

**Horizon School Division No. 67
Regular Board Meeting – Division Office
ERIC JOHNSON ROOM**

**Regular Board Meeting Agenda
Wednesday, January 23rd, 2019 – 1:00 p.m.**

A – Action Items

A.1 Agenda	ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4 ENCLOSURE 5 ENCLOSURE 6 ENCLOSURE 7 emailed ENCLOSURE 8 ENCLOSURE 9 ENCLOSURE 10 ENCLOSURE 11
A.2 Minutes of Regular Board Meeting held Wednesday, November 29 th , 2018	
A.3 January 2019 Payment of Accounts Summary	
A.4 Second and Final Reading: Policy IFCH – Illicit Substances	
A.5 Second and Final Reading: Policy FCB – Facilities Capital Planning	
A.6 Second and Final Reading: Policy FEA – Custodial Services	
A.7 Second and Final Reading: Policy FF – Naming Spaces and Programs	
A.8 Second and Final Reading: Policy GAA – Employee Code of Conduct	
A.9 Second and Final Reading: Policy GDN – Support Staff Evaluation	
A.10 Second and Final Reading: Policy HGBG – Home Education	
A.11 Delete Policy: GBK – Tobacco	
A.12 Delete Policy: IHCD – Medication to Students/Medical Conditions	
A.13 Delete Policy: GCAG – Teacher Responsibility	

D – Discussion Items

D.1 Spring Board Tours <ul style="list-style-type: none">• Delco, Fairlane, Hillridge, Oaklane & Prairiehome Colonies• A.T.L., Chamberlain, Barnwell School, Evergreen and Midland Colonies	
D.2 PSBA Membership	
D.3 ASBA Questions	

I - Information Items

I.1 Superintendent's Report – Wilco Tymensen	ENCLOSURE 12
I.2 Trustee/Committee Reports <ul style="list-style-type: none">• I.2.1 Zone 6 ASBA Report – Marie Logan• I.2.2 January Facilities Committee Report – Bruce Francis• I.2.3 December Administrator's Meeting Report – Christa Runka• I.2.4 January Administrator's Meeting Report – Derek Baron	
I.3 Associate Superintendent of Finance and Operations Report – Phil Johansen	
I.4 Associate Superintendent of Learner Services Report – Amber Darroch	
I.5 Associate Superintendent of Programs and Human Services Report – Anita Richardson	

C-Correspondence

C.1 News Release: Bright future for solar power in Alberta schools	ENCLOSURE 15
C.2 Correspondence from Alberta Infrastructure	
C.3 Draft K-4 Curriculum Approved for Field Testing	
C.4 Lethbridge Herald – Milk River looks to enhance gym	
C.5 http://www.tabertimes.com/news/2019/01/09/educational-horizons-for-2019/	
C.6 News Release: Historic school build makes significant progress	

Dates to Remember

- | |
|---|
| • February 11 – Indigenous Champions Meeting |
| • February 12 – Administrator’s Meeting (Trustee attending – Bruce Francis) |
| • February 18 – Family Day |
| • February 20 – Zone 6 Meeting |
| • February 21-22 – Teacher’s Convention |
| • February 25 – Hutterite Elder’s Meeting |
| • February 26 – COSC Meeting |
| • February 27 – Board Meeting |
| • March 3 – 5 – Rural Education Symposium (Edmonton) |
| • March 14-15 – Administrator’s Symposium (Waterton) |
| • March 27 – Board Meeting |

Horizon School Division No. 67

6302 – 56 Street Taber, Alberta T1G 1Z9
Phone: (403) 223-3547 1-800-215-2398 FAX: (403) 223-2999
www.horizon.ab.ca

The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Wednesday, November 28th, 2018 beginning at 1:00 p.m. in the Eric Johnson Room.

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

ALSO PRESENT: Dr. Wilco Tymensen, Superintendent of Schools
Phil Johansen, Associate Superintendent of Finance & Operations
Amber Darroch, Associate Superintendent of Learning Services
Cole Parkinson, Taber Times
Sheila Laqua, Recording Secretary

REGRETS: Anita Richardson, Associate Superintendent of Programs and Human Services

ACTION ITEMS

- | | | |
|-----|---|---|
| A.1 | Moved by Blair Lowry that the Board approve the agenda with the following addition:
D.2 – December Board Meeting

Carried Unanimously | AGENDA
APPROVED
132/18 |
| A.2 | Moved by Derek Baron that the Board approve the Minutes of the Regular Board Meeting, held Wednesday, October 24th, 2018 as provided by Enclosure 1 of the agenda.

Carried Unanimously | BOARD MEETING
MINUTES APPROVED
133/18 |
| A.3 | Moved by Jennifer Crowson that the Board approve the Minutes of the Organizational Meeting, held Wednesday, October 24th, 2018 as provided by Enclosure 2 of the agenda.

Carried Unanimously | ORGANIZATIONAL
MEETING MINUTES
APPROVED
134/18 |
| A.4 | Moved by Derek Baron that the Board approve the November 2018 Payment of Accounts in the amount of \$2,797,776.71 was provided in Enclosure 3 of the Agenda.

Carried Unanimously | PAYMENT OF ACCOUNT
APPROVED
135/18 |
| A.5 | Moved by Derek Baron that the Board approve the Audited Financial Statements of the year ending August 31, 2018 as presented by Avail, CPA, Darren Adamson.

Carried Unanimously | AUDITED FINANCIAL
STATEMENTS
APPROVED
136/18 |
| A.6 | Moved by Blair Lowry that the Board approve the Fall Budget Update with a deficit of \$726,362.00

Carried Unanimously | BUDGET UPDATE
APPROVED
137/18 |
| A.7 | Moved by Jennifer Crowson that the Board approve the Horizon School Division 2018-2019 Three-Year Education Plan and Annual Education Results as presented in Enclosure 4 of the agenda with the following amendments:

Carried Unanimously | 3-YEAR EDUCATION
PLAN & AERR APPROVED
138/18 |

A.8	Moved by Bruce Francis that the Board approve the additions to the 2018-2019 Fee-Schedule	Carried Unanimously	2018-2019 FEE SCHEDULE APPROVED 139/18
A.9	Moved by Christa Runka that the Board delete <u>Policy GCAH – Professional Staff Induction Program</u> as provided by Enclosure 6 of the agenda.	Carried Unanimously	DELETE POLICY GCAH APPROVED 140/18

DISCUSSION ITEMS

D.1 Christmas Concerts

Over the month of December, Board members and Horizon Sr. Administrators and Directors will be attending a number of school and colony Christmas concerts.

D.2 December Board Meeting

Due to a number of events planned for December 20th, the scheduled Board meeting for that day, will be cancelled.

INFORMATION ITEMS

I.1 Superintendent's Report

Wilco Tymensen, Superintendent, shared the following November 2018 updated with the Board:

Educational Leadership and Student Welfare

- Meetings and dialogue between schools and division office are ongoing. Conversations/topics typically focus on processes that ensure student safety, well-being, and conduct; financial management; and instructional leadership. This month they also included budgeting, staffing, transportation, off-campus excursions, student conduct and discipline, and guidance with regard to student and parental concerns.
- Principal professional growth plan and Three Year Education Plan/Annual Education Results Report meetings have commenced
School visits this month included: Central School, Chamberlain Community School, D.A. Ferguson Middle School, Erle Rivers School, Horizon Mennonite Alternative Program, L.T. Westlake Fine Arts School, Lomond Community School, Milk River Elementary School, Taber Mennonite School, Vauxhall Elementary School, Vauxhall High School, W.R. Myers High School
- Attended the College of Alberta School Superintendent fall conference. The focus of the conference was on building personal and system capacity and enhancing system leaders ability to meet the Superintendent Leadership Quality Standard and related competencies.
- The Superintendent attended a College of Alberta School Superintendent, Superintendent Leadership Quality Standard Advisory Committee meeting to provide input into the provinces certification process.
- The senior leadership team attended a SAPDC AB ED curriculum coordinators meeting to learn about the new curriculum. Learning was brought back and shared with all school principals.

Personnel Management

- The Superintendent accompanied a large number of principals to a provincial professional learning session co-hosted by AB ED and the ATA. The focus was the new leadership quality standard that will be applying to all principals in Alberta.

Policy and Strategic Planning and Reporting

- The school division's Three Year Education Plan and Annual Education Results Report is included in November's agenda for Board approval.
- Meetings are ongoing about ways to meet the needs of Taber Mennonite Students given the space constraints within their current context.

Fiscal Responsibility, Organizational Leadership and Management

- The fall budget was updated by the Associate Superintendent of Finance and Operations with the assistance of school principals. The updated budget can be found online on our website.

- The Superintendent accompanied the Board of Trustees to the Alberta School Superintendent fall annual general meeting.

Communications and Community Relations

- A number of meetings and celebrations were attended over the last month. These include but are not limited to
 - Administrator Meeting
 - Division Office staff meeting
 - Senior Administrative Leadership Team meeting
 - Council of School Council meeting
 - Horizon supported Family Violence Prevention Month by tying a purple ribbon.
 - TCAPS dry complex tour
 - AB ED sponsored Alberta Council for Environmental Education: A thought leaders' forum

I.2 Trustee/Committee Reports


I.2.1 Zone 6 ASBA Report

Marie Logan shared the following update with the Board:

- Boards attended the Alberta School Boards Association 2018 Fall General Meeting. The ASBA Board of Directors asked boards to provide feedback on four questions about why locally elected school boards are essential to Alberta students' success.
 1. In what way are locally elected boards able to fulfill the expectations of their communities and ensure that the diverse learning needs of students are met?
 2. What are some strategies your board is preparing t or currently using to build awareness about the work of your board?
 3. What kind of supports does your board need from ASBA as you build greater awareness of the benefit and value of locally elected school boards within your communities?
 4. Following the election, ASBA will continue to advocate to the Minister of Education about the need to respect and strengthen local board autonomy. As governors, in what areas do you need greater flexibility and increased decision making authority to meet students' diverse learning needs and attend to the expectations of your communities?
 - Responses to these questions will be used to inform ASBA advocacy efforts on board autonomy leading into and following the election.
- At the November Zone 6 Update
 - Zone 6 elections took place and the budget was presented and passed
 - Other updated included:
 - Anti-Racism update
 - Indigenous Languages in Education Grant Program
 - Playground Pilot Project
 - Enhancing Second-Level Supports in Educations
 - Ron Taylor from Alberta Education presented Alberta's New Provincial Curriculum

Curriculum Shift

Knowledge, Skills, and Attitudes	Concept-based
Is based primarily on topics, skills, and facts.	Focuses on the transfer of the important conceptual ideas of a discipline.
Content focuses on facts that are often isolated and disconnected. Knowledge is fragmented.	Concept-based focuses on making sense of facts and the world around us. Knowledge is presented as a "whole." Understand the relationship between individual facts, principles, or generalizations.
Verbs are used to tell students what to know or do.	Concept-based is a thinking curriculum. The verb describes the ways through which we come to understand the concept.
Represents a two-dimensional design model that includes process and content knowledge.	Has a third dimension—conceptual understanding.
Content-based teaching may not get beyond the transmission of superficial learning.	Concept-based curriculum focuses on critical concepts and processes students will be able to transfer to new situations.
Asks teachers to cover long lists of content and skill objectives ... but knowledge expands exponentially and there is not enough time to cover everything. Simply covering information does not result in deep understanding.	Key concepts (ideas) of a discipline become the "drivers" for learning, leading students to deeper understandings that transfer across different situations.



I.2.2 Facilities Report

Bruce Francis, Facilities Committee Chair, provided a report to the Board on the work undertaken for the month of November 2018:

- Capital Project – D.A. Ferguson/W.R. Myers
 - o The DA Ferguson / WR Myers partial facility modernization managed by Alberta Infrastructure is currently underway with all demolition of the interior spaces of the 1960 section being complete. Demolition of the WR Myers administration space to accommodate a new 2 hour fire wall is also complete. Renovations to the WR Myers administration area are approximately 10 weeks behind based on original completion goals; on the plus side, major components causing delays have been addressed and progress is moving forward on a steady pace.
- Maintenance Work
 - o Facilities and maintenance service staff provide hundreds of services ranging from event setup and clean up to HVAC, electrical, plumbing, painting, carpentry and locksmith services. Most service requests are initiated through our computerized maintenance and management system, Asset Planner.

I.2.3 Administrator's Meeting Report

Blair Lowry provided the following November 2018 Administrator's Meeting update to the Board:

- Professional Learning in the morning.
 - o Curriculum 101 with Dr. Rick Gilson, Executive Director, SAPDC
 - o Rick presented information from Alberta Education on the new provincial curriculum and its design. Terri-Lynn facilitated an activity to look more closely at the content of the curriculum and shared the draft implementation plan. Both slide decks and the activity are available in Horizon Common for principals to facilitate with their staff.
- Discussion Items included:
 - o Occupational Health and Safety
 - o What if...Scenarios
 - o Additional Non-Instructional Days
 - o Preferred Mode of Communication
 - o Exploring Social & Emotional Learning
 - o Playgrounds
- Other Information Items included:
 - o Atrieve Automated Dispatch
 - o Taber Food Bank Christmas Hampers
 - o APEX Youth Awards
 - o Bell Cell Phone User Information
 - o Budget Update
 - o School Carryovers
 - o Enrollment
 - o Expense Reimbursements

I.3 Associate Superintendent of Finance and Operations Report

Phil Johansen provided a November 2018 update to the Board:

- Preparing Budget & Financial Reports
- The first round of OH & S inspection reports have been submitted. Reports will be reviewed and any amendments will be made. The second round of report will be sent out in December.

I.4 Associate Superintendent of Learner Services Report

Amber Darroch, Associate Superintendent of Learner Services, shared the following November 2018 update with the Board:

Learner Services lead team members:

- Amber Darroch, Associate Superintendent
 - Terri-Lynn Duncan, Director of Learning (Curriculum & Instruction)
 - Robbie Charlebois, Director of Learning (Inclusive Education)
 - Angela Miller, Clinical Team Lead
-

KEY ACTION AREA #1:

Strong instruction that develops student competencies

- The October 18th Division-Wide Learning Day for teachers and support staff was an overwhelming success. Planned jointly between the ATA Local PD Committee and the Learner Services team, over 20 breakout sessions were provided on the morning of the 18th. In the afternoon, cohorts of support staff across a variety of schools met with colleagues in similar positions, while teachers and administrators had the first meeting of their "Teachers Learning through Collaboration" (TLC) Groups for this year.
- At the November Administrators' Meeting, the morning was dedicated to professional learning related to the new curriculum design and content. Dr Rick Gilson, Executive Director from Southern Alberta Professional Development Consortium (SAPDC) presented the Alberta Education overview called "Curriculum 101" and Terri-Lynn facilitated a close examination of specific curriculum for either English Language Arts or Mathematics. This session was intended to equip school leaders with the working knowledge of the new curriculum so they can facilitate school-level discussions with teachers.
- Terri-Lynn has been working with the University of Lethbridge and Dr. Hamman, LT Westlake, and Chamberlain schools in compiling pre-assessment data on Kindergarten through Grade 2 students' pre-literacy skills. These pre-literacy skills include alphabet, sounds, phonological and phonemic awareness (rhyming discrimination, rhyming production, isolation of sounds such as beginning, middle and end, blending of sounds and letter syllables, word reading of sight words). This is the focus for the K to 2 students and teachers currently in the 3 schools that are participating in the "Blitz" program. The "Blitz" has begun in classrooms and is an extra learning opportunity through literacy games to enhance and strengthen those foundational literacy skills that are needed to be successful readers. Our hypothesis is that this coordinated approach will catapult reading levels forward. Participating student results will be compared to a separate control group of Horizon students at the end of the project.
- Please see the final page of this report for a summary of Assessment Coach activities.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- Robbie worked with Barnwell School on October 19th to further develop their CRM and practice using the CRM module (software on Dossier)
- Robbie has been to and met with each school and the Learning Support Teachers to discuss school needs, student needs, and the Collaborative Response Model. The face to face meetings at each school are planned again for January/February to continue supporting LST's and Principals with response to instruction and intervention.
- Upcoming professional learning opportunities have been shared with all Administrators and Learning Support Teachers to build capacity in a Collaborative Response to Instruction and Intervention Model.

LEADERSHIP PRACTICES

- To support parent-school engagement in our Low German Mennonite communities, Horizon's LGM Consultant, Benita Peters, has been hosting "faspa" (afternoon coffee and baking) at a number of schools. Benita has also been assisting schools with translation services at Parent/Teacher Interviews this month.
- The Learning Support Teacher's book club completed the first book of the school year, "Indian Horse". This is an excellent book portraying a young man's experience growing up in the 1960's in Manitoba, attending a residential school and connecting how hockey was a big part of his life.
- Amber attended the Associate for Curriculum & Development Educational Leadership Conference, themed "Champions for Equity". Sessions and speakers were highly relevant to the work related to inclusion we are doing in both the division and the province. Resources, presentations and speaker notes will be used to inform a variety of Learner Services strategies underway in our 3 Year Education Plan.
- Amber participated in eleven professional growth plan meetings with principals and Learner Services staff.
- On October 29, 2018, Amber, Terri-Lynn and Wilco attended an Alberta Education "Curriculum 101" session that facilitated learning about the new curriculum and how it is intended to be used by teachers along with explanations and examples of new components and terminology. This content was then brought to Horizon's Administrators' Committee.
- Amber, Terri-Lynn and Sharon continue to participate in multi-district network of about 15 school divisions connecting monthly on topics of curriculum and assessment in the context of Alberta's new curriculum implementation.
- Robbie is taking a Cognitive Coaching Course for professional learning this year. The 10-day course runs throughout the school year.
- Robbie and Andra are offering Educational Assistant staff an additional professional learning opportunity on Monday November 26. This is a paid, voluntary event focused on supporting students with Autism and will be presented by Key

Instructional Assessment Coach Activity Summary: November 2018

<i>Date</i>	<i>Teacher Coaching</i>	<i>School & Parent Presentations</i>	<i>Principal Meetings</i>	<i>Other Meetings (IE Tech)</i>
Aug/Sept.	1	2	8	4
October	20	7	5	3
November	19	5	6	4

In the months of September - November Sharon worked on the following:

- Met with Administrators to establish goals and create individual school plans for supporting each staff in best practice assessment
- Booked follow-up dates throughout the year to create an ongoing support system for schools.
- Continued self-directed individual coaching sessions for teachers during booked days. Moving teachers more in the direction of the pedagogy of the instructional model and how assessment is a key component in that process.
- Did several staff presentations which included the following topics:
 - Motivation - how assessment practices relate to and can increase student motivation
 - Writer's workshop model - how to set up for success and how to use materials created for teachers to support their writing program.
 - Using GoFormative as an inclusive formative assessment tool
 - Best practice Assessment practices in the classroom - how to set up your routines, how to plan for assessment, practical examples of plan sheets and scheduling, feedback frames for conferencing, etc.
- Worked on several technology projects to help teachers plan and implement best practice assessment and reporting, including:
 - Curriculum template updates for Students Achieve
 - Built various versions of Report Card Templates for all the Colonies and Kindergarten classrooms
 - Built on-line assessment planners for grades 1 - 9
 - Continued adding Alberta Curriculum outcomes to be tagged in GoFormative
 - Created and added, The Instructional Model, assessment planners, rubric generators, links to tech tools, writing support materials and How to videos to the Horizon Teacher Tools Website
 - Working on building a CTF Rubric generator
 - Assisted with the building of Health and Wellness CTF rubric for TLC group
 - Assisting with Literacy Framework where needed

- Amber also shared, with the Board, the Alberta's New Provincial Curriculum PowerPoint Presentation.

I.5 Associate Superintendent of Programs and Human Services Report

Anita Richardson, Associate Superintendent of Programs and Human Services shared the following November 2018 report with the Board:

Building Effective Relationships

- Participating in local bargaining process ongoing.
- Career Transitions – Named chair of the board this month. Supporting the Executive Director to address funding concerns has been a primary focus.
- Participating in Professional growth plan meetings with all principals with the Senior Admin team.

Modeling Commitment to Professional Learning

- Participating in Cognitive Coaching 10-day course over this school year. Hosted by Holy Spirit Roman Catholic School Division
- Attend CASS Professional Learning Events
- Enrolled in Weaving Ways: Indigenous Ways of Knowing in Classrooms and Schools 5 part (8hr) Webinar series.
- Enrolled in 5 part ATA Webinar series, 'Teacher Talks' to develop First Nations, Metis and Inuit Foundational Knowledge with several Horizon teachers

Visionary Leadership

- Supporting committee planning for a Horizon Experiential Week in conjunction with LCC, Mount Royal University, University of Calgary, Livingstone Range, and Palliser School Division in May 2019.

Leading Learning

- Ongoing support for Principals with staffing concerns.
- JSET (Jurisdiction Student Engagement Team) →co-hosted the Southern Alberta Student Leadership Conference at the University of Lethbridge on Nov. 14th. Over 600 students attended from all over the south and Horizon students hosted 5 breakout sessions.

Supporting First Nations, Metis and Inuit Education for All Students

- Indigenous Champions – organizing a professional learning opportunity to develop knowledge and skills
 - Goal is to maximize the dispersion of the knowledge and skills beyond the champions to all of our teachers/staff
 - January session will focus on Understanding the Social Implications of Indigenous Realities and selecting resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit.
- Blanket Exercise
 - Scheduled Blanket Exercises:
 - Taber Public Library Community Exercise – Dec 6, 2018, 5:30-9pm
 - ERHS, March 8
 - Colony Teachers, May 30
 - Completed in 11 schools
- Partnership with University of Lethbridge -> First Nations, Metis, Inuit Mentorship Program for high school and middle school students partnered with university students. Began last week.
- Charitable organization and fundraising to support a multicultural holistic education centre grounded in Indigenous Ways of Knowing, Eagle Spirit Nest Community Association (ESNCA). Holy Spirit has indicated a desire to come on board.
 - An initial board of directors has been set and will be moving forward to become a registered society
 - We will begin raising funds under the current TDLF (Taber and District Learning Foundation) while we begin the process of obtaining our own charitable organization number.

Sustaining Effective Instructional Leadership

- Hosting Horizon Induction Program Sessions this year
- Evaluation Process for Probationary Teachers – 19 this year under evaluation; I am completing 14 evaluations

School Authority Operations and Resources

- Participating in CASSIX winter meeting
- In response to feedback from our Admin team, implementing PowerSchool's automated call out system which will work with the attendance management system we implemented last school year. Should be operational by the end of November.

Correspondence

No Discussion items came forward from the Correspondence as provided by Enclosure 10 of the agenda.

