

Horizon School Division No. 67
Regular Board Meeting – Division Office
ERIC JOHNSON ROOM
Tuesday, October 20, 2015

Regular Board Meeting Agenda

A - Action Items

- A.1. Agenda
- A.2. Minutes of Regular Board Meeting held Tuesday, September 22, 2015 **ENCLOSURE 1**
- A.3. Appointment of Secretary/Treasurer
- A.4. September/October 2015 Payment of Accounts Report **ENCLOSURE 2**
- A.6. 2016-2017 Horizon School Division Calendar **ENCLOSURE 3**
- A.5. Policies (For First Reading): **ENCLOSURE 4**
- DGA – Authorized Signatures
 - GAB – Police Information Checks
 - GBD – First Aid Training
 - HICA – Off-Campus Activities
 - IGAA – Use of Physical Restraints

D - Discussion Items

- D.1. Remaining Board Meeting Dates for the 2015-2016 School Year

I - Information Items

- I.1. Superintendent's Progress Report – Wilco Tymensen **ENCLOSURE 5**
- Enrollment Update
- I.2. Trustee/ Committee Reports:
- I.2.1 Zone 6 ASBA Report – Marie Logan
 - I.2.2 October 13th Administrators' Meeting Report – Derek Baron **ENCLOSURE 6**
 - I.2.3 Facilities Committee Report – Derek Baron **ENCLOSURE 7**
- I.3. Associate Superintendent of Finance and Operations Report – John Rakai
- I.4. Associate Superintendent of Programs and Services Report – Clark Bosch **HANDOUT**
- Pheasants at Lomond Colony School
- I.5. Associate Superintendent of Curriculum and Instruction Report – Amber Darroch **HANDOUT**
- PAT/Diploma Exam Results Presentation
 - Friends of Horizon (International Student Host Families)
- I.6 Correspondence: **ENCLOSURE 8**
- October 6th from AB Ed – Capital Planning Press Release
 - Letter from Minister Eggan re meeting with all school boards
 - Letter from Minister Eggan re PAT results and key messages
 - Letter from ORRSC re Intermunicipal Development Plan

Horizon School Division No. 67

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The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Tuesday, September 22, 2015 beginning at 1:00 p.m. in the Eric Johnson Room.

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

ALSO PRESENT: Dr. Wilco Tymensen, Superintendent of Schools
John Rakai, Associate Superintendent of Finance & Operations
Clark Bosch, Associate Superintendent of Programs, Services & Human Resources
Amber Darroch, Associate Superintendent of Curriculum & Instruction
Phil Johansen, Director of Finance
Barb McDonald, Recording Secretary
Greg Price, Taber Times

ACTION ITEMS

- | | | |
|-----|--|---|
| A.1 | Moved by Jennifer Crowson that the Board approve the agenda as presented. | AGENDA
APPROVED
107/15 |
| | Carried Unanimously | |
| A.2 | Moved by Derek Baron that the Board approve the <i>Minutes of the Regular Board Meeting held Monday, August 24, 2015</i> as provided in Enclosure 1 of the agenda. | BOARD MEETING
MINUTES
APPROVED
108/15 |
| | Carried Unanimously | |
| A.3 | Moved by Blair Lowry that the Board approve the <i>August/September Payment of Accounts</i> report in the amount of \$3,877,167.63 as provided in Enclosure 2 of the agenda. | PAYMENT OF
ACCOUNTS REPORT
APPROVED
109/15 |
| | Carried Unanimously | |

INFORMATION ITEMS

I.1 Superintendent's Progress Report

Wilco Tymensen presented a brief verbal report to the Board including:

Educational Leadership and Student Welfare

- Meetings and conversations have been ongoing regarding student welfare and jurisdiction practices. Dialogue has included consultation with legal counsel regarding a number of items.

Fiscal Responsibility

- Student enrollment monitoring is ongoing as is the monitoring of budget implications. To date Horizon is down approximately 30 students from the 2015-16 school year projections. Initial analysis appears to be that more families have opted to home school this year. The jurisdiction has yet to receive Home Schooling Enrollment Verifications however.

Personnel Management

- Held interviews for the Director of Finance and successfully filled the position
- New principal evaluation and teacher evaluation conversations have occurred

Policy and Strategic Planning

- Alberta Education Field Services meeting – regarding the jurisdiction’s three year plan

Organizational Leadership and Management

- Meetings with Barnwell Administration, Barnwell Community, Sahuri Architects, Altus Cost Consultants, Alberta Education, and Alberta Infrastructure are ongoing. Recommendations to bring the scope of the Barnwell School modernization project within budget are also ongoing. Barnwell is at 90% stage and dialogue about the community’s level of contributions is being finalized.
- Warner is at the 60% stage with dialogue about unforeseen expenses being discussed with Alberta Education.
- Meeting with the Transportation Coordinator occurred to discuss the high level of last minute transportation requests (over 170 requests were processed just prior to school). The meeting also included a review of approval priorities given that a number of buses reached capacity. Parents will be reminded that the deadline for such requests is June 1.
- Meet with Associate Superintendent and Director of Learning to discuss Dual Credit opportunities within Horizon (e.g. welding)

Communications and Community Relations

- A number of other meetings and celebrations have taken place over the last month. These include but are not limited to:
 - Schools (over 75 senior administration visits have already been made to schools)
 - Warner Hockey Program (welcomed the new Warner Warriors and their parents)
 - Government of Alberta meeting regarding Provincial Mental Health Review
 - Child and Family services meeting regarding high risk youth
 - Administrator’s meeting
 - Division Office staff meeting
 - Maintenance end of summer BBQ and Rick Petrov’s retirement
 - CASSIX meeting
 - ATA Executive meeting

I.2 Trustee/Committee Reports

I.2.1 Zone 6 ASBA Report - Marie Logan, Zone 6 Representative

Marie Logan shared some of the items that were discussed at the ASBA Zone 6 meeting that took place in Lethbridge on September 9, 2015. The main item of discussion at the meeting was collective bargaining. There was also a presentation on Healthy Children and Youth in South Western Alberta. The next meeting will take place on Wednesday, October 7th in Lethbridge.

I.2.2 September 22, 2015 Administrator Meeting Report – Bruce Francis

Bruce Francis reviewed the summary of the September 8th Administrators’ Meeting as presented in Enclosure #4 of the agenda. *Click here to view the entire September 8th Administrators meeting summary.*

I.2.3 Facilities Committee Report

Derek Baron, Facilities Committee Chair, provided an update on work undertaken during the past month within the Facilities Department. *Click here to view the entire September 2015 Facilities Committee Report.*

I.3. Associate Superintendent of Finance and Operations Report

John Rakai did not have an activity report for the Board for September outside of that provided in Committee.

I.4 Associate Superintendent of Programs, Services and Human Resources Report

Mr. Bosch's report was enclosed in the agenda and included the following information:

Human Resources:

- This fall finds Horizon School Division with 1 new Principal and 38 new teachers.
- 28 of our new teachers will be evaluated this year by their Principal and/or a Division Office representative.
- Only one school, Central, will be receiving additional teacher FTE this month. (.30 FTE).
- Armada Colony teaching position, (leave of absence) has been filled.
- Taber Mennonite School Acting Principalship (leave of absence beginning in October) has not yet been filled. There were no applicants for this position from our current Vice Principals or Assistant Principals. We are in the process of talking to past members of our Leadership Cohort about this opportunity.

Early Learning / Inclusive Education:

- JoAnn Hill has returned from her leave of absence. Welcome back JoAnn.
- Tanya Harvey is our new Supervisor of Early Learning. Tanya has replaced Lynn Saler in this position.

Submitted by Ann Muldoon, Director of Learning:

Key Action 2 - Employ a Response to Instruction and Intervention Framework for teaching and learning to improve literacy and numeracy proficiency and enable all students to reach higher levels of academic achievement.

Response to Instruction and Intervention

In September 2012 the division convened an Inclusive Learning committee to determine how we could best meet the needs of all Horizon students through a "Continuum of Supports and Services" approach. The work of this committee resulted in a new funding model that has facilitated the ability of schools to move forward with supporting all students through universal assessments, leveled literacy interventions, provision of time for completing benchmark assessments and monitoring progress, additional professional development for teachers, and collaborative team meetings.

At division level, supports for this work have included: focused PD for teachers and assistants on benchmark assessments and literacy learning, the creation of a new strengths-based Instructional Support Plan (ISP), the integration of the ISP and ESL Program Plans into PowerSchool to streamline teachers' work, behavior consultation, specialized assessments, introduction of new Level B assessment (WIAT), the purchase of Leveled Literacy Interventions, a collaborative team at division office available to support schools as needed, and active participation in the SW Regional Collaborative Service Delivery to access additional supports for our students.

In the spring we sought to consolidate all these initiatives into a framework for student support by asking Kurtis Hewson from Jigsaw Learning to present on the Collaborative Response Model at the division-wide PD Day in March and the Admin Symposium in April. Although his model was useful in furthering our thinking, it did not fully reflect the elements we considered essential in a framework for teaching and learning that enables all students to be successful. Given that Alberta Education is now using the terminology of "Response to Intervention" rather than "Continuum of Supports and Services", we have proposed using a "Response to Instruction and Intervention (RTII)" framework that focuses primarily on support with core instruction but provides for supplemental and intensive instruction for students who are not meeting grade-level expectations. A draft framework is attached.

To support the work of schools in planning for and providing interventions, I attended two Fountas and Pinnell workshops (K-2 and Grades 3-8) in July on Leveled Literacy Interventions (LLI). Many of our schools already have the LLI systems, and I can now provide support with implementation.

Dossier Information System

Following extensive work with Intellimedia to customize Dossier to meet the needs of Horizon teachers and students, we are ready to begin using the tool to plan for student support in 2015-16. All teachers now have

access to Dossier through PowerSchool, thanks to the work of the tech department and Dorthea over the summer.

We arranged an introduction to Dossier for administrators and learning support teachers on August 27, and I have been working with individual schools to provide additional support to teachers. To date the following sessions have taken place or been scheduled:

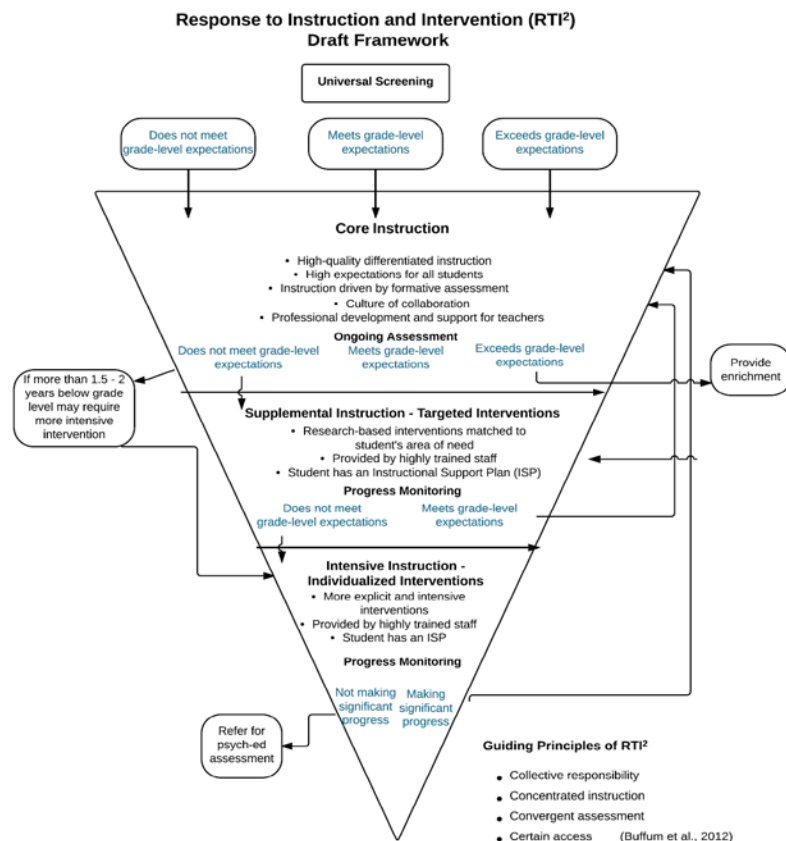
- August 24 – Lomond
- August 28 – Colony Schools
- August 28 – LT Westlake
- September 11 – Dr. Hamman
- September 14 – Chamberlain
- September 18 – Warner
- September 24 – Milk River Elementary

Key Action 3 - Increase parent and community engagement through reciprocal and collaborative relationships.

SW Regional Collaborative Service Delivery

The temporary boundary change that allows our three most northern schools – Lomond School, Lomond Colony, and Armada Colony – to access services through the SWRCSD is now in effect, and funds have been transferred from Bow River Collaborative Service Delivery for the 2015/16 school year. At present we have two students requiring speech/language support in Lomond School and no identified needs in the two colony schools.

Horizon holds the role of co-chair of the SWRCSD Leadership Team for the 2015/16 school year.



RTI is a school-wide, systematic, collaborative process in which all school resources are seamlessly integrated and singularly focused on the same outcome - to ensure that every student learns at high levels. (Buffum et al., 2009)

Ann Muldoon 2015
Adapted from Tennessee Framework

Career Coun

selling:

Submitted by Garth Mouland on Sept 11, 2015

Update for Itinerant Career Program in September 2015

1. Events and Dates:

DATE	EVENT and NOTES
Aug 31	<i>Warner Hockey School meeting for parents</i>
Sept 10	<i>First Opportunity Shop Newsletter handed out to students, web page and parent email to follow</i>
Sept 18	<i>ELAA Admissions Update in Canmore</i>
Sept 23	<i>South Career Rally 12 presenters for Warner and ERHS at Milk River Community Center</i>
Sept 25	<i>Deadline for Career Displays in Schools (2 interns working and looking for more)</i>
Sept ??	<i>Job Shadow meetings at WHS and VHS arranged</i>
Oct 3	<i>U of L Open House – Advertise and attend but will not transport students</i>
Oct 5	<i>ELAA all Post-Secondary evening at Catholic Central in Lethbridge – Advertise and attend but will not transport students</i>
Oct 7	<i>Career Rally North 12 presenters for Lomond, Hays, Enchant, MAP, ACE and VHS at VHS</i>
Oct 8	<i>Parents Meeting – post secondary planning and scholarships – Vauxhall</i>
Oct 14	<i>PSAT Exam 8:30 to 12:30 at VHS</i>
Oct 28	<i>Parents Meeting – post secondary planning and scholarships – ERHS</i>

2. **Education Sub Committee for Lethbridge Chamber of Commerce:** I plan to withdraw from this group as travel to Lethbridge for events and meetings uses considerably more resources than we have.

3. **Career Rally:** The Chinook Health Region Volunteer Recruitment Program dropped out of the Rallies but Career Transitions from Youth has volunteered to do a Career Building booth that will cover volunteering. Thanks to Career Transitions for the save.

4. Review of Program Goals

- 1.1 Provide students with career counselling
- 1.2 Promote advantages of career management
- 1.3 Supply and promote career resources
- 1.4 Promote and provide special career events
- 2.1 Provide career programming
- 2.2 Connect present education to career choices
- 2.3 Liaise with career / school related groups or projects
- 3.1 Advise and assist students as they prepare to act on their transition plans
- 3.2 Assist parents

FNMI Education:

- Lisa Sowinski has been registering new students around the Taber and south areas.
- We are planning the second year of our successful FNMI group which brings students, parents and elders together. Lisa would has set up an initial meeting for everyone who is interested. This meeting is to brain storm about forming a group committee for our FNMI students and families. Our initial meeting will be held **Tuesday Sept. 15th, 2015** at the W.R. Myers High School library from 5:00- 7:00pm.
- Lisa has been involved in acquiring school supplies for students that need them.
- Lisa continues to help families with applications for their status or directing them to the proper places. It's a long process and does take a year or more. We have had some success in this area and am proud of that.
- We have been helping families fill out kid sport forms, taking moms to their appointments and bringing them to the schools for the student testing.
- Some families are in need of the food bank and have been helping them get set up with this. Also helping to try and get them into low income housing.
- Lisa has been working with Heather Brantner and Kristen Bodnar setting up students to see her to make sure they are on the right track with their credits etc...
- We have been setting up dates with teachers that have requested some aboriginal presentations in their class rooms.

Counselling:

- With the added FSLC position we were able to create a full time counselor position for D.A. Ferguson.
- Kelsey Atkinson former Family Connections Worker took on the full time counselor role at D.A. Ferguson.
- Melanie Mueller who was at DAF moved to L.T. Westlake and Vauxhall Elementary increasing FSLC time at Westlake.
- South Schools have increased FSLC time and our FSLC Amy Davis is based solely in the south schools.
- Family Connections Worker Amy Stroeve, is also based in the South one day a week.
- Joel Blake will be a .6 CYCW for Vauxhall High, Elementary and MAP.
- Family Connections Worker Brandon Petite is covering Angela Miller's .3 FSLC, at Ace Place and Taber Christian School. He will also serve as CYCW, Family Connections Worker/Assistant Coordinator to Angela Miller for the 2015-2016 school year.
- Two Family Connections Workers were hired both past Horizon students. Dionne Sawatzky will serve Central School and Westlake and Rylee Heller will be based out of D.A. Ferguson and W.R. Myers High.
- The Family School Liaison Counsellors and Family Connections Workers have begun planning for mentorship and training and mentorship will start in October.
- Tammy Vollo our Family Connections Worker will be running a friendship group with the grade 5 class at VES.
- Ashley, Cheryl and Tammy are starting a mental health series at VHS on Sept 21. At the first staff meeting before school started a survey was taken from the staff at VHS and had them let the counselor, FC Worker and Mental Health Worker know which topics they would like to know more about. This month the focus will be on stress. Tammy Vollo made up a bulletin board in the hallway that announces that the FSLP staff will be set up in the cafeteria on Sept 21 with more info on stress and has a bunch of ideas on there for "stress busting apps" that you can download.
- On Sept. 21 a booth will be set up where students will be given take aways and engage in some stress relieving activities. In October the focus will be on Emotional regulation and November will be substance abuse.
- In Grassy, Tammy Vollo will be taking 4 girls in grade 9 to the YWCA "power of being a girl" conference in Lethbridge next month.
- Grassy Lake junior high students are learning about fitness opportunities in their community. They are learning to be creative and use what is available in town such as using the playground equipment to exercise, hill exercises, and work out cards available for free online.
- The Family School Liaison Program will be offering free Fourth R (Healthy Relationships) training to Division staff and community members. The training will take place on Nov. 17 all day at Division Office.

- Angela Miller, Glenn Jankowiak, Amy Davis (FSCLC's) and Alyson Archibald and Todd Ojala will be taking Go To Educator Train the Trainer in Calgary October 13-16. This is a mental health literacy program for teens that once trained they can come back to Horizon and provide a day and half training to staff to be able to use in the classrooms. The curriculum is for high school however there are resources that can be used with elementary school children. For more information please go to the website teenmentalhealth.org/curriculum.

High School Redesign:

- We will be meeting with Alberta Education representatives in the near future to discuss our successes and plans for the future to each of our schools in the project this year. (Lomond, WRM, ERHS and Warner) to review successes and plans for the future. AB ED commended our schools on their efforts this year and wished them well in 2014-15.
- Vauxhall High School has initiated a cross graded Advisor Program for their students.
- Clark, along with representatives from participating Horizon schools will be attending a learning opportunity, aimed at teachers, in Red Deer hosted by Alberta Education for all schools in the project on October 1, 2015.
- Erle Rivers High School has made Assessment a focus of their school development plan for the 2015- 2016 school year.

Hutterian Brethren Schools:

- We have one new teacher and several new assistants at our colony schools.
- One Colony elder has expressed displeasure with Horizon's practice only having Division personnel present during the interview process.
- It continues to be a challenge to staff our more remote colony schools with both teachers and support staff.

Teacher Evaluation:

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

I.5 Associate Superintendent of Curriculum and Instruction Report

Amber Darroch's report was enclosed in the agenda and included the following information:

KEY ACTION AREA #1:

Maximize instructional strategies and activities that enhance student competencies in Ministerial Order (#001/2013) in order for students to participate in more relevant, meaningful, engaging, hands-on, and interdisciplinary learning experiences.

- Assessment – In the move to support implementation Policy HK Student Assessment, Evaluation and Reporting across the division, schools have been invited to designate teachers to join one of three Report Card Template working groups: Kindergarten, elementary, and secondary. The goals of these working groups will be to discuss what effective reporting looks like at each level and make recommendations to the division. Some individual schools are beginning dialogue about improving clarity and coherence of report cards and the Associate Superintendent is working closely with them to do so.
- Project Innovation PD series – 18 teachers from 14 schools are part of this professional learning group identifying best practice in core instruction and technology integration. Apple Education is supporting training with this initiative.
- Jurisdiction Student Engagement Team – Initial planning is in the works to invite student representatives from all Horizon high schools to be part of an ongoing JSET whose mandate will be to consult on jurisdictions priorities, goals and plans as well as explore engagement at the local, provincial, national and global levels.
- Division Professional Learning – Communication is being shared with teachers about how to maximize their own learning on the three division days through their Teachers Learning through Collaboration

groups. The first division day, October 26th, will include a half day session for all teachers offered in conjunction with Southern Alberta Professional Development Consortium (SAPDC) on the topic of performance-based assessment. The ATA PD Committee is involved in shaping this topic and the development of a long term Horizon Professional Development Plan.

- International Students- In the move to support principals, teachers, and international students, Director of Learning Terri-Lynn Duncan and Sheila Kurtz, Program Coordinator for International Students, went to individual schools to visit with the new students from Brazil, their teachers, Learning Support teachers and principals. Suggestions on apps and programming were given to the schools and the transition went very smooth. Communication between Principals and District Office has been positive and will continue throughout the students stay.
- Student Learning Assessments - The Director of Learning attended a SLA video conference with Alberta Education and provided schools with information on technology requirements in order to provide a smooth assessment for students and teachers. Feedback from the first week of SLA administration in schools regarding the technology indicates few problems compared to last year. At the SLA orientation held for Horizon's Grade 3 teachers on August 27, teachers felt this year's pilot assessments have improved in many of the ways they had shared it should. Comments included, "I was dreading the SLAs, and now I'm actually looking forward to it!"

