

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

Tuesday, November 24, 2014 – 1:00 p.m.

Regular Board Meeting Agenda

A – Action Items

A.1	Agenda	
A.2	Minutes of Organizational Board Meeting held Tuesday, October 21, 2014	ENCLOSURE 1
A.3	Minutes of Regular Board Meeting held Tuesday, October 21, 2014	ENCLOSURE 2
A.4	Payment of Accounts Report	ENCLOSURE 3
A.5	Policies (for First Reading) as Follows: <ul style="list-style-type: none"> • CASL (New Policy) <i>Canadian Anti-Spam Legislation</i> • GCM <i>Teacher Professional Growth Planning</i> • HC <i>School Year</i> • IFC <i>Student Conduct</i> • IG <i>Student Discipline</i> • IHCE <i>Student Illness/Injury</i> • IHCG <i>Head Lice</i> • IHF <i>Welcoming, Caring, Respectful and Safe Learning Environments</i> 	ENCLOSURE 4
A.6	Three-Year Education Plan/AERR	HANDOUT
A.7	Horizon School Division 2014-2015 School Year Budget	HANDOUT
A.8	2015 – 2016 School Year Calendar	ENCLOSURE 5

D – Discussion Items

D.1	Home-School Students and Horizon Extra-Curricular Activities	
D.2	ASBA Priority Survey (Email #22)	ENCLOSURE 6

I- Information Items

I.1	Superintendent's Progress Report	ENCLOSURE 7
I.2	Trustee/Committee Reports: <ul style="list-style-type: none"> • Zone 6 ASBA Report – Marie Logan • ASBA Fall General Meeting Report –Marie Logan • November Admin. Meeting Summary – Marie Logan • Facilities Committee Report – Derek Baron 	HANDOUT ENCLOSURE 8
I.3	C2 Update – Erin Hurkett	ENCLOSURE 9
I.4	Associate Superintendent of Finance and Operations Report – John Rakai	
I.6	Associate Superintendent of Programs, Services and Human Resources Report – Clark Bosch	ENCLOSURE 10

Correspondence

- Superintendent Article to Lethbridge Herald
- Horizon School Division Press Release (PAT and Diploma Exam Results)
- Horizon School Division Newspaper Articles

ENCLOSURE 11

Horizon School Division No. 67

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

The Board of Trustees of Horizon School Division No. 67 held its Organizational Meeting of the Board on Tuesday, October 21, 2014 commencing at 1:00 p.m. in the Eric Johnson Room.

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

ALSO PRESENT: Wilco Tymensen, Superintendent of Schools
John Rakai, Associate Superintendent of Finance & Operations
Clark Bosch, Associate Superintendent of Programs and Services
Erin Hurkett, Associate Superintendent of Curriculum & Instruction
J.W. Schnarr, Taber Times

ACTION ITEMS

1. John Rakai, Associate Superintendent, called the meeting to order at 1:00 p.m.

2. **Nominations and Election for Chair of the Board**

John Rakai called for nominations from the floor for the position of Board Chair.

Derek Baron nominated Marie Logan for the position of Board Chair.

Marie Logan accepted the nomination.

Moved by Jennifer Crowson that nominations cease

Carried Unanimously

BOARD CHAIR
ELECTED
137/14

Marie Logan was declared to be the Chair of the Board of Trustees of Horizon School Division No. 67 until the next Organizational Meeting of the Board.

3. **Nominations and Election for Vice-Chair of the Board**

John Rakai called for nominations from the floor for the position of Board Vice-Chair.

Jennifer Crowson nominated Bruce Francis for the position of Board Vice-Chair.

Bruce Francis accepted the nomination.

Moved by Derek Baron that nominations cease.

Carried Unanimously

BOARD VICE-CHAIR
ELECTED
138/14

Bruce Francis was declared the Vice-Chair of the Board of Trustees of Horizon School Division No. 67 until the next Organizational Meeting of the Board.

Chair Marie Logan assumed Chair of the Meeting

4. **Approve Trustee Committees for 2014-2015**

Moved by Rick Anderson that the Board approve the 2014-2015 term of office Trustee Committee memberships as attached to these minutes

Carried Unanimously

TRUSTEE
COMMITTEE
MEMBERSHIP
APPROVED
139/14

5. **Approve Trustee School Responsibilities for 2014-2015**

Moved by Blair Lowry that the Board approve the Trustee School Responsibilities for the 2014-2015 term of office as attached to these minutes.

Carried Unanimously

TRUSTEE SCHOOL
RESPONSIBILITIES
APPROVED
140/14

6. **Adjourn Organizational Meeting**

Moved by Terry Michaelis that the Organizational Meeting Adjourn.

Carried Unanimously

ADJOURNMENT
141/14

Chair

Secretary

**Horizon School Division No. 67
Trustee Committees
(2014-2015 SCHOOL YEAR)**

**Board Chair – Marie Logan
Board Vice-Chair – Bruce Francis**

Finance/Audit Committee

All members of the Board

Budget Committee

All members of the Board

A.T.A. Negotiating/Liaison Committee

Marie Logan – Chair
Bruce Francis
Derek Baron

**C.U.P.E./Support Staff
Negotiating Liaison Committee**

Terry Michaelis – Chair
Jennifer Crowson
Rick Anderson

Transportation Committee

Bruce Francis – Chair
Marie Logan
Derek Baron

Facilities Committee

Derek Baron – Chair
Bruce Francis
Blair Lowry

**Public Relations Committee
and *Friends of Horizon***

Jennifer Crowson – Chair
Marie Logan

**Election Procedures/Boundary Ad Hoc
Committee**

Rick Anderson - Chair
Marie Logan
Terry Michaelis

Policy Committee

Bruce Francis
Rick Anderson

ASBA Zone 6 Director

Marie Logan
Blair Lowry – Alternate

Adult Learning/Further Education Councils

Marie Logan
Rick Anderson
Blair Lowry

Hutterian Brethren Council

Terry Michaelis
Jennifer Crowson - Alternate

Administrative Council Meetings

One member of the Board on
a monthly rotation

Council of School Councils

One member of the Board to attend
meetings on rotation

C2 Committee

Marie Logan
Jennifer Crowson

**Student Transportation Ad Hoc
Committee**

All members of the Board

Horizon School Division No. 67
Board of Trustees School Responsibilities (2014 - 2015)

Marie Logan (Ward 1 – Lomond/Enchant)

Enchant School – Enchant
Lomond Community School – Lomond
Armada Colony School
Enchant Colony School
Hillridge Colony School
Lomond Colony School

Jennifer Crowson (Ward 2 – Hays/Vauxhall)

Hays School – Hays
Horizon MAP School - Vauxhall
Vauxhall Elementary School – Vauxhall
Vauxhall High School – Vauxhall
Copperfield Colony School

Bruce Francis (Ward 3 – Taber)

Dr. Hamman School - Taber
Midland Colony School
Cameron Farms Colony School
Evergreen Colony School
W.R. Myers High School - Taber

Blair Lowry (Ward 3 – Taber)

Central School – Taber
D.A. Ferguson Middle School - Taber
L.T. Westlake School – Taber
Taber Christian Alternative School – Taber
Kingsland Colony School

Rick Anderson (Ward 3 – Taber)

ACE Place Learning Centre - Taber
Barnwell School – Barnwell
Taber Mennonite School – Taber
Fairlane Colony School
Oaklane Colony School
Prairiehome Colony School

Derek Baron (Ward 4 – Warner/Grassy Lake)

Chamberlain School – Grassy Lake
Warner School – Warner
Arden T. Litt Centre for Learning – Grassy Lake
Bluegrass Colony School
Delco Colony School
Miltow Colony School

Terry Michaelis (Ward 5 – Milk River/Coutts)

Erle Rivers High School – Milk River
Milk River Elementary School – Milk River
Elmspring Colony School
River Road Colony School
Sunnysite Colony School

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The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Tuesday, October 21, 2014 beginning at 1:30 p.m. in the Eric Johnson Room

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

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

ACTION ITEMS

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

Under Discussion Items:

D.1 Changed to 2015 – 2016 School Year Calendar. Previous D.1 item regarding a Special Board Meeting date included under A.5 2014-2015 Board Meeting Dates.

Under Information Items:

1.2.2 Correction to say October Admin. Meeting rather than September Admin. Meeting and change Trustee in attendance to Jennifer Crowson rather than Rick Anderson

Carried Unanimously

AGENDA
APPROVED
142/14

A.2 Moved by Bruce Francis that the Board approve the [Minutes of the Regular Board Meeting held Tuesday, September 16, 2014](#) as provided in Enclosure 1 of the agenda.

Carried Unanimously

REGULAR BOARD
MEETING MINUTES
APPROVED
143/14

A.3 Moved by Terry Michaelis that the Board approve the [September/October Payment of Accounts](#) report in the amount of \$4,468,788.12 as provided in Enclosure 2 of the agenda.

Carried Unanimously

PAYMENT OF
ACCOUNTS REPORT
APPROVED
144/14

A.4 Moved by Blair Lowry that the Board approve the motion to accept the information received regarding the designation of Vice-Principals for Lomond Community School of Tammy McClure and Melissa Gartly for the 2014 – 2015 School Year

Carried Unanimously

INFORMATION
REGARDING VICE-
PRINCIPAL
DESIGNATIONS
APPROVED
145/14

A.5 Moved by Jennifer Crowson that the Board approve the Board meeting dates for the period November 2014 to October 2015 inclusive, as follows:

- Tuesday, November 25, 2014: Regular Board Meeting to include review and approval of the 2013/14 Audited Financial Statement, 2014/15 – 2016/17 Education and Three Year Plan, and 2014-2015 Budget Update
- Monday, December 15, 2014
- Tuesday, January 20, 2015
- Tuesday, February 24, 2015
- Tuesday, March 17, 2015
- Tuesday, April 21, 2015
- Tuesday, May 19, 2015
- Tuesday, June 16, 2015
- Tuesday, August 25, 2015
- Tuesday, September 15, 2015
- Tuesday, October 20, 2015

Carried Unanimously

BOARD MEETING
DATES APPROVED
146/14

DISCUSSION ITEMS

D.1 2014-2015 School Year Calendar

Erin Hurkett presented a [draft of the 2015-2016 school year calendar](#) to the Board. Following discussions, Erin will present the draft calendar to School Administrators to share with Parent Councils and various stakeholders for their input with the intent of obtaining final Board approval of the calendar at the November 2014 Board Meeting.

INFORMATION ITEMS

1. Superintendent's Progress Report **Educational Leadership**

- The Superintendent provided ongoing support and advice to principals on matters related to school operations including: new hires, leaves, parent council matters, teacher summative evaluations, conflict mediation, and other legal issues.
- Meetings with all principals occurred to discuss their Annual Education Results and Three Year Plans. Conversations about how the jurisdiction can support school's efforts to passionately engaged learners who confidently pursue continual improvement now and in the future as contributing global citizens also occurred.
- The first of several division wide Professional Development days came to fruition. Teachers spent the day working collaboratively on Individual Student Plans and professional learning communities.
- The Superintendent also had the opportunity to attend a Google Lunch n' Learn session put on by Amber Darroch, Horizon's Director of Learning.

Fiscal Responsibility

- With funding being based on September 30 enrollment numbers I am happy to report that the jurisdiction is up over 120 students above March 2013 projections. Based on new enrollment numbers staffing levels were reviewed and all school requests for staffing enhancements were approved.

Personnel Management

- Principal Professional Growth Planning meetings were conducted with the twelve continuing principals not undergoing evaluation. Evaluation observations and conversations and ongoing support occurred with the seven new principals undergoing evaluation.

Policy

- In alignment with policy, new requests for transportation were processed by the Transportation coordinator; by the end of the first day of school 150 last minute transportation requests were processed.

Decisions continue to be guided by precedent and past practice until decisions regarding upcoming changes are made. Expectations are that these decisions will be made this fall once Alberta Education regulations are released. Preliminary work on policy changes has already commenced.

Organizational Leadership and Management

- Barnwell and Warner Modernization meetings continue to be attended every two weeks. A design plan has been submitted to Alberta Education and Alberta Infrastructure. The Barnwell community is continuing to fund raise and work collaboratively towards finalizing submissions of commitment letters regarding the project enhancements. Design plan schematics and pictures of both modernizations are available via the horizon website.
- The second administrator meeting of the year was held on October 14^h.
- The Superintendent has been working with the Clinical Team Leader to create a Emergency Response Manual.
- The Alberta Teacher's Association New Teacher Induction Banquet was attended.
- Vauxhall High School's awards banquet was also attended.

Communications and Community Relations

- A welcome back BBQ was organized for all Division Office and Maintenance staff and their families. A huge thank you for all your efforts. Your dedication to service contributed to another amazing school year start.
- The Superintendent had the opportunity to attend Enchant School's welcome back BBQ and participate in the community Terry Fox run. A huge thank you to those who assisted in the BBQ. Enchant Colony's buns were amazing as was Enchant School's secret BBQ sauce. A great time was had by all.
- Meetings with outside agencies were attended. These include: Alberta School Board Association (provincial meeting with Minister Dirks), Alberta Education – home schooling (Zone Six Services), College of Alberta School Superintendents, and Xerox. Communication also occurred with individuals from Taber Adult Learning, Taber Community Against Drugs, and Taber Community Action and Prevention Society.
- A conversation with Kaitlyn Mills, Horizon's representative on the Minister's Student Advisory Council, and a Student Engagement Advisor from Alberta Education's Engagement Branch; Research, System Assurance and Engagement to discuss capturing student voice and enhancing student's engagement with regard to direction setting.

Leadership Practices

The Senior Administration Leadership Team including Directors met to discuss the jurisdiction's three year plan

2. Trustee/Committee Reports

2.1 ASBA Zone 6 Report - Marie Logan, Zone 6 Representative reported on the Zone 6 meeting that took place on Wednesday, October 8th in Lethbridge. Highlights of the meeting included the following:

- The approval of the 2014-2015 Zone 6 Budget will take place at the November 2014 meeting.
- The price for the annual Edwin Parr Awards tickets has risen from \$30.00 to \$35.00 per person
- In terms of elections, all Zone 6 positions will remain as is for the next year with the exception of the Zone Director for the Provincial ASBA Board and the Alternate Director. Elections for these two positions will take place at the November meeting
- The goal for ASBA to have an advocacy plan is for April 2015. Board will be asked, as part of the annual strategic plan survey, to submit what they believe the three advocacy priorities should be
- Enrollment updates for Zone 6 with most jurisdictions showing increased enrollment numbers with the start of the 2014-2015 school year
- Deadline dates brought to the Board's attention were November 14, 2014 for submission of the Family and Community Safety Grant; November 15, 2014 is the deadline for nominations for the Teaching Excellent Awards; November 30, 2014 is the deadline for jurisdictions to post their three-year plans and annual education results reports
- Information regarding nomination deadline dates for the upcoming Teaching in Excellence Awards. Information can be downloaded from the Alberta Education website at <http://education.alberta.ca/teachers/excellence.aspx>

- The next Zone 6 meeting is scheduled for Wednesday, November 12, 2014 at the Holy Spirit Board Office in Lethbridge.

