

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

MONDAY, JUNE 23RD, 2025

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

A.1 Agenda	ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4 ENCLOSURE 5 ENCLOSURE 6 ENCLOSURE 7 ENCLOSURE 8 ENCLOSURE 9
A.2 Minutes of Regular Board Meeting held Tuesday, May 27 th , 2025	
A.3 June 2025 Payment of Accounts	
A.4 Second and Final Reading Policy GBA – Public Interest Disclosure	
A.5 Second and Final Reading Policy HGAE – Religion & Human Sexuality	
A.6 Second and Final Reading Policy HNJ – Health Emergencies	
A.7 Second and Final Reading Policy IP – Fairness & Safety in Sport	
A.8 Second and Final Reading Policy IQ – Preferred Name and Pronoun	
A.9 First Reading Policy BBF – School Board Member Ethics and Code of Conduct	
A.10 Locally Developed Courses	

I – INFORMATION ITEMS

I.1 Superintendent's Report – Dr. Wilco Tymensen	ENCLOSURE 10
I.2 Trustee/Committee Report	
I.2.1 ASBA Zone 6 Report – Mandy Court	
I.2.2 Facilities Meeting Report – Bruce Francis	ENCLOSURE 11 ENCLOSURE 12 ENCLOSURE 13 ENCLOSURE 14
I.2.3 Administrator Meeting Report – Mandy Court	
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	
I.6 2025-2026 Budget Press Release	ENCLOSURE 15
I.7 MRRS Grand Opening	

C-CORRESPONDENCE

C.1 Alberta News: Fast-tracking more school projects	ENCLOSURE 15
C.2 EDC Deputy Minister: Alberta Education Update	
C.3 2025 Letter to Grant Hunter	
C.4 2025 Letter to Joseph Schow	

Board will move into Committee

DATES TO REMEMBER

• June 25 – Last day for students
• June 26 – Last day for staff
• August 18 – Horizon Induction Program
• August 19 – LST Meeting
• August 20 – VTRA Training
• August 21 – VTRA Training
• August 22 – Division Wide PD Day
• August 25 – Board Meeting
• August 26 – Colony Meeting
• August 29 – Early Learning Meeting – all staff
• September 1 – STAT Holiday – Labour Day
• September 4 – Speech & Language Training
• September 5 – Milk River Ridge Grand Opening Celebration
• September 9 – Administrator’s Meeting
• September 10 – 11 – Developmental Check-ups
• September 15 – Horizon Induction Program
• September 19 – Colony Teacher’s Meeting
• September 22 – Board Meeting
• September 29 – Colony PD
• September 30 – National Day for Truth & Reconciliation – no school for staff or students/Division Office Closed

Horizon School Division



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www.horizon.ab.ca

The Board of Trustees of Horizon School Division held its Regular Board meeting on Monday, April 28th, 2025, beginning at 1:00p.m.

TRUSTEES IN ATTENDANCE: Marie Logan - Board Chair, Maxwell Holst – Vice Chair
Derek Baron, Bruce Francis, Jennifer Crowson, 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
Dr. Adam Browning, Incoming Superintendent
Sheila Laqua, Recording Secretary

REGRETS: Blair Lowry, Trustee

ACTION ITEMS

A.1	Moved by Maxwell Holst that the Board approve the agenda Carried Unanimously	AGENDA APPROVED 66/25
A.2	Moved by Derek Baron that the Board approve the Minutes of the Special Board Meeting held Monday, May 5 th , 2025, as provided by Enclosure #1 of the agenda. Carried Unanimously	SPECIAL BOARD MEETING MINUTES APPROVED 67/25
A.3	Moved by Jennifer Crowson that the Board approve the Minutes of the Regular Board Meeting held Monday, April 28 th , 2025, as provided by Enclosure #2 of the agenda. Carried Unanimously	BOARD MEETING MINUTES APPROVED 68/25
A.4	Moved by Bruce Francis that the Board approve the May 2025 Payment of Accounts in the amount of \$4,570,545.33 as provided in Enclosure #3 of the agenda. Carried Unanimously	PAYMENT OF ACCOUNTS APPROVED 69/25
A.5	Moved by Maxwell Holst that the Board approved the 2025-2026 budget as presented by Philip Johansen, Associate Superintendent of Finances. Carried Unanimously	BUDGET APPROVED 70/25

A.6	<p>Moved by Derek Baron that the Board approved the 2025-2026 Fee Schedule.</p> <p>Carried Unanimously</p>	<p>2025-2026 FEE SCHEDULE APPROVED 71/25</p>
	<p>Moved by Bruce Francis that the Board make a motion that schools will provide the breakdown of Fees, that have been shared with parents, to Philip Johansen, Associate Superintendent of Finance.</p> <p>Carried Unanimously</p>	<p>FEE SCHEDULE MOTION APPROVED 72/25</p>
A.7	<p>Moved by Jennifer Crowson that the Board approved the 2025-2028 Three-Year Education Plan</p> <p>Carried Unanimously</p>	<p>2025-2028 THREE-YEAR EDUCATONAL PLAN APPROVED 73/25</p>

DISCUSSION ITEMS

D.1 EMPLOYEE RECOGNITION

Each year the Board of Trustees recognizes employees who have served for 5, 10, 15, 20, etc. years with Horizon School Division. The Board would like to thank each of them for their dedication and the service that they have provided.

INFORMATION ITEMS

I.1 SUPERINTENDENT'S REPORT

Superintendent, Wilco Tymensen May 2025 report can be viewed [here](#).

In addition to the Superintendent's report, he spoke on the following updates:

- Measles in the Southern Alberta Zone
- Minister's Announcement regarding Library Standards

I.2 TRUSTEE/COMMITTEE REPORT

I.2.1 ASBA Zone 6 Report

Trustee, Mandy Court provided the ASBA Zone 6 update to the Board.

- Currently reviewing 104 position statements for Fall General Meeting
- Discussion was held about Jordan's principle and the impact to School Divisions

I.2.2 Facilities Meeting Report

Trustee, Bruce Francis, provided an update regarding Facilities Department work for the month of May 2025:

- 2024-2025 IMR projects
- W.R. Myers/D.A. Ferguson Modernization Phase II
- Milk River Capital Project Phase II
 - ERHS Facility demolition is complete

I.2.3 Administrator's Meeting Report

Trustee, Jennifer Crowson provided highlights from the May 2025 Administrator's Meeting.

- Admin. Symposium to be held in October 2025

- APEX Award Nominees recognition will be held on May 27, 2025

I.3 ASSOCIATE SUPERINTENDENT OF FINANCE AND OPERATIONS

Philip Johansen, Associate Superintendent of Finance and Operations shared the following May 2025 summary:

Budget

The board approved a deficit of \$845,398 for the 2025-2026 school year. Highlights include:

- An increase of 1.66% in funding from the province
- 90% of all revenues comes from Alberta Education
- Enrollments are forecast to be slightly higher, over the years total enrollment is fairly stable, over the last number of years enrollment has ranged from 3200 and 3300.
- Staffing levels are comparable to 2024-25.
- Dramatic cost increases are due to the collective agreement signed with CUPE. The deficit for 2025-2026 demonstrates the board's commitment to maintaining staff and programs, but is not sustainable.

Fees

The board approved the fees schedules presented by the schools. There was discussion and concern about the rising costs of various activities.

Associate Superintendent of Finance Report

- Most of time spent on the budget.
- working toward getting joint election agreements with the municipalities.

I.4 ASSOCIATE SUPERINTENDENT OF HUMAN SERVICES REPORT

Karen Rancier, Associate Superintendent of Human Services May 2025 report can be viewed [here](#).

I.5 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

Terri-Lynn Duncan, Associate Superintendent of Learner Services May 2025 report can be viewed [here](#).

CORRESPONDENCE

No discussion came from the Correspondence.

Moved by Bruce Francis that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED
74/25

COMMITTEE ITEMS

Moved by Maxwell Holst that the Board meet in Committee.

Carried Unanimously

COMMITTEE
75/25

Moved by Derek Baron that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED
76/25

Marie Logan, Chair

Sheila Laqua, Executive Secretary

PAYMENT OF ACCOUNTS REPORT			
Board Meeting - June 23, 2025			
General	May 21/25		112312.4
General	May 26/25		179525.26
General	June 2/25		1339798.66
General	June 3/25		3694.8
General	June 4/25		454355.18
General	June 11/25		170795.22
"A" Payroll	May 2025	Teacher	1747221.14
		Support	738605
"B" Payroll	May 2025	Casual	48,581.58
		Subs	106,247.02
Total Accounts			4,901,136.26
Board Chair _____			
PJ:dd			
June 18, 2025			

HORIZON SCHOOL DIVISION NO.
67

POLICY HANDBOOK

Policy Code: GJBA
Policy Title: Public Interest Disclosure
Cross-Reference: GAA, JB—FOIP
Public Disclosure
Legal Reference: (Whistle-Blower
Protection Act)
Adoption Date February 25, 2014
Amendment or January 16, 2018
Re-affirmation
Date:

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT EMPLOYEES SHOULD FEEL PROTECTED WHEN REPORTING WRONGDOING AS OUTLINED IN THE PUBLIC INTEREST DISCLOSURE ACT. THE BOARD ENCOURAGES EMPLOYEES TO COMPLY WITH THEIR RESPECTIVE CODE OF ETHICS ~~IN WHEN~~ MAKING GOOD FAITH REPORTS OF ANY UNLAWFUL OR IMPROPER CONDUCT WITHOUT THE FEAR OF RETALIATION.

DEFINITIONS

Act means the *Public Interest Disclosure (Whistleblower Protection) Act*, and any regulations thereunder.

Chief Officer means the Superintendent of Schools, as per the Act, with overall responsibility for procedures related to the Act.

Commissioner refers to the Office of the Public Interest Commissioner.

Designated Officer is the individual designated by the Chief Officer with responsibility for the management and investigation of any disclosure under the Act.

Disclosure means informing an appropriate person about wrongdoing or believed wrongdoing of another Division employee or related official.

Employee refers to an individual employed by the Horizon School Division who makes a disclosure under the Act, or an individual who is no longer employed by the Horizon School Division and has suffered reprisal.

Reprisal means any of the following measures taken or directed against an employee because the employee has, in good faith, sought advice about making a disclosure, made a disclosure, co-operated in an investigation under the Act or the procedures, declined to participate in a wrongdoing or done anything in accordance with the Act or the procedures:

- dismissal, layoff, suspension, demotion or transfer, discontinuation or elimination of a job, change of job location, reduction in wages, change in hours of work or reprimand;
- any measure, other than one mentioned in (i) above, that adversely affects the employee's employment or working conditions (e.g. harassment); or
- a threat to take any of the measures mentioned in (i) or (ii) above.

DISCLOSURE OF WRONGDOING

Wrong doing means an act that falls into one or more of the following:

- contravention of an act or a regulation of Alberta or Canada;
- an act or omission that creates:
 - a substantial and specific danger to the life, health or safety of individuals other than a danger that is inherent in the performance of the duties or functions of an employee; or
 - a substantial and specific danger to the environment;
- gross mismanagement (deliberate omission or reckless or willful disregard for proper management) of:
 - public funds or a public asset;
 - the delivery of a public service; or
 - employees, by a pattern of behaviour or conduct of a systemic nature that indicates a problem in the culture of the organization relating to bullying, harassment or intimidation; or
- knowingly directing or counseling an individual to commit a wrongdoing as identified above.