KEY ACTION AREA #2:

Employ a Response to Instruction and Intervention Framework for teaching and learning to improve literacy and numeracy proficiency and enable all students to reach higher levels of academic achievement.

- The Director of Learning provided instruction to Hays staff for a half day on August 31 for Fountas and Pinnell Benchmark Assessment System.
- Fountas and Pinnell Benchmark Assessment training was offered two days, after school on September 14 and September 16 in the afternoon. Both sessions were well attended by new and veteran staff members. Feedback on the session has been positive.
- A network of Horizon teachers interested in improving numeracy instruction has been established. The Numeracy Committee will have a face to face meeting next month.

KEY ACTION AREA #3:

Increase parent and community engagement through reciprocal and collaborative relationships.

- In order to support Home Stay Families and our new students from Brazil, the Director of Learning had the entire group meet at Boston Pizza for dinner on Saturday, September 5, 2015. The students were able to speak Portuguese and the Director of Learning and Home Stay families were able to discuss how things are going. All families are very happy with the children in their homes and 2 families commented in particular noted what a great fit it was for their family.

Leadership Practices

- Leadership Cohort – Invitations have gone out to schools to nominate teacher leaders for this jurisdiction program. Current vice principals who have not previously participated and other potential leaders will be part of this program. Sessions promote effective school leadership practice, as well as awareness of administrative roles specific to Horizon.
- Remote Access Service – In order to support staff in accessing files they need when they are working from home in the evenings or weekends, Remote Access Service is now actively being rolled out to schools. Central, Hays, Division Office and WR Myers were the first four staffs to trial this service, and it is now being extended to additional schools each week. For improved network security, a forced network password reset is also being implemented at the same time.

Correspondence

No items of discussion came forward from Correspondence as provided in Enclosure 7 of the agenda.

COMMITTEE ITEMS

Moved by Derek Baron that the Board meet in Committee.

Carried Unanimously

COMMITTEE
110/15

Moved by Bruce Francis that the meeting reconvene.

Carried Unanimously

RECONVENE
111/15

Moved by Derek Baron that the meeting adjourn

Carried Unanimously

MEETING
ADJOURNED
112/15

Marie Logan, Chair

Barb McDonald, Secretary

PAYMENT OF ACCOUNTS REPORT

Board Meeting - October 20, 2015

General	August 31/15		126217.67
General	August 31/15		43061.46
U.S. Funds	September 16/15		107.44
U.S. Funds	September 18/15		863.31
General	September 22/15		211,104.87
General	September 24/15		989,567.29
U.S. Funds	September 25/15		218.00
General	October 1/15		38,849.39
General	October 6/15		62,893.36
U.S. Funds	October 7/15		1,034.78
General	October 13/15		363,094.64
"A" Payroll	September 2015	Teachers	1,664,761.23
	September 2015	Support	578,027.45
"B" Payroll	September 2015	Casual	10,603.63
	September 2015	Subs	40,267.87
Total Accounts			3,961,393.26
Board Chair	_____		
PJ:dd			
October 13, 2015			

Horizon School Division

DRAFT: 2016-2017 School Year Calendar

Aug-16				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
♥ 29	♥ 30	♥ 31		

Instructional Days M-Th F

Sep-16				
M	T	W	T	F
			🔔	1
H 5		6	7	8
	12	13	14	15
	19	20	21	22
	26	27	28	29
				P 30

Instructional Days 20 M-Th 16 F 4

Oct.16				
M	T	W	T	F
	3	4	5	6
H 10		11	12	13
	17	18	19	u
	24	25	26	●
	31			

Instructional Days 18 M-Th 15 F 3

Nov-16				
M	T	W	T	F
	1	Q	2	Q
Q	7	Q	8	Q
	14	15	16	n
	21	22	23	24
	28	29	30	

Instructional Days 20 M-Th 18 F 2

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

Instructional Days 17 M-Th 13 F 4

Jan-17				
M	T	W	T	F
H 2	H 3	H 4	H 5	H 6
	9	10	11	12
Q	16	Q	17	18
Q	23	Qv	24	Qv
Qv 30		31		

Instructional Days 16 1st Sem. M-Th 13 F 3
 Days 1 2nd Sem. M-Th 1 F 0

Feb-17				
M	T	W	T	F
		1	2	●
	6	7	8	9
	13	14	15	16
H 20	H 21	H 22	u 23	u 24
	27	28		

Instructional Days 14 M-Th 12 F 2

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

Instructional Days 22 M-Th 17 F 5

Apr-17				
M	T	W	T	F
				1
	3	4	Q	5
	10	Q	11	Q
H 17	H 18	H 19	H 20	H 21
	24	25	26	27
				28

Instructional Days 15 M-Th 12 F 3

May-17				
M	T	W	T	F
u 1		2	3	4
	8	v	9	10
	15	16	17	18
H 22		23	24	H 25
	29	30	31	

Instructional Days 20 M-Th 17 F 3

Jun-17				
M	T	W	T	F
			1	2
H 5		6	7	8
Q	12	Q	13	Q
Qv	19	Qv	20	Qv
Q 26	Q 27	Q 28	🔔 29	30

Instructional Days 20 M-Th 16 F 4

	Sem. 1	Sem. 2	Total
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	Sem. 1	Sem. 2	Total
H.S. Instructional Days	91	92	183
Teacher 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
Staff Days	97	98	195

High	1st Sem.	M-TH	75	F	16
School	2nd Sem.	M-TH	75	F	17
			150	33	183

Symbols Legend:

- | | |
|--|---|
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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	5	12
English LA 30-2 Pt. A	2	13	5	12
Social 30-1 Pt. A	3	16	6	13
Social 30-2 Pt. A	3	16	6	13
English LA 30-1 Pt. B	4	19	7	16
English LA 30-2 Pt. B	4	19	7	16
Social 30-1 Pt.B	7	20	10	19
Social 30-2 Pt.B	7	20	10	19
Math 30-1	8	24	11	22
Math 30-2		24		22
Physics 30	9	30	12	23
Chemistry 30	8	26	11	27
Biology 30	9	26	12	26
Science 30		27	13	28

Achievement Exams	Gr. 6	Gr. 9
English Language Arts Part A	May 10	May 9
English Language Arts Part B	June 23	June 22
Science	June 17	June 19
Mathematics	June 22	June 20
Social Studies	June 24	June 23

Date	Holidays & Observances
September 5, 2016	Labour Day
October 10, 2016	Thanksgiving Day
November 6, 2016	Daylight Savings Ends
November 11, 2016	Remembrance Day
December 25, 2016	Christmas Day
December 26, 2016	Boxing Day
January 1, 2017	New Year's Day
January 6, 2017	Epiphany (MAP & Colonies)
February 20, 2017	Family Day (Alberta)
February 23 & 24, 2017	Teachers Convention
March 12, 2017	Daylight Savings Begins
April 14, 2017	Good Friday
April 17, 2017	Easter Monday
May 22, 2017	Victoria Day
May 25, 2017	Ascension (MAP & Colonies)
June 5, 2017	Pentecost (MAP & Colonies)
July 1, 2017	Canada Day

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

Policy Code: DGA
Policy Title: Authorized Signatures
Cross Reference:
Legal Reference: School Act, Sec. 60
Adoption Date: November 27, 1996
Amendment or Re: Sept. 18/03, Jan. 11/07
Affirmation Date: Apr. 19, 2011, June 16, 2015

POLICY

THE BOARD OF HORIZON SCHOOL DIVISION REQUIRES SIGNATURES FOR CHEQUES DRAWN ON HORIZON SCHOOL DIVISION NO. 67 BANK ACCOUNTS OF ANY TWO OF THE FOLLOWING DIVISION PERSONNEL:

- Superintendent of Schools
- Associate Superintendent of Finance and Operations
- Associate Superintendent of Programs, Services and Human Resources
- Associate Superintendent of Curriculum and Instruction
- Payroll/Personnel Coordinator

Or any other person who may be authorized by the Board from time to time.

Transactions in Horizon School Division No. 67 bank accounts that are required to be made on-line or at the bank shall require the signature of any one of the following division personnel:

- Superintendent of Schools
- Associate Superintendent of Finance and Operations
- Finance Director

Documents kept at the division office as a result of on-line or at bank transactions shall be verified and signed by any one of the two remaining employees upon completion of the transaction.

HORIZON SCHOOL DIVISION NO. 67

Policy Code: GAB
Policy Title: Police Information Checks

POLICY HANDBOOK

Cross Reference:
Legal Reference: School Act 34
Adoption Date:
Amendment or Re-affirmation Date:

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION REQUIRES ALL NEW EMPLOYEES TO PROVIDE CRIMINAL RECORD CHECKS, INCLUDING THE VULNERABLE SECTOR SCREENING, AND ADEQUATE SUPERVISION FOR VISITORS AND OTHER GUESTS AS PART OF ITS OBLIGATION OF ENSURING THE SAFETY AND WELL-BEING OF STUDENTS, STAFF, VOLUNTEERS AND GUESTS/VISITORS.

DEFINITIONS

Police Information Check: means a document prepared by the police service identifying a criminal record resulting from a search of federal, provincial or local indices. This may include a Criminal Record Check which also includes a Vulnerable Sector Check.

Criminal Record Check

A check for criminal activity in the three databases of the criminal justice system – the local police services record for any non-conviction, locally held police records that represent a risk to public safety, the court system for any pending court cases, and the national system which accesses criminal activities across Canada.

Vulnerable Sector Check:

This process, completed by the police where you live, verifies whether an individual has any record suspensions (formally pardons) for sexual offences and local police records for information relevant to crimes against those most vulnerable (e.g., children, seniors, and those with disabilities).

Volunteer:

A volunteer supports a classroom, school, or system-wide program under the ultimate responsibility and supervision of the principal at the school level. A volunteer is an optional support and agrees to undertake a designated task compliant with current legislative requirements. This includes presenters whose function it is to provide information or in-service to students on a school related topic on an ongoing basis as well as host families for international students. Policy GFA specifically addresses Volunteers.

Visitor:

An individual, including a one-time presenter, whose function it is to provide information or in-service to students on a school related topic, granted permission by the school principal or designate to be on school property.

GUIDELINES

1. Employment and volunteering with the Horizon School Division is conditional on a satisfactory Police Information Check (criminal record and vulnerable sector check).
 - 1.1. The Criminal Record and Vulnerable Sector Checks MUST be acceptable to Horizon School Division, in order for Horizon School Division to honor the employment offer or offer to volunteer.

POLICY GAB – *Police Information Checks, Cont'd.*

2. Criminal Record and Vulnerable Sector Checks are valid if completed within one year prior to the date a successful candidate receives an employment offer or a volunteer commences with Horizon School Division.
 - 2.1. Criminal record and vulnerable sector checks for University practicum students are valid for three years (while the student is enrolled within a University Education Faculty).
 - 2.1.1. Once the school has seen that the document is authentic, should the practicum student require an original copy for other purposes a copy may be made, with a note that the original was originally provided, and then returned to the student. The school should keep the copy on file at the school similar to volunteer checks.
3. All potential new employees must submit a Criminal Record and Vulnerable Sector Check as part of the hiring process.
 - 3.1. Employees who have not submitted a Criminal Record and Vulnerable Sector Check after the coming into force of this policy will be required to submit either a Criminal Record and Vulnerable Sector Check or complete a declaration (see Attachment A) stating that he/she has not been convicted of a criminal offence nor does he/she have charges pending under the Criminal Code of Canada, the Controlled Drugs and Substances Act, Child and Family Enhancement Act, or similar legislation of any jurisdiction.
 - 3.2. Original copies of Criminal Record and Vulnerable Sector Checks must be provided.
 - 3.3. Should the record indicate that the individual has resided in the current community less than a specified period of time, as determined by police, further police checks will be required from communities the prospective employee has lived.
 - 3.4. Failure to comply with this policy could lead to disciplinary action, up to and including termination.
 - 3.5. Potential employees are responsible for the cost of providing Criminal Record and Vulnerable Sector Checks.
4. The Board shall not employ, or continue to employ, persons who have criminal records that demonstrate unacceptable levels of risk as determined by the Superintendent or designate.
5. All employees are required to immediately notify the HR department when there is a change in record or potential change or charge stemming from the Criminal Code of Canada, the Controlled Drugs and Substances Act, Child and Family Enhancement Act, or similar legislation of any jurisdiction.
 - 5.1. The HR department shall forward the information to the Superintendent or designate for review and further action. The Superintendent or designate will consider various factors in examining the results of the Criminal Record and Vulnerable Sector Checks and will communicate the impact, if any, to the employment contract.
6. Police Information Checks for newly elected Board members are required upon commencement of their term.
7. All Horizon School Division volunteers, as part of a classroom school or system-wide program, are required to submit a criminal record and vulnerable sector check if they are unsupervised or spending one-on-one time with a student.

- 7.1. All volunteers are required to immediately notify the principal or designate when there is a change in record or potential change or charge stemming from the Criminal Code of Canada, the Controlled Drugs and Substances Act, Child and Family Enhancement Act, or similar legislation of any jurisdiction.
- 7.2. If the contents of the volunteer's Police Information Check is considered to be incompatible with volunteering with the division, as determined by the school principal, the volunteer shall not be allowed to volunteer.
- 7.3. Principals may request any volunteer to submit a criminal record and vulnerable sector check
8. A visitor, including presenters are not subject to a criminal record and vulnerable sector check, unless required by the principal or designate.
9. All information is retained confidentially, and complies with the FOIP Act.
10. This policy does not apply to students under the age of 18 years.

REGULATIONS

Criminal Record Check and Vulnerable Sector Check Upon Initial Employment Offer

1. All successful employment applicants must obtain and provide an original copy of the results of a Police Information Check (Criminal Record and Vulnerable Sector check) as a condition of employment; employment will not commence until this has occurred.
 - 1.1. Once the HR Department has seen that the document is authentic and recorded it as such, should the employee require an original copy for other purposes a copy may be made and the original returned to the employee.
2. All applicants for employment with the Horizon School Division must declare any record or potential change or charge stemming from the Criminal Code of Canada, the Controlled Drugs and Substances Act, Child and Family Enhancement Act, or similar legislation of any jurisdiction at the time of application.
3. The Superintendent or designate will review all applicant's suitability for employment based on the following factors:
 - 3.1. type of charge or offence;
 - 3.2. the age of the charge or offence;
 - 3.3. the type of work the applicant is being considered for;
 - 3.4. whether the criminal record impacts on the applicant's ability to perform those duties;
 - 3.5. whether the behavior associated with the offence(s) if repeated, will pose a threat of physical, emotional, or sexual abuse to children or others; and
 - 3.6. whether the applicant's declaration aligns with the results from the criminal record and/or vulnerable sector check.
 - 3.7. any other factor which the Superintendent, or designate determines to be relevant.

4. If it is determined that the successful applicant is deemed unsuitable for employment due to the content of their criminal record and/or vulnerable sector check, the conditions for employment have not been met and the offer of employment will be withdrawn.
5. HR will enter information pertaining to the results of the Criminal Record and Vulnerable Sector Checks in employee's personnel file.

Criminal Record Check and Vulnerable Sector Check Updates

6. All employees and volunteers must sign a Self-Declaration (see Attachment A) annually, to update Criminal Record and Vulnerable Sector Check information
 - 6.1. HR will track and follow-up with employees regarding annual declarations regarding criminal record and vulnerable sector information.
 - 6.2. Schools will track and follow-up with volunteers regarding annual declarations regarding criminal record and vulnerable sector information.
 - 6.3. Failure to provide the annual declaration updating Criminal Record and Vulnerable Sector information may result in termination of employment with Horizon School Division.

Attachment A: Self Declaration What is Screening and Why is it Important?

Horizon School Division's screening practices help define the relationship between people and the division and increase both the quality and safety of programs and services in our schools and communities. Screening takes into account the skills, experience, and qualifications that are required for an assignment and puts in place an ongoing process that reduces the risk and liability for both people and the jurisdiction.



Screening practices play a critical role for the division in fulfilling our moral, legal, and ethical responsibilities to all those we interact with, including students, parents, employees, and volunteers. This obligation is even greater when they are working with vulnerable people, including children, youth, and people with disabilities. School divisions have a unique set of considerations, influenced by our mandate, the population we serve, and the nature of our activities. Each position within the jurisdiction has a unique set of requirements, risks, and benefits. The Horizon School Division has established screening practices which include Police Checks, Vulnerable Sector Checks, and Self Disclosure that address the range of roles and circumstances within the jurisdiction and fulfill the Jurisdiction's Duty of Care, the obligation to take reasonable measure to care for and to protect its students, employees, and volunteers to an appropriate level or standard. The jurisdiction fulfills its legal, ethical, and moral duty of care towards students through careful screening of the people who provide services.

An organization's duty of care goes beyond its responsibility to protect students. The term encompasses an organization's obligation to all those involved with their organization, including paid employees and volunteers, whether or not they themselves are vulnerable. In the context of screening the Jurisdiction also has a Standard of Care. Screening practices for instance are specific to a role, position, or assignment and not to the individual applicant. The standard of care refers to the degree or level of service, attention, care, and protection that one owes another according to the law (e.g. Human Rights, Information and Privacy). In general, *Information Access and Protection of Privacy (IAPP)* legislation is about balancing the privacy expectations of individuals against the reasonable and lawful interest of a third party. It focuses on the need to ensure the fair use of personal information.

In the context of self-declaration, the privacy of individuals needs to be balanced against the legitimate need for an organization to collect, use and disclose personal information for reasonable screening-related purposes.

The very nature of screening employees and volunteers for positions of trust involves the collection, use, disclosure, and retention of a lot of sensitive personal information.

Eligibility for VS checks

The *Criminal Records Act* requires that a VS check be performed for "a paid or volunteer position" only when that "position is one of authority or trust relative to those children or vulnerable persons." A child means a person under the age of 18. Vulnerable persons are defined as:

"a person who, because of his or her age, a disability, or other circumstances, whether temporary or permanent:

- a) is in a position of dependency on others; or
- b) is otherwise at a greater risk than the general population of being harmed by a person of trust or authority towards them."

Because of the requirement that a person be in a position of "authority or trust," positions with casual or occasional contact with children or other vulnerable persons would not normally require VS checks unless the position could lead the organization's clients to have trust in the individual.

Vulnerable People

For the purposes of screening the most relevant definition is found in the (federal) Criminal Records Act which defines vulnerable members of society as:

"a person who, because of his or her age, a disability, or other circumstances, whether temporary or permanent:

- a) is in a position of dependency on others; or
- b) is otherwise at a greater risk than the general population of being harmed by a person in a position of trust or authority towards them."

Position of Trust (Authority)

A position of trust or authority is created when an individual's relationship with someone else has any of the following characteristics:

- Decision-making power
- Unsupervised access
- Closeness inherent in the relationship
- Personal nature of the activity itself

A Criminal Records Check and a Vulnerable Sector check is designed to protect vulnerable Canadians from dangerous offenders by uncovering the existence of a criminal record and/or a pardoned sexual offence conviction and is recommended as part of an overall employment or volunteer screening process. The results of the check can help to determine whether an individual is suitable to work in positions where they will be in close contact with vulnerable people.

Horizon expects all new employees to provide a criminal record and vulnerable sector check that is no more than 6 months old. The only exceptions are Professional Practicum Students from Alberta Post-Secondary Institutions such as the University of Lethbridge and the Lethbridge College who are expected to provide one Criminal Records Check and a Vulnerable Sector check upon entering their program. Given that Criminal Records and Vulnerable Sector checks are outdated the day after they are created, the Horizon School Division expects all employees and volunteers to immediately inform the jurisdiction of any changes in the status of such checks. Furthermore, the jurisdiction expects all employees and volunteers to provide self-disclosures every year.



Horizon School Division
CONFIDENTIAL

SELF-DECLARATION
of a CRIMINAL RECORD and/or
VULNERABLE SECTOR CHECK

Please refer to the information sheet that accompanies this self-declaration.

Last Name: _____ First Name: _____

Address: _____

Phone (H): _____ Phone (C): _____ E-mail: _____

I am: _____ a teacher _____ a support staff _____ volunteer

Please check [x] off the following statements that apply:

NOTE: in Canada, any statute includes, but is not limited to the Criminal Code and the Controlled Drugs and Substance Act

I have had an adult conviction (found guilty of any statute, whether in Canada or in any other country). Yes [] No []
If yes: Where? _____ When: _____
Nature of offense(s): _____

The nature of any sentence (including time spent in prison, probation, community service, etc.) and whether you are still fulfilling the requirements of your sentence: _____

I have outstanding charges (currently under investigation or charged with any offense under any statute, whether in Canada or in another country). [] []
If yes: Where? _____ When: _____
Nature of offense(s): _____

The nature of any sentence (including time spent in prison, probation, community service, etc.) and whether you are still fulfilling the requirements of your sentence: _____

I am registered on the Vulnerable Sector Check or have been notified of the intent to be registered [] []
If yes: Where? _____ When: _____
Nature of offense(s): _____

The nature of any sentence (including time spent in prison, probation, community service, etc.) and whether you are still fulfilling the requirements of your sentence: _____

IF YOU INDICATED YOU ARE A TEACHER, PLEASE ALSO COMPLETE THE FOLLOWING FOUR QUESTIONS:

Have you ever agreed to a settlement or resignation to avoid any proceedings or disciplinary action with respect to your professional conduct, competence, or capacity to teach? [] []
If yes: Where? _____ When: _____
Nature of offense(s): _____

The nature of any sentence (including time spent in prison, probation, community service, etc.) and whether you are still fulfilling the requirements of your sentence: _____

Has your credential, certificate, or license to teach, whether in Canada or another country, ever been under investigation or is currently under investigation? [] []
If yes: Where? _____ When: _____
Nature of offense(s): _____

The nature of any sentence (including time spent in prison, probation, community service, etc.) and whether you are still fulfilling the requirements of your sentence: _____

Has your credential, certificate, or license to teach, whether in Canada or another country, ever been denied, suspended, or cancelled? Yes No
[] []
If yes: Where? _____ When: _____
Nature of offense(s): _____

The nature of any sentence (including time spent in prison, probation, community service, etc.) and whether you are still fulfilling the requirements of your sentence: _____

Have you ever voluntarily or involuntarily surrendered your credential, certificate, permit, or license to teach in another jurisdiction? [] []
If yes: Where? _____ When: _____
Nature of offense(s): _____

The nature of any sentence (including time spent in prison, probation, community service, etc.) and whether you are still fulfilling the requirements of your sentence: _____

I certify that the information provided on this form is TRUE and COMPLETE and that NO relevant information has been withheld. I declare that all documentation that may be submitted by me has not been changed or altered in any way.