COMMITTEE ITEMS

Moved by Christa Runka that the Board meet in Committee.
Carried Unanimously

COMMITTEE
141/18

Moved by Jennifer Crowson that the meeting reconvene.
Carried Unanimously

RECONVENE
142/18

Moved by Rick Anderson that the meeting adjourn.
Carried Unanimously

MEETING ADJOURNED
143/18

Marie Logan, Chair

Sheila Laqua, Executive Secretary

PAYMENT OF ACCOUNTS REPORT
Board Meeting January 23, 2019

General	November 27/18		1279680.58
General	December 5/18		165969.76
General	December 11/18		115070.61
U.S.	December 12/18		6070.84
General	December 18/18		188826.03
U.S.	December 18/18		1524.23
General	December 20/18		1,289,334.75
General	January 8/19		587,312.39
General	January 15/19		76,516.10
"A" Payroll	November 2018	Teachers	1,671,933.96
	November 2018	Support	532,562.19
"B" Payroll	November 2018	Casual	9,994.49
	November 2018	Subs	63,856.82
"A" Payroll	December 2018	Teachers	1,655,806.30
	December 2018	Support	535,190.59
"B" Payroll	December 2018	Casual	3,824.83
	December 2018	Subs	22,395.95
Total Accounts			6,448,728.37
Board Chair _____			
PJ:dd			
January 15, 2019			

Horizon School Division December 2018 U.S. Accounts

	U.S. Funds	Canadian Fun
Level Data	4446.20	6070.84
Total U.S. Accounts	4446.20	6070.84

JM:dd
December 12, 2018

Horizon School Division December 2018 U.S. Accounts

	U.S. Funds	Canadian Fun
SAGE Publishing	1111.12	1524.23
Total U.S. Accounts	1111.12	1524.23

JM:dd
December 18, 2018

HORIZON SCHOOL DIVISION NO. 67

Policy Code:	IFCH (applies to staff as well)
Policy Title:	Drugs and Medical Management Plans
Cross Reference:	IFC, IFGA, IGD, IHF
Legal Reference:	School Act, Criminal Code Access to cannabis for medical purposes regulation
Adoption Date:	May 28, 1997
Amendment or Re-affirmation Date:	June 12, 2008 February 25, 2014

POLICY HANDBOOK**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION IS COMMITTED TO ENSURING THE HEALTH, AND SAFETY OF ITS STAFF, STUDENTS, AND THE PUBLIC AT LARGE. THE BOARD RECOGNIZES AND ACCEPTS ITS RESPONSIBILITY TO PROVIDE ITS STAFF WITH A SAFE, HEALTHY, AND PRODUCTIVE WORK PLACE. THE BOARD BELIEVES ALCOHOL, TOBACCO, CANNABIS, AND DRUGS CAN HAVE ADVERSE EFFECTS ON JOB PERFORMANCE, STUDENT LEARNING, AND THE HEALTH AND SAFETY OF STAFF, STUDENTS, AND THE PUBLIC AT LARGE. AS SUCH, THE BOARD STRICTLY PROHIBITS THE POSSESSION, USE, DISTRIBUTION OR SALE OF ALCOHOL; TOBACCO; CANNABIS; AND/OR DRUGS BY STUDENTS, STAFF, OR VISITORS WHILE ON SCHOOL JURISDICTION PREMISES, WHILE ENGAGED IN SCHOOL JURISDICTION WORK OR SCHOOL JURISDICTION SPONSORED ACTIVITY OR ANY TIME WHEN IT COULD NEGATIVELY AFFECT JOB PERFORMANCE, STUDENT LEARNING, OR THE CLIMATE OF THE SCHOOL JURISDICTION. (E.G. BEFORE ATTENDING SCHOOL/WORK OR SCHOOL JURISDICTION SPONSORED ACTIVITY).

DEFINITIONS

Drugs means any substance, inclusive of illicit drugs, restricted drugs, and medication, as defined by this policy, the use of which has the potential to cause impairment or intoxication, changing or affecting the way a person thinks, feels, or acts. For the purposes of this policy, drugs of concern are those that inhibit a worker’s ability to perform his or her job safely and productively and include narcotic, tranquilizers, antipsychotics, hallucinogen, painkiller, performance enhancer, stimulant, depressant, controlled substance as per the *Controlled Drugs and Substances Act*, including alcohol, tobacco, and cannabis.

1. **“Illicit Drug”** means any drug or substance that is not legally obtainable and whose use, sale, possession, purchase or transfer is prohibited by law (for example, street drugs such as heroin and cocaine).
2. **“Restricted Drug”** means any drug or substance capable of causing intoxication or impairment which is legally obtainable for non-medical (recreational) use and whose sale, purchase, possession, or transfer are restricted by law.
3. **“Medication”** refers to a drug obtained legally by staff and used as indicated or directed, including but not limited to those obtained by staff with a doctor’s prescription or medical document, as contemplated by the *Access to Cannabis for Medical*

Purposes Regulation (as amended, repealed and replaced from time to time), and non-prescription or over-the-counter products.

Drug or alcohol dependence: A mental, physical, or psychological dependence on drugs, alcohol, or other impairing substance which is considered by a physician to be a medical condition/disability as contemplated by Human Rights law. Note: non-medical usage of drugs, alcohol, or other impairing substances, is not a medical condition/disability as contemplated by Human Rights law.

Health-Care Practitioner: means a person who is registered and entitled under the laws of a province to practice medicine in that province or prescribe drugs in the province in which they practice.

Jurisdiction Premises: Includes all land, property, structures, installations, facilities, vehicles and equipment owned, leased, operated or otherwise controlled by the jurisdiction including colony schools. .

Possession: To have on one's person, in one's personal effects, in one's vehicle or otherwise under one's care, custody, or control including: locations to which a student and/or staff member has sole or primary access, including lockers or assigned vehicles.

Reasonable grounds: An understanding based on objective and articulated facts sufficient to lead an individual to form a reasonable suspicion that alcohol, cannabis, or other drug use or possession in violation of this policy might be influencing an individual's work performance. The decision will usually be based on specific, personal observations such as, but not limited to observed use, evidence of use, or evidence of being under the influence.

Safety-sensitive positions shall include any position where the performance of duties with impaired physical or mental abilities creates a reasonably foreseeable risk of injury, physical harm, or danger, including, but not limited to those staff who are required or permitted to operate the division's vehicles or their own personal vehicles for employment-related purposes.

Staff: In the context of this policy, staff includes any individual who works for wages or salary under a collective agreement or contract of employment, whether oral or written, express or implied, and has recognized rights and duties. It includes volunteers and all individuals who receive compensation from the Horizon School Division for services rendered including contractors while providing services.

Under the influence of drugs, alcohol, cannabis, medication or any illicit or restricted substance for the purpose of this policy is defined as the use of one or more of these substances to an extent that staff are:

- 1.1. Unable to perform in a productive manner including a deterioration in an individual's physical and mental judgements or abilities which a person is expected to possess in order to function as a reasonable and prudent staff/student;
- 1.2. In a physical or mental condition that creates a risk to the safety and well-being of the individual, other staff, students, or the property of the division or any member of the public;
or
- 1.3. Displaying signs or symptoms of impairing substance use, including but not limited to the smell of alcohol or drugs, slurred speech, and/or atypical behaviour.

GUIDELINES

1. The Cannabis Act does not alter the responsibilities of staff when it comes to the use of drugs, including cannabis, and alcohol in the workplace.
 - 1.1. While non-medical cannabis is legal for adults, employers retain the right to regulate the consumption, possession and trafficking of cannabis at work, and prohibit students and staff from being and working under the influence of cannabis.
 - 1.2. Staff have the responsibility to report to work capable of performing their tasks productively and safely.
2. The use of drugs, alcohol, and cannabis, can have serious adverse effects on the safety of the workplace for staff, students, and the public.
3. The purpose of this policy is to establish the division's expectations for appropriate behaviour, consequences for non-compliance, and to provide accommodation and supports available for students and staff suffering from drug or alcohol dependency.
4. Students and staff are expected to use over-the-counter and/or prescription/medical document medications responsibly.
 - 4.1. Staff, parents/guardians, and independent students, are responsible for check with their own physician or pharmacist regarding side effects of their medication, especially as it relates to impairment and report any concerns to their principal/supervisor.
5. Students and staff who have drug or alcohol problems are encouraged to seek assistance before performance problems (whether or not in violation of this policy) lead to disciplinary action.
6. Medical disabilities are prohibited grounds of discrimination under the Alberta Human Rights Act. Human Rights protection will be extended to the treatment indicated and prescribed for a disability.
 - 6.1. Horizon will not accommodate impairment in the workplace/learning environment
 - 6.2. While drug addiction may qualify as a disability that requires the employer to make efforts to accommodate the employee, users of alcohol, and non-medical cannabis or drugs users are not considered to have a disability under human rights legislation. As such, Horizon has no legal duty to accommodate a recreational cannabis, alcohol, or drug user.
7. An acknowledgment by a student or staff of a drug and/or alcohol addiction will not be a cause for disciplinary action. Notwithstanding such, a student or staff's request for assistance will not be a defense to the imposition of disciplinary action where a violation of this or other policies has occurred.

REGULATIONS

1. All jurisdiction premises, shall be alcohol; tobacco; cannabis; and illicit and restricted drug free environments on a 24 hour per day basis.

2. During a staff's working hours, whether on the division's premises or while conducting employment-related activities off the division's premises, including during meal periods, scheduled breaks, on field trips, during extra-curricular activities, and on-call shifts, no staff shall:
 - 2.1. Use, consume, possess, distribute, sell or be under the influence of illicit drugs;
 - 2.2. Use, consume, possess, distribute, sell or be under the influence of restricted drugs;
 - 2.3. Use, consume, possess, distribute, sell or be under the influence of alcohol, unless authorized by the division for a specific limited purpose; or
 - 2.4. Use, consume, possess, distribute, sell or be under the influence of any other intoxicants, whether a controlled or uncontrolled substance.
3. Staff shall not, under any circumstance, consume alcohol or use, consume, ingest, or inhale illicit drugs, restricted drugs or other intoxicants while in care and control of or responsible for any division vehicle or equipment, or while using the staff member's personal vehicle for work-related purposes.
4. Students shall not be in possession or use illicit drugs, restricted drugs, alcohol, tobacco, cannabis, their products, and/or paraphernalia including but not limited to cigarettes, cigars, cigarillos, electronic cigarettes, vapes, spit tobacco, snus, snuff, or any other kind of tobacco product, cannabis, and/or hookah/shisha/waterpipes on school jurisdiction premises and/or during school sponsored activities.
5. If a staff member is called back after regular working hours to perform work-related duties and has been consuming alcohol or using drugs or other intoxicants, it is the staff's responsibility to:
 - 5.1. Ensure that he or she does not perform any employment duties, including operating a motor vehicle, while under the influence of alcohol, illicit drugs, restricted drugs, medication, or any other intoxicant or substance, if impairment has resulted;
 - 5.2. Notify the staff member's supervisor of the circumstances immediately; and
 - 5.3. Confirm directly or through the staff member's supervisor that a responsible staff member who is not under the influence of alcohol, drugs, or intoxicants will perform the required task.
6. The legal use of medication in compliance with physician directions is permitted at work only if it does not impair the staff member's ability to perform his or her work effectively and in a safe manner. Staff are required to disclose to Human Resources the use of medication, which may reasonably be expected to affect their work performance or the safe execution of their duties. The division is committed to accommodating staff's necessary use of medication to the extent reasonably possible without suffering undue hardship.
7. Principals may apply to the Superintendent to designate an outdoor area where staff may smoke tobacco if smoking off school property creates a safety concern or concern regarding respect for neighbors' property.

- 7.1. With principal approval, tobacco may be brought onto school premises for gifting to Indigenous people.
- 7.2. With principal approval, non-tobacco smudging may occur on school premises as part of Indigenous ceremonies.
8. Parents and visitors under the influence of intoxicants; illicit and restricted drugs; alcohol; or cannabis; will generally be asked to leave the premises for the safety of the whole school.
9. Horizon reserves the right to conduct unannounced searches for alcohol, cannabis, or illicit and restricted drugs where there are reasonable grounds to believe students/staff are in possession while on jurisdiction premises.

Self-Declaration and Accommodation of Individuals who have a Drug or Alcohol Dependency

1. Any student or staff suffering from a drug or alcohol dependence is **required** to disclose the dependence to principal (in the case of student) / Superintendent or designate (in the case of staff). The division recognizes its responsibility to assist and accommodate students and staff suffering from a drug or alcohol dependence to the extent reasonably possible, including providing staff with access to sick leave as with any other illness, without suffering undue hardship. The division will take appropriate precautions to protect confidentiality, given the sensitive nature of the issue.
2. Staff who are concerned that a student or fellow staff member may be suffering from a drug or alcohol dependence are strongly encouraged to report their concerns to their immediate supervisor. While the division will make its best efforts to protect confidentiality when a concern is reported, it may be necessary for the division to disclose certain information, including but not limited to the identity of the reporting staff member, to parents or the staff in question in order to properly investigate concerns.
3. The legal use of medication in compliance with physician directions is permitted at work only if it does not impair the staff member's ability to perform his or her work effectively and in a safe manner, including, but not limited to, the safe operation of vehicles and equipment. Employees are required to disclose to the Superintendent or designate the use of medication which may reasonably be expected to affect their work performance or the safe execution of their duties. The division is committed to accommodating an employee's necessary use of medication to the extent reasonably possible without suffering undue hardship.
4. In the accommodation process, it is the parent/independent student/staff's responsibility to
 - 4.1. Identify the need for accommodation
 - 4.2. Provide medical information substantiating the accommodation request
 - 4.3. Cooperate with the treatment recommendations,
 - 4.4. Cooperate with the accommodation process, and
 - 4.5. Accept reasonable accommodations

5. In order to properly accommodate a student or employee, Horizon requires sufficient information from the physician or medical professional. This information balances Horizon's need to maintain a safe learning environment and safe workplace while respecting the student and employee's right to privacy. Information requests should be limited to essential duties and accommodation needs. The diagnosis or details of the treatment plan do not necessarily need to be disclosed. The employer and employee or student should share with the physician a complete description of the job and related duties/responsibilities, the work/school schedule, and any other pertinent information. The physician should provide a prescription or medical document detailing:
 - 5.1. whether the medication/drug needs to be taken at school/work
 - 5.2. the period of use (not to exceed one year)
 - 5.3. the details and contact information of the health care practitioner
 - 5.4. specific accommodation needs
 - 5.5. any restrictions or limitations
 - 5.6. whether there is a treatment plan, and any relevant details of that plan
 - 5.7. any implications regarding behaviour, attendance or performance
 - 5.8. the plan for return to school/work if the student/employee is to be off work/absent from school
 - 5.9. anticipated return to school/work date if on leave
 - 5.10. whether the employee is "fit to work", determine if medically the employee can safely perform the job or task under the working conditions. The medical professional should report one of three conclusions
 - 5.10.1. fit,
 - 5.10.2. unfit, or
 - 5.10.3. fit subject to work modifications.
 - 5.11. When required, an accommodation plan will be jointly developed by the individual requiring accommodation and the appropriate jurisdiction staff.

Contravention of this Policy

1. The division views the rules contained in this policy to be of the utmost importance. This is a zero-tolerance policy; any deviation from the above terms will result in confiscation and/or disciplinary action that may include expulsion (student) or immediate termination (staff). All employees will be made aware of this policy via a "Drug and Alcohol Policy Acknowledgement" as notification that any resulting dismissal will be considered as "dismissal for just cause" and not subject to notice or pay in lieu of notice.
2. As indicated above, any student or staff member suffering from a drug or alcohol dependence is required to disclose the addiction, and the division recognizes its responsibility to assist and accommodate

students and employees suffering from such a condition. However, if a student or staff member neglects or refuses to disclose a drug or alcohol dependence to the division, in violation of this policy, the division will be forced to deal with breaches of this policy based on the understanding that the student or staff member is not suffering from a drug or alcohol dependence, but has simply disregarded this policy, in which case immediate and strict disciplinary action will be taken. Further, failure to disclose a drug or alcohol dependence is itself a violation of this policy.

3. Notwithstanding the foregoing, any and all disciplinary action under this policy that is taken by the division against a student and/or staff member will comply with the *School Act* and the terms of any applicable collective agreement or contract then in place.
 - 3.1. If a student or staff is suspected of being in contravention of this policy, the first consideration shall be for the safety and well-being of the student, staff, and other individuals.
 - 3.1.1. If deemed necessary, medical help shall be sought.
 - 3.1.2. Student or staff contravention of this policy will be immediately reported to the principal/supervisor.
 - 3.1.3. In the case of students, an attempt shall be made immediately to contact the parent(s)/guardian(s).
 - 3.1.4. Unauthorized drugs will be confiscated
 - 3.1.5. The Principal/Supervisor will notify and consult with the police if the drug is suspected to be illegal or restricted, and hand over the drug to the police as soon as possible.
 - 3.1.6. A student may be suspended/expelled for violation of this policy as per policy IGD: suspension and expulsion of students.
 - 3.1.6.1. All cases of possession and/or use of restricted and illicit drugs, cannabis, or alcohol on school premises, shall result in the application of standard student suspension procedures.
 - 3.1.6.2. A principal shall normally make a recommendation for expulsion to the Board of Trustees when a student distributes, or sells illicit and/or restricted drugs.
 - 3.1.6.3. A principal may also make a recommendation for expulsion to the Board of Trustees when a student repeatedly contravenes this policy.
 - 3.2. Principals/supervisors should immediately notify the Superintendent or designate and arrange to escort staff home who report to work intoxicated or under the influence of alcohol, cannabis, or drug.

Post-Violation Return to Work/School

1. Seeking voluntary assistance for drug or alcohol dependence will not jeopardize an employee's employment with the division, so long as the employee continues to cooperate and seek appropriate treatment for his or her disclosed problem and is able to treat and control the problem to facilitate a return to work within the reasonably foreseeable future.
2. Any employee violating this policy who is subsequently authorized and accepted by the division to return to the workplace shall receive a Return to Work Letter outlining conditions of the return to the workplace which will normally include, but is not limited to, the following:

- 2.1. Requirement to continue treatment, counselling, and assistance programs or procedures recommended by the employee's advising physician or addiction counsellor;
 - 2.2. Express obligation to immediately cease performance of duties and notify a supervisor in the event the employee finds themselves under the influence at any time during work hours following a return to the workplace;
 - 2.3. Requirement to provide written medical confirmation that the employee has any condition under control and is able to safely return to the workplace without danger to the employee or others;
 - 2.4. Requirement to provide reasonably regular updates from the employee's physician or addiction counsellor confirming that the employee continues to follow recommended treatment programs and continues to be fit for performance of duties without danger to themselves or others; and
 - 2.5. An express warning to the employee that future violations of the policy will lead to further discipline and serious consideration of immediate termination for just cause.
3. Staff suffering from drug or alcohol dependence who fail to co-operate with assistance or treatment programs or engage in repeated infractions of this policy, will be subject to the normal disciplinary sanctions, up to and including immediate termination for just cause.

Employee Assistance in the Administration of Student Medication

1. The primary responsibility for the administration of prescribed medication rests with the individual student, his/her parents/guardians and/or the appropriate medical personnel. It is appropriate, however, for employees to assist in the administration of medication if necessary for the student to attend school, and if requested and authorized by the parents/guardian.
 - 1.1. It is the responsibility of the parent/guardian to inform the school of their child's medical condition if the condition requires regular medication or medication/personal care in special or emergency situations.
 - 1.2. Students with potential medical problems are to be identified annually during registration.
 - 1.3. If an identified medical condition may require: the administration of medication during school hours or while attending school sponsored events, and/or emergency intervention at school, parents/guardians will be required to complete the *Medical Management Plan* (Attachment 2).
 - 1.4. The *Medical Management Plan* (Attachment 2) is valid only for the school year. It is the responsibility of the parent/guardian to renew the form annually and update during the school year to reflect any change in the student's medication or medical condition.
 - 1.5. Identification of students requiring medication shall respect the student's right to privacy.
 - 1.6. The school principal shall be responsible for:
 - 1.6.1. The safe storage of medication, and disposal of any medication left at the school for which the *Medical Management Plan* has been completed.

- 1.6.2. Ensuring procedures are in place to ensure each student receives the correct medication.
 - 1.6.3. Ensuring a system to record dispensing of medication is in place.
 - 1.6.4. Instructions provided by parents and physicians relating to student medication are made known to appropriate staff and followed with reasonable care.
 - 1.6.5. Ensuring that procedures are in place for making staff aware of the identity of students with serious or life-threatening conditions who are attending the school.
 - 1.6.6. In-service is provided for all staff members who may be in a position of responsibility of students with serious or life-threatening conditions. In-service will include a review of the appropriate emergency procedures.
 - 1.6.7. Staff are aware of and have access to Horizon School Division # 67 Medical Conditions handbook (Attachment 3) that describes treatment of students with asthma, diabetes, epilepsy, and anaphylaxis.
- 1.7. Any medication needing to be returned to parents/guardians must be picked up personally by parents/guardians at the school.
2. When receiving and storing medication in connection with a student's prescription the label on the container must include:
- 2.1. patient's name
 - 2.2. name of prescribing health care practitioner
 - 2.3. name of licensed producer
 - 2.4. daily equivalent quantity prescribed
 - 2.5. expiry date of the patient's registration

Acknowledgment

1. The Superintendent will ensure that all new employees sign an acknowledgment form (Attachment 1) that they are aware of this policy and specifically that the employee understands that contravention of this policy will result in disciplinary action, up to and including termination.

ATTACHMENT 1

***DRUG & ALCOHOL POLICY
ACKNOWLEDGEMENT***

Horizon School Division is committed to ensuring the health and safety of its staff and students, as well as fostering an effective and productive environment for working and learning. We recognize that the use of impairing substances, like drugs, alcohol, and even certain medications can impede our ability to achieve these common goals. For this reason, Horizon School Division is adopting new guidelines for substance use in the workplace, to clearly set out our expectations for staff conduct, options for seeking help, and the consequences of violations.

We expect that you'll come to work able to work safely and effectively, which in our view means free from impairment. Under no circumstances should staff be in possession of, using, consuming, ingesting or under the influence of impairing drugs or alcohol during working hours, whether on or off Horizon School Division property. We also expect that if you're operating a vehicle, whether it's Horizon School Division or personal property, for any work-related purpose, that you'll similarly be free from impairment. We expect that our staff will comply with these rules on a day to day basis.

This prohibition applies to illegal drugs, drugs which are approved for recreational use, and even to prescribed medications, which may cause impairment or otherwise interfere with an employee's ability to work safely (even if they're used as indicated or prescribed). We would encourage you to speak with your doctor or pharmacist to understand the risk of impairment associated with prescribed or over-the-counter medicines, and that you disclose this to Horizon School Division if there is a likely workplace impact. We are committed to working with you to accommodate necessary use of medication to limit or eliminate workplace impact, to the extent possible.

If you're suffering from addiction, you must disclose it to the Horizon School Division. We will help you seek and obtain the help you need, without recourse or fear of reprisal. Horizon School Division will work with you and your advising physician and/or counsellors, provide you time away from work, if necessary, return you to work when appropriate, and keep you accountable upon your return. We expect you to cooperate in this process and follow reasonable treatment recommendations and reasonable guidelines set by the Horizon School Division. If you feel like one of your co-workers is struggling with an addiction, we ask that you let us know. Horizon School Division is committed to accommodating staff addictions to the point of undue hardship.

We wish to be clear that this is a zero-tolerance policy; violations of the policy will be subject to discipline, up to and including termination for cause.

It is very important that each staff understands their obligations under this policy, and to confirm their commitment to keeping our workplace safe, productive, and impairment-free.

I confirm that I have received a copy of the Drug and Medical Management policy, and that I have read and understand the obligations outlined therein and summarized above.