GUIDELINES

1. This policy applies to all Horizon employees.
2. The Chief Officer shall:
 - 2.1. establish and maintain, in accordance with the Act, written procedures for managing and investigating disclosures;
 - 2.2. appoint a Designated Officer to manage and investigate disclosures under the Act;
 - 2.3. ensure Freedom of Information and Protection of Privacy Act Regulations are followed with regard to access of information limitations;
 - 2.4. receive recommendations resulting from investigations;
 - 2.5. fulfill the annual reporting requirements; and
 - 2.6. ensure employee awareness of the Act, this policy and the disclosure procedures.
3. The Associate Superintendent of Human Services shall act as the Designated Officer and will manage and investigate disclosures, in accordance with the Act, this policy, and shall:
 - 3.1. assisting employees who wish to report a suspected wrongdoing;
 - 3.2. be responsible for conducting screening and preliminary analysis of disclosures;
 - 3.3. impartially assess each report to determine whether it is a disclosure under this regulation;
 - 3.4. assessing reports of suspected wrongdoing and determining if there are sufficient grounds to warrant further action;
 - 3.5. determine the nature and the scope of the investigative process;

DISCLOSURE OF WRONGDOING

- 3.5.1. The designated officer is not required to investigate a disclosure or, if an investigation has been initiated, may discontinue the investigation if more than 2 years has passed since the date that the wrongdoing was discovered;
- 3.6. either personally conduct or oversee, manage and coordinate the investigation of disclosures;
- 3.7. ensure that any individual assigned to review or investigate an alleged wrongdoing is impartial and has no potential, perceived or real conflict of interest;
- 3.8. determining what actions must be taken to address the suspected wrongdoing, including providing a report to the Chief Officer or to outside law enforcement, where necessary;
- 3.9. follow up of any disciplinary action, or corrective measures taken;
- 3.10. implementing measures to protect witnesses, and employees who report suspected wrongdoing in good faith from reprisals to the extent possible; and
- 3.11. making recommendations for consequences if a complaint or allegation is filed maliciously or in bad faith;
- 4. Supervisors shall
 - 4.1. be open and accessible to employees who express concern about suspected wrongdoings;
 - 4.2. protect employees involved in a disclosure of wrongdoing from possible reprisal;
 - 4.3. upon receiving the report, refer the employee to the Designated Officer or the Public Interest Commissioner;
 - 4.4. cooperate with investigations; and
 - 4.5. protect employees who report suspected wrongdoings from reprisals.
- 5. An employee who is considering making a disclosure may request information or advice from the employee's supervisor, Designated Officer, or Chief Officer, or from the Commissioner.
- 6. An employee who perceives a wrongdoing has been committed, is about to be committed, or has been asked to commit a wrongdoing, may report the perceived wrongdoing to the Designated Officer or the Public Interest Commissioner.
- 7. Employees shall:
 - 7.1. submit reports of wrongdoing, in writing.
 - 7.1.1. Submissions should be made by completing the current Public Interest Disclosure Reporting Form (see attached)
 - 7.1.1.1. Reports containing the same information but not via the form may be accepted.

DISCLOSURE OF WRONGDOING

7.1.2. Reports of wrongdoing must be signed by the individual making a complaint.

7.1.2.1. If an allegation of wrongdoing has been made anonymously or by an individual who is not an employee, the designated officer may, as the designated officer considers appropriate,

7.1.2.1.1. investigate and report the matter in the same manner as a disclosure, or

7.1.2.1.2. refuse to investigate.

7.2. participate in investigations as required and cooperate fully with the Designated Officer or any investigators appointed by the Designated Officer;

7.3. maintain strict confidentiality of any information related to, or arising out of, a disclosure;

7.4. make disclosures of wrongdoing in good faith and based on reasonable grounds;

7.5. refrain from engaging in reprisal against an individual for:

7.5.1. making a report of wrongdoing;

7.5.2. cooperating with an investigation of wrongdoing; or

7.5.3. refusing to commit a wrongdoing.

8. Individuals engaged in the investigation of an alleged wrongdoing will not include any individuals who have a potential, perceived or real conflict of interest to the matter being investigated.

9. Information collected during the course of a disclosure investigation will be kept confidential according to the limits outlined by the Act and as applicable in the Framework.

10. All employees who have knowledge of, or are participants in, an investigation pursuant to this regulation shall keep the details and results of the investigation confidential.

11. No action lies against the division, or an employee, for making a reasonable human services decision in good faith.

~~1. Wrongdoings to which this policy applies include:~~

~~(a) a contravention of an Act,~~

~~(b) a contravention of a regulation made pursuant to an Act,~~

~~(c) an act or omission that creates~~

~~a. a substantial and specific danger to the life, health or safety of individuals other than a danger that is inherent in the performance of the duties or functions of an employee, or~~

~~b. a substantial and specific danger to the environment;~~

~~(d) gross mismanagement of public funds or a public asset;~~

~~(e) knowingly directing or counselling an individual to commit a wrongdoing mentioned in clauses (a) to (c).~~

DISCLOSURE OF WRONGDOING

REGULATIONS

1. Reporting wrongdoing

1.1. This process does not normally apply to concerns and, or complaints addressed through other regulations and processes including, but not limited to, grievance procedures and reporting procedures for workplace violence, harassment, Code of Conduct and occupational health and safety.

1.1.1. An employee who perceives a wrongdoing has been committed or is about to be committed may seek advice from and or report the perceived wrongdoing to the Designated Officer or the Commissioner.

1.1.1.1. An employee who intentionally makes a false, bad faith or vexatious report will suffer appropriate consequences, up to and including termination of employment.

1.1.2. Should the disclosure be related to the Designated Officer, it may be reported to the Chief Officer or the Commissioner.

1.1.3. A disclosure may be reported directly to the Commissioner if:

1.1.3.1. the disclosure is believed to be a matter of imminent risk of a substantial or specific nature to the life, health or safety of individuals or to the environment,;

1.1.3.2. the disclosure involves the Chief Officer or Designated Officer;

1.1.3.3. the disclosure has been made and not resolved within the specified time periods or according to procedures; or

1.1.3.4. the employee is not satisfied with the resolution of a completed investigation.

1.1.4. All reports of wrongdoing must be made in writing, and may be completed using the Public Disclosure Form. Reports are to be submitted to either:

1.1.4.1. Electronically via email, or

1.1.4.2. Horizon School Division

6302 56 Street

Taber, AB T1G 1Z9

ATTENTION: Associate Superintendent of Human Services (CONFIDENTIAL)

1.1.5. Reports shall be made in good faith, on a timely basis and based on reasonable grounds. Deliberately false or vexatious allegations are serious offences and will be dealt with accordingly.

2. Investigating Wrongdoing

DISCLOSURE OF WRONGDOING

- 2.1. All disclosures received through the processes in this policy shall be appropriately reviewed and evaluated for possible investigation, in accordance with this regulation and the Procedures by the Designated Officer.
- 2.2. The Designated Officer may consult with the Chief Officer or the Commissioner before launching an investigation.
- 2.3. Information collected during the course of an investigation shall be kept confidential according to the limits outlined by the Act, the *Alberta Freedom of Information and Protection of Privacy Act* and the Procedures.
- 2.4. In cases where the disclosure is of imminent risk to the life, health or safety of individuals or the environment, the Designated Officer must report such matters to:
 - 2.4.1. an appropriate law enforcement agency;
 - 2.4.2. the Chief Medical Officer of Health, in the case of a health-related matter; or
 - 2.4.3. the department, public entity or office responsible for managing, controlling or containing the risk;
- 2.5. In circumstances where the Chief Officer or Designated Officer has reason to believe that an offence has been committed under a statute or regulation, the offence will be reported to a law enforcement agency or other appropriate agency. In such cases, the investigation into the matter will be suspended until procedures of the other agencies are complete.
- 2.6. If more than one disclosure of wrongdoing or complaint of reprisal is received by a designated officer in respect of the same matter, a single investigation may be conducted.

3. Communicating and Reporting

- 3.1. The Designated Officer shall in writing:
 - 3.1.1. Within five (5) business days of receipt of the disclosure, acknowledge receipt to the disclosing employee.
 - 3.1.2. Within twenty (20) business days of receipt of the disclosure, notify the disclosing employee of the decision as to whether an investigation is required.
 - 3.1.3. Within 120 business days of receipt of the disclosure, report the findings of the investigation to the Chief Officer and the disclosing employee.
 - 3.1.3.1. The Chief Officer may extend the above time limits provided that the overall time period for investigation and the provision of a report is not extended for more than thirty (30) business days.

DISCLOSURE OF WRONGDOING

3.1.4. Prepare a report for the Chief Officer, that includes the following details related to the investigation of each disclosure:

3.1.4.1. date of report;

3.1.4.2. executive summary;

3.1.4.3. name of the person who made the disclosure of the wrongdoing;

3.1.4.4. date the disclosure was received;

3.1.4.5. a copy of the disclosures;

3.1.4.6. date of acknowledgement of the receipt of the disclosure;

3.1.4.7. date on which the Chief Officer was advised;

3.1.4.8. date, if any, of referral to the Commissioner or other agency;

3.1.4.9. date of appointment of investigator;

3.1.4.10. date investigation was commenced and completed;

3.1.4.11. names of all persons interviewed;

3.1.4.12. table of documentary and other evidence;

3.1.4.13. time frame of investigation;

3.1.4.14. findings of fact with reference to sources and rationale for the findings;

3.1.4.15. all interview notes or transcript of recording (may be a reference to a digital repository); and

3.1.4.16. recommendations of the Designated Officer regarding any corrective measures that Horizon should take.

3.2. The Chief Officer will report annually, and make available to the public, the following:

3.2.1. number of inquiries;

3.2.2. number of disclosures;

3.2.3. number of investigations; and

3.2.4. recommendations made.

4. Reprisals

DISCLOSURE OF WRONGDOING

- 4.1. All complaints of reprisals may be made by the affected employee directly to the Commissioner.
- 4.2. Reprisal against an employee who has disclosed a wrongdoing or who has cooperated in an investigation is grounds for disciplinary action.

DISCLOSURE OF WRONGDOING

- ~~1. An employee should promptly report any such wrongdoing to his/her supervisor, or alternatively to the superintendent, or board chairman, or his/her designate.~~
- ~~2. The employee may also make the disclosure to the Public Interest Commissioner (as appointed by the Legislative Assembly) and advise the Commissioner that the disclosure has been made to the employee's supervisor, the superintendent, board chairman, or his/her designate for the purposes of commencing an investigation.~~
- ~~3. All complaints will be handled with sensitivity, discretion and confidentiality to the extent allowed by the circumstances and the law.~~
- ~~4. Adverse personnel action or reprisals will not be taken against an employee for the reporting of information pursuant to this policy, provided the reporting employee has acted reasonably and in good faith.~~
- ~~5. This policy does not immunize an employee from the consequences of his/her own actions, if such actions do not constitute reasonable and good faith disclosure in filing his/her report.~~

~~2. POLICY JBA—Public Interest Disclosure, Cont'd.~~

~~3.—~~

~~6. Reports of wrongdoing must be in writing and must include, if known:~~

- ~~a) a description of the wrongdoing;~~
- ~~b) the name of the individual or individuals alleged to have committed (or about to commit) the wrongdoing;~~
- ~~c) the date of the wrongdoing;~~

Date Stamp
Received
Office Use
Only

- ~~d) whether a disclosure in respect of a wrongdoing has been made pursuant to the procedures established under section 5 by the department, public entity or office of the Legislature and whether a response has been received, and if so, a copy of the response;~~
- ~~e) any additional information that may reasonably be require in order to investigate the matters set out in the disclosure; and~~
- ~~f) any other information prescribed in the regulations.~~

~~Reports of wrongdoing must be signed by the individual making a complaint. Anonymous communications will not be responded to.~~

This form is to assist you in providing information about a disclosure of wrongdoing. Your responses will assist in reviewing the matter under the Public Interest Disclosure (Whistleblower Protection) Act, and division policy. Please send this form directly to the Designated Officer/Associate Superintendent of Human Services.