I understand that any false or misleading information in this self-declaration or willful omission, or submission of altered, tampered, or forged documentation may result in rejection of my application or withdraw of any offer of employment, volunteering, or, where I have already commenced employment or volunteering with the division, termination of my employment or volunteering.

I further understand that the Horizon School Division reserves the right to reject my application or withdraw any offer of employment or volunteering made or, where I have already commenced employment or volunteering with the division, terminate my employment or volunteering if I fail to submit this self-declaration form within a two month period or provide any information in this self-declaration which, in the reasonable opinion of the division, renders me unsuitable for employment or volunteering in the position I wish to be or am employed or volunteer in.

Signature: _____ Date: _____

The presence of a record of charges or conviction does not necessarily exclude you from employment or volunteering with the Horizon School Division. Each case will be reviewed on an individual basis, to determine its relevance to the requirements of the teaching profession, support, or volunteer position.

Persons with a yes to any of the questions on page 1 are required to provide additional information and submit an original criminal record check.

If a volunteer complete and return this form to your principal or designate.

If an employee, complete and return this form to:

Human Resources
Horizon School Division
6302 56 street, Taber, AB T1G 1Z9
Horizon School Division
CONFIDENTIAL

Policy Code:	GBD
Policy Title:	First Aid Training
Cross Reference:	IHCD, IHCE, IHCF, HICA
Legal Reference:	
Adoption Date:	February 26, 1997
Amendment or Re-	June 8, 2006,
Affirmation Date:	March 23, 2009

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT STUDENT SAFETY IS OF PARAMOUNT IMPORTANCE AND THAT FIRST AID REQUIREMENTS ENSURE THAT EVERY WORKSITE HAS THE EQUIPMENT, SUPPLIES, AND TRAINED STAFF TO SUPPORT AN ILL OR INJURED PERSON UNTIL COMPLETE MEDICAL CARE AND TREATMENT CAN BE ADMINISTERED.

GUIDELINES

1. The OH&S code specifies *minimum* requirements for “workers” in the province (there are no provincial regulations governing first aid requirements for volunteers or students on field trips).
 - 1.1. Horizon has established requirements based on the number of staff, students, parents and volunteers who are on the premises in each location.
 - 1.2. Individual schools may deem it necessary to exceed the minimum requirements depending on the nature of their programs and environment.
2. Schools containing grades 9 – 12 are encouraged to include basic first aid training as part of students physical education/health curriculum.
3. Schools are encouraged to include first aid training as part of staff in-service.
 - 3.1. Elementary Schools should consider Child and Infant CPR as part of their staff first aid training.
4. Schools should strive to ensure that all off campus activities include supervisors with current first aid training.

REGULATIONS

1. Each school shall ensure that the school has at least one staff with a current emergency first aid certificate on site at all times.
2. Each school shall have at least two members of the staff who hold a current emergency first aide certificate. Careful consideration should be given to what staff members are most likely available and accessible (e.g. secretaries).
3. All first aid training must be delivered through a training program that has been approved by the provincial government.
4. A Type P first aid kit is required for staff that uses their vehicle as a workplace (e.g.maintenance staff, consultants).
5. Schools must ensure that the number of first aiders at a work site and their qualifications and training comply with Schedule 2,
6. All staff must have access to the first aid kit(s), these kits should **not** contain a logbook to record all injuries and illnesses, as this may contravene the Freedom of Information and Protection of Privacy Act. Injuries and illnesses should be recorded on separate record sheets (*First Aid Record*) and maintained in a confidential area by a designated person.

Number of workers at work site per shift	Close work site (up to 20 minutes)	Distant work site (20 – 40 minutes)	Isolated work site (more than 40 minutes)
1	Type P First Aid Kit	Type P First Aid Kit	Type P First Aid Kit
2 – 9	No. 1 First Aid Kit	1 Emergency First Aider No. 2 First Aid Kit	1 Standard First Aider No. 2 First Aid Kit
10 – 49	1 Emergency First Aider No. 1 First Aid Kit	1 Emergency First Aider No. 2 First Aid Kit	1 Standard First Aider No. 2 First Aid Kit
50 – 99	1 Emergency First Aider 1 Standard First Aider No. 2 First Aid Kit	1 Emergency First Aider 1 Standard First Aider No. 2 First Aid Kit	2 Standard First Aiders No. 2 First Aid Kit
100 – 199	1 Emergency First Aider 2 Standard First Aiders No. 3 First Aid Kit Designated area for first aid services	1 Emergency First Aider 2 Standard First Aiders No. 3 First Aid Kit 3 blankets, stretcher, splints Designated area for first aid services	3 Standard First Aiders No. 3 First Aid Kit 3 blankets, stretcher, splints Designated area for first aid services

7. Schools shall ensure that all off-campus activities that are more than 40 minutes from a hospital Schools shall ensure that all moderate risk off-campus activities include individuals with standard first aid
8. Horizon School Division will offer access to first aid training programs and cover the cost for certification, including re-certification
9. Each school shall have at least two *number two* first aid kits on site. One of the first aid kits shall be located in the school office and the other in a location easily accessible by those involved in after school activities.
10. A sign indicating where first aid kits are located shall be posted in a place conspicuous to those involved in after school activities.
11. School teams attending out of town games or tournaments shall ensure that a standard first aid kit is available to members of the team.
12. The Principal shall ensure that first aid kits are regularly restocked and kept complete.
13. The Alberta Occupational Health and Safety Code requires each workplace to:
 - 13.1. have the required number of trained and certified staff to attend to the first aid needs of staff;
 - 13.2. have first aid kits and other equipment such as blankets;
 - 13.3. have signage or other means indicating the location of first aid supplies and certified first aiders;
 - 13.4. record all injuries regardless of whether first aid is administered;
 - 13.5. provide emergency baths, showers or eye-wash equipment if corrosive or other chemicals harmful to the eyes or skin are used in the workplace;
14. schools and other locations should determine the required number and training level of the first aiders and the contents of the first aid kits. This is dependent upon the total number of staff, students, parents and volunteers who are regularly on the premises. To determine the number of trained staff and first aid kits required for your particular location, refer to ([Appendix I](#))-Table 1: *First Aid Training and Supplies – Minimum Requirements for Schools and Central Services Departments*. An updated list of the required contents of each kit is outlined in *Table 2: Required Contents of First Aid Kits (Appendix II)*.
15. Signs should be posted throughout the premises, indicating the names of trained first aid personnel and the location of first aid services, supplies and equipment. If signs are not practical, building occupants should be informed by other means such as written documents and verbal instruction.
16. There were a number of inquiries regarding my first aid email from last week and so I thought I would provide a bit more information.
17. Under the Alberta Occupational Health and Safety Code, first aid requirements are established based on the number of staff or workers present at a worksite and the distance from a hospital. A worksite may be a classroom, vehicle or field trip venue.
18. For schools, the minimum legal requirement based on the numbers of staff requires at least one emergency first aider when less than 50 staff are present and the worksite is less than 40 minutes from a hospital. When the worksite distance (could be a fieldtrip location) becomes more than 40 minutes, schools require a standard first aider to be present (see below). Schools should also look at the table to determine whether they require a No. 1 or No. 2 First Aid Kit to be present (see below regarding No. 1 vs No. 2)

Number of workers at work site per shift	Close work site (up to 20 minutes)	Distant work site (20 – 40 minutes)	Isolated work site (more than 40 minutes)
1	Type P First Aid Kit	Type P First Aid Kit	Type P First Aid Kit
2 – 9	No. 1 First Aid Kit	1 Emergency First Aider No. 2 First Aid Kit	1 Standard First Aider No. 2 First Aid Kit
10 – 49	1 Emergency First Aider No. 1 First Aid Kit	1 Emergency First Aider No. 2 First Aid Kit	1 Standard First Aider No. 2 First Aid Kit
50 – 99	1 Emergency First Aider 1 Standard First Aider No. 2 First Aid Kit	1 Emergency First Aider 1 Standard First Aider No. 2 First Aid Kit	2 Standard First Aiders No. 2 First Aid Kit
100 – 199	1 Emergency First Aider 2 Standard First Aiders No. 3 First Aid Kit Designated area for first aid services	1 Emergency First Aider 2 Standard First Aiders No. 3 First Aid Kit 3 blankets, stretcher, splints Designated area for first aid services	3 Standard First Aiders No. 3 First Aid Kit 3 blankets, stretcher, splints Designated area for first aid services

A **Type P First Aid Kit** consists of the following:

- a) a. 10 – sterile adhesive dressings, assorted sizes, individually packaged;
- b) b. 5 – 10 cm x 10 cm sterile gauze pads, individually packaged;
- c) c. 1 – 10 cm x 10 cm sterile compress dressing, with ties;
- d) d. 5 – antiseptic cleansing towelettes, individually packaged;
- e) e. 1 – cotton triangular bandage;
- f) f. 1 – waterproof waste bag;
- g) g. 1 – pair of disposable surgical gloves.

A **Number 1 First Aid Kit** consists of the following:

- a) 10 antiseptic cleansing towelettes, individually packaged;
- b) 25 sterile adhesive dressings, individually packaged;
- c) 10 10 centimetres x 10 centimetres sterile gauze pads, individually packaged;
- d) 2 10 centimetres x 10 centimetres sterile compress dressings, with ties, individually packaged;
- e) 2 15 centimetres x 15 centimetres sterile compress dressings, with ties, individually packaged;
- f) 2 conform gauze bandages — 75 millimetres wide;
- g) 3 cotton triangular bandages;
- h) 5 safety pins — assorted sizes;
- i) 1 pair of scissors;
- j) 1 pair of tweezers;
- k) 1 25 millimetres x 4.5 metres of adhesive tape;
- l) 1 crepe tension bandage — 75 millimetres wide;
- m) 1 resuscitation barrier device with a one-way valve;
- n) 4 pairs of disposable surgical gloves;
- o) 1 first aid instruction manual (condensed);
- p) 1 inventory of kit contents;
- q) 1 waterproof waste bag.

A **Number 2 First Aid Kit** consists of the following:

- a. 10 antiseptic cleansing towelettes, individually packaged;
- b. 50 sterile adhesive dressings, individually packaged;
- c. 20 10 centimetres x 10 centimetres sterile gauze pads individually packaged;
- d. 3 10 centimetres x 10 centimetres sterile compress dressings, with ties, individually packaged;
- e. 3 15 centimetres x 15 centimetres sterile compress dressings, with ties, individually packaged;
- f. 1 20 centimetres x 25 centimetres sterile abdominal dressing;
- g. 2 conform gauze bandages — 75 millimetres wide;
- h. 4 cotton triangular bandages;
- i. 8 safety pins — assorted sizes;
- j. 1 air of scissors;
- k. 1 pair of tweezers;

- l. 1 25 millimetres x 4.5 metres roll of adhesive tape;
- m. 2 crepe tension bandages — 75 millimetres wide;
- n. 1 resuscitation barrier device with a one-way valve;
- o. 6 pairs of disposable surgical gloves;
- p. 1 sterile, dry eye dressing;
- q. 1 first aid instruction manual (condensed);
- r. 1 inventory of kit contents;
- s. 1 waterproof waste bag.

Horizon Policy GBD states:

- Each school shall have at least two members of the staff who hold a current emergency first aid certificate.
- Each school shall have at least two number two first aid kits on site. One of the first aid kits shall be located in the school office and the other in a location easily accessible by those involved in after school activities.
- A sign indicating where first aid kits are located shall be posted in a place conspicuous to those involved in after school activities.
- School teams attending out of town games or tournaments shall ensure that a standard first aid kit is available to members of the team.

You will notice that Horizon policy is silent on whether we need staff with first aid to be present for off-site activities. Policy HICA however states, “Depending on the nature of the off-campus activity, consideration should be given to having a supervisor who is trained in first aid and proper first aid equipment should be available.” Furthermore, there is no provincial regulations governing first aid requirements for volunteers or students on field trips, administrators are advised to first, count the number of volunteers supervising students as staff and second, to consider the number of students and nature of risk involved in the field trip. The table above can be used as a guideline to factor in students and to ensure that the appropriate first aid training and supplies are available to meet the needs of all people on a field trip (e.g. staff, students, adult volunteers). Individuals suitably trained in first aid include staff members, volunteer supervisors, other venue staff, or others authorized by the principal that have valid first aid certificates. Designated first aid providers must be readily accessible throughout the duration of the field trip.

Given that provincial legislation requires no first aider when there is less than 10 staff and the worksite is within 20 minutes from a hospital and our policy is silent on requiring a first aider for such small or low risk field trips (e.g. those involving one staff member or within walking distance from the school) meeting the provisions outlined in the Table above may not legally require a first aider. In all cases, principals or their designates (e.g., coaches) must conduct a hazard assessment prior to each type of field trip to determine whether a first aider and supplies are required. As per my previous email, I wanted to remind schools that they are strongly encouraged to arrange individual with first aid training for all off campus events that are less than 20 minutes from the school. (already require first aider for trips further than 20 minutes) and that when schools are hosting a tournament that they would ensure that they would have at least have one person who has first aid training at that event at all times.

HORIZON SCHOOL DIVISION NO. 67

POLICY HANDBOOK

Policy Code:	HICA
Policy Title:	Off-Site Activities
Cross Reference:	EEACAA, GFA, IHF
Legal Reference:	School Act, 44 (1) (a)
Adoption Date:	Nov. 27, 1996
Amendment or Re-	May 29, 2000, May 30, 2002
Affirmation Date	June 8, 2006, May 19, 2009

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SUPPORTS OFF-SITE ACTIVITIES FOR THE PURPOSE OF EDUCATING, COMPETING AND/OR PERFORMING PROVIDED SUCH ACTIVITIES HAVE EDUCATIONAL AND/OR ATHLETIC VALUE AND STUDENT WELFARE IS REASONABLY ASSURED.

DEFINITIONS

For proper planning and approval of any field trip, off-campus activity or student travel, the activity organizers must first determine both the risk level and the destination classification.

Risk Levels:

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

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

Refer to “*Risk levels for field trips, off-campus activities and student travel*”, (see **attachment A**), to determine the risk level of an activity.

If your activity is not listed, contact the superintendent. Note that “*Risk levels for field trips, off-campus activities and student travel*” was developed to address risk factors. Many field trips occur involving no or low risk activities, such as a class visit to the museum. Field trips, off-campus activities or student travel that does not include physical activities or recreational pursuits will generally be considered low risk, and thus be labeled as green activities.

Destination Classifications:

Destination classifications are determined by the length of absence and distance travelled from the school.

- Day trip in province
- Day trip out of province
- One overnight (not school competition) or two overnight (school competition) in province
- One overnight (not school competition) or two overnight (school competition) out of province
- More than one overnight (not school competition) or two overnight (school competition) in province
- More than one overnight (not school competition) or two overnight (school competition) out of province
- International trips

GUIDELINES

1. School sponsored off-site activities must be authorized by the principal, or as the case may be, the superintendent or designate.
2. Level of documentation, and authorization required shall be determined by the combination of both risk level (Green or Amber) and destination classification (see “*Risk level and destination classification: Planning guide*” **attachment B**).
 - 2.1. All High Risk (Red) activities are strictly prohibited regardless of destination

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

REGULATIONS

1. Approval

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

1.1 Horizon personnel as approved by the principal must:

- (a) consult with and obtain the approval of the principal or superintendent in principle before discussing moderate risk off-site activities to students and parents
- (b) submit for approval a “*field trip proposal form*” (see principal approval – **attachment C**, or superintendent approval – **attachment D**) that includes:
 - i. a statement of purpose that explicitly defines instructional objectives or outcomes associated with the purpose.
 - ii. outlines intended lead-up and follow-up activities; and
 - iii. specifies any inherent risks and what actions will be taken to reduce those risks.
 - iv. No “*Field trip proposal form*” is required for low risk day trips within the province. Teachers still require verbal approval from the principal.

1.2 Horizon personnel as approved by the principal must:

- (a) meet the Safety Guidelines for Physical Activity in Alberta Schools (<http://acicr.ca/resources/safety-guidelines-for-physical-activity-in-alberta-schools> or https://education.alberta.ca/media/1109586/sg_physicalactivity.pdf) to minimize inherent risk, and assist teachers in focusing on safe instructional practices;
- (b) where practically possible and if it would enhance the welfare of students, have visited the location of the off-site activity prior to the trip and be familiar with the seasonal conditions at the time of the trip;
- (c) consult and meet **Policy EEACAA** “Private Vehicles and Volunteer Drivers” and **Policy EEACAB** “Division-Owned Co-Curricular/Extra-Curricular Activity Vehicles”;
- (d) ensure that, at minimum, one of the supervising adults or resource persons has the training and/or knowledge appropriate for conducting the trip;
- (e) select appropriate volunteers for the activity, and provide volunteers with direction as to the requirements of the trip and their responsibilities, before the departure of the off-site activity;
- (f) ensure that the appropriate trip documentation, such as trip itinerary, supervisor and student responsibilities, emergency contacts, etc., accompanies the teacher-in-charge, and that a copy has been filed with the principal;
- (g) advise students regarding trip hazards and appropriate safety procedures; and
- (h) ensure that a precise attendance count is taken at all points of departure on the trip
- (i) file a student list with the school prior to departure.

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

- (a) all inherent risks have been considered and there are procedures in place for managing the key inherent risks of the activities and environment. If there is any doubt, the principal shall contact the superintendent for a second opinion;
- (b) the teacher understands policies and procedures defining the teacher’s responsibilities and duty of care;
- (c) the current Safety Guidelines (See 1.2 (a) above) have been met or exceeded;
- (d) the students, teachers, staff, volunteers and parents/guardians will receive the appropriate information about the trip; and
- (e) arrangements are in place for covering all the financial matters, including a refund procedure, and an accounting for all expenditures.

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

- 1.4 The principal has the authority to approve any low-risk/green, off-site activity, (see “*Risk levels for field trips, off-campus activities and student travel*”, **attachment A**, and “*Risk level and destination classification: Planning guide*” **attachment B**) within Alberta that is a day trip, or that involves one overnight accommodation, or that involves two overnight accommodations and is in conjunction with a school competition. Approval for these trips should be obtained as early as possible prior to departure (see “*Risk level and destination classification: Planning guide*” **attachment B**).
 - (a) The principal must forward a copy of the “*field trip proposal form*” (see **attachment C**) to the superintendent when such trips have students departing beyond jurisdictional boundaries.
 - i. Trips into Lethbridge do not need to be forwarded to the superintendent
- 1.5 Approval for all moderate/amber risk activities (this includes alpine skiing and/or snowboarding) or other overnight trips (e.g. those involving more than 1-night accommodation, or in the case of school competitions, those involving more than 2-night accommodation) shall be obtained from the superintendent at least two months prior to departure (see “*Risk level and destination classification: Planning guide*” **attachment B**).
 - (a) “*Teacher/Leader Qualifications Assessment Form*” (see **attachment E**) must accompany the “*field trip approval form*” when seeking superintendent approval for moderate risk/Amber activities)
 - (b) In exceptional circumstances, the superintendent may reduce the two month approval time for off-site activities.

2. Supervision

- 2.1 The number of supervisors will vary according to the age and maturity of the students and the nature of the activity. **As a guide**, the acceptable standard of supervision for all off-site activities:
 - (a) for students in kindergarten, is one adult to 5 students;
 - (b) for students in grades 1 to 3, is one adult to 8 students;
 - (c) for students in grades 4 to 9, is one adult to 10 students; and
 - (d) for students in grades 10 to 12, is one adult to 15 students.
- 2.2 Where off-site activities include overnight stays, additional supervision should be provided and consideration should be given to include both female and male supervisors.
- 2.3 Additional supervision must be considered for off-site activities involving:
 - (a) increased risks;
 - (b) large numbers of students;
 - (c) participation of students with special needs;
 - (d) crowded venues;
 - (e) trips that are new to the sponsoring school community; or
 - (f) for overnight trips, if members of the same family group are supervising students.
- 2.4 Teachers and responsible parents are preferred as supervisors.
- 2.5 Depending on the nature of the activity, consideration should be given to having a supervisor who is trained in first aid and proper first aid equipment should be available.
 - 2.5.1 A certified first aider must be present on all moderate risk activities

3. Safety Guidelines

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

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

4. Distance Limits for Elementary Students

- 4.1 Off-site activities for elementary students are limited to trips in Alberta.
- 4.3 Off-site activities for elementary students outside the limits established in sections 4.1 will be considered on an individual basis if:
 - (a) the principal supports the request;
 - (b) the request is submitted to the superintendent four months before any commitment is made; and
 - (c) the superintendent gives approval to proceed with planning.

