

**Horizon School Division No. 67  
ERIC JOHNSON ROOM**

**Tuesday, January 20, 2015 – 1:00 p.m.**

***Regular Board Meeting Agenda***

**A – Action Items**

A.1	Agenda	
A.2	Minutes of Regular Board Meeting held Monday, December 15, 2014	<b>ENCLOSURE 1</b>
A.3	Minutes of the Special Board Meeting held Monday, January 5, 2014	<b>ENCLOSURE 2</b>
A.4	Summary of Payment of Accounts Report	<b>ENCLOSURE 3</b>
A.6	Policies (for Second and Final Reading) as Follows: <ul style="list-style-type: none"> <li>• GCM <i>Teacher Professional Growth Planning</i></li> <li>• HC <i>School Year</i></li> <li>• IFC <i>Student Conduct</i></li> <li>• IG <i>Student Discipline</i></li> <li>• IHCE <i>Student Illness/Injury</i></li> <li>• IHCG <i>Head Lice</i></li> <li>• IHF <i>Safe and Caring Schools</i></li> <li>• JBB <i>Canadian Anti-Spam Legislation</i></li> </ul>	<b>ENCLOSURE 4</b>

**D – Discussion Items**

D.1	Revised (DRAFT) Policy EEA <i>Student Transportation</i> <ul style="list-style-type: none"> <li>• Transportation Open House (February 2, 2015)</li> </ul>	<b>ENCLOSURE 5</b>

**I- Information Items**

I.1	Superintendent's Progress Report	<b>ENCLOSURE 6</b>
I.2	Trustee/Committee Reports: <ul style="list-style-type: none"> <li>• Zone 6 ASBA Report – Marie Logan</li> <li>• January 2015 Admin. Meeting Report – Bruce Francis</li> <li>• Facilities Committee Report – Derek Baron</li> </ul>	<b>HANDOUT ENCLOSURE 7</b>
I.3	Associate Superintendent of Programs, Services and Human Resources Report – Clark Bosch	<b>HANDOUT</b>
I.4	Associate Superintendent of Curriculum and Instruction Report – Erin Hurkett	<b>HANDOUT</b>
I.5	February 6, 2015 TDCAL Education Forum	
I.6	C2 Meeting (February 9, 2015)	
I.7	March 20, 2015 Alberta Education LGM Forum at Taber Heritage	
I.8	APEX Youth Awards (Wednesday, April 22, 2015)	
I.9	Alberta Health Services (New Blog: <a href="http://www.albertahealthservices.ca/Blogs/PFH/ie/Posting217.aspx">http://www.albertahealthservices.ca/Blogs/PFH/ie/Posting217.aspx</a>	

## Correspondence

- December Superintendent Submission to Lethbridge Herald
- Board Chairs Email #26 re Appointment of Scott McCormack
- Jan. 2015 Board Chairs Memo re Transportation
- Jan. 22<sup>nd</sup> – From Horizon Board Chair – Congrats to Scott McCormack

**ENCLOSURE 8**

# 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 Monday, December 15, 2014 beginning at 1:00 p.m. in the Eric Johnson Room

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

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

REGRETS: John Rakai, Associate Superintendent of Finance & Operations

## ACTION ITEMS

- |       |  |   |
|-------|--|---|
| A.1   | Moved by Bruce Francis that the Board approve the agenda as presented.   | AGENDA APPROVED<br>170/14                       |
|       | Carried Unanimously  |   |
| A.2   | Moved by Blair Lowry that the Board approve the Minutes of the Board Meeting held Tuesday, November 25, 2014 as provided in Enclosure 1 of the agenda.                     | BOARD MEETING MINUTES APPROVED<br>171/14        |
|       | Carried Unanimously  |   |
| A.3   | Moved by Terry Michaelis that the Board approve the November/December Payment of Accounts report in the amount of \$3,655,201.44 as provided in Enclosure 2 of the agenda. | PAYMENT OF ACCOUNTS REPORT APPROVED<br>172/14   |
|       | Carried Unanimously  |   |
| A.4.1 | Moved by Bruce Francis that the Board approve first reading of Policy DFH <i>School Generated Funds</i> as provided in Enclosure 3 of the agenda.                          | FIRST READING OF POLICY DFH APPROVED<br>173/14  |
|       | Carried Unanimously  |   |
| A.4.2 | Moved by Jennifer Crowson that the Board approve first reading of Policy DJF <i>Purchasing Procedures</i> as provided in Enclosure 3 of the agenda.                        | FIRST READING OF POLICY DJF APPROVED<br>174/14  |
|       | Carried Unanimously  |   |
| A.4.3 | Moved by Rick Anderson that the Board approve first reading of Policy HGAA <i>Locally Developed Courses</i> as provided in Enclosure 3 of the agenda.                      | FIRST READING OF POLICY HGAA APPROVED<br>175/14 |
|       | Carried Unanimously  |   |
| A.4.4 | Moved by Blair Lowry that the Board approve first reading of Policy IE <i>Student Attendance</i> as provided in Enclosure 3 of the agenda.                                 | FIRST READING OF POLICY IE APPROVED<br>176/14   |
|       | Carried Unanimously  |   |

A.4.5	Moved by Derek Baron that the Board approve first reading of Policy IFH <i>Formal Student Appeals</i> as provided in Enclosure 3 of the agenda.	FIRST READING OF POLICY IFH APPROVED 177/14
	Carried Unanimously	
A.4.6	Moved by Bruce Francis that the Board approve first reading of Policy IHCF <i>Supervision of Students</i> as provided in Enclosure 3 of the agenda.	FIRST READING OF POLICY IHCF APPROVED 178/14
	Carried Unanimously	
A.5.7	Moved by Terry Michaelis that the Board approve first reading of Policy II <i>Student Awards/Scholarships</i> as provided in Enclosure 3 of the agenda.	FIRST READING OF POLICY II APPROVED 179/14
	Carried Unanimously	

### INFORMATION ITEMS

#### 1. Superintendent's Progress Report

##### **Educational Leadership**

- The Superintendent partook in the December 3 assessment workshop. The day was spent with 40 teachers from across the jurisdiction discussing fair assessment principles.

##### **Fiscal Responsibility**

- With the Associate Superintendent of Finance and Operations on leave, the Superintendent has taken on additional duties. On a more personal note, I would like to personally and publically thank all the Division Office staff for taking on additional duties during John's absence. Thank you.

##### **Personnel Management**

- Principal evaluation observations and conversations are ongoing.

##### **Policy**

- As part of the ongoing policy focus, dated policies are being reviewed. The jurisdiction policy committee reviewed seven policies which are coming to the Board today for first reading.

##### **Organizational Leadership and Management**

- Barnwell and Warner Modernization meetings continue to be facilitated. Design plans have been submitted to Alberta Education and Alberta Infrastructure, with Barnwell's being approved with the submitted cost cutting measures. Further design changes are being explored to bring Warner's design within budget.
- An Alberta Education/Alberta Infrastructure Value Scoping session was attended on November 27 and 28 that explored potential modernization scenarios for the D.A. Ferguson/W.R. Myers complex. Thank you to the Town of Taber, and M.D. of Taber as well as school staff and parent representatives for their perspectives.
- As per the provincial framework agreement, the Superintendent met with A.T.A. executive to discuss the January 2015, 907 submission deadline.

##### **Communications and Community Relations**

- The Superintendent and Senior Administrative Leadership Team are looking forward to attending school Christmas Concerts.
- Discussions with home school providers and home school parents regarding possible collaborations are ongoing with the intent of creating enhanced learning opportunities for older home schooled students.
- As part of the Lethbridge Herald's eye on education, the Superintendent printed an article about respecting diversity during the holiday season.