Employee signature

Date

Print Employee Name



ATTACHMENT 2

Horizon School Division # 67
Policy IFCH
Medical Management Template
 Medical Conditions and Disabilities Information

(To Be Completed by Parent/Legal Guardian or Independent Student)

STUDENT'S LEGAL LAST NAME:	STUDENT'S LEGAL FIRST NAME:	STUDENT'S LEGAL MIDDLE NAME:
STUDENT ALIAS (Student goes by):		
AB ED Student ID Number:		
Grade:	Age:	Date of Birth:
Health Condition Diagnosed:		
Date of Last Review of Plan:		
Homeroom Teacher:		Room:
Parent/Guardian Name:		
Phone (Home):	Phone (Work):	Phone (Cell):
Address:		
Parent/Guardian Name:		
Phone (Home):	Phone (Work):	Phone (Cell):
Address:		
Name(s) and contact phone numbers of Physician(s)/Health Care Provider(s):		
Emergency Response:		
Emergency Contact #1: _____ (Name/Relationship)		
Phone (Home): _____	Phone (Cell) _____	Phone (Cell) _____
Emergency Contact #2: _____ (Name/Relationship)		
Phone (Home): _____	Phone (Cell) _____	Phone (Cell) _____
Describe the medical condition(s), signs or situations that indicate an emergency response is needed:		
List the steps to take in the event of an emergency related to this condition (include treatment other than medication which is appropriate when symptoms appear):		



Horizon School Division # 67
Policy IFCH - Medical Management Template (Continued)

Medical Conditions and Disabilities Information

STUDENT'S LEGAL LAST NAME:	STUDENT'S LEGAL FIRST NAME:	STUDENT'S LEGAL MIDDLE NAME:
SYMPTOMS: List symptoms of the condition that this student is experiencing or may experience and strategies for managing these symptoms:		
MEDICATIONS: Provide information about medications this student is taking, including dosage and location for any medications to be given at school. List any current or possible side effects of this/these medication(s): <u>Name of Medication:</u> Prescribed Dosage Amount: Frequency of Dosage (When to Use): Possible Side Effects (if any): Medication Start Date: _____ Medication Completion Date: _____ <i>NOTE: Medications administered at school <u>MUST</u> be contained within the original prescription container, complete with current label.</i>		
SPECIAL INSTRUCTIONS FOR STORAGE OF MEDICINE:		
THIS MEDICATION IS TO BE (Check one): <input type="checkbox"/> Self-administered by the student or under the supervision of a staff member <input type="checkbox"/> Administered to the student under the direction of a staff member <input type="checkbox"/> Used only when the following symptoms appear (describe below):		
MONITORING: List signs or symptoms that may indicate the condition is not under control or that medication needs to be adjusted. Identify specific steps that the student or teacher should take to monitor this condition:		



Horizon School Division # 67
Policy IFCH - Medical Management Template (Continued)

Medical Conditions and Disabilities Information

STUDENT'S LEGAL LAST NAME:	STUDENT'S LEGAL FIRST NAME:	STUDENT'S LEGAL MIDDLE NAME:
<p>TRIGGERS AND RESTRICTIONS: List any foods, activities, situations, etc. that this student should avoid:</p>		
<p>ACCOMMODATIONS AND SPECIAL CONSIDERATIONS: List any adaptations or strategies that will assist this student in participating as fully as possible:</p>		
_____ Independent Student Signature (if applicable)	_____ Independent Student Name (PLEASE PRINT) (if applicable)	_____ Date
_____ Parent/Guardian Signature	_____ Parent/Guardian Name (PLEASE PRINT)	_____ Date
_____ Physician/Health Care Provider Signature	_____ Physician/Health Care Provider Name (PLEASE PRINT)	_____ Date
_____ Principal Signature	_____ Principal Name (PLEASE PRINT)	_____ Date
<p>Personal information is collected under the authority of the <i>School Act</i> and <i>Alberta's Freedom of Information and Protection of Privacy Act (FOIP)</i>. This information will be used to respond to the identified medical need of the student named above. It will be treated in accordance with the privacy protection provisions of the FOIP Act.</p>		

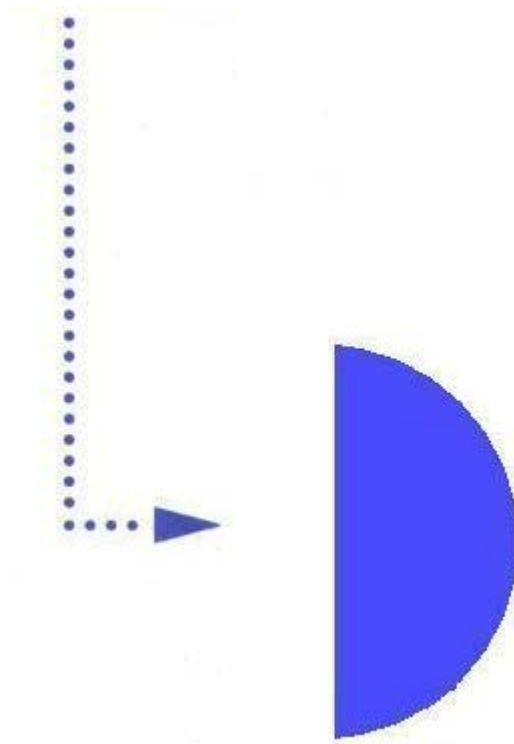
ATTACHMENT 3



Horizon School Division No. 67

Medical Conditions Handbook

<http://www.learnalberta.ca/content/inmdict/html/index.html>



- Allergies/
Anaphylaxis
- Asthma
- Epilepsy
- Diabetes



ALLERGIES/ ANAPHYLAXIS

An allergy is the body's overreaction to usually harmless substances called allergens. The most common allergens are pollen, dust, insect bites, molds, pets, and a variety of foods. Certain foods, such as peanuts, nuts, seafood and milk, may cause severe reactions. Any kind of food can be an allergen to some people.

Allergens enter the body through the nose, eyelids, bronchial passage, digestive system or even the skin. These allergens stimulate the body to produce allergic antibodies which coat certain cells in the lining of the respiratory tract, skin and the gastro-intestinal tract. When one of the allergens again enters the body, the reunion of the allergen and the allergic antibodies stimulates these cells to release chemical mediators. These are usually histamines, which cause symptoms such as sneezing, runny nose, hives, itchy eyes and wheezing.

Studies indicate that one in every five students has a major allergy. As children mature, they may outgrow certain sensitivities only to have them replaced by others. The tendency to become allergic is usually inherited and remains throughout the person's life.

RECOGNIZING ALLERGIES

Symptoms include:

- excessive throat clearing, chronic cough
- wheezing, runny nose, sneezing, sniffing
- itchy puffy eyes, dark circles under the eyes
- intermittent hearing loss
- frequent brief absences from school
- inconsistent behaviour or spells of hyperactivity and irritability in a usually well-adjusted student
- disruptive behaviour
- lethargy and sleepiness which may be a result of allergic reactions, antihistamines or lack of sleep
- occasional decrease in attention span and lack of concentration
- headaches
- weakness and pallor
- listlessness and withdrawal from classroom activities
- learning difficulties, particularly with reading and listening skills
- itchiness, rashes, hives

Recognizing an Extreme Reaction Severe Allergies: Anaphylaxis

General Information

Anaphylaxis is a growing public health issue. While anaphylaxis has the potential to cause death, fatalities are rare and usually avoidable. Measures must be in place to reduce the risk of accidental exposure and to respond appropriately in an emergency.

Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an offending substance. Reactions usually occur within two hours of exposure, but in rare cases can develop hours later. Specific warning signs as well as severity and intensity of symptoms can vary from person to person and sometimes from attack to attack in the same person.

An anaphylactic reaction can involve any of the following symptoms, which may appear along with or in any combination, regardless of the triggering allergen:

Skin: Hives, swelling, itching, warmth, redness, rash

Respiratory (breathing): wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing

Gastrointestinal (Stomach): nausea, pain/cramps, vomiting and diarrhea

Cardiovascular (heart): pale/blue color, weak pulse, passing out, dizzy/lightheaded, shock

Other: anxiety, feeling of “impending doom”, headache, uterine cramps in females

If an allergic person expresses any concern that a reaction might be starting, the person should always be taken seriously. When a reaction begins, it is important to respond immediately, following instructions in the person’s Anaphylaxis Emergency Plan (attached). The cause of the reaction can be investigated later. The most dangerous symptoms of an allergic reaction involve breathing difficulties caused by swelling of the airways or a drop in blood pressure indicated by dizziness or lightheadedness, or feeling faint or weak. **Both can lead to death if untreated.**

Guiding Principles

1. This portion of the Medical Conditions Handbook defines standards and procedures required for the management of students and staff at risk of severe allergic reactions while they are the responsibility of the school system, recognizing that this responsibility is shared among the individual, parents/guardians/guardians, the school system and health care providers.
2. The purpose is to minimize the risk of exposure of students with severe allergies to potentially life-threatening allergens without depriving the student with severe allergies of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school.
3. The District recognizes the dangers faced by students and staff with severe reactions to certain allergens. While the District cannot guarantee an allergen-free environment, the District will take reasonable steps to ensure a safe environment for students with life-threatening allergies, further to the goal of maintaining an appropriate learning environment for all students.

RESPONSIBILITIES

Parent/Guardian Responsibilities

1. Advise the principal and home-room teacher about the student’s severe allergy when the allergy is diagnosed, at the beginning of each school year, or when the student changes schools;
2. Provide and keep emergency information current;

3. Assist the principal by asking the student's medical doctor to complete the Anaphylaxis Emergency Plan form when the student is first registered or re-registered with the Horizon School Division, or when the student's severe allergies change;
4. Provide the principal with a recent photograph of the student;
5. Provide the student with a Medic Alert bracelet or other suitable identification;
6. Provide the student with a case containing at least one unexpired injector or other medication as prescribed by a physician and ensure that the student has the injector or medication readily available, while at school, on off-campus programs, off-site activities or at other school events and activities;
7. Check expiry dates of medication and injectors and replace them as necessary;
8. Provide snacks and lunches for the student;
9. Assist the principal by supporting the provision of educational information about severe allergies to other parents/guardians/guardians and the school community; and
10. Advise the school bus driver of the student's severe allergies.

Student Responsibilities

Students with severe allergies must:

1. Eat only foods brought from home unless authorized by the parents/guardians in writing;
2. Wash their hands before eating;
3. Learn to recognize symptoms of a severe allergic reaction;
4. Promptly inform a teacher or an adult as soon as accidental ingestion or exposure to an allergen occurs or symptoms of a severe allergic reaction appear;
5. Keep an injector or medication handy at all times; and
6. When age appropriate, know how to use an injector or take medication.

Principal Responsibilities

1. The principal is responsible for planning the coordination and management of students who have life-threatening allergies.
2. The principal must:
 - a) advise the parents/guardians of the student with severe allergies of the Horizon Medical Conditions Handbook and provide them with a copy;
 - b) consult and advise the parents/guardians of the student with severe allergies, the school council and the school community of any school specific procedures regarding severe allergies;
 - c) request that the parents/guardians sign the Authorization to Administer Medication;
 - d) advise all staff members of students who have potentially life threatening allergies as soon as possible; and
 - e) request the consent of the parent to post the student's photo and display the Emergency Care Plan.
3. The principal is encouraged to involve parents/guardians in all phases of planning.
4. The principal must ensure that an emergency plan:
 - a) is developed for each student with severe allergies in cooperation with the parents/guardians, the student's physician and where the principal deems it necessary, the public health nurse, and
 - b) is kept in a readily accessible location at the school and includes emergency contact information.
5. With the consent of the parent or guardian, the principal may post a photograph of the student with severe allergies with a description of the allergy and the student's emergency response protocol in a central but not public location at the school.
6. The principal must ensure:
 - a) that all teaching staff and non-teaching staff be aware of the emergency response protocol and receive annual training, or more frequently if required, in the recognition of severe allergic reactions and the use of injectors;
 - b) that all members of the school community including substitute teachers, student teachers and volunteers have appropriate information about severe allergies, including background information on allergies, anaphylaxis and safety procedures; and

- c) that all off-site activity services providers are notified of the student's severe allergy, if necessary.
- 7. With the consent of the parent, the principal and the classroom teacher must ensure that:
 - a) the student's classmates are provided with information on severe allergies in a manner that is appropriate for the age and maturity level of the students, and that
 - b) strategies to reduce teasing and bullying are incorporated in this information.
- 8. The principal must ensure that:
 - a) a school severe allergies emergency response protocol is developed including provision for the collection and storage of injectors, education of all parties, procedures to be followed, location of the medication, photographs of students, and off-campus, off-site, and lunch program procedures;
 - b) any injectors provided by parents/guardians and which are not in the student's possession are stored in a covered, secure and accessible location at the school; and
 - c) all teaching staff, including substitute teachers, and non-teaching staff, and student teachers are aware of the location of the injectors.
- 9. The principal must ensure that an individual student Anaphylaxis Emergency Plan form:
 - a) is developed for each student with severe allergies in cooperation with the parents/guardians, the student's physician and, where the principal deems it necessary, the public health nurse;
 - b) includes emergency contact information and procedures; and
 - c) is kept in a readily accessible location at the school.

Sample letters and communications templates are available for the use by principals in the *Anaphylaxis: A Handbook for School Boards Manual*.

Teacher Responsibilities

- 1. The classroom teacher of a student with severe allergies must:
 - a) discuss anaphylaxis with the class, in age-appropriate terms;
 - b) avoid allergenic foods and substances for classroom events;
 - c) facilitate communication with other parents/guardians;
 - d) leave information about students with severe allergies in an organized, prominent and accessible format for substitute teachers;
 - e) discuss anaphylaxis in appropriate terms with student teachers, guest speakers and volunteers who are in the classroom, and explain the school rules and the school's emergency response protocol;
 - f) ensure that the emergency response protocol and appropriate medication is taken on off-site activities; and
 - g) ensure that appropriate and knowledgeable adults accompany off-site activities.

Lunch Supervisor Responsibilities

- 1. The lunch supervisor of a student with severe allergies must:
 - a) know the school's emergency response protocol;
 - b) encourage students not to share or trade food;
 - c) encourage the student with severe allergies to eat only what he/she brings from home;
 - d) reinforce hand-washing before and after eating;
 - e) follow school policies for reducing risk in classrooms and common areas; and
 - f) encourage an empathetic understanding of severe allergies and the seriousness of the consequences.

Horizon School Division No. 67

Anaphylaxis Emergency Plan: _____ (student name)

Please note: copies of this information must be:

- Placed in the Student Record
- Provided to teacher(s)
- Kept in a central location for access in case of emergency

This person has a potentially life-threatening allergy (anaphylaxis) to: (check the appropriate box)

PHOTO	<input type="checkbox"/> Peanuts <input type="checkbox"/> Eggs <input type="checkbox"/> Latex <input type="checkbox"/> Medication: _____ <input type="checkbox"/> Tree Nuts <input type="checkbox"/> Milk <input type="checkbox"/> Insect Stings <input type="checkbox"/> Other: _____ Food: The key to preventing an anaphylactic emergency is absolute avoidance of the allergen. People with food allergies should not share food or eat unmarked/bulk foods or products with a "may contain nuts" warning. Epinephrine Auto-Injector: Expiry Date: _____
--------------	---

Location of Auto Injector(s) _____

Asthmatic: Person is at greater risk. If person is having a reaction and has difficulty breathing, give epinephrine auto-injector before asthma medication.

A person having an anaphylactic reaction might have ANY of these signs and symptoms:

- **Skin:** hives, swelling, itching, warmth, redness, rash
- **Respiratory (breathing):** wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms (runny nose and watery eyes, sneezing), trouble swallowing
- **Gastrointestinal:** (stomach): nausea, pain/cramps, vomiting, diarrhea
- **Cardiovascular:** (heart): pale/blue color, weak pulse, passing out, dizzy/lightheaded, shock
- **Other:** anxiety, feeling of "impending doom", headache

Early recognition of symptoms and immediate treatment could save a person's life.

Act quickly. The first sign of a reaction can be mild, but symptoms can get worse very quickly.

Give epinephrine auto-injector (e.g. EpiPen or Twinject) at the first sign of a reaction occurring in conjunction with a known or suspected contact with allergen. Give a second **dose** in 10 to 15 minutes or sooner IF the reaction continues or worsens.

Call 911. Tell them someone is having a life-threatening allergic reaction. Ask them to send an ambulance immediately.

Call parents and notify them that their child had a life-threatening allergic reaction and that epinephrine auto injector has been administered and 911 called.

Go to the nearest hospital and stay until parent or guardian arrives.

Call contact person.

Emergency Contact Information

Name	Relationship	Home Phone	Work Phone	Cell Phone

The undersigned parent or guardian is aware that school personnel are not licensed medical personnel and have limited or no training, and authorize any adult to administer epinephrine to the above named person in the event of an anaphylactic reaction, as described above. This protocol has been recommended by the patient's physician.

Parent/Guardian Signature Date Physician Signature Date

Principal Approval

Name of Principal (please print) _____ School _____
Signature of Principal _____ Date _____

How to use the EpiPen® Epinephrine Auto-Injector



Comment utiliser l'auto-injecteur d'adrénaline EpiPen®

1.



Grasp unit with black tip pointing downward and pull off grey activator cap.

Tenir l'unité avec le bout noir pointant vers le bas et enlever le bouchon activateur gris.

2.



Jab black tip firmly into outer thigh so it "clicks" AND HOLD on thigh approximately 10 seconds.

Enfoncer brusquement le bout noir dans la cuisse jusqu'à un « déclic » ET MAINTENIR l'unité dans cette position pendant environ 10 secondes.

3.



Seek medical attention.

Obtenir des soins médicaux.

AVAILABLE THROUGH YOUR PHARMACIST
DISPONIBLE CHEZ VOTRE PHARMACIEN

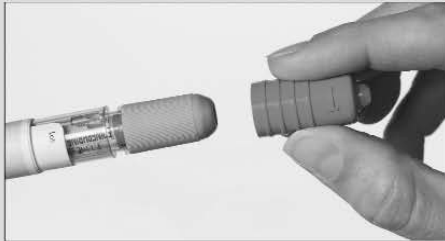


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Twinject: Easy to use, easy to carry your back-up dose.



FIRST DOSE: AUTO-INJECTED



ONE
PULL off GREEN end cap to see a GREY cap.
Never put thumb, finger or hand over the GREY cap.

TWO
PULL off RED end cap.

Numbered caps are for memory purposes only, and order is not important.



INJECT
Place GREY cap against mid-outer thigh. Press down firmly. Hold against thigh while slowly counting to ten. Injects through clothes. Remove auto-injector.

PREPARE FOR SECOND DOSE.

SEEK EMERGENCY MEDICAL HELP IMMEDIATELY.

SECOND DOSE, IF NEEDED: MANUAL



Unscrew and remove GREY cap. **Beware of exposed needle.** Holding BLUE hub at needle base, remove syringe from barrel.



Slide collar off plunger. **PAUSE. If symptoms have not improved in about 10 minutes since first dose, inject second dose.**



Insert needle into mid-thigh (at least 5 cm/2 in from first injection site) and push plunger down completely.

SEEK EMERGENCY MEDICAL HELP IMMEDIATELY.

Twinject 0.3 mg Auto-Injector (0.3 mL Epinephrine Injection, USP, 1:1000) and Twinject 0.15 mg Auto-Injector (0.15 mL Epinephrine Injection, USP, 1:1000) are indicated for emergency treatment of severe allergic reactions (Type 1) including anaphylaxis to: stinging insects, biting insects, allergen immunotherapy, foods, latex, other allergens, and drugs. (Please see Product Monograph for full indication.) Epinephrine can also be used in the treatment of anaphylaxis of unknown cause, exercise-induced anaphylaxis, or anaphylactoid reactions.

Epinephrine should be used with caution in patients with cardiac arrhythmias, coronary artery or organic heart disease, hypertension, or in patients who are on medications that may sensitize the heart to arrhythmias. In patients with coronary insufficiency or ischemic heart disease, epinephrine may precipitate or aggravate angina pectoris as well as produce potentially fatal ventricular arrhythmias. Epinephrine use should be avoided in patients with organic brain damage. Administer with caution to elderly or hyperthyroid individuals, pregnant women, individuals with cardiovascular disease or diabetes.

Adverse reactions include transient, moderate anxiety; feelings of over stimulation; apprehensiveness; restlessness; tremor; weakness; shakiness; dizziness; sweating; an increase in pulse rate; the sensation of a more forceful heartbeat; palpitations; pallor; nausea and vomiting; headache, and/or respiratory difficulties.

More than 2 sequential doses of epinephrine should only be administered under direct medical supervision.



P050803E



Printed in Canada

Twinject™
auto-injector
(epinephrine Injection USP 1:1000)

Twice the confidence.

During a Reaction to a Sting or Bite:

DO

notify parents—call an ambulance if the student experiences difficulty breathing, faintness, pallor, swelling in other areas or generalized itching



have the student lie down and remain in a prone position—however, if breathing is difficult, the student should be seated



flick out the stinger with your fingernail



put an ice pack on the sting or bite site.

DO NOT

squeeze the stinger, as this will inject the remaining venom.

CLASSROOM MANAGEMENT

- Meet with the parents and the student early in the year to determine the student's individual needs and plan a program to avoid contact with known allergens.
- Inform all appropriate school personnel of the student's condition.
- Have parents supply an antihistamine or an adrenalin kit (EpiPen or Ana-Kit) to have on hand. Be familiar with any treatment the student may be using; e.g., bronchodilators, antihistamines, adrenalin kits, (EpiPen or Ana-Kit). If the student is on a daily or seasonal medication routine, remind the student to take any prescribed medication.
- Be familiar with the specific substances to which the student is allergic. (This may include certain odours—chemicals, tobacco and other smoke, cosmetics, perfumes; heavily chlorinated pools; dust, chalk dust; cold air; paints; markers; clay; playdough; animals, animal dander from another student's clothes; plants; insect stings or bites; foods—especially nuts, seafood and dairy products; drugs; preservatives and colouring additives.)
- Expect participation in regular classroom activities. However, allow exemptions if they are in the student's best interest. Make any necessary adjustments for participation in outdoor activities or classes where environmental factors or materials could cause reactions; e.g., art, home economics, chemistry or woodworking. Seat the student in a well-ventilated area.
- Explain allergies to the class and suggest ways they can show support and encouragement.
- Encourage the students with food allergies to avoid swapping lunches.
- Keep furred and feathered pets out of the classroom so an allergic student can avoid contact.

CONTACTS

Alberta Children's Asthma Clinic

Telephone: (403) 943-7328

Fax: (403) 943-7527

Alberta Lung Association

Telephone: 1-800-661-LUNG

(780) 488-6819

Fax: (780) 488-7195

Allergy/Asthma Information Association

Edmonton Branch

Telephone: (780) 456-6651

Fax: (Same)

Asthma Teaching Clinic

Telephone: (780) 735-4353

Fax: (780) 735-4048

Chinook Health Region

Community Health

Taber: Telephone: (403) 223-4406

Fax: (403) 223-8733

Vauxhall: Telephone: (403) 654-2232

Fax: (403) 654-2134

Milk River: Telephone: 1-866-647-3430

Fax: (403) 647-3435

***The term "parent(s)" refers to parents or legal guardians.**

References

1. Anaphylaxis: A Handbook for School Boards, Canadian School Boards Association
2. Allergy Anaphylaxis Informational Response Kit, Alberta Education
3. Anaphylaxis in Schools and Other Settings, Canadian Society of Allergy and Clinical Immunology
http://aaia.ca/en/Anaphylaxis_3rd_Edition.pdf
<http://aaia.ca/en/aboutAnaphylaxis.htm>

*The term "parent(s)" refers to parents or legal guardians.

Adapted from Alberta Education, Special Education Branch, Awareness Series, "Allergies".



ASTHMA

Asthma is a chronic disease that causes the airways in the lungs to become constricted, leading to breathing difficulties. A variety of factors may cause the muscles of the airways to tighten and the linings of these passages to swell and produce extra mucus. As the narrowing increases, breathing becomes more difficult, ranging from persistent coughing to laboured wheezing.