Information that you provide in this Disclosure form will be protected and kept confidential to the fullest extent possible subject only to the provisions of the Public Interest Disclosure (Whistleblower Protection) Act, and principles of fairness and natural justice.

General Contact Information

Name

Title (Optional)

DISCLOSURE OF WRONGDOING

Mailing Address

City
Postal Code

Telephone

Work
Home
Cell/Other

E-mail (Optional)

Best Time to Contact

Day

☐

Evening

☐

Weekend

☐

How do you wish to receive communication in regards to the Disclosure?

☐

I don't

☐

E-mail

☐

Telephone

☐

Mail

School or
building

Current Organization if other
than Employer

Information about the Disclosure of Wrongdoing

TYPE OF WRONGDOING

Which of the below applies to the Wrongdoing you are reporting?

- ☐ Contraventions of an Act or a Regulation of Alberta or Canada.
- ☐ An act or omission that creates a substantial and specific danger to the life, health or safety of individuals.
- ☐ An act or omission that creates a substantial and specific danger to the environment.
- ☐ Gross mismanagement of public funds or a public asset.
- ☐ Gross mismanagement of the delivery of a public service, including the management or performance of:
 - A contract or arrangement identified or described in the regulations, including the duties resulting from the contract or arrangement or any funds administered or provided under the contract or arrangement; and
 - The duties and powers resulting from an enactment identified or described in the regulations or any funds administered or provided as a result of the enactment.
- ☐ Gross mismanagement of employees, by a pattern of behaviour or conduct of a systemic nature that indicates a problem in the culture of the organization relating to bullying, harassment or intimidation.
- ☐ Knowingly directing or counselling an individual to commit a wrong doing mentioned above.

Please provide a description of the wrongdoing, including any applicable Acts or regulations. If necessary, please attach any available supporting documentation.

Please state the location where the wrongdoing took place or is about to take place

DISCLOSURE OF WRONGDOING

Please identify the date(s) on which the wrongdoing occurred, and if it is ongoing.

Have you reported this alleged wrongdoing to your supervisor or to any other person at your place of employment?

☐ Yes

☐ No

If yes, please identify who you reported to. Please include relevant dates and describe any actions or decisions taken as a result. If necessary, attach any supporting documentation.

To the best of your knowledge, has a Disclosure already been made in respect of this wrongdoing?

☐ Yes

☐ No

If yes, has a response been received? By whom? Be sure to include supporting documentation as necessary.

DISCLOSURE OF WRONGDOING

Please identify the person(s) alleged to have committed the wrongdoing or about to commit the wrongdoing.

Name Title (Optional)

School or facility

Work Address
City
Postal Code

Telephone Work

E-mail (Optional)

Name Title (Optional)

School or facility

Work Address
City
Postal Code

Telephone Work

E-mail (Optional)

Name Title (Optional)

School or facility

Work Address
City
Postal Code

Telephone Work

E-mail (Optional)

DISCLOSURE OF WRONGDOING

*Is there any additional information pertaining to the alleged wrongdoing you wish to provide?
Please attach any supporting documentation as necessary.*

Declaration

I believe that all the information provided is true and accurate to the best of my knowledge.*

Name

Signature

Date

* Knowingly making a false or misleading statement is an offence pursuant to the Act, and division policy.

Please email this form to karen.rancier@horizon.ab.ca or you can mail directly to:

Horizon School Division

6302 56 Street

Taber, AB T1G 1Z9

ATTENTION: Associate Superintendent of Human Services (CONFIDENTIAL)

7.---

HORIZON SCHOOL DIVISION

POLICY HANDBOOK

Policy Code:	HGAE
Policy Title:	Religion & Human Sexuality
Cross Reference:	HNB, HGAC, HGAD
Legal Reference:	<i>Education Act 58 & 58.1,</i>
Adoption Date:	February 26, 1997
Amendment or Re-affirmation Date:	January 23, 2023 -June 2025

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SUPPORTS PARENTS' RIGHT TO ~~WITHDRAW-CHOOSE WHETHER~~ THEIR CHILDREN ~~PARTICIPATE FROM IN~~ RELIGIOUS AND PATRIOTIC INSTRUCTION AND/OR EXERCISES, ~~AND SUBJECT MATTER THAT DEALS PRIMARILY OR EXPLICITLY WITH HUMAN SEXUALITY, GENDER IDENTITY, OR SEXUAL ORIENTATION~~ -AND SHALL AS REQUIRED BY THE EDUCATION ACT PROVIDE NOTICE TO A PARENT OF A STUDENT WHERE COURSES, PROGRAMS OF STUDY, INSTRUCTION, INSTRUCTIONAL MATERIALS, OR EXERCISES ~~DEALS WITH SUCH MATTERS, INCLUDE SUBJECT MATTER THAT DEALS PRIMARILY AND EXPLICITLY WITH RELIGION OR HUMAN SEXUALITY.~~

THE BOARD ACCEPTS A COOPERATIVE ROLE WITH THE HOME AND SHALL EXEMPT STUDENTS WITHOUT ACADEMIC PENALTY WHEN PARENTS ~~MAKE A WRITTEN REQUEST~~CHOOSE FOR THEIR CHILDREN TO OPT-IN OR OPT-OUT OF SUCH ACTIVITIES.

DEFINITIONS

External party – means a person or organization other than

- an employee of the board,
- a student, or
- a student organization under S.35.1 of the Education Act.

Learning and teaching resources means any resource used in a school to engage in learning or teaching, but does not include resources created by student or accessed by a student independently, including through a school library.

Parents – as defined by the Education Act.

GUIDELINES

1. The matter of process regarding the commencement and cessation of Board directed recitation of the Lord's ~~p~~Prayer as part of the opening day will be dealt with in policy HNA.
2. Parents shall have the opportunity to opt their children out of religious and patriotic instruction and/or exercises.
3. Parents must opt their children into instruction that deals primarily or explicitly with human sexuality, gender identity, or sexual orientation.

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

4. Teachers shall provide notice to the parent of a student at least 30 calendar days before the start of the course, program of study, instruction, and/or exercise when dealing with human sexuality, gender identity, or sexual orientation.
5. Where no consent has been provided under this policy the teacher shall arrange for alternate instruction or supervision for the student outside the classroom or place where the course, program of study or instruction takes place or the instructional material or exercise is used.
6. This policy does not apply to incidental or indirect references to religion, religious themes, gender identity, sexual orientation or human sexuality in a course, program of study, instruction or exercises or in the use of instructional materials.
7. Nothing within this policy shall be construed so as to require notice or consent of the parent for any participation by the student in a student organization such as a Gay-Straight Alliance, or anti-bullying club, established under section 35.1 of the Education Act.
8. Teachers shall not use learning and teaching resources that deal primarily and explicitly with gender identity, sexual orientation, or human sexuality unless the learning and teaching resources are approved by the Minister.
 - 8.1. Resources students access independently such as via a library do not apply to this policy.

REGULATIONS

1. The Board permits persons other than teachers to provide religious instruction or exercises to its students with principal approval.
2. Schools may access a health professional to assist with the delivery of the curriculum outcomes under the supervision of a teacher.
3. The Board will adhere to Section 58, 58.1, and 58.2 of the Education Act which requires boards to provide parents with notice (see Appendix) indicating that a particular outcome or component of a course contains subject matter that deals primarily and explicitly with religion or human sexuality, gender identity, or sexual orientation prior to commencement of instruction.
 - 3.1. The principal shall decide if parent information is best distributed through the provision of written information sent home or a parent meeting.
 - 3.2. Parent notification shall:
 - 3.2.1. be parent opt-out for religious and patriotic instruction and/or exercises (see Appendix);
 - 3.2.2. be parent opt-in for instruction that deals primarily or explicitly with human sexuality, gender identity, or sexual orientation (see Appendix);
 - 3.2.3. be at least 30 calendar days prior to the instruction or classroom content;
 - 3.2.4. contain sufficient information to so that parents may make an informed decision; and

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

3.2.5. provide the opportunity for parents to opt their children out or in for all or part of the instruction and /or exercises.

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

5.4. Courses or applicable units within courses requiring notification include:

5.1.4.1. Career and Life Management;

5.2.4.2. Reproduction and Readiness for Parenting, HCS3050;

5.3.4.3. Developing Maturity & Independence, HSS1040;

5.4.4.4. Health and Life Skills (gGrades 7 through 9);

5.5.4.5. Physical Education and Wellness (grades 4 through 6);

5.6.4.6. religious courses and

5.7.4.7. some locally developed courses if they contain subject matter that deals primarily and explicitly with religion or human sexuality.

6.5. Where a parent ~~makes a written request~~opts their child out, teachers shall exempt the student, without academic penalty, and allow the student as requested by the parent

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

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

6. The Minister shall approve any learning and teaching resources and any external party using or providing learning and teaching resources dealing primarily and/or explicitly with gender identity, sexual orientation, or human sexuality.

6.1. unless the resources are used or provided for religious instruction.

6.2. where the use or provision under regulation 6.1 is by an external party, the board shall not permit that use or provision unless the external party is approved by the Minister.

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

7. Where the use or provision of learning and teaching resources is by an external party, teachers shall not permit that use or provision unless both the learning and teaching resources and external party are approved by the Minister.

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

NOTICE FORM UNDER SECTION 58.1 OF THE EDUCATION ACT
Religious Instruction, and/or Exercises

Date: _____

Dear Parent/Guardian:

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

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

The subject matter is contained in the following areas: ~~[identify the theme/outcome of the course of study, educational program, or instructional material, or exercise, that contains the subject matter].~~

The purpose for the inclusion of this subject matter in the course of study, educational program or instructional material or exercise is: ~~[identify the learning outcome associated with the identified subject matter].~~

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

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

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

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

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

_____ ~~[specify individual]~~

_____ ~~[identify Principal]~~

STUDENT EXEMPTION UNDER SECTION 58.1 OF THE EDUCATION ACT
Religious Instruction, and/or Exercises

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

In response to the notice provided to me by the ~~Horizon School Division~~ dated _____ [date of
~~notice~~] ~~school~~ indicating that a course of study or educational program in which my child is enrolled, or an
instructional material or exercise used in a course of study or educational program in which my child is
enrolled, includes subject matter that deals primarily and explicitly with Religion _____

_____, [specify religion or human sexuality], I, _____
_____, [name of parent/legal guardian], in accordance with section 58.1(2) of the
Education Act, hereby request that my child,
_____ [name of child], be excluded from the instruction, exercise or the
use of instructional material identified in the notice.

I request that my child: (check relevant box)

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

OR

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

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

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

Parent/Legal Guardian

Date

NOTICE FORM UNDER SECTION 58.1(2) OF THE EDUCATION ACT
Human Sexuality, Gender Identity, and/or Sexual Orientation

Date: _____

Dear Parent/Guardian:

Your child is currently enrolled in a course or educational program that includes subject matter that deals primarily and explicitly with human sexuality, gender identity, or sexual orientation.

The subject matter is contained in the following areas: [identify the theme/outcome of the course of study, educational program, or instructional material, or exercise, that contains the subject matter].

The purpose for the inclusion of this subject matter in the course of study, educational program or instructional material or exercise is: [identify the learning outcome associated with the identified subject matter].

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

Pursuant to section 58.12(2) of the Education Act, you as a parent/guardian must confirm whether you wish to have your child included in the above-identified instruction. Choosing to not opt your child in, would not result in academic penalty, and your child would not be in the classroom or place where the instruction is taking place or where the instructional material is being used for the duration of that part of the instruction.

