

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

**Regular Board Meeting Agenda  
Wednesday, February 23<sup>rd</sup>, 2019 – 1:00 p.m.**

**1:00 – Presentation – Benita Peters (Low German Mennonite Consultant)**

**2:00 - Financial Update – Jason Miller (Director of Finance)**

**A – Action Items**

<p>A.1 Agenda A.2 Minutes of Regular Board Meeting held Wednesday, January 23<sup>rd</sup>, 2019 A.3 February 2019 Payment of Accounts Summary A.4 Second and Final Reading: Policy IFCI Threat Assessment A.5 Delete: Policy IFCL Weapons in Schools A.6 Delete: Policy IFCL School Violence A.7 Transfer funds to Capital Projects</p>	<p><b>ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4 ENCLOSURE 5</b></p>
--	---

**D – Discussion Items**

<p>D.1 Education Week D.2 Accumulated Operating Surplus</p>	
---	--

**I - Information Items**

<p>I.1 Superintendent’s Report – Wilco Tymensen <ul style="list-style-type: none"> <li>• ASCA 2019 resolutions</li> </ul> I.2 Trustee/Committee Reports <ul style="list-style-type: none"> <li>• I.2.1 Zone 6 ASBA Report – Marie Logan</li> <li>• I.2.2 February Facilities Committee Report – Bruce Francis</li> <li>• I.2.3 February Administrator’s Meeting Report – Bruce Francis</li> </ul> I.3 Associate Superintendent of Finance and Operations Report – Phil Johansen  I.4 Associate Superintendent of Learner Services Report – Amber Darroch <ul style="list-style-type: none"> <li>• LGM consultant presentation</li> </ul> I.5 Associate Superintendent of Programs and Human Services Report – Anita Richardson  I.6 190123 Board response to ASBA questions</p>	<p><b>ENCLOSURE 7 ENCLOSURE 8</b></p> <p><b>ENCLOSURE 9 ENCLOSURE 10</b></p>
---	--

**C-Correspondence**

<p>C.1 <a href="#">Do numbers tell the whole story?</a>  C.2 News Release: Youth shaping education system: Minister Eggen  C.3 Vauxhall Advance – January 31, 2019  C.4 Action on Smoking and Health – nomination letter  C.5 Supporting Students with Type 1 Diabetes  C.6 News Release: Building for Alberta’s Future  C.7 Edmonton Journal – Seclusion Rooms  C.8 <a href="#">Minister Planning on banning seclusion rooms</a>  C.9 <a href="#">UPC leader Jason Kenney pledges to repeal farm bill, stop curriculum review</a>  C.10 <a href="#">UPC leader Kenney pledges education revamp if elected in Alberta</a></p>	<p><b>ENCLOSURE 11</b></p>
---	----------------------------

C.11 Taber Times – Horizon does some housekeeping with various policies in 2019

C.12 [St. Albert Gazette – Someone needs to do more homework on the new curriculum](#)

### Dates to Remember

- |   |
|---|
| • March 3 – 5 – Rural Education Symposium (Edmonton)                                    |
| • March 7 – APEX Youth Awards Banquet   |
| • March 14-15 – Administrator’s Symposium (Waterton)                                    |
| • March 25 – Board School Tours – ATL, Chamberlain, Evergreen, Midland, Barnwell School |
| • March 26 – Policy Committee Meeting   |
| • March 27 – Board Meeting  |
| • March 29-30 – Google Summit   |
| • April 4 - Mediation   |
| • April 9 – Administrator’s Meeting – Marie Logan attending                             |
| • April 18 – Board Meeting  |
| • April 19 – Good Friday  |
| • April 22 – Easter Monday  |
| • April 26 – 28 – Alberta School Councils AGM - Edmonton                                |
| • April 30 – COSC Meeting   |
| • May 6 – Board School Tours – Fairlane, Prairiehome, Delco, Oaklane, Hillridge         |
| • May 9 – Resiliency Celebration  |
| • May 15 – ASBA Zone 6 Meeting (Horizon hosting)  |
| • May 15 – Edwin Parr Awards Banquet  |
| • May 23 – Spark Fair   |

# 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](http://www.horizon.ab.ca)

The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Wednesday, January 23<sup>rd</sup>, 2019 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  
Anita Richardson, Associate Superintendent of Programs and Human Services  
Cole Parkinson, Taber Times  
Sheila Laqua, Recording Secretary

## ACTION ITEMS

- |     |   |   |
|-----|---|---|
| A.1 | Moved by Blair Lowry that the Board approve the agenda with the following addition:<br>A.14 – Capital Plan<br>I.4 – APEX Awards<br><p style="text-align: right;">Carried Unanimously</p>  | AGENDA<br>APPROVED<br>144/19                        |
| A.2 | Moved by Derek Baron that the Board approve the <a href="#">Minutes of the Regular Board Meeting, held Wednesday, November 28<sup>th</sup>, 2018</a> as provided by Enclosure 1 of the agenda.<br><p style="text-align: right;">Carried Unanimously</p> | BOARD MEETING<br>MINUTES APPROVED<br>145/19         |
| A.3 | Moved by Jennifer Crowson that the Board approve the <a href="#">January 2019 Payment of Accounts</a> in the amount of \$6,448,728.37 was provided in Enclosure 3 of the Agenda.<br><p style="text-align: right;">Carried Unanimously</p>               | PAYMENT OF ACCOUNT<br>APPROVED<br>146/19            |
| A.4 | Move by Bruce Francis that the Board approve the second reading of Policy IFCH – Illicit Substances as provided by Enclosure #3 of the agenda.<br><p style="text-align: right;">Carried Unanimously</p>   | SECOND READING OF<br>POLICY IFCH APPROVED<br>147/19 |
|     | Move by Derek Baron that the Board approve the third and final reading of <a href="#">Policy IFCH – Illicit Substances</a> as provided by Enclosure #3 of the agenda.<br><p style="text-align: right;">Carried Unanimously</p>                          | FINAL READING OF<br>POLICY IFCH APPROVED<br>148/19  |
| A.5 | Move by Bruce Francis that the Board approve the second reading of Policy FCB – Facilities Capital Planning as provided by Enclosure #4 of the agenda.<br><p style="text-align: right;">Carried Unanimously</p>   | SECOND READING OF<br>POLICY FCB APPROVED<br>149/19  |
|     | Move by Blair Lowry that the Board approve the third and final reading of <a href="#">Policy FCB – Facilities Capital Planning</a> as provided by Enclosure #4 of the agenda.<br><p style="text-align: right;">Carried Unanimously</p>                  | FINAL READING OF<br>POLICY FCB APPROVED<br>150/19   |
| A.6 | Move by Jennifer Crowson that the Board approve the second reading of Policy FEA – Custodial Services as provided by Enclosure #5 of the agenda.<br><p style="text-align: right;">Carried Unanimously</p>   | SECOND READING OF<br>POLICY FEA APPROVED<br>151/19  |

- Move by Christa Runka that the Board approve the third and final reading of [Policy FEA – Custodial Services](#) as provided by Enclosure #5 of the agenda.  
Carried Unanimously  
FINAL READING OF  
POLICY FEA APPROVED  
152/19
- A.7 Move by Derek Baron that the Board approve the second reading of Policy FF – Naming Spaces and Programs as provided by Enclosure #6 of the agenda.  
Carried Unanimously  
SECOND READING OF  
POLICY FF APPROVED  
153/19
- Move by Rick Anderson that the Board approve the third and final reading of [Policy FF – Naming Spaces and Programs](#) as provided by Enclosure #6 of the agenda.  
Carried Unanimously  
FINAL READING OF  
POLICY FF APPROVED  
154/19
- A.8 Move by Blair Lowry that the Board approve the second reading of Policy GAA – Employee Code of Conduct as provided by Enclosure #7 of the agenda.  
Carried Unanimously  
SECOND READING OF  
POLICY GAA APPROVED  
155/19
- Move by Christa Runka that the Board approve the third and final reading of [Policy GAA – Employee Code of Conduct](#) as provided by Enclosure #7 of the agenda  
Carried Unanimously  
FINAL READING OF  
POLICY GAA APPROVED  
156/19
- A.9 Move by Bruce Francis that the Board approve the second reading of Policy GDN – Support Staff Evaluations provided by via email.  
Carried Unanimously  
SECOND READING OF  
POLICY GDN APPROVED  
157/19
- Move Derek Baron that the Board approve the third and final reading of [Policy GDN – Support Staff Evaluations](#) provided by via email.  
Carried Unanimously  
FINAL READING OF  
POLICY IGDN APPROVED  
158/19
- A.10 Move by Rick Anderson that the Board approve the second reading of Policy HGBG – Home Education as provided by Enclosure #8 of the agenda.  
Carried Unanimously  
SECOND READING OF  
POLICY HGBG  
APPROVED  
159/19
- Move by Jennifer Crowson that the Board approve the third and final reading of [Policy HGBG – Home Education](#) as provided by Enclosure #8 of the agenda.  
Carried Unanimously  
FINAL READING OF  
POLICY HGBG  
APPROVED  
160/19
- A.11 Moved by Blair Lowry that the Board delete [Policy GBK – Tobacco](#) as provided by Enclosure #9 of the agenda.  
Carried Unanimously  
DELETE POLICY GBK  
APPROVED  
161/19
- A.12 Moved by Bruce Francis that the Board delete [Policy IHCD – Medication to Students/Medical Conditions](#) as provided by Enclosure #10 of the agenda.  
Carried Unanimously  
DELETE POLICY IHCD  
APPROVED  
162/19
- A.13 Moved by Christa Runka that the Board delete [Policy GCAG – Teacher Responsibility](#) as provided by Enclosure #11 of the agenda.  
Carried Unanimously  
DELETE POLICY GCAB  
APPROVED  
163/19
- A.14 Moved by Bruce Francis that the Board accept the accept the [2018-2021 Three-Year Capital Plan](#).  
APPROVE 2018-2021  
THREE YEAR PLAN  
164/19

## DISCUSSION ITEMS

### D.1 Spring Board Tours

The Horizon School Division Board of Trustees, along with Sr. Administration, will be visiting the following schools:

March 25 – ATL, Chamberlain, Barnwell School, Evergreen & Midland Colony

May 6 – Delco, Fairlane, Hillridge, Oaklane & Prairiehome

### D.2 PSBA Membership

The Board discussed Public School Board Association membership but voted not to join at this time

### D.3 ASBA Questions

At the ASBA 2018 Fall General Meeting, School Boards were asked to respond to the following questions:

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?
  - Address local context via staffing decisions
  - Address local context via facility decisions
  - Address local context via budgetary decisions
  - Policy development
  - Three-year plan priorities and strategies
  - Public board meetings with media present
  - Access to community groups and community members to get the community pulse and personal connection when issues arise
  - Provide reports to school councils and provide newspaper articles
  - Town hall meetings (opportunity for face to face dialogue and genuine listening)
2. What are some strategies your board is preparing or currently using to build awareness about the work of your board?
  - Three-year plan and Annual Education Results Report
  - School councils and council of school councils
  - Board minutes
  - Monthly board highlights shared publically
  - Social media and website presence
  - Board representation on committees
  - Board attendance at administrator meetings
  - Town hall meetings/forums
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?
  - Include a minister's panel into the ASBA Fall AGM (Why do MLAs show up for ATA conferences?)
  - Get more ministers present during the ASBA fall AGM (Why do MLAs show up for the municipal government conference that occurs right around the same time?)
  - Opportunity to ask Minister questions at ASBA fall AGM
  - Communicate with GOA as a united voice representing Education
  - Gather and share best practices
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?"
  - Current bargaining model is broken; province is giving away conditions of practice (e.g. 907hrs) that would never have been given by local boards. Lost off ability to bargain salary means other items remain on the table.
  - Advocate return of board autonomy as has been eroded. E.g.
    - o Bargaining
    - o Policy approval
    - o Superintendent contracts and salary
    - o AI managed modernizations as opposed to board managed
    - o School fees

- Perhaps advocacy should not wait until after the election. Perhaps now is the time to act. ASBA could be bringing educational concerns forward as the election approaches. Support in setting up candidate forums, gathering candidate educational platforms and positions would inform voters.

#### **D.4 APEX Youth Awards**

The annual APEX Youth Awards will be held on Thursday, March 7<sup>th</sup>. Board Chair, Marie Logan along with Bruce Francis, Vice-Chair, Trustees, Blair Lowry and Rick Anderson and Wilco Tymensen, Superintendent, will be attending this event.

### **INFORMATION ITEMS**

#### **I.1 Superintendent's Report**

Wilco Tymensen, Superintendent, shared the following January 2019 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 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

## **I.2 Trustee/Committee Reports**

### **I.2.1 Zone 6 ASBA Report**

Marie Logan shared the following update with the Board:

- An information on Cannabis will be held in Lethbridge on Thursday, January 24<sup>th</sup>, 2019
- There will be no Zone 6 ASBA meeting in February

### **I.2.2 Facilities Report**

Bruce Francis, Facilities Committee Chair, provided a report to the Board on the work undertaken for the month of January 2019:

- The Alberta Infrastructure managed, D.A Ferguson/W.R. Myers modernization is progressing but is behind schedule
- Projects over the Christmas break included work at Lomond, Hays and Vauxhall Elementary Schools
- Fire inspections are in progress

### **I.2.3 Administrator's Meeting Report**

Blair Lowry provided the following December 2018 Administrator's Meeting update to the Board. Topics discussed included:

- System Leadership Succession Planning
- Exploring Strategies for Leadership Quality Standard (LQS) Credentials
- Automated Call Our System
- Early Learning Registration
- Bussing for School Activities
- Courier Service
- Budget Sharing with School Councils

### **I.2.4 Administrator's Meeting Report**

Derek Baron provided the following January 2019 Administrator's Meeting update to the Board. Topics discussed included:

- New Curriculum Implementation (2019-2020)
- Furniture and Equipment Fund
- Grant Advance
- Draft 2020 – 2021 Calendar
- Lisa Todd, Franklin-Covey Representative presented "Leader in Me", based on the Seven Habits and programming available for schools

## **I.3 Associate Superintendent of Finance and Operations Report**

Phil Johansen provided a January 2019 update to the Board:

- Statement of Final costs for Warner is complete
- Grant Advance – 1-year access to companies across Canada that provide grants
- Courier Service - service is running twice a month
- Second Round of OHS reports have been submitted
- Working on the Spring Budget model

## **I.4 Associate Superintendent of Learner Services Report**

Amber Darroch, Associate Superintendent of Learner Services, shared the following January 2019 update with the Board:

Learner Services lead team members:

Amber Darroch, Associate Superintendent

Terri-Lynn Duncan, Director of Learning (Curriculum & Instruction)



#### KEY ACTION AREA #1:

#### Strong core instruction that develops student competencies

- A book study with curriculum leads, led 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 caliber 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.

### I.5 Associate Superintendent of Programs and Human Services Report

Anita Richardson, Associate Superintendent of Programs and Human Services shared the following January 2019 report with the Board:

#### **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 LOS 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.

#### **Correspondence**

No Discussion items came forward from the Correspondence as provided by Enclosure #16 of the agenda.

#### **COMMITTEE ITEMS**

Moved by Jennifer Crowson that the Board meet in Committee.

Carried Unanimously

COMMITTEE

141/19

Moved by Derek Baron that the meeting reconvene.

Carried Unanimously

RECONVENE  
142/19

Moved by Rick Anderson that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED  
143/19

---

Marie Logan, Chair

---

Sheila Laqua, Executive Secretary

**PAYMENT OF ACCOUNTS REPORT**

**Board Meeting February 27, 2019**

<b>General</b>	<b>January 22/19</b>		<b>180616.01</b>
<b>U.S.</b>	<b>January 25/19</b>		<b>532.50</b>
<b>General</b>	<b>January 28/19</b>		<b>1285379.12</b>
<b>General</b>	<b>January 29/19</b>		<b>80557.04</b>
<b>General</b>	<b>February 5/19</b>		<b>94498.54</b>
<b>U.S.</b>	<b>February 7/19</b>		<b>39.03</b>
<b>General</b>	<b>February 12/19</b>		<b>116,772.06</b>
<b>"A" Payroll</b>	<b>January 2019</b>	<b>Teachers</b>	<b>1,697,402.82</b>
	<b>January 2019</b>	<b>Support</b>	<b>533,097.76</b>
<b>"B" Payroll</b>	<b>January 2019</b>	<b>Casual</b>	<b>12,442.65</b>
	<b>January 2019</b>	<b>Subs</b>	<b>66,967.19</b>
<b>Total Accounts</b>			<b>2,426,682.48</b>
<b>Board Chair</b>	_____		
<b>PJ:dd</b>			
<b>February 13, 2019</b>			

<b>Horizon School Division January 2019 U.S. Accounts</b>
---

	<b>U.S. Funds</b>	<b>Canadian Fun</b>
--	-------------------	---------------------

	<b>U.S. Funds</b>	<b>Canadian Fun</b>
--	-------------------	---------------------

<b>SAGE Publishing</b>	<b>394.12</b>	<b>532.50</b>
------------------------	---------------	---------------

<b>SAGE Publishing</b>	<b>394.12</b>	<b>532.50</b>
------------------------	---------------	---------------

<b>SAGE Publishing</b>	<b>394.12</b>	<b>532.50</b>
------------------------	---------------	---------------

<b>Total U.S. Accounts</b>	<b>394.12</b>	<b>532.50</b>
----------------------------	---------------	---------------

<b>Total U.S. Accounts</b>	<b>394.12</b>	<b>532.50</b>
----------------------------	---------------	---------------

<b>Total U.S. Accounts</b>	<b>394.12</b>	<b>532.50</b>
----------------------------	---------------	---------------

JM:dd

January 25, 2019

<b>Horizon School Division February 2019 U.S. Accounts</b>
--

	<b>U.S. Funds</b>	<b>Canadian Fun</b>
--	-------------------	---------------------

	<b>U.S. Funds</b>	<b>Canadian Fun</b>
--	-------------------	---------------------

<b>Teachers Pay Teachers</b>	<b>28.99</b>	<b>39.03</b>
------------------------------	--------------	--------------

<b>Teachers Pay Teachers</b>	<b>28.99</b>	<b>39.03</b>
------------------------------	--------------	--------------

<b>Teachers Pay Teachers</b>	<b>28.99</b>	<b>39.03</b>
------------------------------	--------------	--------------

<b>Total U.S. Accounts</b>	<b>28.99</b>	<b>39.03</b>
----------------------------	--------------	--------------

<b>Total U.S. Accounts</b>	<b>28.99</b>	<b>39.03</b>
----------------------------	--------------	--------------

<b>Total U.S. Accounts</b>	<b>28.99</b>	<b>39.03</b>
----------------------------	--------------	--------------

JM:dd

February 7, 2019



<b>Policy Code:</b>	IFCI
<b>Policy Title:</b>	Suicide and Threat Assessment Protocols
<b>Cross Reference:</b>	EBCE, IFCH, IFGA, IG, IGAA, IGD, IHF, Emergency Preparedness Procedures
<b>Legal Reference:</b>	Criminal Code, Sec. 25
<b>Adoption Date:</b>	June 19, 2003
<b>Amendment or Re-affirmation Date:</b>	December 8, 2005

---

## **POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION IS COMMITTED TO CREATING AND MAINTAINING AN ENVIRONMENT IN SCHOOLS WHERE STUDENTS, STAFF, PARENTS, AND VISITORS FEEL SAFE. TO THIS END, THE BOARD SHALL ESTABLISH A PROTOCOL FOR RESPONDING TO WEAPONS ON SCHOOL PROPERTY, THREATS, AND HIGH-RISK BEHAVIOURS.