5. Distance Limits for Junior High Students

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

6. International Travel

- 6.1 Only senior high students may be authorized to attend trips outside of Canada.
- 6.2 The “*International Field Trip Planning Guide*” (see **attachment I**) MUST be attached with the “*field trip proposal form*” (see superintendent approval – **attachment D**) when seeking permission for International Trips outside of Canada
- 6.3 A parent meeting that provides detailed information and opportunities for questions is a mandatory component early in the planning phase.
- 6.4 The supervisor for any off-site activities outside of North America is responsible for contacting the appropriate recommended health authority in Alberta to determine immunization for supervisors and students for travel to the area.
- 6.5 All students participating in international trips must have their vaccinations up to date as recommended by the health authority. Students are to submit copies of these records to the teacher in charge. Upon return, the copies will be returned to the student.
- 6.6 Adequate travel and health insurance must be obtained for each participant, including supervisors.

7. Activity Duration and Substitute Costs

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

8. Activity Duration and Substitute Costs

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

9. Parent Permission

- 9.1 Parents/Guardians must be informed in writing of the following information about off-site activities (see “*Parent/Guardian Consent/Risk Acknowledgement Form*” **attachment F**)
 - (a) the purpose and educational objectives of the off-site activity;
 - (b) the name of the teacher-in-charge and a contact telephone number;
 - (c) the date(s) of the trip;
 - (d) the destination and, where possible, a map of the area;
 - (e) a detailed itinerary, setting out the general nature and number of activities;
 - (f) departure and return times;

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

- (g) mode of transportation;
- (h) financial arrangements;
- (i) safety precautions;
- (j) level of supervision;
- (k) the date of the parent meeting, if one is being held;
- (l) any risks associated with the activity;
- (m) a reminder that parents or guardians must inform the teacher-in-charge about any relevant medical conditions of the student including proof of immunization, if required (individuals in charge should be aware of students with Policy IHCD: Medication to Students/Medical Conditions including attachment A: Medical Management Plan);
- (n) emergency procedures to be followed in the event of injury, illness or unusual circumstances;
- (o) the need for additional medical coverage for out-of-province or out-of-country trips;
- (p) any other relevant information about the trip which may influence the parent’s or guardian’s decision to withhold permission, such as a controversial museum exhibit; and
- (q) the standard of conduct expected of students and that a student may be sent home from activities at parent’s expense if the behavior of the student is unacceptable.

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

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

- (a) the principal of each school involved must approve the participation of their students; and
- (b) students from all the schools are accountable to the teacher-in-charge.

10. Student’s Responsibility

Each student participating in an off-site activity must:

- (a) comply with the rules of the school and the requirements of the school’s student code of conduct;
- (b) fulfill all the preparatory requirements at an appropriate level of performance;
- (c) dress appropriately according to the type of off-site activity;
- (d) cooperate fully with everyone authorized by the Board to provide education programs and other services;
- (e) participate in a responsible and cooperative manner during the trip;
- (f) account to the teacher in charge for their conduct;
- (g) respect the rights of others; and
- (h) carry out all follow-up procedures in an appropriate manner.

11. Volunteers

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

11.2 Volunteers must:

- (a) consent/acknowledge risk (see “*Volunteer Consent/Risk Acknowledgement Form*” **attachment G**)
- (b) provide medical information (see “*Volunteer Medical Information Form*” **attachment H**)
- (c) support and follow the school code of conduct;
- (d) report any inappropriate conduct to the teacher-in-charge;
- (e) adhere to the schedule or itinerary;
- (f) dress appropriately according to the type of off-site activity; and
- (g) fulfill their duties during assigned time

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



Policy HICA Attachment A:
Risk levels for field trips, off-campus activities and student travel

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

<ul style="list-style-type: none"> • Court sports • Cross-country skiing (excluding backcountry) • Curling • Cycling • Fishing • Golf • Gymnasium programs (common) • Gymnastics (floor or raised less than 1 foot) 	<ul style="list-style-type: none"> • Hay rides • Hiking on trails • Horseback riding (trail riding) • Ice skating • Low risk physical injury activities • Orienteering • Sleigh rides • Sports field programs (common) • Summer camp-outs 	<ul style="list-style-type: none"> • Swimming (in pool with lifeguard present) • Swimming (in hotel pool with direct supervision of staff) • Track and Field only in events include discus, shot put, and high jump • Extra-curricular sports (football, karate, rugby, wrestling) under direct supervision of coach • Water Slides/Water Park
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AMBER/Moderate Risk – Planning for risk-reduction must be documented and plans must be followed.

<ul style="list-style-type: none"> • Airplane rides (not commercial flights) • Amusement Parks • Archery • Astrojump • Canoeing in moving water of grade 2 rapids or less • Cheerleading (aerobic) • Fencing • Field Hockey • Firearms Courses • Fireworks Display • Go-karting • Gymnastics (bar, vault, rings) 	<ul style="list-style-type: none"> • Hunter training • Ice fishing • Ice hockey • Lacrosse (field, box) • Off road (all-terrain vehicles) • Open water swimming where able to touch the bottom and still breath (with direct supervision of staff) • Ringette (ice) • Roller blading/in-line skating • Ropes courses (high and low) • Sailing • Scuba diving in swimming pool • Skateboarding/skateboarding parks 	<ul style="list-style-type: none"> • Skiing (alpine) or Snowboarding • Slip-n-slide • Track and Field only in events include javelin, and pole vault • Tobogganing, tubing, crazy carpet, and sledding on a slope of less than five metres in height or with an incline of less than 35 degrees • Trampoline (not raised and with 1 student) • Wall-climbing • Water Polo • Weightlifting (competitive) • Winter camp-outs
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RED/High Risk – Prohibited Activities

<ul style="list-style-type: none"> • American gladiator style events • Auto racing • Back Country Mountain Biking • Boxing • Bungee jumping • Canoeing in moving water greater than grade 2 rapids • Caving • Demolition derbies • Drag racing • Dunk tanks • Gymnastics (Aerial) • High Platform Diving (i.e. Max Bell) • Hiking in hazardous areas, such as W. Coast Trail • Horse jumping • Hot air ballooning 	<ul style="list-style-type: none"> • Ice climbing • Luge above the tourist start at Canada Olympic Park • Mechanical bull riding, or simulated mechanical rodeo events • Motorcross (BMX racing) • Motorcycling of any nature • Motorized watercraft (except commercial craft) • Mountain biking Jumping • Mountain climbing (but not including hiking in the mountains) • Open water swimming where unable to touch the bottom and still breath • Orbing/Zorbing (human hamster ball) • Paintball, or war games • Racing of motorized watercraft 	<ul style="list-style-type: none"> • Rifle ranges or other activities involving firearms • Rock climbing (outside) • Rodeos • Scuba diving in open water • Skydiving • Snowmobiling of any nature • Tobogganing, tubing, crazy carpet, bobsledding, and sledding on a slope of greater than five meters height • Trampoline (raised or with more than 1 student) • Water Skiing • Winter biathlon with live ammunition • White water rafting • Ziplining □
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Policy HICA Attachment B: *Risk level and destination classification: Planning guide*

	Low Risk/Green • Day trip & In Province	Low Risk/Green • Day trip out of province	Low Risk/Green • 1 overnight or • 2 overnight (school competition) & • In province	Low Risk/Green • 1 overnight or • 2 overnight (school competition) & • Out-of-province	Low Risk/Green • More than 1 overnight or • More than 2 overnight (school competition) & • In province	Low Risk/Green • More than 1 overnight or • More than 2 overnight (school competition) & • Out of province	Moderate Risk/Amber • Day trip & • In or out of province	Moderate Risk/Amber • 1 overnight or • 2 overnight (school competition) & • In or out-of- province	Moderate Risk/Amber • More than 1 overnight or • More than 2 overnight (school competition) & • In or out of province	High Risk (Red)	International Trips
Age Levels:											
ECS/Elem	✓	X	✓	X	✓	X	✓	X	X	X	X
Jr/Middle	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X
High	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X
Approval required: (note: principal/superintendent approval is required in principle prior to communicating with students or parents)											
Principal	✓		✓								
Superintendent		✓		✓	✓	✓	✓	✓	✓	✓	✓
Supervision required:											
ECS	one adult to 5 students										
Elem	<ul style="list-style-type: none"> • grades 1 to 3, one adult / 8 students; • grades 4 to 6, one adult / 10 students 		<ul style="list-style-type: none"> • grades 1 to 3, one adult / 8 students; • grades 4 to 6, one adult / 10 students 		<ul style="list-style-type: none"> • grades 1 to 3, one adult / 8 students; • grades 4 to 6, one adult / 10 students 		<ul style="list-style-type: none"> • grades 1 to 3, one adult / 5 students; • grades 4 to 6, one adult per 8 students 				
Jr/Middle	one adult / 10 students						one adult / 8 students				
High	one adult / 15 students						one adult / 10 students				one adult / 10 students
Required Forms											
Detailed Itinerary		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Parent Correspondence	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Field Trip Approval Form (attachment C or D)	Optional, verbal approval acceptable	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Field Trip Approval Checklist (part of attachment D – required))		✓		✓		✓		✓		✓	✓
Teacher/Leader Qualifications Assessment Form (attachment E: Required for moderate risk/Amber activities)							✓	✓	✓		✓
Parent/Guardian Consent (attachment F part A)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Parent/Guardian Consent/Risk Acknowledgement Form (attachment F part B)							✓	✓	✓		
Volunteer Registration Form (Policy GFA)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Volunteer Police Info Check and Child Welfare Check			✓	✓	✓	✓		✓	✓	✓	✓
Volunteer Consent/Risk Acknowledgement Form (attachment G)							✓	✓	✓		✓ (if amber activities)
Volunteer Medical Information Form (attachment H)		✓	✓	✓	✓	✓	✓	✓	✓		✓
Volunteer Automobile and/or Driver Authorization Form (attachment B policy EEACAA)	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Parent/Guardian Responsibility of Student Transportation (attachment A policy EEACAA)	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
International Field Planning Guide (attachment I)											✓
Application Lead Time	One week			One month				Two months			Three months



Horizon School Division
Policy HICA Attachment C: *Field Trip Proposal Form*
Principal Approved
(optional for one day trips, required for overnight trips)

Individual Requesting Approval:		This is a Low Risk Activity <input type="checkbox"/> Yes <input type="checkbox"/> No	
Destination/Activity:		Departure Date:	Return Date:
		Departure Time:	Return Time:
Grade Level (Please Circle): ECS 1 2 3 4 5 6 7 8 9 10 11 12		# of Male Students:	
		# of Female Students	
<input type="checkbox"/> This form covers a series of co-curricular/extra-curricular activities in the school year (See Attached Schedule)			
Names of Supervisors (Please Print):		Are they Staff/Volunteer/Service Provider?	Gender: M/F
Teacher in Charge:			
Other Supervisor:			
Other Supervisor:			
Other Supervisor:			
Total Number of Supervisors:			

<p>Method of Transportation (check all that apply):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Walking <input type="checkbox"/> School-Owned Bus/Van <input type="checkbox"/> Public Transport <input type="checkbox"/> Charter Bus Company: <input type="checkbox"/> Rental Van Company: <input type="checkbox"/> Volunteer Driver (Staff/Other/Supervisor) <input type="checkbox"/> Other: _____. 	<p>Attachments Included (Check off as applicable):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Detailed Itinerary (required) <input type="checkbox"/> Parent Correspondence including student responsibilities (required) <input type="checkbox"/> Student medical information and emergency contact (required) <input type="checkbox"/> Parent/Guardian Consent/Risk Acknowledgement Form (attachment F – required) <input type="checkbox"/> Volunteer Registration Form (Policy GFA) <input type="checkbox"/> Volunteer Reference Check Form (Policy GFA) <input type="checkbox"/> Volunteer Consent/Risk Acknowledgement Form (attachment G) <input type="checkbox"/> Volunteer Medical Information Form (attachment H) <input type="checkbox"/> Volunteer Automobile and/or Driver Authorization Form (attachment B policy EEACAA) <input type="checkbox"/> Parent/Guardian Responsibility of Student Transportation for School Sponsored Events (attachment A policy EEACAA)
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<p>1. Purpose and Educational Objective of the trip:</p> <p>2. How have the students been prepared re: knowledge, skills, and attitudes for the trip?</p> <p>3. What activity(ies) will occur during the trip (or include an attached trip plan or itinerary)?</p>
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<p>Parent Information: Describe the nature of communication provided to parents regarding the trip (attach appropriate documents):</p> <p><input type="checkbox"/> Parents/Guardians have been informed in writing of all required information about off-site activities as per section 8.1 of Policy HICA (check off to confirm)</p>

<p>Safety Guidelines (NOTE: This is for Athletics or moderate risk activity-based Events such as Skiing)</p> <p><input type="checkbox"/> I have reviewed and applied relevant board policies and the Safety Guidelines for Physical Activity in Alberta Schools (2008) – (check off to confirm)</p>

Safety Plan(for Moderate/Amber activities only)

Briefly Describe the Assessment and Preparation that has occurred regarding the following, as appropriate:

1. Hazards or risks associated with activity:

2. Equipment or safety precautions taken:

3. Contingency Plan(s):

Supervision Plan

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

2. When and how will volunteers be briefed regarding their roles, responsibilities and expectations:

Emergency Plan (If Needed):

1. What is the level of First Aid training within the group? (i.e., number of people with each relevant certification, who is the primary First Aider)

2. First Aid, survival and repair kits (as appropriate) are stocked and accessible: Yes NA

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

4. How will emergency services (police, fire, ambulance, search and rescue) be activated if needed in the area?

Name of Teacher in Charge: (Please Print)	Date (Year/Month/Day)	Teacher Signature	Principal Signature
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Important Notes:

1. The Board reserves the right to cancel any off-site activity at any time.
2. Principal or superintendent approval in principle must be acquired prior to student and parent communication
3. Prior to submitting this application form to the principal, the teacher in charge will have read through Policy HICA (Off-Site Activities) and realize the extra responsibilities associated with taking students off-site.
4. Prior to signing this application, the principal will review the application form in light of Policy HICA (*Off-Site Activities*) to ensure that the teacher in charge is aware of its requirements.

FOR INFORMATION PURPOSES, FORWARD A COPY OF THIS SIGNED APPLICATION TO THE SUPERINTENDENT IMMEDIATELY FOLLOWING APPROVAL WHEN TRIPS ARE OUTSIDE OF THE JURISDICTION OR OUTSIDE LETHBRIDGE.



Horizon School Division
Policy HICA Attachment D: *Field Trip Proposal Form*
Superintendent Approved

School:		Individual requesting approval:	
Low/Green or Moderate/Amber Activity (circle one)	Phone:	Email:	
Destination/Activity:	Departure Date: Departure Time:	Return Date: Return Time:	
Grade Level (Please Circle): ECS 1 2 3 4 5 6 7 8 9 10 11 12	# of Male Students: # of Female Students		
<input type="checkbox"/> This form covers a series of co-curricular/extra-curricular activities in the school year (See Attached Schedule)			
Names of Supervisors (Please Print):		Are they Staff/Volunteer/Service Provider?	Gender: M/F
Teacher in Charge:			
Other Supervisor:			
Other Supervisor:			
Other Supervisor:			
Total Number of Supervisors:			
Name of Service Provider (SP): (If Applicable)		SP Contact Person:	SP Phone:
Method of Transportation (check all that apply): <input type="checkbox"/> School-Owned Bus/Van <input type="checkbox"/> Rental Van/Charter Bus Company: <input type="checkbox"/> Service Provider Company: <input type="checkbox"/> Plane Airline and Flight #'s: <input type="checkbox"/> Volunteer Driver (Staff/Other/Supervisor) <input type="checkbox"/> Other: _____		Attachments Included (Check off as applicable): <input type="checkbox"/> Detailed Itinerary (required) <input type="checkbox"/> Parent Correspondence including student responsibilities (required) <input type="checkbox"/> Field Trip Approval Checklist (part of attachment D – required) <input type="checkbox"/> Teacher/Leader Qualifications Assessment Form (attachment E: Required for moderate risk/Amber activities) <input type="checkbox"/> Parent/Guardian Consent/Risk Acknowledgement Form (attachment F – required) <input type="checkbox"/> Volunteer Registration Form (Policy GFA) <input type="checkbox"/> Volunteer Reference Check Form (Policy GFA) <input type="checkbox"/> Volunteer Consent/Risk Acknowledgement Form (attachment G) <input type="checkbox"/> Volunteer Medical Information Form (attachment H) <input type="checkbox"/> Volunteer Automobile and/or Driver Authorization Form (attachment B policy EEACAA) <input type="checkbox"/> Parent/Guardian Responsibility of Student Transportation for School Sponsored Events (attachment A policy EEACAA) <input type="checkbox"/> International Field Planning Guide (attachment I)	
Estimated Cost of Trip:		Source(s) of Funding:	
Equal access for all students assured: <input type="checkbox"/> Yes <input type="checkbox"/> No			
<u>Educational Value and/or Purpose:</u>			
1. What is the purpose and what are the educational/recreational objectives of the trip? 2. How have the students been prepared re: knowledge, skills, and attitudes for the trip? 3. What activity(ies) will occur during the trip (include on attached trip plan or itinerary)? 4. What follow-up activities will occur?			
<u>Parent Information:</u>			
<input type="checkbox"/> Parents/Guardians have been informed in writing of all required information about off-site activities as per section 8.1 of Policy HICA (check off to confirm and attach communication)			
<u>Safety Guidelines</u> (NOTE: This is for Athletics or moderate risk activity-based Events such as Skiing)			
<input type="checkbox"/> I have reviewed and applied relevant board policies and the Safety Guidelines for Physical Activity in Alberta Schools (2008) – (check off to confirm)			

Insurance

Flight/travel cancellation Yes No NA Company _____

Trip cancellation Yes No NA Company _____

Medical services Yes No NA Company _____

Safety Plan (for Moderate/Amber activities only)

Briefly Describe the Assessment and Preparation that has occurred regarding the following, as appropriate:

1. Hazards or risks associated with activity:

2. Equipment or safety precautions taken:

3. Contingency Plan(s):

Supervision Plan

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

2. When and how will volunteers be briefed regarding their roles, responsibilities, and expectations:

Emergency Plan (If Needed):

1. What is the level of First Aid training within the group? (i.e., number of people with each relevant certification, who is the primary First Aider)

2. First Aid, survival and repair kits (as appropriate) are stocked and accessible: Yes NA

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

4. How will emergency services (police, fire, ambulance, search and rescue) be activated if needed in the area?

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

Important Notes:

1. The personal information contained on this form is collected under the authority of the School Act and the Freedom of Information and Protection of Privacy Act for the purpose of participating on school trips. If you have any questions about this form, please contact your school principal.
2. The Board reserves the right to cancel any off-site activity at any time.
3. Superintendent approval in principle must be acquired prior to student and parent communication
4. Prior to submitting this application form to the principal, the teacher in charge will have read through Policy HICA (Off-Site Activities) and realize the extra responsibilities associated with taking students off-site.
5. Prior to signing this application, the principal will review the application form in light of Policy HICA (Off-Site Activities) to ensure that the teacher in charge is aware of its requirements.



Horizon School Division
Policy HICA Attachment D: *Field Trip Proposal Form*
Superintendent Approved Cont'd:

The following checklist MUST be filled in by the principal in consultation with the staff member responsible for the field trip.

This form MUST be attached to the Field Trip Proposal Form

✓ = Met

X = Not Met

? = Need More Information

Check off if criteria are met

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

Comments:

Principal Signature: _____



Horizon School Division
Policy HICA Attachment E: *Teacher/Leader Qualifications Assessment Form*
Superintendent Approved Cont'd:
(Required for moderate risk/Amber activities)
Page one filled in by supervising teacher, page two filled in by principal)

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

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

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

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

Principal Signature: _____



HORIZON SCHOOL DIVISION NO. 67
Policy Code: HICA Attachment F
Parent/Guardian Consent/Risk Acknowledgement Form

SCHOOL NAME: _____

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

Please read the contents of this Consent and Acknowledgement of Risk form and clarify any questions or concerns with the Teacher/Coach/Leader BEFORE signing it.

If this form is not signed and returned to the school by _____, your child WILL NOT BE ALLOWED TO ATTEND/PARTICIPATE.

PROGRAM/ACTIVITY INFORMATION

FIELD TRIP/ACTIVITY or SERIES OF ACTIVITIES (*Describe Activity and Specify Program if applicable*):

DATE(S) _____

Schedule Attached

TEACHER/COACH/LEADER-IN-CHARGE: _____

PHONE (w): _____ EMAIL: _____

MODE OF TRANSPORTATION: _____ By: _____

BOARD RESPONSIBILITIES

The Board will make every reasonable effort to ensure or ascertain that:

- The staff, volunteers and/or service providers involved are suitably trained and qualified.
- The students are adequately supervised during all aspects of the program/activity.
- The location(s) used are appropriate and safe for the activity(ies) and group.
- A Safety Plan is in place for moderate risk activities to identify and manage known potential risks.
- An Emergency Plan is in place to deal with an injury or illness to any of the students.

The Horizon School Division No. 67 provides Blanket Student Accident Insurance, along with a package which enhances coverage for ground ambulance service, special treatment travel and four paramedical services for Horizon's eligible permanent resident students to 19 years of age (foreign exchange and international students are not eligible)

IT IS STRONGLY RECOMMENDED THAT PARENTS GO TO THE JURISDICTION WEBSITE TO REVIEW COVERAGE AND PURCHASE ADDITIONAL STUDENT ACCIDENT INSURANCE IF YOU DO NOT ALREADY HAVE YOUR OWN PRIVATE COVERAGE.

Please be aware that Kids Plus accident insurance packages distributed through the schools and online is available for additional coverage.