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

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

_____ [specify individual]

_____ [identify Principal]

STUDENT EXEMPTION UNDER SECTION 58.1(2) OF THE EDUCATION ACT
Human Sexuality, Gender Identity, and/or Sexual Orientation

TO: Principal/Teacher

In response to the notice provided to me by the school indicating that a course of study or educational program in which my child is enrolled, or an instructional material used in a course of study or educational program in which my child is enrolled, includes subject matter that deals primarily and explicitly human sexuality, gender identity, or sexual orientation, I, in accordance with section 58 and of the Education Act, hereby request that my child, _____ [name of child], be included in the instruction and/or the use of instructional material identified in the notice.

I request that my child: (check relevant box)

☐ A) partake in the instruction and/or exercise

☐ B) Not partake in the instruction and exercise and leave the classroom or place where the instruction is taking place or where the instructional material is being used for the duration of that part of the instruction.

Parent/Legal Guardian

Date

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code:	HNJ
Policy Title:	Health Emergencies
Cross Reference:	JD
Legal Reference:	Emergency Management Act, Emergency Medical Aid Act Health Information Act Occupational Health and Safety Act Public Health Act Communicable Disease Regulation In Person Learning Regulation
Adoption Date:	June, 2025
Amendment or Re-affirmation Date:	

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT IN-PERSON LEARNING OPPORTUNITIES ARE IMPORTANT FOR STUDENT WELL-BEING AND SUCCESS AND SUPPORTS EFFORTS TO MINIMIZE EMERGENCY HEALTH ISSUES AND THEIR DISRUPTION TO THE OPERATIONAL ACTIVITIES OF THE DIVISION IN COOPERATION WITH THE PROVINCIAL GOVERNMENT AND ALBERTA HEALTH SERVICES.

DEFINITIONS

Student – “student” means a person who is enrolled in a school, or required under section 7 to attend school, but does not include a child younger than 6 years of age who is enrolled in an early childhood services program as such programs are not compulsory.

At-home learning – means teacher directed education programming provided by the board to a student on a temporary basis at the student’s residence or at a location other than the student’s regularly attended school.

GUIDELINES

1. Every student has a right to education in alignment with provisions in the In-person Learning Regulation during public health emergencies or state of emergency, and as declared under the Public Health Act or the Emergency Management Act.
 - 1.1. Any shift longer than three school days requires an exemption via Ministerial Order.
 - 1.2. Shifts of three or fewer school days to at-home learning for emergencies defined in the regulation do not require a Ministerial Order.
 - 1.3. The division retains the ability to temporarily cancel classes due to unforeseen emergent situations, such as inclement weather or a gas leak. Schools are required to maintain the minimum hours of instruction for their students as outlined in the Guide to Education.
2. When at-home learning without an in-person learning option is provided, schools must make reasonable efforts to enable a student to continue with the same courses and education program that the student is enrolled in when at-home learning begins.

Policy XXX – Addressing Health Emergencies Cont’d

3. The division shall report any shift to at-home learning when they do not also offer an in-person option to the ministry within forty-eight (48) hours via the division’s Field Services manager (see appendix).
 - 3.1. When the Board resumes providing in-person learning, the Board shall also notify the Minister.
4. When shifts to at-home learning are being considered for public health emergencies, the division shall endeavour to accommodate students at other facilities or provide other accommodations when students are unable to work from home.
 - 4.1. At-home learning without also providing an in-person learning option may occur where there are circumstances that threaten the safe operation of all or part of the building where students regularly attend school.
 - 4.1.1. This would cover things like fires and structural failures, but not, for example, where a public health emergency is declared as defined in the Public Health Act.
 - 4.1.2. In the case of a public health emergency, the Public Health Act remains the overarching direction on all public health matters, and it may prevail over the Education Act.
5. As addressed in the Family Law Act, parents will continue to be required to provide written consent for their children to receive health-related treatment, including immunization, at school.
6. This policy does not apply to home education or outreach schools where students are engaged in studies via distance education, and/or online.

REGULATIONS

1. In the event that Alberta Health Services identifies evidence of a health issue in the region, the Superintendent has the authority to make final decisions regarding crisis response unless Alberta Health Services enacts an order under legislation.
 - 1.1. When a state of emergency is declared by a Ministry of the Alberta Government, the particular ministry will have such authority.
2. The Superintendent will communicate the division’s emergency preparedness procedures and response protocols for dealing with significant health issues or outbreaks. These procedures and protocols shall include:
 - 2.1. consideration of ways to potentially accommodate students at other facilities;
 - 2.2. rationale/criteria for considering a shift to temporary at-home learning;
 - 2.3. how learning will continue during the shift;
 - 2.4. how schools will enable students to participate in at-home learning, and

2.5. how schools will provide accommodations for students.

3. In accordance with directives emanating from federal and provincial authorities and the consequent circumstances that may prevail, the Superintendent may temporarily suspend the Division’s current practices and operating guidelines.
4. The Superintendent must ensure that students are provided either in-person learning or at-home learning during a public health emergency in accordance with relevant regulations and orders.
5. The principal must ensure that parental notification and consent is received in the case of a student who is under the age of 16, and that parental notification and the consent of the student or parent is received for students 16 years or older for any health measures established by the Board that apply to the body of the student.
 - 5.1. Clause 5 does not apply to routine health or safety measures such as hand washing, safety glasses, cleaning or hygiene, or any health measure specifically exempted by Order of the Minister.

Appendix - Exemption process

Exemption criteria

Exemptions from in-person learning would only be granted in exceptional situations. The Minister would consider criteria to assess the exemption request including, but not limited to, the following:

- education programming delivered in a high-risk environment not captured in Ministerial Order #23/2022 or its successor order;
- education programming delivered to a vulnerable, congregated special needs class; and
- situations where the school site is compromised, not safe for occupation and an alternate location cannot be found.

At-home learning requirements

- There is no requirement to provide at-home learning. Where an exemption has been granted allowing only at-home learning, a board must make reasonable efforts to enable students to continue with the same courses and education program that the student is enrolled in when at-home learning begins.

Exemption request process

Shifts to at home learning for three school days or fewer - notification required

1. Field Services manager will be provided the following:
 - an overview of the issue/concerns, including rationale
 - school(s) impacted
 - grades(s) and/or classes impacted

Policy XXX – Addressing Health Emergencies Cont'd

- expected dates/duration of at-home learning shift
 - mitigation strategies being considered, how learning will continue (combining classes, deploying division staff, bussing to other facilities)
 - accommodations for students unable to learn at home
 - communication plan
 - any other relevant details
2. As soon as it is determined that there is the possibility of the shift extending beyond three school days, the superintendent shall contact their Field Services Manager and follows the procedure for a shift longer than three school days.

Shifts to at-home learning longer than three school days – exemption request required

1. For any shift longer than three consecutive school days, the superintendent shall contact their field services manager to discuss the issue and potential request for exemption. This conversation should occur as soon as the issue impacting in-person learning is determined or expected to take longer than three school days.
2. Following the discussion, the superintendent or designate will send a request to educationsystemssupport@gov.ab.ca and their field services manager in order to seek Minister approval. The following information should be included:
 - an overview of the issue/concerns, including rationale for how the request meets exemption criteria
 - school(s) impacted
 - grades(s) and/or classes impacted
 - duration of the exemption requested (proposed start and end date)
 - plan for learning continuity, mitigation strategies (combining classes, deploying division staff, bussing to other facilities)
 - accommodations for students unable to learn at home
 - communication plan
 - any other relevant details and any additional information required by Alberta Education to support the request

HORIZON SCHOOL DIVISION

POLICY HANDBOOK

Policy Code:	IP
Policy Title:	Fairness & Safety in Sport
Cross Reference:	
Legal Reference:	<i>Fairness & Safety in Sport Act and Regulation</i>
Adoption Date:	June 23 2025
Amendment or Re-affirmation Date:	

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION IS COMMITTED TO THE PROMOTION OF FAIRNESS AND SAFETY IN SPORT BY ADDRESSING MATTERS OF ELIGIBILITY TO PARTICIPATE IN A RELEVANT SPORT IN ACCORDANCE WITH THE GOVERNMENT OF ALBERTA'S FAIRNESS AND SAFETY IN SPORT ACT AND REGULATION.

DEFINITIONS

Athlete means a participant registered in a relevant sport.

Birth registration document means a birth registration document as defined in the Vital Statistics Act or a similar document issued outside of Alberta that contains the following information respecting an individual:

- (i) the full name of the individual;
- (ii) the date and place where the birth of the individual occurred;
- (iii) the sex of the individual;

Unlike a birth certificate, a birth registration document cannot be changed.

Challenge means a procedure referred to in section 3(2)(c)(ii) by which an individual's eligibility to participate in a relevant sport may be challenged.

Female-only league, class or division means a league, class or division of a relevant sport intended to consist entirely of individuals whose sex at birth is female.

Personal information means personal information as defined in the Freedom of Information and Protection of Privacy Act.

Relevant sport means a school sport or sport discipline.

Sex at birth means the sex of an individual that appears on the individual's birth registration document.

GUIDELINES

1. All Horizon's school sports teams shall comply with this policy.
2. This policy applies to athletes aged 12 years and older.
3. Female athletes may continue to compete in male and co-ed sports, leagues, or divisions.

Policy IP Fairness & Safety in Sport, Cont'd

4. Athletes can continue to compete in a female-only league, class or division until the board of an in-scope entity has determined that the athlete does not meet the eligibility requirements. Athletes that do not meet the eligibility requirements are prohibited from participating in a female-only league, class or division.
 - 4.1. Determinations related to challenges as to whether an athlete meets the eligibility requirement shall be resolved within 30 days.
 - 4.2. Failure on the part of an individual to provide proof of eligibility within 30 days shall result in prohibition of the individual from participating in the relevant sport until proof of eligibility is received.
5. Principals shall report to the superintendent all requests for the establishment of mixed-gender, or mixed-sex leagues, classes, or divisions within 7 days of receipt of such requests.
6. The boards report to the Minister of Tourism and Sport shall contain no personal information about the individual involved in the challenge.
7. All policies, procedures, and school sport, league, class or division athletic handbooks require approved by the Superintendent.
 - 7.1. This includes all recommended changes prior to implementation.
 - 7.2. The Board acknowledges the governance role that the Alberta School Athletics Association has, but recognizes the Superintendent as the decision maker and individual having authority with regard to adherence to this policy.
8. An athlete (or their parent(s)/guardian(s) if the athlete is a minor under 18 years of age) is able to request their birth registration document from their birth jurisdiction. Processing and delivery times are typically published on the jurisdiction's website. Please see the Appendix below for information regarding specific Canadian jurisdictions.
 - 8.1. The Government of Alberta will cover these costs. An athlete (or their parents/guardians if the athlete is a minor under 18 years of age) will be responsible for immediate fees associated with retrieving a birth registration document. Once a birth registration document is retrieved and provided to an in-scope entity's board, the in-scope entity will reimburse the athlete for any fees paid by the athlete. In turn, the Government of Alberta will reimburse the board of an in-scope entity at its request.
9. The Horizon School Division may collect and use personal information contained in an individual's birth registration document for the purpose of determining whether the individual meets the eligibility requirement referred to in this policy.
 - 9.1. Personal information may be collected directly from an individual whose eligibility under is the subject of a challenge or, if the individual is a minor, indirectly from the individual's parent or guardian.
 - 9.2. All information and data relating to the athlete will be treated as sensitive personal information and will be processed as such in accordance with applicable data protection and privacy laws. Such information and data will not be used for any purpose other than to determine athlete eligibility.