2.2 Administrators' Meeting Report – Jennifer Crowson

The [October 14th Administrators' Meeting summary](#) was enclosed in the agenda and included some of the following highlights:

- Policy Review
- Revised Emergency Response Manual
- PAT and Diploma Exam Results Presentation
- RCSD (Regional Collaborative Service Delivery) Mental Health
- 2015 – 2016 School Year Calendar
- Student Assessment
- Decentralized Budgets
- SLA Update
- Lord's Prayer
- Class Size Funding
- September 29th PD Day Feedback

2.3 Facilities Committee Report

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

- The W.R. Myers/D.A. Ferguson playing field is complete. Irrigation has been installed and will remain operational until mid-October. As part of the field development, ten different enterprises from the Taber area provided donations at a total value of \$58,452.00 and included the following organizations:

Lantic Inc.	George Miller Excavating	Shimbashi Farms
Barry Clements	F. Miller Excavating	River Bend Rock Products
Prime Rentals	East End Iron	Chinook Carriers
Taber Rugby Club		
- The winterization of irrigation systems throughout the division
- Erected a control/sound room for the performing arts program at L.T. Westlake School
- Information shared regarding recent government announcement of the approval to proceed with planning for capital construction projects of D.A. Ferguson and W.R. Myers Schools. Upcoming value management sessions will be taking place on November 27th and 28th.
- Various maintenance and administrative work completed during the months of September and October.

3. Associate Superintendent of Finance and Operations Report

John Rakai reported the following information:

- Met with the transportation consultant at the end of September to review compliance with the extra-curricular/co-curricular vehicle safety program. It was identified that the daily driver log that is currently being used is only applicable for daily return trips within a 160 km radius from each school based location. For any overnight trip or trip over 160 km radius from the school location, the trip will need to be recorded on a graph grid. There will be another review prior to the end of 2014 and in preparation of the March 2015 re-audit.
- Participated in an informative Division Office *Google Lunch n' Learn Session*, facilitated by Amber Darroch on the useful and time saving applications that are available for users of Gmail.
- The enrollment cut-off date was October 3rd with all schools meeting this deadline date
- Working on school decentralized budgets that will be sent out to schools by the end of October.
- Attended a design committee meeting on October 2nd for Warner and Barnwell Schools. Following this meeting, the schematic design report was submitted to Alberta Education and Infrastructure. It is the goal for tendering to take place in January 2015.
- Attended a two-day legal conference, focusing on "Duty to Accommodate" for employees, staff and parents. All information obtained from this conference will be posted and available for Division Office staff to peruse for their information
- Attended the October 14th Administrator Meeting

- Participated in a meeting with principals from both D.A. Ferguson and W.R. Myers Schools regarding the upcoming value management session to be held on November 27th and 28th. It is the intent that at the end of this value management session, a consensus will be reached as to whether there will be a modernization of the existing buildings for both the middle school and high school or that there will be a new high school and a modernization of the middle school.

4. Associate Superintendent of Programs and Services Report

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

- Human Resources
- Early Learning/Inclusive Education
- Pre-K Information
- Collaborative Team Meetings
- Regional Collaborative Service Delivery
- Kanadier Mennonite Program updates
- Meeting with Taber Police Chief, RCMP and LGM Church Leaders
- High School Redesign
- Hutterian Brethren Schools
- Teacher Evaluations

5. Associate Superintendent of Curriculum and Instruction Report

[Erin Hurkett's report](#) was provided as Enclosure 8 of the agenda and included the following information:

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

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

- September 29th: Organized and facilitated a division-wide PD day that consisted of collaborative creation of ISP documents in the morning and collaborative Google+ groups in the afternoon
- October 2nd: Attended an SAPDC session on the new Career and Technology Foundations (CTF)

Curriculum.

This curriculum will begin in the fall of 2015 and is competency focused. The curriculum will be used with Jr. High school students

- October 6th: Facilitated the Leadership Cohort. The focus was instructional leadership. Pamela Adams and David Townsend facilitated a professional growth session and Holly Godson, Johanna Kutanzi and Alyson Archibald facilitated a portion in regards to instructional leadership, teacher supervision and evaluation.
- October 8th: Met with Kaitlyn Mills, a student from Vauxhall High School to begin planning for Horizon's student leadership day on October 22nd. The focus will be student engagement and voice
- October 9th: Attended a curriculum prototyping update and input session in Lethbridge. Teachers from all southern school districts were in attendance as well as table facilitators from Alberta Education and the Calgary Board of Education
- October 15th: This date was allotted for new teachers to meet and collaborate with their teacher mentors. Almost all new teachers utilized this day to work with their mentors
- October 16th: Attended a LGSM meeting. Opportunities for students in home school situations and the possibility of accessing Horizon School facilities were discussed
- October 17th: Attended a dual credit meeting with Lethbridge College. Discussion surrounded student labs and attendance issues.

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

- September 25: Facilitated PD sessions for Milk River Elementary and Erle Rivers High Schools. Literacy benchmark assessment was the focus for MRE and supplementary instruction and use of the benchmarks to inform instruction was the focus at ERHS.
- September 26th: Attended a Beers and Probst Literacy PD with Horizon teachers and administrators. The session focused on supporting adolescent learners who struggle with literacy.

- September 29th: Facilitated an afternoon PD session for the division wide PD for new teachers, focusing on classroom organization and routines conducive to literacy learning and engagement.
- October 9th: Attended the new teacher induction ATA banquet
- October 14th: Attended the D.A. Ferguson Awards banquet
- October 17th: Facilitated a PD session at Lomond Community School regarding ESL Benchmarks and best practices. I have been attending all three-year planning meetings with principals and have been inquiring about literacy/numeracy practices and asking where areas of support are required.

In addition to the above information, Ms. Hurkett also presented to the Board, the 2013-2014 PAT and Diploma exam results. As in previous years, Horizon was above the provincial average in almost all subject areas. Updates were also provided by Ms. Hurkett from Amber Darroch, Director of Learning and George Epp, Mennonite Liaison worker.

6. Correspondence

No items of discussion came forward from [Correspondence as provided in Enclosure 7](#) of the agenda.

COMMITTEE ITEMS

Moved by Jennifer Crowson on that the Board meet in Committee.

Carried Unanimously

COMMITTEE
147/14

Moved by Blair Lowry that the meeting reconvene.

Carried Unanimously

RECONVENE
148/14

Moved by Derek Baron that the meeting adjourn

Carried Unanimously

MEETING
ADJOURNED
149/14

Marie Logan, Chair

Barb McDonald, Secretary

PAYMENT OF ACCOUNTS REPORT

Board Meeting - November 25, 2014

General	October 14/14		79,295.64
U.S. Funds	October 14/14		1,301.73
U.S. Funds	October 15/14		357.30
U.S. Funds	October 16/14		127.00
U.S. Funds	October 21/14		102.21
General	October 20/14		74,710.16
General	October 27/14		1,252,349.53
General	October 30/14		5,609.39
General	November 12/14		416,505.09
General	November 13/14		19,581.90
"A" Payroll	October 2014	Teachers	1,569,684.68
	October 2014	Support	563,590.97
"B" Payroll	October 2014	Casual	12,060.55
	October 2014	Subs	63,994.42
Total Accounts			4,059,270.57
Board Chair			
PJ:dd			
November 17/14			

HORIZON SCHOOL DIVISION NO. 67

POLICY HANDBOOK

Policy Code: ????

Policy Title: CASL; Anti-Spam Policy

Cross Reference:

Legal Reference: Canadian Anti-Spam Legislation, Electronic Commerce Protection Regulations

Adoption Date: ????, 2014

Amendment or Re-affirmation Date:

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT UNSOLICITED COMMERCIAL ELECTRONIC MESSAGES (CEMS) MUST BE REGULATED AS PER CANADA'S ANTI-SPAM LEGISLATION (CASL).

DEFINITIONS

Canada's Anti-Spam Legislation (CASL): An Act to promote the efficiency and adaptability of the Canadian economy by regulating certain activities that discourage reliance on electronic means of carrying out commercial activities.

Commercial electronic message (CEM): CEMs are commercial electronic messages that encourage participation in commercial activity. Even if a commercial message is not sent with an expectation of garner a profit, it still qualifies as a CEM.

Electronic address: An address used in connection with the transmission of an electronic message to an electronic mail account, an instant messaging account, a telephone account, a social media account, or any similar account.

GUIDELINES

1. All staff and students shall comply with Canada's Anti-Spam Legislation.
2. All information systems within the Horizon School Division are the property of the Horizon School Division and will be used in compliance with policy.
3. All users will report any irregularities found in incoming or outgoing CEMs to the Superintendent or Designate immediately upon detection.
4. Generally, employer-employee communications will not fall within CASL parameters and thereby will not be subject to CASL.
5. Employees shall not use Horizon School Division email or mobile telephones to conduct any business or promotion not directly concerning the activities of the organization. This includes, but is not limited to:
 - 5.1. Sale of any personal goods or services,
 - 5.2. Promotion of any fundraising outside of the school or division,
 - 5.3. Promotion of personal or third party business.

Policy CASL – *Canadian Anti-Spam Legislation, Cont’d.*

REGULATIONS

1. Express consent is the preferred mode of subscribing to CEMs.
 - 1.1. Parents shall consent via each child’s school registration form, to be completed annually.
 - 1.2. The database of all subscribers granting express consent for CEMs shall be maintained by a designate at each school site (e.g. school secretary).
 - 1.3. Community subscribers may opt in through a mode determined by the school.
2. Implied consent exists with recipients with whom the send has a pre-existing relationship, either business or non-business. The implied consent may be extended to recipients who have conducted business with the sender, including providing donations or volunteer work, no more than two years immediately before the day on which the message is being sent.
3. All CEMs must contain the following minimum information, clearly laid out:
 - 3.1. Contact information for sender, including first and last name, sender email address, school name, school mailing address, and school phone number;
 - 3.2. If the CEM is to be sent on behalf of another contact, the name of this contact and the sender must both be included in addition to the information listed above;
 - 3.3. An “unsubscribe” link or instructions for contacting the sender to unsubscribe.
4. All “unsubscribe” requests must be immediately forwarded to the site database manager in order to ensure prompt processing of the request and to maintain accurate records. Employees must not send any further communication to the unsubscribed party.

HORIZON SCHOOL DIVISION NO. 67

Policy Code: GCM
Policy Title: Teacher Professional Growth Planning
Cross Reference: GCN
Legal Reference: Alberta Education Policy - 040201
Adoption Date: February 26, 1997
Amendment or Re-affirmation Date: April 20, 1999

POLICY HANDBOOK**POLICY**

THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION BELIEVES THAT ALL TEACHERS HAVE A PROFESSIONAL RESPONSIBILITY TO BE COMPETENT, CURRENT, ACCOUNTABLE, AND INVOLVED IN ONGOING PROFESSIONAL GROWTH PLANNING DESIGNED TO FOSTER PROFESSIONAL GROWTH, IMPROVE PROFESSIONAL PRACTICE, IMPROVE THE TEACHER'S EFFECTIVENESS TO MEET THE TEACHING QUALITY STANDARD, AND ENHANCE STUDENT OPTIMUM LEARNING.

DEFINITION

Teacher professional growth means a career-long learning process whereby a teacher annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the teaching quality standard.

REGULATIONS

1. The teacher is responsible for completing during each school year an annual teacher professional growth plan that:
 - 1.1. reflects goals and objectives based on an assessment of learning needs by the individual teacher;
 - 1.2. shows a demonstrable relationship to the teacher quality standard; and
 - 1.3. takes into consideration the education plans of the school, the school Division, and Alberta Learning; and
 - 1.4. demonstrate professional growth, currency and competency.
2. Early in the school year, the teacher will submit a written professional growth plan for review with a school administrator or designate(s). Each Professional Growth Plan should specify:
 - 2.1. goal/objective statement(s), and
 - 2.2. strategies for goal/objective achievement, and
 - 2.3. indicators and measures of goal/objective achievement, and
 - 2.4. an estimated plan completion timeline, and
 - 2.5. person(s) the teacher will work with (if any).
3. Later in the school year, the teacher will review a completed professional growth plan, which details the progress towards achievement of goals, with a school administrator.
 - 3.1. The Report should also provide reflections on:
 - 3.1.1. how student learning has been improved, and
 - 3.1.2. how the teacher's professional practice has improved.

Policy GCM – Teacher Professional Growth Planning, Cont’d.

- 3.2. If a principal finds that a teacher has not completed an annual teacher professional growth plan as required, the teacher may be subject to disciplinary action.
4. At the end of each school year, the principal will submit to the superintendent written verification that each teacher developed and implemented a process of teacher professional growth planning. The name(s) of those failing to complete a growth plan will also be communicated to the Superintendent.
5. Unless a teacher agrees, the content of an annual teacher professional growth plan must not be part of the summative evaluation process.
 - 5.1. Despite regulation 5, a principal may identify behaviours or practices that may require an evaluation provided that the information identified is based on a source other than the information in the annual teacher professional growth plan of the teacher.

GUIDELINES FOR THE TEACHER PROFESSIONAL GROWTH PLANNING

1. Teachers should consider a variety of alternatives in developing professional growth planning. Individual teachers and staffs are encouraged to generate strategies and approaches which may be used as specific examples of teacher professional growth planning. Teachers may use the following as references: the provincial *Quality Teaching Standard* and the five performance areas of the Horizon School Division’s Policy GCN “*Criteria for the Evaluation of Teaching Performance*” (planning and preparation, classroom organization and management, techniques of instruction, evaluating students, and personal/professional attributes).
2. Teacher professional growth planning should include ongoing communication between the teacher and school administrator(s).

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

Policy Code:	HC
Policy Title:	School Year
Cross Reference:	HD School Day
Legal Reference:	School Act, 39, 56 Education Act 60
Adoption Date:	Aug. 24, 1995
Amendment or Re-affirmation Date:	June 19, 2001 June 16, 2005 December 8, 2005 April 21, 2005

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SHALL ESTABLISH AN ANNUAL SCHOOL CALENDAR(S) WHICH SHALL SATISFY THE REQUIREMENTS OF THE EDUCATION ACT, ALBERTA EDUCATION REGULATIONS AND GIVE CONSIDERATION TO THE NEEDS OF THE STUDENTS AND STAFF.

GUIDELINES

1. The school year shall take into consideration the requirements of:
 - 1.1. The School Act, Section 56; and
 - 1.2. The Education Act, Section 60
 - 1.3. Any Alberta Education Regulations set out under Section 25 of the School Act and Section 18 of the Education Act.

2. The school year calendar(s) shall set forth the:
 - 2.1. the school opening date
 - 2.2. the number, dates, and the days of school operation;
 - 2.3. the length of the school day;
 - 2.4. the number of hours of instruction
 - 2.5. the number and length of recesses
 - 2.6. the length of lunch break
 - 2.7. preparation days;
 - 2.8. interview days;
 - 2.9. professional learning days; and
 - 2.10. holidays:

3. Principals may submit for approval alternative calendars that recognize the flexible use of excess instructional hours according to the following guidelines:
 - 3.1. The following dates established by the Division Calendar approved by the Board of Trustees must remain common to all school calendars:
 - 3.1.1. Christmas break
 - 3.1.2. Easter break
 - 3.1.3. Division-wide PD Days

Policy HC - School Year, Cont'd.