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

**2.1 ASBA Zone 6 Report** - Marie Logan, Zone 6 Representative reported on the Zone 6 meeting that took place on Wednesday, December 10th in Lethbridge. The 2015 Edwin Parr Awards will take place on Wednesday, May 13<sup>th</sup> with the Zone 6 meeting prior to the awards taking place at the Horizon School Division Central Office. Discussion also took place regarding how Board candidates are interviewed during the campaign process.

### **2.2 Facilities Committee Report**

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

## **3. Associate Superintendent of Programs and Services Report**

Mr. Bosch provided a brief update to the following areas:

- December 19<sup>th</sup> early retirement options
- Assessments
- Ongoing Teacher Evaluations

## **5. Associate Superintendent of Curriculum and Instruction Report**

Erin Hurkett and Amber Darroch's reports were distributed as a handout to the Board and included the following information:

### **Amber Darroch's Report:**

#### **Key Action Areas:**

#### **21st Century Learning Competencies**

- December 10<sup>th</sup>: Curriculum Coordinator Meeting – Met with Alberta Education and curriculum coordinators in the Southern region. Topics of discussion included the Mathematics program of study, Dual Credit programs, Learning Commons, and Grade 3 SLAs. Grade 3 SLA data collection and analysis was discussed. It will be up to each district to decide when and how to communicate SLA results to parents of students.
- December 12<sup>th</sup>: Health Care Aide Meeting – Met with Lethbridge College and individuals from other school districts involved in the Health Care Aide program. Each school district reported on successes and challenges of the program. Horizon currently has 11 students enrolled in the program and the College instructors have said that Horizon students are having the most success compared to other jurisdictions. All of the students in the program from Horizon are from a LGSM background. Superintendents are requested to join the next meeting to discuss future funding and sustainability for the program.
- December 3<sup>rd</sup>: Assessment Committee – Attended the assessment committee session for teachers where the principles of fair assessment were analyzed by committee members.

#### **Literacy and Numeracy**

- November 27<sup>th</sup>: Southern Alberta Numeracy Advisory Committee – This committee meets several times per year. Members of the committee give guidance and advice to SAPDC in terms of professional development needs. The Mathematics curriculum and numeracy are discussed at length on this committee. Guided math and project based learning in math were topics discussed at the last committee meeting.
- Barnwell School will be piloting a diagnostic math assessment tool that is an online tool created by BC teachers. Their data is currently being uploaded and the pilot will occur in the new year.
- I have continued meeting with teachers at Colony Schools to model and give feedback regarding guided reading processes for students.
- I have met with teachers at Central School during their PLC time to discuss Fountas & Pinnell Benchmark assessments as well as reading intervention materials. I will meet with teachers from Central in January to continue discussions.

- I have met with several principals to discuss resources required to enable teachers to provide comprehensive literacy instruction for students. I will be working with schools to budget appropriately for guided reading resources, leveled classroom libraries, and appropriate materials for classroom centres.

In addition to the above, all calendars and timetables have been sent out to school principals. Principals are expected to submit their calendars and timetables by April, 2015.

### **Erin Hurkett's Report:**

#### **Key Action Areas:**

#### **21<sup>st</sup> Century Learning Competencies**

- Assessment Committee - As a follow up to the school leadership session on November 24th, our full day assessment committee session on December 3rd included teachers from all schools. The session examined the principles of fair, valid and reliable assessment of student learning and provided opportunities for participants to explore the impact of these principles on their current instructional practice. Points for follow up in future discussions include: developing a communication plan about assessment for parents and community; articulating appropriate division guidelines in draft policy; and aligning assessment practice with Power School Gradebook and school report card formats.
- Career & Technology Foundations - this new curriculum will be implemented in Fall 2015 across all options in grades 5 through 9 where a current Program of Studies does not exist. Fine arts will not be impacted, but junior high options like foods, wood construction, and communication technology will have a curriculum framework for the first time. A PowerPoint presentation has been created for all principals to share with their school staff in order to assure that all Horizon teachers are aware of and begin to prepare for this shift. Amber Darroch is working with school staffs to present and/or answer questions as needed.
- International Education - Amber Darroch is hosting a new potential international education partner from Brazil on December 17th. This partnership would place Brazilian students in a Horizon high school setting for one semester. This specialized government program carefully selects top students from under-privileged communities within their country and provides them with the life-changing opportunity for education in Canada. This partnership has been cultivated through email and online meeting contact rather than international travel.
- Google Apps for Education Summit - Horizon is playing a key role in partnering with SAPDC to plan a Google Summit for teachers in Southern Alberta in March. This one day session is being designed to help teachers learn more about the learning tools that are part of our Google Apps domain.

#### **Literacy and Numeracy**

- Gr 3 Student Learning Assessments - Individual student results were made available to teachers on December 3rd. Since this is only a pilot implementation, parent, school, and jurisdiction results will not be prepared or released. Teachers have been asked to have conversations with parents about how individual students achieved on the SLAs through mechanisms like parent-teacher interviews.

#### **Effective and Purposeful Use of Technology**

- Learning and Technology Policy Framework - We were successful in our grant application to be one of 7 school divisions in a provincial community of practice with Alberta Education as we look at how to continue implementation of the LTPF. This grant is for a total of \$70,000, spanning the new year through the 2015-16 and 2016-17 school years. Our research question is, "[What capacity building strategies enable leaders to support the effective, efficient and innovative use of technology to enhance teaching and learning?](#)" Five principals have volunteered to be a part of this work at the school level in ERH, CHA/ATL, DAF, TCS, and DRH. The funds will be used to support professional learning and collaboration among the project participants, and to enable our project team to meet provincially twice per year (next year and the year after) with the other participating districts to share best practices.
- Multi-function Business Machine Request for Proposals (RFP for copiers) will be shared provincially early this week. The deadline for submissions is January 9th, and the goal is to bring a recommendation to the board at the February 24th meeting.

**6. Correspondence**

No items of discussion came forward from [Correspondence as provided in Enclosure 6](#) of the agenda.

**COMMITTEE ITEMS**

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

Carried Unanimously

COMMITTEE  
180/14

Moved by Blair Lowry that the meeting reconvene.

Carried Unanimously

RECONVENE  
181/14

Moved by Rick Anderson that the meeting adjourn

Carried Unanimously

MEETING  
ADJOURNED  
182/14

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Marie Logan, Chair

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Barb McDonald, Secretary

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The Board of Trustees of Horizon School Division No. 67 held a special ad-hoc committee of the whole on Monday, January 5, 2015 beginning at 9:00 a.m. in the Eric Johnson Room

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

ALSO PRESENT: Wilco Tymensen, Superintendent of Schools  
Clark Bosch, Associate Superintendent of Programs, Services & HR  
Erin Hurkett, Associate Superintendent of Curriculum & Instruction

REGRETS: John Rakai, Associate Superintendent of Finance & Operations

## DISCUSSION ITEMS

The Board of Trustees of the Horizon School Division met to discuss the recently released draft provincial transportation regulation and implications on the jurisdiction's transportation policies. As was communicated in the spring of 2014 and during previously held public consultations, the Board is undertaking a review regarding changes to transportation policies and practices in preparation for the Alberta Government's New Education Act and revised Transportation Regulation scheduled to take effect September 2015. Conversations resulted in the following direction to senior administration.

