal environmental footprint as part of the operating practices.

Outlined below is a summary of progression in the past month.

2013/14 Infrastructure Maintenance and Renewal (IMR)

W.R. Myers / DA Ferguson

- The roofing structure on the modular classroom utilized by the athletics group has been replaced. A Duralast roofing membrane has been selected as the permanent replacement for the existing tar and gravel roofing system.

Maintenance Projects

- Significant amounts of wall patching, repairing and painting in Enchant School including corridors, classrooms and storage spaces.
- Completed a review of the exterior brick condition of Chamberlain and Enchant Schools. Complete mortar repointing joint sealers is being arranged and will be applied during warmer months.
- Additional lockers were added to the Arden T. Litt Centre for Learning in Grassy Lake
- Replaced or repaired all gym lighting at Chamberlain school. This process occurred during non-instructional days at the school avoiding any student or staff interruptions. Gym was closed during the time of construction.
- Tested all boiler hot water systems during the month of December. Certified labs verified the condition of each boiler system in all schools. Where necessary, chemical volumes were adjusted to meet recommended levels.

Taber Central School

- The existing retaining wall on the north side of Taber Central School has been removed and a new footing installed. The existing roof drainage scuppers will be re-routed towards a new underground weeping tile system which will be routed to the north fronting storm drainage waterway.

- Following the completion of the underground drainage, a new hard surface walk way is to be installed to provide additional drainage away from the building as well as improved accessibility.
- A complete site survey is underway including a complete site assessment to determine proper drainage options, elevation shots and geotechnical drilling.

Hays School

- On Sunday November 20, 2014, the main water supply to the student washrooms froze in the ceiling space bursting the copper water line. Horizon School Division Maintenance crews as well as caretaking contractors were dispatched and replaced the effected water lines and cleaning up of the affected areas.
- Ceiling replacement occurred during the Friday of the same week when students were not present. An analysis of the existing insulation placement and outside air infiltration is being conducted. A permanent building envelope solution is in the development stage. This will be addressed as a 2015/16 IMR project.

DAF / WRM 1967 Section

- Underground ducting feeding the 1967 section of DA Ferguson and WR Myers sealed and fitted with water displacement control.

Arden T. Litt Center for Learning

- The furnace for the modular classroom space was replaced due to equipment failure. A new high efficient carrier furnace has been installed including a new programmable thermostat,
- The fire alarm system was expanded to include more thorough coverage of the facility including the modular trailer.

Enchant School

- Painting, patching and repairing of most of the 1952 section including corridors, classroom and entry way.

Maintenance work During September and October

During the past month, a total of 62 Service request and automatically generated preventive maintenance requests were submitted through Horizons electronic service request generating software, Asset Planner. 58 Request have been completed to date with the remaining in progress.

The following describes some of the service work performed during the past several weeks:

- Repairing and re-keying locksets, door hardware and closers for entryways throughout the division.
- Snow removal and ice remediation
- Ongoing lighting, electrical, plumbing and mechanical and heating repairs
- Hang bulletin boards, tack boards and white boards throughout the division
- During this past winter, a considerable amount of concrete movement occurred throughout Horizon School Division Schools, a number of concrete sidewalks and pathways required repair or partial replacement. This process has begun and will continue for the next few months.
- Conducted playground inspections as on-going safety measures. Miner repairs were completed.

Facilities Administration

- Continued work with the upcoming capital projects in Barnwell and Warner.
- Continued compiling information for the 2014-15 Infrastructure Maintenance and Renewal projects. Assigning staff and contractors to specific projects has begun.
- Amended the school utilization calculation formula information as requested by Alberta Education. Resubmitted same.
- Reviewed Horizon School Division No. 67 deferred maintenance list as submitted to Alberta Infrastructure in detail. Continued preparing a five year plan to remediate the current values.
- Performed in-depth caretaking inspections in Hays school
- Hired a tradesperson painter who is also skilled in carpentry, and millwork. A probationary period is underway
- Participated in a value management / scoping session at the DA Ferguson / WR Myers complex, also in attendance were school administrators, teaching staff and students, Horizon senior administrators, Alberta Infrastructure and Education as well as other dignitaries from the town of Taber and the MD of Taber.

Additional Responses

- Responded to two late night intrusion alarms at Division office. Both unintentionally set.
- Responded to a weekend intrusion alarm at Dr. Hamman.
- Responded to after-hours maintenance requests at WR Myers, Chamberlain school, and Barnwell School.

DRAFT

OUR FUTURE. OUR PROMISE.