- 3.2. The following dates established by the Division Calendar approved by the Board of Trustees should remain common to all school calendars. There may be exceptions based on unusual circumstances. Requests for exceptions will be made in writing to the superintendent or designate.
 - 3.2.1. First instructional day for students shall not commence after the jurisdiction calendar start date.
 - 3.3. If number of non-operational days in a school year exceeds ten, the school must follow policy HCBA, Alternative School Week/Year Structure.
 - 3.4. Excess instructional hours must first be designated as teacher professional development days for the equivalent of a minimum of two full days.
 - 3.5. Prior to determining the alternative designation of instructional days, the school principal shall consult with school staff and school council.
 - 3.6. Alternative designation of instructional days shall be identified for approval as part of the annual spring submission of school instructional hours to division office.
 - 3.7. Once approval has been granted by division office, the school principal shall clearly communicate the school calendar, including the alternative designation of instructional days, to all parents of students attending the school.
 - 3.8. Changes to the school calendar after the May 31 submission deadline shall require consultation with school staff and school council and the written approval of the superintendent or designate.
 - 3.9. When determining the alternative designation of instructional hours, principals shall make every effort to ensure that such designation does not negatively impact school climate, programs, services, classroom instruction, or student learning.
4. The Board may approve alternative calendars to recognize unique local situations and priorities.
 5. An effort will be made to consult with the A.T.A. in regards to the school calendar, specifically as it relates to professional development days.

REGULATIONS

1. The school year calendar shall be approved early enough to:
 - 1.1. provide a copy to Alberta Education prior to May 31; and
 - 1.2. satisfy any requirements of the collective agreement.

POLICY

THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION BELIEVES THAT A STANDARD OF CONDUCT MUST BE ESTABLISHED THAT WILL HELP STUDENTS ACHIEVE MAXIMUM DEVELOPMENT OF INDIVIDUAL KNOWLEDGE, SKILLS AND COMPETENCE AND ASSIST THEM IN LEARNING BEHAVIOR PATTERNS WHICH WILL ENABLE THEM TO BE RESPONSIBLE, CONTRIBUTING MEMBERS OF SOCIETY.

GUIDELINES

1. The Board will assure that no rules shall infringe upon constitutionally protected rights.
2. The Board and school policies will result in a welcoming, caring, respectful, safe, and healthy learning environment.
3. Acceptance of individual responsibility for abiding by school expectations will increase with the age and maturity of the student.
4. Each school shall develop a student code of conduct in harmony with the *Education Act* and this policy and make them available to students and parents.
 - 4.1. The code of conduct for a school shall be developed by the school principal or designate following input from school staff, school council and students (where appropriate).
5. Staff are expected to supervise and assist students in abiding by these standards of conduct.
6. The code of conduct shall apply:
 - 6.1. on school property at any time;
 - 6.2. during school hours;
 - 6.3. at any time and at any place during activities associated with the school, e.g. during co and extra-curricular activities, bussing, or;
 - 6.4. at any time or place, provided school administration deems the behaviour or incident to is injurious to the physical or mental well-being of others in the school or occurs by electronic means.

Policy IFC *Student Conduct*, Cont'd.

REGULATIONS

1. Students will not discriminate, which is defined as the negative differential treatment of a person or group on the basis of the prohibited grounds of discrimination set out in the *Canadian and Alberta Human Rights Act*; mainly, race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation.
2. The jurisdiction adopts the intent of Section 31 of the *Education Act* and additional expectations as the foundation for standards of student conduct in the jurisdiction. At minimum, the jurisdiction expects that a student shall:
 - 2.1. attend school regularly and punctually;
 - 2.2. be ready to learn and actively engage in and diligently pursue the student's education;
 - 2.3. ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
 - 2.4. respect the rights of others in the school;
 - 2.5. refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;
 - 2.6. comply with the rules of the school and the policies of the board;
 - 2.7. co-operate with everyone authorized by the board to provide education programs and other services;
 - 2.8. be accountable to his/her teachers and other school staff for his/her conduct;
 - 2.9. positively contribute to his/her school and community;
 - 2.10. account to school staff and bus drivers for their conduct;
 - 2.11. dress safely and appropriately for all school-sponsored activities.
3. Consistent with Section 36 and 37 of the *Education Act*, a student may be suspended or expelled from school if, in the opinion of the teacher, the Principal or the Board, the conduct of a student does not comply with Section 31 and/or 33 of the *Education Act*, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school or occurs by electronic means.
 - 3.1. Student suspension and expulsion is dealt with in Policy IGD Suspension and Expulsion of Students
4. Parents play a vital role in developing student behaviour and conduct. It is the jurisdiction's expectation that parents shall:
 - 4.1. review the school's code of conduct with their child(ren);
 - 4.2. act as the primary guide and decision-maker with respect to the child's education;
 - 4.3. take an active role in the child's educational success, including assisting the child in complying with section 2 above;
 - 4.4. ensure that the child attends school regularly;
 - 4.5. ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment;
 - 4.6. cooperate and collaborate with school staff to support the delivery of specialized supports and services to the child;
 - 4.7. encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school; and

Policy IFC *Student Conduct*, Cont'd.

- 4.8. engage in the child's school community.
5. The school bus is an extension of the school. As such student conduct should reflect school expectations. Given that the school bus is a unique environment, the following code of conduct applies.
 - 5.1. The bus driver is in full charge of the bus and students must obey his or her directions promptly and respectfully.
 - 5.2. Parents are responsible for the proper conduct of their child(ren) prior to boarding at the beginning of the day, and at the time of departure from the school bus at the end of the day.
 - 5.3. Students/parents should try to inform the driver when absence is expected from school.
 - 5.4. Students must remain seated during the entire trip. Designated seats may be assigned for which students will be held responsible.
 - 5.5. Students are expected to be on time and waiting at their designated stop prior to the arrival of the bus. Frequent lates may result in students being left, but only after the bus driver has warned the students/parents that the bus will not continue to wait.
 - 5.6. Unnecessary conversation with the driver is prohibited.
 - 5.7. Students shall not extend or throw anything out of bus windows.
 - 5.8. Students shall pass in front of the bus at stopping points if they have to cross the roadway.
 - 5.9. Students shall not be permitted to bring objects into the bus which may cause injury or damage to any part of the bus and its occupants. Special circumstances may be allowed subject to prior approval from the bus driver. Restitution will be expected for any willful damage.
 - 5.10. Students are prohibited from playing electronic audio equipment on a bus if it is audible to anyone other than the student.
 - 5.11. For students with special needs, the parent and school administration shall inform the bus driver of special circumstances and/or concerns prior to the student's initial use of the bus.

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

Policy Code: IG
Policy Title: Student Discipline
Cross Reference: IFC,IGA,IGAA,IGD

Legal Reference: *Education Act S.36,37*
Adoption Date: May 28, 1997
**Amendment or Re-
affirmation Date:** February 21, 2002

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT THE PURPOSE OF DISCIPLINE IS TO ENCOURAGE STUDENTS TO EXERCISE SELF-CONTROL AND MAINTAIN A WELCOMING, CARING, RESPECTFUL, SAFE AND HEALTHY LEARNING ENVIRONMENT.

GUIDELINES

1. The jurisdiction adopts the following principles regarding discipline measures on school property, on school buses, at any time and any place during activities associated with the school, or at any time and any place, provided school administration deems the behavior or incident to be detrimental to the school or its students:
 - 1.1. Discipline measures should foster mutual respect, teach social responsibility and encourage the development of self-discipline on the part of the student.
 - 1.2. Appropriate student conduct will be established largely through the use of effective student management strategies and the development of a welcoming, caring, respectful and safe environment in classrooms, schools and on school buses.
 - 1.3. Preventive discipline measures are the most effective.
 - 1.4. Early action to resolve discipline concerns is desirable.
 - 1.5. The Principal should encourage staff to deal with the problem as near to source as possible, as often as possible.
 - 1.6. Implementing and maintaining the student code of conduct within the classroom is the responsibility of the teacher and on the bus it is the responsibility of the bus driver.
 - 1.7. The use of school-based resource teams is recommended where appropriate.
 - 1.8. Involvement of jurisdiction resource personnel and community agencies is encouraged.
 - 1.9. Student behaviour that does not comply with the school code of conduct should be dealt with promptly.
 - 1.10. Disciplinary measures should be implemented in a fair manner. To ensure that disciplinary measures are fair, decisions regarding the use of specific disciplinary measures should take into account the nature of the behaviour, the effect of the behaviour upon others, previous conduct of the student, the age, maturity, and individual needs of the student and other relevant factors.

Policy IG *Student Discipline, Cont'd.*

- 1.11. Disciplinary action must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as, support students who engage in inappropriate behaviour. and
- 1.12. At junior and senior high school interschool functions, the use of consistent disciplinary measures by all Horizon school staff is desirable.

REGULATIONS

1. The teacher shall be responsible for discipline in the classroom and should communicate expectations to students early in the school year. The teacher would be justified in employing tactics such as those listed below in enforcing expectations:
 - 1.1. Communicating clearly the unacceptable practices of students. This should normally be done in private.
 - 1.2. Maintaining classroom awareness acute enough to spot potential problems and deal with them before they become major problems. This may involve referring the student for counselling as available or needed.
 - 1.3. Providing an alternative activity under supervision.
 - 1.4. Withdrawal of privileges.
 - 1.5. Teachers may detain individual students for disciplinary reasons, however, a cooling off period is recommended so that the teacher can deal with the matter in a calm and professional manner.
 - 1.6. Suspending a student from class for a brief period of time (no longer than one class period) when despite warnings
 - 1.6.1. the student continues to disrupts the work of other students.
 - 1.6.2. Referring the student to school administration.
2. Each school should develop school policy which will guide and assist staff to follow jurisdiction policy.
 - 2.1. Such policy shall describe disciplinary procedures to be implemented when behaviour does not comply with student codes of conduct.
3. Teachers or Principals should involve the parents or guardians and/or school administration and/or counseling services in dealing with continuing behavioural problems in the school.
4. When matters are referred to the Principal, teachers should not expect to dictate resolutions for the problem.
5. Prohibited conduct shall include:
 - 5.1. Physical assault by the teacher upon a student.
 - 5.2. Use of corporal punishment.
 - 5.3. Mass detention or other actions where non-guilty are punished with the guilty.
 - 5.4. Inappropriate verbal or written communications such as name calling, sarcasm, unsuitable personal references, and any belittling comments.
6. The Jurisdiction understands that there may be some students who fail to adopt appropriate conduct as outlined in policy, despite teacher use of effective management strategies. Further, there may be

Policy IG *Student Discipline, Cont'd.*

students who cause or threaten serious harm to persons or property. For these individuals, alternative discipline measures are required. Along with referral to the principal or designate, such measures may include:

- 6.1. Referral of student and his/her parents to school and/or community support services where available;
 - 6.2. Partial attendance, in-school suspension, alternative programming, transfer supported by the Superintendent, temporary home education;
 - 6.3. Out-of-school suspension
 - 6.4. Expulsion
7. For the protection of jurisdiction staff and students, and to prevent potentially violent confrontations, jurisdiction staff are encouraged to avoid physical contact with students during implementation of discipline measures.
- 7.1. School staff shall develop and regularly review alternative strategies that can be used in various discipline situations.
 - 7.2. The jurisdiction shall ensure that at least some individuals at all school sites have access to training in non-violent crisis intervention.
 - 7.3. School staff may use reasonable measures to immobilize or subdue an out of control student, a student who is unresponsive to directives, or any individual attempting to inflict harm upon another or themselves.
 - 7.4. Specific students may require individualized programs that incorporate the use of physical restraint. Planned physical restraint shall be used only in the best interests of the student and with appropriate communication between the student, his or her parents, and the school staff.

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

Policy Code: IHCE
Policy Title: Student Illness/Injury
Cross Reference: IHCD, IHCF, GCAD, GCAG
GCAGB
Legal Reference: School Act, Sec. 13, 15
Adoption Date: May 28, 1997
**Amendment or Re-
affirmation Date:** February 21, 2002

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT STAFF STAND IN PLACE OF PARENTS (IN LOCO PARENTIS) WITH REGARD TO STUDENTS. IF A STUDENT SUSTAINS AN INJURY DURING A SCHOOL RELATED ACTIVITY OR BECOMES ILL AND REQUIRES MEDICAL ATTENTION, THE CARE THAT SHALL BE EXTENDED BY A TEACHER IS THAT WHICH A REASONABLE AND PRUDENT PARENT WOULD PROVIDE UNDER SIMILAR CIRCUMSTANCES. HOWEVER, ONLY THE PARENT OR LEGAL GUARDIAN OF A DEPENDENT STUDENT CAN PROVIDE CONSENT FOR MEDICAL TREATMENT.

REGULATIONS

1. Schools shall make provision for the temporary care and supervision of students who become sick or injured at school.
2. If an accident occurs or a student becomes ill, the supervisor in charge becomes responsible for taking prudent action in dealing with the injured or sick student.
 - 2.1. The nature and extent of the injury or illness should be ascertained.
 - 2.2. First aid and/or assistance within one's competence should be rendered by the best qualified person immediately available.
 - 2.3. The Principal shall be notified as soon as possible.
 - 2.4. Parents of students shall be notified as soon as possible and advised of the situation and subsequent action should be taken in accordance with their wishes.
3. In the event of student illness or injury, where it is determined that in the best interests of the student that he/she not remain at school, parents will be contacted and requested to come to the school to transport their child home or to an appropriate medical location.
 - 3.1. As warranted, the patient may be accompanied by a staff member or another adult or transported to the hospital or doctor's office by private vehicle or ambulance.
 - 3.1.1. It shall be the responsibility of each school Principal to ensure that a vehicle is at the school each school day for the purposes outlined in the policy statement.
 - 3.1.2. Normally, only designated emergency response vehicles, designed and equipped for this purpose, would be used to transport students and/or staff in emergency situations, however, a staff vehicle may be used when the school Principal deems it more appropriate to do so.
 - 3.2. Further, students will not be dismissed from the school until a parent/guardian or emergency contact has provided consent.

Policy IHCE - *Student Illness and Accidents, Cont'd.*

4. If the student requires immediate medical attention and the parent cannot be contacted, the employee or agent of the Board shall:
 - 4.1. arrange for the transportation of the student to a medical facility;
 - 4.2. attend or arrange for another employee's attendance with the student at the medical facility;
 - 4.3. provide the health care provider with the student's health care number; and
 - 4.4. remain with the student until:
 - 4.4.1. relieved by the parent;
 - 4.4.2. relieved by another employee;
 - 4.4.3. the student is discharged by the practitioner or medical facility and is taken back to the school or placed in the care of a responsible adult; or
 - 4.4.4. advised by a medical practitioner that there is no further need to remain as the treatment and safety of the student has been undertaken by the medical facility or institution.
 - 4.5. upon arrival at the practitioner or facility, advise those in authority that he or she is not the parent of the student;
 - 4.6. refrain from providing any consent for medical treatment of the student; and
 - 4.7. advise the principal of the situation and action taken.
5. The school shall require employee(s) or agent(s) of the Board involved in providing first aid or obtaining medical services for the student to document:
 - 5.1. student accidents on the District reporting system, paying careful attention to time(s) and observation of the student; and
 - 5.2. the appropriate accident form should be filled out and submitted to the Principal who in turn shall submit a copy to the Board office
6. In dealing with an injury or illness to a student, first aid treatment administered by the teacher is administered in compliance with the Emergency Medical Act, Chapter E-7.
7. Internal medication must not be given to any student unless the parents or, in the case of an independent student, the student has previously given written authorization for a school staff member to do so as per Policy IHCD Medication to Students/Medical Conditions.
8. All staff and authorized supervisors are protected by the Board's liability insurance when acting within the scope of their duties as approved by the school administration.