1. Pre-existing grandfathering agreements will no longer apply
2. Student safety is an issue when students are being transported to their designated school, but when parents opt to send their children to a non-designated school, parents are taking responsibility for any safety issues that result from their decision.
  - a. The crossing of the highway in Taber and Grassy Lake is not a safety issue as speed limits are reduced to 60km/hr or slower and there are pedestrian cross walks with controlled lights and/or cross walk lights.
  - b. The crossing of the train tracks in Taber, Grassy Lake, and Barnwell is not a safety issue as there is ample visibility.
    - i. Within Taber there are lights and cross arms at train crossings and attendance areas do not require elementary students to cross tracks.
  - c. Safety concerns that the transportation policy needs to address include transporting students that live less than 2.4km when:
    - i. Students having to cross roadways with speed limits in excess of 60km/hr and/or
    - ii. Students having to walk along roadways with speed limits in excess of 60km/hr where no sidewalks exist.
3. Transportation cut-off limits will remain at 2.4km.
  - a. Parents have the option of purchasing a non-refundable, non-prorated annual bus pass should they wish the jurisdiction to transport their children to school.
  - b. There is no provision for requesting that this fee is waived as they are not eligible resident students, they live less than 2.4km from their designated school.
  - c. Fees will be \$75/year per student with a family maximum of \$200 per year
  - d. Parents requesting to have their children transported must access a preexisting designated bus stop
    - i. Exploration of a reduction of such stops in North Barnwell, North Grassy Lake and South Taber will occur.



4. Parents wishing to have their child attend a non-designated school will no longer be able to request to have the bus cross the attendance boundary to pick up their child.
  - a. Parents will be required to transport their child to a designated bus within the attendance area of the non-designated school. This will typically be a preexisting bus stop which will be reviewed each year. Should this stop cease to have designated students the non-designated students will normally be required to go to another designated stop but the Board may opt to leave the stop as a designated stop.
    - i. In some cases, buses cross attendance boundaries due to grade configurations. In such cases, parents will be required to transport their child to a designated bus stop.
  - b. Parents have the option of purchasing a non-refundable, non-prorated annual bus pass should they wish the jurisdiction to transport their children to a non-designated school.
    - i. There is no provision for requesting that this fee is waived as they are not eligible resident students, they live less than 2.4km from their designated school.
    - ii. Fees will be \$150/year per student with a family maximum of \$400 per year
5. Parents from outside the jurisdiction will need to transport their children into the jurisdiction and get picked up at a designated bus stop. No fee will be charged as they are not opting to attend a non-designated school.
6. Minor boundary changes will be considered in the following areas;
  - a. Lomond/Enchant boundary near Travers
  - b. Warner/L.T. Westlake boundary near Wrentham (area south of Highway 61 and Etzikom Coulee overlap rather than have a single attendance boundary).
7. Dr. Hamman boundary changes south of highway 3 will also be considered once Barnwell's modernization is complete. Initial conversations revolved around removing all of the area south of Highway 3 from Dr. Hamman and transferring it to L.T. Westlake or splitting it between Barnwell and L.T. Westlake with a potential boundary being either Range Road 170 or 171. Conversations around the Barnwell/Dr. Hamman boundary north of Highway 3 also occurred but there was no clear consensus. The decision was made to postpone boundary changes in this area till the Barnwell modernization is complete.
8. Administration will more clearly communicate attendance boundaries to schools and parents.
  - a. Communication will be ongoing regarding the fact that some school attendance boundaries vary from grade to grade within the school.
    - i. Vauxhall High School has two attendance boundaries. Grade 7 to 9 excludes Enchant and Hays School boundaries
    - ii. W.R. Myers has two attendance boundaries. Grade 9 is the same as D.A. Ferguson.
  - b. Communication will be ongoing regarding outreach school attendance boundaries
    - i. H.M.A.P. attendance boundary is the same as Vauxhall High School (grade 7 to 9).
    - ii. A.C.E. Place attendance boundary is the same as D.A. Ferguson for grade 7 to 9 and the same as W.R. Myers for grade 10-12.
    - iii. T.M.S. attendance boundary is the same as D.A. Ferguson for grade 7 to 9 and the same as W.R. Myers for grade 10-12.
    - iv. A.T. L attendance boundary is the same as Chamberlain
      1. Note: the Taber transfer bus will remain in a revised state until capacity issues within T.M. S. are dealt with.
    - v. Central M.A.P. attendance boundary will be revised as M.A.P. programs become incorporated within other elementary schools so that parents do not feel compelled to send their students to non-designated schools. Until such programs are created the attendance boundary will remain all of Taber, and Barnwell attendance boundary.
    - vi. Clarification and a common understanding should be sought regarding the T.C.S. attendance boundary given that it is a school of choice and is not a designated school.

9. The Taber/Grassy Lake transfer bus will remain in effect for the time being as there is a capacity limitation within Taber at T.M.S.
  - a. The two buses will have a reduction in designated stops with the intention of reducing this to one bus that has a designated bus stop at the Taber bus loop and purple springs.
  - b. There was also some discussion about partnering of alternative programs with D.A. Ferguson and W.R. Myers.
    - i. Encouraging T.M.S. students to spend part of their day within these facilities
    - ii. Encourage T.C. S. students that are leaving T.C.S. to enroll in W.R. Myers but provide some programming via T.C.S. staff to maintain these students within the jurisdiction.

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Marie Logan, Chair

**PAYMENT OF ACCOUNTS REPORT**

**Board Meeting - January 20/2015**

U.S. Funds	December 16/14		21,416.26
General	December 17/14		493,714.51
General	December 22/14		211,462.18
U.S. Funds	December 22/14		444.94
General	December 22/14		1,026,927.88
U.S. Funds	January 7/15		19,455.90
General	January 7/15		143,607.17
"A" Payroll	December 2014	Teachers	1,569,128.68
	December 2014	Support	557,317.96
"B" Payroll	December 2014	Casual	8,797.71
	December 2014	Subs	31,577.74
<b>Total Accounts</b>			<b>4,083,850.93</b>
<b>Board Chair</b>	_____		
<b>PJ:dd</b>			
<b>January 12/2015</b>			

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

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

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**POLICY**

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

**DEFINITION**

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

**REGULATIONS**

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

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

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

### **GUIDELINES FOR THE TEACHER PROFESSIONAL GROWTH PLANNING**

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

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**HORIZON SCHOOL DIVISION NO. 67****POLICY HANDBOOK****Policy Code:** HC**Policy Title:** School Year**Cross Reference:** HD School Day**Legal Reference:** School Act, 39, 56

Education Act 60

**Adoption Date:** Aug. 24, 1995**Amendment or Re-affirmation Date:** June 19, 2001; June 16, 2005

December 8, 2005

April 21, 2005

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**POLICY**

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

**GUIDELINES**

1. The school year shall take into consideration the requirements of:
  - 1.1. The School Act, Section 56; and
  - 1.2. The Education Act, Section 60
  - 1.3. Any Alberta Education Regulations set out under Section 25 of the School Act and Section 18 of the Education Act.
2. The school year calendar(s) shall set forth the:
  - 2.1. the school opening date
  - 2.2. the number, dates, and the days of school operation;
  - 2.3. the length of the school day;
  - 2.4. the number of hours of instruction
  - 2.5. the number and length of recesses
  - 2.6. the length of lunch break
  - 2.7. preparation days;
  - 2.8. interview days;
  - 2.9. professional learning days; and
  - 2.10. holidays:
3. Principals may submit for approval alternative calendars that recognize the flexible use of excess instructional hours according to the following guidelines:
  - 3.1. The following dates established by the Division Calendar approved by the Board of Trustees must remain common to all school calendars:
    - 3.1.1. Christmas break
    - 3.1.2. Easter break
    - 3.1.3. Division-wide PD Days

## **Policy HC - School Year, Cont'd.**

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

### **REGULATIONS**

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

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

### **POLICY HANDBOOK**

<b>Policy Code:</b>	IFC
<b>Policy Title:</b>	Student Conduct
<b>Cross Reference:</b>	IE, IFCH, IFCI, IFCJ, IFCL, IG, IGD
<b>Legal Reference:</b>	<i>Education Act</i> , S.31,33,36,27
<b>Adoption Date:</b>	April 23, 1997
<b>Amendment or Re-affirmation Date:</b>	March 23, 2009

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### **POLICY**

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

### **GUIDELINES**

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

### **REGULATIONS**

1. Students will not discriminate, which is defined as the negative differential treatment of a person or group on the basis of the prohibited grounds of discrimination set out in the *Canadian and Alberta Human Rights Act*; mainly, race, religious beliefs, color, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation.