## **DEFINITIONS**

**High-risk behaviors** include, but are not limited to, possession of weapons, bomb threats, and threats to kill or injure others. Threats may be written, verbal, posted on the Internet, or made by gesture. They may be direct, indirect, conditional, or veiled. High risk behaviors are those of students twelve years of age and older who are believed to have contravened Section 264.1 (1) of the Criminal Code of Canada which states that a student “who in any manner, knowingly utters, conveys, or causes any person to receive a threat ...to cause death or bodily harm” has committed an offense.

**Immediate risk situations** are those situations involving high-risk that require immediate police intervention, such as when a student is making a threat and is in possession of a weapon.

**Threat Assessment Team (TAT)** is composed of the Threat Assessment Team Leader (TATL), Clinical Team Leader), the principal, a police officer, Family-School Liaison Counsellor, and may also include the Classroom Support Teacher when involving a student with special needs. A larger TAT may be used in very serious cases and this team is expanded to include physicians, psychologists or psychiatrists, child welfare workers, mental health professionals, or criminal profilers.

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

**Worrisome behaviors** are those that cause concern for members of the school system that may indicate that a student is moving toward a greater risk of violent behavior. This may include drawing pictures, writing stories, or making vague statements that do not, of themselves, constitute “uttering threats” as defined by law but are causing concern for some members of the school community because of their violent content.

## **Policy IFCI – *Threat Assessment Protocol, Cont’d.***

### **GUIDELINES**

1. For detailed information about specific types of critical incidents and the threat assessment protocol, refer to the red Emergency Preparedness Procedures duo-tang and the Horizon School Division No. 67 Handbook for the Prevention and Management of Critical Incidents.
2. Formal training and maintained certification in the Violence and Threat Assessment Protocol is required for the Clinical Team Leader and school principals.
3. Formal training and maintained certification in the Suicide Risk Assessment Protocol is required for those conducting the Suicide Risk Assessment.

### **REGULATIONS**

1. Students, staff, and other individuals (except Police Officers) are forbidden to use, possess, sell, or distribute a weapon or objects which are intended to or may be used to inflict or harm others, on school property, school buses, or at school sponsored activities.
  - 1.1. The Principal may, under exceptional circumstances, permit disabled weapons to be brought into school for instructional purposes.
2. **Reporting**
  - 2.1. Any person having knowledge of high risk behavior or having reasonable grounds to believe there is a potential for high risk behavior shall immediately report the information to the school principal and/or designate.
  - 2.2. The school administrator must then contact the Clinical Team Leader to discuss the nature of the threat.
  - 2.3. No action shall be taken against a person who makes a report unless it is made maliciously or without reasonable grounds.
  - 2.4. In cases where a report is made maliciously, the person shall be dealt with according to school division policy and the law, where applicable.
3. **Fair Notice**
  - 3.1. Prior to any threat assessment protocol being implemented, all students, staff, and parents shall be provided with information about the protocol and procedures so that “fair notice” is given that threat behavior will not be tolerated.
    - 3.1.1. The “fair notice” letter and pamphlet should be sent out by school to all families annually at the start of the year and provided to students new to the jurisdiction who register throughout the year (see attachment A).

## **Policy IFCI – Threat Assessment Protocol, Cont’d.**

- 3.2. The Threat Assessment Team Leader (Clinical Team Leader) shall take the lead to ensure that students, staff, and parents are aware of the protocol and that a consistent message is given regarding the use of the protocol.

### **4. Duty to Respond**

- 4.1. Schools shall respond to all high risk/threat related behaviors
  - 4.1.1. All high-risk behaviors shall be taken seriously and assessed accordingly.

### **5. Immediate Risk Procedures**

- 5.1. The school principal or designate shall contact the police immediately and take steps to ensure the safety of all those in the school by activating established procedures such as school evacuation or school security (lock down).
  - 5.1.1. Staff attempting to remove weapons or taking action against a person possessing a weapon shall exercise due care for their safety as well as the safety of others.
  - 5.1.2. Any weapons confiscated shall be disposed of forthwith as follows:
    - 5.1.2.1. Weapons taken from students or other individuals shall be immediately turned over to the Principal.
    - 5.1.2.2. The Principal is advised to contact the police with respect to the disposition of seized knives, guns, or other weapons.
    - 5.1.2.3. Possession of a weapon may, depending on specific circumstances, be grounds for suspension and/or expulsion.
  - 5.1.3. The student exhibiting the behavior shall be escorted to a safe, supervised area. When this is not possible, the safety of others (staff and students) shall be ensured.
- 5.2. School principal shall notify the TAT leader (Clinical Team Leader), as soon as possible, following initial police contact.
  - 5.2.1. When the student poses imminent risk (i.e. they have a weapon or are physically acting out in a manner that jeopardizes immediate safety in the school) the police shall be responsible to determine, in consultation with the TAT leader, whether to arrest and charge the student under the Criminal Code/Young Offenders ACT or to transport to the Threat Assessment Team Physician for evaluation under the Mental Health Act. The Threat Assessment Team Child Welfare Worker shall be called where the Child Welfare Act may be utilized to obtain a secure treatment order.
- 5.3. The Clinical Team Leader shall keep the Superintendent or designate updated regarding immediate risk incidents.

### **6. Moderate Risk Behaviour**

- 6.1. The TAT leader and the police, if involved, shall determine a course of action.
  - 6.1.1. If there does not appear to be imminent risk the TAT leader shall proceed with an initial risk assessment.

## **Policy IFCI – Threat Assessment Protocol, Cont’d.**

- 6.1.2. If the student is assessed as imminent risk the police shall become involved and action shall proceed as in (5).
- 6.1.3. If the TAT leader assesses the student as moderate risk arrangements shall be made for a comprehensive mental health evaluation by a psychiatrist.
- 6.1.4. To ensure a safe and caring environment for students and staff, the TAT leader, in consultation with the administrator, parents and others as appropriate shall develop a short term plan that may include suspension of the student from school until the mental health evaluation is completed.
  - 6.1.4.1. Results of the mental health evaluation shall need to be released by the parents to the school prior to the student returning.
  - 6.1.4.2. Prior to a return to school the TATL, in consultation with the administrator, parents, and appropriate others shall determine further interventions, if necessary.
  - 6.1.4.3. Conditions for re-admission to school shall be formalized in a contract and that shall be signed by the student, parents, and appropriate school division representatives.

## **7. High Risk Behaviors**

- 7.1. Upon receiving a report of high-risk behavior, the principal or designate shall initiate the protocol for the response of the TAT composed of the principal, clinical team leader, and police in order to assess the high-risk behavior.
  - 7.1.1. The Clinical Team Leader shall keep the Superintendent or designate updated regarding high-risk incidents.
- 7.2. In cases where it is believed a Criminal Code violation has occurred, the police officer assigned to the Threat Assessment Team has the “first call” as to whether or not charges will be laid.
- 7.3. If the police choose not to lay initial charges, the TAT shall continue to conduct a risk assessment and determine follow-up recommendations.
- 7.4. Although there is ongoing collaboration among TAT members, each team member has his/her own “jurisdiction”.
- 7.5. The school principal shall notify the parent(s) of the student making the threat at the earliest opportunity as well as the parents of those students against whom the threat was made.
  - 7.5.1. Parents shall be kept informed of the assessment process.
- 7.6. When information suggests that a student who has displayed high-risk behavior poses a threat, other members of the larger TAT may become involved in the comprehensive assessment phase.
- 7.7. In order to protect others and/or the threat maker, students may be suspended from school by the principal during the assessment period (a suspension may create the necessary context for the high-risk student who is already struggling with suicidal or homicidal ideation. When a suspension occurs a key question beyond “when to suspend” is “where to suspend”. The isolation and disconnection felt by high-risk students during a suspension may be exacerbated if steps are not taken to keep the student connected to healthy supports).

## **Policy IFCI – *Threat Assessment Protocol, Cont’d.***

- 7.8. The TAT (Clinical Team Leader) shall guide the process from initial assessment, to planning interventions to decrease risk, to plans for re-entry to school where a suspension has occurred.
- 7.9. If circumstances warrant and following the completion of necessary assessments, team members may work with the student and their parent(s) to develop a signed agreement to remain in or return to school.

### **8. Duty to Victims and Others**

- 8.1. The TAT leader (Clinical Team Leader) shall ensure that appropriate support is provided to those against whom threats have been made.
- 8.2. Parents shall be informed immediately when their children are involved in more serious incidences such as physical attacks, fighting or the use of a weapon by a student or a group of students while on school division property or during a school sponsored activity.
- 8.3. The principal may notify all school staff, and parents, if necessary, within a reasonable time period, when the protocol has been activated as a result of high-risk behavior.
- 8.4. The principal (Clinical Team Leader) shall notify the Horizon School Division Transportation Coordinator if activation of the protocol effects transportation of students (eg. Management of students, restrictions pertaining to students or transported articles such as backpacks).

### **9. Students Requiring Special Consideration**

- 9.1. When dealing with students under twelve years of age, students with special needs, or other exceptional students, accountability/maturation issues and cognitive abilities shall be taken into consideration.
- 9.2. Since these students can still pose a risk, the TAT leader (Clinical Team Leader) shall be consulted.
- 9.3. The school principal and the TAT leader (Clinical Team Leader) shall determine police involvement. (some of these students may benefit from police involvement as a way to provide a “teaching moment” for the child).

### **10. Worrisome Behaviors**

- 10.1. The school shall communicate all worrisome behaviors (e.g. generalized threats with no specific target) to the TAT leader (Clinical Team Leader) for consultation.
- 10.2. The school principal shall consult with the TAT leader (Clinical Team Leader) and other appropriate staff as to whether or not a threat assessment needs to be conducted.
- 10.3. The police may be consulted but it is generally not done as a formal complaint.

## **Policy IFCI – Threat Assessment Protocol, Cont’d.**

### **11. Threat Assessment Incident Report**

- 11.1. The TAT leader (Clinical Team Leader) shall be responsible for completing a Threat Assessment Incident Report. (see Attachment B)
- 11.2. One copy shall remain in the Clinical Team Leader’s records. A second copy shall remain in the administrator’s Threat Assessment file at the school.
- 11.3. Threat Incident Reports shall be destroyed on the date indicated in the report.

### **12. Discipline**

- 12.1. Incidences involving physical attacks, fighting or the use of a weapon by a student or a group of students while on school division property, school bus, or during a school sponsored activity may result in either:
  - 12.1.1. suspension of the student(s) from one (1) to five (5) days; or
  - 12.1.2. making a recommendation to the Board for expulsion of the student(s) engaged in the violent incident.
- 12.2. Prior to re-admittance to school following a suspension or expulsion resulting from an incidence involving physical attacks, fighting or the use of a weapon by a student or a group of students while on school division property, school bus, or during a school sponsored activity, the principal shall communicate and enforce conditions for re-admittance such as:
  - 12.2.1. anger management therapy,
  - 12.2.2. counselling,
  - 12.2.3. behavior contract, or
  - 12.2.4. any other conditions consistent with the circumstances and nature of the violent act(s).

### **13. Suicide Risk Assessments**

- 13.1. If a Family School Liaison Counselor/Child and Youth Care Worker suspects a student is suicidal:
  - 13.1.1. All Family School Liaison Counselor/Child and Youth Care Worker should be trained to conduct an Initial Suicide Assessment.
  - 13.1.2. If a Family School Liaison Counselor/Child and Youth Care Worker is certified in Suicide Intervention and suspects that a student is suicidal, a Suicide Risk Assessment should be completed.
    - 13.1.2.1. For junior/senior high students, the Adult Suicide Risk Assessment should be used.
    - 13.1.2.2. For younger children, the Child’s Suicide Risk Assessment should be used.
  - 13.1.3. If a Family School Liaison Counselor/Child and Youth Care Worker is not certified in Suicide Intervention and suspects that a student is suicidal, an Initial Suicide Assessment should be completed.

**Policy IFCI – Threat Assessment Protocol, Cont’d.**

- 13.1.3.1. This may involve asking the questions and evaluating if there is a need for peer support to facilitate a Suicide Risk Assessment, consulting with the Clinical Team Leader, and properly documenting the initial assessment/consultations.
- 13.2. The Family School Liaison Counselor/Child and Youth Care Worker shall consult with the Clinical Team Leader (CTL):
  - 13.2.1. Consultation with the CTL should follow after every Suicide Risk Assessment regardless of level of risk, to inform the CTL an assessment has been completed and inquire about additional recommendations.
- 13.3. The Family School Liaison Counselor/Child and Youth Care Worker shall contact parents/guardians:
  - 13.3.1. Parents/Guardians shall be contacted, informed that a formal Suicide Risk Assessment has been completed and provided with recommendations.
    - 13.3.1.1. Principals shall be informed that a formal Suicide Risk Assessment occurred when the harm to self is considered mid/high risk.
  - 13.3.2. If Family School Liaison Counselor/Child and Youth Care Worker is unable to contact the parents/guardians, a consultation with the CTL is necessary to determine how to proceed.
- 13.4. The Family School Liaison Counselor/Child and Youth Care Worker shall document and filing the assessment:



## Policy IFCI – Threat Assessment Protocol, Cont’d.

Attachment A

Fair Notice Letter

### VTRA Parent Notification Letter

---

Date:

Dear Parent/Guardian:

Horizon School Division No. 67 is committed to providing safe learning environments for all students, staff, school visitors and community members.

When students’ behaviours pose a potential threat to safety or serious harm, the Southwest Alberta Regional Violence Risk Threat Assessment (VTRA) Protocol helps Principals take steps to protect students’ well-being. The protocol helps schools respond quickly to worrisome behaviours and/or threatening incidents such as: possession of a weapon or a replica weapon, bomb threats or plans, verbal, written or electronic (internet, text) threats to kill or injure oneself or others or other threats of violence, fire setting.

The Southwest Alberta Regional VTRA Protocol outlines how a school responds immediately to threatening behaviour. The purpose of the VTRA protocol is to support students and their families in addressing these worrisome behaviours. We believe that students demonstrating such behaviours require a team to support them. Principals may first bring together a School Threat Assessment Team, which ideally includes the Principal/Vice-Principal, a school-based clinician/jurisdictional lead, and police. If the situation is serious, the Principal may also consult with the Superintendent of Schools, and call in members of the Community Threat Assessment Team. This community team may include representatives of community agencies who work with us to keep our schools safer such as local police, children’s mental health organizations or Human Services. Parents and guardians will be notified as soon as possible in the Stage I-VTRA process. If parents/guardians cannot be reached, or if they choose not to provide consent, but a concern for safety still exists due to threatening behaviour, the threat assessment may still proceed. Personal information shared throughout this process will respect and balance each individual’s right to privacy with the need to ensure the safety of all.

As always, student safety is our first priority. If you have any questions regarding Horizon School Division No. 67, Southwest Alberta Regional VTRA Protocol, please contact Angela Miller at 403-634-9767 or [angela.miller@horizon.ab.ca](mailto:angela.miller@horizon.ab.ca)

Sincerely,

School Administrator’s Name

School Name

*ATTACHMENT B*  
**THREAT INCIDENT REPORT**  
**Horizon School Division**

Date of incident: \_\_\_\_\_

Name of student: \_\_\_\_\_

School/class: \_\_\_\_\_

Nature of threat: \_\_\_\_\_

Victim's name: \_\_\_\_\_

Others involved in incident and nature of their involvement (staff, students, others): \_\_\_\_\_

\_\_\_\_\_

Names of witnesses: \_\_\_\_\_

\_\_\_\_\_

Details of the incident (when and where it occurred, behavior and specific language of the threat-maker, immediate action taken): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Threat Assessment Team intervention and recommendations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Conditions to return to and/or remain in school: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Recommendations of others involved in accident: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Report completed by: \_\_\_\_\_

Position: \_\_\_\_\_

*A copy of this report shall be retained by the Threat Assessment Team Leader and another kept on file at the school.]*

---

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

**Policy Code:** IFCJ  
**Policy Title:** Weapons in Schools  
**Cross Reference:** IFC  
**Legal Reference:** Criminal Code, Sec. 25  
**Adoption Date:** May 28, 1997  
**Amendment or Re-affirmation Date:** December 13, 2001

---

**POLICY**

IN ORDER TO PRESERVE THE SAFETY AND WELL-BEING OF STUDENTS, STAFF AND THE GENERAL PUBLIC IN ITS SCHOOLS, THE BOARD FORBIDS STUDENTS OR OTHER INDIVIDUALS (EXCEPTION: POLICE OFFICERS) TO BRING INTO SCHOOLS, ONTO SCHOOL GROUNDS, ONTO SCHOOL BUSES OR TO SCHOOL SPONSORED ACTIVITIES OR TO HAVE IN THEIR POSSESSION IN ANY OF THESE PLACES, WEAPONS OR OBJECTS WHICH MAY BE USED TO INFLICT INJURY OR HARM TO OTHERS, EITHER BY INTENT OR ACCIDENT.

**GUIDELINES**

1. A weapon is defined as any object that is used, or intended to be used, to threaten or harm another person.
2. The Principal may, under exceptional circumstances, permit disabled weapons to be brought into school for instructional purposes.
3. The Principal is responsible for developing and communicating procedures for dealing with weapons in the school.