ALBERTA CHILDREN'S CHARTER

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On November 1, 2013 the Children’s Charter section of the *Children First Act* (the Act) was proclaimed by Alberta’s Lieutenant Governor. The Act supports the health, safety, education, security, and well-being of children in Alberta by enhancing legislation and policies that affect children and youth. It is an important step in continuing the process of transforming how government supports the health, safety, and success of Alberta’s children. Central to the Act is the commitment to establish a Children’s Charter for Alberta. This Charter shall “...guide the Government of Alberta and its department in the development of policies, programs and services affecting children, and guide collaboration among departments and agencies, service providers, and Albertans.”

Alberta’s Children’s Charter will build upon the vision for Alberta outlined in Alberta’s Social Policy Framework and will use the Framework’s outcomes for Albertans – safe, healthy, secure and resilient, lifelong learners, included, and active and engaged – to define a better future for all Alberta children.

OUR PROMISE

<PLACEHOLDER>

ALBERTA CHILDREN'S CHARTER

Children are the future of our province. Because of their unique vulnerability, children* require extra assistance to support them in becoming successful adults. We need to ensure that every child has the opportunity to grow and learn so that they may reach their full potential.

While parents, guardians, and families have primary responsibility for the care of their children, this Charter recognizes that individuals, communities, and governments have a shared responsibility for the well-being, safety, security, education, and health of children.

TO THAT END, ALBERTA CHILDREN'S CHARTER AFFIRMS THAT ALL CHILDREN IN ALBERTA SHALL:

- ✦ Be treated with dignity and respect regardless of their circumstances.
- ✦ Have their familial, cultural, social, and religious heritage recognized and respected.
- ✦ Be the central focus in the design and delivery of programs and services that affect them.
- ✦ Have access to preventive interventions wherever possible and necessary.
- ✦ Be heard on matters that affect them in their schools and communities.
- ✦ Be provided with safety, protection, and access to the justice system.
- ✦ Have a sense of belonging and connection to their language, cultural community, history, and identity.
- ✦ Have the ability to stay in contact with their parents, families and communities.
- ✦ Have a safe place to go in times of need.
- ✦ Be protected from violence, abuse, neglect, bullying, exploitation, and trafficking in their homes, schools and communities.
- ✦ Have access to early childhood development opportunities that support their well-being.
- ✦ Have access to safe and secure housing.
- ✦ Have access to quality education and health care.
- ✦ Have access to nutritious food and safe drinking water.
- ✦ Have their natural environments preserved for future generations.
- ✦ Be free to play and have access to recreation and leisure activities.

The above principles shall apply to all children living in Alberta without discrimination based on race, colour, gender identity, sexual orientation, ability/disability, ethnic origin, language, region, class, religion or any other distinction.

*Children (or child) is defined in the *Children First Act* as a person under the age of 18 years.

APPENDIX: THE CHILDREN'S CHARTER IN ACTION

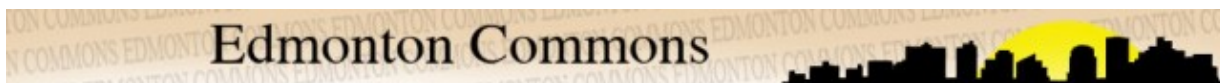
While parents, guardians, and families are children's primary caregivers, Alberta Children's Charter recognizes that community and government also have a shared responsibility to nurture, support, and advocate for children. Albertans told us they wanted to see local ownership of the Charter and have the opportunity to use it as a living document in their schools, communities and workplaces.

The Government of Alberta will support communities in:

- Being innovative and creative in how they serve children and their families.
- Working collaboratively with parents, families, community organizations, and government when developing new programs affecting children.
- Ensuring that families are aware of and can access children's programs.
- Recognizing the needs of children as a central focus in the design and delivery of programs and services affecting them.
- Facilitating access to children's programs.
- Supporting programs and activities that empower children and youth.

The Government of Alberta will take leadership in:

- Raising Albertans' awareness of the Charter and help foster the belief that we all have a role to play in ensuring children's wellbeing.
- Recognizing the needs of children as a central focus in the design and delivery of programs, policies and, services affecting them.
- Ensuring policies and programs are designed to support the health, safety, security, and inclusion of all Alberta children.
- Working collaboratively with parents, families, communities, and stakeholders when developing new programs or policies affecting children.
- Ensuring access to children's programs.
- Establishing policies that empower children and youth.



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Massive grade inflation at some schools means some students will get an unfair leg up under the ill-advised proposal to make Diploma Exams worth 30 per cent, not 50 per cent, of final Grade 12 marks

Ken Marcellus served in a number of senior positions at Alberta Education, including Director of Provincial Achievement Testing, Director of Math/Science Diploma Examinations, and Acting Executive Director.

By Ken Marcellus

Another year, and another argument about the weighting of diploma examinations.

In my eleven-and-a-half years with Learner Assessment, as the Physics 30 Examiner, the Pure Mathematics 30 Examination Manager, the Director of Math/Science Diploma Examinations, the Director of Provincial Achievement Tests, and the Acting Executive Director, each year brought a new crop of students and parents, but the same compliments and complaints. The only difference this year is that the Alberta School Boards Association (ASBA) has made a formal motion to lobby the ministry to reduce the weighting of diploma examinations from 50% to 30%.