Policy IP Fairness & Safety in Sport, Cont'd

REGULATIONS

1. Eligibility requirements to participate in the relevant sport where the participation is in a female-only league, class or division of the sport includes:
 - 1.1. female at birth for individuals 12 years of age or older.
2. At the time of registration of an individual as a participant in the relevant sport (female-only league, class or division), the individual or, if the individual is a minor, the parent or guardian of the individual provide confirmation in writing that:
 - 2.1. the individual, parent or guardian, as the case may be, understands the eligibility requirement, and
 - 2.2. the individual meets the eligibility requirement.
3. Failure of an athlete (or their parent or guardian if the athlete is under 18 years of age) to confirm their eligibility in writing will render the athlete ineligible to participate.
4. A confidential challenge may be submitted by an applicant if there are reasonable grounds to believe that an athlete is ineligible under this policy.
5. The Board delegates the authority to deal with challenges related to the eligibility of an individual under regulation 1. to the Superintendent of schools.
 - 5.1. The eligibility of an individual under regulation 1. may be challenged by the following applicants by submitting a written request to the Superintendent:
 - 5.1.1. An athlete (or their parent(s)/guardian(s) if the athlete is a minor under 18 years of age) who tried out for the team of the individual whose eligibility is being challenged,
 - 5.1.2. Team manager of athletics, and
 - 5.1.3. Team coach of athlete.
6. Written challenges shall include the following:
 - 6.1. The name, address, and phone number, of the individual who is challenging the eligibility of an individual,
 - 6.2. Whether the individual who is challenging the eligibility is a school athlete, team mate, or parent of an athlete or parent,
 - 6.3. The school and school division where the individual (or their parent(s)/guardian(s) if the individual is a minor under 18 years of age) who is making the challenge attends,
 - 6.4. The school where the individual whose eligibility is being challenged is participating in sport,
 - 6.5. The sport, class, and league the challenge is related to,
 - 6.6. If the individual who is filing a challenge is a parent(s)/guardian(s) if the individual is a minor under the age of 18 years of age, the name of their child who they are submitting the challenge on behalf of,
 - 6.7. Information that supports the grounds for the challenge, and

Policy IP Fairness & Safety in Sport, Cont'd

6.8. Clarification as to which of the three eligible points as per regulation 5.1. applies to them.

7. The Superintendent may:

- 7.1. dismiss a challenge, if, in the opinion of the Superintendent,
 - 7.1.1. reasonable grounds do not exist for the challenge,
 - 7.1.2. a previously resolved challenge exists,
 - 7.1.3. not enough information has been provided to proceed as a valid challenge, or
 - 7.1.4. the challenge has been made in bad faith.
 - 7.2. direct the individual or, if the individual is a minor, the individual's parent, or guardian to file a copy of the individual's birth registration document with the division;
 - 7.3. within a reasonable time of the individual's birth registration document being filed with the division, to determine that the individual:
 - 7.3.1. meets the eligibility requirement referred in regulation 1, if the birth registration document filed with the Superintendent indicates that the individual's sex at birth is female, or
 - 7.3.2. does not meet the eligibility requirement, referred to in regulation 1,
 - 7.4. prohibit an individual from participating in a female-only league, class, or division;
 - 7.5. allow an athlete to be permanently eligible for participation in a female-only league, class, or division;
 - 7.6. allow the Superintendent to impose reasonable sanctions against a person who, in the opinion of the Superintendent, challenges the eligibility of an individual under regulation 1 in bad faith; and
 - 7.6.1. Reasonable sanctions may include, but not be limited to, written warnings, code of conduct violations, or any existing policy and procedure that the Division may have in place.
 - 7.7. provide a copy of this policy to any person on request.
8. The decision of the Superintendent to dismiss a challenge may be appealed to the Board as per Policy IFH – Formal Parent and Student Appeal.
9. The frequency and timing in which the board will provide information to the Minister of Tourism and Sport (via SPAR@gov.ab.ca) is as follows:
- 9.1. on the request of the Minister, where the information is respecting complaints relating to
 - 9.1.1. the board's policy or
 - 9.1.2. any decisions made under this policy.
 - 9.2. once every 12 months, where the information is respecting:

Policy IP Fairness & Safety in Sport, Cont'd

- 9.2.1. requests for the establishment of mixed-gender or mixed-sex leagues, classes or divisions,
or
- 9.2.2. the establishment of mixed-gender or mixed-sex leagues, classes or divisions;
- 9.3. within 3 business days after the day on which a challenge is made;
- 9.4. within 30 business days after the day on which a challenge is made, where the information is
respecting decisions by the board respecting challenges.

Appendix

Jurisdiction	Document Name	Website
Alberta	Photocopy of a Registration of Birth	Order a birth certificate or document Alberta.ca
British Columbia	Certified True Copy of Birth Registration Document	BC Birth Certificates – Vital Statistics Online Ordering System
Saskatchewan	Certified Copy of Original Birth Registration	eHealth Saskatchewan – Order a Birth Certificate
Manitoba	Copy of Registration	Manitoba Vital Statistics Branch – Identity Certificates
Ontario	Certified Copy of Birth Registration	ServiceOntario – Online Certificate Application
Quebec	Copy of an Act of Birth	DEClic!Online application for a certificate or copy of an act
New Brunswick	Document is not available to order	New Brunswick Vital Statistics – Birth Registration
Nova Scotia	Photographic Print of Birth Registration	Vital Statistics fees for certificates, licences and services - Government of Nova Scotia
Newfoundland and Labrador	Certified copy of Birth Registration	https://www.gov.nl.ca/dgsnl/vitalstats/
Yukon	Restricted photocopy of the registration	Application for certificate or search Yukon.ca
Northwest Territories	Restricted Photocopy of a Birth Certificate	Order a Birth Certificate Health and Social Services
Nunavut	Restricted Photocopy of a Birth Certificate	Birth Certificate Government of Nunavut
Prince Edward Island	Certified Copy of Registration of Birth	Apply for a Birth Certificate Government of Prince Edward Island

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code:	IQ
Policy Title:	Preferred Name and Pronoun
Cross Reference:	IED – independent students
Legal Reference:	
Adoption Date:	June, 2025
Amendment or Re-affirmation Date:	

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SHALL COMPLY WITH GOVERNMENT LEGISLATION WITH REGARD TO STUDENTS' PREFERRED NAME AND PRONOUN USAGE WHILE RESPECTING STUDENTS' DIGNITY AND PARENTAL RIGHTS.

DEFINITIONS

Independent Student means a student who is

- (i) 18 years of age or older, or
- (ii) 16 years of age or older and
 - a. living independently as determined by a board in accordance with section 6 of the Education Act, or
 - b. a party to an agreement under section 57.2 or the Child, Youth & Family Enhancement Act.

New preferred name or pronoun means a name or pronoun that varies from the name or pronoun that teachers, teacher leaders, and other school staff have regularly used when referring to the student and the student prefers for reasons related to the student's gender identity.

GUIDELINES

1. This policy applies to:
 - 1.1. student requests where the student requests that a new preferred name or pronoun be used by school staff when referring to the student in school after September 1, 2025 and does not apply to students who have changed their preferred name or pronoun prior to September 1, 2025, and
 - 1.2. gender based name changes.
2. This policy does not apply to:
 - 2.1. independent students,
 - 2.2. conversations between students or between students and staff regarding one's preferred name or pronoun, and
 - 2.3. non-gender based name changes.

REGULATIONS

1. When a student requests that a new preferred name or pronoun be used by school staff when referring to the student in school, the school shall notify the student's parents of the request.

2. School staff shall only use the new preferred name or pronouns when referring to the dependent student in school
 - 2.1. in the case of a student who is under 16 or 17 years of age, once the student's parent is notified, or
 - 2.2. in the case of a student who is under 16 years of age,
 - 2.2.1. once the student's parent is notified ,and
 - 2.2.2. once the parent provides consent.
3. Where notifying the student's parent is reasonably expected to cause emotional or psychological harm to the student or the student requests assistance, the school shall ensure the student is provided with counselling or other assistance before notifying the student's parent.
 - 3.1. This could include supports such as counsellors that does not require parental consent for students to access in schools.
 - 3.2. Following parental notification, other supports can also be provided.

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Act, Recall Regulation

Policy Code: BBF
Policy Title: School Board Member Ethics and Code of Conduct

Cross Reference: BBA
Legal Reference: Education Act S.33, 85,86,87, and 96; Recall

Adoption Date: February 25, 2014
Amendment or Re-affirmation Date: ~~August 26, 2019~~ June 2025

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT THE BOARD AND ITS MEMBERS WILL CONDUCT THEMSELVES LAWFULLY, WITH INTEGRITY AND HIGH ETHICAL STANDARDS, IN ORDER TO MODEL THE BEHAVIORS EXPECTED OF EMPLOYEES AND STUDENTS AND TO BUILD PUBLIC CONFIDENCE AND CREDIBILITY.

GUIDELINE

1. The code of conduct's has a focus on providing a welcoming, caring, respectful, and safe learning environments.

REGULATIONS

Further to and in keeping with the Alberta School Boards' Trustee Code of Ethics, the Board also acknowledges the following precepts and principles for Board operation:

1. Board members will serve the interests of the citizens of the entire school organization. Members recognize this responsibility to the whole to be greater than but not limited to, the following:
any loyalty a member may have to any other advocacy, interest or political groups;
 - 1.1. loyalty based upon membership on other boards or staffs;
 - 1.2. the personal interest of any Board member who is also a parent or guardian of a student in the organization; and
 - 1.3. being a relative of an employee of the organization.
2. Board members will not attempt to exercise individual authority over the organization.
 - 2.1. Trustee acting individually has only the authority and status of any other citizen
 - 2.2. Members will not assume personal responsibility for resolving operational problems or complaints. Any such complaints will be referred to the Superintendent for investigation and resolution.

2.3. Members will not personally direct any employee or any part of the operational organization.

~~2.3.~~An individual may commence a recall petitions to remove a trustee from the Board as per Section 96.1 of the Education Act, the Recall Act and Recall Regulation.

POLICY BBF – *School Board Member Ethics and Code of Conduct, Cont’d.*

- 2.4. When speaking to the press or otherwise publicly sharing personal opinions, members will respect decisions of the Board and will not undermine those decisions.
- 2.5. Members will not publicly express individual negative judgments about Superintendent or employee performance.
3. To build trust among members and to ensure an environment conducive to effective governance, members will:
 - 3.1. focus on issues rather than personalities;
 - 3.2. respect decisions of the Board;
 - 3.3. exercise honesty in all written and interpersonal interaction, never intentionally misleading, surprising or misinforming each other;
 - 3.4. criticize privately, praise publicly;
 - 3.5. make every reasonable effort to protect the integrity and promote the positive image of the organization and one another; and
 - 3.6. never embarrass each other or the organization.
4. The Board and its member's conduct will contribute to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
5. The Board and its members recognize:
 - 5.1. the inherent dignity and the equal and inalienable rights of all persons is the foundation of freedom, justice and peace in the world;
 - 5.2. that all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, color, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation;
 - 5.3. that multiculturalism describes the diverse racial and cultural composition of Alberta society and its importance is recognized in Alberta as a fundamental principle and a matter of public policy; and
 - 5.4. that all Albertans should share in an awareness and appreciation of the diverse racial and cultural composition of society and that the richness of life in Alberta is enhanced by sharing that diversity.
6. Members will exercise prudent personal discipline in the performance of their duties, including proper use of authority and appropriate decorum when acting as Board members.

POLICY BBF – School Board Member Ethics and Code of Conduct, Cont’d.