Horizon School Division No. 67
School Accident Report Form

Name of Student: _____

Age: _____ Grade: _____

School: _____ Teacher: _____

Time of Accident: Hour _____ Day _____ Month _____ Year _____

Place: _____

Nature of Injury (*Please Describe*): _____

Treatment Given or Measures Taken:

First Aider: _____

Nurse/Doctor (if known): _____

Other Person: _____

Name of Parents: _____ Parents Notified: Yes No

Witness to Accident: _____

Cause of Accident (*Please Describe*): _____

Further Particulars: _____

What supervision if any was in effect? _____

Accident insurance – is the student covered? _____

Date Submitted: _____

Name: _____

Position: _____

Signature: _____



Horizon School Division No. 67

Medical Conditions Handbook



- Allergies
- Asthma
- Epilepsy
- Diabetes





Allergies

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

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

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

Recognizing allergies

Symptoms include:

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

Recognizing an extreme reaction (anaphylaxis)

Extreme allergic reactions can be fatal. The following symptoms may appear within a few seconds or up to two hours after exposure:

- flushing, swelling of the tissues of the lips, throat, tongue, hands, feet
- itching of the skin, hives
- weakness, dizziness
- wheezing, coughing, shortness of breath, difficulty breathing
- nausea, vomiting
- inability to say a complete sentence without taking a breath
- loss of consciousness.

During an Anaphylactic Reaction:

Do

administer an adrenalin kit (EpiPen or Ana-Kit)
▼
call an ambulance—notify parents
▼
allow the student to rest in a sitting position
▼
remain clam and help the student relax.

Don't

leave the student alone
▼
allow the student to go home alone.

During a Reaction to a Sting or Bite:

Do

notify parents—call an ambulance if the student experiences difficulty breathing, faintness, pallor, swelling in other areas or generalized itching
▼
have the student lie down and remain in a prone position—however, if breathing is difficult, the student should be seated
▼
flick out the stinger with your fingernail
▼
put an ice pack on the sting or bite site.

Don't

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

Classroom management

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

Contacts

Alberta Lung Association

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

Alberta Children's Asthma Clinic

Telephone: (403) 943-7328

Fax: (403) 943-7527

Allergy/Asthma Information Association

Edmonton Branch

Telephone: (780) 456-6651

Fax: (Same)

Asthma Teaching Clinic

Telephone: (780) 735-4353

Fax: (780) 735-4048

Chinook Health Region

Community Health

Taber: Telephone: (403) 223-4406

Fax: (403) 223-8733

Vauxhall: Telephone: (403) 654-2232

Fax: (403) 654-2134

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

Fax: (403) 647-3435

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

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



Asthma

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

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

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

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

Recognizing asthma

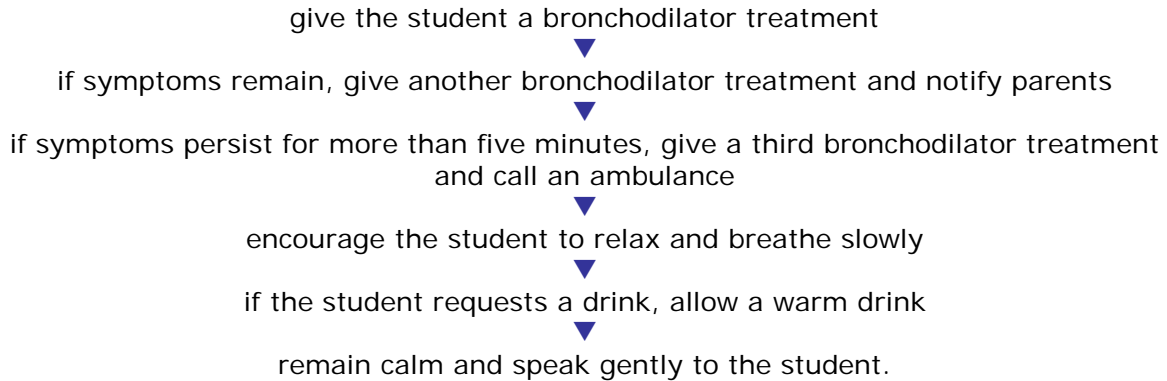
Symptoms include:

- laboured breathing
- tightness in the chest
- chest discomfort and excessive breathlessness after exertion, inability to exercise

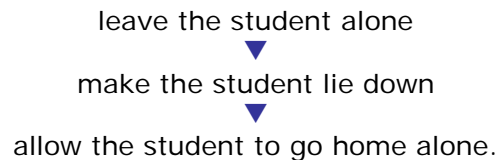
- recurring, persistent cough
- wheezing
- inexplicable agitation
- hunched-over posture, tight neck and shoulder muscles
- paleness, sweatiness

During an attack

Do



Don't



Classroom management

- Meet with the parents and the student early in the year to determine the student's individual needs and inform all appropriate school personnel of the student's condition. Get specific information on any treatment the student is using, for example, what medication is being taken and what relaxation techniques are effective.
- Prepare an action plan containing documentation for each student with asthma. It should include the location of medications and specific emergency procedures for both mild and severe attacks.
- Have parents provide a bronchodilator that is available at all times, in and out of the classroom. It should be carried by the student.
- Familiarize yourself with relievers (bronchodilators), preventers (anti-inflammatory inhalers) and peak flow metres.

- Respect the student's knowledge of asthma. Decide ahead of time what will be done if the student perceives an attack is starting. Encourage the student to take control by using preventative measures to avoid serious attacks. It may be necessary for the student to:
 - leave class and find a place to relax with supervision
 - use a bronchodilator
 - drink warm fluids.
- If the asthma is allergy-triggered and the offending source has been determined, make the classroom as comfortable as possible by removing the cause of the attacks.
- Expect the student to participate in as many classroom activities as possible and in exercise programs to improve physical fitness. However, exercise is a trigger for many students. To avoid reactions, these students require medication administered 30 minutes prior to exercise, a slow warm up, short bursts of activity and a slow cool down. Be aware of students who need pre-exercise medication and, if necessary, remind them to take it. They may also require further medication during exercise.
- An asthma attack may be frightening for those unfamiliar with the condition. Explain asthma to the class and suggest ways they can show support and encouragement.
- Inform parents if the student appears to be taking more medication than usual.

Contacts

Alberta Lung Association

Telephone: 1-800-661-LUNG
(780) 488-6819
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Telephone: (780) 456-6651
Fax: (Same)

Asthma Teaching Clinic

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

**Chinook Health Region
Community Health**

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

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

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



Epilepsy

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

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

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

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

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

Recognizing a generalized seizure

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

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

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

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

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

During a generalized seizure:

Do

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

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

ease the student to the floor

loosen tight clothing

cushion the head to soften the impact of the seizure

cover the student with a blanket

remove any hard, sharp or hot objects nearby

talk calmly and gently to the student

allow the seizure to run its course

let the student rest or sleep after the seizure.

Don't

put anything in the student's mouth

give the student anything to drink

restrain the student

allow the student to go home alone.

Recognizing a partial seizure

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

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

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

Classroom management

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

Contacts

To contact the nearest branch of Epilepsy Associations of Alberta:

Telephone: 1-866-Epilepsy

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



Diabetes

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

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

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

Recognizing high blood sugar

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

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

Recognizing low blood sugar

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

- cold, clammy skin
- nervousness, trembling, shaking hands
- confusion, disorientation

- irritability, hostility
- lack of coordination, staggering
- difficulty speaking
- hunger
- abnormal pain
- blurred vision
- dizziness
- eventual unconsciousness

In an emergency

Do

notify parents—if student is unconscious, call an ambulance



have sugar, pop or juice available at all times



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

Don't

give food or drink if the student is unconscious



allow the student to go home alone.

Classroom management

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

- Allow older students to make decisions and take responsibility for personal maintenance. For example, enjoying pizza with friends may be more important than other considerations as long as such trade-offs are understood.

Contacts

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

Canadian Diabetes Association

Telephone: 1-800-563-0032

Canadian Diabetes Association, Lethbridge Branch

Telephone: 327-4114

Fax: (403) 488-0105

Chinook Health Region

Community Health

Taber: Telephone: (403) 223-4406

Fax: (403) 223-8733

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

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

POLICY HANDBOOK**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT HEAD LICE IN SCHOOLS ARE A NUISANCE AND NOT A HEALTH HAZARD AS THEY DO NOT TRANSMIT DISEASE. THE BOARD, THEREFORE, BELIEVES THAT OUTBREAKS OF HEAD LICE IN SCHOOLS SHOULD BE MINIMIZED THROUGH EDUCATION AND SUPPORT FOR STUDENTS AND FAMILIES.

DEFINITIONS

Lice – tiny wingless insects with 6 legs,

- 2-4 mm long and greyish brown in color (about the size of a sesame seed),
- live on the human head (commonly found around ears, forehead and nape of neck)
- cannot fly or jump but move quickly and are difficult to see

Nits – Eggs of lice,

- attached to the hair shaft close to the scalp.
- they can sometimes be mistaken for dandruff

GUIDELINES

1. School principals, shall ensure that staff and parents are provided with best practice information on lice, including the importance of regular detection combing and how to do it, early in the school year, not just when there is thought to be an “outbreak.” (Attachment A – Head Lice Information, Attachment B – Head Lice Responsibility, Attachment C – Head Lice Detection Combing).
2. Staff and parents are encouraged to be vigilant regarding possible head lice outbreaks and to communicate suspected cases to the school principal.
3. Parents/guardians of all students in a classroom where an outbreak of head lice has occurred shall NOT be notified of the outbreak in the classroom.
 - 3.1. Most schools will always have some pupils with head lice at any one time. An “alert letter” could be sent out every day of the school year and.
 - 3.1.1. causes unnecessary public alarm
 - 3.1.2. may convince parents, they and their children have head lice when they in fact do not (psychogenic itch), or decide to use chemical lotions as inappropriate prophylaxis “just in case”

Policy IHCG *Head Lice*, Cont'd.

- 3.2. When an active head-lice infestation is discovered, the person has probably been infested for at least 1 month.
 - 3.2.1. Children can have head lice for several weeks with no symptoms.
 - 3.2.2. There is no immediate risk on the day of detection.
- 3.3. Mis-identification is very common,
- 3.4. Exclusionary practices or quarantine
 - 3.4.1. would often result in inappropriate exclusions from school. The resulting time lost by children from school and missed work by parents is substantial.
 - 3.4.2. do not effectively control head lice transmission.
4. Schools will not take on the responsibility of checking heads for head lice. Rather parents are encouraged to utilize detection combing methods as an ongoing monitoring method (Attachment C – Detection Combing)
5. If it is determined that a head lice problem exists, the school principal shall ensure that information regarding head lice including a treatment protocol is shared with the child's parent.
6. It is not required that a student be removed from classes because of a head lice problem.
7. School principals may encourage parents to contact local public health personnel for information and assistance.

Head Lice

What Are Head Lice?

Head lice, or the medical condition known as pediculosis, are a pesky problem that anyone can have at some point in their life. Most often infestations occur in children 3 to 11 years of age.

Head lice are not dangerous and they do not spread disease but they can and do spread from person to person. Having dirty hair does not cause head lice.

Head lice cannot fly or jump and you cannot get them from your pets.

While they may be **found anywhere on the head**, they prefer to live on the scalp along the neckline and behind the ears. When lice bite the scalp they cause itching.

How Do I Know If My Child Has Head Lice?

Children may say they have a tickling feeling on their head or may be very itchy on their scalp.

It can take up to 4-6 weeks for a person to experience itching.

The only way to be sure a person has an active case of lice is to find live lice.

Lice are not easy to see and can be hard to find. They are about the size of a sesame seed. They are usually greyish white or brown.

Nits are small, oval and blend into the color of the hair. Each nit is firmly attached to a hair. They cannot be washed out or flicked off like dandruff. Finding nits does not mean the individual has a current infestation and they should not be treated based on finding nits.



Head louse



Louse egg (nit) on hair

How Do I Check for Lice?

Detection combing is the recommended method to check for head lice.

Detection combing is an organized examination of the hair, from the scalp outwards, to find head lice. Finding lice by parting the hair and looking at the scalp is not particularly efficient and likely to miss many infestations

Please see Head-Lice-Detection Combing handout

For a demonstration on detection combing:
www.youtube.com/watch?v=je-cWdTrhFQ

Can My Child Attend School?

Once children are treated they can return to school because:

- Head lice do not spread disease
- Children can have head lice for several weeks with no symptoms.
- The presence of nits indicates a past infestation that may not be currently active
- Cases of head lice are often misdiagnosed

How can you prevent the spread of head lice?

- Teach your children how head lice are spread (by direct contact with the head of someone with an infestation) and to avoid this kind of activity.
- It is a good idea to teach your children not to share brushes, combs or head gear such as hats, bandanas, etc.
- Check your child's head for live lice once a week all year long and daily during an outbreak.
- Head-to-head contact may be less if long hair is braided or tied back.

What is the Treatment for Head Lice?

- Health Canada recommends treatment with a topical insecticide (pyrethrins, permethrin 1% or lindane) or a non-insecticidal product called Resultz® (for use in individuals 4 years of age and older). These products are available over the counter at drug stores.
- Tell the pharmacist if anyone needing treatment is pregnant, breastfeeding, under 6 years of age, has allergies or a serious health problem.
- **It is very important to read and follow the package directions carefully.** Some products recommend that there should not be Crème Rinse or Conditioner on the hair, as it may prevent the treatment from working
- Each product is different and has detailed directions for use. For example one product might say it should be put on dry hair while another should be put on wet hair. Each will say how long it should be left on the hair before rinsing out.
- Avoid unnecessary contact with the product since it can be absorbed through the skin.
- The treatment course for each of these products involves an initial application followed by a second application in 7 to 10 days as per the manufacturer's recommendations.
- Most approved treatments will kill the lice, but are not effective against the nits.
- A second treatment in 7 to 10 days will kill the lice that have hatched since the first treatment before they are mature enough to lay new eggs.
- Check the heads of anyone who was treated daily for 3 weeks after the first treatment
- The presence of nits indicates a past infestation that may not be active.
- Public Health does recommend removal of nits within 1 ½ inches of the scalp to ease in identification of re-infestation
- If live lice are found on the head 24 to 48 hours after the treatment, contact your pharmacist or public health nurse for advice.
- **DO NOT treat unless you are sure that you have found a living, moving louse**

Do Other Treatments Work?

Many home recipes and products sold in stores are based on mixtures of essential oils (eucalyptus, lavender, tea tree, etc), salts or other natural substances. Some people have used oils like mayonnaise, olive oil and Vaseline or hair gels to try to smother lice.

Public Health does not recommend any of these products as there is no proof that they work.

I Keep Treating My Child But He/She Keeps Getting Head Lice. Why?

The following are several common reasons why treatment for head lice may fail:

- Applying the treatment to hair that has been washed with conditioning shampoo or rinsed with hair conditioner
- Insufficient application of pediculicide (the treatment)
- Re-infestation
- Resistance of the head lice to the treatment used
- Lack of removal of live nits that are within 1 ½ inch (3.81 cm) of scalp
- Misdiagnosis: Children can scratch for 2 or more weeks after treatment or other objects in the hair (dandruff or hair spray droplets etc) can be misidentified as lice

What Cleaning Needs To Be Done?

Lice cannot live for more than 2-3 days away from the scalp so excessive cleaning is not necessary.

Choose the best method to clean the following items (washing in hot water for 15 minutes or running through a drier on the hottest setting):

- All personal hair care items such as combs, barrettes, etc. Repeat this daily until the lice are gone.
- Items that have been in prolonged or intimate contact with the child's head (bedding, hats, etc.) at the time of first treatment.

