

Regular Board Meeting Agenda – Following Organizational Meeting

MONDAY, OCTOBER 23RD, 2023

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. 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	<p>ENCLOSURE 1 ENCLOSURE 2</p> <p>ENCLOSURE 3 ENCLOSURE 4 ENCLOSURE 5</p>
A.2 Minutes of Regular Board Meeting held Monday, September 25 th , 2023	
A.3 October 2023 Payment of Accounts	
A.4 Locally Developed Course – Book of Mormon Part A	
A.5 First Reading of Policy GCN – Teacher Summative Evaluation	
A.6 First Reading of Policy HICA – On and Off-Site Activities	
A.7 First Reading of Policy JHF – Welcoming, Caring, Respectful, Safe Learning Environment	

D – DISCUSSION ITEMS

D.1 Remembrance Day Ceremony Attendance	
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I – INFORMATION ITEMS

I.1 Superintendent’s Report – Dr. Wilco Tymensen	<p>ENCLOSURE 6</p> <p>ENCLOSURE 7 ENCLOSURE 8</p>
I.2 Trustee/Committee Report	
I.2.1 Zone 6 Report – Marie Logan	
I.2.2 Facilities Meeting Report – Bruce Francis	
I.2.3 Administrator’s Report – 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	

DATES TO REMEMBER

• October 26 – First Aid
• October 27 – Policy Meeting (8:30 – 12)
• November 8-9 – ATA Bargaining
• November 13 – Remembrance Day honoured – no staff or students
• November 14 – Administrator’s Meeting
• November 15 – Colony Elder’s Meeting
• November 15-16 – SIVA Training

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| • November 15 – Zone 6 ASBA Meeting |
| • November 19 – 21 – ASBA - Edmonton |
| • November 20 – Division Wide PD Day |
| • November 22 – CUPE Bargaining |
| • November 27 – Board Meeting |
| • November 29-30 – ATA Bargaining |
| • December 1 – Policy Meeting (8:30am – 12pm) |

Horizon School Division



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The Board of Trustees of Horizon School Division held its Regular Board meeting on Monday, September 25th, 2023, beginning at 1:00p.m.

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

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

ACTION ITEMS

A.1	Moved by Maxwell Holst that the Board approve the agenda. Carried Unanimously	AGENDA APPROVED 129/23
A.2	Moved by Jennifer Crowson that the Board approve the Minutes of the Regular Board Meeting held Monday, August 28 th , 2023, as provided by Enclosure #1 of the agenda. Carried Unanimously	BOARD MEETING MINUTES APPROVED 130/23
A.3	Moved by Derek Baron that the Board approve the September 2023 Payment of Accounts in the amount of \$3,453,943.40 as provided in Enclosure #2 of the agenda. Carried Unanimously	PAYMENT OF ACCOUNTS APPROVED 131/23

INFORMATION ITEMS

I.1 SUPERINTENDENT'S REPORT

- View Dr. Wilco Tymensen, Superintendent's September 2023 Report [here](#).

I.2 TRUSTEE/COMMITTEE REPORT

I.2.1 ASBA Zone 6 Report

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

- Board input/information requested regarding the following topics:
 - Membership Fees (2024)

- Number of division PD days
- Nominations for ASBA Zone 6 General Meeting
- The Handbook Committee worked over the summer. The Handbook was approved at the September 2023 meeting.
- A Position Statement Advisory Group has been formed.
 - Position Statement Manual was last reviewed in 2018
 - Plan to launch a policy statement data base at the 2024 FGM
- Presentation on a Comprehensive School Health Approach

I.2.2 Facilities Meeting Report

Vice Chair, Bruce Francis, provided an update regarding Facilities Department summer work:

- W.R. Myers modernization design meetings are underway with the first onsite meeting having occurred on September 22nd.
- Milk River School project continues. Photos were shared with the Board

I.2.3 Administrator’s Meeting Report

Trustee, Maxwell Holst, provided a summary/discussion at the September Administrator’s Meeting:

- Career Development Team presentation:
 - Career Exploration
 - Career Pathways
- Emergency School Closure – Policy EBCD was reviewed
- Startup week feedback was shared with administrators
- Substitute teachers – consecutive teaching days
- Incident reporting through PublicWorks was reviewed
- New Curriculum Planning for K-6 resources were shared

I.3 ASSOCIATE SUPERINTENDENT OF FINANCE AND OPERATIONS

- Philip Johansen, Associate Superintendent of Finance and Operations shared a summary for the month of September:
 - September access for new staff
 - Year-end preparation
 - Transportation Regulations update

I.4 ASSOCIATE SUPERINTENDENT OF HUMAN SERVICES REPORT

- View Karen Rancier, Associate Superintendent of Human Services’ September 2023 Report [here](#).

I.5 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

- View Terri-Lynn Duncan, Associate Superintendent of Learner Services’ September 2023 Report [here](#).

CORRESPONDENCE

- A brief discussion came from the correspondence.

Moved by Derek Baron that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

132/23

COMMITTEE ITEMS

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

COMMITTEE
133/23

Moved by Bruce Francis that the meeting adjourn.
Carried Unanimously

MEETING ADJOURNED
134/23

Marie Logan, Chair

Sheila Laqua, Executive Secretary

PAYMENT OF ACCOUNTS REPORT

Board Meeting - October 23, 2023

General	September 25/23		218352.65
General	September 26/23		8490.4
U.S.	September 27/23		4025.34
General	October 2/23		1071262.98
General	October 3/23		51083.14
General	October 11/23		151023.95
General	October 17/23		397776.84
U.S.	October 17/23		1291.03
"A" Payroll	September 2023	Teachers	1,744,228.73
		Support	666,233.88
"B" Payroll	September 2023	Casual	14,548.24
		Subs	64,583.52
Total Accounts			4,109,964.53
Board Chair	_____		
PJ:dd			
October 18/23			

Policy Code:	GCN
Policy Title:	Teacher Summative Evaluation
Cross Reference:	GCAD GCM GCMA
Legal Reference:	Alberta Teacher Growth, Supervision & Evaluation Policy, AR3/99 Certification of Teachers, AR4/99 Practice Review of Teachers, Teaching Quality Standard (Ministerial Order #001/13) Education Act
Adoption Date:	April 20, 1999
Amendment or re-affirmation Date:	August 26, 2019

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT SUMMATIVE EVALUATION IS A JUDGEMENTAL PROCESS DESIGNED TO FACILITATE DATA ABOUT A TEACHER'S ACTIONS, JUDGEMENTS, AND DECISIONS AS THEY RELATE TO THE BEST EDUCATIONAL INTERESTS OF STUDENTS AND OPTIMUM LEARNING IN ORDER TO MAKE WELL-INFORMED AND FAIR EMPLOYMENT AND/OR CERTIFICATION DECISIONS DECISIONS ABOUT THE COMPETENCE OF AN EMPLOYEE. ~~THIS POLICY OPERATES UNDER THE ASSUMPTION THAT AN EVALUATION PROCESS MAY BE INITIATED TO GENERATE THE DATA FOR MAKING WELL-INFORMED AND FAIR EMPLOYMENT AND/OR CERTIFICATION DECISIONS.~~

DEFINITIONS

Evaluation – means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by a principal, superintendent, or designate in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the teaching quality standard.

Evaluator – is typically the school principal but may include vice-principal, associate superintendent of human services, superintendent and/or designate.

GUIDELINES

1. Principals-Evaluators shall not commence summative evaluations of substitute teachers.
- ~~2. Teachers eligible for permanent certification are responsible for communicating with the Human Resource department to commence the permanent certification process.~~
 - ~~2.1 Teachers eligible for permanent certification are required to have two final evaluation reports. In the case of probationary teachers, the principal and Associate Superintendent or designate's reports shall meet this requirement.~~
2. Probationary teachers shall be evaluated as per the evaluation framework (see Appendix A).
 - 2.1 The evaluator shall consider the best interests of the students, staff, the teacher, the teaching profession and the school system during the evaluation.
 - 2.2 The pPrincipals and superintendent or designate Division Office evaluators are encouraged to should co-observe a lesson as part of the evaluation of probationary teachers.

~~3. Teacher should be informed of their right to secure the assistance of a peer to mentor them during the evaluation process at the commencement of the evaluation.~~

~~3.~~

~~4. Teachers eligible for permanent certification are responsible for communicating with the Human Resource department to commence the permanent certification process.~~

~~4.1 A recommendation by the evaluator that a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract must be supported by the findings of two or more evaluations of the teacher.~~

~~REGULATIONS~~

~~1. Teachers shall undergo a summative evaluation, conducted by the principal, associate superintendent, and/or designate(s):~~

~~1.1 upon being given a probationary teaching contract,~~

~~1.2 when on the basis of information received through supervision, the principal has reason to believe the teacher may not be meeting the Teaching Quality Standard,~~

~~1.3 for the purposes of gathering information related to a specific employment decision,~~

~~1.4 for the purposes of assessing the growth of the teacher in specific areas of practice, and/or~~

~~1.5 at the written request of a teacher.~~

Policy GCN - Summative Evaluation of Professional Staff - Continued

4.1.1 Typically, the two evaluations will include one from the principal and one from the associate superintendent of human services or designate.

REGULATIONS

1. Teachers shall undergo a summative evaluation, conducted by an evaluator:
 - 1.1 at the written request of a teacher;
 - 1.2 for the purposes of gathering information related to a specific employment decision;
 - 1.3 for the purposes of assessing the growth of the teacher in specific areas of practice, upon being given a probationary teaching contract;
 - 1.4 when on the basis of information the evaluator has reason to believe the teaching of the teacher may not be meeting the Teaching Quality Standard; and/or
 - 1.5 for purposes of making recommendations under the Certification of Teachers Regulation.
2. Evaluations shall be based on information gathered through multiple observations based on established criteria, frequent conferencing, reviews of documents, reports and plans, assessment records, and/or other data appropriate to the teacher's assignment ~~gathered in accordance with the Code of Professional Conduct.~~
3. Evaluations ~~may consist of a review of all aspects~~ of a teacher's professional competence shall be based on the Teaching Quality Standard (Appendix AB).
 - 3.1 Probationary teacher's evaluation shall consist of all aspects of the ~~teacher's professional competence based on the~~ Teaching Quality Standard.
 - 3.2 Continuing contract teacher's evaluation may consist of all or some aspects of the Teaching Quality Standard as determined by the evaluator.
 - ~~3.1~~
 - ~~3.2 The principal shall consider the best interests of the students, staff, the teacher, the teaching profession and the school system during the evaluation.~~
4. At the commencement of the evaluation, the teacher must receive written notification (Appendix BC), explicitly communicating:
 - 4.1 the reasons for and purposes of the evaluation;_;
 - 4.2 the process, criteria, and standard to be used ~~for the evaluation, including a copy of the policy of the Horizon School Division pertaining to their evaluation;~~_;
 - 4.3 ~~the teacher shall be informed of his/her right to secure the assistance of a mentor or peer to work with him/her at any or all times throughout the evaluation process,~~

4.4.3 the timelines to be applied;_; and

Policy GCN - Summative Evaluation of Professional Staff - Continued

4.54.4 the possible outcomes of the evaluation.

~~5. A teacher may, at anytime in the process, appeal the procedures of the evaluation to the superintendent who shall, if the superintendent deems the teacher's reason to be valid, direct a remedy that maintains the integrity of the evaluation process and is fair to the teacher being evaluated.~~

~~6. Teachers, at their discretion, shall be allowed to contribute data during the evaluation process through personal portfolios or other material or information of their choosing.~~

~~5. The Upon completion of the evaluation, the evaluator must provide the teacher with a copy of the completed evaluation report mid and final evaluation report generated during the evaluation process~~

~~7.5.1 -The report shall-should~~ be signed by both parties.

~~7.5.1.1~~ The teacher's signature evidences that the report has been received for review.

~~7.2 Evaluators shall provide the teacher with a copy of the mid and final evaluation report.~~

~~7.35.2~~ The ~~principal-evaluator~~ shall place a copy of the notice of evaluation (see sample in Appendix BC); ~~notice of remediation, if applicable; mid-evaluation and final-the mid evaluation report; and final~~ evaluation report in the teacher's personnel file ~~located at Division-division Officeoffice.~~

6. Principal evaluations

~~6.1 Principal mid evaluation reports will be based on a minimum of three (3) classroom observations and final evaluation reports will be based on a minimum of three (3) further classroom observations.~~

~~6.1.1 Principals shall provide tTeachers with a mid-evaluation report. For probationary teachers this report should be provided -within five (5) months of commencing the evaluation, which normally correlates to January 31-for probationary teachers.~~

~~8-6.1.2 Principals shall provide teachers with a final-evaluation report. For probationary teachers this report should be provided within eight (8) months of commencing the evaluation, which normally correlates to April 30.~~

~~9. Superintendent or designate evaluations shall provide teachers with one evaluation report within eight (8) months of commencing the evaluation, which normally correlates to April 30. The principal's report will be based on a minimum of three (3) classroom observations.~~

~~7.~~

~~7.1 Superintendent or designate evaluations typically occur at the same time as principal evaluations of probationary teachers.~~

~~7.2 Superintendent or designate evaluations typically occur after a principal evaluation of continuing contract teachers contains a finding that the teacher is not meeting the Teaching Quality Standard.~~

~~10. A final evaluation report shall be provided to the teacher within eight (8) months of commencing the evaluation, which correlates to April 30 for probationary teachers.~~

~~8. If the evaluator is of the opinion that the teacher is not meeting the teaching quality standard the evaluator should provide the teacher with a notice of remediation stating that the teacher is not currently meeting the~~

Policy GCN - Summative Evaluation of Professional Staff - Continued

Teaching Quality Standard.

~~10.1 The final report shall be based on the Teaching Quality Standard and contain descriptive assessments in the major competency areas, which may include areas of strength, directions for growth, and recommendations.~~

9. Where, as a result of the evaluation, the evaluator determines that a change in the behaviour or practice of a teacher is required, the evaluator must: ~~remediation is necessary to raise the quality of a continuing teacher's instruction to an acceptable level, the report shall make clear the expectations and opportunities for improved practice and set a reasonable time line for improvement.~~

9.1 provide to the teacher a notice of remediation (see sample notice of remediation; Appendix D);

9.2 make clear the behaviours or practices that do not meet the teaching quality standard;

9.3 make clear what remediation strategies the teacher is advised to pursue;

10.2 provide a reasonable timeframe to address the deficiencies; and

9.4

9.5 and may stipulate that the remediation strategies stated in that notice replace the obligation of the teacher to develop and implement an annual teacher professional growth plan.

~~10.3 The final evaluation report shall state whether the teacher meets the Teaching Quality Standard and expectations of the principal.~~

~~10.4 Final reports submitted by the principal or designate shall be based on a minimum of six (6) classroom observations throughout the school year and shall be done in consultation with an Associate Superintendent or designate.~~

~~10.5 Final reports submitted by the associate superintendent or designate shall be based on a minimum of three (3) classroom observations throughout the school year.~~

~~11. The evaluation shall be used:~~

~~11.1 to make an employment decision;~~

~~11.2 for closure of the probationary period;~~

~~11.3 to extend the probationary contract for a subsequent year;~~

~~11.4 to initiate a remediation plan, in the case of continuing contract teachers;~~

~~11.5 to make a recommendation to the superintendent to terminate the teacher;~~

~~11.6 to make another recommendation which the principal believes are in the best interests of the teacher and/or school;~~

~~11.7 to make another action deemed appropriate by the superintendent.~~

12.10. The superintendent, upon receipt of the principal's evaluator's report, shall take whatever action he/she believes is required.

Policy GCN - Summative Evaluation of Professional Staff - Continued

~~13.11.~~ The teacher shall be given the opportunity to append additional comments to all written reports pertaining to his/her evaluation within one month of receiving the report.

~~14.~~ In the event that remediation is necessary, the continuing contract teacher being evaluated shall receive a Notice of Remediation from the principal (Appendix C) and the following steps shall be taken:

~~14.1~~ A program of improvement will be undertaken by the teacher and a reasonable time line for improvement will be set.

~~14.2~~ At the end of the time allotted, a subsequent evaluation by the Associate Superintendent or designate shall commence.

~~15.~~ The second summative evaluation, in the case of continuing contract teachers, shall consist of:

~~15.1~~ an evaluation conducted by a certified teacher such as an associate superintendent, chosen by the superintendent, who is independent of the staff of the school in which the teacher works; and

~~15.2~~ the same practices and procedures as outlined in this policy.

~~16.~~ This policy does not restrict a school board or superintendent,

~~16.1~~ from taking disciplinary or other action, as appropriate, where the superintendent has reasonable grounds for believing that the actions, practices, or conduct of a teacher endanger the safety of students, constitute a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school board, or

~~16.2~~ from taking any action or exercising any right or power under the Education Act.

12. The evaluation shall be used by the superintendent to:

12.1 make an employment decision;

12.2 close the probationary period;

12.3 extend the probationary contract for a subsequent year, with the approval of the teacher;

12.4 terminate the teacher; and/or

12.5 to make any appropriate recommendation which the evaluator or superintendent believes is in the best interests of the teacher and/or school.