7. Members will maintain confidentiality appropriate to sensitive issues and information that otherwise may tend to compromise the integrity or legal standing of the Board, especially those matters discussed in private session.
8. Members shall not discriminate or exhibit an intention to discriminate against a person or a class of persons, or is likely to expose a person or a class of persons to hatred or contempt because of the race, religious beliefs, color, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation of that person or class of persons.
9. Trustees whose behavior is inconsistent with the Code of Conduct may be subject to disciplinary action by the Board.
 - 9.1. A Trustee wishing to raise an objection to the behavior of a trustee may do so on a point of order.
 - 9.2. The Board may, by resolution, censure a trustee providing that all trustees, excepting the trustee named in the resolution, vote in favour of the resolution.
 - 9.3. Censure may include:
 - 9.3.1. Conversation in a private setting between the offending member and the Board Chair or other individual member;
 - 9.3.2. Discussion in a private session between the offending member and the Board;
 - 9.3.3. Possible removal by the Board from any leadership or committee positions to which the offending member has been appointed or elected;
 - 9.3.4. Censure of the offending member of the Board as a means of separating the Board’s focus and intent from that of the offending member.
 - 9.3.5. Disqualification from remaining as a trustee of the board as per Section 87 of the Education Act. ~~if that person has breached the code of conduct of the board where the sanction for the breach under the code of conduct may be determined by the board to be disqualification.~~
10. The Board hereby adopts the attached Code of Conduct as per the Education Act and as adopted by the Alberta School Boards Association (Attachment 1)

POLICY BBF – School Board Member Ethics and Code of Conduct

ATTACHMENT 1

Board Member's Code of Conduct

As a member of Horizon School Division No. 67 Board of Trustees, representing all the citizens of my community and responsible to the electorate through the democratic process, I recognize:

- a) That my fellow citizens have entrusted me, through the electoral process, with the educational development of the children and youth of the community.
- b) That trustees are the children's advocates and my first and greatest concern is the best interest of each and every one of these children without distinction as to who they are or what their background may be.
- c) That trustees are educational leaders who realize that the future welfare of the community, of the Province, and of Canada depends in the largest measure upon the quality of education we provide in the public schools to fit the needs of every learner.
- d) That legally, the authority of the Board is derived from the Province, which ultimately controls the organization and operation of the school district and which determines the degree of discretionary power left with the Board and the people of this community for the exercise of local autonomy.
- e) That I must never neglect my personal obligation to the community and my legal obligation to the Province, nor surrender these responsibilities to any other person, group, or organization but that, beyond these, I have a moral and civic obligation to the nation which can remain strong and free only so long as public schools in Canada are kept free and strong.

In view of the foregoing, I will:

- a) Devote time, thought and study to the duties of a school board member so that I may render effective and creditable service.
- b) Work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debate of points of issue.
- c) Consider information received from all sources and base my personal decision upon all available facts in every case, unswayed by partisan bias of any kind, and therefore, abide by and uphold the final majority decision of the board.
- d) Work together with my fellow board members to communicate to the electorate all the facts about their schools, to the end that they will readily provide the finest possible school program, school staff, and school facilities.
- e) Provide leadership to my community through setting goals and developing policies for the educational program and by regularly evaluating these in the light of the wishes and expectations of the community.
- f) Remember at all times that as an individual I have no legal authority outside the meeting of the board, and to conduct my relationships with the school staff, the community, and all media of communication on the basis of this fact.
- g) Resist every temptation and outside pressure to use my position as a school board member to benefit either myself or any other individual or agency apart from the total interest of the school jurisdiction.
- h) Recognize that the primary function of the board is to establish the policies by which the schools are to be administered, and that the administration of the educational program and

POLICY BBF – *School Board Member Ethics and Code of Conduct, Cont’d.*

conduct of school business shall be left to the employed superintendent of schools and his/her professional and non-professional staff.

- i) Encourage active co-operation by citizens, organizations, and the media in the district with respect to establishing policy on current school operations and proposed future developments.
- j) Support my provincial and national school board association for the future of trusteeship in this province and the nation.
- k) Provide to the best of my ability effective school board service to my community in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy.

2025-2026 Locally Developed Course to be renewed/approved

Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year	
Band 15	5 Credits (2025-2029)	LDC1439	2025-2026	2025-2026	2028-2029	
Broadcast Video 15	5 Credits (2024-2028)	LDC1786	2025-2026	2025-2026	2027-2028	NEW
Ceramics 15	5 Credits (2023-2027)	LDC1867	2025-2026	2025-2026	2026-2027	NEW
Ceramics 25	5 Credits (2023-2027)	LDC2867	2025-2026	2025-2026	2026-2027	NEW
Ceramics 35	5 Credits (2023-2027)	LDC3867	2025-2026	2025-2026	2026-2027	NEW
Choir 15	3 Credits (2025-2029)	LDC1414	2025-2026	2025-2026	2028-2029	
Film and Media Art 15	3 Credits (2025-2029)	LDC1092	2025-2026	2025-2026	2028-2029	
Film and Media Art 15	5 Credits (2025-2029)	LDC1092	2025-2026	2025-2026	2028-2029	
Film and Media Art 25	3 Credits (2025-2029)	LDC2092	2025-2026	2025-2026	2028-2029	
Film and Media Art 25	5 Credits (2025-2029)	LDC2092	2025-2026	2025-2026	2028-2029	
Film and Media Art 35	3 Credits (2025-2029)	LDC3092	2025-2026	2025-2026	2028-2029	
Film and Media Art 35	5 Credits (2025-2029)	LDC3092	2025-2026	2025-2026	2028-2029	
Forensic Studies 25	3 Credits (2025-2029)	LDC2256	2025-2026	2025-2026	2028-2029	
Forensic Studies 35	3 Credits (2025-2029)	LDC3256	2025-2026	2025-2026	2028-2029	
Forensic Studies 35	5 Credits (2025-2029)	LDC3256	2025-2026	2025-2026	2028-2029	
Instrumental Jazz 15	3 Credits (2025-2029)	LDC1431	2025-2026	2025-2026	2028-2029	
Instrumental Jazz 15	5 Credits (2025-2029)	LDC1431	2025-2026	2025-2026	2028-2029	
Instrumental Jazz 25	3 Credits (2025-2029)	LDC2431	2025-2026	2025-2026	2028-2029	
Instrumental Jazz 25	5 Credits (2025-2029)	LDC2431	2025-2026	2025-2026	2028-2029	
Instrumental Jazz 35	3 Credits (2025-2029)	LDC3431	2025-2026	2025-2026	2028-2029	
Instrumental Jazz 35	5 Credits (2025-2029)	LDC3431	2025-2026	2025-2026	2028-2029	
Leadership, Character & Social Responsibility 15	3 Credits (2025-2029)	LDC1509	2025-2026	2025-2026	2028-2029	
Leadership, Character & Social Responsibility 15	5 Credits (2025-2029)	LDC1509	2025-2026	2025-2026	2028-2029	
Leadership, Character & Social Responsibility 25	3 Credits (2025-2029)	LDC2509	2025-2026	2025-2026	2028-2029	
Leadership, Character & Social Responsibility 25	5 Credits (2025-2029)	LDC2509	2025-2026	2025-2026	2028-2029	
Leadership, Character & Social Responsibility 35	3 Credits (2025-2029)	LDC3509	2025-2026	2025-2026	2028-2029	
Leadership, Character & Social Responsibility 35	5 Credits (2025-2029)	LDC3509	2025-2026	2025-2026	2028-2029	
Religions of the World 35	3 Credits (2025-2029)	LDC3450	2025-2026	2025-2026	2028-2029	
Religions of the World 35	5 Credits (2025-2029)	LDC3450	2025-2026	2025-2026	2028-2029	
Religious Studies - Christian Studies 25	3 Credits (2023-2027)	LDC2775	2025-2026	2025-2026	2026-2027	NEW
Religious Studies - Christian Studies 35	3 Credits (2023-2027)	LDC3775	2025-2026	2025-2026	2026-2027	NEW
Religious Studies Doctrine and Covenants Part B 15	3 Credits (2022-2026)	LDC1593	2025-2026	2025-2026	2025-2026	NEW
Ukulele/Guitar 15	3 Credits (2025-2029)	LDC1080	2025-2026	2025-2026	2028-2029	
Understanding Video Games 15	5 Credits (2025-2029)	LDC1008	2025-2026	2025-2026	2028-2029	

Workplace Essential Skills 25	5 Credits (2025-2029)	LDC2743	2025-2026	2025-2026	2028-2029	NEW
Workplace Essential Skills 35	5 Credits (2025-2029)	LDC3743	2025-2026	2025-2026	2028-2029	NEW
Yoga 15	3 Credits (2023-2027)	LDC1449	2025-2026	2025-2026	2026-2027	NEW
Yoga 15	5 Credits (2023-2027)	LDC1449	2025-2026	2025-2026	2026-2027	NEW
Yoga 25	3 Credits (2023-2027)	LDC2449	2025-2026	2025-2026	2026-2027	NEW
Yoga 25	5 Credits (2023-2027)	LDC2449	2025-2026	2025-2026	2026-2027	NEW
Yoga 35	3 Credits (2023-2027)	LDC3449	2025-2026	2025-2026	2026-2027	NEW
Yoga 35	5 Credits (2023-2027)	LDC3449	2025-2026	2025-2026	2026-2027	NEW

Superintendents Progress Report

June 2025

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.

Pleased to be able to announce the new principal of Enchant School is Mrs. Crystal Carver as well as sharing the highlight of my month (being able to read to students in Enchant School.

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

- Teacher Employer Bargaining Association (TEBA) meeting
- Alberta School Board Association Spring General Meeting
- Senior Administrative Leadership Team (SALT) meeting
- Administrator meeting
- Division Office staff meeting
- Meetings and conversations with principals, staff, and parents as needed and/or requested. Conversations have focused on:
 - school off-campus excursions
 - student and parent concerns
- W.R. Myers modernization meetings
- Staff retirement celebrations
- School year end farewells
- School Graduations
- Touring new Superintendent around division (school visits)
- Organizing files and transition work for new superintendent



250623 Board Report

Associate Superintendent of Human Services

Human Services

- We successfully followed our Administrator/Teacher Staffing Process and remain in a phase of open competitions for teachers.
- At the time of writing this report, 30 teachers were offered a temporary or probationary position with Horizon School Division for the coming school year. An additional 7 teachers on continuing contracts transferred positions for the coming school year.
- We continue to hire support staff for the coming school year.
- The Horizon Induction Program (HIP) has its first meeting with the incoming new probationary teachers on June 25.

Professional Development and Meetings

- I continue to meet with Principals to review their shortlists for teacher postings and verbally offer positions to the successful candidates.
- I attended TCS' Farewell Assembly on June 6, the HMAP Graduation on 6, and the Lomond Graduation on June 7.
- Four principals have met with me on two occasions to begin planning the administrators' Mental Health in Schools (MHIS) PD for the coming school year.
- I was part of the interview panel for the FSLC and Wellness Coach positions.

Clinical Team Leader (CLT)/FSLC/Wellness Coaches

- The CTL, Angela Miller, completed the final growth planning reviews with all Family School Liaison Counsellors.
- The Clinical Team Leader and Program Manager met with all Horizon School Administrators to discuss how the school year went around mental health programming and counselling. Overall feedback provided included:
 - We all appreciated the increased communication from the FSLCs, Wellness Coaches and supervisors.
 - Appreciated the weekly memos and schedule provided by the Family School Liaison Program Team.
 - Continuum of support provided.
 - Flexibility.
 - Willingness to participate and organize wellness events and creativity.
- The CTL was trained in Train the Trainer for SIVA.
- Family School Liaison Counsellor was hired for Warner School and Milk River Ridge School. We want to welcome Christina Blake (FSLC) .