**REGULATIONS**

1. Division staff members, in attempting to remove weapons or take action against a person possessing a weapon shall exercise due care for their safety as well as that of students, staff and public.
2. Where a serious threat exists, the police shall be called to deal with the matter. (See "Emergency Procedures" in Handbook for the Prevention and Management of Critical Incidents pp. 60 and 76).
3. Where a weapon has been removed from an individual or where it has been necessary to inform the police regarding the possession of a weapon under this policy, the parents shall be informed immediately.
4. Any weapons confiscated shall be disposed of forthwith as follows:
  - a) Weapons taken from students or other individuals shall be immediately turned over to the Principal.

## **HORIZON SCHOOL DIVISION NO. 67**

### **Policy IFCJ - Weapons in School - Continued**

- b) The Principal is advised to contact the police with respect to the disposition of seized knives, guns, or other weapons.
- 5. Possession of a weapon may, depending on specific circumstances, be grounds for suspension and/or expulsion.

---

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

**Policy Code:** IFCL  
**Policy Title:** School Violence  
**Cross Reference:** IFAA, IFC, IFCJ, IFGA, IFGB, IFH, IGD  
**Legal Reference:** School Act (7, 11)  
**Adoption Date:** April 21, 1998  
**Amendment or Re-affirmation Date:** December 13, 2001

---

**POLICY**

THE BOARD OF THE HORIZON SCHOOL DIVISION BELIEVES THAT THE SAFETY OF STUDENTS AND STAFF WITHIN SCHOOLS IS OF PARAMOUNT CONCERN. VIOLENCE WITHIN SCHOOLS OR ON HORIZON SCHOOL DIVISION PROPERTY SHALL NOT BE TOLERATED UNDER ANY CIRCUMSTANCES.

THE INTENT OF THIS POLICY IS TO ADDRESS INCIDENTS OF VIOLENCE CONSIDERED TOO SEVERE AND TOO MALICIOUS IN NATURE TO BE COVERED ADEQUATELY BY OTHER HORIZON SCHOOL DIVISION POLICIES.

**GUIDELINES/REGULATIONS**

1. For the purpose of this policy, violence is defined as a physical attack, fighting or the use of a weapon by a student or a group of students while on school division property.
2. Specific unacceptable behaviors that constitute violence include:
  - Injury of another person or willful intent to injure, such as through the use of a weapon, throwing of an object, or by hitting, kicking, biting.
  - Injury of another person through a reckless action, with the potential to harm.
  - The severe and/or malicious destruction of property.
3. The principal is responsible for communicating this policy to parents and the student body.

**PROCEDURES**

1. In addition to the following procedures, the Principal shall consult the Handbook for the Prevention and Management of Critical Incidents and follow the instructions for these specific incidents involving school violence.
2. An incidence of violence shall result in the Principal either:
  - (a) suspending the student(s) from 1 - 5 days; or
  - (b) making a recommendation to the Board for expulsion of the student(s) engaged in the violence.
3. Prior to readmittance to school following (a) or (b) above, a principal shall communicate and enforce conditions for readmittance such as anger management therapy, counselling, contracts, or any other conditions consistent with the circumstances and nature of the violent act(s).

## **HORIZON SCHOOL DIVISION NO. 67**

### **Policy IFCL - School Violence - Continued**

4. Parents shall be informed immediately after a violent action involving their child has occurred.
5. The police/RCMP may be called and charges may be laid.
6. The principal shall ensure that each incident is documented.

## **Associate Superintendent, Programs and Human Services Report to the Board of Trustees – February 27, 2019**

### **Building Effective Relationships**

- Participating in local bargaining process ongoing.
- Career Transitions – Chair of the board.
- Meeting with any staff interested in a change in role/position as indicated in the teacher intention form

### **Modeling Commitment to Professional Learning**

- Attended 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
- Completed the LQS training and LQS Instructor training in Edmonton, Feb. 7-9

### **Visionary Leadership**

- Supporting school based 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.
- Attended Skills Exploration Day in Calgary to determine the quality of the opportunity for our students

### **Leading Learning**

- Ongoing support for Principals with staffing concerns.
- 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.
- Began instructing LQS training in Calgary Feb 21/22

### **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 → looking to have all MD staff trained in the future
    - 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

### **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

### **School Authority Operations and Resources**

- Meeting with all school principals to discuss initial enrollment projections and staffing requests – only 1 school left
- 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.

# **Superintendents Progress Report**

## **February, 2019**

### **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.
- School visits since the last Board meeting included: ACE Place, Central School, D.A. Ferguson Middle School, Dr. Hamman Elementary School, Hays School, Horizon Mennonite Alternative Program, L.T. Westlake Fine Arts School, Vauxhall Elementary School, W.R. Myers High School
- The Superintendent attended an Alberta Education, Alberta Teachers Association, College of Alberta School Superintendent, Superintendent Leadership Quality Standard Advisory certification trainer inservice.
- 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.
- Administrator Leadership Symposium planning is ongoing
- Conversations with schools about allergy aware practices have occurred
- W.R. Myers and ACE Place student attendance collaborative response meeting was attended.
- The superintendent dealt with the Friday February 8<sup>th</sup> Bomb threats made against L.T. Westlake School, D.A. Ferguson Middle School, W.R. Myers High School, and Central Elementary School

### **Personnel Management**

- School staff were surveyed with regard to principal performance as part of principal evaluations
- The principals of Vauxhall Elementary School and D.A. Ferguson Middle School, as well as the vice principal of D.A. Ferguson Middle school have communicated their intention to retire at the end of the 2018-2019 school year. The recruitment process has begun and meetings with school staff and school councils have occurred to collect input in order to develop a profile of the ideal candidate.

### **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.
- The superintendent attended an Alberta Health Services inservice on Cannabis and the implications of school jurisdictions and student safety.

### **Fiscal Responsibility, Organizational Leadership and Management**

- The associate Superintendent of Finance and Operations and the Superintendent attended an Alberta Education meeting regarding funding clawbacks related to improper waiving of prerequisites and the 45 CEU cap.

### **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
  - CASSIX meeting
  - APEX planning meetings were attended. A huge thank you goes out to the committee for all their hard work. This year twelve Horizon students were nominated.
  - Hutterite Elders meeting
  - Council of School Council meeting
  - Hays tiny house fundraiser was attended



*Member Review, Pre-Voting, and preparation for the ASCA Annual General Meeting (AGM)*

---

**Parents on school councils shape the future of Alberta's public education system with input through advocacy resolutions proposed at the ASCA provincial Annual General Meeting (AGM).**

Resolutions passed into policy at the AGM form the association perspective as presented to Alberta government and organizations in provincial education.

---

As an ASCA member school council, you are receiving this package to participate in the annual policy setting process of the association, by providing input on the **Proposed Advocacy Resolutions** submitted for member consideration at the upcoming AGM.

A new process for 2019, ASCA is asking members to pre-vote (online) – indicating their support or disapproval of the resolutions proposed – **exactly as they are presented**. Online pre-voting is open until **March 22, 2019**.

*Note – pre-voting does not determine policy – but the order and grouping of resolutions in preparation for voting on meeting day. Changes may still occur, and **only** resolutions passed by a majority vote at the AGM become association policy.*

Pre-voting encompasses a broader member perspective, and identifies resolutions receiving general support (60% approval) to be grouped as one vote, saving time for those more complex or requiring further discussion, to be considered individually.

The results of the pre-voting will be indicated in the final AGM Package, prior to meeting day.

---

Pre-voting is only required on the 21 **Proposed Advocacy Resolutions** submitted by member school councils and the ASCA Board of Directors in [SECTION I](#).

The **Special Resolution** and the four (4) **Administrative Resolutions**, do not qualify for pre-voting, but are provided in [SECTION II](#) for member school council review and discussion to determine how their parent delegate will vote on them at the AGM.

---

***Thank you for your efforts in this important piece of policy development for the ASCA, and your opportunity to make a difference in public education.***



ASCA member school councils and the ASCA Board of Directors sponsor *Proposed Advocacy Resolutions* (by January 15<sup>th</sup>) for member consideration at the (April 28<sup>th</sup>) Annual General Meeting (AGM) of the association.

*Resolutions passed by a majority vote at the AGM become belief statements, or directives for action, and form the advisory positions as Advocacy Policy of the ASCA.*

### Review and Pre-Voting

ASCA member school councils receive copies of the *Proposed Advocacy Resolutions*, 10 weeks prior to the AGM (February 8<sup>th</sup>), to review and discuss at their school council meetings for pre-voting online - open for a six week period (until March 22<sup>nd</sup>).



School councils vote online for the resolutions proposed – indicating their support (in favour) or disapproval (opposition) of the resolution – exactly as it is presented.



The pre-voting process indicates a broader membership perspective and assists in grouping resolutions for voting efficiency on the day of the AGM.

*Majority support for a number of proposed resolutions without revisions, can be grouped together as one vote (saving time), rather than voting on each resolution individually.*



### Block Voting (also known as OMNIBUS)

Proposed resolutions receiving **60%** or more support (in favour) as presented, will be placed in a block grouping intended for one “block” vote on the entire contents, not the individual resolutions.



Resolutions receiving less than **60%** approval as presented, will not be placed in a group, but left as individual, separate resolutions for voting consideration.

A resolution within a block grouping may be removed at the AGM, with a delegate vote of 75% agreement to separate it from the block, and consider it individually.

## Types of Resolutions (for member consideration at the AGM)

### School Council sponsored Resolutions

ASCA member school councils sponsor *Proposed Advocacy Resolutions* - identifying issues affecting students they would like to see “resolved”, submitted for member consideration at the AGM.

### Board of Directors sponsored Resolutions

The ASCA Board of Directors sponsors *Proposed Advocacy Resolutions* - identifying issues in education they would like to see “resolved”, submitted for member consideration at the AGM.

### Special Resolutions - Bylaw Revisions

The ASCA Board of Directors appropriately reviews the Bylaws, or governing rules of the Association to ensure they reflect current operations and relevancy, and submit recommended *Proposed Bylaw Revisions* for member consideration at the AGM.

*Special Resolutions* must be communicated to members 60 days in advance of the AGM and receive 75% approval to pass.



### Administrative Resolutions (Existing Advocacy Policy Management)

The ASCA Board of Directors appropriately reviews the existing Advocacy Policies of the Association to ensure they reflect current matters in education and relevancy, and submits recommendations for member consideration and approval at the AGM, as *Proposed Motions* to:

- **Reaffirm** - if the policy is still relevant to the current education climate, as it is presented.
- **Amend** - if the policy is still relevant to the current education climate, but requires minor changes to keep it relevant.
- **Rescind** - if the policy is no longer actionable or relevant to the current education climate.

*Housekeeping details are also addressed with updates to timelines, terminology, titles, current practices, ministries, orders, or pieces of policy accomplished.*



### Omnibus Presentations (containing multiple items)

An omnibus presentation groups a number of items together, to be considered in one vote. One or more items can be removed from the omnibus with 75% approval to consider the item(s) separately.

### Emergent Resolutions

An education issue that arose, or developed, *after* the Resolutions submission deadline\*. *Emergent Resolutions* must be approved to be added to the agenda by 75% of the voting delegates at the AGM, and accompanied with print copies provided by the sponsor.

### Extraordinary Resolutions

An issue that arises out of, or develops as a result of, the business (discussions/resolutions) conducted at the AGM\*. *Extraordinary Resolutions* must be approved to be added to the agenda by 75% of the voting delegates at the AGM, and specific wording provided by the sponsor.

\* The Resolutions Chair, in conjunction with the Parliamentarian, decide whether *Emergent Resolutions* and *Extraordinary Resolutions* meet the defining conditions to qualify for consideration.

## SECTION I: Proposed Advocacy Resolutions for Member Review and Pre-Voting

Please review and discuss with your school council members and pre-vote online at [LINK HERE](#) indicating support or opposition for the following 21 proposed resolutions, EXACTLY AS THEY ARE PRESENTED, before **March 22, 2019**.

*Note – if additional information or clarification is required – please contact the sponsor of the resolution by email as provided. Resources/references are indicated as applicable.*

(<https://www.albertaschoolcouncils.ca/about/annual-general-meeting/resolutions> Online Pre-voting Link)

### Board proposed Resolutions, and member school council proposed Resolutions for the 2019 ASCA AGM

#	Title	Sponsor	Contact
<a href="#">P19-01</a>	Funding for Appropriate Physical and Facility Environments to Support Daily Physical Activity Policy Expectations	ASCA Board of Directors	Wendy Keiver <a href="mailto:wendyk@albertaschoolcouncils.ca">wendyk@albertaschoolcouncils.ca</a>
<a href="#">P19-02</a>	Preservation of Locally Elected Boards of Trustees	ASCA Board of Directors	Wendy Keiver <a href="mailto:wendyk@albertaschoolcouncils.ca">wendyk@albertaschoolcouncils.ca</a>
<a href="#">P19-03</a>	Increased Dedicated Funding for Accredited Mental Health Professionals	ASCA Board of Directors	Wendy Keiver <a href="mailto:wendyk@albertaschoolcouncils.ca">wendyk@albertaschoolcouncils.ca</a>
<a href="#">P19-04</a>	Education Assistant Quality Standards (EAQS)	ASCA Board of Directors	Wendy Keiver <a href="mailto:wendyk@albertaschoolcouncils.ca">wendyk@albertaschoolcouncils.ca</a>
<a href="#">P19-05</a>	Policies and Regulations for use of Seclusion Rooms	ASCA Board of Directors	Wendy Keiver <a href="mailto:wendyk@albertaschoolcouncils.ca">wendyk@albertaschoolcouncils.ca</a>
<a href="#">P19-06</a>	Funding for Mandatory Entry Level Training (MELT) Program	ASCA Board of Directors	Wendy Keiver <a href="mailto:wendyk@albertaschoolcouncils.ca">wendyk@albertaschoolcouncils.ca</a>
<a href="#">P19-07</a>	Ongoing Funding for Math Enrichment through the Canadian Mathematical Society	Gilbert Paterson Middle School Council	Joy Morris <a href="mailto:joy.morris@uleth.ca">joy.morris@uleth.ca</a>
<a href="#">P19-08</a>	Maximum Ride Times for Bussing	Thorhild Central School Council	Lisa Lloyd <a href="mailto:momlloyd@hotmail.com">momlloyd@hotmail.com</a>



<a href="#">P19-09</a>	Change to Funding Model for Schools with Low Student Populations	Bawlf School Council, co-sponsored by Central High Sedgewick Public School Council, Round Hill School Council, Ryley School Council and Sparling School Council	Christee Langkamp <a href="mailto:christee7@gmail.com">christee7@gmail.com</a>
<a href="#">P19-10</a>	Guaranteed In-school Access to Mental Health Programs and Counselling for Students	Bawlf School Council, co-sponsored by Central High Sedgewick Public School Council, Round Hill School Council, Ryley School Council and Sparling School Council	Christee Langkamp <a href="mailto:christee7@gmail.com">christee7@gmail.com</a>
<a href="#">P19-11</a>	Communicating Information Regarding Presentations within the School	Raymond High School Council	Tammy Hill <a href="mailto:tjhill4@hotmail.com">tjhill4@hotmail.com</a>
<a href="#">P19-12</a>	General Permission Form for Students Participating in GSA Activities Off School Property	Raymond High School Council	Tammy Hill <a href="mailto:tjhill5@hotmail.com">tjhill5@hotmail.com</a>
<a href="#">P19-13</a>	Student Education Advocate	École Leo Nickerson Elementary School Council	Kristi Rouse <a href="mailto:thehouserouse@gmail.com">thehouserouse@gmail.com</a>
<a href="#">P19-14</a>	Regional Collaborative Service Delivery	École Leo Nickerson Elementary School Council	Kristi Rouse <a href="mailto:thehouserouse@gmail.com">thehouserouse@gmail.com</a>
<a href="#">P19-15</a>	Student Record Regulation	École Leo Nickerson Elementary School Council	Kristi Rouse <a href="mailto:thehouserouse@gmail.com">thehouserouse@gmail.com</a>

<a href="#">P19-16</a>	Playground Supervisor Ratios, Identification and Communication	École Leo Nickerson Elementary School Council	Kristi Rouse <a href="mailto:thehouserouse@gmail.com">thehouserouse@gmail.com</a>
<a href="#">P19-17</a>	Standard Student Injury Protocol	École Leo Nickerson Elementary School Council	Kristi Rouse <a href="mailto:thehouserouse@gmail.com">thehouserouse@gmail.com</a>
<a href="#">P19-18</a>	Comprehensive Education Funding Framework Review	École Leo Nickerson Elementary School Council	Kristi Rouse <a href="mailto:thehouserouse@gmail.com">thehouserouse@gmail.com</a>
<a href="#">P19-19</a>	Counselling	École Leo Nickerson Elementary School Council	Kristi Rouse <a href="mailto:thehouserouse@gmail.com">thehouserouse@gmail.com</a>
<a href="#">P19-20</a>	Identification of, and Penalties for, Traffic Violations around School Buses	George P. Vanier School Council, co-sponsored by École Routhier School Council	Karen Benoit <a href="mailto:nkben@serbnet.com">nkben@serbnet.com</a>
<a href="#">P19-21</a>	Equality of CEU Funding for Special Needs Students	Peace Wapiti Academy School Council	Amy Bowie <a href="mailto:amy_bmj18@hotmail.com">amy_bmj18@hotmail.com</a>

**Funding for Appropriate Physical and Facility Environments to Support Daily Physical Activity Policy Expectations.**

Sponsor: ASCA Board of Directors

Contact: Wendy Keiver [wendyk@albertaschoolcouncils.ca](mailto:wendyk@albertaschoolcouncils.ca)

***Background / overview:***

*WHEREAS* Alberta Education is committed to helping students develop positive daily physical activity habits and recognizes the contribution of teachers, schools and school authorities in implementing the Daily Physical Activity initiative;

*WHEREAS* schools have the responsibility of creating and nurturing a learning environment for students that supports the development of the lifelong habit of daily physical activity and that supports healthy lifestyles;

*WHEREAS* the goal of Daily Physical Activity (DPA) is to increase students' physical activity levels and is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle;

*WHEREAS* daily physical activities should: vary in form and intensity; take into account each student's ability; consider resources available within the school and the larger community; and allow for student choice;

*WHEREAS* the first-ever call to action of its kind in Canada - a Common Vision for Increasing Physical Activity and Reducing Sedentary Living in Canada: Let's Get Moving – identifies Spaces and Places as one of its six Areas of Focus for collaborative action;

***We request*** that Alberta Education ensure all Alberta students have access to an appropriate physical and facility environment that supports the expectations of the Daily Physical Activity Policy by providing additional funding where needed to upgrade existing school facilities, and by ensuring that all new school builds have dedicated, adequately sized and equipped space, to meet these expectations, and respond to the Common Vision call to action.