Items that cannot be washed should be placed in a sealed plastic bag for two weeks, or placed in the freezer for 48 hours at -10° C. (to prevent any eggs from hatching)

There is no need to vacuum or wash floors, carpets or furniture. Do not use household sprays or lice sprays. They do not work and may be harmful to people.

**For more information contact:
your local Public Health Office
or your Physician
or Health Link Alberta 1-866-408-5465**

Head Lice: Who's Responsibility Are They?

Head Lice

Head lice or the medical condition known as pediculosis, are a pesky problem that anyone can have at some point in their life.

Head lice are not dangerous and they do not spread disease but they can and do spread from person to person.

Infection is common during school holidays as well as during the school year. Parents start to worry more about lice when children go back to school because they think the lice are being caught there.

Research indicates that most lice are caught from close family and friends in the home and community, not just from the school.

Head louse infection is a problem of the whole community, not just the schools. Co-ordinated efforts between parents, teachers, schools, public health and the community are necessary to control outbreaks of head lice.

Role and Responsibilities

Parents' Role:

- Be aware of the signs and the symptoms of infestation;
- Be familiar with the technique for examining hair for lice and nits;
- Examine their children's heads weekly for signs of infestation as part of routine hygiene;
- Notify the school when their child has lice and others who have come into contact with the child, that is, family members, neighbours, etc.;
- Carry out treatment on family members with live moving lice;
- Wash personal items such as combs, brushes, bedding and hats;
- Inform the school that treatment has been completed

School's Role:

- Schools should not take on the responsibility of checking heads for head lice as traditional methods of parting the hair and looking at the scalp is not efficient and many infestations may be missed.
- "Alert" letters should not be sent out. These can cause an "outbreak" of imaginary lice.
- Research indicates children who may have lice should not be excluded from school; if they do have lice, they will probably have been there for weeks already.
- The school should give best practice information on lice to parents and staff, including the importance of regular detection combing and how to do it. Provision of information should be on a regular basis throughout the year, not just when there is thought to be an "outbreak."

Public Health Role

- Providing Best Practice treatment guidelines to schools, to parents and community agencies upon request;
- Assisting school boards and schools to implement head lice policies and protocols;
- Consultation on difficult-to-treat cases of head lice

For more information contact:

**Your local Public Health Office
or your Physician
or
Health Link Alberta 1-866-408-5465**

Head Lice – Detection Combing

What is Detection Combing?

Detection Combing is an organized examination of the hair, from the scalp outwards, to find head lice. Finding lice by parting the hair and looking at the scalp is not particularly efficient and likely to miss many infestations.

How Do I Do Detection Combing?

You need:

1. *Plastic* fine-toothed comb. Available in most Drug Stores. Many combs sold as louse detection and removal combs are unsuitable for the purpose. Combs with flat-faced, parallel-sided teeth less than 0.3mm apart are appropriate. Metal combs are harsh and may pull hair out.
2. Good lighting
3. Ordinary comb

Steps

- Wash the hair well and then dry it with a towel. The hair should be damp. Detection combing dry hair can lead to static in the hair and lice can be repelled from the comb into the air as the comb is withdrawn from the hair.
- Make sure there is good light. Daylight is best.
- Comb the hair with an ordinary comb.
- Start with the teeth of the fine-toothed comb touching the skin of the scalp at the top of the head. Keep the comb in contact with the scalp as long as possible, draw the comb carefully towards the edge of the hair.
- Look carefully at the teeth of the comb in good light.
- Wipe the fine-toothed comb off on white tissue (like Kleenex or paper towel) to see any lice that may be caught in the comb
- Repeat the combing over and over again from the top of the head to the edge of the hair in all directions, working round the head.
- Do this for several minutes. It takes 10 to 15 minutes to do it properly for each head.
- If there are head lice, you will find one or more lice on the teeth of the comb.

- Head lice are little insects with moving legs. They are often not much bigger than a pin head, but may be as big as a sesame seed (the seeds on burger buns).
- When you have finished clean the comb under the tap. A nail brush helps to do this. Put the tissue you used to clean the comb in the garbage
- If you find something and aren't sure what it is, stick it on a piece of paper with clear sticky tape and show it to your public health nurse or family doctor. There may be other things in the hair that are not lice.

Notes

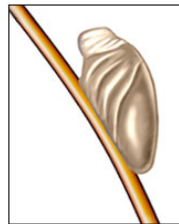
For a demonstration on detection combing: www.youtube.com/watch?v=ie-cWdTrhFQ

If you need help and advice, ask your local Public Health Nurse.

Don't treat unless you are sure that you have found a living, moving louse.



Head louse



Louse egg (nit) on hair

The head louse is about the size of a sesame seed.
The head louse and the nit in this picture have been enlarged approximately 100 times

For more information contact:

**Your local Public Health Office
or your Physician
or
HealthLink Alberta 1-866-408-5465**

Policy Code:	IHF
Policy Title:	Welcoming, Caring, Respectful, and Safe Learning Environments
Cross Reference:	EBCB GCA GCAG HGB HNB IFC IFCH IFCL IFGA IFH IGIGAA IGD IHEB IO JB
Legal Reference:	<u>Education Act</u> 31,33
Adoption Date:	June 19, 2001
Amendment or Re-affirmation Date:	April 17, 2008

POLICY HANDBOOK

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION IS COMMITTED TO PROVIDING A WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENTS THAT RESPECT DIVERSITY, FOSTER A SENSE OF BELONGING, AND PROMOTES STUDENT AND STAFF WELLBEING. EACH STUDENT AND STAFF MEMBER HAS THE RIGHT TO LEARN AND WORK IN AN INCLUSIVE ENVIRONMENT FREE FROM BULLYING, DISCRIMINATION, HARASSMENT, AND VIOLENCE WHERE EQUALITY OF OPPORTUNITY, DIGNITY, AND RESPECT ARE PROMOTED.

DEFINITIONS

Welcoming, Caring, Respectful, and Safe Learning Environments

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

Bullying

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

Verbal Bullying—name calling, sarcasm, teasing, spreading rumours, threats, discriminatory references, unwanted comments.

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

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

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

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

Discrimination

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

Harassment

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

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

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

Violence

Harassing behavior that has as an element 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.

GUIDELINES

1. The *Canadian Human Rights Act*, and *Alberta Human Rights Act* protect individuals from discrimination.
 - 1.1. No person shall discriminate or exhibit an intention to discriminate against a person or a class of persons, or is likely to expose a person or a class of persons to hatred or contempt because of the race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation of that person or class of persons.
2. The *Canada Labour Code* protects staff from sexual harassment.
 - 2.1. Every employee is entitled to employment free of sexual harassment.
 - 2.2. Every employer shall make every reasonable effort to ensure that no employee is subjected to sexual harassment.
 - 2.3. The employer will take such disciplinary measures as the employer deems appropriate against any person under the employer's direction who subjects any employee to sexual harassment.
3. The *Criminal Code* protects individuals from violence including physical and sexual assault.
4. The *Education Act* addresses bullying behavior and protects students from bullying behavior.

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

- 4.1. A student, as a partner in education, has the responsibility to refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.
- 4.2. No person shall
 - 4.2.1. disturb or interrupt the proceedings of a school,
 - 4.2.2. disturb or interrupt the proceedings of a school meeting or board meeting,
 - 4.2.3. loiter or trespass in a school building or on property owned by a board, or
 - 4.2.4. conduct themselves in a manner detrimental to the safe operations of a school.
5. Principals shall ensure that all school policies and procedures are consistent with and adhere to the philosophy and intent of this welcoming, caring, respectful, and safe learning environments policy.
6. Supervisory and performance evaluation actions and processes undertaken in good faith in accordance with Horizon School Division policy and procedures, the Education Act, or Ministerial Orders do not fit under the definition of bullying, discrimination, or harassment.

REGULATIONS

1. The Board expects that all trustees, employees, students, parents, volunteers, visitors, and contractors shall show responsibility, understanding, sensitivity and concern for the well being of others and actively participate in maintaining a welcoming, caring, respectful, and safe learning environment.
2. This policy covers inappropriate behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.
3. The Board prohibits bullying, harassment, discriminatory, and violent behaviours
 - 3.1. The Board expects students to adhere to policy IFC student conduct and the schools' code of conduct.
 - 3.2. Policy IG addresses student discipline.
4. The Board encourages reporting of all incidents of bullying, discrimination, harassment, or violence regardless of the identity of the respondent or offender. Reports should be made promptly to a trusted adult, the Principal, the individual's supervisor, or the Superintendent.
 - 4.1. Staff shall report any bullying discrimination, harassment, or violence that may constitute a contravention of the *Education Act*, Section 256 to the school Principal who shall inform the Superintendent.
5. The Board expects all reported incidents of bullying, harassment, discrimination, or violence to be investigated in a timely and respectful manner.
6. Individuals engaging in bullying, discriminating, harassing, and/or violent behaviour and those willingly making false claims regarding such behaviour may be subject to appropriate disciplinary action up to and including expulsion, termination, and/or criminal prosecution.
7. The Superintendent or Principal may contact the police who may lay a charge when conduct is considered a criminal offense, governed by the Criminal Code, or is believed to contravene the *Education Act* and warrants such action.

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

8. Following any incident of bullying, discrimination, harassment, and/or violence, the Superintendent or designate, or school principal will evaluate the level of potential harm and implement appropriate action (i.e. Threat Assessment, Bullying Protocol, parent contact, etc.).
9. The Superintendent or designate shall ensure that the Handbook for the Prevention and Management of Critical Incidents is maintained and reviewed regularly, and revised as required.
 - 9.1. All staff shall adhere to the procedures outlined in the Horizon School Division Handbook for the Prevention and Management of Critical Incidents.
 - 9.2. Critical incident reports shall be completed and filed with the Superintendent or designate immediately following an incident. (See Handbook for the Prevention and Management of Critical Incidents p. 115)
10. The Superintendent will develop, maintain, review annually, and revise as required a School Division safety plan.
11. Principals shall develop, maintain, review annually, and revise as required a school safety plan.
12. Schools shall have measures in place to prevent bullying, discrimination, harassment, and violence, which may include one or more of the following:
 - 12.1. school policy development on related topics to be communicated to students, parents, and staff;
 - 12.2. a program designed to develop and maintain a positive school climate;
 - 12.3. conflict resolution programs;
 - 12.4. access to a counsellor or family school liaison counselor;
 - 12.5. curricular instruction; and/or
 - 12.6. special presentations on relevant topics.
13. Principals shall ensure that students and staff are familiar with the school safety plan and receive training and, where appropriate, practice in implementation of crisis response procedures.

PROCEDURE

Reporting

1. Students and staff who believe they or a student or staff have been subjected to bullying, harassment, discrimination, or violence have a duty to report the harassment to a trusted adult, teacher, counselor, supervisor, principal, or the Superintendent if the complaint involves their supervisor or principal.
 - 1.1. This report may be informal/verbal or formal/in written form.
 - 1.2. These persons shall respect the complainant's confidentiality and shall provide support, guidance, and assistance throughout the resolution process.
 - 1.3. In the case of students being the respondent, staff must always be aware that they stand in loco parentis (in place of the parent) to all students.
2. Employees are required to report suspected cases of harassment and/or violence that could be considered child abuse, as required by policy IHEB and the *Child, Youth and Family Enhancement Act*, to the proper authorities.

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

3. Although a verbal report is acceptable, staff or students who have experienced bullying, discrimination, harassment, and/or violence are encouraged to:
 - 3.1. keep a written record of the date, time, nature of the behavior, names of people who may have witnessed the incident, and the action taken to stop the harassment; and
 - 3.2. advise the offender, either verbally or in writing, that his/her behavior constitutes bullying, discrimination, harassment, and/or violence, is unacceptable and unwelcome, and ask him/her to stop.
4. Principals or supervisors shall make every reasonable attempt to arrange a meeting with the complainant and the respondent(s), with the intent of reaching a satisfactory resolution.
5. If the respondent continues the behavior or if you do not feel you can speak directly to the person, speak to a trusted adult, teacher, counselor, supervisor, principal, or the Superintendent if the complaint involves your supervisor or principal or file a formal complaint.

Mediation

1. Can come before a formal investigation
2. Mediation is a process by which a neutral third party helps the people involved in the complaint reach a solution that is acceptable to both parties.
3. The mediator must be acceptable to both parties
4. Either party has the right to refuse mediation
5. The mediator may be from within the school or jurisdiction or from outside
6. The mediator must not otherwise be involved in the complaint
7. Both parties have the right to be accompanied and assisted during the mediation sessions by someone with whom they feel comfortable.

Formal Complaint

1. If the informal route (including mediation) for resolving a harassing situation does not succeed or is not appropriate, a formal complaint may be filed.
2. If the report is formal/in written form, it must be specific and detailed and should contain the following information:
 - 2.1. the complainant's name and position if any
 - 2.2. who the respondent(s) was/is/were/are,
 - 2.3. where the alleged incident(s) took place;
 - 2.4. when the alleged incident(s) took place;
 - 2.5. the nature of the alleged incident(s);
 - 2.6. names of witnesses (if any); and
 - 2.7. what, if anything, was done to stop the bullying, discriminatory, harassing, or violent behaviour.
3. The trusted adult, teacher, counselor, or supervisor, upon receiving a verbal or written report shall report the complaint to the principal or supervisor, or if the complaint involves the principal or supervisor, the Superintendent, who shall fully investigate the complaint.
 - 3.1. The principal, supervisor, or the Superintendent may refuse to take action on a complaint which is deemed to be frivolous or vexatious.
 - 3.2. The principal or supervisor's decision may be appealed to the Superintendent.

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

- 3.3. The Superintendent's decision may be appealed to the Board.
4. The resolution of substantiated formal written complaints will adhere to the following process, namely:
 - 4.1. If appropriate, the principal, supervisor, or Superintendent may attempt to resolve the complaint in an informal manner (e.g. through mediation with both parties). If the parties do not agree to such an informal process, or if the principal, supervisor, or Superintendent believe that an informal process is not appropriate or practicable, having regard to all the circumstances, then subparagraph (4.2) shall be complied with.
 - 4.2. If informal resolution is inappropriate, fails, or is not agreed upon, or is impractical, the principal, supervisor, or Superintendent may impose appropriate disciplinary measures after taking such other investigative steps as may be required by this policy and in the event this policy is silent, such further investigative steps as the principal, supervisor, or Superintendent deems appropriate in the circumstances. In any event, the principal, supervisor, or Superintendent shall provide the person accused of bullying, discriminating, harassing, or violence with an opportunity to respond to the complaint.
 - 4.3. Should the complainant so request, the investigation shall be stopped at any point except where the respondent requests the investigation continue. (This might arise where an investigation had involved obtaining records, etc., and where the person(s) against whom the complaint had been made wished to "clear their names(s).") In such latter circumstances the request shall be considered by the principal, supervisor, or Superintendent and the decision shall be final and binding.
5. At any time, the principal, supervisor, or Superintendent may choose to close or to suspend the investigation. Such a decision may be appealed as per policy.
6. All staff and students have the responsibility to cooperate in an investigation.
7. In the course of the investigation the investigator shall investigate the details of the complaint and will hear from complainants, respondents, and any witnesses and recommend solutions to identified problems.
 - 7.1. In the case of a complaint involving staff, the investigator shall ensure that all documents submitted by either the complainant or the respondent be provided to the other party. The investigator may wish to secure additional information from files and records or other sources maintained by the Board of Trustees, and in such event any such information will be secured in conformity with any Board policies governing access to such information. Additionally, if such information is obtained both parties shall be notified of the information and be given the opportunity to respond thereto. The investigation to be conducted by the investigator shall be conducted in a period not to exceed one month from the receipt of the initial complaint.
8. The investigator will also identify all possibilities for resolving the situation, and will recommend one or more courses of action. If bullying, discriminatory, harassing, and/or violent behaviour has occurred, the supervisor will then decide (in consultation with senior management, if necessary) what remedies will be provided to the victim; the disciplinary action to be imposed on the harasser; and whether the people in question can continue to function in the current environment.
9. Complainants have the right to
 - 9.1. file a complaint and have it dealt with promptly, without fear of embarrassment or reprisal
 - 9.2. have a person of their choice accompany them during the process

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

- 9.3. make sure that no record of the complaint is placed on their personnel/student file, as long as it was made in good faith
 - 9.4. be informed about the progress of their complaint
 - 9.5. be informed of the type of corrective measures that will result from the complaint
 - 9.6. receive fair treatment
10. The principals, supervisor, or Superintendent may initiate an evaluation of the employee's performance in order to determine the validity of concerns if they are related to the employee's performance or competence relative to assigned responsibilities.
 11. The Superintendent shall take whatever action is considered appropriate to protect the employee and may access legal counsel regarding measures and remedies available.