An asthma attack or episode may last from a few minutes to several days and may be triggered by any of the following:

- air pollution
- allergies: pets, pollen, molds, dust mites, foods, drugs
- animals
- art or craft supplies, fresh paint
- aspirin
- carpets
- cold air
- cosmetics, perfumes
- dust
- emotions: excitement, fear, anger, laughter
- environmental factors: pollens, molds, grasses, weeds, trees, flowers
- exercise, overexertion
- tobacco and other smoke
- viral infections: colds, flu strains
- weather.

Asthma is the most chronic disease of childhood. As many as 10 to 20 per cent of students may have asthma at some time. Asthma can be controlled and students with asthma should be capable of participating in most school activities. Although asthma is not a psychological disorder, it may be triggered by emotional factors.

RECOGNIZING ASTHMA

Symptoms include:

- laboured breathing
- tightness in the chest
- chest discomfort and excessive breathlessness after exertion, inability to exercise
- recurring, persistent cough
- wheezing
- inexplicable agitation
- hunched-over posture, tight neck and shoulder muscles
- paleness, sweatiness

During an attack

DO

give the student a bronchodilator treatment



if symptoms remain, give another bronchodilator treatment and notify parents



if symptoms persist for more than five minutes, give a third bronchodilator treatment and call an ambulance



encourage the student to relax and breathe slowly



if the student requests a drink, allow a warm drink



remain calm and speak gently to the student.

DO NOT

leave the student alone



make the student lie down



allow the student to go home alone.

CLASSROOM MANAGEMENT

- Meet with the parents and the student early in the year to determine the student's individual needs and inform all appropriate school personnel of the student's condition. Get specific information on any treatment the student is using, for example, what medication is being taken and what relaxation techniques are effective.
- Prepare an action plan containing documentation for each student with asthma. It should include the location of medications and specific emergency procedures for both mild and severe attacks.
- Have parents provide a bronchodilator that is available at all times, in and out of the classroom. It should be carried by the student.
- Familiarize yourself with relievers (bronchodilators), preventers (anti-inflammatory inhalers) and peak flow metres.
- Respect the student's knowledge of asthma. Decide ahead of time what will be done if the student perceives an attack is starting. Encourage the student to take control by using preventative measures to avoid serious attacks. It may be necessary for the student to:
 - leave class and find a place to relax with supervision
 - use a bronchodilator
 - drink warm fluids.
- If the asthma is allergy-triggered and the offending source has been determined, make the classroom as comfortable as possible by removing the cause of the attacks.
- Expect the student to participate in as many classroom activities as possible and in exercise programs to improve physical fitness. However, exercise is a trigger for many students. To avoid reactions, these students require medication administered 30 minutes prior to exercise, a slow warm up, short bursts of activity and a slow cool down. Be aware of students who need pre-exercise medication and, if necessary, remind them to take it. They may also require further medication during exercise.
- An asthma attack may be frightening for those unfamiliar with the condition. Explain asthma to the class and suggest ways they can show support and encouragement.
- Inform parents if the student appears to be taking more medication than usual.

CONTACTS

Alberta Lung Association

Telephone: 1-800-661-LUNG
(780) 488-6819
Fax: (780) 488-7195

Alberta Children's Asthma Clinic

Telephone: (403) 943-7328
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Chinook Health Region Community Health

Taber:	Telephone:	(403) 223-4406
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	Fax:	(403) 647-3435

*The term "parent(s)" refers to parents or legal guardians.

Adapted from Alberta Education, Special Education Branch, Awareness Series, "Asthma".



EPILEPSY

Epilepsy is a disorder of the brain—it is not a disease nor is it a mental disorder. It is characterized by recurring seizures of varying severity which are caused by uncontrollable electrical discharges in the brain cells.

Cells working together in the brain communicate by means of electrical signals. When a particular group of cells sends abnormal discharges of electrical energy to different parts of the brain, a seizure results.

The brain controls motor movements, thought, sensations and emotions. It also regulates the involuntary functions of the heart, lungs, bowels and bladder. Some disruption of any or all of these functions may occur during an epileptic seizure.

The frequency of seizures varies greatly from one individual to another. Medication is sometimes able to reduce the number of seizures or eliminate them entirely. While the student is growing, it may be difficult to find the right level of medication and it may take time for the student to adjust to medication, particularly during growth spurts.

There are two main categories of seizures. If the whole brain is involved, the seizure is considered to be generalized. If the excessive electrical discharge is limited to one part of the brain, the seizure is partial.

RECOGNIZING A GENERALIZED SEIZURE

There are two types of generalized seizures—convulsive (formerly called Grand Mal) and non-convulsive (formerly called Petit Mal).

A convulsive seizure may last from two to five minutes. Symptoms include:

- muscles stiffening and jerking
- some breathing difficulty
- saliva forming around the mouth.

Non-convulsive seizures may last from 5 to 15 seconds. Symptoms include:

- brief interruptions of consciousness
- staring spells
- small muscular facial movements
- irregular eye movements
- confusion

During a Generalized Seizure:

DO

notify parents—call an ambulance if the seizure lasts more than five minutes



turn the student on the side to allow saliva to flow freely from the mouth



ease the student to the floor



loosen tight clothing



cushion the head to soften the impact of the seizure



cover the student with a blanket



remove any hard, sharp or hot objects nearby



talk calmly and gently to the student



allow the seizure to run its course



let the student rest or sleep after the seizure.

DO NOT

put anything in the student's mouth



give the student anything to drink



restrain the student



allow the student to go home alone.

RECOGNIZING A PARTIAL SEIZURE

Complete consciousness is not lost during a partial seizure. Symptoms include:

- inappropriate movements
- plucking at clothes, smacking lips
- aimless wandering
- confusion.

No first aid is required during a partial seizure. Talk calmly and gently to the student. Don't give the student anything to drink. A partial seizure may lead to a generalized seizure.

CLASSROOM MANAGEMENT

- Meet with the parents and the student early in the year to determine the student's individual needs and discuss how a seizure will be handled should one occur in school.
- Inform all appropriate school personnel of the student's condition.
- Respect the student's knowledge of epilepsy. Some students are able to recognize the onset of a seizure.
- A seizure may be frightening to those unfamiliar with the condition. Explain epilepsy to the class and tell them what might happen during a seizure. Suggest ways they can show support and encouragement.
- Assign a student to act as a buddy to help the student who has experienced a seizure readjust to the classroom. After resting, most students can carry on as before.
- Usually students with epilepsy are able to participate in all classroom activities. A physician may limit participation in some situations involving physical activities.
- The student with epilepsy may experience some interruption of classroom learning and require additional assistance and support.
- Observe and record behavioral changes and frequency of seizures and inform parents of any episodes.

CONTACTS

To contact the nearest branch of Epilepsy Associations of Alberta:

Telephone: 1-866-Epilepsy

Chinook Health Region

Community Health

Taber: Telephone: (403) 223-4406

Fax: (403) 223-8733

Vauxhall: Telephone: (403) 654-2232

Fax: (403) 654-2134

Milk River: Telephone: 1-866-647-3430

Fax: (403) 647-3435

*The term "parent(s)" refers to parents or legal guardians.

Adapted from Alberta Education, Special Education Branch, Awareness Series, "Epilepsy".



DIABETES

Diabetes results from the failure of the pancreas to produce the hormone insulin. Without insulin the body does not absorb sugar. The supply of insulin in the body may be stimulated by oral medication or may be replaced by injection. Diabetes can be controlled through planned eating, insulin supplementation and regular physical activity.

A student with diabetes can participate in all school activities; however, it may be necessary at times to help the student monitor food intake and activity. Students with diabetes may not fully understand the special needs and limitations of diabetes until about age 10. With support and encouragement, the student will gain increased confidence to assume responsibility for the condition.

Diabetes is the third largest cause of non-accidental death in North America. There are two types of diabetic emergencies school personnel may face—high blood sugar (hyperglycemia) and low blood sugar (hypoglycemia).

RECOGNIZING HIGH BLOOD SUGAR

Symptoms occur gradually over a period of hours or days and are caused by overeating, lack of insulin, stress, injury or undiagnosed diabetes. They include:

- thirst
- frequent urination
- flushed, dry skin
- nausea and vomiting
- laboured breathing
- fruity odour to breath
- drowsiness, confusion
- eventual unconsciousness.

RECOGNIZING LOW BLOOD SUGAR

Symptoms, which occur suddenly, are caused by too much insulin, delayed or skipped meals and increased exercise without extra food. Symptoms include:

- cold, clammy skin
- nervousness, trembling, shaking hands
- confusion, disorientation
- irritability, hostility
- lack of coordination, staggering
- difficulty speaking
- hunger
- abnormal pain
- blurred vision
- dizziness
- eventual unconsciousness

In an Emergency:

DO

notify parents—if student is unconscious, call an ambulance



have sugar, pop or juice available at all times



give the student 10 mL (2 tsp.) sugar or 125 mL (4 oz.) juice or pop and repeat in 10 minutes if the student isn't better.

DO NOT

give food or drink if the student is unconscious



allow the student to go home alone.

CLASSROOM MANAGEMENT

- Meet with the parents and the student early in the year to determine the student’s individual needs and inform all appropriate school personnel of the student’s condition. Discuss with parents the specific requirements for more or fewer snacks.
- Have sugar or juice available at all times and never hesitate to give sugar, even when in doubt about the onset of a reaction. It will not harm the student in any way and may avert a more serious reaction. Inform parents of all insulin reactions.
- Ensure that meals and snacks are eaten at regular times, even during field trips, altered school hours and detentions.
- Students love to share food, so explain diabetes to the class and the importance of adhering to a dietary plan. Suggest ways they can show support and encouragement.
- Exercise increases the rate that the body uses sugar. Most students with diabetes require nourishment before physical activity and active students may be prone to reactions.
- Allow older students to make decisions and take responsibility for personal maintenance. For example, enjoying pizza with friends may be more important than other considerations as long as such trade-offs are understood.

CONTACTS

Students with diagnosed diabetes are often referred by a medical doctor to a metabolic training centre. If this service is unavailable or if you require more information, contact:

Canadian Diabetes Association

Telephone: 1-800-563-0032

Canadian Diabetes Association, Lethbridge Branch

Telephone: 327-4114

Fax: (403) 488-0105

Chinook Health Region - Community Health

Taber: Telephone: (403) 223-4406

Fax: (403) 223-8733

Vauxhall: Telephone: (403) 654-2232

Fax: (403) 654-2134

Milk River: Telephone: 1-866-647-3430

Fax: (403) 647-3435

*The term “parent(s)” refers to parents or legal guardians.

Adapted from Alberta Education, Special Education Branch, Awareness Series, “Diabetes”.

POLICY

THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION BELIEVES SCHOOLS ARE AN INTEGRAL PART OF A COMMUNITY. WHEN A SIGNIFICANT MODERNIZATION OR NEW BUILD OF A SCHOOL FACILITY IS BEING PLANNED, THE BOARD WILL CONSULT WITH THE SCHOOL COMMUNITY TO STRENGTHEN THE CAPITAL PLANNING PROCESS AND MAY COLLABORATE WITH THE COMMUNITY TO ENHANCE THE SCHOOL FACILITY.

GUIDELINES

1. The Board is open to community partnerships as part of capital projects. Exploration of such partnerships should commence around the time of the value management session as there needs to be commitment and funding in place, on the part of the community early in the design stage of the capital planning process.

REGULATIONS

2. Once Alberta Infrastructure approves a school managed capital project, the Superintendent or designate shall establish a project advisory team (PAT) to provide input into project planning and design.
 - 2.1. When capital projects are managed by Alberta Infrastructure, Alberta Infrastructure determines the level of school division involvement.
3. The PAT may include the following members:
 - 3.1. chair of the Board of Trustee's Facilities Committee;
 - 3.2. local Board Trustee(s);
 - 3.3. Superintendent of Schools;
 - 3.4. Associate Superintendent of Finance and Operations;
 - 3.5. Facilities Manager;
 - 3.6. Principal or designate; and
 - 3.7. additional participants as approved by the Superintendent or designate.

Policy FCB – Facilities Capital Planning - Continued

4. The PAT shall include the Division’s Architectural or Design Consultants.
5. Other division employees, parents, as well as engineering and cost consultants may attend and participate in meetings as appropriate and approved by the Superintendent or designate, but will not be considered official PAT members.
6. Members of the PAT shall be approved by the Superintendent.
7. Members of the PAT shall not receive any remuneration for PAT membership.
8. The PAT will provide input and recommendations at key project or conceptual design points including the early design phase of the project (schematic design). PAT input will cease at the end of the design phase (construction documents).
 - 8.1. The PAT may be invited on one or more “hard hat” tours during construction.
 - 8.2. The PAT will be invited to the dedication ceremony.
9. PAT members shall:
 - 9.1. attend each PAT meeting, as best they can;
 - 9.2. provide advice and recommendations to the Division and Architectural or Design Consultants relating to conceptual design and planning;
 - 9.3. report on program activities to local groups and organizations;
 - 9.4. share the outcomes of their discussions with the school and community;
 - 9.5. identify issues vital to the group they represent; and
 - 9.6. balance the specific interests of their constituency with a broad understanding and balance of needs while working within the construction and design budget.
10. The PAT shall
 - 10.1. facilitate open discussion of issues and options, and
 - 10.2. strive to provide consensus based recommendation
11. The Board of Trustees shall have the Final decisions regarding the overall design.

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

Policy Code:	FEA
Policy Title:	Custodial Services
Cross Reference:	FEF, OHS Act
Legal Reference:	School Act, Sec. 45(8), 117
Adoption Date:	December 18, 1996
Amendment or Re-affirmation Date:	November 17, 2009

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT QUALITY CUSTODIAL SERVICES ARE ESSENTIAL IN ALL DIVISION OCCUPIED BUILDINGS. CUSTODIAL SERVICES SHALL BE PROVIDED THROUGH EMPLOYMENT OR INDEPENDENT CONTRACTS BASED UPON ESTABLISHED CRITERIA, GUIDELINES AND REGULATIONS, TO ENSURE THAT BUILDINGS AND GROUNDS, WITHIN THE CUSTODIANS' DUTIES, ARE KEPT CLEAN, COMFORTABLE AND SAFE.

GUIDELINES

1. The level of custodial services shall be determined by the Facilities Manager in consultation with the Principal or in consultation with other appropriate Division personnel for non-school buildings.
2. Determination of the level of services shall take the following into consideration at each building:
 - 2.1. student enrollment of schools (as the primary factor);
 - 2.2. number of staff;
 - 2.3. number of rooms;
 - 2.4. amount and type of circulation, storage, and washroom spaces;
 - 2.5. floor area; and
 - 2.6. perimeter green spaces, sidewalks and playgrounds.
3. Special consideration shall be given for:
 - 3.1. gymnasium space;
 - 3.2. public use of facility;
 - 3.3. multi-level areas; and
 - 3.4. age and condition of building.

REGULATIONS

1. The Facilities Manager has overall responsibility for custodial work in the Division.
2. The Custodian is directly responsible to the Principal in each school.
 - 2.1. The Facilities Manager will provide the Principal with a copy of the custodial contract, or job description in the case of a Horizon employee.
3. It is the responsibility of the Principal, through the custodian, to ensure the school buildings are secured at all times.
4. It is the responsibility of the Principal to ensure that school facilities are cleaned and maintained by custodians, in accordance with established criteria, guidelines and regulations.
5. The Principal shall notify the Facilities Manager of concerns regarding the custodial services being provided by the Custodian.
 - 5.1. The Facilities Manager will conduct an inspection/evaluation in consultation with the Principal and report findings and actions taken back to the Principal.
6. Custodians shall rectify emergency situations and immediately report such situations to the Principal and Facilities Manager.
7. Non-emergent situations requiring attention beyond the Custodians’ responsibilities are to be reported to the Principal and Facilities Manager using the work order system.
8. Custodians are responsible for daily record keeping as requirements by the Facilities Manager.
9. Custodians shall be required to have the necessary certifications as required by Legislation and by contract, e.g. WHMIS.
10. The Facilities Manager will provide notice to the principal when custodial services are being renewed, reviewed or replaced, and the opportunity to review the services prior to hiring a Custodian or entering into a contract for services.

HORIZON SCHOOL DIVISION NO. 67**POLICY HANDBOOK****Policy Code:** FF**Policy Title:** Naming and Decommissioning Names for Physical Spaces and Educational Programs**Cross Reference:****Legal Reference:****Adoption Date:****Amendment or Re-affirmation Date:**

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT NAMES FOR PHYSICAL SPACES AND EDUCATIONAL PROGRAMS MUST REFLECT THE DIVISION'S VALUES AS THEY INCREASE PUBLIC INTEREST AND AWARENESS. THE BOARD DIRECTS THE SUPERINTENDENT TO FACILITATE NAMING AND DECOMMISSIONING OF NAMES AS PER THIS POLICY.

DEFINITION

Physical Space means a school or portion of a school, school ground, and/or other Horizon facility.

Educational Program is a program operated within a building that provides services to a group of students (e.g. school or outreach program).

GUIDELINES

1. This policy applies to the naming of all physical spaces and educational programs.
 - 1.1. Examples of physical spaces and educational programs include:
 - 1.1.1. Schools
 - 1.1.2. Alternative Programs
 - 1.1.3. Gymnasiums
 - 1.1.4. Library/learning commons
 - 1.1.5. Boardroom/meeting rooms
 - 1.1.6. Playgrounds
 - 1.1.7. Sports fields
 - 1.2. In accordance with this policy, the Board of Trustees may name physical spaces and/or educational programs to:
 - 1.2.1. serve a specific function;
 - 1.2.2. honour persons who have made a valuable contribution to education or the community at large;
 - 1.2.3. recognize a name that is significant to the community, including community names; or
 - 1.2.4. recognize financial, in kind or philanthropic donations and sponsorships.

2. Requests for naming physical spaces or educational programs will be submitted to the Board of Trustees for approval via the Superintendent.
 - 2.1. Requests to name small spaces, including memorials, such as a bench, tree, small garden shall be made to the Associate Superintendent of Finance and Operations to ensure the intent and historical context can be preserved due to staff attrition.
3. No person other than the Board of Trustees will make a commitment to name a physical space or educational program.
4. Names of physical spaces and/or educational programs may be terminated at any time by the Board of Trustees, subject to applicable contractual obligations binding upon Horizon.
5. The naming of physical spaces or educational programs will support the mission, vision, and values of Horizon.
6. Approved names will:
 - 6.1. be easily identifiable with the physical space or educational program;
 - 6.2. be appropriate for the physical spaces or educational programs;
 - 6.3. not knowingly infringe upon third party intellectual property rights; and
 - 6.4. not duplicate or be in conflict with the names of existing physical spaces or educational programs.
7. Decisions related to naming shall not impose any subsequent conditions or obligations upon Horizon that could further the private interests of individuals or organizations, or that endorse a particular political, religious, or ideological view or commercial product or service.
 - 7.1. A proposed name does not contravene section 7 simply because the proposed name contains the name or other reference to a sponsor or donor.

REGULATIONS

1. When a name is required for a physical space or an educational program, the Superintendent or designate shall convene a Naming Advisory Committee (“NAC”) composed of members approved by the Superintendent. Members may include:
 - 1.1. a teacher-certificated employee who is familiar with the educational program or space being named, appointed by the Superintendent or designate;
 - 1.2. a teacher-certificated employee who is familiar with the educational program or space being named, nominated by the school;
 - 1.3. an individual from the school community nominated by the parents, students, teachers or members of the public in that Area;
 - 1.4. the Superintendent or designate; and

- 1.5. any other person(s), approved by the Superintendent or designate
2. The teacher certificated employee who is familiar with the educational program or the space being named, appointed by the Superintendent or designate is the chairperson of the Naming Committee.
 - 2.1. The chairperson of the NAC will establish a deadline for submission of the community NAC membership and seek recommendations from the community.
 - 2.2. The chairperson will submit all community NAC membership recommendations to the Superintendent along with a recommendation, if any.
3. The NAC will determine the process for receiving and considering name recommendations.
4. The NAC shall submit all names received and recommend up to two names to the Superintendent giving the reason(s) for the choice(s) (see Attachment A: submission for naming physical spaces and/or educational programs).
5. The Superintendent will forward the complete list of names received to the Board of Trustees, along with NAC's and/or the Superintendent's recommendation, if any.
6. The final authority for naming a physical space or an educational program rests with the Board of Trustees, and the name is not official until it is approved by the Board of Trustees.
7. The Superintendent or designate may establish a temporary, descriptive generic name for an educational program or physical space until Board approval is provided.
8. If a decision has been made to close a school or to consolidate it with another school, and the school building is retained by the Board for other uses, then:
 - 8.1. the name of the closed school is withdrawn from association with the closed school and the building is henceforth known as the “ _____ School Building” until officially renamed; and
 - 8.2. the name of the closed school may be transferred to, amalgamated, consolidated or combined with the name of another school or facility as the Board of Trustees determines.
9. If a decision has been made to close a school named after a distinguished individual or to consolidate it with another school, and the school building is not retained by the Board for other uses, the principal of the closing school shall endeavor to ensure that the individual or a family representative are:
 - 9.1. advised of the school closing; and
 - 9.2. invited to participate in the closing assembly.



**ATTACHMENT A:
SUBMISSION FORM FOR
NAMING PHYSICAL SPACES AND/OR EDUCATIONAL PROGRAMS**

Individual or Group Proposing the Name:
Current Name (if any):
Proposed Name:
How does the proposed name align with Policy FF - Naming and Decommissioning Names for Physical Spaces and Educational Programs?
If the proposed name is the name of a person, has this person made a significant personal contribution to the educational program, school, or community? If so, please explain. Include information about the person's contribution.
If the proposed name is the name of a person, and this person has not made a significant personal contribution to the educational program or school, what is the importance of this person to the program, school, or community? Please explain.
Any other information that would be useful in the consideration of naming this physical space or educational program.

HORIZON SCHOOL DIVISION NO. 67**POLICY HANDBOOK****Policy Code:** GAA**Policy Title:** Employee Code of Conduct**Cross Reference:** IHF, JBA, JBB**Legal Reference:** School Act, Canadian Anti-Spam Legislation, Freedom of Information and Protection of Privacy Act, Canadian Code of Ethics for Psychologists and Canadian Counselling and Psychotherapy Association, Occupational Health and Safety Act**Adoption Date:** November 27, 1996**Amendment or Re-** October 21, 2001,**affirmation Date:** April 15, 2014, Jan. 16, 2018

POLICY

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

DEFINITION

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

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

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

GUIDELINES

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

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

REGULATIONS

1. All professionals shall comply with their professional code of conduct.
2. Teachers are expected to meet the applicable provincial quality standard
3. As per Section 18 of the School Act teachers shall while providing instruction or supervision:
 - 3.1. Provide instruction competently to students;
 - 3.2. Teach the courses of study and education programs that are prescribed, approved or authorized pursuant to this Act;
 - 3.3. Promote goals and standards applicable to the provision of education adopted or approved pursuant to this Act;
 - 3.4. Encourage and foster learning in students;
 - 3.5. Regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board;
 - 3.6. Maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board;
 - 3.7. Subject to any applicable collective agreement and the teacher's contract of employment, carry out those duties that are assigned to the teacher by the principal or the board.
4. All Employees shall.
 - 4.1. report to work on time and fit to conduct their duties;

- 4.2. treat students, parents, community members and other Horizon employees with dignity, respect and consideration, and be cognizant of the role model that they, as Horizon employees, present to students, other staff, and the community.
 - 4.3. adhere to their respective collective agreements and/or terms and conditions of employment;
 - 4.4. adhere to the policies, practices, and regulations of Horizon;
 - 4.5. adhere to provincial and federal statutes; and
 - 4.6. conduct their employment responsibilities in a respectful, honest, and diligent manner, modelling and promoting respectful behavior;
 - 4.7. manifest a positive role in jurisdiction and school public relations;
 - 4.8. only criticize the competence of another Horizon employee in confidence to appropriate supervisors and after the other employee has been informed of the criticism; and
 - 4.9. comply with the staff computer usage agreement.
5. Employees shall not:
- 5.1. engage in discriminatory behavior;
 - 5.2. engage in behavior that constitutes harassment;
 - 5.3. engage in bullying behavior;
 - 5.4. engage in activities that are deemed to be in a conflict of interest;
 - 5.5. engage in behaviours that interfere with the work of others and/or the school environment, or that create unsafe working conditions;
 - 5.6. engage in behaviour that may compromise Horizon's image or reputation including activities that may disparage, defame, or embarrass the organization;
 - 5.7. expose or subject any student to sexual contact, activity, behavior or sexually explicit material;
 - 5.8. engage in a relationship with a staff member, parent or community member that disrupts the school community or workplace;
 - 5.9. engage in willful disobedience and/or open opposition to supervisors, school jurisdiction administration, and/or Board of Trustees;
 - 5.10. contravention of the provisions of Section 27 of the School Act related to trespassing, loitering, causing a disturbance, or selling goods, services, or merchandise in the school;
 - 5.11. be under the influence of, or provide others with alcohol, cannabis, or illegal substances

while on work premises or performing work related duties; and/or

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

beyond that which arises out of his/her work.