**References:**

Alberta Education: <https://education.alberta.ca/daily-physical-activity-dpa-initiative/program-supports/>

Government of Canada: <https://www.canada.ca/en/public-health/services/publications/healthy-living/lets-get-moving.html>

**Preservation of Locally Elected Boards of Trustees**

Sponsor: ASCA Board of Directors

Contact: Wendy Keiver [wendyk@albertaschoolcouncils.ca](mailto:wendyk@albertaschoolcouncils.ca)

***Background / overview:***

*WHEREAS* the *Local Authorities Election Act* for the Province of Alberta recognizes a board of trustees under the *School Act* to be an “elected authority”;

*WHEREAS* some locally elected school boards in Alberta (i.e.: Calgary Board of Education, Calgary Catholic School District, Edmonton Public: 1885; Edmonton Catholic School District: 1888) have been in existence longer than the province itself (1905);

*WHEREAS* the results of the Member Engagement Activity conducted during the 2018 Alberta School Councils’ Association (ASCA) Annual General Meeting revealed that a majority of ASCA Member School Councils see the value in locally elected school boards continuing to act in the same capacity;

*WHEREAS* ASCA Member School Councils believe that by staying unified and continuing to work together with other organizations and partners, and providing the essential local representation, locally elected school boards will continue to provide the necessary support, connection and communication in education, for the betterment of all Alberta students;

***We request*** that the Minister of Education and the Minister of Alberta Municipal Affairs ensure the value and integrity of locally elected school boards are preserved by maintaining that boards of trustees continue to be recognized as elected authorities in the *Local Authorities Elections Act* for the Province of Alberta.

**References:**

Alberta School Councils’ Association:

<https://www.albertaschoolcouncils.ca/public/download/documents/52080>

Province of Alberta:

<http://www.qp.alberta.ca/documents/Acts/L21.pdf>

School Districts:

CBE: <https://www.glenbow.org/collections/search/findingAids/archhtm/cbe.cfm>

CCSD: <https://www.cssd.ab.ca/AboutUs/History/Pages/default.aspx>

EPSB: <http://archivesmuseum.epsb.ca/historicalnotes/>

ECSB: [https://www.ecsd.net/AboutUs/catholic-identity/history\\_of\\_catholic\\_education/Pages/Default.aspx](https://www.ecsd.net/AboutUs/catholic-identity/history_of_catholic_education/Pages/Default.aspx)

**Increased Dedicated Funding for Accredited Mental Health Professionals**

Sponsor: ASCA Board of Directors

Contact: Wendy Keiver [wendyk@albertaschoolcouncils.ca](mailto:wendyk@albertaschoolcouncils.ca)

***Background / overview:***

School council members have expressed greater concerns in recent years - at ASCA Conferences, at local gatherings, as well as at school council tables – that existing mental health resources are not meeting the needs of our students. Across Alberta, there are examples of mental health worker caseloads being very high for schools fortunate enough to have access for their students, as well as examples of rural schools having very scarce access to resources.

The World Health Organization defines mental health as “a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to communicate to his or her own community.”

The Public Health Agency of Canada describes “mental health is the capacity of each and all of us to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face”.

It is estimated that only one in five children and youth who need mental health services receives them.

**Disturbing Statistics:**

- It is estimated that 10-20% of Canadian youth are affected by a mental illness or disorder – the single most disabling group of disorders worldwide.
- Today, approximately 5% of male youth and 12% of female youth, age 12 to 19, have experienced a major depressive episode.
- The total number of 12-19 year olds in Canada at risk for developing depression is a staggering 3.2 million.
- Once depression is recognized, help can make a difference for 80% of people who are affected, allowing them to get back to their regular activities.
- Mental illness is increasingly threatening the lives of our children; with Canada’s youth suicide rate the third highest in the industrialized world.
- Suicide is among the leading causes of death in 15-24 year old Canadians, second only to accidents; 4,000 people die prematurely each year by suicide.
- Schizophrenia is youth’s greatest disabler as it strikes most often in the 16 to 30 year age group, affecting an estimated one person in 100.
- Surpassed only by injuries, mental disorders in youth are ranked as the second highest hospital care expenditure in Canada.
- In Canada, only 1 out of 5 children who need mental health services receives them.

*WHEREAS* mental health has become a key challenge in all Alberta classrooms;

*WHEREAS* Alberta Education states: “current research clearly identifies the importance of mental health to learning, as well as, to students’ social and emotional development. Students who experience positive mental health are resilient and better able to learn, achieve success and build healthy relationships. Given the important relationship between positive mental health and academic success, schools have an important role in nurturing students’ positive mental health and well-being”;

*WHEREAS* teaching professionals cannot be expected to be mental health experts;

*WHEREAS* Alberta School Boards Association, at their 2018 Fall General Meeting, passed a policy (position) statement asking that dedicated funding for accredited mental health professionals available in schools be increased to best meet students' mental health needs in a timely and accessible manner for all Alberta students through cross-ministerial collaboration between Ministries of Education, Health and Infrastructure;

***We request*** that Alberta Education increase dedicated funding for accredited mental health professionals to be available in schools to best meet students' mental health needs in a timely and accessible manner.

**References:**

World Health Organization

[https://www.who.int/features/factfiles/mental\\_health/en/](https://www.who.int/features/factfiles/mental_health/en/)

Public Health Agency of Canada

<https://www.canada.ca/en/public-health/services/health-promotion/mental-health/mental-health-promotion.html>

Canadian Mental Health Association

<https://cmha.ca/about-cmha/fast-facts-about-mental-illness#.WloRkrYrLZs>

Alberta Education

[https://education.alberta.ca/media/3576206/working\\_together\\_to\\_support\\_mental\\_health.pdf](https://education.alberta.ca/media/3576206/working_together_to_support_mental_health.pdf)

**Education Assistant Quality Standards (EAQS)**

Sponsor: ASCA Board of Directors

Contact: Wendy Keiver [wendyk@albertaschoolcouncils.ca](mailto:wendyk@albertaschoolcouncils.ca)

***Background / overview:***

Alberta Education states: The foundation for Alberta’s excellent education system is built on the talent, the skill and the ongoing commitment to learning demonstrated by teachers, school leaders, school jurisdiction leaders and superintendents who work every day to help students succeed. Since 1997, the professional practice of all Alberta teachers has been guided by the *Teaching Quality Standard* (TQS), holding teachers accountable to the profession and to the Minister. Together with education stakeholders, Alberta Education has revised and updated the TQS to describe contemporary competencies for our teachers. As well, for the first time in Alberta, a *Leadership Quality Standard* (LQS) will describe the competencies expected of school leaders and school jurisdiction leaders, while a *Superintendent Leadership Quality Standard* (SLQS) will define the competencies expected of Alberta school superintendents. These three standards were signed as Ministerial Orders in February 2018, making all teaching professionals accountable for their applicable standard to the Minister. The new standards will come into effect on **September 1, 2019**.

The important position of Educational Assistant (EA) has not been included in the requirement to have professional practice standards.

*WHEREAS* Educational Assistants work directly with students each day alongside teachers;

*WHEREAS* teachers working directly with students have been subject to professional standards since Ministerial Order (#016/97), Educational Assistants have been excluded from a similar requirement;

*WHEREAS* many Educational Assistants work directly with our most vulnerable students;

*WHEREAS* parents have a strong will to ensure all Alberta students have access to quality learning experiences;

*WHEREAS* students, parents and other partners in education should be confident that all of Alberta Educational Assistants are adhering to specific standards throughout their careers;

*WHEREAS* the value of consistent standards of professional practice has been recognized for Alberta’s teachers, school leaders, and superintendents by Albertans; therefore it should also be as important to recognize the value of a consistent standard of professional practice for all Educational Assistants in the province;

*WHEREAS* professional standards would guide Educational Assistant preparation programs, provide consistent expectations, the foundation for Educational Assistant growth planning and contribute to effective supervision and evaluation of Educational Assistant professional practice;

*WHEREAS* Alberta Education states: “setting uniform expectations ... help to support the excellent teaching and leadership in Alberta schools” Educational Assistants also play a key part in education delivery;

***We request*** that Alberta Education develop Education Assistant Quality Standards (EAQS).

**References:**

Alberta Education

<https://education.alberta.ca/professional-practice-standards/new-professional-standards/?searchMode=3>



**Policies and Regulations for use of Seclusion Rooms**

Sponsor: ASCA Board of Directors

Contact: Wendy Keiver [wendyk@albertaschoolcouncils.ca](mailto:wendyk@albertaschoolcouncils.ca)

***Background / overview:***

Alberta School Councils' Association (ASCA) Member School Councils, and parents/citizens of Alberta have clearly stated a need for Provincial regulated standards related to the use of Seclusion Rooms, also known as Time Out Rooms, Isolation Rooms and several other terms.

Member School Councils and others have also indicated that there is a definite lack of transparency, accountability, and parent involvement in regard to the use of Seclusion Rooms.

*WHEREAS* a Provincial policy, regulation or standard respecting the design, structure or use of Seclusion Rooms has not yet been developed;

*WHEREAS* regulated training for teaching professionals in the expectation of possible use of Seclusion Rooms is not required;

*WHEREAS* a lack of accountability for those teaching professionals who misuse Seclusion Rooms currently exists;

***We request*** that Alberta Education, in collaboration with all relevant stakeholders, establish clear policies and regulations ensuring the proper design, structure and use of Seclusion Rooms in any Alberta school.

***We further request*** that Alberta Education, in collaboration with all relevant stakeholders, establish clear policies and regulations with respect to training teaching professionals in the use of Seclusion Rooms in any Alberta school.

***We further request*** that Alberta Education, in collaboration with all relevant stakeholders, establish clear and concise language in these policies and regulations ensuring serious and meaningful accountability measures for any improper design, structure or use by any teaching professional, of Seclusion Rooms in any Alberta school.

**Resources:**

ASCA Survey on Isolation Rooms in Schools – December 2018 Results

<https://www.albertaschoolcouncils.ca/public/download/documents/59036>

Inclusion Alberta Survey Article

<https://www.cbc.ca/news/canada/edmonton/seclusion-room-survey-school-1.4857945>

Guest Trish Bowman, CEO of Inclusion Alberta

<https://omny.fm/shows/danielle-smith/more-on-seclusion-rooms-being-used-in-alberta-scho>

## Funding for Mandatory Entry Level Training (MELT) Program

Sponsor: ASCA Board of Directors

Contact: Wendy Keiver [wendyk@albertaschoolcouncils.ca](mailto:wendyk@albertaschoolcouncils.ca)

### ***Background / overview:***

School bus drivers are required to hold a Class 2 licence.

Starting March 1, 2019, drivers seeking a Class 2 (bus) licence are required to complete Mandatory Entry Level Training (MELT) in order to obtain their Class 2 licence.

- Training includes a government-mandated number of training hours (53.5) in-class, in-yard and in-vehicle.
- Standardized curriculums must be taught at all licenced Alberta driving schools.
- Knowledge and road tests for Class 2 drivers will be expanded to include the new curriculum.

Any driver who obtained a Class 2 licence between October 10, 2018 and March 1, 2019, will be required to retake the new enhanced knowledge and road test, prior to March 2020. This is to ensure all new drivers meet the new standards. Drivers licensed prior to October 10, 2018 are not required to be MELT certified.

The cost to become certified through the new MELT program is, at this time, the responsibility of an individual. It may also be covered by a school district, using existing funds; additional funding has not been provided by Alberta Education or any other Ministry.

*WHEREAS* the safety of Alberta's students traveling to and from school on school buses is of utmost importance;

*WHEREAS* having appropriately trained and qualified school bus operators to transport Alberta's students is equally as important;

*WHEREAS* having legislation regulating the operators of school buses is important to parents;

*WHEREAS* there are currently shortages of school bus drivers and substitute school bus drivers, and it is anticipated the shortage will become a larger issue due to financial barriers associated with the required MELT certification;

*WHEREAS* the Ministry of Labour has committed grant funding enabling Albertans to acquire new skills and employment in a variety of industries;

**We request** that Alberta Education works with the Ministry of Labour to provide funding assistance in 2019 and subsequent years for individuals requiring Mandatory Entry Level Training (MELT) certification in order to become, or remain, employed as school bus drivers.

### **References:**

Alberta Government – Ministry of Transportation

<https://www.alberta.ca/commercial-driver-training.aspx>

## Ongoing Funding for Math Enrichment through the Canadian Mathematical Society

Sponsored by: Gilbert Paterson Middle School Council

Contact: Joy Morris via email at [joy.morris@uleth.ca](mailto:joy.morris@uleth.ca)

### **Background/Overview**

*Because* in 2017, the Alberta government provided \$5,000 to the Canadian Math Society (CMS) to assist with the costs of mathematical enrichment opportunities (described below) that the CMS provides for Alberta students on an ongoing basis. In late December, the Alberta government renewed this level of funding for 2018. Funding of \$5,000/year covers a small proportion of the costs of providing the educational and enrichment opportunities outlined below, for Alberta students. Many of the other provinces provide a similar level of funding. To help assure the CMS' ongoing ability to provide these opportunities, it would be extremely helpful if the funding were predictable and reliable;

*Because* the CMS provides a number of educational opportunities for students in Alberta (and across the country). Funding from Alberta supports math camps, national and international competitions, and educational resources for Alberta students (further described below);

*Because* each year the CMS provides support for one of the Alberta universities to host a regional residential "math camp" for students in grades 7-10, with hands-on activities in computer programming, mathematics, and engineering that highlight the role math plays in everyday life. These camps alternate between Calgary (in odd years) and Edmonton (in even years), with participation by students from across the province;

*Because* the CMS sets, coordinates, and grades the "Canadian Open Math Challenge" each year. Approximately 350 students from Alberta high schools typically write this competition. The top students are invited to compete in the "Canadian Mathematical Olympiad", also set and run by the CMS. These competitions encourage the building and development of problem-solving skills in our students;

*Because* top students from the Canadian Mathematical Olympiad are invited by the CMS to join "Math Team Canada". This group of six students (in 2017, one was from Alberta) is funded by the CMS for a two-week intensive training camp in problem solving (including training, travel, and accommodation costs) that takes place either at the Banff International Research Station, or at the University of Waterloo (depending on the year). They are then funded (with adult support personnel) to travel to whichever country is hosting the "International Mathematical Olympiad" (IMO) and to participate in that event. In 2017, the Alberta student won a bronze medal at the IMO;

*Because* the CMS website provides a variety of educational resources. Beginning in January 2019, the math problem journal "CRUX Mathematicorum" became freely available online through the CMS website. Designed primarily for the secondary and undergraduate levels, and also containing some pre-secondary material, it has been referred to as "the best problem solving journal in the world". All the problems and solutions are fully peer-reviewed for clarity, completeness and rigour by academic and professional mathematicians;

**We request** that the Alberta Ministry of Education continue to provide at least \$5,000/year support for the Canadian Mathematical Society's math education activities for Alberta students, on an ongoing basis.

**P19-08**

**Maximum Ride Times for Bussing**

Sponsor: Thorhild Central School Council

Contact: Lisa Lloyd [momlloyd@hotmail.com](mailto:momlloyd@hotmail.com)

***Background / overview***

*Because* later pickup times and earlier home times allow students to do homework, chores, or extra activities, etc.;

*Because* all rural areas are facing this problem;

***We request*** that Alberta Education restrict bus ride times to a maximum of 60 minutes one way;

***We further request*** that Alberta Education provide additional funding to support extra busses and drivers.

## Change to Funding Model for Schools with Low Student Populations

Sponsored by: Bawlf School Council, co-sponsored by Central High Sedgewick Public School Council, Round Hill School Council, Ryley School Council and Sparling School Council

Contact: Christee Langkamp [christee7@gmail.com](mailto:christee7@gmail.com)

### **Background / overview:**

*Because* all children deserve a quality education, provided in a quality learning environment, regardless of how many students are in their school;

*Because* all schools must cover basic costs for essential services, regardless of student numbers;

*Because* all schools are experiencing increased costs that are beyond their control, due to higher operational expenses for items such as utilities and infrastructure repairs, as well as salaries for such positions as school librarians or administrative assistants;

*Because* current funding models are based on student population but there are significant number of schools, most particularly in rural areas, where student populations are declining;

*Because* it costs the same to heat a room or fix a roof, or pay a school librarian (for example) whether there are 15 students in a classroom or 25 and, as a result, the current population-based funding model does not meet the needs of small schools;

*Because* there are several important ASCA policies which speak to balancing funding for the education of children in all areas of the province and we encourage the continued promotion of these valued concepts, but note that all of these policies are based on per student funding allocations and so are limited in their effectiveness for addressing facility and infrastructure issues of schools;

*Because* an Equity of Opportunity program exists within the Alberta Education funding model, which supports isolated, rural or low density school communities by increasing the per student allocation, but does not address the facility and infrastructure aspects of ensuring all students and staff have a safe and caring environment in which to learn and work by providing support for those aspects that is not based on student population;

**We request that** Alberta Education add an additional component to the Equity of Opportunity grant, which addresses facility and infrastructure operating costs that are not changed by student population.

**We further request that** this additional component be calculated to ensure basic essential services and repairs can be made at every school site, regardless of the number of students, to ensure that all students, regardless of where they live or how many students attend their school, have a quality environment to support their learning.

*(For additional information on the Equity of Opportunity grant, please see the 2018/19 Alberta Education Handbook - Funding Rates under B. Additional Funding for Differential Factors:*

<https://education.alberta.ca/media/3739782/2018-19-funding-manual.pdf>

## P19-10

### Guaranteed In-school Access to Mental Health Programs and Counselling for Students

Sponsored by: Bawlf School Council, co-sponsored by Central High Sedgewick Public School Council, Round Hill School Council, Ryley School Council and Sparling School Council

Contact: Christee Langkamp, Bawlf School Council Chair ([christee7@gmail.com](mailto:christee7@gmail.com))

#### **Background / overview:**

*Because* mental health issues among children and young people are increasing at an alarming rate;

*Because* access to community-based mental health services is challenging for many families due to work schedules, wait lists, lack of availability and stigma;

*Because* students must be mentally well in order to learn and succeed;

*Because* we acknowledge the continued importance of ASCA Policy 99-27, which speaks to Teacher Preparation, and encourage its promotion as a companion to this resolution;

*Because* complexities in the classroom and increasing concerns about student wellbeing mean that teacher preparation is critical, but only one piece of the solution;

*Because* students often need mental health support that is beyond what teachers can provide;

**We request that** Alberta Education guarantee all students in the province have access to distinct, qualified mental health programs and professional mental health counselling services, as well as educational and career counselling, within their schools, thereby increasing students' wellness and their ability to learn and succeed.