13. This policy does not restrict the evaluator

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

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

APPENDIX A: EVALUATION FRAMEWORK

Probationary Teacher

Commencement of evaluation

1. Two evaluations undertaken

a. Principal evaluation

i. Issue “notice of evaluation”

1. One notice of evaluation is acceptable if it identifies that both principal and superintendent or designate will be commencing simultaneous evaluations

ii. Meet to discuss evaluation process and draft evaluation plan

iii. Minimum of 3 observations

1. Evaluations may include pre and/or post conference

iv. Issue notice of remediation, if applicable, and/or mid-evaluation report

v. Minimum of 3 more evaluations

1. Evaluations may include pre and/or post conference

vi. Issue final evaluation report

b. Superintendent or designate evaluation

i. Issue “notice of evaluation”

1. One notice of evaluation is acceptable if it identifies that both principal and superintendent or designate will be commencing evaluations

ii. Meet to discuss evaluation process and draft evaluation plan

iii. Minimum of 3 observations

1. Evaluations may include pre and/or post conference

2. Issue notice of remediation, if applicable

iv. Issue final evaluation report

2. Evaluation reports specify whether teacher meets Teaching

Quality Standard

- a. Evaluation reports do not include recommendation for employment
3. Principal and Associate Superintendent of Human Services discuss evaluation reports so that Associate Superintendent of Human Services may make recommendation to Superintendent

Continuing Contract Teacher

Ongoing supervision brings to light competence concerns that warrant commencement of evaluation

1. Two evaluations undertaken sequentially, if applicable
2. Principal evaluation as per above is completed first
 - a. If final evaluation is that teacher meets Teaching Quality Standard the evaluation process ends and principal returns to supervision process
 - b. If final evaluation is that teacher does not meet Teaching Quality Standard the evaluation process continues and superintendent or designate commences stage two of supervision process
3. Superintendent or designate commences evaluation as per above
4. Principal and Associate Superintendent of Human Services discuss evaluation reports so that Associate Superintendent of Human Services may make recommendation to Superintendent

Appendix ~~A~~B: The Teaching Quality Standard

APPENDIX BC: SAMPLE NOTICE OF EVALUATION

[DATE]

[TEACHER'S NAME]

[SCHOOL NAME]

[EVALUATOR'S NAME]

[EVALUATOR'S POSITION]

Dear [Teacher's Name]:

This letter serves as the official notification of my intention to become involved in the Horizon School Division's evaluation of your professional practice. This evaluation will comply with Alberta Education Policy 2.1.5; *Accountability in Education: Teacher Growth, Supervision, and Evaluation* and Horizon Policy GCN; *Summative Evaluation of Professional Staff* and will be in addition to the evaluation performed by your school's administration.

Reason for Evaluation

As a probationary teacher, it is necessary to gather information for the purpose of making an employment decision. As such, this evaluation will seek to ensure that your professional practice meets the expectations of the Province and the Horizon School Board, and specifically Alberta Education Teaching Quality Standard, and will entail a review of the entire scope of your practice. This evaluation process is a formal process of gathering information and evidence over a period of time and uses the application of reasoned judgment by the jurisdiction in determining whether or not your teaching exceeds, meets, or does not meet the Teaching Quality Standard. I look forward to meeting with you for a pre-conference and sharing the evaluation plan for my portion of the evaluation process.

This evaluation will include multiple classroom observations based on established criteria and frequent conferencing. A mid-year evaluation report will be submitted to you on or before January 31, 2024 from your school Principal. I will complete a minimum of three formal classroom observations and you will receive a final written evaluation report on or before May 1, 2024.

This evaluation will assess your performance and provide recommendations that I believe are in the best interest of you as a teacher, and the jurisdiction. It will determine whether your practice meets or does not meet the Teaching Quality Standard and assist in determining your future contract status. It may outline a remediation plan by which you can improve your practice but will not contain a recommendation to the Superintendent regarding further employment and change to your contract status.

You shall be given the opportunity to append additional comments to the evaluation report, and may appeal the process of the evaluation to the Superintendent at any time. I also invite you to seek assistance from your profession and in particular ATA member Services at any time, if you so desire.

Time will be provided during the pre-conference if you have any questions regarding the contents of this memo, but feel free to contact me prior should you so wish. Please sign and date both copies of this letter and return one to me during our pre-conference, the other is for your records. I wish you all the best as the school year begins and I look forward to our pre-conference.

Sincerely,

Reason for Evaluation

As a probationary teacher it is necessary to gather information for the purpose of making an employment decision. As such, this evaluation will seek to ensure that your professional practice meets the expectations of the Province and the Horizon School Board, and specifically the Teaching Quality Standard. It will entail a review of the entire scope of your practice, however a successful evaluation does not guarantee a position. This evaluation process is a formal process of gathering information and evidence over a period of time and uses the

Policy GCN - Summative Evaluation of Professional Staff - Continued

~~application of reasoned judgment by the jurisdiction in determining whether or not your teaching exceeds, meets, or does not meet the Teaching Quality Standard. I would also like to inform you at this time that the Principal of your school will also be in contact with you to discuss their portion of the evaluation process. I look forward to meeting with you for a pre-conference and to draft the evaluation plan for my portion of the evaluation process. I have attached a copy of the Discussion Guide: Criteria for the Evaluation of Teaching Performance in order to provide insight into our discussion during this meeting. I will share a Google Doc version ASAP for you to complete digitally.~~

~~I will be contacting you by email in early September to arrange a date and time for our pre-conference meeting.~~

~~This evaluation will assess your performance and provide recommendations which I believe are in the best interest for you as a teacher, and the jurisdiction. It will determine whether your practice meets or does not meet the Teaching Quality Standard and assist in determining your future contract status. It may outline a remediation plan by which you can improve your practice but will not contain a recommendation to the Superintendent regarding further employment and change to your contract status.~~

~~You shall be given the opportunity to append additional comments to the evaluation report, and may appeal the process of the evaluation to the superintendent at any time.~~

~~For your personal reference I have also included, within this notice, a copy of section 196 of the Education Act, the Declaration of Rights and Responsibilities for Teachers from the Alberta Teacher's Association, and the Teacher's Code of Professional Conduct. I also invite you to seek assistance from your profession and in particular ATA member Services, if you so desire.~~

~~Time will be provided during the pre-conference if you have any questions regarding the contents of this memo, but feel free to contact me prior should you so wish. Please sign and date both copies of this letter and return one to me during our pre-conference, the other is for your records. I wish you all the best as the school year begins and I look forward to our pre-conference.~~

[NAME] and [POSITION]

[DATE]

cc. Personnel File

Enc.

Policy 2.1.5: Accountability in Education: Teacher Growth, Supervision, and Evaluation

Policy GCN: Teacher Summative Evaluation.

Ministerial Order #001/13: Student Learning

Teaching Quality Standard

Discussion guide: Criteria for the evaluation of teaching performance

Section 196 of the Education Act

Declaration of Rights and Responsibilities for Teachers

Code of Professional Conduct

Horizon Policy GAA: Employee Code of Conduct



APPENDIX **ED**: Notice of Remediation

SECTION ONE

Introduction

Name of Continuing Contract Teacher _____

Start Date for Current Position _____

Evaluator _____

Date _____

SECTION TWO

Notice of Remediation

Remediation MUST be completed prior to the conclusion of the evaluation period and MUST conclude with a final evaluation document. The Remediation Plan is to be completed by the employee in consultation with the evaluator.

1. Behaviour and/or practices that do not meet the Teaching Quality Standard including changes required

2. Strategies for improvement towards achieving Teaching Quality Standard

3. Timeline

Evaluator's Name and Signature

Date

cc. Personnel File

HORIZON SCHOOL DIVISION

Policy Code: HICA
Policy Title: On-site and Off-site _____
_____Activities

Cross Reference: EEACAA, EEACAB, GBD, GFA, IHCD, IHCE, JHF

POLICY HANDBOOK

Legal Reference: Alberta Risk Managed Insurance consortium Activities Policy

Adoption Date: Nov. 27, 1996

Amendment or Re- May 29/00, May 30/02

Affirmation Date June 8/06, May 19/09, Jan. 19/16

March 22, 2021

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SUPPORTS ~~MODERATE RISK STUDENT~~ ON-SITE AND OFF-SITE ACTIVITIES FOR THE PURPOSE OF EDUCATING, COMPETING AND/OR PERFORMING PROVIDED THERE IS RISK MANAGEMENT AND ACTIVITIES DO NOT POSE UNNECESSARY RISK. FOR THE PURPOSE OF EDUCATING, COMPETING AND/OR PERFORMING PROVIDED SUCH ACTIVITIES HAVE EDUCATIONAL AND/OR ATHLETIC VALUE AND STUDENT WELFARE IS REASONABLY ASSURED.

DEFINITIONS

Activity – for the purpose of this policy, an activity refers to structured opportunities planned by the school board including but not limited to sports, cultural or artistic endeavours, community services or team building.

Alberta Risk Managed Insurance Consortium (ARMIC) – A multi-school divisional insurance consortium that procures insurance on behalf of Horizon.

Emergency Action Plan refers to a plan of action specifically devised to address the risk of an activity and to enable an appropriate and timely response in the event of an incident or injury.

Prohibited Activities are activities that carry an unreasonable risk and which ARMIC does not allow under the insurance program. Subscribers engaging in prohibited activities must secure additional, first payer insurance.

Risk Mitigation or Risk Management refers to the process of identifying, assessing, and alleviating risk factors to reduce the likelihood of a negative outcome.

SPHERes refers to the School Physical Activity, Health & Education Resource for Safety (SPHERes) guidelines published by the Injury Prevention Centre of the School of Public Health at the University of Alberta.

Sponsored Activity means an activity arranged by the school board.

Third Party Vendor means any third-party hosting or providing a venue for activities;

For proper planning and approval of any moderate (AMBER) risk activities whether on-site or off-site (see attachment A) field trip, or student travel, the activity organizers must first determine both the risk level and the destination classification (see **attachment B**).

Off-site: is defined as activities that take place off school property (e.g. other third party locations, or at another school)

On-site: is defined as activities that take place in the school or on school grounds

Risk Levels:

Risk levels (color coded as Green, Amber or Red) are based on the potential for injury or harm.

- Green = Low risk
- Amber = Moderate risk, may be approved with a proper risk management plan; and
- Red = High risk, prohibited.

Refer to “*Risk levels for school based activities, and student travel*”, (see **attachment A**), to determine the risk level of an activity.

If your activity is not listed, contact the principal. Note that “*Risk levels for school based activities, and student travel*” (**attachment A**) was developed to address risk factors. Many activities (both on-site and off-site) would have little to no risk. Field trips, off-campus activities or student travel that does not include physical activities or recreational pursuits will generally be considered low risk, and thus be labeled as green activities.

Destination Classifications:

Destination classifications are determined by the length of absence and distance travelled from the school (**attachment B**).

- Low Risk Activities
- Day trip in province
- Day trip out of province
- One overnight (not school competition) or two overnight (school competition) in province

One overnight (not school competition) or two overnight (school competition) out of province

Policy HICA – *Off-Site Activities*, Cont'd.

- ~~• More than one overnight (not school competition) or more than two overnight (school competition) in province~~
- ~~• More than one overnight (not school competition) or more than two overnight (school competition) out of province~~
- ~~• Physical education class activities/Recess, intramural school activities~~
- ~~• Extra-curricular sports (Horizon Jr High Athletics/ASAA)~~
- ~~• International trips~~

GUIDELINES

1. Risk management protects ARMIC, students, staff, volunteers, third parties and assets.
 2. The risk of injury or harm to students, staff, volunteers, or third parties and damage to assets should be considered for all operations.
 3. ARMIC's supports Subscriber's responsibility to implement the Alberta Education curriculum, and to provide activities specifically identified in the curriculum.
 4. ARMIC requires all Subscribers to follow the SPHEReS guidelines.
 - 4.1. SPHEReS Guidelines shall be used as the primary resource for assessing and mitigating risks associated with student activities.
 5. The school division is responsible for upholding ARMIC objectives, the Subscriber Agreement, and all ARMIC policies.
- ~~1.6. Amber activities and~~ School sponsored off-site activities must be authorized by the principal, or as the case may be, the superintendent or designate.

~~2.6.1.~~ Level of documentation, and authorization required shall be determined by the combination of ~~both risk level, (Green or Amber) and destination, classification and classification~~ (see "*Risk level and destination classification: Planning guide*" **attachment B**).

~~2.1. All High Risk (Red) activities are strictly prohibited regardless of destination~~

- 3.7. The division shall not sign waivers for services on behalf of parents, students, or staff provided by ~~the~~ third-party contractors.
- ~~4. Staff organizers off-campus trips to third party service providers shall acquire a certificate of insurance from the provider and request the addition of the Horizon School Division to their insurance when possible.~~

REGULATIONS

1. Distance Limits for Elementary Students

Policy HICA – Off-Site Activities, Cont’d.

- 1.1. Early learning off campus trips will only be approved for in-province day trips.
- 1.2. Elementary (Gr. 1 to 5) off campus trips will only be approved for in-province trips for a maximum of 2 overnight stays.
- 1.3. Junior high (Gr. 6 to 9) off campus trips will only be approved for in Canada trips. International trips are prohibited.
- 1.4. International trips
 - 1.4.1. Only senior high students or grade nine (9) students participating in senior high trips may be authorized to attend trips outside of Canada.
 - 1.4.2. International travel will not be approved for countries where the Canadian Government has determined official travel advisories (avoid non-essential travel, and avoid all travel).
 - 1.4.2.1. Countries where the risk level states, Exercise a high degree of caution; there are identifiable security concerns; travelers should be alert and vigilant to their surroundings) may receive approval depending on the unique circumstances of the identifiable security concerns.
 - 1.4.3. The “International Field Trip Planning Guide” (see **attachment E**) must be attached with the approval form (**attachment B**) when seeking permission for International Trips.
 - 1.4.4. A parent meeting that provides detailed information and opportunities for questions is a mandatory component early in the planning phase.
 - 1.4.4.1. Parent consent form (**attachment E2**) is mandatory).
 - 1.4.5. The supervisor for any off-site activities outside of North America is responsible for contacting the appropriate recommended health authority in Alberta to determine immunization for supervisors and students for travel to the area.
 - 1.4.6. All students participating in international trips must have their vaccinations up to date as recommended by the health authority. Students are to submit copies of these records to the teacher in charge. Upon return, the copies will be returned to the student.
 - 1.4.7. Adequate travel and health insurance must be obtained for each participant, including supervisors.
 - 1.4.8. Cancellation insurance is required.

2. Authorization to approve

Policy HICA – *Off-Site Activities, Cont’d.*

2.1. Principals are authorized to approve non-prohibited (see attachment A) in province:

2.1.1. day trips;

2.1.2. trips that include 1 overnight stay; and

2.1.3. trips that include 2 overnight stays (school co/extra-curricular athletic/music competition/performance only).

2.2. All out of province trips and trips whose duration are greater than that specified in 2.1 require superintendent approval.

2.2.1. Field trip requests made to the superintendent should be submitted 2 months prior to ensure time for review, inquiry and final approval.

2.3. The principal must forward a copy of all field trip approval forms to the superintendent when such trips have students departing beyond jurisdictional boundaries.

2.3.1. The exception would be day trips for extra-curricular athletics (e.g. basketball, volleyball etc).

~~Off site activities for elementary students are limited to trips in Alberta.~~

~~Off site activities for elementary students outside the limits established in sections 4.1 will be considered on an individual basis if:~~

~~the principal supports the request;~~

~~the request is submitted to the superintendent four months before any commitment is made; and~~

~~the superintendent gives approval to proceed with planning.~~

~~Distance Limits for Junior High Students~~

~~Off site activities for Junior High students are limited to trips in Canada.~~

International Travel

~~Only senior high students or grade nine (9) students participating in senior high trips may be authorized to attend trips outside of Canada.~~

~~International travel will not be approved for countries where the Canadian Government has determined official travel advisories (avoid non-essential travel, and avoid all travel).~~

Policy HICA – *Off-Site Activities*, Cont’d.

- International travel will only be approved for countries where the Canadian Government travel risk level states, “Exercise normal security precautions; there are no significant security concerns”.
- Countries where the risk level states, Exercise a high degree of caution; there are identifiable security concerns; travelers should be alert and vigilant to their surroundings) may receive approval depending on the unique circumstances of the identifiable security concerns.
- The “*International Field Trip Planning Guide*” (see **attachment I**) MUST be attached with the “*field trip proposal form*” (see superintendent approval **attachment D**) when seeking permission for International Trips outside of Canada
- A parent meeting that provides detailed information and opportunities for questions is a mandatory component early in the planning phase.
- The supervisor for any off site activities outside of North America is responsible for contacting the appropriate recommended health authority in Alberta to determine immunization for supervisors and students for travel to the area.
- All students participating in international trips must have their vaccinations up to date as recommended by the health authority. Students are to submit copies of these records to the teacher in charge. Upon return, the copies will be returned to the student.
- Adequate travel and health insurance must be obtained for each participant, including supervisors.
- Cancellation insurance is strongly encouraged.

3. Third Party Vendors:

- 3.1. In the event a school board chooses to use a third-party vendor to host an activity and/or provide specialized training, school boards must take the following steps:
 - 3.1.1. ensure all instructors are appropriately certified;
 - 3.1.2. ensure an appropriate number of chaperones; and
 - 3.1.3. obtain a certificate of liability insurance.
- 3.2. In the event a third-party vendor refuses to provide a certificate of insurance, the school should consider avoiding the activity or choosing another vendor. Additionally, if the vendor requires a waiver of liability:
 - 3.2.1. the school should consider avoiding the activity; and
 - 3.2.2. schools cannot sign waivers on behalf of minors;

Policy HICA – *Off-Site Activities*, Cont’d.

3.2.2.1. parents may choose to sign a waiver, but this does not stop the child from making a claim at a later date if they are injured.