## Policy IFC - *Student Conduct*, Cont'd.

2. The jurisdiction adopts the intent of Section 31 of the *Education Act* and additional expectations as the foundation for standards of student conduct in the jurisdiction. At minimum, the jurisdiction expects that a student shall:
  - 2.1. attend school regularly and punctually;
  - 2.2. be ready to learn and actively engage in and diligently pursue the student's education;
  - 2.3. ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
  - 2.4. respect the rights of others in the school;
  - 2.5. refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;
  - 2.6. comply with the rules of the school and the policies of the board;
  - 2.7. co-operate with everyone authorized by the board to provide education programs and other services;
  - 2.8. be accountable to his/her teachers and other school staff for his/her conduct;
  - 2.9. positively contribute to his/her school and community;
  - 2.10. account to school staff and bus drivers for their conduct;
  - 2.11. dress safely and appropriately for all school-sponsored activities.
  
3. Consistent with Section 36 and 37 of the *Education Act*, a student may be suspended or expelled from school if, in the opinion of the teacher, the Principal or the Board, the conduct of a student does not comply with Section 31 and/or 33 of the *Education Act*, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school or occurs by electronic means.
  - 3.1. Student suspension and expulsion is dealt with in Policy IGD Suspension and Expulsion of Students
  
4. Parents play a vital role in developing student behaviour and conduct. It is the jurisdiction's expectation that parents shall:
  - 4.1. review the school's code of conduct with their child(ren);
  - 4.2. act as the primary guide and decision-maker with respect to the child's education;
  - 4.3. take an active role in the child's educational success, including assisting the child in complying with section 2 above;
  - 4.4. ensure that the child attends school regularly;
  - 4.5. ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment;
  - 4.6. cooperate and collaborate with school staff to support the delivery of specialized supports and services to the child;
  - 4.7. encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school; and
  - 4.8. engage in the child's school community.
  
5. The school bus is an extension of the school. As such student conduct should reflect school expectations. Given that the school bus is a unique environment, the following code of conduct applies.
  - 5.1. The bus driver is in full charge of the bus and students must obey his or her directions promptly and respectfully.
  - 5.2. Parents are responsible for the proper conduct of their child(ren) prior to boarding at the beginning of the day, and at the time of departure from the school bus at the end of the day.
  - 5.3. Students/parents should try to inform the driver when absence is expected from school.
  - 5.4. Students must remain seated during the entire trip. Designated seats may be assigned for which students will be held responsible.
  - 5.5. Students are expected to be on time and waiting at their designated stop prior to the arrival of the bus. Frequent lates may result in students being left, but only after the bus driver has warned the students/parents that the bus will not continue to wait.
  - 5.6. Unnecessary conversation with the driver is prohibited.
  - 5.7. Students shall not extend or throw anything out of bus windows.

**Policy IFC - *Student Conduct*, Cont'd.**

- 5.8. Students shall pass in front of the bus at stopping points if they have to cross the roadway.
- 5.9. Students shall not be permitted to bring objects into the bus which may cause injury or damage to any part of the bus and its occupants. Special circumstances may be allowed subject to prior approval from the bus driver. Restitution will be expected for any willful damage.
- 5.10. Students are prohibited from playing electronic audio equipment on a bus if it is audible to anyone other than the student.
- 5.11. For students with special needs, the parent and school administration shall inform the bus driver of special circumstances and/or concerns prior to the student's initial use of the bus.

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

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

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

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**POLICY**

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

**GUIDELINES**

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

## **Policy IG - Student Discipline, Cont'd.**

### **REGULATIONS**

1. The teacher shall be responsible for discipline in the classroom and should communicate expectations to students early in the school year. The teacher would be justified in employing tactics such as those listed below in enforcing expectations:
  - 1.1. Communicating clearly the unacceptable practices of students. This should normally be done in private.
  - 1.2. Maintaining classroom awareness acute enough to spot potential problems and deal with them before they become major problems. This may involve referring the student for counselling as available or needed.
  - 1.3. Providing an alternative activity under supervision.
  - 1.4. Withdrawal of privileges.
  - 1.5. Teachers may detain individual students for disciplinary reasons, however, a cooling off period is recommended so that the teacher can deal with the matter in a calm and professional manner.
  - 1.6. Suspending a student from class for a brief period of time (no longer than one class period) when despite warnings
    - 1.6.1. the student continues to disrupts the work of other students.
    - 1.6.2. Referring the student to school administration.
2. Each school should develop school policy which will guide and assist staff to follow jurisdiction policy.
  - 2.1. Such policy shall describe disciplinary procedures to be implemented when behaviour does not comply with student codes of conduct.
3. Teachers or Principals should involve the parents or guardians and/or school administration and/or counseling services in dealing with continuing behavioural problems in the school.
4. When matters are referred to the Principal, teachers should not expect to dictate resolutions for the problem.
5. Prohibited conduct shall include:
  - 5.1. Physical assault by the teacher upon a student.
  - 5.2. Use of corporal punishment.
  - 5.3. Mass detention or other actions where non-guilty are punished with the guilty.
  - 5.4. Inappropriate verbal or written communications such as name calling, sarcasm, unsuitable personal references, and any belittling comments.
6. The Jurisdiction understands that there may be some students who fail to adopt appropriate conduct as outlined in policy, despite teacher use of effective management strategies. Further, there may be students who cause or threaten serious harm to persons or property. For these individuals, alternative discipline measures are required. Along with referral to the principal or designate, such measures may include:
  - 6.1. Referral of student and his/her parents to school and/or community support services where available;
  - 6.2. Partial attendance, in-school suspension, alternative programming, transfer supported by the Superintendent, temporary home education;
  - 6.3. Out-of-school suspension
  - 6.4. Expulsion
7. For the protection of jurisdiction staff and students, and to prevent potentially violent confrontations, jurisdiction staff are encouraged to avoid physical contact with students during implementation of discipline measures.
  - 7.1. School staff shall develop and regularly review alternative strategies that can be used in various discipline situations.
  - 7.2. The jurisdiction shall ensure that at least some individuals at all school sites have access to training in non-violent crisis intervention.

**Policy IG - *Student Discipline*, Cont'd.**

- 7.3. School staff may use reasonable measures to immobilize or subdue an out of control student, a student who is unresponsive to directives, or any individual attempting to inflict harm upon another or themselves.
- 7.4. Specific students may require individualized programs that incorporate the use of physical restraint. Planned physical restraint shall be used only in the best interests of the student and with appropriate communication between the student, his or her parents, and the school staff.