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

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

Policy Code:	HGBG
Policy Title:	Home Education
Cross Reference:	IE
Legal Reference:	<u>School Act, 29,</u> Alberta Education, Home Ed. Policy 1.1.2 Reg. 145/2006
Adoption Date:	April 27, 1995
Amendment or Re-	June 20, 2000
Affirmation Date:	April 19, 2007

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION ACKNOWLEDGES THAT A PARENT OR GUARDIAN HAS THE RIGHT UNDER SECTION 29 OF THE *SCHOOL ACT* TO PROVIDE HOME EDUCATION FOR THEIR CHILD(REN). THE BOARD WILL SUPPORT PARENTS WISHING TO HOME EDUCATE WITH THE JURISDICTION IF THE HOME EDUCATION PROGRAM MEETS THE REQUIREMENTS OF PROVINCIAL REGULATION.

DEFINITIONS

Home education programs are those for which the parent assumes responsibility for programming and instruction by providing a notification of intent to home educate, and the jurisdiction has agreed, in writing to the parent, to supervise the home education program.

Blended programs are those for which the responsibility for programming and instruction is shared between parent(s) and school.

REGULATIONS

1. A parent who intends to provide a home education program through Horizon School Division must notify the superintendent or designate of that intention using the Alberta Education “Home Education Regulation Notification Form” (attached).
 - 1.1. A notification of intention to home educate form is required for each school year.
 - 1.2. Horizon School Division home education students are registered at their designated school.
2. The Superintendent or designate shall review and respond to notification of intention to home educate not more than 15 days after the date on which notification is received.
 - 2.1. The Superintendent will typically only approve home education programs for resident students.
 - 2.2. Before home education notices are approved, the division office designate responsible for the administration of home education must be satisfied that:
 - 2.2.1. the home education program provided by the parent meets the requirements of this policy and the Home Education Regulation;
 - 2.2.2. reasonable consistency exists between the proposed program of instruction and the provincial Program of Studies or Learning Outcomes as identified in the Home Education Regulation; and
 - 2.2.3. an acceptable written learning plan has been submitted by the parent.

Policy HGBG – *Home Education, Cont'd.*

- 2.3. The Board shall authorize payment to a parent, an amount of not less than 50% of the home education program funding, to defray the costs incurred by the parent for programs of study, instructional materials or other resources necessary and related to the home education program as per Alberta Education regulation, upon submission and approval of detailed receipts.
 - 2.3.1. Reimbursement shall be at minimum based on a prorated amount equivalent to the timeframe the student is registered as a home education student.
- 2.4. Reimbursement will not occur for
 - 2.4.1.1. personal remuneration for the parent; or
 - 2.4.1.2. pay for travel costs or other expenses usually required to be paid by a parent of a student who is enrolled in a school operated by a school operated in the province as a whole.
- 2.5. When a parent registers for home education and opts to return to a school within Horizon, or commences a home education program part way through a school year, parents will be reimbursed for expenses incurred up to a prorated amount based on the months the student was registered for home education.
3. When a student is accepted into a home education program, the principal of the designated school, with guidance from a division office designate, is responsible for providing the parent with written confirmation of
 - 3.1. registration information;
 - 3.2. provision of supervision for the proposed program;
 - 3.3. duration of the program for which supervision has been undertaken;
 - 3.4. plans for monitoring and assessment;
 - 3.5. procedures to be followed in arranging access to school resources, services and facilities; and
 - 3.6. advice regarding program components.
4. It is the responsibility of the parent to develop, administer and manage a home education program, including activities that will enable the student to achieve the outcomes that are appropriate for that program: either the Alberta Programs of Study or the learning outcomes contained in the schedule included in the Home Education Regulation.
 - 4.1. Parents are expected to provide the division with a written description of the program which must include:
 - 4.1.1. a list of the activities selected by the parent and an explanation as to how those activities will enable the student to achieve the ultimate goals set out in the home education program;
 - 4.1.2. the instructional methods and resources to be used;
 - 4.1.3. the means of conducting evaluations of the student's progress; and
 - 4.1.4. the name of the person instructing the home education program, if not the parent.
 - 4.2. The cost of learning materials, including courses taken through the Alberta Distance Learning Centre, for home education will be paid by the jurisdiction on behalf of the parent, using the parent component of the home education funding. Should expenses exceed the parents component of the home education funding, parents will be expected to pay additional costs.

Policy HGBG – Home Education, Cont'd.

- 4.2.1. Schools will be responsible for supplying required text or workbook resources and for the recovery of those resources once the student has completed the course of study.
 - 4.3. The cost of learning materials for the home component of blended programs including courses taken through the Alberta Distance Learning Centre will be paid by the jurisdiction on behalf of the parent, using the parent component of the home education funding.
 - 4.3.1. Costs for parents wishing to access home education or blended programming during the summer months will not be covered by the division.
5. A parent providing a home education program must, at regular intervals, conduct an evaluation of the progress of their child(ren) including:
 - 5.1. record of student activities and dated samples of work;
 - 5.2. records of methods and dates of evaluation; and
 - 5.3. ensuring the student is available for assessment by the division at least two (2) times annually.
 - 5.3.1. The division strongly supports having home education students write Alberta Provincial Achievement Tests. Students who do not write Alberta Provincial Achievement Tests will be assessed using an alternative assessment process at the discretion of the jurisdiction.
6. The division will;
 - 6.1. facilitate student learning by offering assistance and advice to parents and principals providing home education programs;
 - 6.2. monitor and assess consistent with the Alberta Home Education Regulation and with the provisions for home education contained in provincial guides and bulletins;
 - 6.2.1. The frequency and nature of monitoring and assessment will be developed in consultation with parents and with consideration of the nature of the learner.
 - 6.2.2. Assessment procedures regarding the student's progress will include the professional judgement of supervising teachers.
 - 6.2.3. Parents will be provided a written report outlining the recommendations from the assessments.
 - 6.2.4. Requests for evaluation of students who wish to qualify for credits and marks in senior high school subjects must be made through the school principal.
 - 6.3. provide for and maintain student records and advise parents providing home education programs that they may view those records;
 - 6.3.1. Horizon managed records for home education students are to be maintained in accordance with division policy.
 - 6.4. advise a parent providing a home education program of entries made in the records relating to the progress of the student; and
 - 6.5. provide principals with an updated monthly report of how the student is doing in regards to completed assignments.

Policy HGBG – Home Education, Cont'd.

7. A student registered in a home education program may be given access to division facilities and activities if
 - 7.1. access is approved by the principal of the facility;
 - 7.2. access is compatible with the normal operations of the school and with its obligation to meet the educational needs of all students;
 - 7.3. school supervision or staff resources, as deemed necessary by the principal, can be provided;
 - 7.4. requirements established for other students are met (eg. accident insurance and completion of waiver/authorization forms); and
 - 7.5. requirements for parent volunteers are met.
8. The division may terminate the home education program by notice to the parent if
 - 8.1. the division determines that the student is not making reasonable progress in the activities selected by the parent or in achieving the ultimate goals set out in the home education plan, or
 - 8.2. the parent providing the home education program has not met the requirements of the Home Education Regulation.
9. Upon termination, the student shall be enrolled in their designated school.

ATTACHMENT A

HORIZON SCHOOL DIVISION

Supervising School - Information Guidelines for Home Education

STRUCTURE OF THE HOME EDUCATION PROGRAM

School Secretary:

1. Oversee S.I.S. record of home education students; and
2. Assist Division Office with fees.

School Staff Assigned to Supervise Home Education:

The principal shall designate a staff member to monitor/supervise a home education program and provide advice and assistance to the parent.

Sufficient time will be allotted to the supervising teacher to fulfill the duties listed in *Supervisory Functions Respecting Home Education*, support the home education parent, and permit a minimum of three visits per year.

The supervising teacher will be informed on the special characteristics of tutorial learning.

EXTRA CURRICULAR

The school at which the home education student registers is not obligated to provide opportunity for participation in school and extra-curricular events.

PROGRAM TERMINATION

1. A supervising teacher may recommend termination of a home education program if the supervising teacher determines that the student is not progressing toward the standards of education set by the Minister, or if the parent providing the home education program has not met the requirements of the Home Education Regulation.
2. The written recommendation to terminate the program will be provided to the parent and the Superintendent. The notice must contain reasons for the recommended termination, and give due consideration to the age, grade level, abilities of the student, student evaluations, and must inform the parent of their right to ask the Minister to review the decision to terminate the home education program.
3. The Superintendent or designate will determine whether the program shall be terminated.
4. When a program is terminated, the Superintendent or designate shall provide notification, in writing, to the student's parent (and the student if 16 years of age or older).

SUPERVISORY FUNCTIONS RESPECTING HOME EDUCATION

1. If requested by the parent, provision of professional assistance with the preparation of the written description of the student's program as described in regulation four (4) of this policy and the Home Education Regulation.

Policy HGBG – Home Education, Cont'd.

2. Ensure the program developed by the parent is consistent with the Alberta Programs of Study or the Student Learning Outcomes contained in the Schedule included in the Home Education Regulation.
3. Inform the parent of the online location of all policies of the Board respecting Home Education matters.
4. Establish and oversee home education contracts and inform parents of contractual requirements.
5. Education and educational program counselling for parents and students involved in home education.
6. Maintain regular contact with each parent and student as to the success of the program.
7. Provide for and maintain records of evaluation of the progress of the student.
8. Provide opportunities for students at levels equivalent to Grades six and nine to write provincial achievement tests at the time designated by the Minister under the supervision of the school.
 - 8.1 Write provincial achievements tests or undergoes an approved alternative evaluation that reflects equivalent standards and meets the Student Learning Outcomes prescribed in the schedule.
 - 8.2 A student may be excused from provincial achievements tests or an alternative evaluation on the same basis as a student in a regular program.
9. Advise the student's parents as to the progress of each student including:
 - 9.1 at least one evaluation of the progress of the student in each semester;
 - 9.2 eligibility for high school credit information, including eligibility to write the Grade 12 diploma examinations;
 - 9.3 student achievement relative to grade level, including recommendations on any matter that may assist the student in attaining higher level of achievement, where necessary; and
 - 9.4 achievement information.
10. Ensure regulations and guidelines are adhered to.

Policy HGBG – Home Education, Cont’d.

7. The address and telephone number of the student:

Street address or legal description (Area code) Telephone number

Community Province Postal Code

The address and telephone number of the parent (if different from the student’s):

Street address or legal description (Area code) Telephone number

Community Province Postal Code

8. The address where the education program is to be conducted (if different from the above):

Street address or legal description (Area code) Telephone number

Community Province Postal Code

9. The citizenship of the student and, if the student is not a Canadian citizen, the type of visa or other document by which the student is lawfully admitted to Canada for permanent or temporary residence, and the expiry date of that visa or other document:

10. The estimated grade level of the student: _____

11. The name of the resident school board: _____

12. Education program and name of school or name of associate board or associate private school for the previous school year: _____

13. Is assistance required in preparing the home education program plan? (Check one) Yes No

14. Provide the name of the person(s) providing the home education program or instructing the home education program, if not the parent: _____

15. a) **For associate school boards** – please see note below:

If you wish to declare that you are an Aboriginal person, please specify:

Status Indian/First Nations Non-Status Indian/First Nations Métis Inuit

Alberta Education is collecting this personal information pursuant to section 33(c) of the Freedom of Information and Protection of Privacy (FOIP) Act as the information relates directly to and is necessary to meet its mandate and responsibilities to measure system effectiveness over time and develop policies, programs and services to improve Aboriginal learner success. Alberta school boards are also collecting this information pursuant to the same section in conjunction with section 2(1)(t) of the Student Record Regulation and for the same purposes.

For further information or if you have questions regarding the collection activity, please contact the office of the Director, Aboriginal Policy, Policy Sector, Strategic Services Division, Alberta Education, 10155-102 Street, Edmonton AB, T5J 4L5, (780) 427-8501. If you have questions regarding the collection activity by your school board, please contact the School Board Superintendent.

Policy HGBG – Home Education, Cont'd.

b) **For associate private schools (if private school is a Level 2 Accredited Funded Private School)** – please see note below:

If you wish to declare that you are an Aboriginal person, please specify:

- Status Indian/First Nations Non-Status Indian/First Nations Métis Inuit

Alberta Education is collecting this personal information pursuant to section 33(c) of the Freedom of Information and Protection of Privacy Act (FOIP Act) as the information relates directly to and is necessary to meet its mandate and responsibilities to measure system effectiveness over time and develop policies, programs and services to improve Aboriginal learner success.

Pursuant to section 13 and 14 of the Personal Information Protection Act (PIPA), Level 2 accredited private schools in Alberta are collecting this information in order to develop policies, programs and services to improve Aboriginal learner success.

For further information or if you have questions regarding the collection activity by Alberta Education, please contact the office of the Director, Aboriginal Policy, Strategic Services Division, Alberta Education, 10155-102 Street, Edmonton AB, T5J 4L5, (780) 427-8501. If you have questions regarding the collection activity by the school, please contact the school principal.

16. Section 23 Francophone Education Eligibility Declaration

Section 2 (1) of the Student Record Regulation states that:

*To be completed only if associate board is supervising Home Education

The student record of a student must contain all information affecting the decisions made about the education of the student that is collected or maintained by a board, regardless of the manner in which it is maintained or stored including (s) if the parent of a student is eligible to have the student taught in the French language pursuant to section 23 of the Canadian Charter of Rights and Freedoms, a notation to indicate that and a notation to indicate whether the parent wishes to exercise that right.

Pursuant to Section 23 of the *Canadian Charter of Rights and Freedoms*:

Citizens of Canada

- whose first language learned and still understood is French; or
- who have received their primary school instruction in Canada in French have the right to have their children receive primary and secondary instruction in French; or
- of whom any child has received or is receiving primary or secondary school instruction in French in Canada, have the right to have all their children receive primary and secondary school instruction in the same language.

In Alberta, parents can only exercise this right by enrolling their child in a French first language (Francophone) program offered by a Francophone Regional authority.

A. According to the criteria above as set out in the *Canadian Charter of Rights and Freedoms*, are you eligible to have your child receive a French first language (Francophone) education? (Please place an X in the appropriate box.)

- Yes No Do not know

B. If yes, do you wish to exercise your right to have your child receive a French first language (Francophone) education?

- Yes No

PART B Declaration by Parent

I/We, _____, the parent(s) of _____ the student, declare to the best of my/our knowledge that the home education program and the activities selected for the home education program will enable the student (check as applicable):

- to achieve the outcomes contained in the Alberta Programs of Study.
 to achieve the outcomes contained in the Schedule included in the *Home Education Regulation*.

In addition, I/We understand and agree that the instruction and evaluation of my/our child's progress is my/our responsibility and that the associate board or private school will supervise and evaluate my/our child's progress in accordance with the *Home Education Regulation*.

Policy HGBG – Home Education, Cont’d.

I/We understand and agree that the development, administration and management of the home education program is our responsibility.

Parents who provide home education programs acknowledge that there are implications when they choose to use programs different from the Alberta *Programs of Study*:

- 1. Students may not apply to a high school principal for high school credits.
- 2. Students may not receive an Alberta High School Diploma.

Any student in a home education program may write a high school diploma examination. However the diploma examination mark achieved will stand alone and will not result in a final course mark unless accompanied by a recommendation for credit by a high school principal. A final course mark requires both a school awarded mark and a diploma examination mark. Arrangements to write diploma examinations should be made well in advance of the writing date by contacting the associate school board or associate private school for assistance or Learner Assessment Branch at 780-427-0010.

Signature(s) of Supervising Parent(s) or Legal Guardian(s)

(mm / dd / yyyy)

PART C Associate School Board or Associate Private School Notification of Acceptance

As per Section 2(3) of the *Home Education Regulation* the associate board or associate private school must reply in writing to the parent not more than 15 school days after the date on which it is notified whether it agrees to supervise or continue to supervise the Home Education Program.

This agreement is accepted is not accepted by the is provisionally accepted by

(Print the name, address and phone number of the associate board or private school)

Signature of Superintendent or Principal

(mm / dd / yyyy)

PART D Requirements for the Home Education Program for Components of the Program that Do Not Follow the Alberta Programs of Study

If portions of the student program will enable the student to achieve the outcomes contained in the Schedule included in the Home Education Regulation, please attach according to this Form the required written description of the Home Education Program for a student who is following the *Schedule of Learning Outcomes for Students Receiving Home Education Programs That Do Not Follow the Alberta Programs of Study*:

- 1. Describe in the home education program plan, the instructional method to be used, the activities planned for the program and how the instructional method and the activities will enable the student to achieve the learning outcomes contained in the Schedule.
- 2. Identify the resource materials, if different from provincially authorized materials, to be used for instruction.
- 3. Describe the methods and nature of the evaluation to be used to assess the student’s progress, the number of evaluations and how the evaluation addresses the learning outcomes in Question 1.
- 4. Describe the associate board or associate private school facilities and services that the parent wishes to use.

Policy Code: GBK
Policy Title: Tobacco and Cannabis Free Environment
Cross Reference: IG
Legal Reference:
Adoption Date: February 26, 1997
Amendment or Re-affirmation Date: February 12, 2002, April 19, 2007, November 30, 2017
February 27, 2018

POLICY HANDBOOK**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES ITS RESPONSIBILITY TO ENSURE A TOBACCO AND CANNABIS FREE ENVIRONMENT FOR THE HEALTH AND WELFARE OF EMPLOYEES AND STUDENTS. IT THEREFORE DECLARES ALL DIVISION PREMISES AND PROPERTY TO BE TOBACCO AND CANNABIS FREE ENVIRONMENTS WITH THE EXCEPTION OF CEREMONIAL TOBACCO ACTIVITIES RELATED TO INDIGENOUS CULTURES.

REGULATIONS

1. All Division premises including buildings, grounds, vehicles, and events shall be tobacco-and cannabis free environments on a 24 hour per day basis.
2. Principals and managers shall be responsible for implementing the Tobacco and Cannabis Free Environment Policy.
3. Board approved "No Smoking" signs may be posted throughout all Division premises.
4. New employees and contractors shall be advised of this policy at the time of hiring.
5. Staff, students and visitors in any Division premises shall adhere to the policy and regulations.
6. Students in violation of the Tobacco and Cannabis Free Environment Policy – in possession or using tobacco, marijuana/cannabis, their products, and/or paraphernalia including but not limited to cigarettes, cigars, cigarillos, electronic cigarettes, vapes, spit tobacco, shisha, snus, snuff, or any other kind of tobacco product, marijuana/cannabis, and/or hookah/shisha/waterpipes in school or on school grounds, and school jurisdiction vehicles are subject to immediate confiscation and will face appropriate disciplinary consequences.
7. Community groups or users of rental or leased space in schools shall be notified by the Principal of this policy. Failure to comply will result in cancellation of user privileges.
8. Principals may apply to the Superintendent to designate an outdoor area where staff may smoke if smoking off school property creates a safety concern or concern regarding respect for neighbors' property.
9. With principal approval tobacco may be brought onto school premises for gifting to Indigenous people.

10. With principal approval smudging may occur on school premises as part of Indigenous ceremonies.

HORIZON SCHOOL DIVISION NO. 67**Policy Code:**

IHCD

Policy Title:Medication to Students/
Medical Conditions**POLICY HANDBOOK****Cross Reference:**

IGD, HGB, IFCH

Legal Reference:School Act, Sec.103,104**Adoption Date:**

May 28, 1997

Amendment or Re:

February 21, 2002

affirmation Date:March 9, 2006

POLICY

THE BOARD OF HORIZON SCHOOL DIVISION BELIEVES THAT THE PRIMARY RESPONSIBILITY FOR THE ADMINISTRATION OF PRESCRIBED MEDICATION RESTS WITH THE INDIVIDUAL STUDENT, HIS/HER PARENTS/GUARDIANS AND/OR THE APPROPRIATE MEDICAL PERSONNEL. IT IS APPROPRIATE, HOWEVER, FOR STAFF TO ASSIST IN THE ADMINISTRATION OF MEDICATION IF NECESSARY FOR THE STUDENT TO ATTEND SCHOOL, AND IF REQUESTED AND AUTHORIZED BY THE PARENTS/GUARDIAN. FURTHER, THE BOARD AUTHORIZES THE PROVISION OF MEDICAL ASSISTANCE TO STUDENTS IN EMERGENCY SITUATIONS RESULTING FROM LIFE-THREATENING MEDICAL CONDITIONS.

REGULATIONS

1. It is the responsibility of the parent/guardian to inform the school of their child's medical condition if the condition requires regular medication or medication/personal care in special or emergency situations.
2. Students with potential medical problems are to be identified annually during registration.
3. If administration of medication is necessary during school hours or while attending a school sponsored event, parents/guardians will be required to complete the *Medical Management Plan* (Attachment A).
4. If an identified medical condition may require the emergency intervention at school, parents/guardians will be required to complete the *Medical Management Plan*. If the emergency response may require the administration of medication, parents/guardians are also required to complete the *Medical Management Plan*.
5. The form identified in Regulation (3) and (4) are valid only for the school year. It is the responsibility of the parent/guardian to renew the form annually and update during the school year to reflect any change in the student's medication or medical condition.
6. Identification of students requiring medication shall respect the student's right to privacy.
7. The school principal shall be responsible for:
 - a. The safe storage of any medication left at the school for which the *Medical Management Plan* has been completed.
 - b. Ensuring procedures are in place to ensure each student receives the correct medication.
 - c. Ensuring a system to record dispensing of medication is in place.
 - d. Instructions provided by parents and physicians relating to student medication are made known to appropriate staff and followed with reasonable care.

Policy IHCD - Medication to Students/Medical Conditions, Cont'd.

- e. Ensuring that procedures are in place for making staff members aware of the identity of students with serious or life-threatening conditions who are attending the school.
 - f. In-service is provided for all regular staff members who may be in a position of responsibility of students with serious or life-threatening conditions. In-service will include a review of the appropriate emergency procedures.
 - g. Staff are aware of and have access to *Horizon School Division # 67 Medical Conditions* handbook that describes treatment of students with asthma, diabetes, epilepsy, and anaphylaxis.
8. Any medication needing to be returned to parents/guardians must be picked up personally by parents/guardians at the school.