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

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

Decision

1. The investigator will decide whether, on a balance of probabilities, there is enough evidence to conclude that bullying, discrimination, harassment, and/or violence occurred. A person who has been bullied, discriminated against, harassed, and or experienced violent behaviour may receive one or more of the following remedies, depending on the severity of the action and what he or she lost because of it:
 - 1.1. an oral or written apology from the harasser and/or the jurisdiction;
 - 1.2. lost wages;
 - 1.3. a job or promotion that was denied;
 - 1.4. compensation for any lost employment benefits, such as sick leave; and/or
 - 1.5. a commitment that he or she will not be transferred, or will have a transfer reversed, unless he or she chooses to move.

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

2. Someone who has bullied, discriminated, harassed, or committed violence against another person, retaliated against a person who has filed a complaint, or filed a complaint in bad faith may be subject to one or more of the following forms of discipline, depending on the severity of their action(s):
 - 2.1. Requirement to cease any bullying, discriminatory, harassing, or violent behavior.
 - 2.2. Students may receive
 - 2.2.1. a verbal reprimand identifying the inappropriate behavior;
 - 2.2.2. a formal request to talk to or meet parents/guardians;
 - 2.2.3. a written reprimand, recorded in their student record;
 - 2.2.4. a suspension;
 - 2.2.5. a transfer; and/or
 - 2.2.6. a recommendation for expulsion
 - 2.3. Staff may receive
 - 2.3.1. a verbal reprimand identifying the inappropriate behavior;
 - 2.3.2. a written reprimand, recorded in his/her personnel file;
 - 2.3.3. a fine;
 - 2.3.4. a suspension, with or without pay;
 - 2.3.5. a transfer;
 - 2.3.6. a demotion; and/or
 - 2.3.7. dismissal/termination.
3. Corrective action, remedies, and changes in work/learning environment will be instituted within one week of the people involved being informed of the decision.
 - 3.1. The principal, supervisor, or Superintendent may decide to assign the complainant and/or respondent to a different work area/learning environment during the mediation and/or investigation.
4. When the investigation reveals bullying, discrimination, harassment, and/or violence occurred, the incident and the discipline that is imposed on the respondent will be recorded in the respondent's file.
5. When the investigation is closed, the principal, supervisor, or Superintendent shall make a full report indicating:
 - 5.1. that the respondent is guilty or not guilty of the allegation;
 - 5.2. that the respondent is disciplined or that other action be taken;
 - 5.3. whether the matter has been referred to an appropriate outside agency (e.g., Child Welfare, police services, or the Alberta Human Rights Commission);
 - 5.4. whether administrative or other changes were made in order to avoid re-occurrence; and/or
 - 5.5. that the complainant deliberately and knowingly made false allegations in an attempt to cause harm to the respondent, and what specific sanctions were imposed on the complainant.
6. The principal, supervisor, or Superintendent shall communicate the decision to the complainant and respondent. Any sanctions imposed by the principal, supervisor, or Superintendent will be set out in the written notification.

Unsubstantiated complaints

1. If a person, in good faith, files a complaint that is not supported by evidence gathered during an investigation, that complaint will be dismissed, and no record of it will be put in the respondent's file/student record.

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

2. As long as the complaint was made in good faith, there will be no penalty to the person who complained, and no record of a complaint, investigation, or decision will go in the complainant's personnel file/student record, if the complaint was made in good faith. Any unfavourable work review, or comments that were placed in the complainant's personnel file because of the harassment will be removed from the file.

Complaints made in bad faith

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

Confidentiality

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

Retaliation

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

Appeal/Grievance

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

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

Further Complaints

1. This policy does not preclude the complainant (staff or student) from making a complaint regarding the bullying, discriminatory, harassing, and/or violent behaviour directly to the Police, Alberta Teachers' Association, C.U.P.E. and/or Alberta Human Rights Commission.

Alberta Human Rights Commission
427-7661 (Edmonton) 297-6571 (Calgary)

Toll Free
1-800-432-1838 (Within Alberta)

- 1.1. Any complaint filed under the *Individual's Rights Protection Act* must be lodged within one year of the alleged incident.
- 1.2. Either party has the right to seek redress through the Civil Courts.
- 1.3. Staff may file a complaint with their union or professional association.

Horizon School Division 2015-2016 School Year Calendar

Aug-15				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Instructional Days M-Th F

Sep-15				
M	T	W	T	F
	1	2	3	4
H 7	8	9	10	11
14	15	16	17	18
21	22	23	24	II 25
28	29	30		

Instructional Days 20 M-Th 17 F 3

Oct-15				
M	T	W	T	F
			1	2
	5	6	7	8
	9	10	11	12
H 12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Instructional Days 20 M-Th 15 F 5

Nov-15				
M	T	W	T	F
2	3	4	5	6
9	10	H 11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Instructional Days 19 M-Th 16 F 3

Dec-15				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
H 21	H 22	H 23	H 24	H 25
H 28	H 29	H 30	H 31	

Instructional Days 14 M-Th 11 F 3

Jan-16				
M	T	W	T	F
				H 1
4	5	H 6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
31				

Instructional Days 18 1st Sem. M-Th 15 F 3
Days 1 2nd Sem. M-Th 1 F 0

Feb-16				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
H 15	H 16	H 17	18	19
22	23	24	25	26
29				

Instructional Days 16 M-Th 13 F 3

Mar-16				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	H 25
H 28	H 29	H 30	H 31	

Instructional Days 17 M-Th 14 F 3

Apr-16				
M	T	W	T	F
				H 1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Instructional Days 19 M-Th 15 F 4

May-16				
M	T	W	T	F
2	3	4	H 5	6
9	10	11	12	13
H 17	18	19	20	21
H 23	24	25	26	27
30	31			

Instructional Days 20 M-Th 17 F 3

Jun-16				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Instructional Days 20 M-Th 16 F 4

Sem. 1	Sem. 2	Total
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H.S. Instructional Days	91	93	184
T, Prep Days	3	0	3
Division Wide PD	1	4	5
Parent Teacher Interviews	1	0	1
School Based T. Prep Days	0	0	0
School Based Holidays	0	0	0
School Based Parent Teacher Interview	0	0	0
School Based P.D. Days	1	2	3
H.S.	97	99	196

High	1st Sem.	M-TH	74	F	17
School	2nd Sem.	M-TH	76	F	17
			150	34	184

Symbols Legend:

- First Day of School (1-12)
- First/last day of ECS classes
- ECS Orientation/Testing Day
- ECS instructional day
- Last day of 1st Semester
- First day of 2nd Semester
- Observance - Mennonite Students & Colonies
- Last Day of School (Elem. & Jr. High)
- Last Day of School (Sr. High)
- Report Card
- Achievement Exams Grades 3, 6, 9
- Diploma & Achievement Exams
- Division Wide Teacher Preparation Day - no students
- Division Wide Holiday - no students, no teachers
- Division Wide Parent/Teacher Interviews - no students
- Division Wide PD Day - no students
- Division Wide PD (Half) Day - no students
- Division Wide P.D. Day - joint Horizon/ATA PD day - no students
- School Based Teacher Preparation Day - no students
- School Based Holiday - no students, no teachers
- School Based Parent/Teacher Interviews - no students
- School Based PD Day (All Schools) - No Students
- School Based PD Day (All Schools) - no students
- Planning for Student Support Day (All Schools) - no students

Gr. 12 Diploma Exams	Nov.	Jan.	Apr.	Jun.
English LA 30-1 Pt. A	2	13	6	13
English LA 30-2 Pt. A	2	13	6	13
Social 30-1 Pt. A	3	14	7	14
Social 30-2 Pt. A	3	14	7	14
English LA 30-1 Pt. B	4	19	8	16
English LA 30-2 Pt. B	4	19	8	16
Social 30-1 Pt. B	5	20	11	17
Social 30-2 Pt. B	5	20	11	17
Math 30-1	6	25	12	24
Math 30-2		25		24
Physics 30	9	26	13	27
Chemistry 30	6	27	12	23
Biology 30	9	22	13	22
Science 30		28	14	28

Achievement Exams	Gr. 6	Gr. 9
English Language Arts Part A	May 9	May 11
English Language Arts Part B	June 15	June 24
Mathematics	June 16	June 23
Science	June 17	June 22
Social Studies	June 20	June 27

Month	Day	Holidays & Observances
Sept. 2015	7	Labour Day
Oct. 2015	12	Thanksgiving Day
Nov. 2015	1	Daylight Savings Ends
Nov. 2015	11	Remembrance Day
Dec. 2015	25	Christmas Day
Dec. 2015	26	Boxing Day
Jan. 2016	1	New Year's Day
Jan. 2016	6	Epiphany (MAP & Colonies)
Feb. 2016	15	Family Day (Alberta)
Feb. 2016	18 & 19	Teachers Convention
Mar. 2016	13	Daylight Savings Begins
Mar. 2016	25	Good Friday
Mar. 2016	28	Easter Monday
May. 2016	23	Victoria Day
May. 2016	5	Ascension (MAP & Colonies)
May. 2016	15	Pentecost (MAP & Colonies)
July. 2016	1	Canada Day

Date: Fri, Oct 31, 2014 at 4:37 PM

Subject: FW: Board Chairs Email #22: ASBA Advocacy Plan and Strategic Plan Survey

To: *Superintendents-Email <Superintendents-Email@asba.ab.ca>, *Secretary Treasurers <SecretaryTreasurers@asba.ab.ca>

Cc: *BofD email - Voting <VotingDirectors@asba.ab.ca>, *ASBA Staff & Contractors <ASBAStaff&Contractors@asba.ab.ca>

The following Board Chairs Email #22 was sent to all Board Chairs and is now being sent to you on behalf of Helen Clease, President.

Dear colleagues,

It's that time of year again! You share with us what you think is important work that your association should be doing. As we look forward to our January strategic planning session the Board of Directors would appreciate hearing from you.

We encourage every school board to take the time to respond to the attached survey, as input provided will certainly be considered by the Board of Directors as the next ASBA Strategic Plan is developed.

New this year is the development of an ASBA Advocacy Plan which will focus the advocacy efforts of the Association on a few priority areas. The Board of Directors needs to hear what issues are of most pressing priority for school boards. Since this advocacy work is something that we will tackle together, it is important to hear from all boards.

Please take a moment to provide your important input (even if it is just to say that you are satisfied with the current direction) by ensuring your board's responses are provided by January 5, 2015 to the survey found at the following link:

https://www.surveymonkey.com/s/ASBA_Advocacy_Plan_and_Strategic_Plan_Survey

Please also find appended a letter which provides additional details.

<<Letter to Boards requesting input into ASBA's Advocacy Plan and 2015-2018 Strategic Plan.pdf>>

As we head in to our Fall General Meeting, I encourage each of you to remind your MLA's to attend the MLA breakfast on Tuesday, November 18, 2014.

I look forward to seeing you all at the Fall General Meeting.

Sincerely,
Helen



School Board input into ASBA's Advocacy Plan and 2015-2018 Strategic Plan

* 1. Board Name

2. Developing a maximum of three advocacy priorities for the Association appears as a strategy in the current ASBA Strategic Plan.

**Please indicate your Board's desired order of priority for ASBA's advocacy efforts.
(1 = highest priority; 12 = lesser priority)**

1 2 3 4 5 6 7 8 9 10 11 12

Adequate, stable, predictable funding

English Language Learning

First Nations, Métis and Inuit student success

Infrastructure

School boards - locally autonomous governments

Student health and wellness

Transportation

Twenty-first century competencies

Wrap-around services

Other (a)

Other (b)

Other (c)

If 'Other' selected above, please specify

Please provide the corporate Board response to the following questions. School board responses will inform the ASBA Board of Directors as they determine the 2015-2018 ASBA Strategic Plan, implementation of which will begin in September 2015.

3. If your Board would like to provide input or commentary on individual elements of the current ASBA Strategic Plan, please proceed directly to question 4.

If your Board believes all items identified in the current ASBA Strategic Plan (2014-17) should remain priorities for the Association (and does not wish to provide additional input or commentary on the current plan), please indicate so below.

Our Board believes all items identified in the current ASBA Strategic Plan (2014-17) should remain priorities in the 2015-18 plan.

4. Strategic Priority A: ASBA provides leadership through its support of school boards to continuously improve and facilitate their development of inclusive, personalized learning environments for the success of all students.

Strategic Priority A should be a high priority for ASBA and remain in the 2015-2018 ASBA Strategic Plan.

Strategic Priority A should be a lesser priority for ASBA and remain in the 2015-2018 ASBA Strategic Plan.

Strategic Priority A should not be a priority for ASBA and should not be included in the 2015-2018 ASBA Strategic Plan.

5. Key Result A1: Partnerships are strengthened for the effective development and implementation of personalized student learning.

Key Result A1 should remain a priority for ASBA.

Key Result A1 should not be a priority for ASBA.

6. Key Result A2: Leadership and support are provided to school boards to share and implement best practices relative to First Nations, Métis and Inuit education.

Key Result A2 should remain a priority for ASBA.

Key Result A2 should not be a priority for ASBA.

7. Key Result A3: Leadership and support are provided to school boards to share and implement best practices which address demographic and wellness challenges at the local level that ensure student success.

Key Result A3 should remain a priority for ASBA.

Key Result A3 should not be a priority for ASBA.

8. Strategic Priority B: ASBA models effective governance while providing leadership and support to assist school boards in implementing effective governance practices that engage stakeholders and are proactive, responsive and accountable to students and communities.

Strategic Priority B should be a high priority for ASBA and remain in the 2015-2018 ASBA Strategic Plan.

Strategic Priority B should be a lesser priority for ASBA and remain in the 2015-2018 ASBA Strategic Plan.

Strategic Priority B should not be a priority for ASBA and should not be included in the 2015-2018 ASBA Strategic Plan.

9. Key Result B1: Resources and supports are provided to school boards and trustees to enable them to respond to the transformation in governance required to meet expectations of the new Education Act and Inspiring Education.

Key Result B1 should remain a priority for ASBA.

Key Result B1 should not be a priority for ASBA.

10. Key Result B2: Resources and support are made available to school boards to enhance community engagement in public education.

Key Result B2 should remain a priority for ASBA.

Key Result B2 should not be a priority for ASBA.

11. Key Result B3: ASBA is structured in such a way to facilitate the organization's long-term sustainability.

Key Result B3 should remain a priority for ASBA.