**We also request that** if this resolution is accepted, Policy 08-05 be rescinded, as its intent is captured within this proposal.

#### **References: ASCA Advocacy Policies**

##### **99-27 Teacher Preparation to Involve Families (2007 revised 2014)**

Provincial education partners including the Faculties of Education must ensure that all of Alberta's pre-service and beginning teachers have the knowledge, skills, and attitudes needed to build effective partnerships with families and communities to promote children's school success.

Teacher preparation programs should include a comprehensive framework for family involvement which focuses on the following content areas: (1) general family involvement, (2) general family knowledge, (3) home-school communication, (4) family involvement learning activities, (5) families supporting schools, (6) schools supporting families, and (7) families as change agents. (8)

In addition to these content areas more direct experiences with families and communities should also be included in this comprehensive framework for family involvement. (*Shartrand et al., 1997. New skills for new schools: Preparing teachers in family involvement, Harvard Family Research Project, Harvard Graduate School of Education, Cambridge, MA.*)

Provincial partner associations and regional consortia should ensure that professional development opportunities which reflect this comprehensive framework for family involvement be provided to enable practicing teachers to develop or enhance their family involvement practices to promote student success. Teachers at all stages of practice can recognize that family involvement in children's learning is a key focus area through their individual professional development growth plans.

##### **08-5 Personal Counselling Services (revised 2014)**

All students in the province should have guaranteed access to distinct qualified career, educational and personal counselling services thereby increasing all students' ability to learn and succeed.

**Communicating Information Regarding Presentations within the School**

Sponsor: Raymond High School

Contact: Tammy Hill at [tjhill4@hotmail.com](mailto:tjhill4@hotmail.com)

***Background / overview:***

In the Alberta Bill of Rights, it states under the Recognition and Declaration of Rights and Freedoms:

1 It is hereby recognized and declared that in Alberta there exist without discrimination by reason of race, national origin, colour, religion, sexual orientation, sex, gender identity or gender expression, the following human rights and fundamental freedoms, namely:

**(g) the right of parents to make informed decisions respecting the education of their children.**

<http://www.qp.alberta.ca/documents/Acts/A14.pdf>

The Family Law Act sec. 21 states that parents have the legal right to the following:

(5)(a) -To nurture the child's physical, psychological and emotional development and to guide the child towards independent adulthood;

(a) upbringing and heritage.

(6)(i) to receive and respond to any notice that a parent or guardian is entitled or required by law to receive;

(6)(l) to receive from third parties health, education or other information that may significantly affect the child;

<http://www.qp.alberta.ca/documents/Acts/F04P5.pdf>

*Because* organizations and individuals can present material on a variety of subjects;

*Because* it is best for parents/guardians to be aware of what is being taught to their child/ren;

*Because* parents/guardians have a variety of perspectives on information given to students and what is deemed appropriate;

***We request*** that communication always be made to parents/guardians regarding who is coming into the school, what is being presented, and when and where it is taking place.

***We further request*** parents/guardians should also have the option to attend all presentations.

## General Permission Form for Students Participating in GSA Activities off School Property

Sponsor: Raymond High School Council

Contact: Tammy Hill at [tjhill5@hotmail.com](mailto:tjhill5@hotmail.com)

### **Background / overview:**

In the Alberta Bill of Rights, it states under the Recognition and Declaration of Rights and Freedoms:

1 It is hereby recognized and declared that in Alberta there exist without discrimination by reason of race, national origin, colour, religion, sexual orientation, sex, gender identity or gender expression, the following human rights and fundamental freedoms, namely:

**(g) the right of parents to make informed decisions respecting the education of their children.**

<http://www.qp.alberta.ca/documents/Acts/A14.pdf>

The Family Law Act sec. 21 states that parents have the legal right to the following:

(5)(a) -To nurture the child's physical, psychological and emotional development and to guide the child towards independent adulthood;

**(6)(c) - To make decisions about the child's education, including the nature, extent and place of education and any participation in extracurricular school activities;**

(6)(d) -To make decisions regarding the child's cultural, linguistic, religious and spiritual upbringing and heritage.

(6)(h) to grant or refuse consent where consent of a parent or guardian is required by law in any application, approval, action, proceeding or other matter;

(6)(i) to receive and respond to any notice that a parent or guardian is entitled or required by law to receive;

(6)(l) to receive from third parties health, education or other information that may significantly affect the child;

<http://www.qp.alberta.ca/documents/Acts/F04P5.pdf>

*Because* the School Act can work with the Alberta Bill of Rights and the Family Act in maintaining the rights and freedoms of children and parents/guardians;

*Because* parents/guardians have the right to make decisions regarding their children's education and extra-curricular activities;

*Because* all parents/guardians have the right to be notified if their child is being taken off school property at any time;

**We request** that school districts be required to seek permission from all parents/guardians at the beginning of each school year for a student to attend Gay Straight Alliance (GSA) activities off school property.

The following is a simple example of how this could be accomplished:

If my child chooses to join the school GSA,

\_\_\_\_\_ I give my child permission to attend GSA activities off school property.

\_\_\_\_\_ I do not give permission for my child to attend GSA activities off school property.

\_\_\_\_\_  
Signature of Parent/Guardian



## Student Education Advocate

Sponsored by: École Leo Nickerson Elementary School Council

Contact: Kristi Rouse via email at [thehouserouse@gmail.com](mailto:thehouserouse@gmail.com)

### **Background / overview:**

*Because* currently there exists an Alberta Health Advocate, a Child and Youth Advocate Office, Office of the Seniors Advocate and the newly created advocate for persons with disabilities. All these offices or advocates have a mandate to assist families by providing referral to supports, concern resolution support and provide education about individual rights and responsibilities to enhance well-being and quality of life;

*Because* an office or advocate does not exist to help students and their parents/guardians advocate nor navigate within the education system;

*Because* Alberta's education system is multi layered and complex, many students and their parents/guardians do not know or understand their rights and responsibilities in regards to the *School Act*;

*Because* a unifying body does not exist to enhance or facilitate cross-ministry collaboration;

*Because* a liaison does not exist to navigate between ECS-Grade 12 and higher education systems or assist students over the age of 16, but living independently;

**We request** that Alberta Education create an independent office to help identify systemic barriers that students and their parents/guardians are encountering, thereby helping to improve our education system for all learners.

**We further request** that the Student Education Advocate advise students and their parents/guardians on available resources and courses of action that can be taken in order for students to receive the supports needed to be successful learners.

### **Resources:**

<https://www.albertahealthadvocates.ca/Pages/default.aspx>

<http://www.ocya.alberta.ca/>

<https://seniorsadvocateab.ca/>

<https://www.alberta.ca/advocate-persons-disabilities.aspx>

**P19-14**

## **Regional Collaborative Service Delivery**

Sponsored by: École Leo Nickerson Elementary School Council

Contact: Kristi Rouse via email at [thehouserouse@gmail.com](mailto:thehouserouse@gmail.com)

### ***Background / overview:***

*Because* Regional Collaborative Service Delivery (RCSD) is a cross-Ministry initiative of the ministries of Education, Health, Children’s Services and Community and Social Services to address the needs of students with complex learning needs;

*Because* there is no publicly available information or reporting on the initiative since 2014-15;

*Because* parents/guardians throughout the province are important contributors to any learning team and are valuable in identifying gaps or overlap in regional resources and supports for students with complex needs;

***We request*** that Alberta Education make publicly available current, clear and transparent information and reporting on this initiative.

***We further request*** that Alberta Education include parents/guardians and other stakeholders on regional RCSD committees.

***We further request*** that Alberta Education ensure parents/guardians and other stakeholders are included in regional RCSD decisions and allocations.

### **Resources:**

<https://education.alberta.ca/regional-collaborative-service-delivery/?searchMode=3>

**P19-15**

## **Student Record Regulation**

Sponsored by: École Leo Nickerson Elementary School Council

Contact: Kristi Rouse via email at [thehouserouse@gmail.com](mailto:thehouserouse@gmail.com)

### ***Background / overview:***

*Because* the School Act's Student Record Regulation identifies information that forms a student's record;

*Because* the Regulation is silent on handling of all other information that is not placed on a student's record;

**We request** that Alberta Education amend Student Record Regulation explicitly directing that all information not included on a student record is: 1) properly categorized as either official or transitory; and 2) retained in accordance with the *Freedom of Information and Protection of Privacy Act* (FOIP Act).

### **Resources:**

[http://www.qp.alberta.ca/documents/Regs/2018\\_166.pdf](http://www.qp.alberta.ca/documents/Regs/2018_166.pdf)

<https://www.alberta.ca/assets/documents/IM-Transitory-Records-Guide.pdf>

**P19-16**

**Playground Supervisor Ratios, Identification and Communication**

Sponsored by: École Leo Nickerson Elementary School Council

Contact: Kristi Rouse via email at [thehouserouse@gmail.com](mailto:thehouserouse@gmail.com)

***Background / overview***

*Because* there is no provincial standard regarding playground supervisor/student ratios;

*Because* students need to be easily able to identify safe adults to approach on the playground and supervisors need to be better able to obtain required assistance via direct communication with the office in the event of student injury or any other requirement for assistance;

***We request*** that Alberta Education require all schools to have an appropriate ratio of playground supervisors.

***We further request*** that Alberta Education require all playground supervisors to wear vests for ease of identification by students.

***We further request*** that Alberta Education require all playground supervisors be equipped with devices to communicate with the school office in the event of student injury or requirement for additional adult assistance.

**P19-17**

## **Standard Student Injury Protocol**

Sponsored by: École Leo Nickerson Elementary School Council

Contact: Kristi Rouse via email at [thehouserouse@gmail.com](mailto:thehouserouse@gmail.com)

### ***Background / overview:***

*Because* a province-wide standard student injury protocol does not exist;

*Because* all injury incidents need to be managed in accordance with standard communication protocol, thereby removing the burden of discretion on school staff, as parents/guardians should be contacted immediately to collaboratively determine the best course of action if a student's injuries are potentially serious;

***We request*** that Alberta Education develop a standard student injury communication protocol, including documentation of communication via injury incident report that is retained on student record and copies provided to parents/guardians.

**P19-18**

## **Comprehensive Education Funding Framework Review**

Sponsored by: École Leo Nickerson Elementary School Council

Contact: Kristi Rouse via email at [thehouserouse@gmail.com](mailto:thehouserouse@gmail.com)

### ***Background / overview:***

Recognizing the forthcoming proposed amendment to existing policy 10-4, we wish to also propose a comprehensive education funding framework review.

*Because* a properly funded education system will best meet the needs of all students throughout the province;

*Because* opportunities for efficiencies can be realized through a comprehensive review of the existing funding framework;

*Because* application of existing funding formulae is resulting in inequities;

**We request** that Alberta Education create an independent review panel on education funding to identify challenges with the current funding model to inform direction for potential restructuring.

**We further request** that Alberta Education direct the independent review panel to examine potential efficiencies and savings that could be realized from a single publicly-funded education system.

### **Resources:**

In February 2018, British Columbia's Minister of Education appointed an independent review panel to examine its funding model and recommend a stable, sustainable public education funding model. A renewed funding model was to be in place for the 2019-20 school year.

<https://news.gov.bc.ca/releases/2018EDUC0004-000306>

In December 2018, the report from British Columbia's independent review panel identified challenges, especially for students with special needs and vulnerable students. To properly address the challenges, working groups were formed in January 2019 to engage further in key areas including inclusive education, distributed learning, adult education, financial management and accountability.

<https://news.gov.bc.ca/releases/2018EDUC0075-002457>

## P19-19

### Counselling

Sponsored by: École Leo Nickerson Elementary School Council

Contact: Kristi Rouse via email at [thehouserouse@gmail.com](mailto:thehouserouse@gmail.com)

#### **Background / overview:**

Recognizing the forthcoming proposed amendments to existing policies 10-4 and 08-5, we wish to also propose that:

a) both 10-4 and 08-5 be further amended to reflect updated legislation and the creation of the regulatory body, and a requirement for school staff acting in a counselling capacity to be members in good standing of the College of Counselling Therapy of Alberta or the College of Alberta Psychologists or

b) that this be proposed as a separate resolution.

*Because* it is in the best interests of students that school counsellors have appropriate education and certification;

*Because* the needs and support requirements of students in ECS-12 are becoming increasingly complex, particularly as they relate to mental health;

*Because* school staff supporting students with complex needs to have sufficient and appropriate skills and education to properly support students;

*Because* amendment to the *Health Professions Act* resulting from the creation of the *Mental Health Services Protection Act* and College of Counselling Therapy of Alberta regulatory body will ensure that Albertans receive safe and effective counselling services from qualified professionals;

**We request** that Alberta Education ensure that school staff serving in the capacity of counsellor be a member in good standing with the College of Counselling Therapy of Alberta or the College of Alberta Psychologists.

#### **Resources:**

The Alberta Teachers' Association's educational policy 5.A.43 states that "counselling services should be available in schools on the basis of at least one formally-trained teacher-counsellor for every 250 students....in order to adequately support the diverse and sometimes unique needs of students in those settings."

In December 2018, the *Health Professions Act* was amended resulting from the creation of the *Mental Health Services Protection Act* and the College of Counselling Therapy of Alberta will be created in April 2019.

<https://www.alberta.ca/release.cfm?xID=62245D21C7FE7-9748-8668-7D8DCDD78E7CB04A>

**P19-20**

**Identification of, and Penalties for, Traffic Violations around School Buses**

Sponsored by: George P. Vanier School Council; Co-sponsored by École Routhier School Council

Contact: Karen Benoit, George P. Vanier School Council ([nkben@serbnet.com](mailto:nkben@serbnet.com))

***Background / overview:***

*Because* many motorists in Alberta disregard the red flashing lights on school buses, placing the lives of our students in great jeopardy;

*Because* PEI recently passed legislation for those failing to stop for busses with red lights flashing, including 12 demerit points, driver's license suspension for 3 months and a \$5000.00 fine;

*Because* the Alberta School Boards Association recently passed a motion advocating that all school buses be outfitted with external cameras, and additional funding be provided to do so;

***We request*** that Alberta Education work with the ministries of Justice and Transportation to implement reliable methods of identifying and prosecuting motorists who disregard the laws related to school bus red flashing lights on our roads and highways, and applying substantial fines and penalties to those found guilty.



**P19-21**

## **Equality of CEU Funding for Special Needs Students**

Sponsor: Peace Wapiti Academy School Council

Contact: Amy Bowie at [amy\\_bmj18@hotmail.com](mailto:amy_bmj18@hotmail.com)

### ***Background / overview:***

In grade 1-9, students with special needs are funded at the same rate as their peers. In high school, students with significant cognitive impairments and behavioral challenges, who are working towards earning a Certificate of School Completion, receive 87.5% of the funding as their peers.

However, these students typically attend school regularly, and are under the supervision of a teacher for 1000 hours in high school. The maximum per student funding at 35 CEUs equates to 875 hours of instruction for their classmates in a high school diploma program.

In high school, students with special needs are funded at the greater of 35 CEUs or actual CEUs earned, up to a cap of 45 CEUs per year at the tier 1 CEU rate.

Students with special needs who are working toward a Certificate of High School Completion do not earn CEUs since their programs are based on functional individualized literacy, numeracy and life skills goals.

***Because*** all high school students will receive the same funding, regardless of which ever certificate or diploma they achieve;

***Because*** Alberta Education funding applies to all high school students in the province of Alberta;

***Because*** Parents should expect, at minimum, equal based funding for their children regardless of their educational needs;

***Because*** ASCA Advocacy Policy 08-2 speaks to an adequate per student funding model for high school students;

***We request*** that Alberta Education fund students with special needs who will qualify for a Certificate of High School Completion at 40 CEU's, the equal of 1000 hours.

***We further request*** that, upon passing of this resolution, ASCA Advocacy Policy 08-2 be reaffirmed and used as a companion Advocacy Policy to this one.

Resources/References:

<https://education.alberta.ca/media/3739782/2018-19-funding-manual.pdf>

## SECTION II: Proposed Resolutions for Member Review

---

Please review and discuss with your school council members to determine how your parent delegate is to vote on the following items at the AGM on **April 28, 2019**.

### Board proposed Special Resolutions, Board proposed Administrative Resolutions for the 2019 ASCA AGM

#	Title	Sponsor	Contact
<a href="#"><u>SR19-01</u></a>	<b>Repeal and Replace existing Bylaws of the ASCA</b> <a href="#"><u>(LINK to current Bylaws)</u></a>	ASCA Board of Directors	Wendy Keiver <a href="mailto:wendyk@albertaschoolcouncils.ca"><u>wendyk@albertaschoolcouncils.ca</u></a>
<a href="#"><u>A19-01</u></a>	Management of Advocacy Policies	ASCA Board of Directors	Wendy Keiver <a href="mailto:wendyk@albertaschoolcouncils.ca"><u>wendyk@albertaschoolcouncils.ca</u></a>
<a href="#"><u>A19-02</u></a>	Reaffirm existing policy (08-1)	ASCA Board of Directors	Wendy Keiver <a href="mailto:wendyk@albertaschoolcouncils.ca"><u>wendyk@albertaschoolcouncils.ca</u></a>
<a href="#"><u>A19-03</u></a>	Amend existing policies (5 in one omnibus)	ASCA Board of Directors	Wendy Keiver <a href="mailto:wendyk@albertaschoolcouncils.ca"><u>wendyk@albertaschoolcouncils.ca</u></a>
<a href="#"><u>A19-04</u></a>	Rescind existing policies (6 in one omnibus)	ASCA Board of Directors	Wendy Keiver <a href="mailto:wendyk@albertaschoolcouncils.ca"><u>wendyk@albertaschoolcouncils.ca</u></a>

# THE BYLAWS OF ALBERTA SCHOOL COUNCILS' ASSOCIATION:

(BYLAWS = THE RULES BY WHICH THE ASSOCIATION REGULATES ITSELF)

## SPECIAL RESOLUTION 19-01

SR19-01

***That the Alberta School Councils' Association repeal its existing Bylaws, to be replaced with the following Bylaws.***

### ***Rationale/Background:***

The Bylaws of a Society, approved by its members, are considered the “rules” by which its governors – the Board of Directors – will direct the operations of the Society. Bylaws should be reviewed periodically for their relevancy, and updated as needed.