4. Unlisted or Unique Activities:

4.1. If a school board wants to engage in an activity that is not identified in SPHEREs, every effort should be made to compare the elements of the activity to recognized activities to identify and assess the risks.

4.2. If any element of the activity is prohibited by ARMIC, the whole activity is considered prohibited.

4.3. If the board remains uncertain of the risk and whether the activity might be prohibited due to some of its elements, the board should seek guidance from the Risk Management Committee.

5. Prohibited Activities:

5.1. Certain activities are prohibited by ARMIC due to the high risk of injury to students, staff, volunteers, and third parties, and the negative impact on ARMIC members if there is a catastrophic claim. These activities are listed in **Appendix A**.

6. 1. Approval

6.1. The Board reserves the right to cancel any ~~Amber and/or off-site~~ activity if it deems that it is in the best interest and safety of the students to do so. Therefore, it is incumbent on the teacher-in-charge and the principal to consider all inherent risks, and in the case of high cost activities, to recommend to parents/guardians that they obtain travel cancellation insurance.

6.2. ~~Horizon personnel as approved by the principal must:~~ Staff shall

consult with and obtain the approval of the principal or superintendent in principle before discussing the intention of undertaking off-site activities with students;

6.2.1.

~~1.1.1. consult with and obtain the approval of the principal or superintendent in principle before discussing the intention of undertaking moderate risk (on-site and/or off-site) activities with students and parents~~

6.2.2. submit for approval a “field trip proposal form”;

6.2.2.1. (see principal approval – **attachment C1B**, “Physical Education Class Activities, and Staff Initiated Recess/Lunch/Intramural School Ground Activities Principal Approval Form (**attachment C2**), Extra-Curricular Sports (Horizon Jr. High Athletics/ASAA sports) Principal Approval Form (**attachment C3**) or

Policy HICA – Off-Site Activities, Cont'd.

~~6.2.2.2.~~ superintendent approval – **attachment DB** that includes:

~~6.2.3.~~ no “Field trip proposal form” is required for low-risk day trips within the division;

~~1.1.2-6.2.3.1.~~ Teachers still require verbal approval from the principal and parent permission to take students off campus.

~~1.1.2.1.~~ a statement of purpose that explicitly defines instructional objectives or outcomes associated with the purpose.

~~1.1.2.2.~~ outlines intended lead-up and follow-up activities; and

~~1.1.2.3.~~ specifies any inherent risks and what actions will be taken to reduce those risks.

~~1.1.2.4.~~ No “Field trip proposal form” is required for low risk day trips within the province. Teachers still require verbal approval from the principal.

~~1.2.~~ Horizon personnel as approved by the principal must:

~~1.2.1.~~ meet the Safety Guidelines for Physical Activity in Alberta Schools (https://education.alberta.ca/media/160206/sg_pa_final_2014.pdf) to minimize inherent risk, and assist teachers in focusing on safe instructional practices;

~~6.2.4.~~ where practically possible and if it would enhance the welfare of students, staff should have visited the location of the off-site activity prior to the trip and be familiar with the seasonal conditions at the time of the trip;

~~1.2.2.~~

~~1.2.3.~~ consult and meet **Policy EEACAA “Private Vehicles and Volunteer Drivers” and Policy EEACAB “Division-Owned Co-Curricular/Extra-Curricular Activity Vehicles”**;

~~6.2.5.~~ ensure that, at minimum, one of the supervising adults or resource persons has the training and/or knowledge appropriate for conducting the trip;

~~1.2.4.~~

~~6.2.6.~~ select appropriate volunteers for the activity, and provide volunteers with direction as to the requirements of the trip and their responsibilities, before the departure of the off-site activity;

~~1.2.5.~~

~~6.2.7.~~ ensure that the appropriate trip documentation, such as trip itinerary, supervisor and student responsibilities, emergency contacts, etc., accompanies the teacher-in-charge, and that a copy has been filed with the principal;

~~1.2.6.~~

~~6.2.8.~~ advise students regarding trip hazards and appropriate safety procedures; **and**

~~1.2.7.~~

~~6.2.9.~~ ensure that a precise attendance count is taken at all points of departure on the trip; **and**

~~1.2.8.~~

~~6.2.10.~~ file a student list with the school prior to departure.

~~1.2.9.~~

~~1.2.10.~~ in addition to the safety guidelines above, schools wishing to go on alpine skiing activities must review with, students, staff, and parents, and comply with the guidelines of **attachment K**.

~~6.3.~~ No moderate risk activity or off-site activity may proceed unless it has received the appropriate approval. Before approving an moderate risk or off-site activity, the principal or superintendent must be satisfied that:

Policy HICA – Off-Site Activities, Cont'd.

~~1.3.~~

~~6.3.1.~~ all inherent risks have been considered and there are procedures in place for managing the key inherent risks of the activities and environment. If there is any doubt, the principal shall contact the superintendent for a second opinion;

~~1.3.1.~~

~~6.3.2.~~ the teacher understands the following policies and procedures defining the teacher's responsibilities and duty of care;

~~1.3.2.—~~

~~1.3.2.1.~~

~~The following policies should be reviewed:~~

~~6.3.2.1.~~ EEACAA – Private vehicles volunteer

~~1.3.2.1.1.~~

~~6.3.2.2.~~ EEACAB – Division owned co-curricular activity vehicles

~~1.3.2.1.2.~~

~~6.3.2.3.~~ GBD – First aid training

~~1.3.2.1.3.~~

~~6.3.2.4.~~ GFA – Volunteers

~~1.3.2.1.4.~~

~~6.3.2.5.~~ HICA – Off-site activities

~~1.3.2.1.5.~~

~~6.3.2.6.~~ IHCD – Concussion

~~1.3.2.1.6.~~

~~6.3.2.7.~~ IHCE – Student illness/injury

~~1.3.2.1.7.~~

~~6.3.3.~~ ~~the current SafetySPHERes -gGuidelines (See 1.2 (a) above) have been met or exceeded;~~

~~1.3.3.~~

~~6.3.4.~~ the students, teachers, staff, volunteers and parents/guardians will receive the appropriate information about the trip; and

~~1.3.4.~~

~~1.3.5.6.3.5.~~ arrangements are in place for covering all the financial matters, including a refund procedure, and an accounting for all expenditures.

~~1.4.—~~ The principal has the authority to approve any low risk/green, off-site activity, (see “Risk levels for school based activities, and student travel”, **attachment A**, and “Risk level and destination classification: Planning guide” **attachment B**) within Alberta that is a day trip, or that involves one overnight accommodation, or that involves two overnight accommodations and is in conjunction with a school competition. Approval for these trips should be obtained as early as possible prior to departure (see “Risk level and destination classification: Planning guide” **attachment B**).

~~1.4.1.—~~ The principal must forward a copy of the “field trip proposal form” (see **attachment C1**) to the superintendent when such trips have students departing beyond jurisdictional boundaries.

~~1.4.1.1.—~~ Exception: Trips into Lethbridge do not need to be forwarded to the superintendent

~~1.5.—~~ Approval for all moderate/amber risk activities (this includes alpine skiing and/or snowboarding) or other overnight trips (e.g. those involving more than 1 night

Policy HICA – *Off-Site Activities, Cont’d.*

- accommodation, or in the case of school competitions, those involving more than 2-night accommodation) shall be obtained from the superintendent at least two months prior to departure (see “*Risk level and destination classification: Planning guide*” **attachment B**).
- ~~1.4.2. “Teacher/Leader Qualifications Assessment Form” (see **attachment E**) must accompany the “field trip approval form” when seeking superintendent approval for moderate risk/Amber activities)~~
- ~~1.4.3. Some K-12 Physical Education class AMBER activities can be approved annually by the principal. See *Principal Approval: Physical Education Class Activities, and Staff Initiated Recess/Lunch/Intramural School Ground Activities Approval Form (attachment C2)*.~~
- ~~1.4.4. Some K-12 recess/lunch/intramural on-site AMBER activities that take place on the school grounds can be approved annually by the principal. See *Principal Approval: Physical Education Class Activities, and Staff Initiated Recess/Lunch/Intramural School Ground Activities Approval Form (attachment C2)*~~
- ~~1.4.5. Some extra-curricular AMBER sports (Horizon Jr High Athletics/ASAA sports) to be approved annually by the principal. See *Principal Approval: Extra-Curricular Sports Approval Form (Horizon Jr. High Athletics/ASAA sports) Approval Form (attachment C3)*~~

2.7. Supervision

- 7.1. A supervision plan is to be developed and implemented.
- 7.2. The plan should clearly indicate the supervision arrangements and responsibilities at the various locations and venues, including supervision of student travel to and from venues and locations.
- 7.3. The level and type of supervision which needs to be provided during a particular activity should be based on an assessment of numerous factors, including but not limited to:
- 7.3.1. nature and location of the activity (prior inspection of the location may be required to identify potential dangers);
- 7.3.2. number of students involved;
- 7.3.3. age and maturity of students;
- 7.3.4. qualifications and experience of the adult supervisors, including ability to provide first aid; and
- 7.3.5. travel to and from the venue.
- 7.4. The school should:
- 7.4.1. inform parents or caregivers about the location, cost, mode of travel and supervision arrangements, activities to be undertaken and dismissal times; and
- 7.4.2. obtain permission from parents or caregivers.

Policy HICA – *Off-Site Activities*, Cont’d.

7.5. Every time a student or group of students change activities (for example, if a number of different activities are undertaken over the course of a weekly school sports program), the consent of a parent or caregiver should be sought.

7.6. Facilities or equipment should be appropriately supervised based on risk level of the activity, skill level of the participant, maturity of the participant and the participant’s ability to monitor the risk to themselves (see categories below) following initial skill instruction and after all safety concerns have been emphasized.

7.6.1. **Constant visual supervision** means that a supervisor is physically present and watching the specific activity in question.

7.6.2. **On-site supervision** entails supervisor presence but not necessarily the constant viewing of one specific activity.

7.6.3. **Proximity supervision** means that the supervisor could be in the gymnasium or room while another activity is taking place in an area nearby the gymnasium or room. Note that in-the-area supervision is not adequate for Pre-Kindergarten/ECS Program students.

7.7. The number of supervisors will vary according to risk level of the activity, skill level of the participant, maturity of the participant and the participant’s ability to monitor the risk to themselves~~the age and maturity of the students and the nature of the activity.~~ **As a guide**, the acceptable standard of supervision for ~~all~~most off-site activities:

~~2.1.~~

7.7.1. for students in kindergarten, is one adult to 5 students;

~~2.1.1.~~

7.7.2. for students in grades 1 to 3, is one adult to 8 students;

~~2.1.2.~~

7.7.3. for students in grades 4 to 9, is one adult to 10 students; and

~~2.1.3.~~

~~2.1.4.~~7.7.4. for students in grades 10 to 12, is one adult to 15 students.

~~2.2.~~7.8. Where off-site activities include overnight stays, ~~additional supervision should be provided~~ and consideration should be given to include both female and male supervisors.

7.9. Additional supervision must be considered for off-site activities involving:

~~2.3.~~

7.9.1. increased risks;

~~2.3.1.~~

7.9.2. skill level of the participant~~large numbers of students~~; and

~~2.3.2.~~

7.9.3. maturity of the participant and the participant’s ability to monitor the risk to themselves~~participation of students with special needs~~;

~~2.3.3.~~

~~2.3.4.~~ crowded venues;

Policy HICA – *Off-Site Activities*, Cont’d.

~~2.3.5. trips that are new to the sponsoring school community; or~~

~~2.3.6. for overnight trips, if members of the same family group are supervising students.~~

~~2.4. Staff Teachers and responsible parents are preferred as supervisors.~~

~~2.5. Depending on the nature of the activity, consideration should be given to having a supervisor who is trained in first aid and proper first aid equipment should be available.~~

~~2.5.1. A certified first aider must be present on all moderate risk activities~~

~~3. Safety Guidelines~~

~~3.1. The standards set out in the appropriate Safety Guidelines (See 1.2(a) above) must be met or exceeded for all off-site activities.~~

~~7.10.~~

~~4.1. Distance Limits for Elementary Students~~

~~4.1.1.1. Off-site activities for elementary students are limited to trips in Alberta.~~

~~4.2. Off-site activities for elementary students outside the limits established in sections 4.1 will be considered on an individual basis if:~~

~~4.2.1. the principal supports the request;~~

~~4.2.2. the request is submitted to the superintendent four months before any commitment is made; and~~

~~4.2.3.1.1.1. the superintendent gives approval to proceed with planning.~~

~~5.1. Distance Limits for Junior High Students~~

~~5.1.1.1. Off-site activities for Junior High students are limited to trips in Canada.~~

~~6.1. International Travel~~

~~6.1.1.1. Only senior high students or grade nine (9) students participating in senior high trips may be authorized to attend trips outside of Canada.~~

~~6.2.1.1. International travel will not be approved for countries where the Canadian Government has determined official travel advisories (avoid non-essential travel, and avoid all travel).~~

~~6.2.1. International travel will only be approved for countries where the Canadian Government travel risk level states, “Exercise normal security precautions; there are no significant security concerns”.~~

~~6.2.2.1.1.1. Countries where the risk level states, Exercise a high degree of caution; there are identifiable security concerns; travelers should be alert and vigilant to their surroundings) may receive approval depending on the unique circumstances of the identifiable security concerns.~~

Policy HICA – Off-Site Activities, Cont’d.

~~6.3.1.1. The “International Field Trip Planning Guide” (see **attachment I**) MUST be attached with the “field trip proposal form” (see superintendent approval **attachment D**) when seeking permission for International Trips outside of Canada~~

~~6.4.1.1. A parent meeting that provides detailed information and opportunities for questions is a mandatory component early in the planning phase.~~

~~6.5.1.1. The supervisor for any off-site activities outside of North America is responsible for contacting the appropriate recommended health authority in Alberta to determine immunization for supervisors and students for travel to the area.~~

~~6.6.1.1. All students participating in international trips must have their vaccinations up to date as recommended by the health authority. Students are to submit copies of these records to the teacher in charge. Upon return, the copies will be returned to the student.~~

~~6.7.1.1. Adequate travel and health insurance must be obtained for each participant, including supervisors.~~

~~6.7.1.1.1. Cancellation insurance is strongly encouraged.~~

~~7. Activity Duration and Substitute Costs~~

~~7.1. Student absence is NOT to exceed three school days unless written permission has been provided by the Superintendent of Schools.~~

~~8. Activity Duration and Substitute Costs~~

~~8.1. The cost of providing substitutes for staff is the responsibility of the individual school involved.~~

9.8. Parent Permission

8.1. Parents/Guardians must be informed in writing of the following information about off-site activities (see sample “Parent/Guardian Consent/Risk Acknowledgement Form” **attachment FC**):

9.1.

8.1.1. the purpose and educational objectives of the off-site activity;

9.1.1.

8.1.2. the name of the teacher-in-charge and a contact telephone number;

9.1.2.

8.1.3. the date(s) of the trip;

9.1.3.

8.1.4. the destination and, where possible, a map of the area;

9.1.4.

8.1.5. a detailed itinerary, setting out the general nature and number of activities;

9.1.5.

8.1.6. departure and return times;

9.1.6.

Policy HICA – *Off-Site Activities*, Cont'd.

~~8.1.7.~~ mode of transportation;

~~9.1.7.~~

~~8.1.8.~~ financial arrangements;

~~9.1.8.~~

~~8.1.9.~~ safety precautions;

~~9.1.9.~~

~~8.1.10.~~ level of supervision;

~~9.1.10.~~

~~8.1.11.~~ the date of the parent meeting, if one is being held;

~~9.1.11.~~

~~8.1.12.~~ any risks associated with the activity, including official government travel advisories (official information and advice from the Government of Canada on situations that may affect their safety and well-being abroad);

~~9.1.12.~~

~~8.1.13.~~ a reminder that parents or guardians must inform the teacher-in-charge about any relevant medical conditions of the student including proof of immunization, if required (individuals in charge should be aware of students with **Policy IHCD: Medication to Students/Medical Conditions including attachment A: Medical Management Plan**);

~~9.1.13.~~

~~8.1.14.~~ emergency procedures to be followed in the event of injury, illness or unusual circumstances;

~~9.1.14.~~

~~8.1.15.~~ the need for additional medical coverage and cancellation insurance -for out-of-province or out-of-country trips;

~~9.1.15.~~

~~8.1.16.~~ any other relevant information about the trip which may influence the parent's or guardian's decision to withhold permission, such as foreseen exposure to a controversial museum exhibit/material; and

~~9.1.16.~~

~~8.1.17.~~ the standard of conduct expected of students and that a student may be sent home from activities at parent's expense if the behavior of the student is unacceptable;

~~9.1.17.~~

~~9.1.18. Parents must be informed that~~

~~8.1.18.~~ the superintendent reserves the right to cancel, and/or end trips early if the superintendent feels the risks are too great; and;

~~9.1.18.1.~~

~~9.1.18.2.~~ ~~8.1.19.~~ the jurisdiction does not accept responsibility for any lost travel deposits or costs due to cancelled trips by either the jurisdiction or third party travel company for events beyond its control, including but not limited to instability in a destination country, acts of God, war (whether declared or undeclared), terrorist activities, incidents of violence, public health issues or quarantine, strikes, government restrictions, fire or severe weather conditions that make it impossible or unreasonable to conduct the trip.

Policy HICA – *Off-Site Activities*, Cont’d.

~~9.2.8.2.~~ One permission form is acceptable for a series of off-site activities or a number of distinct activities within the community, as long as all activities meet the requirements of 8.1 above and parents are notified of the activity within a reasonable time prior to the activity taking place.