STUDENT RESPONSIBILITIES

Off-campus activities are an extension of the school. As such student conduct will reflect school expectations and the expectations laid out in Policy IFC *Student Conduct* (describe or **attach specific student conduct expectations**):

EMERGENCY MEDICAL INFORMATION (write below or attach a separate page if more space is needed)

Student Name: _____ Birth Date: _____

Alberta Health Care Number (9-Digits) _____

Student Accident Insurance (check one): Yes No Policy No. _____

Allergies (eg. Specific drugs, certain foods, insect stings, hay fever). Please Specify: _____

Reaction(s) to above? _____

Carries Epi Pen (check one)? Yes No Carries ANA Kit (check one)? Yes No

Medical/physical conditions that may affect participation in the stated program/activity (e.g. recent illness or injury, chronic conditions, phobias, etc.). Please be specific: _____

Specify the condition(s) and requirements for program modification or specific activities your child should not participate in: _____

Currently prescribed/taking medication(s) (check one): Yes No If yes, provide of medication: _____

If Yes, and there is a *Medical Management Plan* (Attachment A from Policy IHCD) in place within the school? (check one): Yes No

Emergency Contacts:

Name: _____ Phone: (H) _____ (W) _____ (C) _____

Name: _____ Phone: (H) _____ (W) _____ (C) _____

Parent/Guardian's Name (please print)

Date

Parent/Guardian's Signature



HORIZON SCHOOL DIVISION NO. 67

Policy Code: HICA Attachment F

Parent/Guardian Consent/Risk Acknowledgement Form (to be completed for all moderate risk activities)

ELEMENTS OF RISK AND CONSENT AND ACKNOWLEDGMENT OF RISK

(Please read this document and the attached Parent Information Letter carefully) – (Schools should use Policy Code: HICA Attachment J: as a SAMPLE Elements of Risk and Student Responsibilities that should accompany this document)

WARNING: BY SIGNING THIS DOCUMENT YOU WILL ARE ACKNOWLEDGING ELEMENTS OF RISK AND MAY WAIVE CERTAIN LEGAL RIGHTS, INCLUDING THE RIGHT TO SUE.

1. My child wishes to participate in the "Activity" (described herein). I have read and I understand the contents of the Parent Information letter, attached hereto, which sets out the details of the Activity, and I consent to and give permission for my child to participate in this Activity.
2. I hereby acknowledge and agree that educational Activities, such as the Activity, involve elements of risk and that death, injuries, loss or damage can occur to students while participating in these activities.
3. I acknowledge my right to obtain as much information as I require about this Activity and associated risks and hazards, including information beyond that provided to me by the School or Board.
4. I further acknowledge and agree that death, injury, loss or damage can occur without any fault of either the student, the school board, it's employees, trustees, volunteers or agents. I hereby freely and voluntarily accept and assume all risks/hazards inherent in and associated with the participation of my child in the Activity and understand and acknowledge that my child may suffer personal injury and potentially serious injury due to an unforeseeable event related to his/her participation.
5. In consideration for my child's voluntary participation in the Activity, I further agree to indemnify (which means to secure or protect against hurt, loss or damage and to reimburse for any loss sustained) and hold harmless (which means to assume the liability inherent in a situation, thereby relieving the other party of responsibility) the Horizon School Division No. 67, and it's trustees, employees, volunteers and agents from any and all expenses, costs (including legal costs) or financial obligations arising from any suits, demands, claims, actions of any kind which may be brought against the Horizon School Division No. 67 or its trustees, employees, volunteers or agents for which they may become liable by reason of any injury, loss, damage or death resulting from, or occasioned to or suffered by any person or any property as a result of any act, neglect or default of myself or my child. I understand that the Horizon School Division No. 67 will be responsible for injury, loss or damage suffered by my child while participating in the Activity if such injury, loss or damage arises as a direct result of the negligence of the Horizon School Division No. 67.
6. I acknowledge and understand that Horizon School Division No. 67 is unable to provide insurance coverage for death, injury, damage or medical expenses arising directly or indirectly, in whole or in part, out of terrorism or out of any activity or decision of a government agency or other entity to prevent, respond to or terminate terrorism. In consideration for my child's voluntary participation in the Activity, I hereby waive any and all claims of every kind that I have or may have in the future and hereby release and hold harmless the Horizon School Division No. 67 and it's employees, volunteers, trustees and agents from any liability for any death, bodily injury, property damage or personal injury to my child or myself that may arise, directly or indirectly, in whole or in part, on account of terrorism or decisions of a government agency or other entity to prevent, respond to or terminate terrorism, regardless of any other contributing or aggravating cause or event.
7. In consideration for my child's voluntary participation in the Activity, I further agree to hold harmless the Horizon School Division No. 67, and it's trustees, employees, volunteers and agents from any and all expenses, costs (including legal costs) or financial obligations arising from any suits, demands, claims, actions of any kind which may be brought against its trustees, employees, volunteers or agents for which they may become liable by reason of any injury, loss, damage or death resulting from, or occasioned to or suffered by any person or any property as a result of any Act of God, strikes, or government restrictions, and for acts or omissions of any persons or agencies not directly controlled by the Division, including, without limitation, airlines, bus companies, railways, travel agencies, shipping companies, hotels or guides.
8. My child has been informed that he/she is to abide by the rules and regulations, including directions and instructions from the schools and/or service providers, administrators, instructors and supervisors over all phases of the Activity.
9. I accept and agree that it is my child's responsibility to abide by all laws and obey all rules set out for this trip.
10. In the event my child fails to abide by these rules and regulations, I agree that the supervisors of this trip may instill disciplinary action which may require his/her exclusion from further participation and that I may be contacted

to have him/her picked up. Should my child be required to return home if a breach of those rules occurs, I agree to be responsible for and pay any and all costs that may arise.

11. I acknowledge that it is my responsibility to advise the Horizon School Division No. 67 of any medical and/or health concerns which may affect my child's participation in the Activity.
12. I acknowledge and agree that a teacher chaperone may take any actions deemed necessary by the teacher chaperone for my child's health, safety and well-being, including the securing of medical advice, treatment or other services including transporting my child home and that I shall be financially responsible for all related costs. (at my expense).
13. I acknowledge that the board may choose to cancel the trip if travel conditions are for whatever reason deemed unsafe (e.g., weather, safety advisory, health advisory). I accept that the School or Board will not be liable for any costs associated with such a cancellation. **It is strongly recommended that parents purchase Trip Cancellation Insurance where flights are involved.**
14. (*Applicable only when travel outside Alberta is involved*) I acknowledge that it is my responsibility to obtain any additional insurance (including but not limited to health care, trip cancellation, property or personal effects insurance, accidental death, disability or dismemberment or medical expense insurance) on behalf of my child.

I hereby acknowledge that I have read foregoing and that any questions I may have had have been explained to me by the school. I further acknowledge that I understand the foregoing and do hereby acknowledge, approve, and consent as described herein. I hereby agree that _____ (student name) has my/our permission to participate in the Activity.

Parent/Guardian's Name and Signature

Witness

Parent/Guardian's Name and Signature

Witness

I have read the above and it has been explained to me by my parent or guardian,

Student's Name and Signature

Witness

SIGNED at _____, Alberta this _____ day of _____, 20__.

Notes:

1. The personal information contained on this form is collected under the authority of the Public Schools Act, the Education Administration and the Freedom of Information and Protection of Privacy Act for the purpose of participating on school trips. If you have any questions about this form, please contact your school principal.
2. **Regarding witnesses to the signatures of the students and parents:**
 - The spouse of a parent should not witness the parent's signature.
 - A parent should not witness a student's signature.
 - Employees of the School District should not witness either the parent or student signatures.
 - Witnesses should be of sound mind (i.e. not under the influence of any intoxicating substances, etc.) and should be over the age of 18.



HORIZON SCHOOL DIVISION NO. 67
Policy Code: HICA Attachment G
Volunteer Consent/Risk Acknowledgement Form

VOLUNTEER NAME: _____ SCHOOL: _____

1. Select either (i) or (ii)

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

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

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

SEE THE ATTACHED LIST FOR ACTIVITY(IES), DATE(S), LOCATION, SERVICE PROVIDER AND TEACHER/COACH/LEADER IN CHARGE

2. Expectations for Volunteers

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

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

Consent and Acknowledgement of Risk

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

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

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

By signing this volunteer registration form, I am agreeing to the conditions outlined above.

Signature _____ **Date:** _____

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

Signature _____ **Date:** _____

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



HORIZON SCHOOL DIVISION NO. 67
Policy Code: HICA Attachment H
VOLUNTEER MEDICAL INFORMATION

HEALTH INFORMATION: Teacher/Coach/Leader in Charge will have a photocopy of this information during the off-site Activity(ies) to address health and medical needs including emergencies and may share this information with others as deemed necessary.

MUST BE COMPLETED

Volunteer Name: _____ AHC# _____ *(Required if trip is outside Alberta)*

Birth Date: _____ Allergies: _____

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

Medications Taken (Name, Reason, Dosage) _____

List Triggers that could activate medical condition _____

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

Dietary Restrictions (if any) _____

Other Concerns _____

Emergency Contacts: 1) _____ Phone (H) _____ (W) _____ (C) _____

2) _____ Phone (H) _____ (W) _____ (C) _____

I understand and consent to the above as described herein:

Date: _____ Name: _____ Signature: _____

(Please Print)

Personal information is collected under the authority of Alberta's Freedom of Information and Protection of Privacy Act (FOIP) and the School Act. This information will be used to see if the candidate(s) meet the criteria and will be treated in accordance with the privacy protection provisions of the FOIP Act. If you have any questions about the collection, contact your school principal or the associate superintendent of Finance and Operations at 403-223-3547.



Horizon School Division
Policy HICA Attachment I:
International Field Trip Planning Guide
Superintendent Approved

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

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

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

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

If no, provide comment: _____

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

If no, provide comment: _____

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

If no, provide comment: _____

- Have passports been obtained for students? Yes No

If no, provide comment: _____

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

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

If no, provide comment: _____

- Have appropriate insurance requirements been met? Yes No

If no, provide comment: _____

- What are the sleeping arrangements?



HORIZON SCHOOL DIVISION NO. 67

Policy Code: HICA Attachment J

(SAMPLE)

Elements of Risk and Student Responsibilities (Attachment to Off-Site Activity(ies) and “Acknowledgement of Risk” Consent Form

PROGRAM: Football

Football is a sport with physical demands and certain inherent risks which may be beyond the control of the (W.R. Myers Football) Program and the organizers of this sport. Tackling and blocking by their nature result in collisions between two or more players that can involve a great deal of force.

Students who participate in football must accept that there is the possibility of injury as a result of their participation. Accidents can result from the nature of this activity and can occur without any fault on the part of the participants, the Horizon School Division No. 67, the employees or agents of the Horizon School Division and any other participating district, or the facility where the activity takes place. By choosing to participate in football, you are assuming the risk of an accident occurring. The chance of an accident occurring can be reduced by carefully following instructions at all times while engaged in this activity. Each student-athlete should also attempt to offset the risks of football by:

- 1.1 Physical Readiness
 - ✓ Physical preparation through regular exercise particularly in the 3 months prior to the start of the season
 - ✓ Athletes should strive for overall conditioning with particular attention to strength and flexibility in the neck, shoulder and knee areas
- 1.2 Equipment Readiness
 - ✓ Ensure that any personal equipment used in football (i.e. jock, cleats) is appropriate and in a good state of repair
 - ✓ Notify the coaching staff of any problems with equipment issued by the school (i.e. pads, helmet, pants), and see that this equipment is returned promptly and in good shape
 - ✓ Always wear an intra-oral dental guard when playing football
- 1.3 Technical Readiness
 - ✓ Learn and practice the skills and techniques of the activity, particularly regarding proper tackling techniques
 - ✓ Always warm-up properly before every practice and game
 - ✓ Attend school practices regularly
- 1.4 Safety Awareness
 - ✓ Always attempt to participate with safety in mind as much as is possible given the dynamic nature of the activity
 - ✓ Never use your helmet to butt, ram or spear an opponent
 - ✓ Agree not to use performance enhancing drugs

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES STAFF SHOULD SEEK TO UTILIZE POSITIVE MEANS IN DEALING WITH UNACCEPTABLE STUDENT BEHAVIOR. PHYSICAL RESTRAINTS, WHEN USED, MUST BE LIMITED TO SITUATIONS WHERE THERE IS A THREAT TO PERSONAL SAFETY, THE SAFETY OF OTHERS, OR DAMAGE TO PROPERTY.

DEFINITION

Physical restraint refers to action taken by a staff member that results in the restraint of a student for the purposes of immobilizing the student and subduing unacceptable behavior until such time as there are indications that the student is capable of self-control.

GUIDELINES

1. A physical restraint is not a behavioral management strategy; it is a crisis management technique. Physical restraints are not designed to reduce the frequency or severity of negative behaviours but to ensure the safety of students and/or staff.
 - 1.1. The least restrictive measure which is likely to be effective to control the situation should be used.
 - 1.2. These interventions should only be used in emergency situations where safety is an issue.
 - 1.3. All staff members who may, as part of their regular responsibilities, be required to use physical restraint procedures, shall be properly trained in these procedures prior to implementation of the plan.
2. When a crisis no longer exists, the student must be released. Thus, staff should release a student who, upon examination, the child is no longer a threat to self or others.
 - 2.1. Physical restraint is valid for a maximum time of ten minutes.
 - 2.2. After ten minutes, staff must assess the student and may continue physical restraint if the emergency still exists.
3. When it is determined that there is a reasonable probability that incidents requiring the use of physical restraint will be repeated, then a Behavior Support Plan must be developed in consultation with:
 - 3.1. the parent;
 - 3.2. school staff;
 - 3.3. the administration of the school;
 - 3.4. school liaison staff
 - 3.5. district Psychologist and/or Behaviour Specialist; and
 - 3.6. the Superintendent or designate.

Policy IGAA – Use of Physical Restraints, Cont’d.

REGULATIONS

1. Physical restraint shall NOT exceed that required to control the student and shall be employed only until such time as the student has gained self-control.
2. Whenever possible a second adult should be present when students are being restrained.
3. Whenever a student is restrained:
 - 3.1. The staff member involved in the restraint shall document the incident using attachment A and submit the form to the principal
 - 3.2. The principal shall debrief any/all staff involved
 - 3.3. The principal shall submit attachment A to the Superintendent or Designate.
4. The principal shall ensure that parents are advised of each situation requiring physical restraint of their child by staff.
5. A Behaviour Support Plan may include a working interactive safety evaluation (WISE). The plan involving the use of physical restraint must stipulate that the use of physical restraint is a crisis management technique.
 - 5.1. The plan shall outline, in strict behavioral terms, when and how physical restraint procedures are to be used.
 - 5.2. The least restrictive physical restraint procedure which will be effective shall be used in the plan.
 - 5.3. The informed consent of the parent or guardian must be obtained in writing prior to implementation of the program. This consent may be terminated at any time upon submission of written notice by the parent. In the event that parental consent is refused it may be necessary to excuse or expel the student from school.
 - 5.4. Each program shall be supervised on a regular basis by a professional named by the Superintendent or Designate. This supervision shall include routine evaluation of the effectiveness and the appropriateness of the plan.



Attachment A
Horizon School Division
Physical Intervention Incident Report

Complete in duplicate

1. Original is to be forwarded to the Director of Learning for Inclusive Education; and
2. A copy is to be retained for school files

School: _____ Student Name: _____
Address: _____
Name of Parent/Guardian: _____
Telephone: _____

DETAILS OF INCIDENT

Date of Incident: _____ Time: _____ Location: _____

Was parent(s) and/or legal guardian(s) contacted? _____ Yes _____ No

Please provide explanation if parent/guardian was not contacted: _____

Does this student have an ISP? _____ Yes _____ No

Does the individual applying the intervention have current training in techniques? _____ Yes _____ No

Give the names and addresses of two witnesses, if possible: _____

Teacher/supervisor in charge when intervention occurred? _____

Describe fully how the intervention occurred (mention all objects, persons, etc., connected with the intervention and the resulting effects): _____

Cause and contributing factors of the event: _____

Name of person completing the form: _____

Signature of person completing the form: _____

Signature of Principal: _____ Date: _____

DIVISION OFFICE FOLLOW UP

Date: _____ Reviewed by: _____

Recommendations: _____

Signature: _____

Superintendents Progress Report

October, 2015

Educational Leadership and Student Welfare

- Meetings and conversations have been ongoing regarding student welfare and jurisdiction practices. Dialogue has included consultation with legal counsel and law enforcement regarding a number of items.
- Dialogue between schools and division office have occurred regarding processes that ensure student safety and well-being including insurance coverage.

Fiscal Responsibility

- The October budget update has commenced following the September 2015 enrollment count. Horizon is down about 57 students from last year, but up 39 from February's prediction. There are approximately 60 students that left public education in favour of home schooling, although we have yet to receive the complete Home Schooling Enrollment Verification.
- Discussions with the Warner principal and Warner Hockey School staff are ongoing regarding budget expenditures. Contracts between Horizon and the Hockey Society are also being reviewed and updated.

Personnel Management

- Recruitment for a new Director of Learning (Inclusive Education) is ongoing
- I am pleased to be able to communicate that Horizon's new Director of Finance, Jason Miller, has commenced his new role.
- New principal evaluation and professional growth planning conversations with all principals are ongoing.

Policy and Strategic Planning

- Senior Administrative Leadership Team meeting
- Policy review is ongoing. The Policy Committee met to review four policies. Representation from the Board, Senior Administration, School Administration, A.T.A., C.U.P.E. and students were included in the conversation.
- Meetings with both the Minister of Education and Alberta Education have taken place. Meetings dealt with the upcoming collective bargaining model, as well as implications stemming from the delayed legislation and economic downturn and its implication on upcoming budgets.

Organizational Leadership and Management

- Meetings with Warner Administration, Sahuri, and MPE are ongoing. Recommendations to bring the scope within budget are also ongoing.
- Discussions with the Transportation Coordinator are ongoing regarding transportation requests.

Communications and Community Relations

- A number of other meetings and celebrations have taken place over the last month. These include but are not limited to

- School Administrator's meeting
- Division Office staff meeting
- Alberta Teachers' Association New Teacher Induction Banquet
- D.A. Ferguson and W.R. Myers Awards Ceremonies
- As well as preliminary planning for Council of School Council meeting

ADMINISTRATORS' MEETING

Tuesday, September 8, 2015
DIVISION OFFICE – ERIC JOHNSON ROOM

ADMINISTRATORS' MEETING – TUESDAY, OCTOBER 13, 2015

SUMMARY

MEETING CHAIR: Wilco Tymensen

BOARD MEMBER IN ATTENDANCE: Derek Baron

ATA REPRESENTATIVE: Linda Virostek

PROFESSIONAL LEARNING

The morning portion of the meeting consisted of Professional Learning sessions and discussions that included:

- An unstructured opportunity for Principals to work collectively on their school three-year plans
- Meeting with elementary principals regarding class size limits and practices with regard to out-of-attendance area applications
- Professional Learning Session on Instructional Leadership and Teacher Evaluation
- Presentation on Digital Citizenship by Florence Tewson: A demonstration of two free programs that are available for free from Everfi: *Ignition* – which is a digital citizenship program and *Future Goals* – a math/science program anchored in hockey.

CONGRATULATIONS AND WELCOME

Amber Darroch welcomed Administrators back to the start-up of the 2015-2016 school year. New staff were introduced including:

- John Rakai was wished all the best as he anticipates his retirement at the end of the month. This is his last administrators' meeting of his life!
- Congratulations to Crystal McGregor on beginning her maternity leave between now and our next meeting.
- Welcome to Jason Miller, our new Director of Finance.

DISCUSSION ITEMS

1. School Feedback regarding the 2016-2017 School Year Calendar

Administrators discussed feedback from staff and school councils about the upcoming draft calendar. On the issue of whether to move the first day of class from September 1 to August 31, the vote was 11 to 5 in favour of keeping it where it is. On the topic of Christmas break, there are some families who feel the late start makes travel for the holidays difficult. Additionally, students in sports academy programs may have to leave school a day or two before dismissal in order to travel home in time. Past history of scheduling the Christmas break on the early end of the spectrum reveals that many people were upset with the very early return to school in January. The scenario of shifting the Christmas break from a Wednesday to Wednesday has also not gone over well in past experience. A final piece of feedback is that it's important to consider the alignment of our calendar with our immediate bordering jurisdictions like Holy Spirit

2. Threat Assessment Procedures (Policy IFCI – *Threat Assessment Protocol*)

Clark Bosch. Clark shared a presentation of key information all school leaders and teachers should be aware of related to threat assessment protocol and fair notice. A message to beginning teachers when this content was reviewed in August was that they are not counselors and should seek support should they face serious threat-making behavior. The point was raised that sometimes administrators are dealing with concerning levels of parental aggression and/or threat making and perhaps this could be followed up at a future administrators' meeting.

ADMINISTRATORS' MEETING

Tuesday, September 8, 2015
DIVISION OFFICE – ERIC JOHNSON ROOM

3. First Aid Clarification

The policy committee has reviewed a draft of this revised policy and it will be going to the board for first reading on Oct 20. There was lots of discussion about the potential safeguards necessary for staff and student first aid response and administrators were eager to see the draft of the revised policy after it receives first reading at the board level. Follow up discussion will occur at our next administrators' meeting.

- OH&S – Explanation of New First Aid Regulations

4. Transporting Children “Child” (As Per Legislation – refers to a child 6 years of age or under)

Children over 6 do not require child safety seats by law. A child 6 or under who is not yet 40 lbs or 18 kg must be transported in a child safety seat or booster. Taxis or buses are exempt from this requirement, so children can travel by cab if there's a class school trip, for example. A reference document was distributed at the meeting.

INFORMATION ITEMS:

1. PAT and Diploma Exams Results Presentation

Amber shared the results of the 2015 PAT and Diploma exam results with Administrators.

2. Policy EBCD – Emergency School Closure

Clark outlined policy EBCD. School closures are coordinated between Wilco and Tenille Miller. When a bus driver finds their route impassable, that communication occurs through First Student and division office.

3. November 10th Remembrance Day Ceremony

Clark reviewed Policy HND – Remembrance Day with Administrators.

4. Director of Learning (Inclusive Learning)

The candidate search is underway, with Ann beginning her new role at Taber Mennonite School on Monday, Oct 19. The start date for the new director may be dependent on the process for replacing the candidate (IE. An out of district person must give proper notice to their employer)

5. Professional Resources Available

A number of high quality professional references are available for loan through Division Office. The collection is constantly being updated with recommended authors' work and supports for current initiatives and new acquisitions will be shared through email, staff intranet portal, or other.