It is appropriate for an organization to review its bylaws every three to five (3-5) years. Between June and October 2018, the ASCA Advocacy and Governance Committee undertook to review and revise, as needed, the Alberta School Councils' Association Bylaws. Recognizing there were several clauses in the existing bylaws that would be more easily understood if revised, several clauses that required updating in order to reflect the Board's new governance model, and that the format was not as clean as it could be, the Advocacy and Governance Committee embarked upon a significant overhaul of the bylaws.

The revised version – attached - was provided to the Board in November, and recommended for consideration and approval by ASCA Member School Councils at the 2019 Annual General Meeting.

### **Summary of Changes:**

Article	What has changed?	Rationale for changes
All	Formatting and numbering Subsections/headings are noticeable, but not given any importance via 'numbering'.	More reader-friendly Easier to find specifics
1	<b>Name</b> (formerly Preamble) 1.2 became its own Article 2 <b>Bylaws</b>	More info related to “bylaws” needed to be added; easier readability to have separate Article.
2	<b>Bylaws</b> (formerly Defining and Interpreting the Bylaws) Added statements related to application & interpretation of bylaws, and process to appeal related decisions.	Enough information relevant to the heading to have its own Article.
3	<b>Definitions</b> (formerly Membership) Clarified some definitions; Added definitions for words appearing in the bylaws that may have interpretations different from what is intended in the bylaws.	Self-explanatory
4	<b>Membership</b> (formerly Meetings of the Association) Provided more detailed, clear information related to: the different types of membership (voting, non-voting); respective rights & entitlements of members; withdrawal, suspension and expulsion of membership.	Readers will have all of the information related to all types of membership in one Article.

5	<p><b>Meetings</b> (formerly Governance of the Association)  Clarified the distinction between General Meetings (all Members) and Board Meetings (all Directors);  Clarified/specified the various types of meetings for each and the related requirements/expectations;  Incorporated all clauses related to meetings into this section.</p>	Readers will have all of the information related to any sort of meeting, and any aspect of any meeting, in one Article.
6	<p><b>Governance of the Association</b> (formerly Finance and Management)  Organized subsections for sensibility;  Relocated reference to Board Meetings – now in Article 5 <b>Meetings</b>;  Clarified information related to elections and candidates’ eligibility (must be a parent);  Clarified information related to resignation or removal of Directors and vacancies;  Amalgamated all “duties” references for President, Vice President and Directors as well as ensured/referenced alignment with Governance Policy;</p>	Provide readers with more easily understood governance expectations.
7	<p><b>Finance and Management</b> (formerly Amending the Bylaws)  Merged some subsections where appropriate;  Incorporated like-focused statements into same subsection, where appropriate;  Renamed “Payments” subsection to “Remuneration and Reimbursement”</p>	More clearly articulate the actual process and practices that are expected/followed.
8	<p><b>Amending the Bylaws</b> (formerly Dissolving the Association)  Nothing substantial; amended some wording for clarity.</p>	Self-explanatory
9	<p><b>Dissolving the Association</b> (no former Article 9)  Nothing substantial; amended some wording for clarity and consistency with terminology/phrases previously used.</p>	Self-explanatory

# Bylaws of the Alberta School Councils' Association

## ARTICLE 1 NAME

The name of the Association is the "ALBERTA SCHOOL COUNCILS' ASSOCIATION," which will also be known or referred to as the ASCA or the Association and its operations will be carried on throughout the Province of Alberta.

## ARTICLE 2 BYLAWS

The following Articles form the Bylaws of the Alberta School Councils' Association. Words indicating the singular number also include the plural, and vice-versa. Words indicating the masculine gender also include the feminine gender and vice-versa. Headings are for convenience only and do not affect the interpretation of these Bylaws.

Any question regarding the proper application and interpretation of these Bylaws will be determined by the Chair at any Association or Board Meeting. The Chair's decision may be appealed by a Voting Member and can be overturned by a Majority Vote at a Special General Meeting of the Association, or a Special Meeting of the Board, called in accordance with these Bylaws.

## ARTICLE 3 DEFINITIONS

In these Bylaws, the following definitions apply:

- 3.1 **Advisor** - any individual identified by the Board to assist them in their work.
- 3.2 **Affirm** - the process by which Voting Delegates show support.
- 3.3 **Annual General Meeting (AGM)** - the general meeting of the Association occurring annually as described in Article 5.1.
- 3.4 **Appointed Director** - a Director appointed by the Board of Directors as described in Article 6.7.
- 3.5 **Associate Member** - as described in Article 4.4.
- 3.6 **Association** - the Alberta School Councils' Association.
- 3.7 **Board** - the Board of Directors of this Association.
- 3.8 **Board of Directors** - the group of individuals elected to govern the Association and represent its members.
- 3.9 **Bylaws** - the rules adopted by this Association chiefly for the governance of its members and the regulation of its affairs.
- 3.10 **Conflict of Interest** - applies to an individual who has the ability to influence or impact decisions of the Board in which she/he has a financial or material interest, or to an individual who has a conflict between their private interests and their official responsibilities as a Director.
- 3.11 **Credentials** - the documents required by the Association proving an individual's authority to represent a Member School Council at any General Meeting of the Association.
- 3.12 **Current Board** - the Board of Directors presently governing the Association and representing its members.
- 3.13 **Director** - any Parent elected or appointed to the Board of Directors, including the President and Vice President.

- 3.14 **Emergent Resolution** - an advocacy policy being proposed for consideration past the submission deadline.
- 3.15 **Extraordinary Resolution** - an advocacy policy being proposed for consideration as the result of business conducted at the same meeting.
- 3.16 **Executive Director** - the highest-ranking executive in the Association, with ultimate responsibility for making managerial decisions, hired by the Board of Directors.
- 3.17 **Honorary Life Member** - an individual recognized by the Board for their service to the Association.
- 3.18 **Individual Parent Member** - a Parent, as defined in Sections 1 & 2 of the Alberta School Act, holding Individual Parent Membership in ASCA as described in Article 4.2.
- 3.19 **Majority** - more than half.
- 3.20 **Majority Vote** - a vote carried by 50% + 1 of the Voting Delegates present.
- 3.21 **Member School Council** - as described in Article 4.1.
- 3.22 **Parent** - as defined in Sections 1 & 2 of the Alberta School Act.
- 3.23 **Past-President** - the immediate outgoing President.
- 3.24 **Proxy Holder** - a Parent from a Member School Council who has been authorized, with Credentials, to vote on behalf of another Member School Council.
- 3.25 **Quorum** - the minimum number of voting individuals who must be present in order to make the proceedings of a meeting valid.
- 3.26 **Register of Members** - the register maintained by the Executive Director, or the Association, containing the information required by the Societies Act regarding the members of the Association.
- 3.27 **Regular Board Meeting** - a regularly scheduled meeting of the Board of Directors of this Association.
- 3.28 **Regular General Meeting** - a regularly scheduled meeting of the Members of the Association other than the Annual General Meeting.
- 3.29 **Registered Office** - the physical address of the Association.
- 3.30 **School Act** - the document passed in the Alberta Legislature outlining the requirements and expectations of K-12 education.
- 3.31 **School Council** - as described in the School Act Section 22.
- 3.32 **School Council Member** - a member of a School Council, as defined by a School Council's Operating Procedures or governing documents, superseded by the School Councils Regulation.
- 3.33 **School Councils Regulation** - the document describing additional legal requirements of School Councils that must be met by the Government of Alberta, school boards, charter schools, teachers and Parents.
- 3.34 **Societies Act** - the Societies Act R.S.A. 2000, c.S-14 as amended, or any statute substituted for it.
- 3.35 **Special Board Meeting** - a non-scheduled meeting of the Board, as described in Article 5.13, called for a specific purpose.
- 3.36 **Special General Meeting** - a non-scheduled meeting of the Members of the Association, as described in Article 5.2, called for a specific purpose.
- 3.37 **Special Resolution** - a resolution requiring specific notice and support as defined in the Societies Act.
- 3.38 **Student** – a person who is enrolled in a school, or is required under the School Act to attend school.

- 3.39 **Term of Office** - the period of time a person serves on the Board between elections.
- 3.40 **Voting Delegate** - a Parent authorized, with Credentials, by a Member School Council, their own or another, to vote at a General Meeting of the Association.
- 3.41 **Voting Membership** – Voting Delegates of Member School Councils present at a General Meeting.

#### **ARTICLE 4 MEMBERSHIP**

There are two (2) categories of membership: Voting and Non-Voting.

##### **Voting Members**

- 4.1 Any School Council in Alberta is eligible to become an ASCA Member School Council upon payment of the membership fee. The School Council as a whole becomes the Member; individual School Council members are able to attend ASCA events.

**Member School Councils** are entitled to:

- a) Vote on any agenda item at any General Meeting of the Association;
- b) Vote for candidates for President, Vice President and Directors;
- c) Have an eligible Parent School Council member stand for election to the Board of Directors;
- d) Speak to any agenda item at any General Meeting of the Association;
- e) Participate on any Board committees as invited;
- f) Participate on the School Council Engagement Task Force;
- g) Pay reduced rates, if any, for attendance at ASCA events;
- h) Inspect the books and records of the Association.

##### **Non-Voting Members**

- 4.2 Any Parent in Alberta is eligible to become an ASCA Individual Parent Member upon payment of the membership fee, and may attend ASCA events.

**Individual Parent Members** are entitled to:

- a) Participate in discussions on any agenda item at any General Meeting of the Association;
- b) Participate on any Board committees as invited;
- c) Pay reduced rates, if any, for attendance at ASCA events;

- 4.3 An individual recognized for their service to ASCA by the Board may be granted an Honorary Life Member award. This membership has no membership fee and is eligible to attend ASCA events.

**Honorary Life Members** are entitled to:

- a) Participate in discussions on any agenda item at any General Meeting of the Association;
- b) Participate on any Board committees as invited;
- c) Pay reduced rates, if any, for attendance at ASCA events;

- 4.4 Any organization, as a whole, with an interest in the Alberta K-12 education system and the work of ASCA, is eligible to apply to become an ASCA Associate Member.

Upon approval of membership by the Board, and payment of the membership fee, **Associate Members** are entitled to:

- a) Pay reduced rates, if any, for attendance at ASCA events;

### **Membership Term and Fees**

- 4.5 The membership year is July 1 – June 30. Memberships must be renewed annually and are non-transferable. Membership fees will be determined by the Board and communicated to all members at the Annual General Meeting. The Board may reduce, eliminate or refuse payment of any membership fee, for reasons determined by the Board. Membership entitlements will only apply once membership fees have been paid.

### **Member in Good Standing**

- 4.6 A member is deemed to be in good standing when all required fees and payments to the Association are up-to-date and the member acts in accordance with the Association’s Bylaws.

### **Withdrawal, Suspension and Expulsion of Membership**

- 4.7 Any member may withdraw their membership in the Association by sending written notice to the Registered Office.
- 4.8 The Board, by resolution at a Special Board Meeting called for such purpose, may suspend a membership for not more than three (3) consecutive months if the member, or their authorized delegate, has failed to abide by Association Bylaws, or has acted in a manner deemed detrimental to the Association.
- 4.9 The Board, by resolution at a Special Board Meeting called for such purpose, may expel a member for the duration of the membership term if the member, or their authorized delegate, has failed to abide by Association Bylaws, or has acted in a manner deemed detrimental to the Association.
- 4.10 In the case of considered suspension or expulsion, the member will receive at least twenty-one (21) days’ written notice of the Special Board Meeting and will be provided an opportunity to appear before the Board to address the matter. The Board will determine the agenda and processes for the meeting, as well as the consequence to the member. In all cases, the decision of the Board is final.

## **ARTICLE 5 MEETINGS**

All meetings will be conducted in accordance with the ASCA Bylaws, ASCA Meeting Rules of Order, and Robert’s Rules of Order as needed.

Meetings fall under one of two categories: General Meetings (all Members) and Board Meetings (all Directors). Voting Members are able to exercise their voting and participation rights at any General Meeting.

No action taken at a General or Board Meeting is invalid due to an accidental omission to give notice to any Member, any Member not receiving notice, or any error in any notice that does not affect the Meeting.

Irregularities, errors or omissions made in good faith do not invalidate decisions made in any General or Board Meeting.

### **GENERAL MEETINGS**

#### **Annual General Meeting**

- 5.1 The Association will hold its Annual General Meeting each year on or before the first Sunday in May. A notice stating the place, date and time of the Annual General Meeting, as determined by the Board, will



be sent to each Voting Member at least sixty (60) days before the Annual General Meeting and posted on the Association website. The agenda for the Annual General Meeting will include:

- a) Adoption of the Agenda;
- b) Adoption of the Meeting Rules of Order;
- c) Review of the previous Annual General Meeting minutes;
- d) Consideration of the President's Report;
- e) Review of the most recent audited financial statements and auditor's report;
- f) Election of President, Vice President and Directors as needed;
- g) Consideration of proposed resolutions as noted in Annual General Meeting documents in advance of the meeting;
- h) Consideration of any Emergent or Extraordinary Resolutions proposed at the Annual General Meeting;
- i) Other items deemed appropriate or necessary by the Board.

### **Special General Meeting**

- 5.2 A Special General Meeting will be called by the Board, upon receipt of a written request setting forth the purpose and reasons for calling such meeting, from ten (10) percent of the Voting Members, or from ten (10) percent of the Voting Delegates present at a Regular or Annual General Meeting, or from fifty (50) percent of the Board Members, or the President. Notice for Special General Meetings will state the purpose of the meeting and will be sent to Voting Members and posted on the Association website, at least twenty-one (21) days in advance of the meeting. No other business will be transacted at any Special General Meeting.

### **Regular General Meeting**

- 5.3 A Regular General Meeting will be called at any time by the Board for the conduct of any program or business not requiring a Special General Meeting. Notice for Regular General Meetings will be sent to Voting Members, and posted on the Association website, at least twenty-one (21) days in advance of the meeting.

### **Participants**

- 5.4 Any Member in good standing may register delegates or representatives to attend any General Meetings of the Association. Attendees other than Voting Delegates and Authorized Member representatives require permission of two-thirds (2/3) of the Voting Delegates and Authorized Member representatives present to address the General Meeting assembly.

### **Quorum**

- 5.5 The Quorum at any General Meeting will be one-quarter (1/4) of the Voting Delegates in attendance.

### **Presiding Official**

- 5.6 The President chairs every General Meeting of the Association. The Vice President chairs in the absence of the President. The role of the Chair may be delegated, for specific portions of General Meetings, in order to facilitate the business of that meeting. If neither the President nor the Vice President is present within one-half (1/2) hour after the set time for the General Meeting, the Voting Delegates present will choose one (1) of the Board Members in attendance to Chair.

## **Adjournment**

- 5.7 The President, or duly delegated Chair, may temporarily adjourn and later reconvene any General Meeting with the consent of the Voting Delegates. The reconvened General Meeting conducts only the unfinished business from the initial General Meeting.

## **Voting**

- 5.8 A Voting Delegate at any General Meeting must be a Parent from a Member School Council in good standing. Each Member School Council holds one (1) vote. Business will be decided with a show of Delegate Cards or by secret ballot. Five (5) Voting Delegates may request a secret ballot vote for any item of business. In such case, the President or the presiding Chair may set the time, place and method for a ballot vote. The result of the ballot vote is final. Voting Delegates may withdraw their request for a secret ballot vote.
- 5.9 Individual Parent, Honorary Life and Associate Members and/or their representatives are not eligible to vote, and cannot be authorized Voting Delegates of Member School Councils.
- 5.10 A Member School Council may authorize a Voting Delegate or Parent representative from another Member School Council to act as its Proxy Holder at any General Meeting of the Association. Appropriately completed Credentials must be provided in the manner required by the Association. A Voting Delegate or authorized Proxy Holder will only represent a maximum of 10 Member School Councils.

## **Decisions**

- 5.11 A Majority of the votes of the Voting Delegates and Authorized Proxy Holders in attendance decides each issue, unless otherwise stipulated in the Societies Act, Bylaws or the General Meeting Rules of Order.

## **BOARD MEETINGS**

### **Regular Board Meeting**

- 5.12 The Board will meet in accordance with its Governance Policies, and at minimum will meet in person at least four (4) times each year. Directors are expected to be in attendance at all Regular Board Meetings. Regular Board Meetings are called by the President or by two-thirds (2/3) of the Board Members. Dates for Regular Board Meetings will be set as early as is reasonable following the Annual General Meeting. Regular Board Meetings may be held in person, digitally or by conference call.

### **Special Board Meeting**

- 5.13 A Special Board Meeting will be called by the Board, upon receipt of a written request setting forth the purpose and reasons for calling such meeting, from one-third (1/3) of the Board Members, or the President. Notice for Special Board Meetings will state the purpose, date, time and location of the meeting and will be sent to all Board Members, at least three (3) days in advance of the meeting. No other business will be transacted at any Special Board Meeting. Special Board Meetings may be held in person, digitally or by conference call.

### **Quorum and Decisions**

- 5.14 Fifty (50) percent of the Board Members will be Quorum. Each Board Member, including the President and Vice President, has one (1) vote; a tie vote defeats the motion. Board Meetings may be attended by

any Member of the Association; however, only Board Members may vote. Members may participate in discussion if invited to do so by the Chair.

#### **Board Meeting Chair**

- 5.15 The President chairs every Board Meeting of the Association. The Vice President chairs in the absence of the President. The role of the Chair may be delegated, for specific portions of Board Meetings, in order to facilitate the business of that meeting. If neither the President nor the Vice President is present within one-half (1/2) hour after the set time for the Board Meeting, the Board Members present will choose one (1) of the Board Members in attendance to Chair.

#### **In Camera**

- 5.16 All or any portion of a Regular or Special Board Meeting may be deemed to be “in camera” and closed to anyone the Board chooses.

### **ARTICLE 6 GOVERNANCE OF THE ASSOCIATION**

The Board of Directors governs the affairs of the Association, and has the powers of the Association except as stated in the Societies Act.

The Executive Director is an Advisor to the Board and, as such, is expected to attend all Regular and Special Meetings of the Board. The Board may identify additional Advisors to assist them in their work on behalf of the Association. Without limiting the general responsibility of the Board or Directors, the Board delegates its powers, duties and responsibilities to the President or the Executive Director of the Association.

#### **Composition**

- 6.1 The Board of Directors consists of a maximum of twelve (12) elected persons: A President, a Vice President and up to ten (10) Directors. Directors will not hold more than one (1) position on the Board at a time.

The immediate outgoing President may seek Affirmation from the Members to assist the Board in an Advisory and non-voting role of Past President for a one (1) year term.