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

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

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**POLICY**

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

**REGULATIONS**

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

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

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



**Horizon School Division No. 67**

**School Accident Report Form**

Name of Student: \_\_\_\_\_

Age: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Teacher: \_\_\_\_\_

Time of Accident: Hour \_\_\_\_\_ Day \_\_\_\_\_ Month \_\_\_\_\_ Year \_\_\_\_\_

Place: \_\_\_\_\_

Nature of Injury (*Please Describe*): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Treatment Given or Measures Taken:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

First Aider: \_\_\_\_\_

Nurse/Doctor (if known): \_\_\_\_\_

Other Person: \_\_\_\_\_

Name of Parents: \_\_\_\_\_ Parents Notified: Yes No

Witness to Accident: \_\_\_\_\_

Cause of Accident (*Please Describe*): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Further Particulars: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What supervision if any was in effect? \_\_\_\_\_

\_\_\_\_\_

Accident insurance – is the student covered? \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Name: \_\_\_\_\_

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

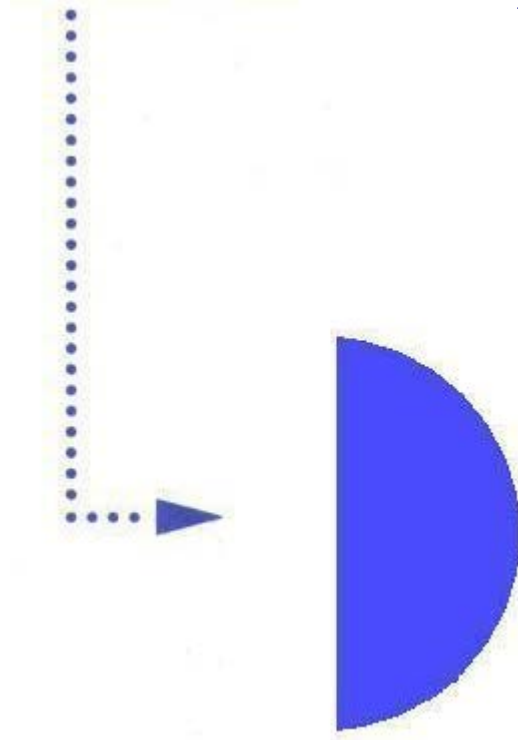
Signature: \_\_\_\_\_





Horizon School  
Division No. 67

## Medical Conditions Handbook



- Allergies
- Asthma
- Epilepsy
- Diabetes



# Allergies

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

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

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

## Recognizing allergies

Symptoms include:

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

## Recognizing an extreme reaction (anaphylaxis)

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

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

### During an Anaphylactic Reaction:

#### *Do*

administer an adrenalin kit (EpiPen or Ana-Kit)



call an ambulance—notify parents



allow the student to rest in a sitting position



remain clam and help the student relax.

#### *Don't*

leave the student alone



allow the student to go home alone.

### During a Reaction to a Sting or Bite:

#### *Do*

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



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



flick out the stinger with your fingernail



put an ice pack on the sting or bite site.

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

## **Classroom management**

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

## **Contacts**

### **Alberta Lung Association**

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

**Alberta Children's Asthma Clinic**

Telephone: (403) 943-7328

Fax: (403) 943-7527

**Allergy/Asthma Information Association**

**Edmonton Branch**

Telephone: (780) 456-6651

Fax: (Same)

**Asthma Teaching Clinic**

Telephone: (780) 735-4353

Fax: (780) 735-4048

**Chinook Health Region**

**Community Health**

Taber: Telephone: (403) 223-4406

Fax: (403) 223-8733

Vauxhall: Telephone: (403) 654-2232

Fax: (403) 654-2134

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

Fax: (403) 647-3435

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

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



# Asthma

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

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

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

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

## Recognizing asthma

Symptoms include:

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

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

### **During an attack**

#### ***Do***

- give the student a bronchodilator treatment
- ▼
- if symptoms remain, give another bronchodilator treatment and notify parents
- ▼
- if symptoms persist for more than five minutes, give a third bronchodilator treatment and call an ambulance
- ▼
- encourage the student to relax and breathe slowly
- ▼
- if the student requests a drink, allow a warm drink
- ▼
- remain calm and speak gently to the student.

#### ***Don't***

- leave the student alone
- ▼
- make the student lie down
- ▼
- allow the student to go home alone.

### **Classroom management**

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

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

## Contacts

### **Alberta Lung Association**

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

### **Alberta Children's Asthma Clinic**

Telephone: (403) 943-7328  
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Telephone: (780) 456-6651  
Fax: (Same)

### **Asthma Teaching Clinic**

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



**Chinook Health Region  
Community Health**

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

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

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



# Epilepsy

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

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

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

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

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

## **Recognizing a generalized seizure**

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

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

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

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

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

### **During a generalized seizure:**

#### ***Do***

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

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

ease the student to the floor

loosen tight clothing

cushion the head to soften the impact of the seizure

cover the student with a blanket

remove any hard, sharp or hot objects nearby

talk calmly and gently to the student

allow the seizure to run its course

let the student rest or sleep after the seizure.

#### ***Don't***

put anything in the student's mouth

give the student anything to drink

restrain the student

allow the student to go home alone.

## **Recognizing a partial seizure**

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

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

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

## **Classroom management**

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

## **Contacts**

**To contact the nearest branch of Epilepsy Associations of Alberta:**

Telephone: 1-866-Epilepsy

**Chinook Health Region  
Community Health**

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

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

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



# Diabetes

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

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

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

## Recognizing high blood sugar

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

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

## Recognizing low blood sugar

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

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

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

### **In an emergency**

#### *Do*

notify parents—if student is unconscious, call an ambulance



have sugar, pop or juice available at all times



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

#### *Don't*

give food or drink if the student is unconscious



allow the student to go home alone.

### **Classroom management**

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

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

## **Contacts**

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

### **Canadian Diabetes Association**

Telephone: 1-800-563-0032

### **Canadian Diabetes Association, Lethbridge Branch**

Telephone: 327-4114

Fax: (403) 488-0105

### **Chinook Health Region**

#### **Community Health**

Taber: Telephone: (403) 223-4406

Fax: (403) 223-8733

Vauxhall: Telephone: (403) 654-2232

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Fax: (403) 647-3435

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

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





# Head Lice

## What Are Head Lice?

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

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

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

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

## How Do I Know If My Child Has Head Lice?

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

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

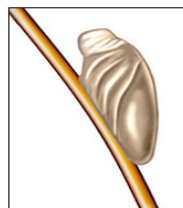
The only way to be sure a person has an active case of lice is to find live lice.

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

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



Head louse



Louse egg (nit) on hair

## How Do I Check for Lice?

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

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

Please see Head-Lice-Detection Combing handout

For a demonstration on detection combing:  
[www.youtube.com/watch?v=je-cWdTrhFQ](http://www.youtube.com/watch?v=je-cWdTrhFQ)

## Can My Child Attend School?

Once children are treated they can return to school because:

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

## How can you prevent the spread of head lice?

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

## What is the Treatment for Head Lice?

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

## Do Other Treatments Work?

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

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

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

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

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

## What Cleaning Needs To Be Done?

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

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

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

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

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

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

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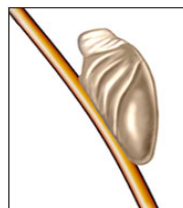
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There is no need to vacuum or wash floors, carpets or furniture. Do not use household sprays or lice sprays. They do not work and may be harmful to people.

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

# Head Lice: Who's Responsibility Are They?

## Head Lice

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

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

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

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

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

## Role and Responsibilities

### Parents' Role:

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

### School's Role:

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

### Public Health Role

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

### For more information contact:

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

# Head Lice – Detection Combing

## What is Detection Combing?

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

## How Do I Do Detection Combing?

### You need:

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

### Steps

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

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

### Notes

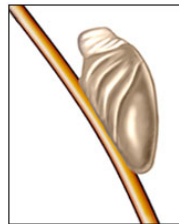
For a demonstration on detection combing: [www.youtube.com/watch?v=ie-cWdTrhFQ](http://www.youtube.com/watch?v=ie-cWdTrhFQ)

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

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



Head louse



Louse egg (nit) on hair

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

**For more information contact:**

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



## **POLICY**

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

## **DEFINITIONS**

Lice – tiny wingless insects with 6 legs,

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

Nits – Eggs of lice,

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

## **GUIDELINES**

1. School principals, shall ensure that staff and parents are provided with best practice information on lice, including the importance of regular detection combing and how to do it, early in the school year, not just when there is thought to be an “outbreak.” (Attachment A – Head Lice Information, Attachment B – Head Lice Responsibility, Attachment C – Head Lice Detection Combing).
2. Staff and parents are encouraged to be vigilant regarding possible head lice outbreaks and to communicate suspected cases to the school principal.
3. Parents/guardians of all students in a classroom where an outbreak of head lice has occurred shall NOT be notified of the outbreak in the classroom.
  - 3.1. Most schools will always have some pupils with head lice at any one time. An “alert letter” could be sent out every day of the school year and.
    - 3.1.1. causes unnecessary public alarm
    - 3.1.2. may convince parents, they and their children have head lice when they in fact do not (psychogenic itch), or decide to use chemical lotions as inappropriate prophylaxis “just in case”
  - 3.2. When an active head-lice infestation is discovered, the person has probably been infested for at least 1 month.
    - 3.2.1. Children can have head lice for several weeks with no symptoms.
    - 3.2.2. There is no immediate risk on the day of detection.