6. Professional Learning Day (October 26, 2015)

Administrators were reminded of the Google+ Community and asked to help ensure all teachers have signed up for a group or have created their own with colleagues. Additional posts will be added to the Community to highlight the nature of topics that are appropriate for the TLC groups

Meeting adjourned.

Next Meeting – Tuesday, December 1, 2015

October 20, 2015

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

It has once again been an honor and a privilege for the facilities crews to work together with all administrators, staff and students in doing our part to ensure all learners possess and have access to facilities well suited for engaged thinkers during the 2015/16 school year.

Facility crews have been engaged in all aspects of the physical plants and its contents ensuring prepared facilities for all staff and students. As an integral part of the facilities department responsibilities, we have been involved in all areas that operate behind the scenes such as enabling and setting up air moving equipment, water heating, all roof top equipment, as well as upgrading barrier free access as needs arise.

We anticipate another exciting and productive year as we continue to contribute to maintaining and upgrading our facilities to meet new technological advances and provide the best physical learning atmosphere possible to the global citizens whom we serve.

The following is a summary of activities during the months September and October:

Maintenance Work, September and October

During the past month, a total of 83 new service request and generated preventive maintenance requests were submitted through Horizons electronic service request generating software, Asset Planner. Most requests were completed while some are in progress

Several other Maintenance repair projects and preventative maintenance projects were undertaken during the month. Graffiti removal, wall repairs and painting, plumbing and heating initiating and repairs, installation of tack boards, rooftop unit repairs etc.

All primary heating systems have been set up and are ready to go as needed. In most facilities, the automated Building Management System will regulate the use of heat and disable when exterior temperatures exceed their preset limits.

Maintenance Projects

Barrier Free Access Improvements

Barrier Free Access upgrading is an ongoing process throughout the division. To meet current needs, the following upgrades are complete or in progress.

WRM / DAF

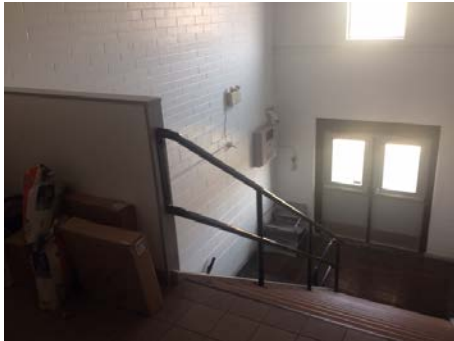
- Foods room upgrading to provide Barrier free counter space, supply accessibility and range upgrading
- Gymnasium wheel chair ramp providing access to the change rooms as well as washrooms
- Additional grab bar installation in barrier free spaces
- Replaced various lavatories to change to appropriate heights

Milk River Elementary

- Facility access – Rear of the school requires barrier free access and egress enabling free traffic to and from the parent pick-up space as well as playground
- Installations of change table in an existing barrier free stall
- Replacement of basin taps to motion activated

Lomond Stair Case

- Removed the existing hand rail in the Lomond North stair case. (See photo)



Before



After

- West Stairwell to receive similar upgrade.

Painting

- Interior painting of classroom, corridor and administration spaces is ongoing,
- Painting of door jams, interior and exterior doors remains ongoing as weather permits

Dr. Hamman Bus Route

- Installation of the side walk and paving stone along the west side of the building is complete. This portion of the project included installation of a poured concrete sidewalk the entire length of the school, relocating the irrigation system, placing new pavers between the school and the sidewalk, and planting one tree and shrub.
- In addition to the before mentioned tasks, the deteriorated wooded barriers on the perimeter of the playground structure will be removed and replaced with poured concrete. Completion expected by September 30, 2015
- Re-grading the green strip between the school and the playground became necessary as the project progressed. Work entails removal of existing sod, adding sufficient top soil, adding three sprinkler heads and installation of new sod.

DAF / WRM Capital Project

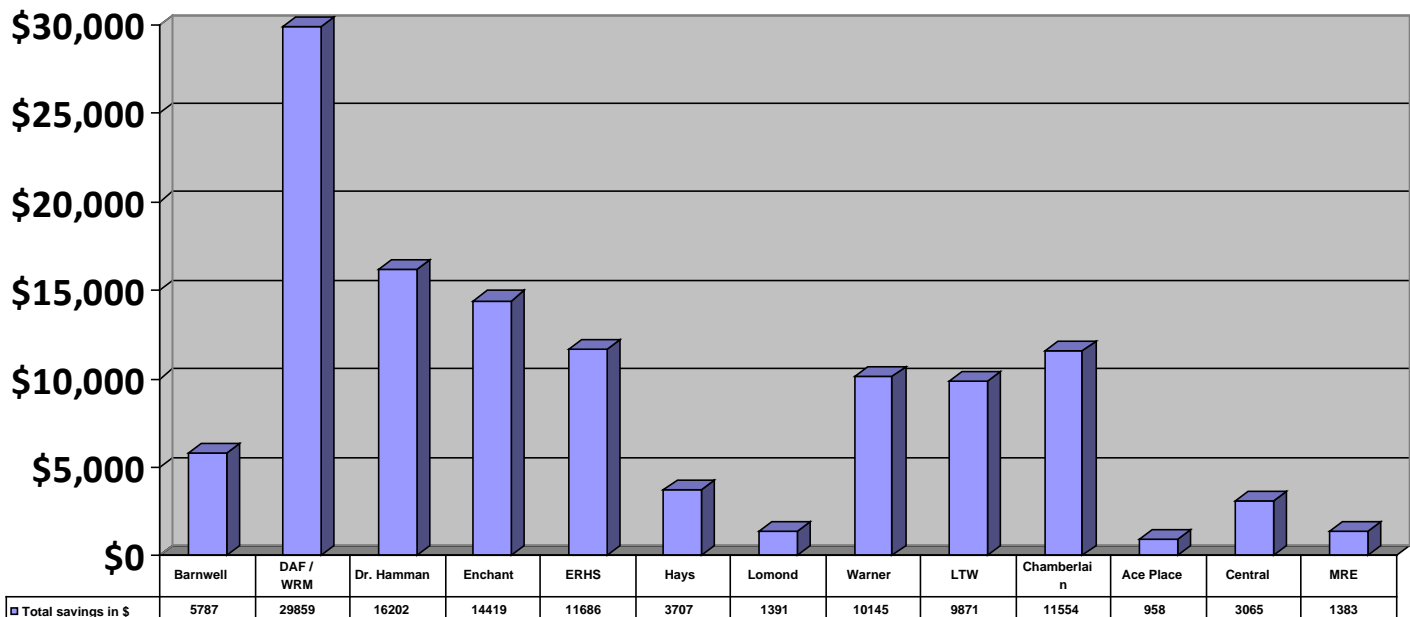
The preliminary review for DA Ferguson and WR Myers is on-going and is expected to be complete by the end of October. In addition to the reviews previously announced, Horizon School Division No. 67 also engaged the services of roofing specialists and architects to determine the scope of re-roofing capabilities versus reroofing replacement requirements.

- The engineering firm has created a master footprint plan of the entire school and is in the stages of preparing the different options to consider for the modernization. Options will be presented in an upcoming meeting to be scheduled by the firm
- In each of the options presented, the intention is to outline and highlight the areas to be addressed for all the engineering disciplines including civil, architectural, structural, mechanical and electrical
- Cost estimate on the respective work are being completed.
- The preliminary design and investigative work is complete and were reviewed on September 24, with final versions ready for presentation on October 25.
- A separate roofing analysis is being prepared

Carbon Busters; Year 12

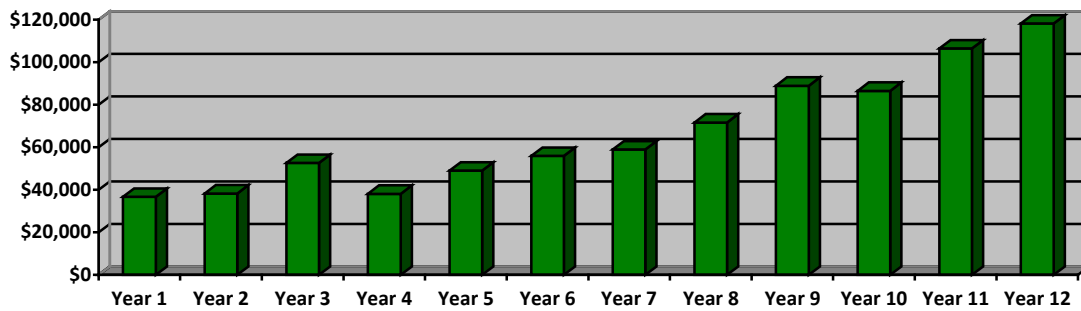
The final year of Horizon School Division No. 67’s contract with Carbon Busters has concluded. Combining power consumption, power demand, heating and water savings, the chart below outlines the success of utility savings.

2014/15 Utility Savings Summary



The total savings as determined by Carbon Busters for the year 2014/15: **\$118,226.00**

12 Year Tracked Savings



Combined savings since implementing the Carbon Busters recommendations over 12 years:
\$801,503.00

Other

I had the opportunity to attend the annual Alberta Education Health & Safety Association (AEHSA) fall conference. The conference took place in Leduc on October 7 and 8 and was attended by school jurisdiction representatives from across the province.

In addition to multiple information seminars, networking sessions were included and encouraging attendees to participate in group discussions.

Sessions included:

- OH&S Vehicle compliance and fleet management
- Vehicle Collision investigation
- Current trends/implications in Occupational Health and Safety Law
- WHMIS after GHS
- Field Safety and Due Diligence
- Fire Safety in Schools

I attended a one day roofing seminar and demonstration in Okotoks Alberta. The seminar involved stramit roofing as well as structural stramit. The purpose of the seminar was dealing with and maintaining structural stramit roofing including alternatives to complete removal and replacement.

Working with consultants and engineers, the facilities staff is currently examining alternatives to existing roofing structures within the Horizon School Division No. 67 jurisdiction.

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

Date: Tue, Oct 6, 2015 at 10:01 AM

Subject: School Capital Announcement

To:

To: Board Chairs of Public, Separate, Francophone and Charter School Boards

As you are aware, there are approximately 200 school capital projects underway across the province, in various stages of progress. When these projects were announced, an anticipated completion date was identified.

In order to understand what progress we are making, I recently asked for an update on school capital projects. After a thorough review of project status, it has come to my attention that as many as 100 projects may not meet their original completion dates. A list of the projects potentially impacted is attached for your review.

Today, I informed the public of the situation and requested that the Office of the Auditor General of Alberta undertake a review of the process utilized in the planning of these schools including the establishment of announced timelines.

It's clear to me that the previous government announced schools you so desperately need without a proper funding plan or realistic construction timelines. Our new government will do better.

In the interest of public openness and transparency, as well as for government planning purposes, I would like to ensure that accurate information is communicated regarding the anticipated completion dates for all school capital projects. I want us to work together to provide families and communities with accurate timelines and updates along the way.

Later this week, your superintendents will receive a letter requesting confirmation of anticipated completion dates. If you or your staff have questions about this process, please have them contact your respective Alberta Education or Alberta Infrastructure capital planning manager.

I would like to thank you in advance for your assistance in updating our records and in providing reliable information to Albertans.

I look forward to working closely with you in the weeks and months ahead to build the schools you need to support your students.

David Eggen
Minister of Education

Attachments: Key Messages and School Capital Schedule

cc: Superintendents of Public, Separate, Francophone and Charter School Boards
Communications Contacts at School Divisions

Key Messages: UPDATING ALBERTANS ON SCHOOL CONSTRUCTION PROJECTS

- Supporting students and building schools is a priority for our government.
- We modified the flow of funding within the five-year capital plan to ensure school projects move forward as quickly as possible.
- Changes to the flow of funds for school capital projects were necessary because the five-year capital plan, introduced in spring 2015 by the previous government, would have seen a shortfall of funding for school projects in 2015-16 and 2016-17.
- The action we have taken ensures that funding is available sooner and when it is actually needed.
- Although this is not new money, it is money that was committed for school capital projects for future years within the five-year capital plan.
- The priority for our government is getting the schools built as quickly as possible.

DELAYED SCHOOL PROJECTS

LOCATION	PHASE	JURISDICTION	PROJECT NAME	GRADES	PROJECT TYPE	FORECASTED OPEN DATE* (To be confirmed with School Jurisdiction)	REASON FOR DELAY
ORIGINAL ANTICIPATED OPENING SEPTEMBER 2016							
Athabasca	2	Aspen View Public School Division	Edwin Parr Composite Community School	7-12	Replacement	Sep-17	Site Readiness
Banff	2	Canadian Rockies Regional Division No. 12	Banff Elementary School	K-6	Replacement	Jan-17	Scope Variations
Barnwell	2	Horizon School Division No. 67	Barnwell School	K-9	Modernization	Jan-17	Project Complexity / Phasing
Bashaw	2	Battle River Regional Division No. 31	Bashaw School	K-12	Replacement	Jan-17	Board Requested Planning Extension
Bonnyville	2	Lakeland Roman Catholic Separate School District No. 150	École Notre Dame High School	9-12	Modernization	Jan-17	Project Complexity / Phasing
Calgary	2	Calgary Board of Education	Marshall Springs Middle School (Evergreen)	5-9	New	TBD	Board Requested Planning Extension
Calgary	2	Calgary Board of Education	McKenzie Highlands Middle School (McKenzie Towne)	5-9	New	Jan-17	Board Requested Planning Extension
Calgary	2	Calgary Board of Education	Dr. Martha Cohen Middle School (Middle School - New Brighton/Copperfield)	5-9	New	Jan-17	Board Requested Planning Extension
Calgary	2	Calgary Board of Education	Bowness High School	10-12	Modernization	Jan-17	Project Complexity / Phasing
Calgary	2	Calgary Board of Education	Christine Meikle School	7-12	Replacement	Jan-17	Site Readiness

DELAYED SCHOOL PROJECTS

LOCATION	PHASE	JURISDICTION	PROJECT NAME	GRADES	PROJECT TYPE	FORECASTED OPEN DATE* (To be confirmed with School Jurisdiction)	REASON FOR DELAY
Calgary	2	Calgary Roman Catholic Separate School District No. 1	Elementary School/Junior High School - Evanston	K-9	New	Jan-17	Board Requested Planning Extension
Calgary	2	Calgary Roman Catholic Separate School District No. 1	Elementary School - Aspen Woods	K-6	New	Sep-17	Site Readiness
Calgary	2	Southern Francophone Education Region No. 4	New Francophone School in North-West Calgary	K-6	New	Jan-17	Site Readiness
Calgary	3	Calgary Board of Education	New Middle School - West Springs	5-9	New	Jan-17	Board Requested Planning Extension
Calgary	3	Calgary Board of Education	New Elementary School - Saddle Ridge	K-4	New	Jan-17	Board Requested Planning Extension
Calgary	3	Calgary Board of Education	New Middle School - Cranston	5-9	New	Jan-17	Board Requested Planning Extension
Calgary	3	Calgary Board of Education	New Elementary School - Aspen Woods	K-4	New	Jan-17	Board Requested Planning Extension
Calgary	3	Calgary Roman Catholic Separate School District No. 1	New Skyview Ranch K-9 School	K-9	New	Sep-17	Permit Delays
Calgary	3	Calgary Roman Catholic Separate School District No. 1	New Silverado K-9 School	K-9	New	Sep-17	Permit Delays
Calgary	2	Calgary Arts Academy Charter	Calgary Arts Academy	K-9	Modernization	Jan-17	Partnership Complexities
Calgary	2	Foundations for the Future Charter Academy Charter School Society	Montgomery School lease from CBE	9-12	Modernization	TBD	Site Readiness

DELAYED SCHOOL PROJECTS

LOCATION	PHASE	JURISDICTION	PROJECT NAME	GRADES	PROJECT TYPE	FORECASTED OPEN DATE* (To be confirmed with School Jurisdiction)	REASON FOR DELAY
Calgary	2	Calgary Roman Catholic Separate School District No. 1	South East High School	10-12	New	Sep-18	Site Readiness
Edmonton	2	Edmonton Catholic Separate School District No. 7	Archbishop O'Leary High School	10-12	Modernization	Sep-17	Project Complexity / Phasing
Edmonton	2	Edmonton Catholic Separate School District No. 7	École J.H. Picard School	K-12	Modernization	Feb-17	Project Complexity / Phasing
Edmonton	2	Edmonton Catholic Separate School District No. 7	Elementary/Junior High School - Lewis Farms "Bishop David Motiuk"	K-9	New	Jan-17	Project Complexity / Phasing
Edmonton	2	Edmonton Catholic Separate School District No. 7	Elementary/Junior High School - Summerside "Father Michael Mireau"	K-9	New	Jan-17	Project Complexity / Phasing
Edmonton	2	Edmonton Catholic Separate School District No. 7	Louis St. Laurent Junior/Senior High School	7-12	Modernization	Dec-16	Partnership Complexities
Edmonton	2	Edmonton Catholic Separate School District No. 7	St. Brendan	K-9	Replacement	Dec-16	Board Requested Planning Extension
Edmonton	2	Edmonton School District No. 7	Lillian Osborne School Addition	10-12	Addition	Jan-17	Project Complexity / Phasing
Edmonton	2	Edmonton School District No. 7	Ross Sheppard High School	10-12	Modernization	Sep-18	Project Complexity / Phasing
Edmonton	2	Edmonton School District No. 7	Vimy Ridge School	7-12	Modernization	Jan-17	Project Complexity / Phasing
Edmonton	2	Edmonton School District No. 7	Alberta School for the Deaf Redevelopment	K-12	Modernization	Sep-18	Project Complexity / Phasing

DELAYED SCHOOL PROJECTS

LOCATION	PHASE	JURISDICTION	PROJECT NAME	GRADES	PROJECT TYPE	FORECASTED OPEN DATE* (To be confirmed with School Jurisdiction)	REASON FOR DELAY
Edmonton	2	Edmonton School District No. 7	Michael Phair Junior High School - Webber Greens (Lewis Farms)	7-9	New	Jan-17	Project Complexity / Phasing
Edmonton	2	Edmonton School District No. 7	Ivor Dent School K-9 in Greater Lawton Area (Rundle Heights)	K-9	Replacement	Sep-17	Board Requested Planning Extension
Edmonton	3	Edmonton Catholic Separate School District No. 7	Christ the King Catholic Elementary/Junior High School - New K-9 in Pilot Sound-McConachie	K-9	New	Sep-17	Site Readiness
Edmonton	3	Edmonton Catholic Separate School District No. 7	St. Thomas Aquinas Catholic Elementary/Junior High School - New K-9 in Heritage Valley	K-9	New	Sep-17	Site Readiness
Fort McMurray	2	Fort McMurray Public School District No. 2833	Fort McMurray Composite High School	10-12	Modernization	Jan-18	Project Complexity / Phasing
Fort McMurray	2	Fort McMurray Public School District No. 2833	Christina Gordon Public School (Timberlea)	K-6	New	Jan-17	Permit Delays
Fort McMurray	2	Fort McMurray Public School District No. 2833	Dave McNeilly School - (Parsons Creek)	K-8	New	Jan-17	Permit Delays
Fort McMurray	2	Fort McMurray Roman Catholic Separate School District No. 32	Elementary School - Parsons Creek	K-6	New	Jan-17	Permit Delays
Fort Saskatchewan	2	Elk Island Public Schools Regional Division No. 14	Elementary/Junior High School - Fort Saskatchewan	K-9	New	Jan-17	Site Readiness
Grande Cache	2	Grande Yellowhead Public School Division No. 77	Grande Cache Community High School	K-12	Modernization	Sep-17	Board Requested Planning Extension
Grande Prairie	2	Grande Prairie School District No. 2357	Montrose Jr High	K-8	Modernization	Jan-17	Project Complexity / Phasing

DELAYED SCHOOL PROJECTS

LOCATION	PHASE	JURISDICTION	PROJECT NAME	GRADES	PROJECT TYPE	FORECASTED OPEN DATE* (To be confirmed with School Jurisdiction)	REASON FOR DELAY
Grimshaw	2	Holy Family Catholic Regional Division No. 37	Holy Family School Replacement	K-9	Replacement	Dec-16	Partnership Complexities
Grimshaw	2	Peace River School Division No. 10	Consolidation of Grimshaw Junior/Senior High with Kennedy Elementary - Kennedy School	K-12	Replacement	Dec-16	Partnership Complexities
Hanna	2	Prairie Land Regional Division #25	Hanna Solution - JC Charyk and Hanna Elementary	K-12	Modernization	Dec-16	Project Complexity / Phasing
High Level	2	Fort Vermilion School Division No. 52	High Level Public School Skills Center	7-12	Modernization	Feb-17	Project Complexity / Phasing
Innisfail	2	Chinook's Edge School Division No. 73	John Wilson Elementary School Phase 2	K-4	Modernization	Jan-17	Scope Variations
Leduc	2	St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38	New K-9 in Leduc, East	K-9	New	Nov-16	Project Complexity / Phasing
Lethbridge	2	Lethbridge School District No. 51	Wilson Middle School	6-8	Modernization	Sep-17	Project Complexity / Phasing
Lethbridge	2	Lethbridge School District No. 51	Copperwood Elementary School (West Lethbridge)	K-5	New	Sep-17	Partnership Complexities
Magrath	2	Westwind School Division No. 74	Magrath Junior/Senior High School	K-12	Modernization	Sep-17	Partnership Complexities
Medicine Hat	2	Medicine Hat Catholic Separate Regional Division No. 20	Monsignor McCoy High School	10-12	Modernization	Dec-16	Project Complexity / Phasing
Medicine Hat	2	CAPE / Medicine Hat School District No. 76	Medicine Hat High School/CAPE	10-12	Modernization	Sep-18	Project Complexity / Phasing