Key Result B3 should not be a priority for ASBA.

12. Strategic Priority C: ASBA provides leadership in advocating on behalf of school boards and supports boards in building their capacity to communicate and advocate effectively.

Strategic Priority C should be a high priority for ASBA and remain in the 2015-2018 ASBA Strategic Plan.

Strategic Priority C should be a lesser priority for ASBA and remain in the 2015-2018 ASBA Strategic Plan.

Strategic Priority C should not be a priority for ASBA and should not be included in the 2015-2018 ASBA Strategic Plan.

13. Key Result C1: ASBA works with school boards to develop shared advocacy positions on key issues to create a stronger provincial voice.

Key Result C1 should remain a priority for ASBA.

Key Result C1 should not be a priority for ASBA.

14. Strategic Priority D: ASBA provides leadership and support to school boards to collectively and collaboratively, with relevant partners, lead the transformation of public education in Alberta to ensure student success.

Strategic Priority D should be a high priority for ASBA and remain in the 2015-2018 ASBA Strategic Plan.

Strategic Priority D should be a lesser priority for ASBA and remain in the 2015-2018 ASBA Strategic Plan.

Strategic Priority D should not be a priority for ASBA and should not be included in the 2015-2018 ASBA Strategic Plan.

15. Key Result D1: Leadership and support are provided to school boards in the strategic development and implementation of changes in legislation, regulations, education policy, and labour relations.

Key Result D1 should remain a priority for ASBA.

Key Result D1 should not be a priority for ASBA.

16. Key Result D2: ASBA assists school boards in identifying, shaping and leading transformation initiatives.

Key Result D2 should remain a priority for ASBA.

Key Result D2 should not be a priority for ASBA.

17. Strategic Priority E: ASBA provides leadership in the development of a new teacher bargaining model.

Strategic Priority E should be a high priority for ASBA and remain in the 2015-2018 ASBA Strategic Plan.

Strategic Priority E should be a lesser priority for ASBA and remain in the 2015-2018 ASBA Strategic Plan.

Strategic Priority E should not be a priority for ASBA and should not be included in the 2015-2018 ASBA Strategic Plan.

18. Please identify any additional elements that could be included in the 2015-2018 ASBA Strategic Plan, along with rationale which may inform consideration by the Board of Directors.

19. Additional Comments

Done

Check out our [sample surveys](#) and create your own now!

Superintendents Progress Report

November, 2014

Educational Leadership

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

Fiscal Responsibility

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

Personnel Management

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

Policy

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

Organizational Leadership and Management

- Barnwell and Warner Modernization meetings continue to be attended. A design plan has been submitted to Alberta Education and Alberta Infrastructure. Alberta

Infrastructure has indicated that both plans are over budget and planning is underway to review and reduce the scope of the work so that the design is in alignment with the approved budget.

- The third administrator meeting of the year was held on November 24^h. A major focus of the day was on assessment best practice as well as evaluation and reporting
- The Superintendent is continuing to work with the Clinical Team Leader to create an Emergency Response Manual.
- As per the C.U.P.E. collective agreement, the Senior Leadership Team met with C.U.P.E. representatives as part of the C.U.P.E. management agreement. Clarity around assistant attendance expectations at P.D. events, personal leaves, family medical leaves, and sick leaves were discussed as were employee hour templates and a voluntary retirement plan.

Communications and Community Relations

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

Leadership Practices

- The Senior Administration Leadership Team including Directors met to discuss progress with regard to the jurisdiction’s three year education plan

- The Superintendent partook in Horizon's leadership cohort which aims to build leadership capacity within Horizon's seven new principals and eight teacher leaders.

HORIZON SCHOOL DIVISION NUMBER 67 - FACILITIES DEPARTMENT
Facilities Committee Report – November 2014
Jake Heide

The past month has been filled with activity throughout Horizon School Division No. 67. In total, 148 service requests have been processed through the facilities office in the past 30 days. Additionally, the facilities crews have been active in terms of proactive and reactive maintenance, preparing for upcoming projects and scheduling the day to day activities for caretaking staff and contract laborers'.

With the arrival of subzero temperatures, heating systems are being tested, and for the most part have performed exceptionally well. A considerable amount of time is consumed monitoring, adjusting and correcting different climate control systems in an effort to achieve maximum efficiency while maintaining acceptable temperature levels.

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

2013/14 Infrastructure Maintenance and Renewal (IMR)

W.R. Myers / DA Ferguson

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

Maintenance Projects

- Significant amounts of wall patching, repairing and painting in Enchant School including corridors and classrooms
- Completed the control room for LT Westlake School.
- Additional lockers were added to the Arden T. Litt Centre for Learning in Grassy Lake
- Replaced and re-secured the main rain water liter at Dr. Hamman Elementary School. A roofing RECAP project is planned for the upcoming summer which will permanently set the scuppers in place.

Taber Central School

- The existing retaining wall on the north side of Taber Central School has been removed and a new footing installed. The existing roof drainage scuppers will be re-routed towards a new underground weeping tile system which will be routed to the north fronting storm drainage waterway.
- Following the completion of the underground drainage, a new hard surface walk way is to be installed to provide additional drainage away from the building as well as improved accessibility.
- A complete site survey is underway including a complete site assessment to determine proper drainage options, elevation shots and geotechnical drilling.

Maintenance work During September and October

During the past month, a total of 148 Service request were submitted through Horizons electronic service request generating software, Asset Planner. 72 Request have been completed to date with the remaining in progress. Additionally, approximately 52 automatically generated proactive service requests were completed.

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

- Repairing and re-keying locksets, door hardware and closers for entryways throughout the division.
- Snow removal and ice remediation
- Ongoing lighting, electrical, plumbing and mechanical and heating repairs
- Hang bulletin boards, tack boards and white boards throughout the division
- During this past winter, a considerable amount of concrete movement occurred throughout Horizon School Division Schools, a number of concrete sidewalks and pathways required repair or partial replacement. This process has begun and will continue for the next few months.
- Held a one day watch-net video security in-service / training session at the maintenance building. I.T. staff were in attendance as well.
- Completed playground certification course for Horizon School Division No. 67 grounds lead. This course was held in Leduc Alberta encompassing four days of classroom instruction and field practical. Two final exams completed the course.

Facilities Administration

- Continued work with the upcoming capital projects in Barnwell and Warner.
- Continued compiling information for the 2014-15 Infrastructure Maintenance and Renewal projects.
- Amended the school utilization calculation formula information as requested by Alberta Education. Resubmitted same.
- Reviewed Horizon School Division No. 67 deferred maintenance list as submitted to Alberta Infrastructure in detail. Began preparing a five year plan to remediate the current values.
- Attended the fall AEFAA conference in Canmore. Sessions included a trade show, a series of round table discussions with AEFAA facilitators, administrator best practices seminars as well as a session dedicated to the Local Authorities Pension Plan.
- Attended a meeting in the Calgary Alberta Infrastructure office concerning upcoming capital projects progression.
- Performed in-depth caretaking inspections in Lomond as well as the ATL school facility in Grassy Lake.
- Interviewed candidates for a tradesman position to replace Horizons outgoing painter. After a second posting and round of interviews, a very suitable candidate was selected. His first day of employment was November 3, 2014.

Additional Responses

- Responded to two late night intrusion alarms at Division office. Both unintentionally set. A third call was handled by phone,
- Responded to a weekend fire alarm in Lomond
- Responded to a weekend boiler failure at Vauxhall High School. The problem with the boiler was discovered by caretaking staff during a regular check of the mechanical equipment.
- Facilitated evening meetings in Hays which included caretaking staff and school administration.

C2 Committee: October 27th, 2014 Working Together for Student Learning



The Assurance for Students Act, [Bill 26](#), which legislated a four-year labour settlement on teachers and school boards, was passed in the Alberta legislature on May 15, 2013. The legislation brings into effect the provincial [framework agreement](#) for all teachers and school boards in Alberta. Part C, clause 2 (C2), of the framework agreement contains the following provision:

“Within each school jurisdiction a joint committee will be established ... to design, direct and conduct internal reviews to determine what jurisdiction-initiated tasks or policies can be eliminated or modified to reduce teacher workload and improve teacher efficacy.”

In the 2013-2014 school year, a C2 Committee was established within Horizon School Division. Through teacher surveys and round-table discussions, the Committee collected data and made recommendations to the Superintendent to address teacher workload and enhance efficacy. On October 27th, 2014, the Committee convened to discuss recommendations. The following information provides an update with regard to each recommendation:

Communication:

The Committee agreed to enhance communication about the C2 mandate. The Superintendent will place C2 on administrator meeting agendas and a member from the Committee will attend the November administrator meeting to inform administrators about C2 and the work being accomplished. Committee members committed to increasing dialogue with teaching staff in regard to the C2 mandate and Action Plan.

Substitute Automated System Software:

Horizon School Division has investigated two possible automated substitute systems. One system is more cost-effective, and is available to Horizon through Breeze, a website platform offered through Dreamstalk, Horizon’s website provider. Two schools, D.A. Ferguson and W.R. Myers are piloting the system and currently in training so they are able to utilize the system.

Assessment Policy and Reporting Practices:

Horizon has established an Assessment Committee with representation from all schools who will provide feedback and input on a new assessment policy. The goal is to review best practices in formative and summative assessment including the frequency of reporting and to provide more consistent guidelines in assessment, evaluation, and reporting across all schools in Horizon. Communication to stakeholders, particularly parents, was noted to be an important component in the development of this policy.

Joint ATA/PD Committee:

The C2 Committee recommended that feedback from teachers concerning distribution and allocation of PD funds be shared with the Joint ATA/PD Committee. A letter will be sent to the Joint ATA/PD Committee communicating the feedback the C2 committee received regarding this topic.

PD Days and Time for Collaboration:

The 2015/2016 draft calendar was reviewed. There are three Division wide PD days as well as three common site-based PD days on the calendar. One site-based PD day will be dedicated to the creation of Instructional Support Plans (ISPs) and English Language Learner (ELL) programming and benchmarking. These jurisdiction wide common PD days will allow teachers more time to collaborate across schools than has been the case in previous years.

Continue to use Google+ Horizon Professional Learning Community

The Committee discussed the benefits of this model in establishing professional learning communities within the division and spoke favourably about teacher ownership and teacher's ability to set direction regarding their Professional Learning.

Horizon Induction Program and Enhancement of Opportunities for Mentorship:

A Leadership Cohort for new principals and aspiring leaders in the division has been established. The Cohort will meet six times throughout the year. New teachers have enhanced mentorship and professional learning guidance. On Division Wide PD days, Erin Hurkett oversees all of the elementary teachers in regard to best literacy practices and Amber Darroch oversees all secondary teachers in regard to best practices. More emphasis has been placed on utilizing mentorship funds to ensure new teachers and their school and curriculum mentors collaborate throughout the year.

Field Trip Forms (Simplify and Streamline):

Field trip forms are in the process of being reviewed with hopes of providing better clarity and streamlining. There is also intent to reduce the number of forms for low risk activities that occur within the local community. Alberta Education acknowledged their awareness of this concern and may investigate as to whether they can alter mandates that could reduce teacher workload in this area.

Recommendations from Horizon teachers through the work of the C2 Committee are being acted upon so teacher efficacy and workload can improve. The Committee will continue to review progress, collect data from teachers, and make further recommendations to the Superintendent in the 2014/2015 school year.

The C2 Committee will continue to work collaboratively with teachers to build their capacity, and to support them in implementing [Horizon's core goals](#) in conjunction with the [Ministerial Order on Learning](#) and vision of [Inspiring Education](#).

For more information about Horizon's C2 Committee, please contact either C2 Committee Co-chair – Wilco Tymensen (wilco.tymensen@horizon.ab.ca) or Bob Peters (bob.peters@horizon.ab.ca).

November 2014

Associate Superintendent of Programs and Services / Human Resources Report – Clark Bosch

Human Resources:

- Meeting was held with CUPE representatives in November to discuss concerns and introduce the new Executive.
- Clark attended, among others, 3 Human Resources centered session at the Fall CASS Conference
- All eligible LAPP and ATRF employees were sent an invitation to participate in a Voluntary Retirement Plan. (below)

Voluntary Retirement Plans 2014 – 2015

At its regular meeting on October 22, 2014 the Board of Trustees of the Horizon School Division (“the Board”) expressed their support for the following Voluntary Retirement Plans for the 2014 – 2015 school year:

Voluntary Retirement Plan for Eligible Local Authorities Pension Plan (LAPP) Members

The Board supports a Voluntary Retirement Plan for all eligible members of the Local Authorities Pension Plan employed by Horizon School Division No. 67 who, by December 19, 2014, submit a letter stating their intent to retire between January 31, 2015 and March 31, 2015. Employees who qualify for a pension and are able to access their pension upon retirement will be offered equivalent temporary employment beginning the day following their effective retirement date continuing until the end of their particular period of employment for the 2014 – 2015 school year with a maximum duration of 5 months.

Voluntary Retirement Plan for Alberta Teachers’ Association (ATA) Staff Members

The Board supports a Voluntary Retirement Plan for any ATA Staff member who, by December 19, 2014, submits a letter stating their intent to retire effective January 31, 2015. Teachers who qualify for a pension and are able to access their pension upon retirement will be offered an equivalent temporary teaching contract beginning February 1, 2015 continuing until June 26, 2015.

If you would like to participate in either of the plans described above, I have attached a letter you could use to express your intention to Human Resources.

If you have any questions, please contact Clark Bosch, Associate Superintendent Human Resources via email at clark.bosch@horizon.ab.ca or by phone at 403-223-3547 ext. 131 or by cell at 403-915-7779.

Inclusive Education:

- A team from division office (Laura Elliott, Daelynn Takasaki, Erin Hurkett, Lynn Saler, and Ann Muldoon) has attended seven collaborative team meetings in four schools since the beginning of the school year. At Vauxhall High school, Chamberlain, DA Ferguson and Erle Rivers High School, they have met with school staff to discuss individual students and their learning needs. In total, so far this year we have helped directly address the academic, social/emotional and behavioral needs of 74 students through this forum.
- On October 23 and 24, we offered SIVA (Strengthening Individuals through Valued Attachments) training to any staff member who was interested. It's important to have people trained in every school to safely manage behaviour and to apply emergency safety interventions when required. Over the past two years we have encouraged administrators and Learning Support Teachers, in particular, to access this training, and many have done so. Five administrators, three teachers, three assistants, two Family School Liaison Counselors, and a Family Connections Worker attended the October training.
- This year we have five new Learning Support Teachers (LSTs) in Horizon. Ann Muldoon has been working with these LSTs on student files, coding, program plans, accommodations, and assessments. A particular focus in recent weeks has been requests for accommodations on Diploma Exams and applications to Alberta Education for special format materials.
- Lynn Saler and Ann attended the Vulnerable Readers Summit in Calgary on October 27 and 28.
- Ann attended a session with Dr. Caroline Musselwhite on literacy instruction for students with severe disabilities on November 3.
- At the regional level, Clark and Ann attended a joint meeting of the Southwest Regional Collaborative Service Delivery Leadership and Executive Teams on October 23.
- Ann represented our most northern schools (Lomond, Lomond Colony, and Armada Colony) at the Bow River Leadership meeting on October 2 in Calgary.