~~9.3. — When an off-site activity includes students from two or more schools:~~

~~9.3.1. the principal of each school involved must approve the participation of their students; and~~

~~9.3.2. — students from all the schools are accountable to the teacher in charge.~~

~~10.9.~~ Student’s Responsibility

9.1. Each student participating in an off-site activity must:

~~10.1.~~

9.1.1. comply with the rules of the school and the requirements of the school’s student code of conduct;

~~10.1.1.~~

9.1.2. fulfill all the preparatory requirements at an appropriate level of performance;

~~10.1.2.~~

9.1.3. dress appropriately according to the type of off-site activity;

~~10.1.3.~~

9.1.4. cooperate fully with everyone authorized by the Board to provide education programs and other services;

~~10.1.4.~~

9.1.5. participate in a responsible and cooperative manner during the trip;

~~10.1.5.~~

9.1.6. account to the teacher in charge for their conduct;

~~10.1.6.~~

9.1.7. respect the rights of others; and

~~10.1.7.~~

~~10.1.8.~~9.1.8. carry out all follow-up procedures in an appropriate manner.

~~11.10.~~ Volunteers

~~11.1.10.1.~~ Volunteers are expected to know the details of the off-site activity and their specific duties and authority prior to departure (see **Policy GFA**).

10.2. Volunteers must:

~~11.2.~~

10.2.1. submit a criminal record if required (see **Policy GFA**);

10.2.2. consent/acknowledge risk/provide applicable medical information (see “*Volunteer Consent/Risk Acknowledgement Form*” **attachment GD**);

~~11.2.1. —~~

~~11.2.2. provide medical information (see “*Volunteer Medical Information Form*” **attachment H**)~~

10.2.3. support and follow the school code of conduct;

~~11.2.3.~~

10.2.4. report any inappropriate conduct to the teacher-in-charge;

Policy HICA – *Off-Site Activities*, Cont’d.

~~11.2.4.~~

10.2.5. adhere to the schedule or itinerary;

~~11.2.5.~~

10.2.6. dress appropriately according to the type of off-site activity; and

~~11.2.6.~~

~~11.2.7.~~10.2.7. fulfill their duties during assigned time.

~~11.3. A criminal record check may be required of any volunteer (see **Policy GFA**).~~

Prohibited Activity	Description
<u>Aerial Gymnastics (excluding cheerleading)</u>	<u>A stunt in which the gymnast turns completely over in the air without touching the apparatus with his or her hands</u>
<u>Aerial Parks</u>	<u>Parks which have various structures or layouts usually with ropes and bridges elevated by manmade structures or in a forested area</u>
<u>Air travel other than by commercial airline</u>	
<u>American Gladiator style events</u>	<u>An athletic competition game show where contestants, referred to as "contenders", competed against the show's titular Gladiators in a series of physical games called "events" with the goal to be crowned the Grand Champion</u>
<u>Auto racing</u>	<u>Auto racing is a motorsport involving the racing of automobiles for competition</u>
<u>Axe throwing</u>	
<u>Bobsledding</u>	
<u>Boxing</u>	<u>Contact is prohibited</u>
<u>Bungee jumping</u>	<u>The activity of leaping from a high place while secured by a long nylon-cased rubber band around the ankles</u>
<u>Canoeing – water greater than Class II</u>	<u>Refer to Paddle Canada’s Paddling Association Risk Management Requirements – Annex C- International River Classification System.</u>
<u>Caving</u>	<u>Also known as spelunking - the exploration of caves</u>
<u>Crazy Carpet on a slope of greater than five meters in height or with an incline of greater than 30 degrees</u>	
<u>Demolition derbies</u>	<u>A competition in which typically older cars are driven into each other until only one is left running</u>
<u>Demolition of derelict vehicles, equipment or buildings</u>	
<u>Diving – High Platform</u>	<u>Diving from a platform 5m or above.</u>
<u>Diving into or sliding on foam, mud, ice or snow</u>	<u>Any of these activities irrespective of method used or height of the activity</u>
<u>Drag Racing</u>	<u>A race between two or more cars over a short distance, usually a quarter of a mile, as a test of acceleration</u>
<u>Dunk Tanks</u>	<u>An attraction at a carnival or similar event in which contestants throw balls at a target with the aim of triggering a mechanism that causes a seated person to drop into a tank of water</u>
<u>Excursions during or immediately after extreme weather or geological events (earthquakes, floods, hurricanes, etc.)</u>	
<u>Excursions to regions with political or civil instability</u>	
<u>Excursions to war zones – imminent or existing</u>	

<u>Extreme Sports (recreational activities perceived as involving a high degree of risk. These activities often involve speed, height, a high level of physical exertion, and highly specialized gear)</u>	
<u>Fencing</u>	<u>The sport of fighting with swords, especially foils, épées, or sabres, according to a set of rules, in order to score points against an opponent</u>
<u>Float Rides (example – a parade float)</u>	
<u>Go-Karting</u>	
<u>Hang Gliding</u>	<u>The sport of launching oneself from a cliff or a steep incline and soaring through the air by means of a hang glide</u>
<u>Hay Rides</u>	
<u>Hiking in hazardous areas</u>	<u>Hiking in areas where the inherent risk of injury is higher due to the difficulty of the terrain or exposure to rapidly changing conditions that increase risks to a level which cannot be adequately managed</u>
<u>Horse jumping</u>	
<u>Hot air balloon rides (tethered and untethered)</u>	
<u>Ice climbing</u>	
<u>In flight air school hours (i.e. flying solo)</u>	
<u>Inflatable Activities (Including Bouncy Castles Sumo Suits and Hamster Balls)</u>	
<u>Kayaking – In moving water greater than Class II</u>	<u>Refer to Paddle Canada’s Paddling Association Risk Management Requirements – Annex C- International River Classification System.</u>
<u>Kick Boxing</u>	<u>Contact is prohibited</u>
<u>Laser Tag</u>	
<u>Martial Arts – with full contact</u>	<u>Contact is prohibited</u>
<u>Mechanical bull riding or simulated mechanical rodeo events</u>	
<u>Moto-cross (motorized or BMX bicycle)</u>	
<u>Motorcycling of any nature</u>	
<u>Mountain Biking – Back Country</u>	<u>Biking in remote areas with no access to communication and health care.</u>
<u>Mountain Biking (Trail, Enduro and All-mountain Riding, Freeride and Downhill)</u>	<u>Trail Mountain Biking is more aggressive type of cross-country riding. It generally means riding less fire roads and easy tracks and replacing them with more technical single tracks both up and down.</u>

	<p><u>Enduro and all-mountain riding is faster, steeper and more aggressive, involving bigger drops and jumps. Unexpected terrain hazards are involved.</u></p> <p><u>Freeride and Downhill: This level of mountain biking is designed for the advanced and extreme riders involving high speed, technical sections and massive drops. Generally held in mountain biking parks.</u></p>
<u>Mountaineering</u>	
<u>Moving water programs in</u>	<u>Refer to Paddle Canada’s Paddling Association Risk Management Requirements</u>
<u>Activity</u>	<u>Description</u>
<u>waters greater than Class II</u>	<u>(Annex C- International River Classification System).</u>
<u>Off road/All-Terrain vehicles</u>	
<u>Orbing/Zorbing (human hamster ball)</u>	<u>An extreme sport in which a person is strapped inside a very large plastic ball and rolled down a hillside</u>
<u>Paintball</u>	
<u>Parasailing and paragliding</u>	
<u>Parkour</u>	<u>The activity or sport of moving rapidly through an area, typically in an urban environment, negotiating obstacles by running, jumping and climbing.</u>
<u>Performances involving/including open flames</u>	<u>Open flame devices are defined as candles, torches, butane burners or any other flame producing device</u>
<u>Personal watercraft (“Seadoos”)</u>	
<u>Pyrotechnics</u>	<u>Pyrotechnics is the science and craft of using self-contained and self-sustained exothermic chemical reactions to make heat, light, gas, smoke and/or sound</u>
<u>Racing of watercraft</u>	<p><u>Competition using water vessels or waterborne vessels. Watercraft are vehicles used in water, including boats, ships, hovercraft and jetskis.</u></p> <p><u>Watercraft usually have a propulsive capability (whether by sail, oar, paddle or engine) and hence are distinct from a simple device that merely floats, such as a log raft.</u></p>
<u>Rifle Ranges or other activities involving firearms</u>	<u>A place for practicing shooting with rifles and/or firearms</u>
<u>Rock climbing (wall climbing is permitted)</u>	<u>The sport or activity of climbing rock faces, especially with the aid of ropes and special equipment.</u>
<u>Rocketry</u>	<u>Use of model rockets designed to reach low altitudes and be recovered by a variety of means.</u>
<u>Rodeo event participation</u>	<u>American style professional rodeos generally comprise the following events: tie-down roping, team roping, steer wrestling, saddle bronc riding, bareback bronc riding, bull riding and barrel racing.</u>
<u>Scuba diving - Open Water</u>	<u>Open water - any natural body of water, rivers, lakes, and oceans</u>
<u>Ski Jumping</u>	<u>Descending from a specially designed ramp on skis.</u>

<u>Skiing – Cross Country (Back Country)</u>	<u>Backcountry refers to remote, undeveloped rural areas or sparsely inhabited rural areas; wilderness</u>
<u>Skydiving</u>	<u>A sport in which a person jumps from an aircraft and falls for as long as possible before opening a parachute</u>
<u>Sledding – sledding on a slope of greater than five meters in height or with an incline of greater than 30 degrees</u>	
<u>Sleigh Rides</u>	
<u>Slip and Slide Devices</u>	
<u>Snorkeling – Open water</u>	<u>Open water - any natural body of water, rivers, lakes, and oceans</u>
<u>Snowmobiling</u>	<u>A sport in which a person operates motorized vehicle designed for winter travel and recreation on snow.</u>
<u>Stuntnastics</u>	<u>It combines dance, stunts, gymnastics, and music along with your imagination. It is a floor routine by putting together various creative and physical components, such as pyramid building or other formations.</u>

Green/Low Risk—Activities permitted providing that established divisional policies and procedures are followed.

<ul style="list-style-type: none"> ● Bowling ● Court sports ● Cross-country skiing (excluding backcountry) <ul style="list-style-type: none"> ○ Definition of Back Country: remote undeveloped rural area or sparsely inhabited rural areas; wilderness) ● Curling 	<ul style="list-style-type: none"> ● Fireworks Display/ (No participation by students, viewing only) ● Fishing ● Golf ● Gymnasium programs <ul style="list-style-type: none"> ○ Safety Guidelines for Physical Activity in Alberta Schools) ● Hiking on trails 	<ul style="list-style-type: none"> ● Low risk of physical injury activities ● Sports field programs (Safety Guidelines for Physical Activity in Alberta Schools) ● Extra-curricular sports (cross country, volleyball, curling, basketball, badminton) under direct supervision of coach
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AMBER/Moderate Risk—Planning for risk reduction must be documented and plans must be followed.

<ul style="list-style-type: none"> ● Amusement Parks ● Archery (under qualified supervision) ● Baseball (Hardball) ● Ball Hockey ● Bottle Rocketry ● Broom Ball ● Canoeing and kayaking up to and including class II: <ul style="list-style-type: none"> ○ Refer to Paddle Canada's Paddling Association Risk Management Requirements (Annex C). ● Cheerleading (aerobic) ● Cycling (refer to Safety Guidelines for Physical Education Guidelines) (road, paved trail, gravel path) ● Diving (under 5m) ● Farm Field Trips as allowed by the Guide to Education ● Handball ● Field Hockey ● Floor Hockey ● Firearms Courses (NO live ammunition) ● Football ● Gymnastics (balance beam, bar, pommel horse, vault, rings) 	<ul style="list-style-type: none"> ● Horseback Riding <ul style="list-style-type: none"> ○ Vetted and Accredited—example trail riding) ● Hunter training <ul style="list-style-type: none"> ○ Capturing of wildlife using traps, crossbows. (Firearms are listed as red activity) ● Ice fishing ● Ice hockey ● Ice Skating ● Lacrosse (field, box) ● Martial Arts Training (No Contact Involved/No Weapons) ● Mountain biking Cross-country <ul style="list-style-type: none"> ○ Cross-country courses and trails consist of a mix of rough forest paths and single track (also referred to as double track depending on width); smooth fire roads, and even paved paths connecting other trails ○ Green and easy blue trails in Taber ● Orienteering ● Ringette (ice) ● Bottle Rockets ● Roller blading/in line skating ● Ropes courses (low 12 to 18 inches above the ground) 	<ul style="list-style-type: none"> ● Skating (outside) ● Skating on ice surfaces that are not controlled or in an environment that where one can break through the ice. Skateboarding/skateboarding parks ● Skiing (alpine) or Snowboarding ● Slingshot ● Softball ● Swimming (in pool or controlled area, supervision required) ● Track and Field—in field events: Include discuss, javelin, shot put, and high jump ● Tobogganing, tubing, crazy carpet, and sledding on a slope of less than five metres in height or with an incline of less than 30 degrees ● Wall climbing (in licensed facility) ● Water Polo ● Water Slides/Water Parks ● Weightlifting ● Wrestling ● Rugby ● Sailing ● Scuba diving in swimming pool ● Self Defense (No Weapons)
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RED/High Risk—Prohibited Activities

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> ● Activities in Wilderness or Remote locations including hiking, biking, skiing and camping into the wilderness or remote areas ● Aerial Parks ● Air travel other than by commercial airline ● American gladiator style events ● Auto racing ● Axe throwing ● Axe training (learning how to handle and use an axe) ● Boxing, kick boxing, or any martial arts with full contact blows or kicks ● Bungee jumping ● Canoeing and kayaking in water greater than class II ● Caving ● Demolition derbies ● Diving from platform 5m or above ● Diving into or sliding on foam, mud, ice, or snow <ul style="list-style-type: none"> ○ Any of these activities irrespective of method used or height of the activity ● Drag racing ● Dunk tanks ● Excursions during or immediately after extreme weather or geological events (earthquakes, floods, hurricanes etc) ● Excursions to war zones—imminent or existing ● Excursions to regions with political or civil instability ● Extreme Sports (recreational activities perceived as involving a high degree of risk. These activities often involve speed, height, a high level of physical exertion, and highly specialized gear) ● Fencing ● Float rides (e.g. parade) ● Go Karting ● Gymnastics (Aerial) <ul style="list-style-type: none"> ○ A stunt in which the gymnast turns completely over in the air without touching the apparatus with his or her hands ● Hang Gliding ● Hay and Sleigh Rides | <ul style="list-style-type: none"> ● Hiking in hazardous areas <ul style="list-style-type: none"> ○ Hiking in areas where the inherent risk of injury is higher due to the difficulty of the terrain or exposure to rapidly changing conditions that increase risks to a level which cannot be adequately managed ● Horse jumping ● Hot air ballooning (tethered and untethered) ● Ice climbing ● Inflatable Activities (Including Bouncy Castles Sumo Suits and Hamster Balls) ● Inflight air school hours (e.g. flying solo) ● Kick boxing ● Laser tag ● Martial Arts with full contact ● Mechanical bull riding, or simulated mechanical rodeo events ● Motocross (motorized or BMX bicycle) ● Motocycling of any nature ● Mountain Biking backcountry—with no access to communication and health care ● Mountain biking (Trail, Enduro and All mountain Riding, Freeride and Downhill) <ul style="list-style-type: none"> ○ Trail Mountain Biking is more aggressive type of cross country riding. It generally means riding less fire roads and easy tracks and replacing them with more technical single tracks both up and down. ○ Enduro and all mountain riding is faster, steeper and more aggressive; involving bigger drops and jumps. Unexpected terrain hazards are involved. <ul style="list-style-type: none"> ▪ Think trails you can't ride up ○ Freeride and Downhill: This level of mountain biking is designed for the advanced and extreme riders involving high speed, technical sections and massive drops. Generally held in mountain biking parks/lift access ● Mountain biking Jumping ● Mountaineering ● Moving water programs in water greater than class II ● Off road / All Terrain vehicles ● Orbing/Zorbing (human hamster ball) ● Paintball, or war games ● Parasailing and paragliding | <ul style="list-style-type: none"> ● Parkour <ul style="list-style-type: none"> ○ The activity or sport of moving rapidly through an area, typically in an urban environment, negotiating obstacles by running, jumping and climbing. ● Performances involving/including open flames ● Personal watercraft (“Seadoo”) ● Pyrotechnics ● Racing of watercraft ● Rifle ranges or firearm activities ● Rock climbing (wall climbing is moderate risk) <ul style="list-style-type: none"> ○ Outside top rope or lead climbing ● Rocketry (use of model rockets designed to reach low altitudes and be recovered) ● Rodeo event participation ● Scuba diving and snorkeling in open water ● Slip and slide devices ● Ski jumping ● Skiing—cross country (backcountry) <ul style="list-style-type: none"> ○ Backcountry refers to remote, undeveloped rural areas or sparsely inhabited areas) ● Skydiving ● Snowmobiling of any nature ● Stuntnastics <ul style="list-style-type: none"> ○ Combines dance, stunts, gymnastics, and music. floor routine putting together various physical components, such as pyramid building ● Swimming Open water <ul style="list-style-type: none"> ○ Swimming in ocean, large lake and moving water ● Tobogganing, tubing, crazy carpet, bobsledding, and sledding on a slope of greater than five meters height or with an incline greater than 30 degrees ● Track and Field (pole vaulting) ● Trampoline ● Ultralight plane flight ● Water Skiing ● Winter biathlon with live ammunition ● Zip lining |
|--|---|--|