DELAYED SCHOOL PROJECTS

LOCATION	PHASE	JURISDICTION	PROJECT NAME	GRADES	PROJECT TYPE	FORECASTED OPEN DATE* (To be confirmed with School Jurisdiction)	REASON FOR DELAY
Namao	2	Sturgeon School Division No. 24	Sturgeon Composite High School	10-12	Modernization	Apr-17	Project Complexity / Phasing
Nobleford	2	Palliser Regional Division No. 26	Noble Central School	K-12	Modernization	TBD	Scope Variations
Pincher Creek	2	Holy Spirit Roman Catholic Separate Regional Division No. 4	St. Michael's School	K-12	Modernization	Sep-17	Project Complexity / Phasing
Red Deer	2	Red Deer Public School District No. 104	Elementary School - Northeast (Inglewood)	K-5	New	Sep-17	Site Readiness
Red Deer	2	Red Deer Catholic Regional Division No. 39	St. Joseph High School	10-12	New	Sep-17	Partnership Complexities
Schuler	2	Prairie Rose School Division No. 8	Schuler School	1-9	Replacement	Jan-17	Partnership Complexities
St. Albert	2	Greater St. Albert Roman Catholic Separate School District No. 734	St. Albert Catholic High School	10-12	Modernization	Sep-17	Scope Variations
St. Albert	2	St. Albert Public School District No. 5565	Elementary School - Erin Ridge	K-6	New	Jan-17	Project Complexity / Phasing
Warner	2	Horizon School Division No. 67	Warner School	K-12	Modernization	Jan-17	Project Complexity / Phasing
Wetaskiwin	2	Wetaskiwin Regional Division No. 11	Wetaskiwin High School	10-12	Modernization	Sep-17	Project Complexity / Phasing
Whitecourt	2	Living Waters Catholic Regional Division No. 42	St. Joseph School	4-12	Replacement	Sep-17	Partnership Complexities

DELAYED SCHOOL PROJECTS

LOCATION	PHASE	JURISDICTION	PROJECT NAME	GRADES	PROJECT TYPE	FORECASTED OPEN DATE* (To be confirmed with School Jurisdiction)	REASON FOR DELAY
ORIGINAL ANTICIPATED OPENING DECEMBER 2016							
Ardrossan	2	Elk Island Public Schools Regional Division No. 14	École Élémentaire Ardrossan	K-6	Replacement	Sep-17	Scope Variations
Edmonton	3	Edmonton School District No. 7	New Allard (Heritage Valley) K-9 School	K-9	New	Sep-17	Site Readiness
Edmonton	3	Edmonton School District No. 7	New Elementary/Junior High School in The Orchards (Ellerslie)	K-9	New	Sep-17	Site Readiness
Edmonton	3	Edmonton School District No. 7	New Windermere K-6 School	K-6	New	Sep-17	Site Readiness
Edmonton	3	Edmonton School District No. 7	New Granville (The Grange) K-9 School	K-9	New	Sep-17	Site Readiness
ORIGINAL ANTICIPATED OPENING SEPTEMBER 2017							
Aldersyde	2	Foothills School Division No. 38	New High School (Aldersyde)	10-12	New	Jan-18	Scope Variations
Ashmont	3	St. Paul Education Regional Division No. 1	Ashmont Elementary and Secondary Replacement School	K-12	Replacement	Jan-18	Project Complexity / Phasing
Beaumont	3	Black Gold Regional Division No. 18	École J.E. Lapointe School	7-9	Modernization	Sep-18	Project Complexity / Phasing
Brooks	3	Grasslands Regional Division No. 6	Eastbrook School Modernization	K-6	Addition	Sep-18	Board Requested Planning Extension

DELAYED SCHOOL PROJECTS

LOCATION	PHASE	JURISDICTION	PROJECT NAME	GRADES	PROJECT TYPE	FORECASTED OPEN DATE* (To be confirmed with School Jurisdiction)	REASON FOR DELAY
Calgary	3	Calgary Board of Education	Lord Beaverbrook	10-12	Modernization	Sep-18	Board Requested Planning Extension
Calgary	3	Calgary Board of Education	James Fowler - Modernization	10-12	Modernization	Sep-18	Board Requested Planning Extension
Calgary	3	Calgary Roman Catholic Separate School District No. 1	New Sherwood K-9 School	K-9	New	Sep-18	Board Requested Planning Extension
Calgary	3	Calgary Roman Catholic Separate School District No. 1	New Mahogany K-6 School	K-6	New	Sep-18	Board Requested Planning Extension
Calgary	3	Calgary Roman Catholic Separate School District No. 1	St. Francis High School	10-12	Modernization	Sep-18	Board Requested Planning Extension
Calgary	3	Foundations for the Future Charter Academy Charter School Society	Phase II of Montgomery	K-12	Modernization	TBD	Scope Variations
Condor	3	Wild Rose School Division No. 66	David Thompson School	8-12	Modernization	Sep-18	Board Requested Planning Extension
Edmonton	3	Edmonton Catholic Separate School District No. 7	Expansion Senior High/ Holy Trinity (10-12)	10-12	Addition	Jan-18	Project Complexity / Phasing
Grande Prairie	3	Grande Prairie Roman Catholic Separate School District No. 28	St. Kateri Catholic School Modernization - Grande Prairie	K-8	Modernization	Jan-18	Site Readiness
Lethbridge	3	Lethbridge School District No. 51	New West Lethbridge Middle School	6-8	New	Sep-18	Board Requested Planning Extension
Morinville	3	Greater St. Albert Roman Catholic Separate School District No. 734	New Morinville K-6 School	K-6	New	TBD	Site Readiness

DELAYED SCHOOL PROJECTS

LOCATION	PHASE	JURISDICTION	PROJECT NAME	GRADES	PROJECT TYPE	FORECASTED OPEN DATE* (To be confirmed with School Jurisdiction)	REASON FOR DELAY
Morinville	3	Sturgeon School Division No. 24	New Morinville 5-9 School	5-9	New	TBD	Site Readiness
Okotoks	3	Foothills School Division No. 38	Foothills Composite High School Reconfiguration	K-9	Modernization	TBD	Board Requested Planning Extension
Okotoks	3	Southern Francophone Education Region No. 4	New K-12 for École Beausoleil in Okotoks	K-12	New	Jan-18	Site Readiness
Peace River	3	Holy Family Catholic Regional Division No. 37	Glenmary School and CTS Lab Addition	7-12	Addition	Jan-18	Project Complexity / Phasing
Red Deer	3	Red Deer Public School District No. 104	Westpark Middle	6-9	Replacement	Sep-18	Scope Variations
Sherwood Park	3	Elk Island Public Schools Regional Division No. 14	New K to 9 School - Sherwood Park	K-9	New	Sep-18	Scope Variations
Sherwood Park	3	New Horizon's Charter School	Former St. Teresa School	K-9	Modernization	Jan-18	Project Complexity / Phasing
St. Albert	3	Greater St. Albert Roman Catholic Separate School District No. 734	Vincent J. Maloney School	7-9	Modernization	Jan-18	Project Complexity / Phasing
St. Albert	3	Greater St. Albert Roman Catholic Separate School District No. 734	Kindergarten to Grade 9 School, Erin Ridge North	K-9	New	TBD	Site Readiness
St. Albert	3	St. Albert Public School District No. 5565	New K-9 School (Jensen Lakes)	K-9	New	TBD	Site Readiness
Stirling	3	Westwind School Division No. 74	Stirling School - Modernization	K-12	Modernization	Sep-18	Project Complexity / Phasing

DELAYED SCHOOL PROJECTS

LOCATION	PHASE	JURISDICTION	PROJECT NAME	GRADES	PROJECT TYPE	FORECASTED OPEN DATE* (To be confirmed with School Jurisdiction)	REASON FOR DELAY
Taber	3	Horizon School Division No. 67	D.A. Ferguson/W.R. Myers	6-12	Modernization	Sep-18	Project Complexity / Phasing
ORIGINAL ANTICIPATED OPENING TBD							
Edmonton	3	Edmonton Catholic Separate School District No. 7	Edmonton Collegiate School for Science/Technology & Trades	9-12	New	TBD	Site Readiness
Edmonton	3	Edmonton School District No. 7	Edmonton Collegiate School for Science/Technology & Trades	10-12	New	TBD	Site Readiness
Fort McMurray	3	Fort McMurray Roman Catholic Separate School District No. 32	New K-6 Catholic School # 2- Parsons Creek	K-6	New	TBD	Site Readiness
Wabasca	3	Northland School Division No. 61	Wabasca School	5-8	Modernization	TBD	Scope Variations

* Note school openings are scheduled at the discretion of the school jurisdictions. Dates are provided as estimates only and require confirmation from school jurisdictions.



ALBERTA
EDUCATION

Office of the Minister

AR90736

SEP 24 2015

Ms. Marie Logan
Board Chair
Horizon School Division
6302 - 56 Street
Taber AB T1G 1Z9

Dear Ms. Logan:

Thank you for your August 24, 2015 letter on behalf of the Horizon School Division extending your congratulations on my appointment as Minister of Education and providing comments on the proposed Home Education Regulation in support of the Education Act.

I appreciate your board taking the time to provide input on the draft regulation. As I am sure you know, government is currently assessing the policy shifts and potential future commitments in the Education Act and proposed regulations. The Education Act represents the first major change in education legislation in a generation, and we want to review it carefully. I can assure you that Horizon School Division's input will be considered during this assessment process.

I appreciate your continued commitment to ensuring that all students in Alberta have access to a quality education, and I wish you much success in your efforts to provide immigrant families with educational supports.

Beginning this month, I will be touring the province to meet with school board chairs and superintendents of all public and separate school authorities. I look forward to the opportunity to discuss your specific concerns with you at that time.

Sincerely,

David Eggen
Minister

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

Date: Thu, Oct 8, 2015 at 11:30 AM

Subject: News Release: Minister of Education leads discussion on Provincial Achievement Test results

To: wilco.tymensen@horizon.ab.ca

Minister of Education leads discussion on Provincial Achievement Test Results

Education Minister David Eggen met with education partners to discuss trends in student exam results.

Minister Eggen met with leaders from the Alberta Teachers Association, Alberta School Boards Association, College of Alberta School Superintendents and Alberta School Councils' Association to discuss ways to work together to communicate PAT results to parents, and co-ordinate efforts to improve student learning.

“Education in Alberta is a collaborative effort between parents, teachers, school boards and administrators. During today’s discussion, we shared ideas and plans for ensuring that high-quality education is provided for all students in the province.”

David Eggen, Minister of Education

One area discussed was performance in mathematics at the elementary level, which the Minister has identified as an important focus. Alberta Education allocated \$1 million in additional funding to support elementary teachers with math, and supported clarifications to the math curriculum from Kindergarten to Grade 9.

“Superintendents and other system leaders are supporting principals and teachers to ensure continuous improvement of practices in the classrooms. We will continue working with the Ministry to refine math education. Today’s meeting was a good step to identifying ways we can move forward together.”

John Waterhouse, President, College of Alberta School Superintendents
Alberta Education will continue to refine and enhance supports to education, as well as closely monitor student performance in all subjects. A continued dialogue is expected over the coming months as work to support student learning continues.

Diploma Exams Provincial Achievement Tests

On October 8th, 2015, results of the Provincial Achievement Tests (PATs) and Diploma Exams will be released to the public. The following messaging has been developed to assist school authorities and partners in discussing the results with their communities. These high level messages may be helpful as school authorities develop messaging specific to their local results.

Overarching Messages:

- Standardized tests are one way of enabling Alberta Education, as well as parents, teachers, and school boards, to assess student achievement and to identify strengths and areas for improvement.
- Provincial assessments are meant to complement, not replace, day-to-day teacher observations and classroom assessment.
- As with previous years' results, the strengths and areas for improvement have fluctuated this year and are only one indication of student abilities.

Diploma Exams:

- Alberta high school students performed very well on diploma exams, most notably in the sciences – Chemistry, Physics and Biology.
- These three courses saw some of the highest levels of achievement at the acceptable and excellence levels over the past five years.
- This reiterates Alberta's strong performance in international testing on sciences, and bodes well for our students' in a scientifically driven future.

- Performance in other core subjects at the high school level fluctuated, mostly within five year trends.
- There is insufficient data on Math at the high school level to comment on results at this time (five years of data is typically required to comment on trends).

Provincial Achievement Tests:

- Across many subjects and grades, students continued to perform well with achievement at both the excellence and acceptable levels.
- Grades 6 and 9 students performed very well in Science.
- While there is improvement in Grade 9 Math at the excellence level, there is a decline at the acceptable level for both Grades 6 and 9.
- Alberta Education is committed to continuing to work with our education partners - including post-secondary institutions and teachers - to ensure that elementary Math is meeting student needs.

Alberta students continue to excel in science

October 8, 2015

Diploma examination and Provincial Achievement Test results show Alberta is well positioned for the future.

Alberta high school students once again posted very strong results in science courses, with some of the highest levels of achievement in the past five years in Biology, Chemistry and Physics. Students in Grades 6 and 9 Science also performed very well.

“Students have shown that Alberta’s future as a leader in science and technology is in safe hands. With the help of high quality curriculum, teachers and school leaders, Alberta students are leaving high school well prepared for an economic future powered by the sciences.”

David Eggen, Minister of Education

Results tend to vary year-to-year in some subject areas. The 2014-15 results were positive overall. One exception was Grade 6 mathematics, which showed a decline at the excellence level. The Ministry has taken steps to strengthen the math program and is working to provide supports for teachers that will improve student success.

The release of Diploma and PAT results is part of the Ministry’s Accountability Pillar report, which includes information on the public’s satisfaction of the education system, high school graduation rates, and the rate at which students are entering post-secondary studies.

Alberta Education is currently in the second year of piloting the digital Grade 3 Student Learning Assessment, during which there will be no reporting of public results. This new assessment will help to better identify student learning needs for teachers and parents at the beginning of the school year.

Related information

[Full list of Diploma Results](#)

[Full list of Provincial Achievement Test \(PAT\) Results](#)

[Accountability Pillar Results](#)

Media inquiries

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October 9, 2015

File: 50F-15

Horizon School Division
Wilco Tymensen, Superintendent
6302 - 56 Street
Taber, AB T1G 1Z9

**RE: Cardston County and the County of Warner No. 5
Intermunicipal Development Plan (Draft)**

The Council of Cardston County and the Council the County of Warner No. 5 of in the Province of Alberta hereby give notice of their intention to consider adopting an Intermunicipal Development Plan (IDP). The IDP is intended to foster ongoing cooperation and coordination between the two municipalities and establish a framework for subdivision and development application referral requirements within the agreed-to planning area. It also provides a means to address conflict resolution between the two municipalities, and provide a forum for discussing planning matters of joint planning interest within the planning area. **The complete draft IMDP document can be downloaded for viewing at www.orrsc.com listed under Current Projects on the main page.**

As per the Municipal Government Act, Cardston County and the County of Warner No. 5 are required to hold public hearings prior to consideration of second readings of the proposed bylaws. Any written comments that you may wish to make with respect to the draft Intermunicipal Development Plan may be forwarded to both Cardston County and the County of Warner No. 5 prior to November 6, 2015 and those comments will be presented at the public hearings.

If you have any concerns or questions regarding the draft Intermunicipal Development Plan, please contact Cam Klassen or Diane Horvath at 403-329-1344 or by e-mail at camklassen@orrsc.com or dianehorvath@orrsc.com.

Diane Horvath
Planner

cc Murray Millward, Cardston County CAO
Shawn Hathaway, County of Warner No. 5 CAO



Education Law Reporter

Online Research Services

Vol. 27, No. 2, October 2015

Elementary & Secondary

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PARENTS & THE LAW

No Distribution of Gospel Tracts on School Grounds

Facts

Mr. Bonitto is a father whose children attend the Park West Public Elementary School, operated by the Halifax Regional School Board (the “Board”). Park West’s students range from 4 to 15 years old, and come from a wide variety of cultures and religions. Mr. Bonitto is a fundamentalist Christian. His beliefs require him to preach the gospel to everyone he meets. Accordingly, he began to distribute gospel tracts to students and others on the school premises, during school hours. The basic message of these tracts is that only those who accept Jesus as their savior go to heaven: everyone else is going to hell.

In addition to the message that people who do not accept Jesus Christ as their Lord and Saviour will go to hell, some of the materials Mr. Bonitto distributed stated that such things as homosexuality and belonging to another faith would also lead to eternal damnation. Some of the students had same-sex, non-Christian or atheistic parents, and accordingly these materials were telling them that their parents, and perhaps they, were going to burn in hell.

Another issue with the gospel tracts was the type of language used in them. The imagery was extremely violent. One tract, referred to as the “Boo Tract,” contained the phrase “they riddled him with bullets.” A cat was sacrificed with a knife, and a human figure wearing a pumpkin on its head and wielding a chainsaw was looking for humans to sacrifice. This particular tract turned up on the primary to grade three playground. Other tracts contained other violent or scary words and images. One discussed the selling of sex in exchange for money.

School Board policy required that anyone who wanted to distribute printed materials at the school must have the principal’s permission. Another policy limited religious instruction to times outside of regular school hours. The principal of Park West declined to give Mr. Bonitto permission, and asked him to stop distributing his tracts, as they were upsetting some of the children and quite a few of the parents.

Mr. Bonitto did not stop distributing the gospel tracts, and instead sued the School Board for infringement of his Section 2 rights to freedom of religious expression under the *Canadian Charter of Rights and Freedoms* (“the Charter”).

Cause of Action

At trial, the claim was dismissed. This decision was upheld on appeal.

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Price is \$145.00 +GST per year and includes prescribed copyright privileges and Web Site Research Service.

Reasons

Historically, many other religious groups have made requests to distribute materials on school grounds. None of these requests had been approved. The School Board's approach to religion has been one of broad inclusion. Religion is not directly taught, but is included in discussions of other peoples, countries and cultures. Promotion of one religion over another is not allowed.

The concern with the gospel tracts, in addition to the violent language and imagery and the central message that non-Christians are going to hell, is that the content amounts to religious instruction. As the Board is responsible for the children while they are at school, they are also responsible for the instruction those children receive, and the type of instruction contained in the gospel tracts is in direct conflict with Board policy.

The Court of Appeal first addressed the issue of standard of review from the decision of a trial judge. The normal standards apply to Charter decisions. The standard is that of correctness with regard to issues of law (including legal points that can be extracted from issues of mixed fact and law), palpable and overriding error with regard to issues of fact, or issues of mixed fact and law where the legal issue cannot be severed.

None of the facts as found at trial were at issue on appeal. The questions dealt more with the appropriate analytical framework to be followed, whether the principal's refusal to allow Mr. Bonitto to distribute his tracts on school property did in fact infringe on Mr. Bonitto's Charter rights, and if so, was it proportionate and reasonable?

Analytical Framework

Before determining an analytical framework, there must be a determination as to whether or not the principal's decision was such as to engage the Charter. The Charter applies to the acts of governments, whether those are statutes or the actions and decisions of government actors – such as the principal of a school

operated under the aegis of a provincial government. Mr. Bonitto did not challenge the constitutionality of the Board's policies on religious instruction or the distribution of materials on school property. He focused on the specific decision made by the principal of Park West to deny him the right to distribute his gospel tracts at the school.

The Court found this to be the exercise of an administrative discretion. Recent case law has adjusted the traditional Charter analysis for such decisions so as to synthesize the "proportionality principle" of *R. v. Oakes* with the "reasonableness" standard of review applicable to administrative decisions from *Dunsmuir v. New Brunswick*. This is now commonly referred to as the *Doré* test.

In *Doré*, a lawyer wrote to a judge, criticizing the judge's conduct at a recent hearing. The tone of the letter was not particularly respectful. The Disciplinary Council of the Quebec Bar Association reprimanded the lawyer for breaching his duty of objectivity under their Code of Conduct. The lawyer challenged the reprimand on the basis that his letter was protected by the freedom of expression provisions under s. 2(b) of the *Charter*. The Disciplinary Council's sanction was upheld by the Superior Court and the Court of Appeal, which applied a full *Oakes*-style analysis. The Supreme Court of Canada, however, took a different approach. As stated by Justice Abella:

Normally, if a discretionary administrative decision is made by an adjudicator within his or her mandate, that decision is judicially reviewed for its reasonableness. The question is whether the presence of a *Charter* issue calls for the replacement of this administrative law framework with the *Oakes* test, the test traditionally used to determine whether the state has justified a law's violation of the *Charter* as a "reasonable limit" under s. 1.

The Supreme Court decided it was possible to reconcile the Constitutional and

administrative law regimes in a manner that could maintain the integrity of both. When assessing whether a *general law* violates the Charter, the government's "pressing and substantial" objectives are weighed against the extent to which they interfere with a Charter right. So long as it interferes no more than is reasonably necessary to achieve the objectives, it is considered proportionate, and therefore a reasonable limit, under s. 1. When *Charter* values are applied to an individual administrative decision, they are being applied in relation to the particular set of facts in play in that case. According to *Dunsmuir*, this should attract deference, as the reviewing court does not have the same knowledge of that particular set of facts as the administrative decision-maker did.

Even under *Dunsmuir*, an administrative tribunal's conclusions on a point of law is subject to review for correctness. Where the "conclusion" is a discretionary decision, as in this case, "correctness" is not a tenable standard. Under *Doré*, the maker of the discretionary decision is required to proportionately balance the Charter protections to ensure they are being limited no more than is necessary to achieve the statutory objective he or she is trying to meet.

The Court agreed with the trial judge that *Doré* was the correct analytical framework for dealing with the review, by a court, of a discretionary administrative decision.

Nature of the Infringement

The next issue is to clarify the nature of the right claimed to be infringed. At trial, Mr. Bonitto claimed infringement of both his freedom of religion and his freedom of expression.

The trial judge found as a fact that Mr. Bonitto's faith was sincere, as was his belief that his faith required him to proselytize by handing out his gospel tracts wherever he went. Given that, the principal's decision directly interfered with the free exercise of his faith.

Proportion

The question then becomes whether the decision reflects a “proportionate balancing of the Charter protections at play.” If so, the decision must be found to be reasonable on review.