**POLICY IHCG – *Head Lice*, Cont’d.**

3.3. Misidentification is very common,

3.4. Exclusionary practices or quarantine

3.4.1. would often result in inappropriate exclusions from school. The resulting time lost by children from school and missed work by parents is substantial.

3.4.2. do not effectively control head lice transmission.

4. Schools will not take on the responsibility of checking heads for head lice. Rather parents are encouraged to utilize detection combing methods as an ongoing monitoring method (Attachment C – Detection Combing)
5. If it is determined that a head lice problem exists, the school principal shall ensure that information regarding head lice including a treatment protocol is shared with the child’s parent.
6. It is not required that a student be removed from classes because of a head lice problem.
7. School principals may encourage parents to contact local public health personnel for information and assistance.

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**HORIZON SCHOOL DIVISION NO. 67**

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

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**POLICY HANDBOOK****POLICY**

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

**DEFINITIONS****Welcoming, Caring, Respectful, and Safe Learning Environments**

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

**Bullying**

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

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

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

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

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

## **Policy IHF – Welcoming, Care, Respectful and Safe Learning Environments, Cont’d.**

### **Discrimination**

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

### **Harassment**

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

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

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

### **Violence**

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

## **GUIDELINES**

1. The *Canadian Human Rights Act*, and *Alberta Human Rights Act* protect individuals from discrimination.
  - 1.1. No person shall discriminate or exhibit an intention to discriminate against a person or a class of persons, or is likely to expose a person or a class of persons to hatred or contempt because of the race, religious beliefs, color, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation of that person or class of persons.
2. The *Canada Labor Code* protects staff from sexual harassment.
  - 2.1. Every employee is entitled to employment free of sexual harassment.
  - 2.2. Every employer shall make every reasonable effort to ensure that no employee is subjected to sexual harassment.
  - 2.3. The employer will take such disciplinary measures as the employer deems appropriate against any person under the employer’s direction who subjects any employee to sexual harassment.
3. The *Criminal Code* protects individuals from violence including physical and sexual assault.
4. The *Education Act* addresses bullying behavior and protects students from bullying behavior.
  - 4.1. A student, as a partner in education, has the responsibility to refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.

## **Policy IHF – Welcoming, Care, Respectful and Safe Learning Environments, Cont’d.**

- 4.2. No person shall
  - 4.2.1. disturb or interrupt the proceedings of a school,
  - 4.2.2. disturb or interrupt the proceedings of a school meeting or board meeting,
  - 4.2.3. loiter or trespass in a school building or on property owned by a board, or
  - 4.2.4. conduct themselves in a manner detrimental to the safe operations of a school.
5. Principals shall ensure that all school policies and procedures are consistent with and adhere to the philosophy and intent of this welcoming, caring, respectful, and safe learning environments policy.
6. Supervisory and performance evaluation actions and processes undertaken in good faith in accordance with Horizon School Division policy and procedures, the Education Act, or Ministerial Orders do not fit under the definition of bullying, discrimination, or harassment.

### **REGULATIONS**

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

## **Policy IHF – Welcoming, Care, Respectful and Safe Learning Environments, Cont’d.**

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

## **PROCEDURES**

### **Reporting**

1. Students and staff who believe they or a student or staff have been subjected to bullying, harassment, discrimination, or violence have a duty to report the harassment to a trusted adult, teacher, counselor, supervisor, principal, or the Superintendent if the complaint involves their supervisor or principal.
  - 1.1. This report may be informal/verbal or formal/in written form.
  - 1.2. These persons shall respect the complainant’s confidentiality and shall provide support, guidance, and assistance throughout the resolution process.
  - 1.3. In the case of students being the respondent, staff must always be aware that they stand in loco parentis (in place of the parent) to all students.
2. Employees are required to report suspected cases of harassment and/or violence that could be considered child abuse, as required by policy IHEB and the *Child, Youth and Family Enhancement Act*, to the proper authorities.
3. Although a verbal report is acceptable, staff or students who have experienced bullying, discrimination, harassment, and/or violence are encouraged to:
  - 3.1. keep a written record of the date, time, nature of the behavior, names of people who may have witnessed the incident, and the action taken to stop the harassment; and
  - 3.2. advise the offender, either verbally or in writing, that his/her behavior constitutes bullying, discrimination, harassment, and/or violence, is unacceptable and unwelcome, and ask him/her to stop.
4. Principals or supervisors shall make every reasonable attempt to arrange a meeting with the complainant and the respondent(s), with the intent of reaching a satisfactory resolution.

## **Policy IHF – Welcoming, Care, Respectful and Safe Learning Environments, Cont’d.**

5. If the respondent continues the behavior or if you do not feel you can speak directly to the person, speak to a trusted adult, teacher, counselor, supervisor, principal, or the Superintendent if the complaint involves your supervisor or principal or file a formal complaint.

### **Mediation**

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

### **Formal Complaint**

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

**Policy IHF – Welcoming, Care, Respectful and Safe Learning Environments, Cont’d.**

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

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

1. It is your responsibility to change your behavior if it is not in alignment with a welcoming, caring, respectful, and safe learning environment.



## **Policy IHF – Welcoming, Care, Respectful and Safe Learning Environments, Cont’d.**

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

### **Decision**

1. The investigator will decide whether, on a balance of probabilities, there is enough evidence to conclude that bullying, discrimination, harassment, and/or violence occurred. A person who has been bullied, discriminated against, harassed, and or experienced violent behaviour may receive one or more of the following remedies, depending on the severity of the action and what he or she lost because of it:
  - 1.1. an oral or written apology from the harasser and/or the jurisdiction;
  - 1.2. lost wages;
  - 1.3. a job or promotion that was denied;
  - 1.4. compensation for any lost employment benefits, such as sick leave; and/or
  - 1.5. a commitment that he or she will not be transferred, or will have a transfer reversed, unless he or she chooses to move.
2. Someone who has bullied, discriminated, harassed, or committed violence against another person, retaliated against a person who has filed a complaint, or filed a complaint in bad faith may be subject to one or more of the following forms of discipline, depending on the severity of their action(s):
  - 2.1. Requirement to cease any bullying, discriminatory, harassing, or violent behavior.
  - 2.2. Students may receive
    - 2.2.1. a verbal reprimand identifying the inappropriate behavior;
    - 2.2.2. a formal request to talk to or meet parents/guardians;
    - 2.2.3. a written reprimand, recorded in their student record;
    - 2.2.4. a suspension;
    - 2.2.5. a transfer; and/or
    - 2.2.6. a recommendation for expulsion
  - 2.3. Staff may receive
    - 2.3.1. a verbal reprimand identifying the inappropriate behavior;
    - 2.3.2. a written reprimand, recorded in his/her personnel file;
    - 2.3.3. a fine;
    - 2.3.4. a suspension, with or without pay;
    - 2.3.5. a transfer;
    - 2.3.6. a demotion; and/or
    - 2.3.7. dismissal/termination.