Horizon School Division # 67
Policy IHCD - Medical Management Template (Continued)

Medical Conditions and Disabilities Information

STUDENT'S LEGAL LAST NAME:	STUDENT'S LEGAL FIRST NAME:	STUDENT'S LEGAL MIDDLE NAME:
<p>SYMPTOMS: List symptoms of the condition that this student is experiencing or may experience and strategies for managing these symptoms:</p>		
<p>MEDICATIONS: Provide information about medications this student is taking, including dosage and location for any medications to be given at school. List any current or possible side effects of this/these medication(s):</p> <p><u>Name of Medication:</u></p> <p>Prescribed Dosage Amount:</p> <p>Frequency of Dosage (When to Use):</p> <p>Possible Side Effects (if any):</p> <p>Medication Start Date: Medication Completion Date:</p> <p><i>NOTE: Medications administered at school <u>MUST</u> be contained within the original prescription container, complete with current label.</i></p>		
<p>SPECIAL INSTRUCTIONS FOR STORAGE OF MEDICINE:</p>		
<p>THIS MEDICATION IS TO BE (Check one):</p> <p><input type="checkbox"/> Self-administered by the student or under the supervision of a staff member</p> <p><input type="checkbox"/> Administered to the student under the direction of a staff member</p> <p><input type="checkbox"/> Used only when the following symptoms appear (describe below):</p>		
<p>MONITORING: List signs or symptoms that may indicate the condition is not under control or that medication needs to be adjusted. Identify specific steps that the student or teacher should take to monitor this condition:</p>		



Horizon School Division # 67
Policy IHCD - Medical Management Template (Continued)

Medical Conditions and Disabilities Information

STUDENT'S LEGAL LAST NAME:	STUDENT'S LEGAL FIRST NAME:	STUDENT'S LEGAL MIDDLE NAME:
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TRIGGERS AND RESTRICTIONS:

List any foods, activities, situations, etc. that this student should avoid:

ACCOMMODATIONS AND SPECIAL CONSIDERATIONS:

List any adaptations or strategies that will assist this student in participating as fully as possible:

<hr/> Independent Student Signature (if applicable)	<hr/> Independent Student Name (PLEASE PRINT) (if applicable)	<hr/> Date
<hr/> Parent/Guardian Signature	<hr/> Parent/Guardian Name (PLEASE PRINT)	<hr/> Date
<hr/> Physician/Health Care Provider Signature	<hr/> Physician/Health Care Provider Name (PLEASE PRINT)	<hr/> Date
<hr/> Principal Signature	<hr/> Principal Name (PLEASE PRINT)	<hr/> Date

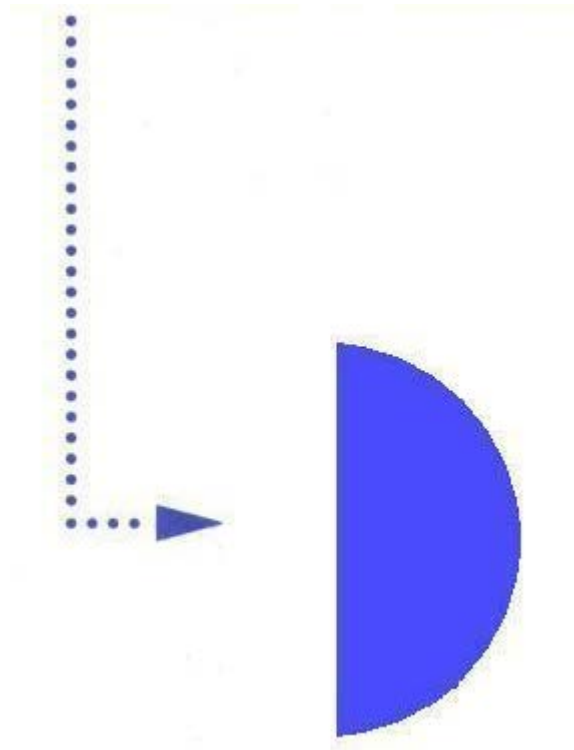
Personal information is collected under the authority of the *School Act* and *Alberta's Freedom of Information and Protection of Privacy Act (FOIP)*. This information will be used to respond to the identified medical need of the student named above. It will be treated in accordance with the privacy protection provisions of the FOIP Act.

ATTACHMENT #2



Horizon School Division No. 67

Medical Conditions Handbook



- Allergies/
Anaphylaxis
- Asthma
- Epilepsy
- Diabetes



ALLERGIES/ ANAPHYLAXIS

An allergy is the body's overreaction to usually harmless substances called allergens. The most common allergens are pollen, dust, insect bites, molds, pets, and a variety of foods. Certain foods, such as peanuts, nuts, seafood and milk, may cause severe reactions. Any kind of food can be an allergen to some people.

Allergens enter the body through the nose, eyelids, bronchial passage, digestive system or even the skin. These allergens stimulate the body to produce allergic antibodies which coat certain cells in the lining of the respiratory tract, skin and the gastro-intestinal tract. When one of the allergens again enters the body, the reunion of the allergen and the allergic antibodies stimulates these cells to release chemical mediators. These are usually histamines, which cause symptoms such as sneezing, runny nose, hives, itchy eyes and wheezing.

Studies indicate that one in every five students has a major allergy. As children mature, they may outgrow certain sensitivities only to have them replaced by others. The tendency to become allergic is usually inherited and remains throughout the person's life.

RECOGNIZING ALLERGIES

Symptoms include:

- excessive throat clearing, chronic cough
- wheezing, runny nose, sneezing, sniffing
- itchy puffy eyes, dark circles under the eyes
- intermittent hearing loss
- frequent brief absences from school
- inconsistent behaviour or spells of hyperactivity and irritability in a usually well-adjusted student
- disruptive behaviour
- lethargy and sleepiness which may be a result of allergic reactions, antihistamines or lack of sleep
- occasional decrease in attention span and lack of concentration
- headaches
- weakness and pallor
- listlessness and withdrawal from classroom activities
- learning difficulties, particularly with reading and listening skills
- itchiness, rashes, hives

Recognizing an Extreme Reaction Severe Allergies: Anaphylaxis

General Information

Anaphylaxis is a growing public health issue. While anaphylaxis has the potential to cause death, fatalities are rare and usually avoidable. Measures must be in place to reduce the risk of accidental exposure and to respond appropriately in an emergency.

Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an offending substance. Reactions usually occur within two hours of exposure, but in rare cases can develop hours later. Specific warning signs as well as severity and intensity of symptoms can vary from person to person and sometimes from attack to attack in the same person.

An anaphylactic reaction can involve any of the following symptoms, which may appear along with or in any combination, regardless of the triggering allergen:

Skin: Hives, swelling, itching, warmth, redness, rash

Respiratory (breathing): wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing

Gastrointestinal (Stomach): nausea, pain/cramps, vomiting and diarrhea

Cardiovascular (heart): pale/blue color, weak pulse, passing out, dizzy/lightheaded, shock

Other: anxiety, feeling of “impending doom”, headache, uterine cramps in females

If an allergic person expresses any concern that a reaction might be starting, the person should always be taken seriously. When a reaction begins, it is important to respond immediately, following instructions in the person’s Anaphylaxis Emergency Plan (attached). The cause of the reaction can be investigated later. The most dangerous symptoms of an allergic reaction involve breathing difficulties caused by swelling of the airways or a drop in blood pressure indicated by dizziness or lightheadedness, or feeling faint or weak. **Both can lead to death if untreated.**

Guiding Principles

1. This portion of the Medical Conditions Handbook defines standards and procedures required for the management of students and staff at risk of severe allergic reactions while they are the responsibility of the school system, recognizing that this responsibility is shared among the individual, parents/guardians/guardians, the school system and health care providers.
2. The purpose is to minimize the risk of exposure of students with severe allergies to potentially life-threatening allergens without depriving the student with severe allergies of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school.
3. The District recognizes the dangers faced by students and staff with severe reactions to certain allergens. While the District cannot guarantee an allergen-free environment, the District will take reasonable steps to ensure a safe environment for students with life-threatening allergies, further to the goal of maintaining an appropriate learning environment for all students.

RESPONSIBILITIES

Parent/Guardian Responsibilities

1. Advise the principal and home-room teacher about the student’s severe allergy when the allergy is diagnosed, at the beginning of each school year, or when the student changes schools;
2. Provide and keep emergency information current;

3. Assist the principal by asking the student's medical doctor to complete the Anaphylaxis Emergency Plan form when the student is first registered or re-registered with the Horizon School Division, or when the student's severe allergies change;
4. Provide the principal with a recent photograph of the student;
5. Provide the student with a Medic Alert bracelet or other suitable identification;
6. Provide the student with a case containing at least one unexpired injector or other medication as prescribed by a physician and ensure that the student has the injector or medication readily available, while at school, on off-campus programs, off-site activities or at other school events and activities;
7. Check expiry dates of medication and injectors and replace them as necessary;
8. Provide snacks and lunches for the student;
9. Assist the principal by supporting the provision of educational information about severe allergies to other parents/guardians/guardians and the school community; and
10. Advise the school bus driver of the student's severe allergies.

Student Responsibilities

Students with severe allergies must:

1. Eat only foods brought from home unless authorized by the parents/guardians in writing;
2. Wash their hands before eating;
3. Learn to recognize symptoms of a severe allergic reaction;
4. Promptly inform a teacher or an adult as soon as accidental ingestion or exposure to an allergen occurs or symptoms of a severe allergic reaction appear;
5. Keep an injector or medication handy at all times; and
6. When age appropriate, know how to use an injector or take medication.

Principal Responsibilities

1. The principal is responsible for planning the coordination and management of students who have life-threatening allergies.
2. The principal must:
 - a) advise the parents/guardians of the student with severe allergies of the Horizon Medical Conditions Handbook and provide them with a copy;
 - b) consult and advise the parents/guardians of the student with severe allergies, the school council and the school community of any school specific procedures regarding severe allergies;
 - c) request that the parents/guardians sign the Authorization to Administer Medication;
 - d) advise all staff members of students who have potentially life threatening allergies as soon as possible; and
 - e) request the consent of the parent to post the student's photo and display the Emergency Care Plan.
3. The principal is encouraged to involve parents/guardians in all phases of planning.
4. The principal must ensure that an emergency plan:
 - a) is developed for each student with severe allergies in cooperation with the parents/guardians, the student's physician and where the principal deems it necessary, the public health nurse, and
 - b) is kept in a readily accessible location at the school and includes emergency contact information.
5. With the consent of the parent or guardian, the principal may post a photograph of the student with severe allergies with a description of the allergy and the student's emergency response protocol in a central but not public location at the school.
6. The principal must ensure:
 - a) that all teaching staff and non-teaching staff be aware of the emergency response protocol and receive annual training, or more frequently if required, in the recognition of severe allergic reactions and the use of injectors;

- b) that all members of the school community including substitute teachers, student teachers and volunteers have appropriate information about severe allergies, including background information on allergies, anaphylaxis and safety procedures; and
 - c) that all off-site activity services providers are notified of the student's severe allergy, if necessary.
7. With the consent of the parent, the principal and the classroom teacher must ensure that:
- a) the student's classmates are provided with information on severe allergies in a manner that is appropriate for the age and maturity level of the students, and that
 - b) strategies to reduce teasing and bullying are incorporated in this information.
8. The principal must ensure that:
- a) a school severe allergies emergency response protocol is developed including provision for the collection and storage of injectors, education of all parties, procedures to be followed, location of the medication, photographs of students, and off-campus, off-site, and lunch program procedures;
 - b) any injectors provided by parents/guardians and which are not in the student's possession are stored in a covered, secure and accessible location at the school; and
 - c) all teaching staff, including substitute teachers, and non-teaching staff, and student teachers are aware of the location of the injectors.
9. The principal must ensure that an individual student Anaphylaxis Emergency Plan form:
- a) is developed for each student with severe allergies in cooperation with the parents/guardians, the student's physician and, where the principal deems it necessary, the public health nurse;
 - b) includes emergency contact information and procedures; and
 - c) is kept in a readily accessible location at the school.

Sample letters and communications templates are available for the use by principals in the *Anaphylaxis: A Handbook for School Boards* Manual.

Teacher Responsibilities

1. The classroom teacher of a student with severe allergies must:
 - a) discuss anaphylaxis with the class, in age-appropriate terms;
 - b) avoid allergenic foods and substances for classroom events;
 - c) facilitate communication with other parents/guardians;
 - d) leave information about students with severe allergies in an organized, prominent and accessible format for substitute teachers;
 - e) discuss anaphylaxis in appropriate terms with student teachers, guest speakers and volunteers who are in the classroom, and explain the school rules and the school's emergency response protocol;
 - f) ensure that the emergency response protocol and appropriate medication is taken on off-site activities; and
 - g) ensure that appropriate and knowledgeable adults accompany off-site activities.

Lunch Supervisor Responsibilities

1. The lunch supervisor of a student with severe allergies must:
 - a) know the school's emergency response protocol;
 - b) encourage students not to share or trade food;
 - c) encourage the student with severe allergies to eat only what he/she brings from home;
 - d) reinforce hand-washing before and after eating;
 - e) follow school policies for reducing risk in classrooms and common areas; and
 - f) encourage an empathetic understanding of severe allergies and the seriousness of the consequences.

Horizon School Division No. 67

Anaphylaxis Emergency Plan: _____ (student name)

Please note: copies of this information must be:

- Placed in the Student Record
- Provided to teacher(s)
- Kept in a central location for access in case of emergency

This person has a potentially life-threatening allergy (anaphylaxis) to: (check the appropriate box)

PHOTO	<input type="checkbox"/> Peanuts <input type="checkbox"/> Eggs <input type="checkbox"/> Latex <input type="checkbox"/> Medication: _____ <input type="checkbox"/> Tree Nuts <input type="checkbox"/> Milk <input type="checkbox"/> Insect Stings <input type="checkbox"/> Other: _____ Food: The key to preventing an anaphylactic emergency is absolute avoidance of the allergen. People with food allergies should not share food or eat unmarked/bulk foods or products with a "may contain nuts" warning. Epinephrine Auto-Injector: Expiry Date: _____
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Location of Auto Injector(s) _____

Asthmatic: Person is at greater risk. If person is having a reaction and has difficulty breathing, give epinephrine auto-injector before asthma medication.

A person having an anaphylactic reaction might have ANY of these signs and symptoms:

- **Skin:** hives, swelling, itching, warmth, redness, rash
- **Respiratory (breathing):** wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms (runny nose and watery eyes, sneezing), trouble swallowing
- **Gastrointestinal:** (stomach): nausea, pain/cramps, vomiting, diarrhea
- **Cardiovascular:** (heart): pale/blue color, weak pulse, passing out, dizzy/lightheaded, shock
- **Other:** anxiety, feeling of "impending doom", headache

Early recognition of symptoms and immediate treatment could save a person's life.

Act quickly. The first sign of a reaction can be mild, but symptoms can get worse very quickly.

Give epinephrine auto-injector (e.g. EpiPen or Twinject) at the first sign of a reaction occurring in conjunction with a known or suspected contact with allergen. Give a second **dose** in 10 to 15 minutes or sooner IF the reaction continues or worsens.

Call 911. Tell them someone is having a life-threatening allergic reaction. Ask them to send an ambulance immediately.

Call parents and notify them that their child had a life-threatening allergic reaction and that epinephrine auto injector has been administered and 911 called.

Go to the nearest hospital and stay until parent or guardian arrives.

Call contact person.

Emergency Contact Information

Name	Relationship	Home Phone	Work Phone	Cell Phone

The undersigned parent or guardian is aware that school personnel are not licensed medical personnel and have limited or no training, and authorize any adult to administer epinephrine to the above named person in the event of an anaphylactic reaction, as described above. This protocol has been recommended by the patient's physician.

Parent/Guardian Signature Date Physician Signature Date

Principal Approval

Name of Principal (please print) _____ School _____
Signature of Principal _____ Date _____

How to use the EpiPen® Epinephrine Auto-Injector



Comment utiliser l'auto-injecteur d'adrénaline EpiPen®

1.



Grasp unit with black tip pointing downward and pull off grey activator cap.

Tenir l'unité avec le bout noir pointant vers le bas et enlever le bouchon activateur gris.

2.



Jab black tip firmly into outer thigh so it "clicks" AND HOLD on thigh approximately 10 seconds.

Enfoncer brusquement le bout noir dans la cuisse jusqu'à un « dé clic » ET MAINTENIR l'unité dans cette position pendant environ 10 secondes.

3.



Seek medical attention.

Obtenir des soins médicaux.

AVAILABLE THROUGH YOUR PHARMACIST
DISPONIBLE CHEZ VOTRE PHARMACIEN

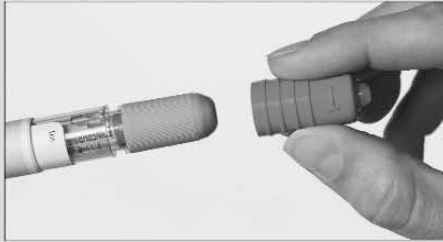


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Twinject: Easy to use, easy to carry your back-up dose.



FIRST DOSE: AUTO-INJECTED



ONE
PULL off GREEN end cap to see a GREY cap.
Never put thumb, finger or hand over the GREY cap.

TWO
PULL off RED end cap.
Numbered caps are for memory purposes only, and order is not important.



INJECT
Place GREY cap against mid-outer thigh. Press down firmly. Hold against thigh while slowly counting to ten. Injects through clothes. Remove auto-injector.

PREPARE FOR SECOND DOSE.

SEEK EMERGENCY MEDICAL HELP IMMEDIATELY.

SECOND DOSE, IF NEEDED: MANUAL



Unscrew and remove GREY cap. **Beware of exposed needle.** Holding BLUE hub at needle base, remove syringe from barrel.



Slide collar off plunger. **PAUSE. If symptoms have not improved in about 10 minutes since first dose, inject second dose.**



Insert needle into mid-thigh (at least 5 cm/2 in from first injection site) and push plunger down completely.

SEEK EMERGENCY MEDICAL HELP IMMEDIATELY.

Twinject 0.3 mg Auto-Injector (0.3 mL Epinephrine Injection, USP, 1:1000) and Twinject 0.15 mg Auto-Injector (0.15 mL Epinephrine Injection, USP, 1:1000) are indicated for emergency treatment of severe allergic reactions (Type 1) including anaphylaxis to: stinging insects, biting insects, allergen immunotherapy, foods, latex, other allergens, and drugs. (Please see Product Monograph for full indication.) Epinephrine can also be used in the treatment of anaphylaxis of unknown cause, exercise-induced anaphylaxis, or anaphylactoid reactions.

Epinephrine should be used with caution in patients with cardiac arrhythmias, coronary artery or organic heart disease, hypertension, or in patients who are on medications that may sensitize the heart to arrhythmias. In patients with coronary insufficiency or ischemic heart disease, epinephrine may precipitate or aggravate angina pectoris as well as produce potentially fatal ventricular arrhythmias. Epinephrine use should be avoided in patients with organic brain damage. Administer with caution to elderly or hyperthyroid individuals, pregnant women, individuals with cardiovascular disease or diabetes.

Adverse reactions include transient, moderate anxiety; feelings of over stimulation; apprehensiveness; restlessness; tremor; weakness; shakiness; dizziness; sweating; an increase in pulse rate; the sensation of a more forceful heartbeat; palpitations; pallor; nausea and vomiting; headache, and/or respiratory difficulties. **More than 2 sequential doses of epinephrine should only be administered under direct medical supervision.**



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Twice the confidence.

During a Reaction to a Sting or Bite:

DO

notify parents—call an ambulance if the student experiences difficulty breathing, faintness, pallor, swelling in other areas or generalized itching



have the student lie down and remain in a prone position—however, if breathing is difficult, the student should be seated



flick out the stinger with your fingernail



put an ice pack on the sting or bite site.

DO NOT

squeeze the stinger, as this will inject the remaining venom.

CLASSROOM MANAGEMENT

- Meet with the parents and the student early in the year to determine the student's individual needs and plan a program to avoid contact with known allergens.
- Inform all appropriate school personnel of the student's condition.
- Have parents supply an antihistamine or an adrenalin kit (EpiPen or Ana-Kit) to have on hand. Be familiar with any treatment the student may be using; e.g., bronchodilators, antihistamines, adrenalin kits, (EpiPen or Ana-Kit). If the student is on a daily or seasonal medication routine, remind the student to take any prescribed medication.
- Be familiar with the specific substances to which the student is allergic. (This may include certain odours—chemicals, tobacco and other smoke, cosmetics, perfumes; heavily chlorinated pools; dust, chalk dust; cold air; paints; markers; clay; playdough; animals, animal dander from another student's clothes; plants; insect stings or bites; foods—especially nuts, seafood and dairy products; drugs; preservatives and colouring additives.)
- Expect participation in regular classroom activities. However, allow exemptions if they are in the student's best interest. Make any necessary adjustments for participation in outdoor activities or classes where environmental factors or materials could cause reactions; e.g., art, home economics, chemistry or woodworking. Seat the student in a well-ventilated area.
- Explain allergies to the class and suggest ways they can show support and encouragement.
- Encourage the students with food allergies to avoid swapping lunches.
- Keep furred and feathered pets out of the classroom so an allergic student can avoid contact.

CONTACTS

Alberta Children's Asthma Clinic

Telephone: (403) 943-7328

Fax: (403) 943-7527

Alberta Lung Association

Telephone: 1-800-661-LUNG

(780) 488-6819

Fax: (780) 488-7195

Allergy/Asthma Information Association

Edmonton Branch

Telephone: (780) 456-6651

Fax: (Same)

Asthma Teaching Clinic

Telephone: (780) 735-4353

Fax: (780) 735-4048

Chinook Health Region

Community Health

Taber: Telephone: (403) 223-4406

Fax: (403) 223-8733

Vauxhall: Telephone: (403) 654-2232

Fax: (403) 654-2134

Milk River: Telephone: 1-866-647-3430

Fax: (403) 647-3435

***The term "parent(s)" refers to parents or legal guardians.**

References

1. Anaphylaxis: A Handbook for School Boards, Canadian School Boards Association
2. Allergy Anaphylaxis Informational Response Kit, Alberta Education
3. Anaphylaxis in Schools and Other Settings, Canadian Society of Allergy and Clinical Immunology

*The term "parent(s)" refers to parents or legal guardians.

Adapted from Alberta Education, Special Education Branch, Awareness Series, "Allergies".



ASTHMA

Asthma is a chronic disease that causes the airways in the lungs to become constricted, leading to breathing difficulties. A variety of factors may cause the muscles of the airways to tighten and the linings of these passages to swell and produce extra mucus. As the narrowing increases, breathing becomes more difficult, ranging from persistent coughing to laboured wheezing.

An asthma attack or episode may last from a few minutes to several days and may be triggered by any of the following:

- air pollution
- allergies: pets, pollen, molds, dust mites, foods, drugs
- animals
- art or craft supplies, fresh paint
- aspirin
- carpets
- cold air
- cosmetics, perfumes
- dust
- emotions: excitement, fear, anger, laughter
- environmental factors: pollens, molds, grasses, weeds, trees, flowers
- exercise, overexertion
- tobacco and other smoke
- viral infections: colds, flu strains
- weather.