The principal’s objectives were those of the School Board, expressed as policy. These objectives were set out by the trial judge as being religious neutrality, inclusion in the school community, and student safety.

To invoke the Charter, the limitation must be one that is “prescribed by law.” As the principal’s decision was made in the context of the *Education Act* and the Board’s policies, it constituted a legal limitation.

Freedom of religion, according to the Supreme Court, means freedom not only to manifest one’s beliefs and practices, but also freedom from being subjected to other beliefs and practices by the majority or the state. The old *Lord’s Day Act*, which prohibited businesses from opening on Sundays, was found to be a form of coercion in *Big M*, and as such a form of discrimination against non-Christians. The religious content of the law was found to act as “a subtle and constant reminder to religious minorities” that they were different from, and therefore not part of, the dominant religious culture in Canada. Those comments have generated a line of authority over the decades since *Big M* was decided that has shaped and created the state’s “duty of neutrality” in respect of religion. That duty must be weighed against the Charter values claimed by Mr. Bonitto. The two must be reconciled in a proportionate way.

Various options were discussed. The Board could sponsor a program of objective and secular instruction on all world religions. Another option is that which the Board is already pursuing, that is, banning partisan religious instruction from the school grounds during school hours. Mr. Bonitto suggested a third. If allowed to proselytize on school grounds during school hours, he

would agree to stay out of the classrooms. Proponents of other faiths would be welcome to do the same.

As the Court noted, this approach would be like turning the school into “a theological midway with rivals beckoning nine-year-olds walking to their classrooms.” Accordingly, the principal’s decision to forbid Mr.

Bonitto from distributing his materials on school property was proportionate, and therefore reasonable. The appeal was dismissed.

Bonitto v. Halifax Regional School Board, [2015] N.S.J. No. 357; 2015 NSCA 80

Authored by
Hilary Stout, LL.B., LL.M.



Parental Right to See but Not Copy Video of Son and Staff

Facts The mother of a student in Prince George, BC School District No. 7 requested all video footage taken of her son during a 10-day period in which her son was attending a modified classroom setting. There were no other students present, only a teacher and a youth-care worker. Four video cameras continuously recorded what was taking place in the room. One of the cameras had audio.

The District replied to the request by stating that it could not provide her with a copy of the footage as that would be an unreasonable violation of the privacy of the teacher and the youth-care worker, but that they would enable the mother to attend at their offices to view the footage.

Accordingly, the mother and her husband attended the office to view the footage. An attempt was made to run all four recordings simultaneously to allow them to see everything as it had occurred, but they were unsuccessful in their attempts to synchronize all four videos, so the student’s parents left without viewing all of the footage.

As the review proceeded, the District agreed to have a service provider mask the faces and voices of the third parties in the videos, and to disclose this “severed” footage to the applicant. Later, the District released one day of such severed footage to the applicants.

The applicant requested the matter proceed to inquiry, as she still wanted a complete and unsevered copy of the footage.

Relations between the applicant, her husband and the District were strained. This was not the first disagreement with regard to this particular child and there had also been issues with the applicant and her husband’s other children.

The child in this case was an elementary student in the district. There had been a number of “emotional outbursts” or “behavioural episodes” involving the child in class. The applicant took the position that her son had a neurological disorder and the incidents occurred because the District has failed to meet his needs or properly accommodate him. Once, as the result of a particularly severe behavioural episode, the child had to be restrained in an office until the father could come and take him home. The parents were asked to keep him away from school until a safety plan could be developed. The applicant took some notes which had been taken by one of the school staff involved in the incident and posted portions of them on social media, along with a good deal of criticism of the District and its employees.

It was after the safety plan was developed that the child was placed in a short-term elementary support program (“ESP”) at a different school. He was the only child in the class. The objective of the ESP was to reintegrate the child into a standard classroom setting. One of the tools or techniques used is to video tape the student during behavioural incidents for later review with the student and his or her parents,

to allow them to see the behaviour so that it can be worked on.

During the period in issue, the child had a behavioural episode and, in accordance with his safety plan, the RCMP was called. Part of the video footage sought included this episode, the subsequent attendance in the classroom of an RCMP officer, and his parents coming to pick him up. The footage from this particular day was the footage the District had “severed” – that is, sent out so that the personal information (face and voice) of the third parties could be altered – and sent to the parents.

Discussion

The governing legislation in this case was British Columbia’s *Freedom of Information and Protection of Privacy Act*, RSBC 1996, c 165. The relevant section was s. 22, which provides that “the head of a public body must refuse to disclose personal information to an applicant if the disclosure would be an unreasonable invasion of a third party’s personal privacy.”

Section 22 (3) sets out a number of circumstances under which it will be presumed that disclosure is unreasonable, including where the personal information relates to the third party’s employment, occupational or educational history. Section 22 (4) sets out a list of situations where disclosure is NOT deemed to be unreasonable, such as where consent has been given or where the information is about the third party’s position, functions or remuneration as an officer, employee or member of a public body ...” While these last two seem contradictory, case law has determined that while information about job function is not invasive, information as to how that function is carried out is tantamount to “employment history” and, accordingly, unreasonably invasive.

When s. 22(4) doesn’t apply, the presumptions in s. 22(3) can be rebutted and the public body that has been requested to disclose the information must take all the relevant circumstances (including those set out in s. 22(2)) into

consideration in deciding whether or not to disclose the requested information.

The applicant made a variety of submissions intended to rebut the presumption of invasion of privacy, including an assurance that she had no intention of dissemination the footage to the public, and the fact that the teacher and youth care worker were both aware that they were being videotaped and that the resulting footage was likely to be viewed by the child’s parents if there was a behavioural incident – which is, of course, exactly what happened.

The tribunal found that, despite the applicant’s assurances that she had no intent of disseminating the information if a copy of the footage was given to her,

“There is a risk that the applicant or her husband will use the video footage to attempt to attack the conduct or professionalism of the teacher and youth worker. The applicant believes School District staff are improperly trained, or are improperly accommodating, the child. Further, the applicant and her husband have previously edited and editorialized records received from the School District to impugn School District employees in relation to the child’s education. Moreover, this dispute between the applicant and the School District regarding the child’s time in the ESP program is not an isolated incident, as there are a number of issues the applicant has had with the School District regarding her children. Given the history between the parties, in my view there is a reasonable prospect that the applicant will have a dispute with School District that may lead to the applicant or her husband making an edited or editorialized version of the footage public.”

It was recognized that the fact that the teacher and worker knew the parents were likely to watch some of the video footage weighed in favour of disclosure, but the circumstances were such that while they may therefore have had

an expectation that the parents would see the footage, this did not translate to an expectation that copies of the footage might be made public. Ultimately, it came down to a distinction between disclosure by providing access to the footage and disclosure by providing the applicant with a copy of the footage. The applicant’s complaints about the inconvenience of having to attend the District’s offices and thus either miss work or have to hire a baby-sitter were balanced against the risk that copied footage might be publicly disseminated by the parents, and the Tribunal found in favour of continuing to allow access but not providing a copy. In response to the applicant’s submissions that she wanted the footage to be made available to her child’s medical caregivers and, potentially, lawyers it was found that this could be achieved by allowing access for viewing or by some means that did not involve a risk of dissemination – a strong hint that a request from a doctor or lawyer for a copy of footage, accompanied by their assurances that the copy would not then make its way into the parents’ hands would be viewed more favourably.

Accordingly, it was ordered that the District was a) required to refuse to give the applicant the recording containing the personal information of the teacher and youth worker; b) not required to sever the recordings or provide copies of severed recordings to the applicant; c) required to give the applicant reasonable access to view the unsevered recordings at the District’s office; and d) required to give access to the recordings to the child’s medical professionals for the purpose of treating the child, or to his lawyer for the purposing of providing legal advice, “either at the School District’s office or by another method of access that ensures that the recordings will not be disseminated.”

Re: *School District 57 (Prince George)*; [2015] B.C.I.P.C.D. No. 45; 2015 BCIPC 45

Authored by
Hilary Stout, LL.B., LL.M.



TEACHERS and THE LAW

Termination for Cause Upheld Against “Vexatious” Teacher

The following case illustrates how difficult, time-consuming and potentially costly it can be to terminate the employment of a teacher for cause.

Facts

Godfred Kwaku Hiamey was employed by the South-Central Ontario Catholic District School Board as a teacher. In his first year he received three unsatisfactory evaluations. Consequently, on June 29, 2009 the Board terminated Mr. Hiamey’s employment. They then brought an application before the College of Teachers of Ontario, essentially seeking revocation of his license on grounds of incompetence.

The College determined that while Hiamey had failed in his performance evaluations, this did not amount to evidence of incompetence, and dismissed the application.

Hiamey sought the assistance of his Union, the Association of Teachers and Franco-Ontarian Teachers (AEFO), which filed two grievances against the Board in regard to his performance evaluations, and hired Lisa Leduc of Sack Goldblatt Mitchell LLP to represent it in the grievance procedure. Before the matter went to arbitration, however, the union withdrew the grievance on the basis that there was little to no chance of success.

Hiamey then filed a complaint of unfair labour practices against AEFO with the Labour Relations Commission (the “Commission”), which eventually dismissed the complaint. He went on to file a complaint against the Commission with the Ontario Judicial Counsel (the “OJC”), which refused to hear the complaint on the basis that the Vice-President of the Commission was not a provincial judge, and recommended he pursue his remedies with the Com-

mission itself. He did so but also continued with his complaint to the OJC, which again advised that it would not follow up on the complaint due to a lack of jurisdiction.

Hiamey also complained to the Law Society of Upper Canada against Lise Leduc and Sack Goldblatt Mitchell LLP, regarding the representation of AEFO during the grievance against the School Board. He made a second complaint against Julie Skinner and her firm, Nelligan O’Brien Payne LLP, relative to AEFO’s representation in the School Board’s application to the College. Both were dismissed without investigation on the basis that there was another legal process available to address the issue.

Mr. Hiamey then filed complaints with the Human Rights Commission against the School Board, the AEFO, Julie Skinner and Nelligan O’Brien Payne LLP, the College, Sack Goldblatt Mitchell LLP and the Labour Relations Commission, alleging discrimination on the basis of race and colour, and reprisal.

Once again, these complaints were dismissed, on the basis that no evidence linking the behaviour complained of and a ground of discrimination was produced. Mr. Hiamey followed up these dismissals with requests for reconsideration. In a decision rejecting his request for reconsideration, he was also declared a vexatious litigant. The Commission gave reasons setting out his history of following up every unsatisfactory decision with the issuing of more and more complaints.

Cause of Action

Mr. Hiamey applied for judicial review of the Commission’s decisions.

Reasons

The standard of review in cases such as this is that of reasonableness. The

Commission dismissed the various complaints against the respondents on the basis that they were brought out of time, or were outside the scope of its jurisdiction, or because there was no evidence of discrimination.

Hiamey’s position was that he was a competent teacher who was abusively dismissed by the School Board in violation of his employment contract, collective agreement and the *Education Act*, as well as in violation of his rights under the *Human Rights Code*, because he is black. He went on to allege that the Commission violated his rights under the Code by:

- Refusing to sanction the respondents (all 36 of them) for discriminating against him;
- Using discriminatory practices for its own benefit and for the benefit of the respondents, to his detriment; and
- Refusing to report all the evidence he handed over to them;
- Dismissing his complaints by summary decision, rather than by public hearing; and
- Declaring him a vexatious litigant.

The respondents took the position that Hiamey failed to point to a single instance of unreasonableness on the part of the Commission, and argued that the application should be denied on that basis.

The Court agreed. Even where the applications were not brought out of time, the reasons for dismissal given by the Commission showed no unreasonableness. Hiamey did not even point to any reversible errors of law. The mere fact that he disagreed with, and was unsatisfied by, the decisions of the Commission did not make those decisions, or the reasons given for making the decisions, unreasonable. The application was dismissed.

Hiamey v. Conseil Scolaire de District Catholique Centre-Sud, [2015] O.J. No. 4276; 2015 ONSC 5113

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OTHER EMPLOYEES and THE LAW

Sentence for Sexual Crimes Increased on Appeal

Facts

Paul Leroux had been the supervisor of a boy's dormitory at an Indian Residential School in Beauval, in North Saskatchewan. He was accused of having committed indecent assault and acts of gross indecency in respect of 14 students. At trial, he was found guilty in respect to eight of the indecent assault counts and two counts of gross indecency, and sentenced to three years' imprisonment.

Cause of Action

Leroux appealed his convictions, on the basis that the judge should not have admitted and relied on similar fact evidence in relation to some of them, that he failed to consider the impact of delay in bringing the charges to trial, and that he erred in assessing the credibility of several of the complainants. He also applied to adduce fresh evidence on appeal.

The Crown also appealed, on the basis that the sentence of three years was inadequate.

Decision

The Court of Appeal overturned one of the 8 convictions, thus partially granting Leroux's appeal, but left the other seven in place and granted the Crown's appeal, increasing the sentence to 8 years.

Reasons

All of Leroux's convictions arose from incidents which took place at the Beauval Indian Residential School between September 1959 and June 1967, during which time Leroux was a boys' dormitory supervisor, coach of the hockey, baseball and softball teams, boys' choir director and generally in charge of the boys at all times except when they were in class. He was, in essence, a parental figure at the school.

In 1967, Leroux left Beauval and became the senior boys' supervisor at Grollier Hall, a residential school in Inuvik. Leroux was convicted of having sexually abused 14 boys in his charge at Grollier Hall between 1968 and 1979. He was sentenced to 10 years in prison.

In 2011, Leroux was charged with sexual abuse of 14 former Beauval students. At trial, Leroux argued that the delay in bringing the matters to trial violated his Charter rights (sections 7 and 11(d)); that any similar fact evidence arising from the Grollier Hall abuse convictions was inadmissible; and that given the inconsistencies in testimony from many of the witness/complainants, the convictions were unreasonable. All of these arguments were dismissed, and Leroux was, as noted above, found guilty and sentenced to 3 years.

Similar Fact Evidence

The first ground of Leroux's appeal is that the trial judge erred in admitting and relying on similar fact evidence (relating to the Grollier Hall convictions) at trial.

Similar fact evidence is essentially evidence that the accused person has done the act he is currently accused of before. It is evidence that can create the impression that the accused has a propensity to do that particular thing. Obviously, such evidence can be extremely prejudicial, and its probative value (that is, ability to prove that the crime in question occurred) is not very significant. For example, just because an accused person robbed a bank 10 years ago does not mean he robbed this bank, this time. Yet, by adducing the evidence, the trier of fact has been made aware that the accused is a bank robber.

Because of the prejudicial effect of similar fact evidence, it is often excluded

from use at trial. However, where the Crown can demonstrate that its probative value outweighs the prejudicial effect, it can be admitted. Sometimes it is admitted for a limited purpose.

In this case, before trial the Crown applied to have the transcript from the Inuvik trial admitted as similar fact evidence. They also applied to have the evidence adduced with regard to each of the 14 counts in the Beauval matter used as similar fact evidence in respect of all the others; that is, the evidence given by all of the victims would be used to corroborate the evidence given by each victim.

The initial application was made in a context where Leroux had opted for trial by judge and jury. The judge denied the application to admit similar fact evidence, ruling that for a jury, the prejudicial effect would far outweigh the probative value. Some time after this, however, Leroux re-elected to be tried by judge alone. After presenting its case, the Crown re-applied to have similar fact evidence admitted, although at this point it seems the application was only with regard to the Beauval evidence. The judge reserved his decision.

After trial, when the judge was giving his verdicts on the 17 charges against Leroux, he also delivered his decision on the similar-fact evidence application. The judge said it was too broad to allow the evidence of all 14 complainants to apply to all 17 charges, and to do so would result in "propensity reasoning." However, he did admit some of the evidence for limited purposes. Specifically, he admitted the evidence from other complainants as showing that Leroux's pattern with regard to the boys at Beauval followed a certain progression:

- (a) the initial touching usually involved Leroux fondling the victim in the victim's bed, placing his hand under the covers but over the pyjamas;

- (b) the activities occurred at night when the boys were asleep, generally between 9:30 or 10:00 p.m. and 1:00 a.m.;
- (c) the touching would escalate over time until Leroux would wake the victim and tell him to come to his office or bedroom;
- (d) at this point, Leroux would encourage mutual fondling or masturbation;
- (e) over time, the night-time visits to the office or Leroux's room would advance to the point where Leroux and the victim would perform fellatio on each other and, eventually, Leroux would perform anal intercourse; and
- (f) the victims were usually members of the choir or hockey team.

The trial judge took great care to ensure he did not reach any propensity-driven conclusions on Leroux's guilt with respect to any one victim. He did not even use the evidence to assist in his assessment of the credibility of the witnesses, although that would have been allowed, to some degree. He limited his use of the evidence to determining whether or not the *actus reus* – that is, the actual criminal act – had taken place. Because the overall evidence showed that Leroux had a progressive approach to his assaults (called "grooming"), when an individual witness' evidence fit within that grooming pattern,

it tended to support the reliability of the evidence.

The trial decision also made clear that, in the case of each victim, the judge had carefully and separately assessed the witness's credibility and based his conclusions on that. At no time did he make a decision based on reasoning that Leroux was "the sort of person who would commit these kinds of offences," which is the exact kind of reasoning the similar fact evidence rule is intended to prevent. Accordingly, this ground of appeal was dismissed.

Delay

Under sections 7 and 11(d) of the Charter, an accused person is entitled to a fair trial in which he can make full answer and defence to the charges against him. In this case, Leroux argued that the passage of over 40 years meant that several of the witnesses he could have called to support his case were dead, certain photographs or other documents were lost or destroyed, and so on. After hearing argument on these points, the judge determined that none of the deceased potential witnesses could have given first-hand evidence in relation to the assaults, and thus their evidence would be in relation to collateral issues only. Leroux also failed to prove that the destroyed photographs had any material relevance to the issues in trial.

To some degree, Leroux may have been suggesting that delay alone is sufficient to amount to an infringement of an

accused's right to a fair trial. This is an argument that has been tried, and failed, on many occasions. Sometimes delay does result in prejudice, as memories fade, documents are lost and witnesses die or disappear, but the *mere fact* of delay is not enough. To allow it to do so would allow judges to create a sort of limitation date after which crimes would no longer be prosecutable.

Here, the reason for the delay in prosecution actually arose from the nature of the offence. The victims were victimized and humiliated in the worst possible circumstances, that of a violation of trust. This sort of crime often creates a reluctance on the part of the victim to report the crime and, thus, have to relive it.

The trial judge carefully analyzed what the deceased witnesses might have been able to attest to, and since none of them actually witnessed the events or could have given exculpatory evidence (such as an alibi), their evidence would have had no direct bearing on Leroux's guilt or innocence. Nothing suggested that the photographs Leroux referred to had any relevance at all. In short, there was no error in the judge's decision not to stay proceedings on the basis of delay.

Unreasonable Verdict

Leroux argued that there were too many inconsistencies in the complainant/witnesses' evidence, thus rendering the guilty verdicts unreasonable.



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When an appeal court assesses whether or not a verdict was reasonable, it cannot just substitute its own view for that of the trial judge. The test is whether, on the whole of the evidence, the verdict is “one that a properly instructed jury, acting judicially, could reasonably have rendered.” Making that determination, however, does require the appeal court to re-examine and, to a certain extent, reconsider the effect and weight of that evidence.

In this case, the guilty verdicts were based largely on the trial judge’s findings in relation to the credibility and reliability of the evidence given by the witnesses. Credibility findings are given a high degree of deference, as the trial judge has the advantage of seeing and hearing the witnesses directly. Accordingly, a credibility finding is not reversible unless it is based on “palpable and overriding error.”

A trial judge can accept some, all or none of a given witness’s testimony. Where it is “some,” it is important to note that merely because a witness has been less than credible in some areas of his testimony, it does not automatically follow that all of that testimony is tainted. This may be particularly true in cases like this where, after 40 or 50 years have elapsed since the offence was committed, the witness may believe whole-heartedly that what they are attesting to really happened, even though other evidence may show it did not.

Further, most of the witnesses in this case had given many statements to many different people over the decades. Inconsistencies are to be expected, and minor inconsistencies do not taint the evidence. The trial judge took all this into account, and instructed himself as follows:

[68] ...I must determine what effect any of the differences have on my overall assessment of the witnesses’ credibility. They may have a huge effect or no effect or somewhere in between. Not every difference is important. I must consider the extent and nature of any difference. Was it a central point or something peripheral? I must consider any explanation the witness has given and whether the explanation was satisfactory.

The trial judge dismissed six complaints on the bases of credibility or reliability. Where he reached a guilty verdict in the face of inconsistent evidence, he explained why he had done so.

Only one of the convictions troubled the Court of Appeal. At trial, one witness said he and two other boys had been taken to Leroux’s office, given alcohol, shown pornography, and then taken behind a bookcase where they were fondled. The testimony of the two other boys, however, did not corroborate that. Unfortunately, in his closing argument, the Crown erroneously referred to their evidence as corroborat-

ing the first witness’ and the judge seems to have accepted that. As such, this was a palpable and overriding error and the resulting guilty verdict was not one that a properly instructed jury, acting judicially, could have reasonably rendered.

Accordingly, the conviction on Count 4 was set aside. No basis was found to set aside any other verdicts.

Sentencing

The Crown’s appeal was, quite simply, that the three-year sentence imposed on Leroux was “demonstrably unfit because it is not proportionate to the gravity of the offences he committed, having regard to the gross breach of trust, the duration of the assaults, and other aggravating factors.”

Here, the Court of Appeal surveyed various principles of sentencing, and applied them to the reasoning of the judge. They concluded that the sentencing judge had committed fundamental errors of principle, overlooked aggravating factors and mis-characterized certain other facts as mitigating, when they were not. The Court of Appeal then applied the principles and factors as they saw them, and concluded that an 8-year sentence was appropriate.

R. v. Leroux, [2015] S.J. No. 231; 2015 SKCA 48

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