- Summer Camp Programming will be facilitated by Family Connections Wellness Coach Workers. The following summer camps will be provided in the Taber community and the following rural communities. Dates are as follows:
 - Warner July 8-10
 - Milk River - July 15-17
 - Grassy Lake - July 22-24
 - Vauxhall - July 29-31
 - Enchant - August 5-7
 - Lomond - August 12-14
 - Taber Elementary Student Age July 8-10
 - Taber Elementary Student Age July 15-17
 - Taber Middle School Student Age July 22-24
 - Taber Middle School Student Age August 5-7
- Currently have one open Wellness Coach Position for Milk River and Warner - staff Jody Platt is being redeployed to support those schools on a need's basis for the short-term until the end of the year.
- Two Wellness Coaches have been hired, one for the Milk River/Warner Location and one for HMA/WRM/DAF. We welcome to the Horizon Team Shelby Asmundson-Hall (changing positions from CYCW to Wellness Coach) and Desiree Jespersen.
- We will be hiring a summer student to help support our Family Connections program summer camps.
- Horizon has partnered with YEP (Youth Employment Program) and will have Tina Gordon supporting Family Connections Program over the summer for a total of 8 weeks. She starts on June 23rd, 2025.

Events/Programming

- Taber's 8th Annual Ignite "Ur" Spark Fair happened at the Taber Agri-plex on May 21st, 2025. There were a total of 29 Spark vendors that attended this year from local communities. There were 126 students that attended from the schools of Warner, Vauxhall High School, MAP, WRM, D.A. Ferguson, Barnwell, ACE Place .
- Mental Health Week was Celebrated over the course of May 5-9. Wellness teams in the schools hosted movie nights, made floats, and other mental health activities with students to promote wellness and mental health and help reduce the stigma around mental illness.
- Family Connections Programming at Gold Spring and Lomond Colonies wrapped up for the year. The two Colony Schools received 6 lessons each around emotional regulation and overall health and wellbeing. In total, 31 students were supported.





Indigenous Learning

- Rhonda Harding will be the temporary Indigenous Instructional Coach for the beginning of the next school year while Lisa Sowinski is on leave.
- The Indigenous Steering Committee met on June 9 to plan a new Indigenous PD plan for the coming two years.

Report completed by Karen Rancier, Associate Superintendent of Human Services



Associate Superintendent, Learner Services
Report to the Board of Trustees – June 23, 2025

Learner Services lead team members:

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

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- The Coordinator of Learner Services hosted the final Early Learning Educator meeting for this school year. The focus was on utilizing Horizon materials and supplies in our programs and organizing professional development opportunities that would benefit the Early Learning Program, such as speech and language training and collaboration time.
- The Learner Services team has been planning Professional Development sessions for the upcoming 2025-26 school year based on the requests of Principals and Teachers and their needs.
- The Learner Services team met with Colette Sylvester this past week to discuss how the consortia could provide sessions for Early Learning, Learning Support Teachers, Administrators and Teachers. We will be promoting these through our Cup of Support Document and through our ATA Professional Development Representatives at each school.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- The instructional coach gave some staff members a crash course in SIVA (Supporting Individuals Through Valued Attachments).
- The Instructional Coach created a Google Slides presentation with links to documents downloaded from the Goalbook.com website. This website was piloted by the Learner Services Team this year. This slide deck includes links to hundreds of Universal Design Learning Strategies(UDL) for Language Arts, Math, Behaviour, SEL (Social Emotional Learning) and Baseline and Progress Monitoring Assessments in the areas of Behaviour and SEL, Executive Functioning, Fine Motor, Life Skills, Math and Speech and Language.
- The Director of Learner Services accompanied the principal of Central School and the newly hired CASA classroom teacher to South View School in Medicine Hat in order to connect with CASA classroom staff. South View has hosted a grade 4-6 classroom for the last two years. They have been willing to collaborate with our team sharing their learning, insights and resources to help us hit the ground running.
- The Director of Learner Services participated in the interview and hiring process for a Wellness

Companion through the Southwest Collaborative (SWCSS) Horizon will be accessing .3FTE of this individual who will be supporting families of complex students to navigate access to supports that are available to them outside of school. These outside supports often translate to greater success for students with complex needs within the school.

- The first CASA classroom intake process will occur on June 16th. CASA staff, in Collaboration with Horizon staff, will review and finalize candidates for the first cohort of students who will attend the CASA Mental Health Classroom housed in Central School next school year. The first cohort will run from the end of August until the end of January, at which point students will be transitioned back to their home schools. CASA staff will maintain the relationship with students for a full year.
- The Coordinator of Learner Services attended transition meetings for students with Early Childhood Support Plans.
- The Coordinator of Learner Services attended the South Region Parents As Teachers AGM and will become the acting Secretary of the board beginning in the 2025-2026 school year.

KEY ACTION AREA #3: K-12 Career Exploration

- Dual Credit: This semester, all Horizon high schools were represented in dual credit courses. 28 of the 31 courses that started were completed - one student moved, and two students withdrew
- Our first student completed the Olds College 5-course Vet Tech Assistant program. Three students from two other schools in our division will start this course on July 4, 2025.
- The Off-Campus Teacher has registered 25 students to begin Dual Credit in the fall. This is an increase from last year, when we had 13 students in dual credit courses. The growth is exciting and substantial.
- Summer School: This year, we have been working to provide a Horizon School Division summer school courses for students who usually take these courses from other school divisions. Our off-campus teacher works in July and has successfully registered 36 students planning to take CALM and/or PE10. We will also have between 100 and 110 for Work Experience/RAP.
- We also have two spots open for the Coaldale Fire Academy, which students can take and receive the EMT and Fire certification over two years. This upcoming school year will be the EMT portion of the program. We continue to work with the Taber Fire Department, the MD of Taber Fire, and the Warner Fire Department to create our programs here in Horizon.
- Rural Health Week (May 26-30) - appreciation artwork (high school) and thank you cards from various students in our division (elementary and middle)) - Taber Hospital, Taber Clinic, Coulee Med Clinic, Milk River Hospital & Clinic; [Westwind Weekly](#) (Taber Times) reported.
- ATL/HCP Joint Trades Tour Day (May 27) @ Medicine Hat College (38 students, Gr 8-9)—LGM students; tour of the campus, welding and electrical trades tour, and hands-on activities; pizza lunch provided by MHC, and bussing expenses covered by MHC.
- [Pre-Med Club Inaugural Year-End BBQ](#) - Mon June 23, 6pm; year in review [presentation](#) (will be presented at the bbq)
-

LEADERSHIP PRACTICES

- With developmental check-ups concluded, the Coordinator of Learner Services has been providing PUF (program unit funding) codes for students in Early Learning and Kindergarten based on speech

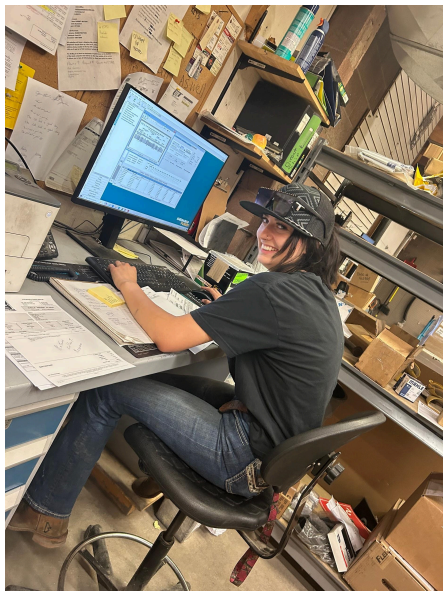
assessments and needed supports.

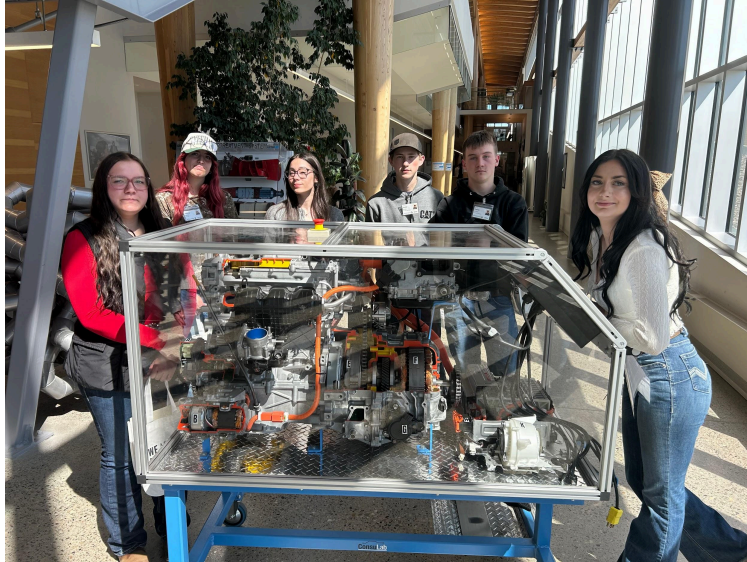
- The Coordinator of Learner Services has been organizing Early Learning programming for the 2025-2026 school year and providing program staffing hours.
- The Coordinator of Learner Services has been collaborating with the Early Learning Educators and Kindergarten teachers to determine what they would like and need for Professional Development for the 2025-26 school year.

TECHNOLOGY INFORMATION (Information will be shared as needed)

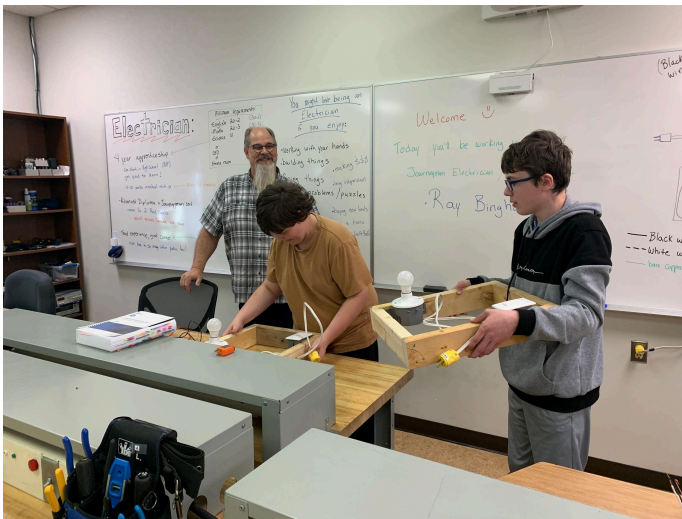
- The technology team has developed a new resource web page where staff can access technology support, from self-help materials to technology equipment requests and support tickets. There is also a technology road map that includes information on projects that the Tech team is working on.
 - The tech team began the network upgrade with new switches and access points being installed. Horizon Map was the first school to be transitioned and Barnwell, ACE Place and Lomond will be completed during the month of June. The project will take an additional 6-8 months to complete for all schools in the division.
-

Lethbridge Polytech pictures





Medicine Hat College Photos



2025 – 2026 Budget Press Release

At the May 27, 2025 budget meeting, the Board of Trustees of The Horizon School Division approved the operating budget for the 2025-2026 school year. A deficit of \$845,398 was approved. Highlights of the budget include:

- Revenue of \$55,253,640
 - 90% of revenues are sourced from Alberta Education
 - Funding from Alberta Educations increased 1.66%
- Enrolment is projected to be stable with a forecasted increase of 17 full time equivalent (FTE) students
- Staff allocations are comparable with 2024-2025.

Budget allocations are carefully made to provide optimal learning environments for students. We believe in the potential of our students and strive to make the most effective use of the limited resources available to us. The board prioritizes providing the teachers required to minimize class sizes and multi-grading while still providing supports to students. Significant funds are allocated to enhancing teachers' skills through professional development, supporting English Second Language (ESL) students, providing mental health supports to students and staff, and exploring career-based opportunities for students.

A significant contributor to the deficit is the increased costs associated with support staff. Enhancements to the support staff collective agreement are far greater than the funding increases provided by the provincial government. The board is committed to maintaining quality education programming to the students in Horizon School Division. The deficit was approved to provide stability to staff and students. We appreciate our staff and the work they do. It is hoped that in future years, funding will be sufficient to maintain programs and staff at current levels.