Policy HICA Attachment B - Field Trip Permission Form



NOTES:

Principals may approve in-province day trips and in-province trips that include the following durations

- trips with 1 overnight stay, or
- trips with up to 2 overnight stays (when the trip is band related or an extra curricular athletics game)

OUT OF PROVINCE trips and IN-PROVINCE trips that are longer than duration above require SUPERINTENDENT approval

Individual Requesting Approval:	School:
Destination:	Activity:
Departure Date:	Departure Time:
Return Date:	Return Time:
Grade Level (Please Circle): ECS 1 2 3 4 5 6 7 8 9 10 11 12	# of Male Students: # of Female Students:
This form covers a series of co-curricular/extra-curricular activities in the school year <input type="checkbox"/> Yes (See Attached Schedule) <input type="checkbox"/> No	
Names of primary supervisor(s) (Please Print):	
Number of additional female supervisors:	
Number of additional male supervisors:	

<p>Method of Transportation (check all that apply):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Walking <input type="checkbox"/> School-Owned Bus/Van <input type="checkbox"/> Public Transport <input type="checkbox"/> Charter Bus (Company: _____) <input type="checkbox"/> Rental Van (Company: _____) <input type="checkbox"/> Volunteer Driver (staff/parent/other) <input type="checkbox"/> Other: (_____) 	<p>Attachments Completed for this activity (Check off all that apply):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Detailed Itinerary <input type="checkbox"/> Parent Correspondence including student responsibilities <input type="checkbox"/> Student medical information and emergency contact <input type="checkbox"/> Parent/Guardian Consent/Risk Acknowledgement Form (attachment C) <input type="checkbox"/> Volunteer Registration Form (Policy GFA) <input type="checkbox"/> Volunteer Reference Check Form (Policy GFA) <input type="checkbox"/> Volunteer Consent/Risk Acknowledgement Form (attachment D) <input type="checkbox"/> Volunteer Automobile and/or Driver Authorization Form (attachment B policy EEACAA) <input type="checkbox"/> Parent/Guardian Responsibility of Student Transportation for School Sponsored Events (attachment A policy EEACAA) <input type="checkbox"/> International Field Trip (attachments E and E2)
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Estimated Cost of Trip:
Equal access for all students assured: <input type="checkbox"/> Yes <input type="checkbox"/> No
Source(s) of Funding:

<input type="checkbox"/> Yes <input type="checkbox"/> No	Is the activity prohibited by ARMIC (see attachment A)?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Have the SPHEReS Guidelines been reviewed and fully implemented?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is the school board the most appropriate host or sponsor of the activity? (i.e. should the activity be sponsored by a community or parent association or should the decision to engage in the activity rest solely with parents?)
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the activity have a demonstrable educational benefit? Is the activity specifically mentioned in the Alberta Education curriculum? If yes, <ul style="list-style-type: none"> • What is the purpose of the trip? What course/outcomes are being addressed?: _____ _____ • What activity(ies) will occur during the trip? (Attach a detailed trip itinerary) _____ _____ • How have the students been prepared for the trip? _____ _____
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the activity have to be practiced or can it be demonstrated to reach the learning outcome?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Are there safer alternatives that would achieve the same educational benefit? <ul style="list-style-type: none"> • If yes, why is the safer alternative not being pursued? _____

Yes No Is First Aid and CPR support available?
 Yes No Is emergency communication available?
 • Phone number for emergency communication: _____
 Yes No Are you utilizing third party vendor to host an activity and/or provide specialized training? If yes, name and phone number of Vendor: _____
 Yes No Does the instructor have liability insurance, as required by SPHEREs?
NOTE: please attach a certificate of liability insurance (proof of insurance) from the vendor.
 Yes No are the facility instructors appropriately certified?
 Yes No Are the school instructors and supervisors of the activity qualified and have the appropriate certifications
 Yes No Is the activity appropriate for the age, abilities, and size of the student group?
 Yes No Has the equipment been inspected?
 Yes No Is a parent consent form required? If yes,
 Yes No have parents been informed in writing of all required information about off-site activities
 • Describe the nature of communication provided to parents regarding the trip (attach parent communication): _____

 Yes No Has risk mitigation strategies been identified?
 • List risks/hazards and risk mitigation strategies being taken to mitigate risks/hazards: _____

Supervisor Qualifications		
Formal Training		
I have taken the relevant formal training in to lead this activity	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, describe		
Relevant Personal Experience		
Do you have relevant personal and/or sport experience in the activity?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, please answer the following:		
Number of years of participation in the activity	Years:	
Days involved in the activity over the last three years	Days:	
Was this involvement as part of an organized group (club/team)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have you had a significant mentor in the activity/environment?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have you instructed/led this program/activity formally in the past?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Please answer the following		
Have you taught/led this same program/activity before with similar students?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have you taught/led this or other activities in a similar area/site?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have you instructed/led students in relevant technical skills?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have you instructed/led students in relevant safety procedures?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
When, if at all, were you last at/on the proposed site/route?	Date:	

For any gaps in personal or professional relevant training, knowledge, skills, health and fitness, and/or experience, what is your plan for addressing this area(s)?

Supervision Plan

- Identify the roles and responsibilities of supervisors (e.g., large and/or small group supervision, group management, discipline, night checks, activity instruction, other): _____

- When and how will volunteers be briefed regarding their roles, responsibilities and expectations: _____

Emergency Action Plan

- Yes No Have you reviewed and applied relevant board policies and the SPHERes Safety Guidelines?
- Yes No NA Have you acquired flight/travel/trip cancellation insurance?
- Yes No NA Have you acquired student and staff medical insurance?

- Location of first aid kit and automated external defibrillator (AED): _____
 - First Aid, is fully stocked and accessible: Yes NA
- Location of phone: _____
- Directions to facility: _____

- Facility phone number: _____
- Directions to hospital from location: _____

- What is the level of First Aid training within the group? (i.e., name and number of certified 1st aiders people with each relevant certification, who is the primary First Aider) _____

- What steps will be followed if a participant is ill or has a non-life-threatening injury? _____

Name of Teacher in charge (please print)	Date (year/month/day)	Signature

Important Notes:

1. Trips that take students out of division act should be submitted to the superintendent All out of division field trips
2. The personal information contained on this form is collected under the authority of the School Act and the Freedom of Information and Protection of Privacy Act for the purpose of participating on school trips. If you have any questions about this form, please contact you school principal.
3. The Board reserves the right to cancel any site activity at any time.
4. Superintendent approval in principle must be acquired prior to student and parent communication
5. Prior to submitting this application form to the principal, the teacher in charge will have read through Policy HICA (Off-Site Activities)
6. Prior to signing this application, the principal will review the application form in light of Policy HICA (Off-Site Activities) to ensure that the teacher in charge is aware of all requirements.
7. Once signed, the principal should forward this application to the Superintendent for approval.

Principal to Complete this Section.

The following checklist MUST be filled in by the principal in consultation with the staff member responsible for the field trip.
This form MUST be attached to the Field Trip Proposal Form

✓ = Met
X = Not Met
? = Need More Information

Check off if criteria are met

- Administrative process respected (e.g., proposal submitted to appropriate administrator in time to be considered)
- Field trip accessibility/eligibility policy addressed (e.g., equal access; voluntary participation, if appropriate; alternative activity for non-participants)
- Educational value of the trip is evident (e.g., goals and student learning outcomes stated)
- Trip is appropriate for the students (e.g., age/grade, preparation, and follow-up)
- Duration of the trip is appropriate and can be accommodated in the school calendar
- Destination or route adequately assessed (through pre-visit or other data collection) and appears appropriate
- Itinerary and activities are outlined and fit the objectives
- The group appears adequately prepared for trip (e.g., knowledge, skills, attitudes, fitness, clothing, equipment)
- Information to be given parents is appropriate for the type/duration of trip
- Parent information meeting date is planned, if holding one is appropriate for the trip
- Parental consents to be collected (e.g., consent to attend, acknowledgement of risk, consent to secure medical treatment)
- Relevant student health and medical information to be secured from parents
- Additional insurance needs addressed, if relevant
- Budget and financial arrangements appropriate
- Transportation arrangements acceptable
- Plan in place to seek appropriate parental consents if private vehicles are to be used
- Number and gender (s) of supervisors and supervision plan are appropriate for group, activities and sites/areas
- Plan to ensure all participants are clear re: behavioral expectations and consequences
- If overnighing, accommodations arrangements are acceptable, (e.g., hygiene, potable waters, food preparation)
- Teacher/leader is competent to instruct/lead the particular group in the identified activity(ies) and environment(s)
- Plan in place to brief supervisors re: trip purpose, logistics, roles/responsibilities, safety plan, emergency plan, etc.
- Safety plan is appropriate (i.e., procedures for managing the key inherent risks of the activities, environments and participants)
- Emergency plan is in place to deal with injured/ill/lost/stranded participant(s) (e.g., training, kits, communications equipment, EMS access, back-up transportation)
- Confirmation of the presence of appropriate alternative contingency plan(s)
- Destination contact and phone number (e.g., outdoor centre, camp, local authority(ies))
- List of documents teacher will carry (e.g., trip plan, permits, passenger manifestos, medical conditions and emergency contacts of participants)
- Office to receive copy of finalized trip plan, signed parental consent forms, passenger manifestos, and names of no-shows
- Other relevant information unique to the particular trip. Specify:

Comments:

Administrator to Complete the section below
(information relates to the skill of the individual in charge)

Formal training/courses	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High
Comments:			
First Aid/CPR	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High
Comments:			
Applicable Activity Experience	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High
Comments:			
Instruction/Leadership Experience	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High
Comments:			
Familiarity with Site/Area Route	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High
Comments:			
Interpersonal "Soft" Skills	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High
Comments:			
Degree to Which Gaps are Addressed	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High
Comments:			
Overall Qualifications for the Proposed Activity	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High
Comments:			

Name of Principal in charge (please print)	Date (year/month/day)	Signature
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Important Notes:

1. Trips that take students out of the division are required to be submitted to the superintendent for information purpose.
2. OUT OF PROVINCE trips and IN-PROVINCE trips that are longer than duration below require SUPERINTENDENT approval
 - trips with 1 overnight stay, or
 - trips with up to 2 overnight stays (when the trip is band related or an extra curricular athletics game)
3. The superintendent reserves the right to cancel, and/or end trips early if the superintendent feels the risks are too great.

Superintendent approval (if required)	Date (year/month/day)	Signature
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SCHOOL NAME: _____

To the Parent(s)/Guardian(s) of: _____

Please read and provide permission for your child to attend this activity by signing and returning to school

If you have questions, please ask your child's teacher.

ACTIVITY INFORMATION

Your child's class is going to _____
(ACTIVITY AND LOCATION)
on _____, A detailed agenda of the day's activities is attached.
(TIME AND DATE)

Students will be transported to the activity by _____
(TYPE OF VEHICLE AND NAME OF DRIVER)

SCHOOL RESPONSIBILITIES

The school will make every reasonable effort to ensure students are safe by ensuring supervisors are qualified, and prepared for emergencies, and students are adequately supervised

If parents are concerned about their child's safety please contact _____
(TEACHER'S NAME AND CONTACT INFO)

STUDENT RESPONSIBILITIES

Students are expected to behave the same as in school, and follow all rules and directions from adults while on the bus and on the field trip.

EMERGENCY INFORMATION

Are there any changes to your child's medical information that we should be aware of (Different from the information you have already provided us?).

Yes No , If yes, describe: _____

ELEMENTS OF RISK AND CONSENT/ACKNOWLEDGEMENT OF RISK

WARNING: BY SIGNING THIS DOCUMENT YOU ARE ACKNOWLEDGING ELEMENTS OF RISK AND MAY BE WAIVING CERTAIN LEGAL RIGHTS.

1. My child wishes to participate in the "Activity" described above. I understand the Activity, and I give permission for my child to go on the activity.
2. I agree that activities include risk and that students may get hurt, property may get lost and or damaged and that this may not be the school's fault.
3. I know I have the right to ask for information about the risks of this activity should I have concerns.
4. I voluntarily accept the risks of this activity and give permission for my child to go on the activity.

5. I hold the school harmless and take full responsibility for any injury, loss, damage or death resulting from the activity when such injury, loss, damage, or death is not due to negligence.
6. I understand that the school's insurance may not cover all costs, and that I will be financially responsible
7. My child knows and agrees that they will follow the rules and listen to adults while on the activity and I will pay for the costs if they don't (e.g. pay to send them home, or I will pick them up at the activity).
8. I know that the school may cancel the trip if there are safety concerns and agree that I may be responsible for costs associated with a cancellation.
9. (*Applicable only when travel outside Alberta is involved*) I agree that it is my responsibility to get extra insurance (e.g. medical, trip cancellation) for my child.

As a parent/guardian I hereby acknowledge that I have read the information and that my questions have been answered by the school.

I understand the information regarding this activity including the day's agenda, activities, risks, costs, and transportation.

Given all the information provided I give permission for my child to participate in the activity by signing.

Parent 1: _____ Signature: _____ Date: _____

Parent 2: _____ Signature: _____ Date: _____



HORIZON SCHOOL DIVISION
Policy Code: HICA Attachment D
Volunteer Consent/Risk Acknowledgement Form

VOLUNTEER NAME: _____ SCHOOL: _____

1. Select either (i) or (ii) (to be completed by school)

- (i) I will be given the opportunity to participate in the following program or activity (please specify program):

- _____
- a) Name of the Service Provider (*If Applicable*): _____
- b) Location: _____
- c) Date: _____
- d) Teacher/Coach/Leader in Charge: _____

- (ii) I will be given the opportunity to participate in the following series of off-site activities for the following program (please specify program): _____

- a) See attached list of activities, dates, location, service provider, and supervisor in charge

2. Expectations for Volunteers

Volunteers are part of the supervision of off-site activities and are expected to:

- Review and comply with the requirement of Policy GFA Volunteers;
- Have qualifications appropriate for the off-site activity;
- Know the details of the off-site activity and their specific duties and authority prior to departure;
- Exhibit positive behaviour, participate as a school team member and be an acceptable role model;
- Support and follow the school code of conduct;
- Report any inappropriate conduct to the teacher/coach/leader in charge;
- Adhere to the schedule or itinerary;
- Dress appropriately for the off-site activity;
- Fulfill their duties as supervisors for the duration of the off-site activity, including evening and weekends;
- Notify the principal of any new criminal charges at the time the charge is made, subsequent to #2 above;
- Maintain confidentiality to ensure that the dignity and worth of students, parents, volunteers and school staff is honored;
- Ensure that any information collected, used, generated and stored by Horizon School Division including student, instructional, financial, or administrative information is strictly confidential and not used beyond volunteer duties

3. Consent and Acknowledgement of Risk

- 3.1.** Potential hazards and risks of the off-site activity may include but are not limited to financial loss, illness, injury or death. I acknowledge the existence of known risks and potential unknown risks and I voluntarily assume the risks which may include but are not limited to: **(to be completed by school)**

- 3.2.** I am satisfied that I have been informed of my right to obtain as much information about this program or activity as I feel necessary, including information beyond that provided to me by the School or Board to the extent that I require and am not, in any way relying solely upon information provided by the Horizon School Division respecting the nature and extent of the risks and hazards associated with the program or activity.

- 3.3. I freely and voluntarily assume the risks and hazards inherent in the nature of the program or activity and understand and acknowledge that I, as a volunteer, may suffer personal and potentially serious injury due to an unforeseeable or fortuitous event.
- 3.4. If required, I will participate in any preparatory sessions associated with this activity or program.
- 3.5. I acknowledge that it is my responsibility to advise the Horizon School Division of any medical or health concerns which may affect my participation in that stated program or activity.
- 3.6. I consent that the Horizon School Division, through its employees, agents and officers at the school may secure such medical advice and services as those individuals, in their sole discretion, may deem necessary for my health and safety and that I shall be financially responsible for such advice and services.

4. Volunteer Medical Information (for out of division overnight field trips)

4.1. Allergies: _____

4.2. Health/Medical Conditions (include signs/symptoms) indicating an emergency response is required and steps required in event of emergency related to this condition: _____

4.3. Medications Taken in relation 4.2 (Name, Reason, Dosage) _____

4.4. List Triggers that could activate above medical condition _____

4.5. Medical Treatment Restrictions (if any) eg. Blood Transfusions _____

4.6. Emergency Contact:

Name _____ Phone _____

The personal information contained on this form is collected under the authority of the Education Act, and the Freedom of Information and Protection of Privacy Act for the purpose of participating on school trips. If you have any questions about this form, please contact your school principal.