Asthma is the most chronic disease of childhood. As many as 10 to 20 per cent of students may have asthma at some time. Asthma can be controlled and students with asthma should be capable of participating in most school activities. Although asthma is not a psychological disorder, it may be triggered by emotional factors.

RECOGNIZING ASTHMA

Symptoms include:

- laboured breathing
- tightness in the chest
- chest discomfort and excessive breathlessness after exertion, inability to exercise
- recurring, persistent cough
- wheezing
- inexplicable agitation
- hunched-over posture, tight neck and shoulder muscles
- paleness, sweatiness

During an attack

DO

give the student a bronchodilator treatment



if symptoms remain, give another bronchodilator treatment and notify parents



if symptoms persist for more than five minutes, give a third bronchodilator treatment and call an ambulance



encourage the student to relax and breathe slowly



if the student requests a drink, allow a warm drink



remain calm and speak gently to the student.

DO NOT

leave the student alone



make the student lie down



allow the student to go home alone.

CLASSROOM MANAGEMENT

- Meet with the parents and the student early in the year to determine the student's individual needs and inform all appropriate school personnel of the student's condition. Get specific information on any treatment the student is using, for example, what medication is being taken and what relaxation techniques are effective.
- Prepare an action plan containing documentation for each student with asthma. It should include the location of medications and specific emergency procedures for both mild and severe attacks.
- Have parents provide a bronchodilator that is available at all times, in and out of the classroom. It should be carried by the student.
- Familiarize yourself with relievers (bronchodilators), preventers (anti-inflammatory inhalers) and peak flow metres.
- Respect the student's knowledge of asthma. Decide ahead of time what will be done if the student perceives an attack is starting. Encourage the student to take control by using preventative measures to avoid serious attacks. It may be necessary for the student to:
 - leave class and find a place to relax with supervision
 - use a bronchodilator
 - drink warm fluids.
- If the asthma is allergy-triggered and the offending source has been determined, make the classroom as comfortable as possible by removing the cause of the attacks.
- Expect the student to participate in as many classroom activities as possible and in exercise programs to improve physical fitness. However, exercise is a trigger for many students. To avoid reactions, these students require medication administered 30 minutes prior to exercise, a slow warm up, short bursts of activity and a slow cool down. Be aware of students who need pre-exercise medication and, if necessary, remind them to take it. They may also require further medication during exercise.
- An asthma attack may be frightening for those unfamiliar with the condition. Explain asthma to the class and suggest ways they can show support and encouragement.
- Inform parents if the student appears to be taking more medication than usual.

CONTACTS

Alberta Lung Association

Telephone: 1-800-661-LUNG
(780) 488-6819
Fax: (780) 488-7195

Alberta Children's Asthma Clinic

Telephone: (403) 943-7328
Fax: (403) 943-7527

Allergy/Asthma Information Association Edmonton Branch

Telephone: (780) 456-6651
Fax: (Same)

Asthma Teaching Clinic

Telephone: (780) 735-4353
Fax: (780) 735-4048

Chinook Health Region Community Health

Taber:	Telephone:	(403) 223-4406
	Fax:	(403) 223-8733
Vauxhall:	Telephone:	(403) 654-2232
	Fax:	(403) 654-2134
Milk River:	Telephone:	1-866-647-3430
	Fax:	(403) 647-3435

*The term "parent(s)" refers to parents or legal guardians.

Adapted from Alberta Education, Special Education Branch, Awareness Series, "Asthma".



EPILEPSY

Epilepsy is a disorder of the brain—it is not a disease nor is it a mental disorder. It is characterized by recurring seizures of varying severity which are caused by uncontrollable electrical discharges in the brain cells.

Cells working together in the brain communicate by means of electrical signals. When a particular group of cells sends abnormal discharges of electrical energy to different parts of the brain, a seizure results.

The brain controls motor movements, thought, sensations and emotions. It also regulates the involuntary functions of the heart, lungs, bowels and bladder. Some disruption of any or all of these functions may occur during an epileptic seizure.

The frequency of seizures varies greatly from one individual to another. Medication is sometimes able to reduce the number of seizures or eliminate them entirely. While the student is growing, it may be difficult to find the right level of medication and it may take time for the student to adjust to medication, particularly during growth spurts.

There are two main categories of seizures. If the whole brain is involved, the seizure is considered to be generalized. If the excessive electrical discharge is limited to one part of the brain, the seizure is partial.

RECOGNIZING A GENERALIZED SEIZURE

There are two types of generalized seizures—convulsive (formerly called Grand Mal) and non-convulsive (formerly called Petit Mal).

A convulsive seizure may last from two to five minutes. Symptoms include:

- muscles stiffening and jerking
- some breathing difficulty
- saliva forming around the mouth.

Non-convulsive seizures may last from 5 to 15 seconds. Symptoms include:

- brief interruptions of consciousness
- staring spells
- small muscular facial movements
- irregular eye movements
- confusion

During a Generalized Seizure:

DO

notify parents—call an ambulance if the seizure lasts more than five minutes

turn the student on the side to allow saliva to flow freely from the mouth

ease the student to the floor

loosen tight clothing

cushion the head to soften the impact of the seizure

cover the student with a blanket

remove any hard, sharp or hot objects nearby

talk calmly and gently to the student

allow the seizure to run its course

let the student rest or sleep after the seizure.

DO NOT

put anything in the student's mouth

give the student anything to drink

restrain the student

allow the student to go home alone.

RECOGNIZING A PARTIAL SEIZURE

Complete consciousness is not lost during a partial seizure. Symptoms include:

- inappropriate movements
- plucking at clothes, smacking lips
- aimless wandering
- confusion.

No first aid is required during a partial seizure. Talk calmly and gently to the student. Don't give the student anything to drink. A partial seizure may lead to a generalized seizure.

CLASSROOM MANAGEMENT

- Meet with the parents and the student early in the year to determine the student's individual needs and discuss how a seizure will be handled should one occur in school.
- Inform all appropriate school personnel of the student's condition.
- Respect the student's knowledge of epilepsy. Some students are able to recognize the onset of a seizure.
- A seizure may be frightening to those unfamiliar with the condition. Explain epilepsy to the class and tell them what might happen during a seizure. Suggest ways they can show support and encouragement.
- Assign a student to act as a buddy to help the student who has experienced a seizure readjust to the classroom. After resting, most students can carry on as before.
- Usually students with epilepsy are able to participate in all classroom activities. A physician may limit participation in some situations involving physical activities.
- The student with epilepsy may experience some interruption of classroom learning and require additional assistance and support.
- Observe and record behavioral changes and frequency of seizures and inform parents of any episodes.

CONTACTS

To contact the nearest branch of Epilepsy Associations of Alberta:

Telephone: 1-866-Epilepsy

Chinook Health Region Community Health

Taber:	Telephone:	(403) 223-4406
	Fax:	(403) 223-8733
Vauxhall:	Telephone:	(403) 654-2232
	Fax:	(403) 654-2134
Milk River:	Telephone:	1-866-647-3430
	Fax:	(403) 647-3435

*The term "parent(s)" refers to parents or legal guardians.

Adapted from Alberta Education, Special Education Branch, Awareness Series, "Epilepsy".



DIABETES

Diabetes results from the failure of the pancreas to produce the hormone insulin. Without insulin the body does not absorb sugar. The supply of insulin in the body may be stimulated by oral medication or may be replaced by injection. Diabetes can be controlled through planned eating, insulin supplementation and regular physical activity.

A student with diabetes can participate in all school activities; however, it may be necessary at times to help the student monitor food intake and activity. Students with diabetes may not fully understand the special needs and limitations of diabetes until about age 10. With support and encouragement, the student will gain increased confidence to assume responsibility for the condition.

Diabetes is the third largest cause of non-accidental death in North America. There are two types of diabetic emergencies school personnel may face—high blood sugar (hyperglycemia) and low blood sugar (hypoglycemia).

RECOGNIZING HIGH BLOOD SUGAR

Symptoms occur gradually over a period of hours or days and are caused by overeating, lack of insulin, stress, injury or undiagnosed diabetes. They include:

- thirst
- frequent urination
- flushed, dry skin
- nausea and vomiting
- laboured breathing
- fruity odour to breath
- drowsiness, confusion
- eventual unconsciousness.

RECOGNIZING LOW BLOOD SUGAR

Symptoms, which occur suddenly, are caused by too much insulin, delayed or skipped meals and increased exercise without extra food. Symptoms include:

- cold, clammy skin
- nervousness, trembling, shaking hands
- confusion, disorientation
- irritability, hostility
- lack of coordination, staggering
- difficulty speaking
- hunger
- abnormal pain
- blurred vision
- dizziness
- eventual unconsciousness

In an Emergency:

DO

notify parents—if student is unconscious, call an ambulance



have sugar, pop or juice available at all times



give the student 10 mL (2 tsp.) sugar or 125 mL (4 oz.) juice or pop and repeat in 10 minutes if the student isn't better.

DO NOT

give food or drink if the student is unconscious



allow the student to go home alone.

CLASSROOM MANAGEMENT

- Meet with the parents and the student early in the year to determine the student's individual needs and inform all appropriate school personnel of the student's condition. Discuss with parents the specific requirements for more or fewer snacks.
- Have sugar or juice available at all times and never hesitate to give sugar, even when in doubt about the onset of a reaction. It will not harm the student in any way and may avert a more serious reaction. Inform parents of all insulin reactions.
- Ensure that meals and snacks are eaten at regular times, even during field trips, altered school hours and detentions.
- Students love to share food, so explain diabetes to the class and the importance of adhering to a dietary plan. Suggest ways they can show support and encouragement.
- Exercise increases the rate that the body uses sugar. Most students with diabetes require nourishment before physical activity and active students may be prone to reactions.
- Allow older students to make decisions and take responsibility for personal maintenance. For example, enjoying pizza with friends may be more important than other considerations as long as such trade-offs are understood.

CONTACTS

Students with diagnosed diabetes are often referred by a medical doctor to a metabolic training centre. If this service is unavailable or if you require more information, contact:

Canadian Diabetes Association

Telephone: 1-800-563-0032

Canadian Diabetes Association, Lethbridge Branch

Telephone: 327-4114

Fax: (403) 488-0105

Chinook Health Region - Community Health

Taber: Telephone: (403) 223-4406

Fax: (403) 223-8733

Vauxhall: Telephone: (403) 654-2232

Fax: (403) 654-2134

Milk River: Telephone: 1-866-647-3430

Fax: (403) 647-3435

*The term "parent(s)" refers to parents or legal guardians.

Adapted from Alberta Education, Special Education Branch, Awareness Series, "Diabetes".

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

Policy Code:	GCAG
Policy Title:	Teacher Responsibility
Cross Reference:	GCM, GCN
Legal Reference:	School Act, Sec. 18
Adoption Date:	February 26, 1997
Amendment or Re-affirmation Date:	November 17, 2009

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT IT IS THE RESPONSIBILITY OF ALL TEACHERS TO MAKE THEMSELVES AWARE OF, AND FULFILL THE ASSIGNED AND INHERENT RESPONSIBILITIES AS OUTLINED IN THE SCHOOL ACT, ALBERTA LEARNING REGULATIONS, ALBERTA EDUCATION TEACHING QUALITY STANDARD, DIVISION POLICIES AND REGULATIONS AND THE PROFESSIONAL CODE OF CONDUCT OF THE ALBERTA TEACHERS' ASSOCIATION.

REGULATIONS

1. The School Act specifies that while providing instruction or supervision the teacher shall:
 - (a) provide instruction competently to students;
 - (b) teach the courses of study and education programs that are prescribed, approved or authorized pursuant to this Act;
 - (c) promote goals and standards applicable to the provision of education adopted or approved pursuant to this Act;
 - (d) encourage and foster learning in students;
 - (e) regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board;
 - (f) maintain, under the direction of the Principal, order and discipline among the students while they are in school or on the school grounds and while they are attending or participating in activities sponsored or approved by the Board.
 - (g) subject to any applicable collective agreement and the teacher's contract of employment, carry out those duties that are assigned to the teacher by the Principal or the Board.

2. Each teacher shall adhere to the criteria established in Horizon School Division policy GCN for the evaluation of teaching performance in the following performance areas:
 - a) accommodation for context and learning needs;
 - b) planning and preparation;
 - c) classroom organization and management
 - d) instruction
 - e) student evaluation
 - f) personal/professional attributes

3. In accordance with Ministerial Order #016/97 *Teaching Quality Standard*, teachers are expected to meet the standard throughout their careers.

Superintendents Progress Report

January, 2018

Educational Leadership and Student Welfare

- Meetings and dialogue between schools and division office are ongoing. Conversations/topics typically focus on processes that ensure student safety, well-being, and conduct; financial management; and instructional leadership. This month they also included budgeting, staffing, transportation, off-campus excursions, student conduct and discipline, and guidance with regard to student and parental concerns.
- Principal professional growth plan and Three Year Education Plan/Annual Education Results Report meetings have concluded
School visits since the last Board meeting included: D.A. Ferguson Middle School, Horizon Mennonite Alternative Program, L.T. Westlake Fine Arts School, Lomond Community School, Vauxhall Elementary School, Vauxhall High School, W.R. Myers High School
- The Superintendent attended a College of Alberta School Superintendent, Superintendent Leadership Quality Standard Advisory Committee meeting to provide input into the provinces certification process.
- The Superintendent is part of the Lethbridge College – Taber Community Advisory Council which was recently created to look at providing learning opportunities for community members within the Taber Area
- Principals and school division leadership met with Alberta Education representatives to discuss the jurisdiction’s best practices as they relate to High School Redesign
- Horizon senior leadership are organizing the College of Alberta School Superintendent and Alberta School Business Officials of Alberta summer conference in Waterton. Meetings are ongoing.

Personnel Management

- Principal evaluation meetings are ongoing
- The Superintendent is a mentor to the Superintendent of the Kanai Board of Education within CASS’ mentorship program. A meeting was scheduled and attended to discuss Indigenous practices within Kanai
- TEBA bargaining meeting was attended
- Local ATA bargaining (Mediation) is ongoing

Policy and Strategic Planning and Reporting

- Meetings are ongoing about ways to meet the needs of Taber Mennonite Students given the space constraints within their current context.
- AB ED field services meeting to discuss the jurisdiction’s Three Year Education Plan and Annual Education Results Report

Fiscal Responsibility, Organizational Leadership and Management

- An agreement has been reached with Taber Players so that Horizon Schools

have access to Taber Players' props, sets, costumes, and other equipment while the organization goes dormant.

Communications and Community Relations

- A number of meetings and celebrations were attended over the last month. These include but are not limited to
 - Administrator Meeting
 - Division Office staff meeting
 - Senior Administrative Leadership Team meeting
 - Christmas concerts
 - CASSIX Christmas and Retirement Banquet
 - Christmas family
 - APEX meeting

Associate Superintendent, Learner Services
Report to the Board of Trustees – January 23, 2019

Learner Services lead team members:

Amber Darroch, Associate Superintendent
Terri-Lynn Duncan, Director of Learning (Curriculum & Instruction)
Robbie Charlebois, Director of Learning (Inclusive Education)
Angela Miller, Clinical Team Lead

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- A book study with curriculum leads, lead by Terri-Lynn was started in December called “*Tools For Teaching Conceptual Understanding: Harnessing Natural Curiosity for Learning That Transfers*” by Julie Stern. Each K-4 school in the division has chosen a Curriculum lead for their school. These leads are sharing their learning and communicating the important information to all teachers so that each school has the necessary information to move forward with the new Concept-based curriculum.
- In order to create a wide network of new curriculum-ready educators across the division, the same book is being used with both the Administrators’ Committee and the Assessment Committee.
- In keeping with the Administrators’ Learning Plan developed for this school year and its focus on preparing all principals to be leaders in improving instruction and curriculum implementation, the December Admin Meeting learning focus was on assessment and concept-based learning. School leaders identified the essential principles of effective classroom assessment and looked at what may be the same and different in assessing a concept-based curriculum like we will have in Kindergarten through Grade 4.
- Horizon uses the Violent Threat Risk Assessment Regional Protocol when responding to student threats to harm others. The division is implementing an annual refresher course this school year so all principals will have their training current. Angela Miller and Family School Liaison Counsellor Glenn Jankowiak facilitated this half-day session at the January Administrators’ Meeting.
- The joint Horizon/University of Lethbridge Research Partnership Project on Middle Years Math concluded and the final report was written in December. Major findings have concluded that professional development intending to influence teacher beliefs and practices should include the development of a constant community, an element of accountability back to the group, be extended over time, and provide a balance of theoretical development and practical support for teachers. Horizon teachers testified that ongoing collaboration with an instructional coach (Dr Richelle Marynowski) significantly impacted their professional practice.
- During the Teacher Learning Through Collaboration Day (TLC), Terri-Lynn met with first-year

teachers in our school division to lead them through best instructional practices for Literacy. First-year teachers learned about Words Their Way and how to give and score the assessment, Words Their Way is an instructional practice focuses on a research-based practice in a classroom-proven framework. Teachers using this method focus on the five stages of spelling and students orthographic development so students can truly understand the meaning of words, and how they are put together. The first year teachers also took part in a book study “*Visible Learning for Literacy: Implementing the Practices that Work Best to Accelerate Student Learning.*” by Doug Fisher, Nancy Frey and John Hattie (This book is a book that new teachers have engaged in for the past three years).

- Terri-Lynn has been working with a number of teachers with the use of SuccessMaker math. This is an online program that the division purchased that allows teachers to assign extra practice in certain math concepts or strands of math. In December, there was also some work done with teachers on planning their literacy block and what that may look like in their classroom.
- Eleven teachers from a number of different schools have committed to 4 Friday afternoons with Terri-Lynn to learn more about Guided Math in the classroom. Guided Math is a structure for teaching whereby a teacher supports each child's development of mathematical proficiency at increasing levels of difficulty, within the context of a small group.
- “Social emotional learning” (SEL) refers to the strategies we teach students and even use ourselves to focus, learn, and manage our emotions. Research indicates a significant correlation between students having strong SEL skills and their academic achievement. Amber has submitted another Research Partnership Project proposal to Alberta Education to explore this programming in partnership with the University of Lethbridge and Buffalo Trail Public Schools, a school division in the Wainwright region of a similar student population and rural makeup.
- Planning is well underway with organizers of the Southern Alberta Google Summit 2019, being held at Barnwell School on March 29th and 30th. This event has drawn top-notch North American keynote speakers and presenters at a calibre we have not seen in many years! The keynote sessions and breakout presentations will follow the themes of how to create engaging, relevant learning for students and fostering creativity, problem-solving and communication, among other competencies.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- South West Regional Collaborative Service Delivery - Robbie is working on a sub-committee focused on organizing and providing a regional Educational Assistant Community of Practice (EA COP). The purpose of the committee is to provide ongoing support, and professional learning to Educational Assistant staff working with the most significantly challenging students in the region.
- Robbie, Lisa Sowinski and Anita have been working on applications for Jordan's Principle (*Jordan's Principle makes sure all First Nations children can access the products, services and supports they need when they need them. It can help with a wide range of health, social and educational needs.*) to support individual students/families, as well as potential school initiatives to promote family engagement and cultural awareness and understanding.

- Teachers and Terri-Lynn met to discuss some students who were having significant reading difficulties in order to learn and choose some intervention strategies that would provide guidance in building on each student's strengths so that students could move forward in their learning progression.
- Angela has submitted a grant proposal to the "Community Helpers" program, a peer support initiative which fits seamlessly with our current Family Connections Program, specifically aiming to reduce risk to students from suicide or self-harm.

LEADERSHIP PRACTICES

- Robbie is part of the provincial CASS Time Out, Seclusion & Physical Restraint Advisory Committee and will be meeting with the committee to review the Draft Document from Alberta Education.
- Terri-Lynn attended the Vulnerable Readers Conference in Calgary, joined by a dozen K-12 teachers from the division. The conference focus was on literacy practices for K-2 students and 6-12 students. Participants learned how to help students who are struggling with literacy and how to build a strong foundation for the early years.
- Terri-Lynn attended an Alberta Education International Education meeting in Edmonton to learn about some new legislation that may be developed for the province to ensure that all boards are meeting a minimum standard when it comes to international students. More information will be shared as minimum requirements are developed.
- Terri-Lynn and Amber are part of a multi-district curriculum conversation across Alberta that meets monthly to share strategies and conversation to enhance learning in Districts on the New Curriculum. Other division leads share what they are doing in their divisions to learn about and be prepared for the curriculum.
- Terri-Lynn joined Dan Ferguson (field service manager for Alberta Education) on a tour of three nutrition program sites in the division before Christmas. He visited Warner, Milk River Elementary and Erle Rivers High School. The students from Milk River Elementary gave Dan and Terri-Lynn a tour of the school and explained how they run the supplemental snack programs in the school.
- Senior admin and directors attended the CASS Zone 6 meetings in Lethbridge on November 29 and 30.
- Since the last board meeting, Amber has had a number of meetings with school principals to extend support in areas like the essential conditions for implementing change, innovative classroom technologies, social-emotional learning programs, and instructional supervision.
- Also on her school visits, Amber has been meeting with individual teachers to gain their insight and feedback on how we are approaching improving instruction and implementing the new curriculum as a division. This feedback will guide future strategy and key communication.
- Benita Peters, Horizon's Low German Mennonite Consultant, has been working with local partners to expand and promote services to children, youth and families. As part of this work, Horizon has provided a letter of support for a grant proposal Family and Community Support Services (FCSS) has submitted called "Halp fe Frues" (Help for Women) for women facing domestic violence. She

has also presented to the staff at Safe Haven Women's Shelter on cultural awareness of LGM children and mothers.

- Angela Miller and Terri-Lynn met with Stephanie Wierl from Alberta Health Services to discuss the monthly school themes that are being shared with Health Champions, Family School Liason, Child Youth Care Workers, and Family Connections to focus on Comprehensive School Health. Decembers theme was Gratitude, and this months theme is Learn Something New. Themes were chosen by the complete team above in November when we met. Below is the remaining themes plus the two discussed:

Month	Dimension of Wellness	Topic/Theme
December	Spiritual	Gratitude
January	Intellectual	Learn Something New
February	Emotional/Psychological	Self-Care
March	Occupational	Work/Life Balance
April	Environmental	Power of Getting Outdoors
May	Physical	Let's Get Moving
June	Social	Taking a Break from Technology

Extra information:

- Terri-Lynn held a board game day for all the international students in our school division and their homestay families. Many families and students commented on their enjoyment of the day and the gratitude of being able to get together and meet one another.
- International Education students will be going on a ski trip to Castle Mountain. This year LT Westlake students and some staff will join us as this is a cost saving on bussing for the school.

Associate Superintendent, Programs and Human Services Report to the Board of Trustees – January 23, 2019

Building Effective Relationships

- Participating in local bargaining process ongoing.
- Career Transitions – Chair of the board.
- Attended Christmas concerts
- Joined the board of the Taber Notagawa Friendship Society to support community youth exchanges with Higashiomi City, Japan
- Participated in meeting with Alberta Education Field Services

Modeling Commitment to Professional Learning

- Attending 2 day Julie Stern Workshop on Concept Based Curriculum with a Horizon teacher
- Attending 2 day workshop to prepare for the National Knowledge Exam to receive CPHR designation.
- Participating in Cognitive Coaching 10-day course over this school year. Hosted by Holy Spirit Roman Catholic School Division
- Attend CASS Professional Learning Events
- Enrolled in Weaving Ways: Indigenous Ways of Knowing in Classrooms and Schools 5 part (8hr) Webinar series.
- Enrolled in 5 part ATA Webinar series, 'Teacher Talks' to develop First Nations, Metis and Inuit Foundational Knowledge with several Horizon teachers

Visionary Leadership

- Supporting committee planning for a Horizon Experiential Week in conjunction with LCC, Mount Royal University, University of Calgary, Livingstone Range, and Palliser School Division in May 2019.
- Attending Skills Exploration Day in Calgary to determine the quality of the opportunity for our students

Leading Learning

- Ongoing support for Principals with staffing concerns.
- Facilitated session for our Indigenous Champions on January 9.
- Looking to facilitate a joint admin session with the Kainai Board of Education as well as a learning day at Kainai with our Indigenous Champions.
- Will be instructing LQS training

Supporting First Nations, Metis and Inuit Education for All Students

- Indigenous Champions –
 - January session focused on Understanding the Social Implications of Indigenous Realities and selecting resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit.