Marie Logan, Board Chair

The budget summary is as follows:

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2025/2026	Approved Budget 2024/2025	Actual Audited 2023/2024
<u>REVENUES</u>			
Government of Alberta	\$ 52,921,969	\$51,408,565	\$49,854,903
Federal Government and First Nations	\$ -	\$0	\$0
Property taxes	\$ -	\$0	\$0
Fees	\$ 655,000	\$700,000	\$741,271
Sales of services and products	\$ 875,000	\$816,370	\$1,072,347
Investment income	\$ 215,000	\$275,000	\$402,143
Donations and other contributions	\$ 475,000	\$300,000	\$543,966
Other revenue	\$ 111,671	\$97,957	\$114,254
TOTAL REVENUES	\$55,253,640	\$53,597,892	\$52,728,884
<u>EXPENSES</u>			
Instruction - ECS	\$ 1,712,051	\$1,489,772	\$1,497,761
Instruction - Grade 1 to 12	\$ 39,387,024	\$37,540,207	\$37,413,229
Operations & maintenance	\$ 8,131,488	\$7,735,900	\$7,615,910
Transportation	\$ 4,090,353	\$4,106,033	\$3,732,164
System Administration	\$ 2,066,753	\$2,068,603	\$1,966,896
External Services	\$ 711,369	\$695,000	\$633,464
TOTAL EXPENSES	\$56,099,038	\$53,635,515	\$52,859,424
ANNUAL SURPLUS (DEFICIT)	(\$845,398)	(\$37,623)	(\$130,540)

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)
for the Year Ending August 31

	Approved Budget 2025/2026	Approved Budget 2024/2025	Actual Audited 2023/2024
<u>EXPENSES</u>			
Certificated salaries	\$ 21,787,039	\$20,871,085	\$21,374,752
Certificated benefits	\$ 5,300,609	\$5,025,535	\$5,118,768
Non-certificated salaries and wages	\$ 9,059,550	\$8,460,475	\$7,899,495
Non-certificated benefits	\$ 2,460,685	\$2,074,485	\$1,923,691
Services, contracts, and supplies	\$ 14,359,005	\$14,563,873	\$13,815,482
Capital and debt services			
Amortization of capital assets			
Supported	\$ 2,574,564	\$2,158,484	\$2,210,131
Unsupported	\$ 482,586	\$481,578	\$517,105
Interest on capital debt			
Supported	\$ -	\$0	\$0
Unsupported	\$ -	\$0	\$0
Other interest and finance charges	\$ -	\$0	\$0
Losses on disposal of capital assets	\$ -	\$0	\$0
Other expenses	\$ 75,000	\$0	\$0
TOTAL EXPENSES	\$56,099,038	\$53,635,515	\$52,859,424

Grand Opening Milk River Ridge School



horizon⁺
school division

Horizon School Division invites you to join us in celebrating the Grand Opening of Milk River Ridge School.

Date: Friday, September 5, 2025

Time: 11:00 am

Location: Milk River Ridge School, 205 3rd Avenue, Milk River, Alberta

There will be a short program at 11:00 am followed by an open house and refreshments.

From: **Alberta News** <alberta.news@gov.ab.ca>
Date: Wed, May 21, 2025 at 10:38 AM
Subject: News Release: Fast-tracking more school projects

Fast-tracking more school projects | Accélérer un plus grand nombre de projets d'écoles

May 21, 2025

Eleven school projects are one step closer to shovels in the ground, as they move forward to the next stage in the construction cycle.

Alberta's government is speeding up the construction of 11 previously announced school projects for communities in Calgary, Coalhurst, Donnelly, Falher, Fort McMurray, Grande Prairie County, Lac La Biche, Red Deer, Strathmore and Wetaskiwin. When complete, the 11 projects will create more than 8,000 new and updated student spaces.

“We are building more schools at a faster rate, never before seen in Alberta. Through this innovative approach to building more schools now, backed by our generational investment of \$8.6 billion to build more than 100 schools across the province, we will ensure every student in Alberta has the space to engage in the province's world-class education system.”

Demetrios Nicolaides, Minister of Education and Childcare

Last fall, Alberta's government announced an \$8.6 billion plan to speed-up school construction and build and renovate more than 100 schools. Since then, a total of 33 previously announced school projects have been approved to move forward to the next stage of the construction process. There are now 132 active school projects in communities across Alberta.

“Alberta’s government is delivering on our commitment to build vibrant, high-quality learning environments for students across the province. By accelerating school construction and expanding modular classroom capacity, we’re making sure families in growing communities have access to the education spaces they need – now and into the future.”

Martin Long, Minister of Infrastructure

“We are grateful to see two of our high schools advancing in the School Construction Accelerator Program. With our student population growing rapidly and our high schools already over capacity, these new builds and modernizations/additions are critical to ensuring our students have access to quality, Catholic education close to home.”

Shannon Cook, board chair, Calgary Catholic School District

“Golden Hills School Division extends its appreciation to the Government of Alberta for the approval of a new school to replace Westmount School in Strathmore. This investment reflects a shared commitment to providing students with modern, vibrant learning environments that meet the needs of our growing student population. Golden Hills is proud to lead innovative projects that engage students in meaningful, future-focused learning. This new school will further support our vision of creating dynamic spaces that inspire curiosity, creativity and a strong sense of community.”

Laurie Huntley, board chair, Golden Hills School Division

To create more student spaces where they are needed most in the coming school year, Alberta’s government is investing \$50 million to provide modular classrooms to 19 school boards. The funding will build 50 new modular classrooms and relocate 19 others to provide more than 1,650 new and relocated student spaces in some of Alberta’s fastest-growing communities. The \$50 million investment adds to the \$140 million invested in modular classrooms in 2024.

Quick facts

- Alberta’s government is committing \$8.6 billion to deliver:
 - up to 90 new schools and up to 24 renovations or replacements
 - more than 200,000 new and updated student spaces

- The provincial government uses a staged school project funding approach that includes pre-planning, planning, design and construction approvals.
- Production of new modular classroom units will begin immediately.
 - The first units will be ready for pickup in July; some units will be installed by school divisions before the school year begins, while others will be installed early in the 2025-26 school year.

Fast-tracked school projects (11) – May 2025

Community	School authority	Project type/name	Funding stage approval (acceleration)
Calgary (2)	Calgary Catholic School District (2)	new high school in west Calgary	construction (from design)
		addition and modernization of Bishop McNally High School	design (from planning)
Coahurst	Palliser School Division	modernization of Coahurst High School	design (from planning)
Donnelly	High Prairie School Division	modernization of George P. Vanier School	design (from planning)
Falher	Conseil scolaire du Nord-Ouest	modernization of École Héritage	construction (from design)
Fort McMurray	Fort McMurray Public School Division	replacement of Westwood Community High School	design (from planning)
Grande Prairie County	Peace Wapiti Public School Division	replacement of Peace	design (from planning)

		Wapiti Academy	
Lac La Biche	Northern Lights Public Schools	replacement of Vera M. Welsh School	construction (from design)
Red Deer	Red Deer Public Schools	new middle school in northeast Red Deer	planning (from pre-planning)
Strathmore	Golden Hills School Division	replacement of Westmount School	design (from planning)
Wetaskiwin	Wetaskiwin Regional Public Schools	replacement of Norwood School	design (from planning)

Related information

- [School construction accelerator program](#)
- [Planning and building schools](#)

Related news

- [More schools for Edmonton and area](#) (March 19, 2025)
- [More schools for Calgary and region](#) (March 14, 2025)
- [Building schools in every corner of the province](#) (March 7, 2025)
- [School construction reaches warp speed](#) (Feb. 15, 2025)

From: **EDC Deputy Minister** <EducationDeputyMinister@gov.ab.ca>
Date: Mon, May 26, 2025 at 7:54 AM
Subject: Alberta Education Update

Subject: Alberta Education Update

Dear colleagues,

I am writing to inform you about changes to Alberta Education's ministry, and to provide you with contact information for department leadership.

Effective May 16, 2025, Cabinet approved a change to our department and the childcare portfolio has moved from Jobs, Economy and Trade to our department. We come together under a new name – Education and Childcare. This is a natural fit and will align Alberta with other jurisdictions across Canada that have childcare and K-12 education in the same ministry. Minister Nicolaides remains the Minister responsible for our newly expanded portfolio.

With this change, and effective immediately, [Laura Lowe](#) has joined the ministry as the Assistant Deputy Minister of the Child Care Delivery division. The division:

- provides licences and monitors child care programs and family day home agencies,
- provides funding for child care programs through subsidy, wage top-up, professional development and Affordability Grants;
- reviews and funds space creation activities through grants;
- liaises with other licencing and inspection authorities such as public health and municipalities to support quality child care; and
- engages with licenced child care operators on an ongoing basis.

Also effective immediately, the Child Care Strategy and Policy Division has transitioned from the Ministry of Jobs, Economy and Trade to the ministry, with [Tanis Liebreich](#) remaining as Assistant Deputy Minister.

The Child Care Strategy and Policy Division leads the transformation of Alberta's early learning and child care system by developing and implementing strategic policies and programs that ensure child care is accessible, affordable, inclusive, and high quality. The division:

- leads Alberta's participation in the Canada-Alberta Canada-Wide Early Learning and Child Care (CACWELCC) and Bilateral Agreements, including negotiations, federal coordination, and performance and financial reporting;

- develops and maintains child care legislation, regulations, and policy frameworks, including funding models and workforce strategies;
- oversees early childhood educator (ECE) certification and workforce policy, including recruitment, training, and retention initiatives;
- leads system evaluation and performance measurement to inform decision-making and drive continuous improvement;
- designs and supports digital systems for child care operations in partnership with Technology and Innovation; and
- engages with child care providers, families, and sector partners to ensure policy and program development reflects frontline experience and community needs.

If you have any questions, please do not hesitate to contact me or my assistant deputy ministers.

Sincerely,

Lora Pillipow
Deputy Minister of Education and Childcare

May 28, 2025

Sent via email: taber.warner@assembly.ab.ca

Hon. Grant Hunter, ECA
Associate Minister of Water
Taber – Warner MLA
5402 – 50th Avenue
Taber, AB T1G 1T9

Dear Honourable Hunter:

On behalf of the Horizon School Division Board of Trustees, I would like to extend our congratulations on your appointment as the Associate Minister of Water. We look forward to seeing the impact of your visionary leadership. As a locally elected school board, we also look forward to collaborative conversations and decision-making as we work to promote excellence in public education. As trustees charged with the governance of an education system, we recognize that quality education for our youth is central in meeting the goals of the vision for the future of our province. We consider ourselves your partner in doing what it takes to prepare them for the 21st century.

We look forward to continuing with our governance role within a province that recognizes the foundation of our future – our students!

Yours truly,

A handwritten signature in black ink, appearing to read 'M Logan', with a stylized, cursive script.

Marie Logan
Board Chair

May 28, 2025

Sent Via email: Cardston.Siksika@absembly.ab.ca

Minister Joseph Schow
Minister of Jobs, Economy, Trade and Immigration
Cardston - Siksika MLA
271 Main Street
Cardston, AB T0K 0K0

Dear Honourable Schow:

On behalf of the Horizon School Division Board of Trustees, I would like to extend our congratulations on being appointed as the Minister of Jobs, Economy, Trade and Immigration. We look forward to seeing the impact of your visionary leadership. As a locally elected school board, we also look forward to collaborative conversations and decision-making as we work to promote excellence in public education. As trustees charged with the governance of an education system, we recognize that quality education for our youth is central in meeting the goals of the vision for the future of our province. We consider ourselves your partner in doing what it takes to prepare them for the 21st century.

We look forward to continuing with our governance role within a province that recognizes the foundation of our future – our students!

Yours truly,

A handwritten signature in black ink, appearing to read 'M Logan', with a stylized, cursive script.

Marie Logan
Board Chair