I understand and consent to the above as described herein:

Name: _____ Signature: _____ Date: _____

Parent/Guarding signature [if volunteer is under 18 years of age]:

Name: _____ Signature: _____ Date: _____



**Horizon School Division
Policy HICA
(Attachment E)
*International Field Trip Planning Guide
Superintendent Approved***

	Yes	No
• Destination countries are socially and economically unstable (a potential for civil strife exists)	<input type="checkbox"/>	<input type="checkbox"/>
• Travel advisories for destination countries is (check http://travel.gc.ca/travelling/advisories)		
• Exercise normal security precautions	<input type="checkbox"/>	
• Exercise a high degree of caution	<input type="checkbox"/>	
• Avoid non-essential travel	<input type="checkbox"/>	
• Avoid all travel	<input type="checkbox"/>	
• Health warnings or vaccination requirements exist	<input type="checkbox"/>	<input type="checkbox"/>
• Good hospitals/medical facilities/emergency care may be unavailable or difficult to access in the destination countries	<input type="checkbox"/>	<input type="checkbox"/>
• Non-commercial or unlicensed transportation will be used	<input type="checkbox"/>	<input type="checkbox"/>
• Non-commercial or unlicensed accommodations will be used	<input type="checkbox"/>	<input type="checkbox"/>
• The proposed schedule occurs during a time of the year when extreme weather may be a concern	<input type="checkbox"/>	<input type="checkbox"/>
• We will be in some locations where parents and students will not have access to each other via phone or will be in locations where home contacts will not always be possible	<input type="checkbox"/>	<input type="checkbox"/>
• We will travel in areas that may lack access to fresh, clean water and/or basic plumbing	<input type="checkbox"/>	<input type="checkbox"/>
• We are travelling with one or more students/supervisors who have a severe allergy, medical issue, or who take medication (possesses a Medical Management Plan – attachment A, policy IHCD)	<input type="checkbox"/>	<input type="checkbox"/>

For each item above in which you answered “yes”, you MUST provide a detailed written explanation for

- The circumstances for your trip that caused you to choose “yes” as an answer, and
- The plan you have in place to mitigate any risk created by these circumstances

• Has all the information regarding the various locations to be visited been obtained? **Yes** **No**

If no, provide comment: _____

- If applicable, have local sources been contacted for the local perspective on the location or activities? Yes No

If no, provide comment: _____

- Is a local guide appropriate under the circumstances? Yes No

If no, provide comment: _____

- Have passports been obtained for students? Yes No

If no, provide comment: _____

- Who is responsible for passports once students arrive at their destination?

- Has informed consent forms been obtained from parents? Yes No

If no, provide comment: _____

- Have appropriate insurance requirements been met? Yes No

If no, provide comment: _____

- What are the sleeping arrangements?



Parent/Guardian and Staff Consent Form for International Travel

Preamble

Horizon School Division supports international travel as a valuable opportunity for students to develop a deeper understanding of the global society, historical events and the impact those have on our collective development of a world citizen viewpoint. However, there are occasions when international travel must be considered in the light of security concerns that exist in various parts of the world. In these situations we feel it is important that all participants in the trip are given the opportunity to decide if they want to continue with their personal commitment to be involved in the event.

To allow all participants to have the background information necessary for that decision the administration of the school, in conjunction with supporting documentation from the trip provider, will provide an addendum to this consent form that outlines the following: the complete itinerary of the trip including destinations, accommodation arrangements and “in country travel” structures; the current levels of concern around the security of all aspects of the trip and the cancellation cost structure if the decision is made to not participate in the trip. With that background information this consent form will allow the school to ensure that each participant is fully knowledgeable about the trip and has made a decision that meets their needs and expectations.

Section One

As a parent/guardian or staff member, I have received and fully understand the information relative to the proposed international trip. As part of this information package I fully understand the itinerary, the destination points, the accommodation arrangements and the travel structures inside the country(s) we will be visiting. I have also been informed as to any trip advisories by the Canadian government and how that may change in the timeframe leading up to the departure date.

Yes

No

Comments:

Section Two

As a parent/guardian or staff member, I fully understand and have considered all security concerns around this proposed international trip.

Yes

No

Comments:

Section Three

I have also received and fully understand the information and financial impact around cancellation procedures relative to this international trip. I also accept that I will face some financial costs in the event of that I decide to cancel my participation in the event.

Yes

No

Comments:

Section Four

In accord with all of the information provided to me I wish to continue my participation in the international trip and will affix my signature to this document to confirm that position.

Yes

No

Comments:

School and Destination: _____

Signature(s): _____

HORIZON SCHOOL DIVISION

Policy Code:

JHF

Policy Title:

Welcoming, Caring, Respectful,
and Safe Learning Environments

POLICY HANDBOOK

Cross Reference:

EBCB, GCAG, HGB, HNB,
IFCJ, IFCL, IFGA, IG, IGAA,
IGD, IHEB, IO, JB, JFCH

Legal Reference:

Education Act S.31

Adoption Date:

June 19, 2001

Amendment or Re-

~~April 17, 2008;~~

affirmation Date:

~~January 20, 2015;~~

~~March 30, 2016;~~

~~March 20th, 2018~~

~~November 25, 2019~~2023

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES ALL STUDENTS AND STAFF HAVE THE RIGHT TO LEARN AND WORK IN AN ENVIRONMENT FREE FROM DISCRIMINATION, HARASSMENT, AND VIOLENCE. AS SUCH, THE BOARD IS COMMITTED TO PROTECTING THE RIGHTS OF EACH STAFF MEMBER EMPLOYED BY THE BOARD AND EACH STUDENT ENROLLED IN A SCHOOL OPERATED BY THE BOARD AS IS GUARANTEED UNDER THE *CANADIAN CHARTER OF RIGHTS AND FREEDOMS*, *ALBERTA HUMAN RIGHTS ACT*, AND *ALBERTA EDUCATION ACT* AND TO PROVIDE A WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENTS THAT RESPECT DIVERSITY, FOSTER A SENSE OF BELONGING, AND PROMOTES STUDENT AND STAFF WELL BEING. ~~THE BOARD BELIEVES ALL STUDENTS AND STAFF HAVE THE RIGHT TO LEARN AND WORK IN AN ENVIRONMENT FREE FROM BULLYING, DISCRIMINATION, HARASSMENT, AND VIOLENCE. THESE RIGHTS SHALL BE PROTECTED SO THAT ALL MEMBERS OF THE SCHOOL COMMUNITY MAY WORK TOGETHER IN AN ATMOSPHERE OF MUTUAL RESPECT.~~

DEFINITIONS

Welcoming, Caring, Respectful, and Safe Learning Environments

A welcoming, caring, respectful, and safe learning environment is one where students and staff are protected from ~~bullying~~-discrimination, harassment, and violence within school facilities, on school grounds, on school buses, and during school sponsored/authorized co/extra-curricular activities. This applies whether contact is face-to-face, by phone, fax, e-mail, Internet or Intranet, or by any other means of communication. All those involved with the jurisdiction including trustees, staff (employees, volunteers, and contractors), students, parents, and visitors must share in the responsibility for ~~eliminating~~-addressing bullying, discrimination, harassment, and violence. The Board ~~prohibits~~-is committed to responding to bullying, harassment, discriminatory, and violent behaviours and expects allegations of such behaviours to be ~~investigated in a timely and respectful manner~~addressed in a reasonable manner.

Bullying

Repeated and hostile or demeaning behaviour by an individual where the behaviour is intended by the individual to cause harm, fear or distress to another individual in the school community, including psychological harm or harm to the individual's reputation. Bullying tends to be subtle and consists of an accumulation of many small incidents, each of which, when taken in isolation and out of context, seem trivial. Bullying may include:

Verbal Bullying—name calling, sarcasm, teasing, spreading rumors, threats, discriminatory references, unwanted comments-

Social Bullying—mobbing, scapegoating, excluding others from a group, humiliating others, gossiping, gestures or graffiti intended to put others down.

Physical Bullying—hitting, poking, pinching, chasing, shoving, coercing, destroying.

Cyber Bullying—using the internet or text messaging to intimidate, threaten, put down or spread rumors about someone.

Policy JHF Welcoming, Caring, Respectful, and Safe Learning Environments, Cont'd

Discrimination

Negative differential treatment of a person or group on the basis of the prohibited grounds of discrimination set out in the *Canadian and Alberta Human Rights Act*; mainly, race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

Harassment

Improper conduct (physical or verbal behavior) by any individual that is directed at and offensive to or humiliates another individual, and that the individual knew or ought reasonably to have known would cause offence or harm. It comprises objectionable act(s), comment(s) or display(s) that demean, belittle, or cause personal humiliation or embarrassment, and any act of intimidation or threat. It also includes discrimination within the meaning of the *Canadian and Alberta Human Rights Acts*. Harassment consists of repeated and persistent behaviours towards an individual to torment, undermine, frustrate or provoke a reaction from that person. It is the synergy and repetitive characteristic of the behaviours that constitute the conduct as harassment. However, one single incident can constitute harassment when it is demonstrated that it is severe and has a significant and lasting impact on the complainant. Harassment also includes:

Personal Harassment – disrespectful behavior that is unwelcomed and demeans or embarrasses a person and not based on one of the prohibited grounds within the *Canadian and Alberta Human Rights Acts*

Sexual Harassment – offensive or humiliating behavior that is related to a person's sex, as well as behavior of a sexual nature that creates an intimidating, hostile, or "poisoned" work/learning environment or that could reasonably be thought to put sexual conditions on a person's educational advancement, job or employment opportunities.

Violence

Harassing behavior that has as an element of use, attempted use or threatened use of physical force or substantial risk that physical force may be used against a person or property of another.

Independent student

Means a student who is

- (i) 18 years of age or older, or
- (ii) 16 years of age or older and
 - a. who is living independently, or
 - b. who is a party to an agreement under section 57.2 of the Child, Youth and Family Enhancement Act;

GUIDELINES

1. The *Canadian Human Rights Act*, and *Alberta Human Rights Act* protect individuals from discrimination.
 - 1.1. No person shall 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.
2. The *Canada Labour Code* protects staff from sexual harassment.
 - 2.1. Every employee is entitled to employment free of sexual harassment.
 - 2.2. Every employer shall make every reasonable effort to ensure that no employee is subjected to sexual harassment.
 - 2.3. The employer will take such disciplinary measures as the employer deems appropriate against any

Policy JHF *Welcoming, Caring, Respectful, and Safe Learning Environments, Cont'd*

person under the employer's direction who subjects any employee to sexual harassment.

3. The *Criminal Code* protects individuals from violence including physical and sexual assault.
4. The *Education Act* protects individuals from bullying behavior.
 - 4.1. A student, as a partner in education, has the responsibility to refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.
 - 4.2. No person shall
 - ~~4.2.1.~~ 4.2.1. disturb or interrupt the proceedings of a school;⁵
 - ~~4.2.2.~~ 4.2.2. disturb or interrupt the proceedings of a school meeting or board meeting;⁵
 - ~~4.2.3.~~ 4.2.3. loiter or trespass in a school building or on property owned by a board;⁵ or
 - 4.2.4. conduct themselves in a manner detrimental to the safe operations of a school.
5. The Board's regulations are founded on the following principles:
 - 5.1. Parents have a right and a responsibility to make decisions respecting the education of their children as per the *Education Act*.⁵
 - 5.2. The rights and needs of all students, staff, and families need to be respected.
 - 5.3. All Students, staff, and families have the right to:
 - ~~5.3.1.~~ 5.3.1. ~~b~~Be treated with dignity;
 - ~~5.3.2.~~ 5.3.2. ~~b~~Be open about who they are, including expressing their identity without fear of discrimination and/or harassment;
 - ~~5.3.3.~~ 5.3.3. ~~h~~Have the right to privacy and confidentiality; and~~d~~
 - 5.3.4. ~~a~~Are actively included in the collaborative decision-making process that supports their rights and needs.
6. The contents of this policy and school policies regarding code of conduct shall apply:
 - 6.1. on school property at any time;
 - 6.2. during school hours;
 - 6.3. at any time and at any place during activities associated with the school, e.g. during co and extra-curricular activities, bussing⁵ and⁵
 - 6.4. at any time or place, provided school administration deems the behaviour or incident to be injurious to the physical or mental well-being of others in the school or the incident occurs by electronic means.

Policy JHF *Welcoming, Caring, Respectful, and Safe Learning Environments, Cont'd*

7. Principals shall ensure that all school policies and procedures are consistent with and adhere to the philosophy and intent of this welcoming, caring, respectful, and safe learning environments policy.
8. Supervisory and performance evaluation actions and processes undertaken in good faith in accordance with Horizon School Division policy and procedures, the Education Act, or Ministerial Orders do not fit under the definition of bullying, discrimination, or harassment.
9. The Board will reaffirm this policy on an annual basis.

REGULATIONS

1. The Board expects that all trustees, employees, students, parents, volunteers, visitors, and contractors shall show responsibility, understanding, sensitivity and concern for the ~~well-being~~well-being of others and actively participate in maintaining a welcoming, caring, respectful, and safe learning environment.

- 1.1. The Principal shall:

- ~~1.1.1.~~ 1.1.1. eEnsure staff know their professional responsibility when dealing with discriminatory attitudes and behaviours, and creating caring, respectful and safe learning environments;

- ~~1.1.1.~~

- ~~1.1.2.~~ 1.1.2. aAddress requests for supports on a case-by-case basis; and

- ~~1.1.2.~~

- ~~1.1.3.~~ 1.1.3. eEnsure staff are inclusive, and respectful of all members of the school community;

- 1.2. Staff shall:

- ~~1.2.1.~~ 1.2.1. aAct in loco parentis, that is to say, as responsible caring parents in relation to students. In exercising their authority under the *Education Act*, staff must always consider the educational interests and fundamental rights of students.

- ~~1.2.1.~~

- ~~1.2.2.~~ 1.2.2. wWhen needed or requested, help students and/or their family identify and access appropriate resources and supports along the continuum of supports within or beyond the school;

- ~~1.2.2.~~

- ~~1.2.3.~~ 1.2.3. cComply with Section 58.1 of the *Education Act* as it relates to notice to parents; and

- ~~1.2.3.~~

- ~~1.2.4.~~ 1.2.4. uUtilize provincial and locally approved, by division office, teaching and learning resources that respect Canada's diversity.

- 1.3. Counsellors shall

- ~~1.3.1.~~ 1.3.1. eEnsure parents are informed and have provided consent prior to children receiving ongoing counseling.

- 1.4. The jurisdiction adopts the intent of Section 31 of the *Education Act* and additional expectations as the foundation for standards of student conduct in the jurisdiction. At minimum, the jurisdiction expects that a student shall:

- ~~1.4.1.~~ 1.4.1. attend school regularly and punctually;

- ~~1.4.1.~~

- ~~1.4.2.~~ 1.4.2. be ready to learn and actively engage in and diligently pursue the student's education;

- ~~1.4.2.~~

Policy JHF *Welcoming, Caring, Respectful, and Safe Learning Environments, Cont'd*

1.4.3. ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;

~~1.4.4.~~ respect the rights of others in the school;

~~1.4.4.~~

~~1.4.5.~~ refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;

~~1.4.5.~~

~~1.4.6.~~ comply with the rules of the school and the policies of the board;

~~1.4.6.~~

~~1.4.7.~~ co-operate fully with everyone authorized by the board to provide education programs and other services;

~~1.4.7.~~

~~1.4.8.~~ be accountable to the his/her teachers and other school staff for his/her conduct;

~~1.4.8.~~

~~1.4.9.~~ positively contribute to his/her school and community;

~~1.4.9.~~

~~1.4.10.~~ account to school staff and bus drivers for their ~~conduct;~~conduct; and

~~1.4.10.~~

1.4.11. dress safely and appropriately for all school-sponsored activities.

1.5. A student may be suspended or expelled from school as per Section 36 and 37 of the *Education Act* and Policy IGD Suspension and Expulsion of Students.

1.6. Parents play a vital role in developing student behaviour and conduct. It is the jurisdiction's expectation that parents shall:

~~1.6.1.~~ review the school's code of conduct with their child(ren);

~~1.6.1.~~

~~1.6.2.~~ act as the primary guide and decision-maker with respect to the child's education;

~~1.6.2.~~

~~1.6.3.~~ take an active role in the child's educational success, including assisting the child in complying with section 2 above;

~~1.6.3.~~

~~1.6.4.~~ ensure that the child attends school regularly;

~~1.6.4.~~

~~1.6.5.~~ ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment;

~~1.6.5.~~

~~1.6.6.~~ cooperate and collaborate with school staff to support the delivery of specialized supports and services to the child;

~~1.6.6.~~

~~1.6.7.~~ encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school; and

~~1.6.7.~~

1.6.8. engage in the child's school community.

1.7. The school bus is an extension of the school. As such student conduct should reflect school expectations. Given that the school bus is a unique environment, the following code of conduct applies.

Policy JHF *Welcoming, Caring, Respectful, and Safe Learning Environments, Cont'd*

- ~~1.7.1.~~ 1.7.1. The bus driver is in full charge of the bus and students must obey his or her directions promptly and respectfully.
- ~~1.7.2.~~ ~~1.7.1.~~ 1.7.2. Parents are responsible for the proper conduct of their child(ren) prior to boarding at the beginning of the day, and at the time of departure from the school bus at the end of the day.
- ~~1.7.3.~~ 1.7.3. Students/parents should inform the bus driver when absence is expected from school.
- ~~1.7.4.~~ 1.7.4. Students must remain seated during the entire trip. Designated seats may be assigned for which students will be held responsible.
- ~~1.7.5.~~ 1.7.5. Students are expected to be on time and waiting at their designated stop prior to the arrival of the bus. Frequent lates may result in students being left behind, but only after the bus driver has warned the students/parents that the bus will not continue to wait.
- ~~1.7.6.~~ 1.7.6. Unnecessary conversation with the driver is prohibited.
- ~~1.7.7.~~ 1.7.7. Students shall not extend or throw anything out of bus windows.
- ~~1.7.8.~~ 1.7.8. Students shall pass in front of the bus at stopping points if they have to cross the roadway.
- ~~1.7.9.~~ 1.7.9. Students shall not be permitted to bring objects into the bus which may cause injury or damage to any part of the bus and its occupants. Special circumstances may be allowed subject to prior approval from the bus driver.
- ~~1.7.10.~~ 1.7.10. Restitution will be expected for any willful damage.
- ~~1.7.11.~~ 1.7.11. Students are prohibited from playing electronic audio equipment on a bus if it is audible to anyone other than the student.
- 1.7.12. For students with special needs, the parent and school administration shall inform the bus driver of special circumstances and/or concerns prior to the student's initial use of the bus.
2. This policy covers inappropriate behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.
3. The Board ~~prohibits-expects students and staff to refrain from~~ bullying, ~~harassment~~harassing, ~~discriminatory~~discrimination, and violent behaviours.
- 3.1. The Board expects students and staff to adhere to this policy and their schools' code of conduct.
- 3.2. Policy IG addresses student discipline, taking into account the student's age, maturity, and individual circumstances. When discipline is required, support ~~will~~should be provided for students who are impacted by inappropriate behavior, as well as for students who engage in inappropriate behaviour.
4. The Board encourages students and expects staff to report all incidents of bullying, discrimination, harassment, or violence regardless of the identity of the respondent or offender. Reports should be made promptly to a trusted adult, the Principal, the individual's supervisor, or the Superintendent.
- 4.1. The Board expects all reported incidents of bullying, harassment, discrimination, or violence to be investigated in a timely and ~~respectful~~reasonable manner as per Appendix A.