What does a change in weighting mean?

For slightly more than half the students of the province, nothing. Their teacher-awarded marks are very close to their diploma examination marks, and so their final blended marks change very little. It's those students who have extenuating circumstances that will be affected, those who experience one or more of the following circumstances: the standard in the classroom is much higher or much lower than that set by the diploma examination; the student is favoured, or disfavoured, by the teacher; and/or the students are not taught the Provincial Program of Studies.

For students affected by the circumstances mentioned above, their scores on the diploma examination in a course greatly influences their blended marks. For example, for a student who is very bright, but not favoured by the teacher, they can score much higher on the diploma examination. Conversely, for a student who “tries really hard”, but doesn't succeed, their diploma examination score can drop their blended score significantly from their inflated teacher-awarded score.

I have seen a number of cases where an entire classroom of students have received an excessively high average from the teacher (in one case, in the 90s), and the entire class failed the diploma examination (a class average in the 30s) because the teacher wasn't teaching the program of studies. This is exactly why the weighting of the diploma

examinations needs to stay high.

Think about two students in two mathematics classrooms in the same school with different teachers across the hall from one another. One gets 95% from the teacher and 45% on the diploma examination. The other gets 70% from another teacher and 70% on the same diploma examination. In the end, they both end up with the same final grade. However, which one will likely be more successful in post-secondary studies that require those math skills?

There have been arguments against the weighting of diploma examinations regarding “test anxiety”. There is no such thing as “test anxiety”. There is anxiety, and it is real. I have been diagnosed with anxiety. However, I wrote all of my diploma examinations in the mid-80s, had a successful teaching career, have spoken in front of crowds on numerous occasions varying in size from 10 to 2000, had numerous job interviews, and have successfully defended my master’s thesis. Anxiety can be dealt with.



Gordon Dirks, Alberta's Minister of Education

Minister Gordon Dirks is currently considering whether to reduce the weighting of diploma examinations from 50% to 30%. He can't make that change mid-year, he just can't; the logistical issues are too great. Some students have already written examinations this month (November) worth 50%: does the government retroactively change the weighting of their examinations? What happens if some of those students' marks go down? What happens if some of those students' marks go down so far that they now fail? What if some of those students failed, and with the new weighting, they now pass? Can the Student Records Branch and PASI (Provincial Approach to Student Information) update the code in their systems to accommodate this change? No, not for several months. These things take time.

I'm sure the Minister and Premier Prentice are riding high on the four by-election wins, and would love to give the students (read as “2016 voters”) a mid-year announcement, but it's just not possible. Ministers in the past have wanted to do this, and I'll provide Minister Dirks and Premier Prentice with the same advice we gave those Ministers: the only feasible time to announce such a change is immediately after students write diploma examinations in August, and if that's the plan, they'd better start working on the changes now.

Further, knowing what I do about how this will be communicated from my time at the ministry, I can see two things.

One: the Minister needs to support this with “research”, and so someone in the ministry will likely be tasked with finding research that reducing the weighting is good for students and the education system. I'll save them the time: no such research exists. The diploma examinations are highly reliable, and the inferences that can be made from the results are highly valid because they are blueprinted from the programs of study and validated by classroom teachers. Teacher assessments, and therefore teacher-awarded marks, are less reliable, and the inferences made from them are less valid. Reducing the weight of the diploma examinations would cause grade 12 final grades to be less reliable and we would be able to make less valid decisions based on them. Full stop.

Two: any messaging regarding this will be about Minister Dirk's mandate letter, to make grading “more coherent” (messaging often revolves around what the Premier has asked the Minister to accomplish). If reducing the weighting of the more reliable score of a student's final grade, the diploma examination score, makes it “more coherent”, then this is an insult to the diploma examination program and its history since 1984. If reducing the more reliable score makes the grade “more coherent”, then why wouldn't the Minister completely eliminate diploma examinations? That way, we could simply wait for the backlash ten years from now when Alberta students' math and science scores are

below those of the students from PEI, Manitoba, and Peru (sarcasm definitely intended).

To my former colleagues in Learner Assessment, I wish you the best of luck dealing with this recurring, cyclical issue. To the current, and future, Grade 12 students of Alberta, I would like to remind you that until the recent push for curriculum redesign began, the motto at Learner Assessment was “Students First”, and I would like to say that this change in weighting is wrong-minded. Ask your parents, or your parents’ friends, what the 1970s were like, and why the departmental exams (worth 100%, and abolished in the early 70s) were replaced by the diploma examinations in 1984 (worth 50%). When your friend across the hall, who you know can’t do his or her coursework, gets a much higher mark than you, thank the current administration, the ASBA, and the Alberta Teachers’ Association (who wants to lower the weighting even further to 20%) for returning to the norm of grade inflation of the 1970s classroom.