- Blanket Exercise
 - Scheduled Blanket Exercises:
 - MD of Taber Office staff and Council - February 14, 2019
 - ERHS, March 8
 - Colony Teachers, May 30
 - Completed in 11 schools
- Partnership with University of Lethbridge -> First Nations, Metis, Inuit Mentorship Program for high school and middle school students partnered with university students. Began last week.
- Eagle Spirit Nest Community Association (ESNCA).
 - Board of directors comprised of representatives from: The Blood Reserve, Town of Taber, MD of Taber, Horizon, Holy Spirit, Taber Special Needs, Taber Times, Taber Chamber of Commerce, and a Cree elder
 - Awaiting confirmation of our status as a registered society
 - Have begun fundraising

Sustaining Effective Instructional Leadership

- Hosting Horizon Induction Program Sessions this year
- Evaluation Process for Probationary Teachers – 19 this year under evaluation; I am completing 14 evaluations

School Authority Operations and Resources

- Draft 2020-2021 calendar developed. Will be shared online for feedback via a survey
- Powerschool's automated dispatch fully functional and undergoing tweaks
- Developing jurisdiction approach to Indigenous resource purchases and dispersion through heading a working committee.
-

----- Forwarded message -----

From: <alberta.news@gov.ab.ca>

Date: Wed, Nov 28, 2018 at 1:16 PM

Subject: News Release: Bright future for solar power in Alberta schools

To: <wilco.tymensen@horizon.ab.ca>

Bright future for solar power in Alberta schools

November 28, 2018 [Media inquiries](#)

Alberta's newest solar program will help schools across the province cut electricity costs, reduce emissions and expand environmental knowledge.



Minister Phillips, Minister Eggen, MLA Annie McKittrick and MLA Chris Nielsen join students and faculty from Archbishop O'Leary High School to announce a new solar program for schools. The Government of Alberta is investing \$15 million from the Climate Leadership Plan to install more solar panels on schools. The Solar for Schools program provides funding to install rooftop solar panels with rebates of up to \$1.50 per watt on the solar energy generated to offset the school's energy costs.

"I can't think of a better class project than rooftop solar panels. Alberta is as sunny as Rio de Janeiro and the future of solar in this province has never been brighter. Schools have stepped up as enthusiastic partners in our plan to reduce emissions, recognizing that the future will be one where economy goes hand in hand with environment."

Shannon Phillips, Minister of Environment and Parks and Minister responsible for Climate Change

"Across Alberta, students regularly tell me that they want to be leaders in the fight against climate change. Learning about renewables is just one reason we're so supportive of solar energy in schools. This is also about building more efficient schools, so more money goes to the classroom and less goes to utility bills."

David Eggen, Minister of Education

The Solar for Schools program also includes an educational component, so that students and teachers can learn more about climate change and renewable energy technology.

"We have several schools that have expressed interest in solar panels, and this new program will allow us to access funding for solar technology. Not only do solar panels provide costs savings, they provide excellent teaching opportunities for our students on renewable energy and reducing our carbon footprint."

Laura Thibert, board chair, Edmonton Catholic Schools

The Solar for Schools program will be available to public, Catholic, francophone and charter school authorities for schools that have not received Alberta Education's Solar Technology Systems grants.

The Solar for Schools program will be run by the Municipal Climate Change Action Centre, adding to the wide range of existing solar incentives available and helping meet the growing demand from existing schools for solar funding. The solar industry has grown by nearly 500 per cent over the last three years, with installed solar capacity rising from six MW in 2015 to 35 MW in 2018.

"Community schools are the ideal place to model renewable energy generation and energy conservation measures. The Solar for Schools program is an exciting initiative and we applaud the government for taking steps to support energy education at the community level, where all Albertans can benefit. Students can get inspired about the future, and neighbours of all ages can see the technology in action – learning about energy systems and the role each one of us plays in making our communities more sustainable for future generations."

Susan Petrina, chair, Solar Society of Alberta

The Municipal Climate Change Action Centre, a partnership between the Government of Alberta, the Alberta Urban Municipalities Association and the Rural Municipalities of Alberta, is responsible for funding, technical assistance and education to Alberta municipalities in addressing climate change, and will administer the Solar for Schools program.

"We are pleased to help grow clean energy in Alberta schools. In addition to offsetting operational costs, solar installations can be used as living labs by integrating new technology into the curriculum. Schools can also help raise awareness and participation in clean energy solutions in their local community."

Trina Innes, director, Municipal Climate Change Action Centre

Increasing the amount of solar energy generated by schools supports Alberta's target of 30 per cent renewable electricity by 2030 by helping Alberta transition to an electricity system that is cleaner, reliable and more sustainable. School authorities will be able to apply for grants as of Nov. 28 on the Municipal Climate Change Action Centre's website.

Quick facts

- The Government of Alberta has funded solar installations at 83 schools – new schools, replacement schools and school modernizations – across the province since 2015.
- Decisions to install solar energy systems are made by schools and school authorities.
- Energy Efficiency Alberta's Business Energy Solutions Program has also supported 84 schools with energy upgrades and retrofits, providing more than \$800,000 in rebates.

Related information

- [Solar for Schools Program](#)
- [Municipal Climate Change Action Centre](#)

Related information

- [Listen to the news conference](#)



ALBERTA
INFRASTRUCTURE

*Office of the Minister
MLA, Calgary - Northwest*

NOV 26 2018

AR 47157

Ms. Marie Logan
Board Chair
Horizon School Division No. 67
6302 - 56 Street
Taber, AB T1G 1Z9

Dear Ms. Logan:

Thank you for your letter of September 28, 2018, regarding the D.A. Ferguson Middle School modernization project. I appreciate the challenges presented by this ongoing project.

The Alberta government recognizes the importance of education. Our government is committed to ensuring every student receives a high-quality education that enriches their life and prepares them for success. Building and modernizing school facilities is one of the most important investments we can make in our children's future and in the future of our province.

I appreciate the Board of Trustees reaching out to provide your experience and I want you to know that we are continuously working to improve and streamline our delivery processes. As you know there can be many extenuating factors that lead to delays. I understand from the project team that there have been delays in receiving acceptable pricing from the contractor for changes to the work. In order to approve change orders on all construction projects, satisfactory pricing needs to be provided by the contractor. Having change orders reviewed, by the prime consultant and Infrastructure staff, is essential to ensure that there is cost benefit and that all options have been considered.

In response to your other concern, I believe a re-phasing of the interior works of the project occurred after the contract was awarded. This action is what allowed the contractor to take over more of the school than was originally intended, and this was a decision Horizon was involved in and supported.

.../2

I encourage you to work with the project team to explore options for student accommodation in the areas not undergoing renovations, as D.A. Ferguson School was only 60 per cent utilized in 2017/2018 there may be creative ways to utilize the remaining space that could be implemented.

I understand that circumstances will be less than ideal while work is completed, as always the students' well-being is Infrastructures top priority and we will work to provide the best situation possible for them.

I appreciate your comments with respect to the maintenance costs of the boiler systems. In order for the procurement to be in compliance with trade agreements, it is not possible to sole source procurement of labour and equipment in construction contracts. Sole sourcing equipment procurement could lead to a complaint filed by a supplier and/or a tribunal fining the Government of Alberta up to an amount of \$5 million. This cost would be passed on to the jurisdiction to pay; as such, Infrastructure supports the cost benefit analyses that using a fair open procurement outweighs the costs for training of maintenance staff.

In response to your suggestion about providing funding to building envelope upgrades. I thank you for the input. We are working with the Ministry of Education, Environment and Parks, and Industry to look for innovative and cost effective solutions to not only cut greenhouse gas emissions but to also save on energy costs.

I look forward to continuing open communication and cooperation on this project to provide a facility that will foster a quality education program. I appreciate you taking time to raise these matters with me and I look forward to successful completion of the project.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Sandra Jansen', with a stylized flourish at the end.

Sandra Jansen
Minister

----- Forwarded message -----

From: EDC Minister <Education.Minister@gov.ab.ca>

Date: Fri, Dec 14, 2018 at 10:58 AM

Subject: Draft K-4 Curriculum Approved for Field Testing

Today I signed off on our draft Kindergarten to Grade 4 (K–4) curriculum for field testing. This is a significant milestone for education in Alberta, and it helps us to fulfill our promise to develop and deliver a modernized K–4 provincial curriculum in a timely manner. I am proud to be working with the Alberta Teachers' Association and with trustees, school and system leaders, school councils and other education stakeholders on this important work.

The curriculum implementation working group and advisory committee have begun to meet and will continue their work in 2019. In the first few months of 2019, Alberta Education will be focused on working with all of our education partners to make the necessary preparations to inform all aspects of implementation including research and data gathering, resource development, professional development and finalizing plans for field testing for the 2019-2020 school year.

Field testing future curriculum is an important part of our development process because it helps to ensure that what looks good on paper also makes sense in the classroom. Through field testing, educators will be able to provide feedback on the strengths and gaps of the draft K–4 curriculum. This work is essential as we further refine the draft curriculum and move to approve curriculum for provincial implementation.

We are working with the Alberta Teachers' Association and with our implementation working group and advisory committee to determine what field testing and implementation of Alberta's new curriculum will look like. I can assure you that field testing will occur in settings that reflect the diversity of Alberta's students and classroom contexts, and that plans for field testing will be informed by research and by the perspectives of teachers, school and system leaders, trustees, school councils, and Albertans. More specific details on what field testing will look like will be shared in 2019. Our implementation plan is founded on the understanding that we will implement curriculum when teachers are prepared, when school authorities are ready, and when we know we have the right curriculum.

I want to thank you for your input into this work. We are developing a curriculum that will prepare all students to build a bright future for themselves and for the province as a whole. Your insights, input, and hard work have been instrumental to the success of this work so far, and I look forward to that work continuing as we prepare for field testing and implementation of the new curriculum.

To view the most recent drafts of the K–4 curriculum, please visit the links below.

- [Summary overview of draft Kindergarten to Grade 4 curriculum](#)
 - o Shifts between current curriculum and future curriculum
- [Copies of the draft Kindergarten to Grade 4 curriculum as of December 2018](#)
- [Curriculum timeline tool](#)
- [New LearnAlberta.ca](#)

Thank you,

David Eggen

Minister of Education

Milk River looks to enhance gym

BY KUHL, NICK ON DECEMBER 22, 2018.
Heather Cameron

Southern Alberta Newspaper – Milk River

The Milk River Community School Enhancement Committee is looking at creating a gymnasium enhancement project.

"The Milk River Community School Enhancement Committee was created on the heels of the announcement from Horizon School Division that their number one priority project was to amalgamate Erle Rivers High School and Milk River Elementary School on the site of the current elementary school," said Mandy Court, chairperson of the Milk River Community School Enhancement Committee.

After participating in a value management session in December 2017, Court said the schools realized how much they were at risk of losing if a "right-sized school" was implemented into the community by the Government of Alberta.

"One of those things would be the size of our gymnasium," Court said. "Because of our school enrolment numbers, the Government of Alberta only allots a regulation-sized gymnasium that is just big enough to play basketball, but not big enough to seat spectators. This is not acceptable in our community. We like our sports, we like to cheer on our teams and we want plenty of space to do so."

Court said with research gained through the value management session and reviewing details of the government's spending plan for new schools and renovated schools, it was determined that in order to build a larger gym, the community would need to raise an additional \$500,000 to add the extra square footage to what the province would provide, should the project be approved at the next budget release. >

"With limited time between the future approval of this proposed amalgamated school by the Government of Alberta and the actual build date, we felt we needed to begin the fundraising process now," Court said.

"We did this so that when the project is approved, we will already have some funds in the bank to use to apply for grants to help reach our financial goals, and ultimately be in a position to provide the very best for our students and the 'right-sized' school according to our community needs and not just according to what the Government of Alberta says is the 'right size' for our small community."

Court says the committee is in the early stages of their fundraising for the gymnasium project after setting aside a surplus of \$9,000 from the \$300,000 that was raised for a new playground at Milk River Elementary School. Funds were also successfully raised through concession sales at a local Christmas Craft Fair.

"Our great desire is that all of our community will feel as passionate about this project as our committee does and throw their support behind us, just as they did when we were working to raise funds for a new playground," Court said.

The next fundraising event, Court says, will be the Pasta with a Purpose dinner at 5 p.m. on Jan. 30, that features both silent and live auctions to be held at the Milk River Civic Centre.

"Our community is amazing and can accomplish amazing things. Now is the time to use those amazing skills to help create the potential for the Proposed Amalgamated School to be everything that we want it to be, and everything our youth deserve it to be," Court said.

Historic school build makes significant progress

January 09, 2019 [Media inquiries](#)

Thousands of students are now learning in new or modernized schools across Alberta as part of the largest infrastructure build in the province's history.



Minister Eggen and Health Minister Sarah Hoffman, along with Michelle Draper and Edmonton School Board staff, tour construction at Ross Sheppard High School.

Since May 2015, the provincial government has funded 244 school projects. So far, 169 are complete with 12 more expected to be finished by June 2019. Combined, all of the projects will have created or modernized about 126,000 student spaces.

"Today's students will lead Alberta to its future prosperity. We owe it to them and their families to ensure they are learning in good schools. That's why our government is keeping our promises when it comes to investing in school construction. With these historic investments, we will continue to ensure these schools are staffed with teachers and support staff and have stable, predictable funding."

David Eggen, Minister of Education

"We are thankful to government for funding many of our infrastructure requests. Having safe, comfortable, warm learning environments for our students makes a tremendous difference. Our needs continue to be great across the city, especially at the high school level, and we look forward to continuing to work with government."

Michelle Draper, chair, Edmonton Public School Board

Quick facts

- During the 2018-19 school year, 37 school projects opened or will open.

- The 15 new schools, seven replacement schools, 12 modernizations and three additions will provide up to 32,000 new and modernized learning spaces for students.
- Twenty-five of the 37 school projects are complete:

Municipality	Type	Project
Ardrossan	Replacement	Ardrossan Elementary
Ashmont	Replacement	Ashmont Elementary and Secondary Replacement School
Athabasca	Replacement	Edwin Parr Composite Community School
Calgary	New	All Saints High School
Calgary	New	Sherwood New K-9 School
Calgary	New	Mahogany New Elementary
Calgary	New	SE/Seton New High School
Calgary	Modernization	Lord Beaverbrook High School
Calgary	Modernization	James Fowler High School
Edmonton	Modernization	Caernarvon School - Modernization
Fort McMurray	Modernization	Fort McMurray Composite High School (2)
Fort Saskatchewan	New	Saint André Bessette Catholic School
Grande Prairie	New	St. John Paul II Junior-Senior Catholic High School
County of Grande Prairie	New	Whispering Ridge Community School
Lethbridge	New	West Lethbridge Middle School
Magrath	Modernization	Magrath Junior/Senior High School

Medicine Hat	New	South New Elementary School
Okotoks	Modernization	Foothills Composite High School
Peace River	Addition	Glenmary School and CTS Lab Addition
Sherwood Park	New	New K to 6 School - Sherwood Park (Davidson Creek)
Spruce Grove	New	Copperhaven School
St. Albert	Modernization	St. Albert Catholic High School
St. Albert	New	Sister Alphonse Academy
Strathmore	New	Strathmore K-9 School
Taber	Modernization	St. Patrick School

Background on Edmonton Public Schools projects

- Originally built in the 1950s, Ross Sheppard High School is one of Edmonton's largest schools. This modernization project includes an expansion that will add a new gymnasium, fitness facility and drama theatre. The modernization will also raise the total square metres of the school from 20,520 to 23,937.
- Since May 2015, the Government of Alberta has funded 244 school projects, including the following nine Edmonton Public Schools projects, budgeted for about \$300 million.
- EPS new schools:
 - Soraya Hafez School (McConachie) Grades K-6
 - 650 student spaces
 - Opening date to be determined
 - Thelma Chalifoux School (Larkspur) Grades 7-9
 - 900 student spaces
 - Opening date to be determined
 - Dr. Anne Anderson High School (Heritage Valley) Grades 10-12
 - 1,800 student spaces
 - Opening date to be determined
- EPS replacement schools:
 - Ivor Dent (Rundle Heights) Grades K-9
 - 650 student spaces

- Opened September 2017
- Mill Creek School (Mill Creek) Grades K-6
 - 350 student spaces
 - Opening January 2019
- EPS school modernizations:
 - Alberta School for the Deaf
 - 170 student spaces
 - September 2019 completion
 - Ross Sheppard High School
 - 2,460 student spaces
 - September 2019 completion
 - Caernarvon School
 - 420 student spaces
 - Completed November 2018
 - Highlands School (Highlands) Grades K-9
 - 800 student spaces
 - Completion date to be determined

In Budget 2018, two more projects were approved for Edmonton Public Schools. Both projects are currently in the planning stage: a replacement for Westlawn School and a new K-9 school for Heritage Valley Chappelle East.

An den anderen Arbeitstagen sind wir jeweils von 9.00 Uhr bis 5.30 Uhr geöffnet.

Der Laden bleibt an folgenden Tagen geschlossen: 24. bis 26. Dezember



zusammen besuchten wir viele dieser Kolonien zwischen Kanada und Argentinien. Wir genossen

Fortsetzung auf Seite 4

Andreas Harms (links), Eduard Thun (mitte) und Klaus Krieger genießen den Ritt in den Bergen Ecuadors.



Wie man Einwanderern zu helfen versucht

Kennet Giesbrecht

Taber, Alberta (Kanada) - Verschiedene Regierungsabteilungen von Alberta setzen alles Mögliche dran, um Neueinwanderern das Einleben zu erleichtern. Man versucht die Kulturen der Einwanderer zu respektieren und ihnen in verschiedenen Lebensbereichen zu helfen.

Siehe „Einwanderern helfen“ auf Seite 4

Diese vier Personen waren Teil eines Gesprächs zwischen Angestellten der Regierung von Alberta und Angestellten vom MCC (Mennonite Central Committee). Von links sind es: Tina Fielding, Howard Kehler, Trudy Dyck und Dan Doerksen. Tina und Trudy arbeiten beide für das Gesundheitswesen von Alberta, Howard ist Polizist von der Taber-Polizei-Abteilung und Dan Doerksen arbeitet für das Schulwesen. Foto: DMP

From Die Mennonitische Post, November 16, page 1 and page 4...

How Immigrants are being helped (by Kennert Giesbrecht)

Taber, Alberta, Canada — Various branches of the Alberta government are doing all they can to make the process of immigration easier for new immigrants. They try to help in various aspects of life in such a way as to respect the culture of the immigrants. (More on page 4)

Photo caption: These four people were part of a conversation between Alberta government workers and MCC personnel. From left: Tina Fielding, Howard Kehler, Trudy Dyck, and Dan Doerksen. Tina and Trudy work for the Health Department of Alberta, Howard is a member of the Taber police force, and Dan Doerksen works in the school system.

Article continued on page 4:

This concern can be heard from law enforcement personnel, workers in health care and education, as well as other service areas.

In September, I was privileged to take part in a meeting in Alberta, at which we as MCC personnel were informed about how various branches of government work to adapt their approach to respond to the concerns and expectations of Mennonite migrants.

We met personally with a member of the police force; we heard representatives from health care talk enthusiastically about their work with Mennonites; representatives from education were present and talked about how they work to accommodate the Low German speaking migrants, etc.

Trudy Dyck and Tina Fielding have worked in health care for a number of years. Both have deep roots in the Mennonite world and speak Low German fluently. Both were born in Mexico, and moved to Canada as young children. They deliver a variety of health care services focused specifically on the group identified as 'Low German Mennonites'.

They convene regular evening presentations in which they inform this population about various topics. As Ms Dyck explained, many immigrants come to Canada with little knowledge about how to conduct themselves here, and how life is lived here. *"Many don't know the rules and laws about transporting children in vehicles; others don't know how to access a doctor's care, and generally speaking they have little or no English. In all such situations, we try to help,"* explains Dyck. They accompany people and help with translation, they offer various instructional workshops in which they inform mothers about important things for them to know about life in Canada, etc.

To name just a few examples: they lead courses in which they demonstrate and teach mothers about nutritious meal preparation, how important farm safety is, how to help children learn good care of teeth, how important certain vaccinations are, etc. In addition, they offer information about how to access English language courses. This is very important, since the majority of

Canada is English-speaking, and it is so important for newcomers to learn this language as soon as possible.

Many Mennonites who come to Canada have limited general knowledge of the world, and also make little effort to become better informed. And it is exactly for this situation that the Alberta government has appointed people like Dyck and Fielding.

Howard Kehler is a police officer in Taber. Though he doesn't speak Low German, he is generally designated 'the Mennonite cop' by Low German Mennonite youth. That probably has something to do with his name. He grew up in Manitoba and is very familiar with Low German Mennonite life. As he explained, the police department is very concerned about good relationships within the community, and this includes also the many Mennonites in southern Alberta. *"Among some people in southern Alberta, the Mennonites have a bit of a bad reputation. People say that all Mennonites are drug smugglers. But this is not true; it is only a small fraction of these immigrants that have anything to do with the drug business. We try to dismantle these stereotypes. We want to help Mennonites to live a good and productive life in their new home,"* said Kehler. He explains also that many Mennonites have little knowledge about the laws in their new homeland. They don't know 'how things are done here'. *"In one situation, I stopped a family on the road. I saw immediately that there were too many children in the vehicle, and that not all were in seatbelts. I spoke to the father about this, but we had difficulty communicating because he had very little English. I asked for his vehicle documents. He gave them to me cautiously, but not before he had inserted a 20 dollar bill. He wanted to bribe me. I took out the bill, gave it back to him, and warned him never to do that again in Canada. The next time he tried that he would end up in serious difficulty,"* Kehler reported. In this way they try to help the new immigrants to understand what expectations in Canada are. Many bring habits and ways of doing things with them from their old home which are not acceptable in Canada. And that is where we have work to do, Kehler says.

As a police department, they try to build a positive relationship with Mennonites. Often they will seek out areas like parking lots where numbers of young people gather, and simply talk with the young people. For a period of time they met regularly with Mennonite church and community leaders, simply to gain a better understanding of how they think and how they live. *"These conversations went quite well for a period of time. But then there were tensions between members of the different Mennonite denominations, and the meetings fell away. There we learned that, though they are all called Mennonites, they often see and do things quite differently,"* explains Kehler.

In recent years, the Taber Police Department has also tried to regularly hire Low German speaking Mennonite youth to help with translation and other things. This is a further step in the direction of building a positive relationship with the Mennonite population in the area.

In summary, as someone observing from the outside, one can only marvel at how much the Alberta government is doing to make life easier for immigrants (and particularly also those of Mennonite background). Maybe these immigrants don't realize it, but when one sees how people like these are appointed and paid by the government to work specifically for and with this community, the only response should be appreciation, gratitude and praise.