Policy JHF *Welcoming, Caring, Respectful, and Safe Learning Environments, Cont'd*

5. Individuals engaging in bullying, discriminating, harassing, and/or violent behaviour and those willingly making false claims regarding such behaviour may be subject to appropriate disciplinary action up to and including expulsion, termination, and/or criminal prosecution.
6. Following any incident of bullying, discrimination, harassment, and/or violence, the Superintendent or designate or school principal will evaluate the level of potential harm and implement appropriate action (i.e. ~~investigation, t~~Threat ~~a~~Assessment, ~~Bullying Protocol, parent contact~~discipline, etc.).
 - 6.1. The Superintendent or Principal may contact the police who may lay a charge when conduct is considered a criminal offense, governed by the Criminal Code, or is believed to contravene the *Education Act* and warrants such action.
7. The Superintendent or designate shall ensure that the ~~Handbook for the Prevention and Management of Critical Incidents~~Threat Assessment Protocol is reviewed regularly and revised as required.
 - ~~7.1. All staff shall adhere to the procedures outlined in the Horizon School Division Handbook for the Prevention and Management of Critical Incidents.~~
 - ~~7.2.7.1. Critical incident reports shall be completed and filed with the Superintendent or designate immediately following an incident. (See Handbook for the Prevention and Management of Critical Incidents p. 115)~~
8. The Superintendent will review annually, and revise as required the school division safety plan.
9. Principals shall review annually, and revise as required a school safety plan.
10. Schools shall have measures in place to prevent bullying, discrimination, harassment, and violence, which may include one or more of the following:
 - 10.1. school policy that shall be available to students, parents, and staff;
 - 10.2. a program designed to develop and maintain a positive school climate;
 - 10.3. conflict resolution programs;
 - 10.4. access to a counsellor or family school liaison counsellor;
 - 10.5. curricular instruction; and/or
 - 10.6. special presentations on relevant topics.
11. To support the rights and needs of all students/staff including those who identify as, or are perceived to be, transgender or transsexual persons, jurisdiction staff shall adhere to the following recommended practices wherever possible and appropriate:
 - 11.1. **Official Records and Communication**
 - 11.1.1. School shall maintain student records in a way that respects student's privacy and confidentiality and is in compliance with Alberta's privacy legislation and Student Record requirements.
~~11.1.1.~~

Policy JHF *Welcoming, Caring, Respectful, and Safe Learning Environments, Cont'd*

~~11.1.2.~~ 11.1.2. School staff may use a student's chosen (i.e., preferred) name on report cards or other school issued documents, provided the student has requested this. Parents shall be informed in compliance with Alberta's privacy legislation and Student Record requirements.

~~11.1.3.~~ 11.1.3. Students will be informed of any limitations regarding their chosen name and gender identity or gender expression in relation to official school records that require legal name and designation.

~~11.1.3.~~ 11.1.4. Students should be advised that a legal name change is required if they desire their official Alberta Education documents to reflect their new name.

11.2. **Confidentiality** - Ensure staff respect students' and family's with diverse sexual orientations, gender identity and gender expression's right to confidentiality with regard to unwanted disclosure to other staff and/or students.

11.3. **Student Organizations** - Support the establishment of all voluntary student organizations including clubs that promote non-discrimination such as a Gay-Straight Alliance, or anti-bullying club, as per Section 35.1 of the *Education Act*, where interest by one (1) or more students has been expressed; For clarity the following Sections of Section 35.1 of the *Education Act* have been included.

35.1(1) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall

(a) permit the establishment of the student organization or the holding of the activity at the school, and

(b) designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.

(3) The students may select a respectful and inclusive name for the organization, including the name "gay-straight alliance" or "queer straight alliance", after consulting with the principal.

(4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

11.3.1. Notification shall otherwise be consistent with the usual practices relating to notifications of other student organizations and activities.

11.4. **Disclosure:** Horizon School Division may disclose personal information only if it is authorized to do so under legislation that governs such disclosure, which, depending on the circumstances, may include the *Freedom of Information and Protection of Privacy Act*, the *Education Act*, the *Children First Act*, and the *Child, Youth and Family Enhancement Act*.

11.5. **Gender-Segregated Activities** – To the extent possible, schools should reduce or eliminate the practice of using gender to segregate students for the sole purpose of creating two groups within curricular activities. Schools may continue to offer gender specific courses (e.g. Physical Education, Health and Life Skills). Requests for accommodations will be addressed on a case by case basis.

Policy JHF *Welcoming, Caring, Respectful, and Safe Learning Environments, Cont'd*

11.6. Locker Room, Change Room, Rest Room Access and Accommodation

11.6.1. Student athletic policies are to be inclusive in ways that are comfortable, respectful, and supportive for all students to the best extent possible.

~~11.6.1.~~

11.6.2. All students who desire increased privacy, regardless of the reason (e.g. medical, religious, cultural, gender identity, gender expression) shall, to the best extent possible, be provided with accommodations, that best meet their individual needs and privacy concerns.

~~11.6.2.~~

11.6.2.1. Staff shall consistently demonstrate sensitivity to the needs and safety of all students with respect to restroom access.

~~11.6.2.1.~~

11.6.2.2. The Principal shall ensure that individual solutions to restroom access are implemented with respect and discretion.

~~11.6.2.2.~~

11.6.2.3. Students seeking accommodations should request such accommodations from school administration. Solutions be addressed on a case-by-case basis and may involve conversations with parents/guardians.

APPENDIX A

PROCEDURE

Reporting

1. Students and staff who believe they or a student or staff have been subjected to bullying, harassment, discrimination, or violence have a duty to report the harassment to a trusted adult, teacher, counsellor, supervisor, principal, or the Superintendent if the complaint involves their supervisor or principal.
 - 1.1. This report may be informal/verbal or formal/in written form.
 - 1.2. These persons shall respect the complainant's confidentiality and shall provide support, guidance, and assistance throughout the resolution process.
 - 1.3. In the case of students being the respondent, staff must always be aware that they stand in loco parentis (in place of the parent) to all students.
 - 1.4. In the case of a student act of violence/aggression, the Student Behaviour Incident form shall be completed and submitted to the Director of Learning (Inclusive Learning).
2. Employees are required to report suspected cases of harassment and/or violence that could be considered child abuse, as required by policy IHEB and the *Child, Youth and Family Enhancement Act*, to the proper authorities.
3. Although a verbal report is acceptable, staff or students who have experienced bullying, discrimination, harassment, and/or violence are encouraged to:
 - 3.1. keep a written record of the date, time, nature of the behavior, names of people who may have witnessed the incident, and the action taken to stop the harassment; and
 - 3.2. advise the offender, either verbally or in writing, that his/her behavior constitutes bullying, discrimination, harassment, and/or violence, is unacceptable and unwelcome, and ask him/her to stop.
4. Principals or supervisors shall make every reasonable attempt to arrange a meeting with the complainant and the respondent(s), with the intent of reaching a satisfactory resolution.
5. If the respondent continues the behavior or if you do not feel you can speak directly to the person, speak to a trusted adult, teacher, counsellor, supervisor, principal, or the Superintendent if the complaint involves your supervisor or principal or file a formal complaint.

Mediation

1. Can come before a formal investigation
2. Mediation is a process by which a neutral third party helps the people involved in the complaint reach a solution that is acceptable to both parties.
3. The mediator must be acceptable to both parties
4. Either party has the right to refuse mediation

Policy JHF *Welcoming, Caring, Respectful, and Safe Learning Environments*, Cont'd

5. The mediator may be from within the school or jurisdiction or from outside
6. The mediator must not otherwise be involved in the complaint
7. Both parties have the right to be accompanied and assisted during the mediation sessions by someone with whom they feel comfortable.

Formal Complaint

1. If the informal route (including mediation) for resolving a harassing situation does not succeed or is not appropriate, a formal complaint may be filed (see attachment A).
2. If the report is formal/in written form, it must be specific and detailed and should contain the following information:
 - 2.1. the complainant's name and position if any
 - 2.2. who the respondent(s) was/is/were/are,
 - 2.3. where the alleged incident(s) took place;
 - 2.4. when the alleged incident(s) took place;
 - 2.5. the nature of the alleged incident(s);
 - 2.6. names of witnesses (if any); and
 - 2.7. what, if anything, was done to stop the bullying, discriminatory, harassing, or violent behaviour.
3. The trusted adult, teacher, counsellor, or supervisor, upon receiving a verbal or written report shall report the complaint to the principal or supervisor, or if the complaint involves the principal or supervisor, the Superintendent, who shall fully investigate the complaint.
 - 3.1. The principal, supervisor, or the Superintendent may refuse to take action on a complaint which is deemed to be frivolous or vexatious.
 - 3.2. The principal or supervisor's decision may be appealed to the Superintendent.
 - 3.3. The Superintendent's decision may be appealed to the Board.
4. The resolution of substantiated formal written complaints will adhere to the following process, namely:
 - 4.1. If appropriate, the principal, supervisor, or Superintendent may attempt to resolve the complaint in an informal manner (e.g. through mediation with both parties). If the parties do not agree to such an informal process, or if the principal, supervisor, or Superintendent believe that an informal process is not appropriate or practicable, having regard to all the circumstances, then subparagraph (4.2) shall be complied with.
 - 4.2. If informal resolution is inappropriate, fails, or is not agreed upon, or is impractical, the principal, supervisor, or Superintendent may impose appropriate disciplinary measures after taking such other investigative steps as may be required by this policy and in the event this policy is silent, such further investigative steps as the principal, supervisor, or Superintendent deems appropriate in the circumstances. In any event, the principal, supervisor, or Superintendent shall provide the person

Policy JHF *Welcoming, Caring, Respectful, and Safe Learning Environments, Cont'd*

accused of bullying, discriminating, harassing, or violence with an opportunity to respond to the complaint.

- 4.3. Should the complainant so request, the investigation shall be stopped at any point except where the respondent requests the investigation continue. (This might arise where an investigation had involved obtaining records, etc., and where the person(s) against whom the complaint had been made wished to "clear their names(s).") In such latter circumstances the request shall be considered by the principal, supervisor, or Superintendent and the decision shall be final and binding.
5. At any time, the principal, supervisor, or Superintendent may choose to close or to suspend the investigation. Such a decision may be appealed as per policy.
6. All staff and students have the responsibility to cooperate in an investigation.
7. In the course of the investigation the investigator shall investigate the details of the complaint and will hear from complainants, respondents, and any witnesses and recommend solutions to identified problems.
 - 7.1. In the case of a complaint involving staff, the investigator shall ensure that all documents submitted by the complainant be provided to the other party. The investigator may wish to secure additional information from files and records or other sources maintained by the Board of Trustees, and in such event any such information will be secured in conformity with any Board policies governing access to such information. The investigation to be conducted by the investigator shall be conducted in a period not to exceed one month from the receipt of the initial complaint.
8. The investigator will also identify all possibilities for resolving the situation, and will recommend one or more courses of action. If bullying, discriminatory, harassing, and/or violent behaviour has occurred, the supervisor will then decide (in consultation with senior management, if necessary) what remedies will be provided to the victim; the disciplinary action to be imposed on the harasser; and whether the people in question can continue to function in the current environment.
9. Complainants have the right to
 - 9.1. file a complaint and have it dealt with promptly, without fear of embarrassment or reprisal
 - 9.2. have a person of their choice accompany them during the process
 - 9.3. make sure that no record of the complaint is placed on their personnel/student file, as long as it was made in good faith
 - 9.4. be informed about the progress of their complaint
 - 9.5. be informed of the type of corrective measures that will result from the complaint
 - 9.6. receive fair treatment
10. The principals, supervisor, or Superintendent may initiate an evaluation of the employee's performance in order to determine the validity of concerns if they are related to the employee's performance or competence relative to assigned responsibilities.
11. The Superintendent shall take whatever action is considered appropriate to protect the individuals and may access legal counsel regarding measures and remedies available.

If you are accused of bullying, discriminatory, harassing, or violent behaviour

Policy JHF *Welcoming, Caring, Respectful, and Safe Learning Environments, Cont'd*

1. It is your responsibility to change your behavior if it is not in alignment with a welcoming, caring, respectful, and safe learning environment.
2. You are encouraged to contact your union or professional association for advice and support.
3. Keep written notes of any conversations where someone suggests that your actions are not in alignment with a welcoming, caring, respectful, and safe learning environment (record the conversation and date, how you felt, and what you did, if anything). Also make notes of your version of the alleged incident(s), the date(s) it/they occurred, and who else, if anyone, was present.
4. You have the right
 - 4.1. to be informed of the complaint
 - 4.2. to be given a written statement of the official allegations, and to respond to them
 - 4.3. to have a person of your choice accompany you during the process
 - 4.4. to be informed about the progress of the complaint
 - 4.5. to receive fair treatment
5. If the investigation shows that you did bully, harass, discriminate, and/or commit violence, you will be expected to change your behavior. You may also be subject to disciplinary action.

Decision

1. The investigator will decide whether, on a balance of probabilities, there is enough evidence to conclude that bullying, discrimination, harassment, and/or violence occurred. A person who has been bullied, discriminated against, harassed, and or experienced violent behaviour may receive one or more of the following remedies, depending on the severity of the action and what he or she lost because of it:
 - 1.1. an oral or written apology from the harasser and/or the jurisdiction;
 - 1.2. lost wages;
 - 1.3. a job or promotion that was denied;
 - 1.4. compensation for any lost employment benefits, such as sick leave; and/or
 - 1.5. a commitment that he or she will not be transferred, or will have a transfer reversed, unless he or she chooses to move.
2. Someone who has bullied, discriminated, harassed, or committed violence against another person, retaliated against a person who has filed a complaint, or filed a complaint in bad faith may be subject to one or more of the following forms of discipline, depending on the severity of their action(s):
 - 2.1. Requirement to cease any bullying, discriminatory, harassing, or violent behavior.
 - 2.2. Students may receive
 - 2.2.1. a verbal reprimand identifying the inappropriate behavior;

Policy JHF *Welcoming, Caring, Respectful, and Safe Learning Environments, Cont'd*

~~2.2.2.~~ a formal request to talk to or meet parents/guardians;

~~2.2.2.~~

~~2.2.3.~~ a written reprimand, recorded in their student record;

~~2.2.3.~~

~~2.2.4.~~ a suspension;

~~2.2.4.~~

~~2.2.5.~~ a transfer; and/or

~~2.2.5.~~

2.2.6. a recommendation for expulsion

2.3. Staff may receive

~~2.3.1.~~ a verbal reprimand identifying the inappropriate behavior;

~~2.3.1.~~

~~2.3.2.~~ a written reprimand, recorded in his/her personnel file;

~~2.3.2.~~

~~2.3.3.~~ a fine;

~~2.3.3.~~

~~2.3.4.~~ a suspension, with or without pay;

~~2.3.4.~~

~~2.3.5.~~ a transfer;

~~2.3.5.~~

~~2.3.6.~~ a demotion; and/or

~~2.3.6.~~

2.3.7. dismissal/termination.

3. Corrective action, remedies, and changes in work/learning environment may be instituted for the complainant and/or respondent during the mediation, investigation, or upon the conclusion of the investigation.

4. When the investigation reveals bullying, discrimination, harassment, and/or violence occurred, the incident and the discipline that is imposed on the respondent will be recorded in the respondent's file.

5. When the investigation is closed, the principal, supervisor, or Superintendent shall make a full report indicating:

5.1. that the respondent is guilty or not guilty of the allegation;

5.2. that the respondent is disciplined or that other action be taken;

5.3. whether the matter has been referred to an appropriate outside agency (e.g., Child Welfare, police services, or the Alberta Human Rights Commission);

5.4. whether administrative or other changes were made in order to avoid re-occurrence; and/or

5.5. that the complainant deliberately and knowingly made false allegations in an attempt to cause harm to the respondent, and what specific sanctions were imposed on the complainant.

6. The principal, supervisor, or Superintendent shall communicate the decision to the complainant and respondent. Any sanctions imposed by the principal, supervisor, or Superintendent will be set out in the written notification.