- At the provincial level, Ann has been serving as a member of the CASS Inclusive Education sub-committee that supports Alberta Education's Advisory Committee on Building an Inclusive Education System.
- Our Behavior Support Specialist, Laura Elliott, has presented in four schools (Hays, Lomond, LT Westlake, Vauxhall High) on FASD and Positive Behaviour Supports.
- Laura has provided targeted support in 10 classrooms, completed reports for 9 students, written 4 behaviour plans and attended 4 parent meetings for students of concern.
- Laura attended a two-day SCERTS training course on autism.

Early Learning:

- All children in Pre-K and Kindergarten who required assessments have been referred and assessed. Based on assessment results, Lynn Saler has secured Program Unit Funds for eligible children.
- Ongoing professional development for Pre-K staff has included supporting individuals through visual strategies and iPad apps for young children.
- We will soon be meeting with representatives from Family Connections to hear about programs available for children and families.
- Lacey Mueller (Speech Language Pathologist) attended a Hanen workshop (Learning Language and Loving It).
- Kindergarten teachers are meeting during the last week of November to discuss the Kindergarten curriculum and assessment.
- A requirement for maintaining the licenses for Pre-Kindergarten is for staff to have current first aid training. We will be hosting both re-certification training and full Standard First Aid training during the last week of November and first week of December.

Regional Collaborative Service Delivery:

- Over the past two years Horizon, together with other local school divisions, has been working with partners in Health and Human Services on a provincial initiative to develop a new service delivery model. Supports and services that had previously been accessed

through separate providers and a range of funding sources will now be integrated and coordinated under the umbrella of Regional Collaborative Service Delivery (RCSD).

- Most Horizon schools are part of the Southwest RCSD with services out of Lethbridge. Lomond School, Armada Colony and Lomond Colony are in Bow River RCSD with services mainly out of High River.

FNMI Education:

- Lisa Sowinski has been working along with Heather Brantner, Garth Moulan and Kristen Bodnar to help FNMI students who are interested in completing work experience work to secure jobs.
- Lisa and Heather have held meetings with parents to discuss their child's progress in high school and what we need to do to keep them on track.
- Lisa has facilitated the placement of some students in K&E programs.
- Lisa continues to attend learning meetings regarding our FNMI students.
- Lisa attended FASD (Fetal Alcohol) conference in Edmonton.
- We continue to facilitate a wide variety of support to our families in need. Whether it involves Family Services, getting some financial help, looking after other family members, driving those in need to appointments, coordinating services with Family Justice or giving rides to parents who were victims of theft.
- Lisa continues to help families out with the processes involved to apply for their status cards.
- We continue to support our families in need with proper clothing, furniture, and transportation.
- Lisa has been integral in the securing of Elders to speak in our schools as requested.

Counselling:

In addition to the day to day needs of our students and families, the following programs are occurring within our schools.

- Families First program - targeted families participate in evening groups that encourages and builds in quality family time, parenting tips, family activities and family meals together.
- Middle school boys leadership and role model group at D.A. Ferguson (targeted).
- MindUP program being implemented in several schools throughout the Division. This program focuses on emotional literacy and mindfulness strategies for both in and out of the classroom (universal).
- Guitar Group (targeted)- Students selected to be part of the group and at the end of the group one student will win their guitar (part of a TCAPS Grant).
- Kelso's choice - Conflict resolution program for elementary students (universal).
- Violent Risk and Threat Assessment Training
- Strengthening Individuals through Valued Attachments Training
- Participation in Division Wide Student Leadership day.
- Threat assessment and at-risk presentation to all bus drivers with First Student.
- Technology internet safety night for parents in Vauxhall
- Participation in WRM/DAF Girls Retreat
- Mentorship program after school in Vauxhall and Taber.
- Staff attended the 40 Developmental Assets PD.
- Random Acts of Kindness throughout the Division
- Working collaboratively with our RCSD Mental Health person to complete some Mental Health Assessments and working on getting Mental Health Tips on websites, Facebook and Twitter.

High School Redesign:

- Clark and representatives from each of our high schools participated in a “sharing best practices” day in Lethbridge with representatives from Alberta Education. (Lomond, WRM, ERHS, VHS and Warner).

Hutterian Brethren Schools:

- At our September and October staff meetings, time was taken to continue to develop our knowledge and skills with respect to guided reading practices. Teachers were given direction in determining their guided reading groups/levels and how they might structure the literacy block and organize the learning tasks that will occur while a teacher focuses on a particular group of students. Erin Hurkett, Associate Superintendent of Curriculum and Instruction, will work with colony teachers throughout the 2014-15 school year to mentor and provide feedback during the guided reading process. Six teachers have been scheduled to work with Erin during the next couple of months. All colony teachers will have the opportunity to work with Erin as the year progresses. We are pleased that we can access this support at the divisional level as we move further into the guided reading practices.
- With respect to the new Instructional Support Plan process, teachers were in-serviced on the final version of the document in late September. Late in October and early November, teachers, colony administration and Mitzi McDonnell (Learning Support Teacher) met with parents of children on IPPs to discuss their programming goals and instructional strategies that would be utilized. For the initial meeting with parents of students who now are on an ISP, teachers could involve either the colony LST or administrator if they chose to do so. In the future, ISP meetings will involve mainly teachers and parents. Colony parents provide plenty of valuable information regarding their children and were engaged in the process of supporting their child's learning. Overall, the introduction of the ISPs went relatively well and the streamlined format is very much appreciated by teachers.
- On another item of change, Student Learning Assessments (SLAs) at the grade three level, colony teachers guided students through the four segments of the assessments, including the 'performance based' components in language arts and mathematics. Not being able to be part of the 'digital' delivery of the SLAs, a paper copy of the digital assessments was provided for colony students. Unfortunately, some of the typical 'drag-and-drop' types of questions that are built into the digital version, proved a bit challenging to do with colony-based students using a paper format. A paper format that is not based on screen-shots of the digital test, or audio sounds provided by the teacher, would be more appropriate in the future. As this is the pilot version of the SLAs, what is

learned from this initial process will hopefully be used to further the development of this assessment tool with respect to a non-digital delivery process.

- Report cards recently went out to students at colony schools and parent teacher interviews were well attended at all colony schools. Colony based teachers continue to work collaboratively with their division based Google+ colleagues as part of our recent ATA/Horizon Professional Development day (October 27). Two of our colony teachers will participate in the upcoming assessment committee work at the division level.
- Colony school staff and students are off to a good start in the first segment of the year and our intention is to keep the momentum going as we move throughout the school year.

Teacher Evaluation:

- I have begun the process to evaluate 6 of our first year teachers. I will also be observing an additional 8 new teachers on temporary contracts.

A close friend of mine has lacked energy and has struggled to catch her breath most of her life. She repeatedly complains to her doctor about these symptoms. She's recently retired and her doctor attributes it to old age.

This summer during her annual checkup, instead of seeing her regular doctor, she was scheduled with a young intern. The recently graduated intern, having been exposed to the latest medical knowledge, correctly diagnosed her as having a hole in the wall of her heart that allowed oxygenated and deoxygenated blood to mix.

When she communicated to me that the hole was the size of a loonie, I envisioned open-heart surgery, whereby a 30-centimetre incision is made, the sternum cracked, and breastbone separated to expose the heart – surgery that easily has a one-year recovery period. Instead, she was scheduled for laparoscopic surgery, better known as minimally invasive surgery. The surgeon made a one-centimetre cut in her leg, entered her blood vessel using a small tube, and deployed an umbrella like structure in her heart to close the hole. Within weeks she was fully recovered.

Education is similar to the story above. While we know and often rely on past practices, there are newer educational practices being developed using recent discoveries about how the brain works. As we expect medical professionals to be up to date, so too must we expect teachers to be. Learning can't stop at graduation. Students as well as teachers must embrace life-long learning and keep up with changing times through personal and professional learning.

All too often the general public sees school through the eyes of their children, but there is a whole educational world less visible to the public. While your child is out of school, teachers continue learning, attending workshops and professional learning opportunities in order to keep up with the newest information about child development to improve their practice. One of the reasons such learning is so important is so they can enhance their teaching, and thus your child's learning.

"Give a man a fish, and you have fed him once. Teach him how to fish and you have fed him for a lifetime." A fish is only one meal É we want to teach students to be excited about learning, excited about fishing for information; we want to give them the tools to become life-long fishermen for knowledge. Teachers, too, must have time to be such fisherman.

Wilco Tymensen is the superintendent of Horizon School Division No. 67.

2013/2014 Horizon Provincial Achievement Test (PAT) Results

Marie Logan, Horizon School Division Board chair, states that the Board is very pleased with the accomplishments of our school jurisdiction and the achievement of our students. The support of parents, teachers, and other partners is essential to our continued success. These results illustrate a passion for learning commitment and excellence. We have every confidence that together we can build on our achievement and continue to provide quality learning for the students we serve.

Cohort Summary:

The Cohort summary includes all students, even those who did not write (may have been excused or absent from writing). Those who did not write are counted as not having met the acceptable standard.

Acceptable Standard:

This is an achievement standard established by Alberta Education. The Acceptable Standard is a pass on the exam.

Horizon Highlights:

Cohort Results: Horizon students wrote PAT exams in grades 6 and 9. Students in grade 3 did not write the exam because they were piloting the provincial Student Learning Assessment (SLA). All of the grade 6 and 9 subject areas tested exceeded provincial acceptable standard performance.

Standard of Excellence:

This is an achievement standard established by Alberta Learning. The Standard of Excellence is 80% or above on the exam.

Horizon Highlights:

Cohort Results: Horizon was close to provincial average in 7 or 8 areas tested and exceed the provincial standard or excellent in grade 9 Math.

Horizon Population Characteristics:

Horizon School Division has a large ELL (English Language Learner) population in grade 6 - 40.1% compared to the provincial average of 15.5%.

Horizon Goals: One of Horizon's core goals is for all learners to finish school possessing 21st century learning competencies. A key action under this goal includes supporting effective

strategies for teaching early literacy and numeracy. The PAT results are one reflection of dedication toward literacy and numeracy that is shown within the division. With high ESL populations and diversity within classrooms, Horizon teachers continue to focus on practices that meet the needs of their learners.

2013/2014 Horizon Diploma Exam Results

Acceptable Standard:

This is an achievement standard established by Alberta Education. The Acceptable Standard is a pass on the exam.

Horizon Highlight:

All but one diploma exam (Physics 30) achieved an acceptable standard that met or exceeded the province.

Standard of Excellence:

This is an achievement standard established by Alberta Learning. The Standard of Excellence is 80% or above on the exam.

Horizon Highlight:

All but four diploma exams (Social 30-1, Biology 30, Physics 30, and Chemistry 30) achieved a standard of excellence that met or exceeded the province. Nine exams were written by Horizon students in total. When averaged, Horizon students scored 6.6% above provincial exam results at the acceptable level.

Horizon Goals: Horizon is committed to two core goals: 1) All learners will finish school possessing 21st century learning competencies and 2) All learners will demonstrate the personal attributes of contributing global citizens. Horizon's outstanding diploma results are one measure that indicate a focus on the above goals, and dedication to student learning and success within the division.

Enrollment exploding at Mennonite school

By Trevor Busch
Taber Times

tbusch@tabertimes.com

Student numbers are showing a marked increase at Taber Mennonite School for the 2014-2015 school year, while new principal Crystal McGregor settles into her administrative role.

"Enrollment is skyrocketing, so we're pretty packed in here, which is awesome — it's a great problem to have," she said.

Taber Mennonite School was previously a branch of Horizon School Division's Mennonite Alternative Program (MAP), which was paired with the MAP school in Vauxhall.

This year, Taber Mennonite School has been separated as its own entity within the division.

"We have a fall supper coming up on Nov. 20. We're opening that up to the community," said McGregor. "Part of our three-year plan is to really work on educating our parent population on what we're doing at the school, what our education actually involves. We're focusing a lot on our off-campus programs, like our RAP program, which is a registered apprenticeship program; our health care aid program, which is a dual-credit program through Lethbridge College."

New staff for the school includes Shaun Dupuis (Grade 11-12 English and Social Studies), Stephanie Soto (Math), and Anthony Dunlop (Sciences).

"We're really focusing on preparing students academically for post-secondary, so we're really looking at a lot of career goal setting and developing graduation plans," said McGregor. "Along with that, we want to empower students and parents with the knowledge and the value of higher education."

Minor renovations over the summer months have enhanced the school's flooring.

"We had the floors re-done. We had squash lines and a gymnasium-style floor, so they've taken all of the squash court lines off. It looks like a new floor."

With enrollment up from 65 last year to 98 for the 2014-2015 school year, space is becoming a premium at the school, which is looking at other solutions.

"Challenges would be in terms of space. We're really overpopulated here right now in terms of facilities, but our school division is aware of that problem, so we are looking at other spaces in the area to possibly use. We are currently renting — across out back alley — Community Futures Chinook's board room, because we've had such a huge increase in our enrollment."

McGregor has a Masters in Early Literacy, and originally hails from Ontario. She spent five years at another Horizon school prior to coming to Taber Mennonite.

"I was formerly a teacher and vice-principal at Chamberlain School in Grassy Lake, so I'm very familiar with the Mennonite population. I taught predominantly elementary, so Grade 1-3."

McGregor is currently teaching junior high and Grade 9-10 English.

"I think we'd like to get more students into our school, and staying longer. We're always striving to improve literacy. I'm really enjoying it. It's a great place, and really has a great sense of community."

She has been enjoying her leadership role in an administrative capacity since taking on the role of principal.

"A strength would probably be my instructional leadership, leading a learning community, and offering professional development and different strategies in the area of English as a second language."

Exam results solid for Horizon

By **J.W. Schnarr**
Taber Times

jwschnarr@tabertimes.com

Horizon School Division has posted strong numbers when it comes to provincial achievement and diploma exams.

During their regular meeting on Oct. 21, Erin Hurkett, associate superintendent of curriculum and instruction, updated the HSD board of trustees on the results of the Provincial Achievement Tests (PAT) for Grade 6 and Grade 9 students and for the Grade 12 diploma exams.

The numbers for acceptable standards were nearly universally higher than provincial standards, while the number of "Standard of Excellence" scores were lower, but still comparable to the provincial standards.

"Acceptable standard" is an achievement set by Alberta Education, and, in this case, is the same as a passing grade on the exam.

These marks represent those of all students in their respective grades – even those who did not write the test for any reason. Anyone who did not write the exam was counted as having not met the acceptable standard.

The exams also noted a "standard of excellence" achieved by students who recorded a grade of 80 per cent or more on their exams.

The results showed the percentage of division students were higher than the provincial average in nearly all cases.

But, the number of students achieving a standard of excellence was consistently below the provincial average except in Grade 9 math. At the Grade 12 level, all but four diploma exams (Social 30, Biology 30, Physics 30, and Chemistry 30) achieved a standard of excellence that met or exceeded the percentages attained by the province.

HSD diploma writers earned an average of 6.6 per cent higher than the average acceptable standard for the province as a whole.

They also met or exceeded the provincial average in all instances but one (Physics 30).

HSD's test numbers come in spite of the fact Grade 6

level schooling has one of the highest rates of English Language Learners in the province at the Grade 6 level.

"We have quite a significant ELL population when compared to the province," she said.

The province has identified 40.1 per cent of HSD students as ELL compared to 15.5 provincially, while at the Grade 9 level, 14 per cent of students have been identified ELL compared to 9.2 per cent provincially.

"The (Grade 9 levels) are more based on funding and English language proficiency," she said.

Hurkett said funding comes in blocks of five years, beginning in Grade 1, and by Grade 9, many of those students are proficient in English to the point their ELL designation no longer applies. This would explain the much larger ELL designation at the Grade 6 level.