#### ***Election, Eligibility and Terms of Office of the Board of Directors***

##### **Election**

- 6.2 At the Annual General Meeting in even numbered years, Voting Delegates elect the President, the Vice President and five (5) Directors by secret ballot vote. In odd-numbered years, five (5) Directors are elected by secret ballot vote.

##### **Eligibility**

- 6.3 Candidates for President, Vice President or Director must be a Parent of a Student enrolled in K-12 public education from a Member School Council in good standing. Candidates cannot be in a Conflict of Interest position, and must disclose to the Membership any position or affiliation in another education organization.

Individual Parent, Honorary Life and Associate Members are not eligible to be elected.

Candidates for President must have served a minimum of one (1) two (2) year term on the Current Board in an elected position. Candidates for Vice President must have served a minimum of one (1) year of a two (2) year term on the Current Board in an elected position.

### **Terms of Office**

- 6.4 The Term of Office for any elected position is approximately two (2) years, ending at the conclusion of the AGM at which elections for successors have been conducted. A President and Vice President may be elected for a maximum of two (2) consecutive two (2) year terms in each position. Directors may be elected for a maximum of three (3) consecutive two (2) year terms.

A Director whose children or child exit(s) the public education system during the Director's Term of Office may complete the current term, but shall not stand for re-election without a Student enrolled in K-12 public education. A Director appointed to fill a vacancy on the Board will serve up to two (2) years, ending at the conclusion of the AGM at which the original Director's term would have expired.

### ***Resignation, Removal and Vacancy***

#### **Resignation**

- 6.5 A Director may resign from office by giving one (1) month notice in writing to the President and the Executive Director. The resignation will take effect no later than the end of the one (1) month notice, or when accepted by the Board if prior to the end of the one (1) month notice.

#### **Removal**

- 6.6 Any Director of the Board will be removed from office for cause upon a two-thirds (2/3) vote of the Board Members present at any Regular or Special Meeting of the Board provided thirty (30) days' Notice of Intent has been duly provided to each Board Member, including the Director so named. Any Director being considered for removal will be invited to provide written or personal representation for the Board to consider prior to a decision being made.

Removal for cause will include, but is not limited to: being convicted of an indictable offence or offence involving the abuse of another person; failure to abide by Association Bylaws, the Oath of Office or Code of Conduct; or acting in a manner deemed detrimental to the Association.

#### **Vacancy**

- 6.7 The Board may appoint a Parent from a Member School Council to fill any vacancy on the Board. The Appointed Director will serve up to two (2) years, ending at the conclusion of the AGM at which the original Director's term would have expired.

### ***Duties and Responsibilities***

#### **Duties and Responsibilities of the Board**

- 6.8 The **Board** will:
- a) Abide by the ASCA Bylaws, Oath of Office and Code of Conduct;
  - b) Hire an Executive Director to manage the Association, and set clear expectations for such management;
  - c) Set goals and strategies for the Association;

- d) Make policies, rules and regulations for governing the Association, its facilities and assets;
- e) Approve the financial operations and annual budget for the Association, which may include raising, investing or borrowing monies;
- f) Maintain, protect, sell, dispose of, or mortgage any or all of the assets and properties of the Association;
- g) Promote membership in the Association;
- h) Communicate on a regular basis with the Membership and School Council networks;
- i) Communicate with the Minister of Education;
- j) Liaise with other education stakeholders;
- k) Establish committees such as are necessary to carry out its responsibilities.

### **Duties and Responsibilities of Directors**

#### ***President***

- 6.9 The President supervises the affairs of the Board and will have general knowledge of all activities of the Association. The President will:
- a) Adhere to governance policies detailing the expectations for the President;
  - b) Chair all meetings of the Association and the Board, unless otherwise delegated;
  - c) Act as the official spokesperson for the Association;
  - d) Mentor the Vice President;
  - e) Be an ex-officio member of all Board committees;
  - f) Carry out other duties assigned by the Board.

#### ***Vice President***

- 6.10 The Vice President will have general knowledge of, and assist the President in, all activities of the Association. The Vice President will:
- a) Adhere to governance policies detailing the expectations for the Vice President;
  - b) Preside at meetings in the absence of the President;
  - c) Represent the Association at events and functions at the request of the President;
  - d) Ensure the duties and responsibilities of the President are fulfilled in the event of absence, resignation, incapacity or extended leave of absence of the President;
  - e) Carry out other duties assigned by the Board.

#### ***Directors***

- 6.11 Each Director will contribute to the success of the Board. Each Director will:
- a) Adhere to governance policies detailing the expectations for Directors;
  - b) Assist the President and Vice President as requested;
  - c) Carry out other duties assigned by the Board.

## **ARTICLE 7 FINANCE AND MANAGEMENT**

Financial and physical assets must only be used for, and in pursuit of, the Objects, Mission, Vision, Values and Principles of the Association.

### **Registered Office**

- 7.1 The Registered Office of the Association is located in Edmonton, Alberta. Another place in Alberta may be established at the Annual General Meeting or by resolution of the Board.

### **Fiscal Year End and Auditing**

- 7.2 The fiscal year of the Association ends on June 30 of each year. There must be an audit of the books, accounts and records of the Association at least once each year, performed by an accountant whose qualifications include a professional CPA designation. At each Annual General Meeting of the Association, the Board will present the audited financial statements of the previous year, signed by the Auditor. The Auditor will be reviewed and endorsed by the Membership under recommendation by the Board at least once every four years.

### **Signing Authority and Seal of the Association**

- 7.3 All expenses of the Association authorized out of the operating account shall be paid by cheque or through the use of secure electronic banking practices, approved by two (2) of the following:

President, Vice President, Board-designated Director, Executive Director or delegated senior staff.

The Board must pass a motion annually to name the designated signing authorities. The Board may adopt a seal as the Seal of the Association. The Seal of the Association will only be used by designated signing authorities authorized by the Board. The Seal of the Association will be kept in custody at the Registered Office of the Association.

### **Books and Records of the Association**

- 7.4 Subject to the provisions of the Societies Act and other applicable legislation, records, books, register of past and present Members, and minutes of the Association will:

- a) Be maintained at the Registered Office for at least seven (7) years;
- b) Be available for inspection by a representative of any Voting Member upon reasonable written notice. Written requests for record inspection will be responded to within thirty (30) days;
- c) Be disposed of at the direction of the Board.

Minutes of all meetings of the Association, Board and committees will be taken. All records of the Association maintained at the Registered Office are open for such inspection by the Members during regular business hours of the Registered Office, except for records that the Board designates as confidential.

### **Remuneration and Reimbursement**

- 7.5 No Director of the Board of the Association will hold a paid position with the Association, nor receive any payment for services provided to the Association. Reasonable expenses incurred while carrying out approved duties of the Association will be reimbursed upon submission of an expense claim form with appropriate receipts.

### **Borrowing Powers and Acquiring Funds**

- 7.6 For the purposes of carrying out its objectives, the Association may borrow, raise or secure funds in manners and amounts determined by the Board. Methods may include:

- a) Issuing debentures, only by resolution of the Board confirmed by a Special Resolution of the Association;

- b) Mortgaging, selling and disposing of property of the Association;
- c) Establishing a line of credit;
- d) Leasing, purchasing or acquiring facilities to house the Association;
- e) Accepting gifts, donations, donations-in-kind, grants, legacies, bequests and inheritances.

#### **Protection and Indemnity of Directors**

7.7 For the purpose of carrying out its objectives, the Association will annually review and carry liability insurance as deemed necessary by the Board, or by any of its funders or creditors. No Member is liable for any debt or liability of the Association.

Each Director holds office with protection from the Association. The Association indemnifies each Director against all costs or charges that result from any act done in her/his role for the Association. The Association does not protect any Director for acts of fraud, dishonesty, or bad faith.

No Director is liable for the acts of any other Director or employee. No Director is responsible for any loss or damage due to the bankruptcy, insolvency, or wrongful act of any person, firm or corporation dealing with the Association. No Director is liable for any loss due to an oversight or error in judgment, or by an act in his role for the Association, unless the act is fraud, dishonesty or bad faith.

#### **ARTICLE 8 AMENDING THE BYLAWS**

The Bylaws of the Association may be amended, or rescinded and replaced, by a Special Resolution as described in the Societies Act.

This will occur at an Annual General Meeting, or a Special General Meeting, provided not less than twenty-one (21) days' notice has been given specifying the intention to propose the Special Resolution, and details of the proposed Special Resolution. The vote must be passed by not less than seventy-five (75) percent of those Voting Members present.

The amended Bylaws take effect after approval of the Special Resolution and acceptance by the Corporate Registry of Alberta.

#### **ARTICLE 9 DISSOLVING THE ASSOCIATION**

The Association may be dissolved and the remaining assets donated to an organization with similar purpose and goals, and which qualifies under current Canadian tax legislation.

This will occur at any General Meeting of the Association by Special Resolution as defined and prescribed in the Societies Act provided that not less than sixty (60) days' notice specifying the intention to propose the Special Resolution has been duly given. The vote must be passed by not less than seventy-five (75) percent of those Voting Members present.

The Association does not pay any dividends or distribute its property among its Members.

[LINK to ASCA current Bylaws](#)

## Administrative Resolutions

### **A19-01 Management of Advocacy Policies**

WHEREAS the ASCA Board of Directors believes the Association’s Advocacy Policies should reflect current concerns relating to education in Alberta; and

WHEREAS the ASCA Board of Directors has implemented processes whereby frequent and consistent review for relevancy of Advocacy Policies will occur;

#### **THEREFORE, BE IT RESOLVED THAT**

Any Advocacy Policy which has not been reaffirmed, or amended and subsequently approved, by ASCA Member School Councils after its tenth (10<sup>th</sup>) anniversary, will be removed by the Board, and maintained within a public document for historical reference.

The Board Resolutions Committee recommends policies be **reaffirmed** if the policy **is still relevant to the current education climate as it is presented here**. Housekeeping details are provided such as updates to titles of current ministries, ministerial orders, or pieces of policy accomplished.

### **A19-02 Motion to REAFFIRM**

<b>Policy</b>	<b>Rationale</b>
<b>08-1 Support for Outreach Schools</b> That Alberta Education provide stable and predictable school funding to cover infrastructure and maintenance renewal supports that will enable appropriate facilities for ongoing operations of outreach programs.	Remains relevant

The Board Resolutions Committee recommends policies be **amended** if the policy **is still relevant to the current education climate, but requires minor changes to keep it relevant**. Rationale is provided such as updates to titles of current ministries, deleting timelines, current terminology, practice or understandings.



**A19-03 Motion to AMEND (5 policies in one omnibus motion)**

(Proposed **amended** language is underlined; proposed deleted language is struck through.)

Existing Policy	Amended Policy	Rationale
<p><b>85-1 Children in Isolated Areas (1989, 93, 2009)</b>            That <del>the provincial government</del> continue to provide adequate assistance for education of children in isolated areas.</p>	<p><b>85-1 Children in Isolated Areas (1989, 93, 2009)</b>            That <u>Alberta Education</u> continue to provide adequate assistance for education of children in isolated areas.</p>	<p>ASCA advocates directly to AB Education, not the provincial government as whole. And, “adequate assistance for education” is the responsibility of Alberta Education.</p>
<p><b>93-2 Education of Special Needs Students (2006)</b>            That the ASCA believes inclusion of special needs students will occur and that required support services will be provided to accommodate inclusion during the preparation of a students’ IPP. The IPP should provide for the best solution for the student needs, based on consideration of all possibilities and constraints.</p>	<p><b>93-2 Education of Special Needs Students (2006)</b>            That the ASCA believes inclusion of special needs students will <u>continue to</u> occur and that required support services will <u>continue to</u> be provided to accommodate inclusion during the preparation of a students’ IPP. The IPP should provide for the best solution for the student needs, based on consideration of all possibilities and constraints.</p>	<p>In 1993, the inclusion of special needs students in classrooms was not as common, or expected, as it is today. Inclusion is occurring, and will likely continue to occur; however keeping the subject and conversation as a priority is beneficial as inclusion is far from perfect at this time.</p>
<p><b>2-14 <del>Teaching Quality Standards and Evaluation (2006,2014)</del></b>            That the Minister of Education work in transparency with education partners to ensure that Teaching Quality Standards are being met consistently.</p>	<p><b>2-14 <u>Professional Practice Standards and Evaluation (2006,2014)</u></b>            That the Minister of Education work in transparency with education partners to ensure that Teaching Quality Standards, <u>Leadership Quality Standards, and Superintendent Leadership Quality Standards</u> are being met consistently.</p>	<p>These three Ministerial Orders signed in February 2018 are known collectively as “Professional Practice Standards”. They include specific expectations making all teaching professional accountable for their applicable standard to the Minister, not just teachers.</p>
<p><b>08-5 Personal Counselling Services (revised 2014)</b>            All students in the province should have guaranteed access to distinct qualified career, educational and <del>personal</del> counselling services thereby increasing all students’ ability to learn and succeed.</p>	<p><b>08-5 Personal Counselling Services (revised 2014)</b>            All students in the province should have guaranteed access to distinct qualified career, educational and <u>mental health</u> counselling services thereby increasing all students’ ability to learn and succeed.</p>	<p>Whereas it is possible the sponsor of the resolution in 2008 intended ‘personal’ to mean and/or include ‘mental health’, the stigma attached to such terminology at that time may have prevented it from being used and/or accepted. It’s different today; increasing recognition of the need for student access to qualified mental health support, from all sectors of society.</p>
<p><b>10-4 Sustainable Program Funding</b>            That Alberta Education, in cooperation with school boards, work to implement a process that provides more sustainable <del>and equitable program funding options for all schools by the 2013/2014 school year.</del></p>	<p><b>10-4 Sustainable Program Funding</b>            That Alberta Education, in cooperation with school boards, work to implement a process that provides more sustainable, <u>predictable and adequate funding.</u></p>	<p>The original resolution was time-specific, and that time has passed. By deleting the reference to a specific school year, and adding language used commonly by other education partners (such as ASBA), the Advocacy Policy becomes something the Association can continue to advance.</p>

The Advocacy Policy Review committee recommends policies be **rescinded** if the policy is **no longer actionable or relevant to the current education climate**.

**A19-04 Motion to RESCIND (6 policies in one omnibus motion)**

Existing Policy	Rationale
<p><b>04-6 Accommodations on Provincial Achievement Tests</b> That Alberta Education immediately modify the Provincial Achievement Test Accommodations Regulations to allow students who do not currently qualify for Alberta Education coding but who have had modifications and adaptations to instructional and assessment strategies during the academic year, access to appropriate accommodations on the Provincial Achievement Tests.</p>	<p>Concept captured in more recent Advocacy Policy: 16-2 Accessibility of Provincial Assessments  That Alberta Education make provincial assessments accessible to all students by providing assistive resources and technology including visual, and other accommodations to meet the identified needs of the student so the student can fully participate in Provincial assessments.</p>
<p><b>07-1 Front License Plate on Vehicles</b> That ASCA actively lobby the provincial government Ministry(ies) responsible to instate a requirement to display front license plates on all vehicles registered in the province of Alberta.</p>	<p>Not actionable; no direct link to improving student learning.</p>
<p><b>10-5 Funding for Pre-school Screening</b> That pre-school age screening programs provided for children by Alberta Health and Wellness and/or Alberta Education remain available to families throughout Alberta and further that the continuity of this funding does not result in reduced funding in other currently funded areas of education.</p>	<p>Concept captured in 2018 Advocacy Resolution: 18-03A Supports for Learning Success of all Students: Early Screening That the Alberta School Councils' Association advocate to the Ministry of Education for mandatory early screening for learning and developmental challenges so that children will be identified earlier in their educational journey, receive the needed supports and resources and experience success from the beginning.</p>
<p><b>10-9 Common Provincial Kindergarten Entry Age (2017)</b> That Alberta Education legislate a common kindergarten entry age cut-off date for all school authorities in Alberta for parents who choose to have their children attend kindergarten.</p>	<p>Achieved. The School Amendment Act, 2017 (formerly Bill 28), received Royal Assent on December 15, 2017, establishing a common age of entry to Kindergarten of five (5) years of age by December 31 (effective in the 2020/2021 school year).</p>
<p><b>12-1 Single Enrollment Birth Date across the Province of Alberta (2017)</b> That Alberta Education institute a province wide single entry birth date for students.</p>	<p>Achieved. The School Amendment Act, 2017 (formerly Bill 28), received Royal Assent on December 15, 2017, establishing a common age of entry to Kindergarten of five (5) years of age by December 31 (effective in the 2020/2021 school year).</p>
<p><b>13-6 Raising Responsible Citizens</b> That Alberta School Councils' Association connect with the different government Ministries associated with children to explore the issue of responsibility and advocate for common strategies for the development of responsibility in youth. That Alberta School Councils' Association take an active role in the development of a program to educate parents on strategies that can be used to develop responsibility in children.</p>	<p>Potentially beyond the mandate and expertise of ASCA. Should an invitation to participate in the development of a program to educate parents....be extended to ASCA, we would potentially participate – resources permitting.</p>

---

Please find answers to the Nov 22 ASBA questions which was discussed at Horizon's January 23 board meeting.

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?

- Address local context via staffing decisions
- Address local context via facility decisions
- Address local context via budgetary decisions
- Policy development
- Three year plan priorities and strategies
- Public board meetings with media present
- Access to community groups and community members to get the community pulse and personal connection when issues arise
- Provide reports to school councils and provide newspaper articles
- Town hall meetings (opportunity for face to face dialogue and genuine listening)

2. What are some strategies your board is preparing or currently using to build awareness about the work of your board?

- Three year plan and Annual Education Results Report
- School councils and council of school councils
- Board minutes
- Monthly board highlights shared publically
- Social media and website presence
- Board representation on committees
- Board attendance at administrator meetings
- Town hall meetings/forums

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?

- Include a minister's panel into the ASBA Fall AGM (Why do MLAs show up for ATA conferences?)
- Get more ministers present during the ASBA fall AGM (Why do MLAs show up for the municipal government conference that occurs right around the same time?)
- Opportunity to ask Minister questions at ASBA fall AGM
- Communicate with GOA as a united voice representing Education
- Gather and share best practices

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?"

- Current bargaining model is broken, province is giving away conditions of practice (e.g. 907hrs) that would never have been given by local boards. Lost off ability to bargain salary means other items remain on the table.
- Advocate return of board autonomy as has been eroded. E.g.
  - Bargaining
  - Policy approval
  - Superintendent contracts and salary
  - AI managed modernizations as opposed to board managed
  - School fees
- Perhaps advocacy should not wait until after the election. Perhaps now is the time to act. ASBA could be bringing educational concerns forward as the election approaches. Support in setting up candidate forums, gathering candidate educational platforms and positions would inform voters.