Unsubstantiated complaints

Policy JHF *Welcoming, Caring, Respectful, and Safe Learning Environments, Cont'd*

1. If a person, in good faith, files a complaint that is not supported by evidence gathered during an investigation, that complaint will be dismissed, and no record of it will be put in the respondent's file/student record.
2. As long as the complaint was made in good faith, there will be no penalty to the person who complained, and no record of a complaint, investigation, or decision will go in the complainant's personnel file/student record, if the complaint was made in good faith. Any unfavourable work review, or comments that were placed in the complainant's personnel file because of the harassment will be removed from the file.

Complaints made in bad faith

1. In the complaint was made in bad faith, the person making it had absolutely no basis and deliberately and maliciously filed the complaint, that person will be disciplined and a record of the incident will be put in their personnel file/student record.
2. Penalties for someone who complains in bad faith will be the same as for a case of harassment and will depend on the seriousness of the situation.
3. Compensation for the person falsely accused may include steps to restore any lost reputation, and any of the remedies that would be available in a case of bullying, discrimination, harassment, or violence.

Confidentiality

1. The Board recognizes the difficulty of reporting bullying, discriminating, harassing, and/or violent behaviour, and understands that confidentiality is important to complainants.
2. Confidentiality will be maintained throughout the complaint procedure, including information relating to the complaint, the identity of the parties involved, or any circumstances related to a complaint, Information will only be disclosed to the extent necessary to investigate the complaint or take disciplinary action related to the complaint, or as required by law.

Retaliation

1. Retaliation is considered a serious disciplinary breach. The Board will not retaliate against an individual who reports bullying, discrimination, harassment, or violence, nor permit any staff or student to do so.
2. Retaliation against an individual
 - ~~2.1.~~ 2.1. for invoking this policy on their own or on another person's behalf;
 - ~~2.2.~~ 2.2. for participating in or cooperating with an investigation under this policy; or
 - 2.3. for associating with a person who has invoked this policy;

shall be subject to disciplinary measures.

Appeal/Grievance

1. Students and/or their parents may appeal as per Policy IFH Formal Parent/Student Appeals.
2. The Alberta Teachers Association and C.U.P.E. has procedures allowing staff to bring a grievance in certain cases as per collective agreements.

Policy JHF *Welcoming, Caring, Respectful, and Safe Learning Environments*, Cont'd

Further Complaints

1. This policy does not preclude the complainant (staff or student) from making a complaint regarding the bullying, discriminatory, harassing, and/or violent behaviour directly to other agencies, associations, boards, commissions, unions, or seek redress through the Civil Courts.

COMPLAINT FORM

YOUR CONTACT INFORMATION (You are the complainant)

Your first name:		Your last name:	
Mailing address:			
Town or city:		Postal code:	
Home phone number: <i>(include area code)</i>	Work phone number: <i>(include area code)</i>	Cell phone number: <i>(include area code)</i>	Fax number: <i>(include area code)</i>
At which number(s) can we reach you during the day? Home Work Cell			
Your e-mail address, if any, by which you authorize us to send you personal information related to your complaint:			

If any of your contact information changes during the complaint process, it is your responsibility to inform us, otherwise your complaint could experience a delay or even be closed.

YOUR COMPLAINT

Please check one of the following: <input type="checkbox"/> I am the person who was bullied/harassed and/or discriminated against <input type="checkbox"/> My child, under 18, was bullied/harassed and/or discriminated against
--

INDIVIDUAL YOUR COMPLAINT IS AGAINST

(This is the respondent)

If there is more than one respondent, you must file a separate complaint against each one.

Name of School Division Employee:

In what school/jurisdiction facility did the alleged discrimination happen? (If the events took place outside a school/school facility please indicate the location)

School/School Jurisdiction Facility:

When did the alleged discrimination take place? (The alleged discrimination has to be less than one year old, but exceptions may apply):

Start date (dd/mm/yyyy):	Last date (dd/mm/yyyy):
--------------------------	-------------------------

What type of complaint is this?

Bullying/Harassment: repeated and hostile or demeaning behavior where the behaviour is intended by the individual to cause harm, fear or distress to another individual in the school community. It includes improper conduct that is directed at and offensive to or humiliates another individual, and that the individual knew or ought reasonably to have known would cause offence or harm. It comprises objectionable act(s), comment(s) or display(s) that demean, belittle, or cause personal humiliation or embarrassment, and any act of intimidation or threat.

Discrimination: negative differential treatment of a person on the basis of the prohibited grounds of discrimination set out in the Canadian and Alberta Human Rights Act.

I have a reasonable basis to believe that the respondent discriminated against me/my child based on one or more of the following ground(s) of discrimination

(Please check only the ones that apply to your situation):

- | | |
|--|---|
| <input type="checkbox"/> Race | <input type="checkbox"/> Age |
| <input type="checkbox"/> Religious Beliefs | <input type="checkbox"/> Ancestry |
| <input type="checkbox"/> Colour | <input type="checkbox"/> Place of Origin |
| <input type="checkbox"/> Gender | <input type="checkbox"/> Marital Status |
| <input type="checkbox"/> Gender Identity | <input type="checkbox"/> Source of Income |
| <input type="checkbox"/> Gender Expression | <input type="checkbox"/> Family Status |
| <input type="checkbox"/> Physical Disability | <input type="checkbox"/> Sexual Orientation |
| <input type="checkbox"/> Mental Disability | |

Please explain your situation by answering the following questions in the space provided. You may also choose to answer these questions using a separate document (maximum three (3) pages). If you have any supporting documents, keep them with you. You may be asked for them at a later date during the process.

How and when were you/your child bullied/harassed or treated differently, based on each ground of discrimination you have identified?

- If more than one thing happened, list each one starting from the first event.
- Summarize (include information about what led up to the complaint, what happened, the date it happened, who was involved, where it took place, and who witnessed it).

How did these events have a negative effect on you/your child?

- Please describe any negative effect you/your child suffered and any loss, hurt, humiliation or distress that you/your child experienced as a result of the bullying/harassment or unfavourable treatment.

Policy JHF *Welcoming, Caring, Respectful, and Safe Learning Environments, Cont'd*

If you are making a complaint of discrimination, please indicate why you think the prohibited ground(s) of discrimination indicated above was/were the reason you/your child were treated unfavourably?

Briefly describe the steps you have taken to resolve the situation?

What would you like to have happen in order to resolve your complaint?

AGREEMENTS

Your consent to each of the following statements and your signature are needed for the school division to accept your complaint:

- The information in this Complaint Form is true to the best of my knowledge and belief.
- I authorize the school division to collect my personal complaint information (such as the information about me in this complaint form) and use it to process my complaint of discrimination. This will include sharing my complaint with the respondents.
- I authorize anyone (such as an employer, service provider, witness) who has information needed to process my complaint to share it with the school division. The school division can obtain this information by talking to witnesses or asking for written records. Depending on the nature of the complaint, these records could include personnel files or employer data, medical or hospital records, and financial or taxpayer information.

All formal bullying/harassment and/or discrimination complaints must be made in writing on the school divisions' complaint form. You can make a complaint to the school division at any time, however the school division may take no action if: your complaint is:

- More than one (1) year old.
- Before a court or tribunal, or has been heard by a court or tribunal
- Not a matter covered under the Alberta Human Rights Act; or
- Frivolous, vexatious or dishonest.

Please print, sign and date the form before submitting.

Complainant's signature _____ Date _____

Superintendents Progress Report

October 2023

The Superintendent Leadership Quality Standard:

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

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

Building Effective Relationships

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

Modelling Commitment to Professional Learning

- Enhancing leadership, teaching, and learning.

Visionary Leadership

- A preferred future.

Leading Learning

- Promotes shared responsibility for student success and continuous improvement.

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

- Establishing structures and providing the resources for schools.

School authority operations and resources

- Alignment with goals and priorities.

Supporting Effective Governance

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

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

- Meetings and conversations with principals and staff as needed and/or requested.
Conversations have focused on:
 - School off-campus excursions,
 - human resource issues including support staff concerns,
 - custody issues
 - student discipline including suspension processes,
 - assurance survey administration and results analysis
 - principal transitions (supporting new incoming principals)
 - 13 school principal professional growth plan/three-year education plan meetings
- Bargaining for both ATA and CUPE continues with a meeting taking place with both groups
- Communication regarding board decisions related to ERHS demolition and transportation appeal has occurred
- A number of other meetings, events, and professional learning activities were attended over the month. These include but are not limited to
 - Senior Administrative Leadership Team (SALT) meeting

- Administrator meeting
- Division Office staff meeting
- Council of School Council meeting
- College of Alberta School Superintendent (CASS) provincial executive meetings
- Attend Alberta School Board Association's meeting with Minister Nicolaides regarding Premier's mandate letter and discussions related to funding formula and transportation
- AB ED superintendent meeting regarding the new digital provincial assessment platform
- W.R. Myers modernization meeting
- Division Office staff appreciation luncheon
- ATA new teacher induction ceremony
- Policy meeting



231023 Board Report

Associate Superintendent of Human Services

Human Services

- We are changing all references from Human Resources to *Human Services* (currently you will see reference to both titles). The Human Services team wants to emphasize the fact that we are here to serve students by supporting our staff and walking alongside them through processes (such as hiring and evaluating) and answering questions along the way.
- Effective immediately, all staff who are hired throughout the school year will get their Horizon email sent to them at the same time as their hiring packages. They will also be set up in the Active Directory immediately so they can log onto Horizon computers. All staff who are hired in the spring for the coming school year will receive their email along with their hiring package and will be set up in Active Directory for the Horizon computer access on August 1.

Horizon Induction Program (HIP)

- Inclusion Session - September 18. David LeGrandeur and his team shared valuable information to our new teachers on providing the necessary support for all students to find success.
- HIP Check - virtual meeting October 17. Each protege shared ways that their mentor has been a support to them so far in this school year.

Meetings

- Along with other Senior Leadership Team members, I've attended Professional Growth Plan Meetings (PGPMs) with individual Principals.
- Along with the respective Bargaining Team members, I've attended CUPE and ATA Bargaining sessions.

Clinical Team Leader/FSLC/Wellness Coaches

- Stepping Stones Mentorship Program started on October 4 from 3:30-5:00 and will go for 12 weeks. We currently have 22 mentors and 22 mentees in the program from Taber and Vauxhall. Taber and Vauxhall have separate mentorship programs. Taber schools include: Dr. Hamman, L.T. Westlake, DAF, Central, TCH, TCHS, ACE Place and W.R. Myers. Vauxhall includes VES and VHS. The mentors will be able to earn CEU credits.
- Wellness Coaches started Families First on October 10 and will run for the next two Tuesdays. The event is being held out of Central School and includes two Families for a total of 7. This event includes serving dinner for our families, activities for the students and parents, and receiving an information session from a local agency. The focus of this event is to support families within Horizon School Division and put them in touch with resources around the community that may have not been previously known.
- October 19, 2023 will be our annual Headstrong Youth Summit, held at the Taber Civic Centre. This event focuses on presentations from different speakers around mental health stigma and the road to recovery. Horizon School Division has a total of 24

students participating from grades 9-10. Schools participating are: ACE Place, VHS, Barnwell, Chamberlain School, W.R. Myers, Warner School. Taber Civic Centre was donated for our use, Taber Coalition for Action and Drug Awareness (TCAD) donated \$500 towards our event and Taber IGA are providing a discount for lunches. Palliser Regional School is sending 15 students to our event as well.

- Oct 30, 2023 Horizon School Division will be participating in the multi-ministry SW Regional VTRA Update/Review and signing meeting.
- We are happy to report that we have hired an FSLC for DAF starting Oct 18, 2023. Reanne Braun will be returning to us as our new FSLC.
- Lethbridge Family Services has forwarded their Angel Tree referral forms and our Family School Liaison Program Team will be beginning to refer families for Christmas wish lists. All referrals will be due by November 20, 2023.

Indigenous Learning

- The first Indigenous Allies' meeting occurred on October 13 where teachers from each school learned about Indigenous resources and programs available through the Galt Museum.
- Indigenous Liaison Report - Lisa Sowinski
 - Arranged Indigenous dancers for 5 schools so they could partner with each other and share the cost and mileage.
 - Seventeen vouchers were completed and sent to schools for signage and GL codes for a cheque run for Elders, knowledge keepers, and tipi teachings.
 - Attended various ISP/path meetings.
 - Found out 2 students at DAF have Metis ancestry, called their grandma and she called the school to mark them off as Metis, will work with them to get Metis cards.
 - Booked Elder and Metis presenters for schools.
 - Booked an Elder to go on a field trip to Writing on Stone with about 80 gr. 6 students.
 - Checked and called on families on their kids missing so much school, picking them up.
 - Helped families with rides and picked up food bank hampers.
 - Worked with ESNCA & TPL for dreamcatcher workshop.
 - Helped a family get back into Horizon Dental.
 - Helped families with passport applications for a school trip.
 - Helped families attend awards nights.
 - Delivered hand drums to schools.
 - Worked on finding and completing grants to help with programs.
 - Set up a beautiful space for students in the back, by my office, making a smudge area.

Workplace Wellness

- On October 18, 13 of our Principals attended the first of six Mental Health in Schools (MHIS) sessions. Taber Christian School hosted 24 school and division leaders from Horizon and Prairie Rose School Divisions.

Report completed by Karen Rancier, Associate Superintendent of Human Services



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

Learner Services lead team members:

Terri-Lynn Duncan, Associate Superintendent
Dave LeGrandeur, Director
Coral James, Coordinator/Instructional Coach
Laura Elliott, Behaviour Consultant
Rita Gejdos, Instructional Coach
Garth Moulard and Sharla Kane, Career Practitioners
Heather Brantner, Off-campus Coordinator
Helena Goertzen, Low German Mennonite Liaison

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- Four Principals from Horizon along with the Associate Superintendent of Learner Services joined principals from across School Divisions in Zone 6 to create a community of practice around assessment and discussing similarities and the importance of foundational assessment practices and leadership in all schools.
- The Learning Coaches continue to be booked by schools to support teachers in the reporting software Power Teacher Pro. Teachers and the learning coaches are also having conversations based on assessment practices and how to best share information with parents on where their child is in their learning.
- Learning coaches along with the Associate Superintendent of Learner Services presented with Westwinds School Division, Peace Wapiti School Division and the University of Lethbridge on the research network grant “Number Talks in the Middle School grades.” We have eleven teachers in our division who are a part of this professional development and research project.
- Learning Coaches have provided many opportunities for teachers to come together and learn from one another in Junior High Assessment Groups, Curriculum Cafes, and Report Card working groups. Training continues to occur with all schools.
- The Learning Coaches met with all kindergarten teachers for their fall meeting. Time was spent training teachers on the new report card program. Additionally, numeracy, literacy and other screening assessments were shared. Teachers had an opportunity to work through the report card program and/or work on their Early Childhood Support Plans. JoAnn Hill (Speech Language Pathologist), Jaelyn Belisle (Speech Language Pathologist) and Jocelyn Byl (Occupational Therapist) attended a portion of the afternoon to help support with strategies for those students.

- The Learning coaches and the Associate Superintendent of Learner Services provided full day training for teachers and some assistants with the UFLI Literacy Program (University of Florida Literacy Institute). Background pedagogy was the beginning focus to set the stage, followed by implementation and how different classrooms and contexts may use this resource.
- The Learner Services team will be collaborating with Lorna Hewson from Jigsaw Learning for the second professional learning session for Administrators/Learning Support Teachers for Collaborative Response at the end of October. There are 4 sessions remaining throughout the year.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- The Behaviour Consultant went to each of the schools in the Division to check in with Administration and Learning Support Teachers about their needs in regards to behaviour issues in their schools, and discuss previous students and what they need to prevent problems from occurring.
- There have been seven new referrals for behaviour, and the behaviour consultant has been working with staff in regards to previous students who have struggled with the transition back into school from summer holidays. Reports have been written and suggestions made. She also has done three classroom observations to assist the teacher on classroom management.
- The Behaviour Consultant has given one recertification seminar in SIVA and one two day certification as well.
- The Behaviour Consultant has trained staff in 5 schools in regards to the sensory program TACPAC. and also worked with new teachers, introducing them to positive behaviour supports
- The Coordinator of Learner Services extended the half day LST meeting to include a morning session with elementary LST's. The focus was on creating Early Childhood Support Plans and changes to Alberta Education requirements. The Behaviour Consultant and Speech Language Pathologists along with the Occupational Therapist attended for half of the morning to support LST in goals and strategies for these students.
- Modelling the administration of a Level B assessment to new Learning Support teachers was supported by the coordinator of learner services.
- Learning Support Teachers meeting occurred at the beginning of October. The Learner Services team is working to support schools in building the capacity of teachers to develop and share strategies to support students at the classroom level.

LEADERSHIP PRACTICES

- Associate Superintendent of Learner Services attended an Alberta Wide Dual Credit Working Committee that focused on how Post Secondary Institutions, Alberta Education Dual Credit Team Industry Partners and School Divisions can work together to find and share best practices that ensure that students across Alberta have opportunities for career exploration and career experiences.

- The Coordinator of Learner Services attended the fall Early Learning Advisory Committee meeting to share best practices and seek feedback from others in the same role across the southern zone. Sharing of professional development opportunities and needs were discussed; some of which were taken to use at our district wide PD day this upcoming November 20.

TECHNOLOGY INFORMATION (Information will be shared as needed)

- The Technology team is in a period of transition as Riley Morse has resigned having accepted a technical position with a private company. We are looking to shortlist candidates to fill the Tech Support Specialist position and hire by the end of October.
 - The Tech Team, along with the Director of Learner Services attended the ATLE (Alberta Technology Leaders in Education) conference, connecting with vendors, collaborating with other technology professionals and learning about innovation in information technology as well as educational technology
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