## **Policy IHF – Welcoming, Care, Respectful and Safe Learning Environments, Cont’d.**

3. Corrective action, remedies, and changes in work/learning environment will be instituted within one week of the people involved being informed of the decision.
  - 3.1. The principal, supervisor, or Superintendent may decide to assign the complainant and/or respondent to a different work area/learning environment during the mediation and/or investigation.
4. When the investigation reveals bullying, discrimination, harassment, and/or violence occurred, the incident and the discipline that is imposed on the respondent will be recorded in the respondent’s file.
5. When the investigation is closed, the principal, supervisor, or Superintendent shall make a full report indicating:
  - 5.1. that the respondent is guilty or not guilty of the allegation;
  - 5.2. that the respondent is disciplined or that other action be taken;
  - 5.3. whether the matter has been referred to an appropriate outside agency (e.g., Child Welfare, police services, or the Alberta Human Rights Commission);
  - 5.4. whether administrative or other changes were made in order to avoid re-occurrence; and/or
  - 5.5. that the complainant deliberately and knowingly made false allegations in an attempt to cause harm to the respondent, and what specific sanctions were imposed on the complainant.
6. The principal, supervisor, or Superintendent shall communicate the decision to the complainant and respondent. Any sanctions imposed by the principal, supervisor, or Superintendent will be set out in the written notification.

### **Unsubstantiated complaints**

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

### **Complaints made in bad faith**

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

### **Confidentiality**

1. The Board recognizes the difficulty of reporting bullying, discriminating, harassing, and/or violent behaviour, and understands that confidentiality is important to complainants.
2. Confidentiality will be maintained throughout the complaint procedure, including information relating to the

## **Policy IHF – Welcoming, Care, Respectful and Safe Learning Environments, Cont’d.**

complaint, the identity of the parties involved, or any circumstances related to a complaint, Information will only be disclosed to the extent necessary to investigate the complaint or take disciplinary action related to the complaint, or as required by law.

### **Retaliation**

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

### **Appeal/Grievance**

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

### **Further Complaints**

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

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

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

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

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

**Policy Code:** JBB  
**Policy Title:** CASL; Canadian Anti-Spam Policy  
**Cross Reference:**  
**Legal Reference:** Canadian Anti-Spam Legislation  
Electronic Commerce Protection Regulations  
**Adoption Date:** January 20, 2014  
**Amendment or Re-affirmation Date:**

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**POLICY**

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

**DEFINITIONS**

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

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

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

**GUIDELINES**

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

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

### **REGULATIONS**

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

# DRAFT

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**HORIZON SCHOOL DIVISION NO. 67**

**Policy Code:** EEA  
**Policy Title:** Student Attendance and Transportation

**POLICY HANDBOOK**

**Cross Reference:**  
**Legal Reference:** Education Act 49  
**Adoption Date:** December 18, 1996  
**Amendment or Re-affirmation Date:**

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## **POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES AND IS COMMITTED TO ITS RESPONSIBILITY TO PROVIDE SAFE AND APPROPRIATE TRANSPORTATION FOR ALL ELIGIBLE RESIDENT STUDENTS, KINDERGARTEN TO GRADE TWELVE (12), IN HARMONY WITH ALBERTA LAWS, REGULATIONS, AND PROCEDURES.

## **DEFINITIONS**

**Resident Student:** A person who is entitled under section three (3) of the Education Act to have access to an education program and who meets the requirements of section four (4) of the Act.

**Eligible Resident Student:** Resident students who live more than 2.4km from, and attends, their designated school.

**Designated School:** A school within an attendance area as established by the board, where students residing within that area are directed to attend.

**Attendance Area:** The area surrounding a school as established by the Board. Attendance areas may overlap due to a number of factors including but not limited to:

- School grade configurations
- Alternative program designation (e.g. outreach, cultural/English language learners, religious)

**Transportation Service Area:** The area within each attendance boundary in which the board establishes school bus routes by which students may be transported to and from school.

- Normally the attendance area excluding the distance of 2.4km from the school.

**2.4 km:** The shortest distance measured along a travelled road or public right of way between the boundary of the school site and the boundary of the quarter section or lot on which the student's parents reside.

**Designated pick up/drop off point:** A bus stop as approved by the Board, where students are able to access transportation services.

**Transfer Bus:** Means a bus utilized to transfer students from either their residence to a central transfer location or a central transfer location to their school. Students utilizing transfer buses typically take two buses when being transferred from their residence to school.

## **GUIDELINES**

1. The Board will attempt to pass a budget for transportation services that will provide optimum service to students in a safe and appropriate environment within the revenues provided by Alberta Education.
2. The Board shall establish attendance areas and transportation service areas for all schools and reserves the right to direct students to attend schools, adjust bus routes, attendance areas and transportation service areas from time to time to make more efficient use of facilities and bus routes. Changes proposed for the beginning of any school year shall be communicated to affected parents by the preceding June 1.
3. The Board recognizes the right granted by the Education Act for parents to request that their children , who are resident students, attend a school other than the designated school within their attendance area. Parents opting to access such rights may be required to take responsibility for transporting their child(ren) to the non-designated school. When parents act on their rights, Board decisions are made in line with the Education Act, the Transportation Regulation, and Board policy.
4. All parents opting to enroll their child(ren) within a non-designated school that is outside of their attendance shall have principal approval prior to the commencement of attendance.
5. All parents requesting transportation services for their child(ren) shall have approval of, and arrangements confirmed, with the Transportation Coordinator, prior to the commencement of any transportation.
6. The Division will transport E.C.S. students on regular scheduled routes.
7. Early entry children are not eligible, because of their age, to be transported on a regular school bus.
8. Special consideration may be given to handicapped students.
9. All grandfathering agreements regarding students who are not attending their designated school shall be null and void upon approval of this policy. As such, this policy shall replace all previous policies and decisions that apply to student attendance and transportation.
10. Each fall, Trustees will be made aware of the number of students registering in non-designated schools
11. When a parent requests transportation of their child(ren) to a non-designated school, the trustee for the non-designated school and the trustee from the student's designated school will be notified of the request.
12. Parent(s) may appeal decisions to a higher level of authority. The levels of appeal shall be:
  - 12.1. Superintendent;
  - 12.2. Transportation Committee of the Board;
  - 12.3. The Board.

## **REGULATIONS**

### **Attendance and Transportation Service Areas**

1. The Board shall establish, maintain, and communicate attendance areas for each school which shall guide transportation service areas.
  - 1.1. The Board shall consider the following criteria prior to making changes to school attendance areas and/or transportation service areas:
    - 1.1.1. The impact on enrollment on the school(s) affected by the change.
    - 1.1.2. The efficacy of providing transportation services to the affected area.
    - 1.1.3. The impact in both time and distance on bus routes in the affected area.
    - 1.1.4. Communication from parents and students within the affected area.
    - 1.1.5. The recommendation(s) of Division Office administration.
  - 1.2. Prior to attendance area and/or transportation services area changes being approved by the Board, notice shall be provided to schools and parents and in the affected area and the jurisdiction transportation contractor. Notice shall be given via a letter or electronic communication such as telephone or email, and may be publically announced in a newspaper serving the area, or school website. Such notice shall offer a means of response to the proposed change.
  - 1.3. Bus route changes within approved transportation service areas are the responsibility of the Transportation Coordinator.
  - 1.4. Prior to bus route changes being approved by the Transportation Coordinator, notice shall be provided to schools, parents of transported students, and the jurisdiction transportation contractor. Notice shall be given via a letter or electronic communication such as telephone or email. Such notice shall offer a means of response to the proposed change.
2. The Board will provide transportation for eligible resident students to attend their designated school. Students may access such transportation services via a designated pick up/drop off point.
  - 2.1. The Board may utilize transfer buses when transporting students to school.
  - 2.2. Where sparsity and distance make it disadvantageous to use a school bus, the Division will consider paying the parent(s) to transport their child(ren) to and from school by paying the parents in accordance with Alberta Education Transportation grant regulations.