From: <[alberta.news@gov.ab.ca](mailto:alberta.news@gov.ab.ca)>

Date: Mon, Feb 4, 2019 at 10:34 AM

Subject: News Release: Youth shaping education system: Minister Eggen

## **Youth shaping education system: Minister Eggen**

February 04, 2019 [Media inquiries](#)

Education Minister David Eggen issued the following statement about the second meeting of this year's Minister's Youth Council:

“Student voice plays a critical role in shaping every level of our education system. We want students to have the best education possible and members of the Minister's Youth Council help us to ensure this is possible.

“This past weekend, I had the pleasure of meeting with members of the Minister's Youth Council for our second session. These engaged students provide valuable input on a number of education issues that matter to them, such as curriculum, mental health, LGBTQ issues, Indigenous education, the province's approach to racism, and equity in the education system.

“I am so proud of these students and the work they have done so far. These bright leaders are developing the skills they need to effectively engage with one another at local and provincial levels to help improve our education system. Their feedback has already made a difference and will have an impact on our work moving forward.

“I enjoy every opportunity to sit down and work with the council members and I know they will continue to create a better future for all Albertans.”

### **Related information**

- [2018-19 Minister's Youth Council](#)

# Horizon superintendent report for January

## ■ Collaborate: Lethbridge College program designed to develop community learning in Taber highlighted

By Cole Parkinson  
Vauxhall Advance  
cparkinson@tabertimes.com

The Horizon School Division has plenty of irons in the fire as the first month of 2019 comes to an end.

During the Horizon board of trustee's regular meeting on Jan. 23, they got a few highlights of the going on's in Horizon from the superintendent's report for the month of January.

One of the main highlights from the report was around a newly formed council that is hoping to provide learning opportunities in the area.

The Lethbridge College — Taber Community Advisory Council was just recently brought together and Horizon superintendent Wilco Tymensen has one of the seats on the council.

"The Lethbridge College has recently struck up a Taber Community Advisory Council and I am sitting on that council. Basically, they are trying to bring back the concept of community-based learning opportunities in Taber. They are looking at doing that across southern Alberta, I'm not necessarily sure of the list of communities but we have had one meeting so far. Certainly, the idea of outreach, they recognize the value of that throughout our rural communities so they are exploring ways to reach out across southern Alberta," he explained.

While the committee has only just got its start, the wheels have been turning as far as what they want to accomplish in the first few months as a council.

**“Right now what we are looking at doing in Taber is, they are putting together a needs-based survey to see what kind of needs are in the community.”**

— Wilco Tymensen

One of the first things they are looking to do is find out what exactly the Taber area's needs are and then work from there.

"Right now what we are looking at doing in Taber is, they are putting together a needs-based survey to see what kind of needs are in the community and move from there. Just recently we met with Alberta Ed field staff, they meet every year after we submit our three year plan, and we have had an in-depth conversation with Anita (Richardson, associate superintendent of programs and human services), Phil (Johansen, superintendent of finance and operations), Amber (Darroch, associate superintendent of learner services) and myself," added Tymensen.

Another piece Tymensen wanted to inform the board on was around the dissolution of the Taber Players group.

With the drama production company going on hiatus for the time being, their supplies and equipment were offered to the division for use.

"They didn't want to dispose of all of their supplies and equipment so we have gone into a partnership with them for the next five years. Their stuff will all be

stored in some sea cans and maintenance shop. Our schools will be able to access all of their materials for free," said Tymensen.

With the opportunity to utilize the Taber Players equipment and supplies for school productions throughout the division, the board was happy with the arrangement.

"It's a win for us and it's a win for them," said Bruce Francis, vice-chair of the Horizon board.

While the entire contents of the Taber Players collection will be available to the Horizon schools for free, other groups and schools will also be able to access the equipment.

The only difference will be interested parties from the community outside of Horizon will have to make contact with the Taber Players to gain access.

"What we have said is, we will manage it in terms of our schools and if any other community group wants to tap into it they still have to run through Taber Players. We wouldn't be managing if St. Mary's or a church group wanted to use it. Somebody from their dormant society would look after that piece," explained Tymensen to the board.

Upon expiry of the

contract, there will be a few different options for the two parties to take.

"After five years, we can either renew it for a further five years, they can take everything back if they want and if they don't establish themselves or want to renegotiate, it is ours."

The superintendent's report for January was accepted by the board.



Board Chair Marie Logan  
Horizon School Division  
6302 - 36 Street  
Taber AB T1G 1Z9

February 5, 2019

Dear Chair Logan:

Congratulations! Your school board has been nominated for a *Smoke-Free Spaces* award for its leadership in the adoption of smoke-free public spaces.

The *Smoke-Free Spaces* awards program recognizes the leadership of public bodies in protecting residents, visitors, youth, students and staff from the health hazards of smoking and tobacco use. We congratulate Horizon School Division for its leadership on this important public health issue.



The program partners include ASH, Alberta Health Services, Alberta Blue Cross, Canadian Cancer Society, The Lung Association, Heart and Stroke Foundation, Alberta Recreation and Parks Association and the Canadian Cancer Society.

The program partners invite you to receive your award at a ceremony in Edmonton on Thursday, February 21 at 12 p.m. at the DoubleTree Hotel West Edmonton. Over 100 tobacco reduction stakeholders will be attending the ceremony, which will take place at the Western Canadian Tobacco Reduction Forum. The news media will be invited to attend this ceremony. Lunch will be provided.

Your organization is not required to attend the awards ceremony although we hope that you can participate and receive this award in person. You are also welcome to choose a suitable delegate.

To accept this nomination, please reply to the email message that accompanies this letter. You will receive this award following your organization's acceptance of our nomination.

For more details about the award and previous recipients, please visit [www.smokefreespaces.ca](http://www.smokefreespaces.ca).

Thank you for your prompt attention.

Sincerely,

A handwritten signature in black ink, appearing to read "Les Hagen".

Les Hagen  
Executive Director

Founded in 1979, ASH is Western Canada's leading tobacco control organization.

# Supporting students with Type 1 diabetes

February 12, 2019 [Media inquiries](#)

Education Minister David Eggen has released guidelines with information and resources to support students with Type 1 diabetes while they are in school.



*Minister Eggen, St. Albert MLA Marie Renaud, and Deanna and Nathalie Emberg announce Alberta's new guidelines for supporting students with Type 1 Diabetes in schools.*

The Guidelines for Supporting Students with Type 1 Diabetes in Schools are aimed at better accommodating the medical needs of students with diabetes. They complement existing policies, programs and resources provided by the Government of Alberta.

“Children with Type 1 diabetes have unique medical needs and these guidelines are designed to help school authorities work with their health and community partners to address the medical needs of these students while they are at school. The guidelines will ensure greater consistency in how schools support students with this complex disease.”

*David Eggen, Minister of Education*

Diabetes is a significant public health issue in Canada and around the world. There are roughly 2,300 children in Alberta with Type 1 diabetes. It is likely that one or more students require support managing this disease while at school.

“We’re pleased to see progress made in protecting students with Type 1 diabetes from potentially life-threatening situations. We’re proud to have advanced this important issue thanks to the dedication of our volunteer parent and health-care professional advocates. We look forward to our ongoing work with the Government of Alberta to ensure the guidelines are fully aligned with our recommendations.”

*Scott McRae, regional director, Diabetes Canada*



“I see these guidelines as a positive step forward. My sincere hope is that these guidelines will point school authorities, parents and school staff in the right direction. Accommodating the needs of students with Type 1 diabetes by placing the child’s well-being at the centre of a system of support will work for families, children and schools.”

*Deanna Emberg, parent and diabetes advocate*

## **Related information**

- [Guidelines for Supporting Students with Type 1 Diabetes in Schools](#) (PDF)

[Diabetes Canada](#)

# Building for Alberta's future

February 13, 2019 [Media inquiries](#)

Education Minister David Eggen visited students who will be among the first to attend the future Dr. Anne Anderson School in southwest Edmonton.



*Minister Eggen and Edmonton Public School Board vice chair Bridget Stirling with students at Dr. Lila Fahlman School announce the new Dr. Anne Anderson School.*

Edmonton's rapid growth has highlighted the need for a new high school in the city. The Government of Alberta is investing \$79 million to build the Dr. Anne Anderson School to provide space for up to 1,800 Edmonton students. The school will have the capacity to expand and accommodate up to 2,400 students in the future. The school is in the planning stage and on track to open in 2021. The City of Edmonton will contribute an additional \$5.5 million to the project.

“Our kids deserve to learn and grow in modern classrooms. We owe it to them and their families to ensure they are learning in good schools. That’s why this government is keeping its promises when it comes to investing in school construction. 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.”

*David Eggen, Minister of Education*

“Dr. Anne Anderson School meets the needs of families in one of Canada’s fastest-growing and youngest cities. Public education is a key Edmonton edge as we compete internationally for newcomers.”

*Don Iveson, mayor, City of Edmonton*

“We are thankful to the government for the funding for Dr. Anne Anderson School as our district’s infrastructure needs, particularly at the high school level, continue to be great. This new space will provide a safe, welcoming learning environment for thousands of students for years to come.”

*Michelle Draper, board chair, Edmonton Public Schools*

The Government of Alberta has funded 244 school capital projects since May 2015. These projects will have created or modernized approximately 170,000 student spaces by the time they are all complete.

There are approximately 700,000 students in Alberta's K-12 classrooms this school year, and that number is expected to grow by about 15,000 students each year for a number of years to come.

Dr. Anne Anderson was an Albertan who was instrumental in preserving the Cree language and promoting Métis heritage across Canada.

The minister visited students at Dr. Lila Fahlman School, a K-9 school in southwest Edmonton that was completed in September 2017 with a provincial investment of approximately \$22 million. Students from this school and others are expected to attend grades 10 to 12 at the Dr. Anne Anderson School once completed.

## **Related information**

- [Dr. Anne Anderson School](#)

[Alberta school projects](#)

# Eggen vows to ban seclusion rooms in schools as Inclusion Alberta slams province's draft guidelines

DUSTIN COOK ([HTTPS://EDMONTONJOURNAL.COM/AUTHOR/DUSTINCOOKPOSTMEDIA](https://edmontonjournal.com/author/dustincookpostmedia)) Updated: February 15, 2019



A photo of a seclusion room in use in an unnamed Alberta school. Inclusion Alberta provided the photo on September 14, 2018. *SUPPLIED*

Alberta Education Minister David Eggen is vowing to ban seclusion rooms in schools, he said in a Friday statement.

"As a parent and a teacher myself, I've frankly been disturbed by some of the things parents are sharing about their family's experiences with seclusion rooms. We can and must do better for our kids," Eggen said in an Friday morning emailed statement.

"After initial discussions with the working group I established on this matter, I am convinced that seclusion rooms must be banned."

Eggen last year appointed a working group, inclusive of parents whose children with disabilities had been subject to or at risk of physical restraint and seclusion in time-out rooms, to provide recommendations.

On Dec. 19, 2018, Inclusion Alberta, Autism Society of Alberta and others were invited to meet the minister's working group and review its progress.

This advertisement has not loaded yet,

STORY CONTINUES BELOW

but your article continues below.

"The two largest organizations in Alberta representing families of children with disabilities expressed their deep disappointment with what was being proposed, as Alberta Education had changed virtually nothing from the existing guidelines which had already proven to be grossly inadequate and ineffectual," said Trish Bowman, Inclusion Alberta CEO, in a Friday morning release.

Dr. Keith Goulden, associate professor of Developmental Paediatrics, University of Alberta, and a former member of the working group, also expressed disappointment.

"We need iron-clad rules, not guidelines, that are enforced through accurate reporting and real consequences for failing to act as required. Responding to an unanticipated emergency is one thing but the repeated use of seclusion and restraints only occurs if there is a lack of planning, preparation and education," said Goulden in a statement.

Inclusion Alberta, Autism Society of Alberta and parents on the working group itself have sent letters to the minister and Premier Rachel Notely,

voicing collective concern.

Eggen on Friday further said that what he does know is that “we need to find a safe space for students that are struggling and need therapeutic supports in school.”

He said the working group will continue to that end.

“Whether or not Inclusion Alberta wants to help with this work is up to them. Last fall I appointed a group of parents, teachers, and experts to help advise me on drafting strict new guidelines for the use of seclusion in Alberta schools. By working together on this important issue, I know we will enact change that will be in the best interest of our students and their safety,” added Eggen.

Inclusion Alberta, meanwhile, is calling for “a robust and accountable mechanism in law that governs, limits and monitors the use of seclusion, physical restraints and time-out rooms. Positive and proactive approaches must be strengthened and a commitment to quality practice fundamentally assured.

“The proposed guidelines offer no accountability and still permit children with disabilities to be confined in seclusion and time-out rooms; will continue to result in parents being coerced to agree to restraint and seclusion and will continue to see children experience physical and emotional trauma.”

Representatives of Inclusion Alberta and Autism Edmonton, as well as parents on the minister’s working group are speaking out about their concerns Friday morning.

More to come...

## TRENDING IN CANADA

0.

### Trending Stories



< Previous

# This Week's Flyers



Powered by

## Comments

We encourage all readers to share their views on our articles and blog posts. We are committed to maintaining a lively but civil forum for discussion, so we ask you to avoid personal attacks, and please keep your comments relevant and respectful. If you encounter a comment that is abusive, click the "X" in the upper right corner of the comment box to report spam or abuse. We are using Facebook commenting. Visit our FAQ page (<http://www.edmontonjournal.com/news/story.html?id=7195492>) for more information.

([HTTPS://WWW.POSTMEDIA.COM](https://www.postmedia.com))

2/15/2019

Eggen vows to ban seclusion rooms in schools as Inclusion Alberta slams province's draft guidelines | Edmonton Journal

365 Bloor St East, Toronto, ON, M4W3L4, [www.postmedia.com](http://www.postmedia.com)

© 2019 Postmedia Network Inc. All rights reserved.

Unauthorized distribution, transmission or republication strictly prohibited.

Powered by WordPress.com VIP (<https://vip.wordpress.com/>?

[utm\\_source=vip\\_powered\\_wpcom&utm\\_medium=web&utm\\_campaign=VIP%20Footer%20Credit&utm\\_term=edmontonjournal.com](https://vip.wordpress.com/?utm_source=vip_powered_wpcom&utm_medium=web&utm_campaign=VIP%20Footer%20Credit&utm_term=edmontonjournal.com))



# Horizon does some housekeeping with various policies in 2019

By Cole Parkinson

Taber Times

cparkinson@tabertimes.com

As the new year rolls on, the Horizon board of trustees have updated a number of their policies.

During the board's first regular meeting of 2019 on Jan. 23, they discussed seven policies, all of which had already passed first reading.

The first policy brought back to the board was IFCH — Illicit Substances.

"The previous policy would only be addressing students, this policy will address students and staff. A couple highlights of changes that came forward from first reading would be medical accommodations. Our previous policy was silent on that, so this policy certainly addresses that. It also addresses both legal and illegal drugs because you can be addicted or have a medical addiction or consumption issue with legal medication as well as illegal drugs. It also includes a staff declaration acknowledging they are aware of the policy. One of the things the policy states is that you can't be under the influence and then use an addiction defence, you have a legal obligation to inform your employer you are struggling with addiction," explained Wilco Tymensen, superintendent of schools.

With no new comments or changes since first reading, the board voted unanimously to pass both second and final reading.

With the addition of the Illicit Substances policy, the board also voted unanimously to delete Policy GBK — Tobacco and Policy IHCD — Medication to Students/Medical Conditions as both were incorporated into the new policy.

Policy FCB — Facilities Capital Planning was brought back due to it being several years since the board had looked over the wording of the document.

"It had not been reviewed since 2005 and it was brought forward for first reading to align the practice. The previous policy talked about creating an advisory committee to help with the facilities but back in 2005, modernizations were always handled by the board. Now, there are two different types of projects — Alberta Infrastructure projects and board managed projects. Our role is different in those two so it doesn't address current practices in regard to those two different processes," said Tymensen.

He also stated the policy had seen no changes since the first reading was passed.

The board voted unanimously to pass both second and final

reading of the policy.

Trustees also reviewed Policy FEA — Custodial Services which saw a couple small revisions.

The policy states "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, with the custodian's duties, are kept clean, comfortable and safe."

"Very, very minor policy changes. It had not been reviewed since 2009 and the board likes to bring policies back after a certain period of years just to ensure they are happy with the wording," added Tymensen.

With no added changes, the board voted unanimously to pass second and final readings.

After previous discussions around how Horizon school's and facilities are named, a new policy called Policy FF — Naming Spaces and Programs was formed to address the process.

"A brand new policy that came forward from dialogue with Christa (Runka, Ward 5 trustee) at this level spurred on by the potential modernization of the Erle Rivers and Milk River Elementary buildings," said Tymensen.

The policy states 'names for physical spaces and educational programs must reflect the division's values as they increase public interest and awareness.'

The superintendent is also directed by the board to facilitate naming and decommissioning of names as part of the policy.

As the board didn't request any changes, the policy remained the same from first reading and the trustees voted unanimously to pass second and final readings.

Coming on the heels of the introduction of Policy GAA — Employee Code of Conduct, Policy GCAG — Teacher Responsibility would be deleted.

The updated policy GAA would encompass the entirety of Horizon Division and not just teachers.

"Policy GAA addresses a conflict of interest for employees and we have added the notion of a code of conduct. Certainly, we know the teachers within our jurisdiction already have a code of conduct that applies to them. This policy would extend the notion of a code of conduct to all employees and outline some key expectations the employer would have of its employees," explained Tymensen.

Second and final reading of Policy GAA — Employee Code of Conduct were passed unanimously as was the deletion of GCAG — Teacher Responsibility.

Next policy on the agenda was GDN — Support Staff Evaluation.

"The policy itself doesn't have a lot of changes. The biggest difference is we have added an evaluation template, it used to only have a template for assistants. We have now added, maybe 125 pages," explained Tymensen.

Both second and the final readings were passed unanimously by the trustees.

The final policy in front of the board was HGBG — Home Education. Much like Policy — GDN, changes made within were fairly minimal.

"Not necessarily a lot of changes, mostly to align with practice," added Tymensen.

Board unanimously passed the second and final readings for the policy. With those policies updated, Tymensen said all the old policies from the earlier to mid-2000s have been updated.