Tags:

[diploma exams](#),
[Gordon Dirks](#),
[grade inflation](#),
[provincial achievement tests](#)



[Dirks stands up for Redford’s axing of provincial achievement tests](#)[Previous Edmonton Commons post](#)

We encourage all readers to share their views on our articles and blog posts. We are committed to maintaining a lively but civil forum for discussion, so we ask you to avoid personal attacks, and please keep your comments relevant and respectful. If you encounter a comment that is abusive, click the “X” in the upper right corner of the comment box to report spam or abuse. We are using Facebook commenting. [Visit our FAQ page for more information.](#)

**To: Board Chairs of Public, Separate, Francophone and Charter School Boards
Presidents of Stakeholder Associations**

ACSTA (Alberta Catholic School Trustees' Association)
AEFAA (Alberta Educational Facilities Administrators Association)
ASBA (Alberta School Boards Association)
AHEA (Alberta Home Education Association)
ASCA (Alberta School Councils' Association)
ATA (Alberta Teachers' Association)
AAPCS (Association of Alberta Public Charter Schools)
ACFA (Association canadienne-française de l'Alberta)
AISCA (Association of Independent Schools & Colleges in Alberta)
ASBOA (Association of School Business Officials of Alberta)
CASS (College of Alberta School Superintendents)
CCSSA (Council of Catholic Superintendents of Alberta)
Federation des parents francophones de l'Alberta
Federation des conseils scolaires francophones de l'Alberta
Learning Disabilities Association of Alberta
PSBAA (Public School Boards' Association of Alberta)

The Government of Alberta is working to ensure that students have the supports and the environment they need to succeed. To this end, our government has introduced Bill 10, the Act to Amend the Bill of Rights to protect our Children.

This bill supports a zero-tolerance attitude toward bullying—whether it's related to sexual orientation, race, religion, or any other factor—while also enshrining the rights of parents to make informed decisions regarding the education of their children.

Bill 10 will ensure students who wish to establish clubs that promote welcoming, caring, respectful, and safe learning environments, including gay-straight alliances, have a clear recourse if their request is denied. Students and/or their parents will have the ability to appeal any such decisions to their elected school boards.

At the same time, the bill strikes a balance between providing school boards with a clear mandate, while also providing enough flexibility and local autonomy to make the best decisions for their students and communities.

This legislation proposes amendments to: the *Alberta Bill of Rights*; the *Alberta Human Rights Act*; the *School Act*; and the *Education Act*. A brief overview of some of the additional proposed changes are as follows:

- The *Alberta Bill of Rights* will be amended by adding sexual orientation to the list of prohibited grounds of discrimination and by enshrining the right of parents to make informed decisions on the education of their children.
- Section 11.1 of the *Alberta Human Rights Act* will be repealed. The legislation will address parental withdrawal of children from instruction on religion and human sexuality in the *Education Act* and the *School Act*.
- The *School Act* will be amended to include a definition of bullying and to enhance the student code of conduct to support welcoming, caring, respectful and safe learning environments where students refrain from and report bullying and toleration of bullying, and are encouraged to contribute positively to the school and community.

More information about Bill 10, including a link to the proposed legislation, is available [here](#).

School boards, and all other education partners, play an important role in our education system. Our government believes that school boards, who are elected by Albertans, are in the best position to administer the education system in their communities.

We all have a role to play in ensuring our students have positive and safe learning environments, and I am committed to working with school boards, and others, in successfully implementing this legislation.

Sincerely,

Gordon Dirks
Minister
MLA, Calgary – Elbow

cc: Superintendents of Public, Separate, Francophone and Charter School Boards
Executive Directors of Stakeholder Associations
School Divisions Communications Contacts

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It is my pleasure to announce the appointment of Lorna Rosen to the position of Deputy Minister of Education, effective January 12, 2015.

Lorna is coming to the Government of Alberta from the City of Edmonton where she is Chief Financial Officer and General Manager of Financial Services and Utilities. Lorna is a Certified Management Accountant and has a Master of Business Administration in Community Economic Development. Lorna began her career in public service in the education sector, serving as Internal Auditor for Edmonton Public Schools and Associate Superintendent of Operations for St. Albert Protestant Schools.

With 25 years of public service experience, I am confident that Lorna will prove to be a valuable addition to our ministry and to the education community.

It has been my pleasure to serve as the Acting Deputy Minister of Education for the past three months. I have received tremendous support from Education staff and stakeholders, and I know Lorna will benefit from this same support as she joins us in our pursuit of student success.

Please join me in welcoming Lorna to Alberta Education.

Sincerely,

Gene Williams
Acting Deputy Minister of Education

cc: School Divisions Communications Contacts