### **Transportation when students reside within 2.4 km of their designated school**

3. Student living less than 2.4km from their designated school do not qualify for transportation services unless there is a safety concern, as determined by the Board.
  - 3.1. The following situations will constitute a safety concern:
    - 3.1.1. Students having to cross roadways with speed limits in excess of 60km/hr
    - 3.1.2. Students having to walk along roadways with speed limits in excess of 60km/hr where no sidewalks exist.



4. Notwithstanding three (3) above, the Superintendent or designate may approve transportation requests when student(s) reside less than two point four (2.4) km from their designated school provided that:
  - 4.1. The request is in writing (Appendix A).
  - 4.2. The student(s) utilizes a designated pick up/drop off point.
  - 4.3. There is unassigned seating available on the school bus.
  - 4.4. The request is approved on a one (1) year conditional basis.
  - 4.5. The parent(s) purchase an annual, under 2.4km bus pass from the Horizon transportation coordinator (Appendix D).
5. Seniority of transportation requests will be used to determine loss of transportation service for those students attending their designated school, but living less than 2.4km from their designated school when busing capacity issues arise.

### **Non-designated School Enrollment**

6. Parents who choose to have their child(ren) attend a non-designated school operated by the Board may do so in accordance with the Education Act, the Transportation Regulation, and Board policy. However, transportation becomes the sole responsibility of the parent(s).
7. Parents requesting that their child(ren) attend a non-designated school shall make written application (Appendix B) for registration to the Principal of the school they wish their child(ren) to attend by June 1 preceding the commencement of the next school year when no division transportation is required.
  - 7.1. The review of the application by the Principal shall be based on the following factors:
    - 7.1.1. the availability of space;
    - 7.1.2. the teaching load of the staff;
    - 7.1.3. projected enrolment for the school;
    - 7.1.4. suitability of school programs and services; and
    - 7.1.5. listed priority of enrolment (see below).
  - 7.2. Enrolment priority shall be as follows:
    - 7.2.1. student living in the attendance area and/or transportation service area;
    - 7.2.2. division special needs students who can best be educated at the school;
    - 7.2.3. student currently attending from outside school attendance area;
    - 7.2.4. non-attendance area students who have siblings in attendance area at the school;
    - 7.2.5. non-attendance area students whose family needs or arrangements are special;
    - 7.2.6. non-attendance area students with none of the above considerations; and
    - 7.2.7. non-resident students.
8. The Principal of a non-designated school shall communicate with the Principal of the designated school prior to considering non-designated enrolment request.
9. The Principal of a non-designated school shall inform the Superintendent or designate of all non-designated student enrollments each fall.

### **Non-designated School Transportation**

10. Notwithstanding approval of parental requests for enrolling their child(ren) in a non-designated school and parents providing transportation to and from such school, parents may request, of the Superintendent or designate, approval for transportation to a non-designated school; something parents are not otherwise entitled.

The Superintendent or designate may approve transportation requests when student(s) attend non-designated school provided that:

- 10.1. The request is in writing (Appendix C) to the Transportation Coordinator.
  - 10.2. The student(s) utilizes a designated pick up/drop off point.
    - 10.2.1. Parents are responsible for making provisions with a residence on the existing bus stop for shelter in case of inclement weather or failure of the parent to arrive at the bus stop at the same time as the bus.
  - 10.3. The parent(s) purchase an annual, non-designated school bus pass from the Horizon transportation coordinator (Appendix D).
11. The review of the application by the Superintendent or designate shall be based on the following factors:
- 11.1. practicality of bussing services for the student and other students,
  - 11.2. there is availability of non-registered/unassigned seating space on an applicable bus,
  - 11.3. the decision is in the best educational interests of the student(s) as decided by the principal, and Superintendent or designate
  - 11.4. recommendation of the program supervisor, Director of Learning, clinical team Leader, Low German Mennonite Liaison Worker, or Native Liaison Worker and such recommendation is supported by the principal, and Superintendent or designate,
  - 11.5. approval is on a one (1) year conditional basis only, and
  - 11.6. Seniority of transportation requests will be used to determine loss of transportation service for those attending a non-designated school when bussing capacity issues arise.

### **Resident Student Enrollment Outside the Division**

12. Parent(s) who choose to register their child(ren) with another Board and have their child(ren) attend a school outside the Horizon boundaries may do so in accordance with the Education Act, however, transportation becomes the sole responsibility of the parent(s).
- 12.1. Parents may request that the Board create a transportation services agreement with other divisions or schools to operate transportation services within its boundaries, as the Board does not permit other divisions or schools to operate within its boundaries without such a transportation service agreement and then only under the following conditions:
    - 12.1.1. an appropriate educational program cannot be provided to the student by Horizon School Division;
    - 12.1.2. the costs of transporting a student to a school in Horizon are unreasonable;
    - 12.1.3. the length of the bus ride would be unreasonable;
    - 12.1.4. the well-being of the student would be seriously compromised by attending a school within Horizon School Division.
    - 12.1.5. The student is a sibling of a student who has been approved for cross jurisdictional boundary transportation.

### **Non-Resident Student Enrollment Within the Division**

13. Parent(s) who choose to have their non-resident child(ren) attend a Horizon school may do so in accordance with the Education Act and this policy Notwithstanding a non-resident student's parent's sole responsibility to provide transportation, parents requesting transportation services are subject to the following preconditions.

- 13.1. The Board must receive written permission from the non-resident student's board prior to transportation services crossing divisional boundaries.
14. Where a resident Board refuses to provide written permission approving transportation services to cross divisional boundaries parents must meet a Horizon bus at a designated pick up/drop off point in the attendance area for the school they choose to attend and the Board must adhere with the non-designated school enrollment section above.

**Transportation of Student to non-division Schools within the jurisdiction**

15. Transportation will be provided for students attending schools other than Division schools if:
  - 15.1. Space exists on the current bus route
  - 15.2. The Division is able to collect the Alberta Learning Transportation grant on behalf of the student
  - 15.3. The Superintendent or designate approves the request
  - 15.4. An agreement for bussing of students to a non-Division school within the jurisdiction has been negotiated between the respective Boards.

**Appendix A: TRANSPORTATION REQUEST RESIDENCE LESS THAN 2.4 KM FROM DESIGNATED SCHOOL**

Parents desiring that their child(ren) receive transportation even though they live less than 2.4 km from their designated school, shall make written application for transportation by June 30 preceding the commencement of the next school year. The Transportation Coordinator will review the application and communicate a decision regarding busing.

APPLICATION FOR SCHOOL YEAR \_\_\_\_\_

DATE \_\_\_\_\_ PARENT NAME(S) \_\_\_\_\_

CIVIC ADDRESS/LEGAL LAND LOCATION \_\_\_\_\_

MAILING ADDRESS \_\_\_\_\_ POSTAL CODE \_\_\_\_\_

HOME PHONE \_\_\_\_\_ WORK PHONE \_\_\_\_\_ CELL PHONE \_\_\_\_\_

**STUDENT INFORMATION:**

First Name	Last Name	Grade	Requested School
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Is the reason for wanting transportation to a designated school less than 2.4km of residence a safety concern?

Please check on: Yes  No

The following situations will constitute a safety concern:

- 1) Students having to cross roadways with speed limits in excess of 60km/hr
- 2) Students having to walk along roadways with speed limits in excess of 60km/hr where no sidewalks exist.

**Parent(s):**

Bussing approval for the above listed student(s) is subject to the following criteria:

- 1) Student(s) utilize a designated pick up/drop off point
- 2) There is unassigned seating available on the school bus.
- 3) The request is approved on a one (1) year conditional basis.
- 4) The parent(s) purchase an annual, under 2.4km bus pass from the Horizon transportation coordinator (Appendix D).
- 5) Signed agreement below

I/We acknowledge that approval is contingent on the conditions listed above. I/We understand that bussing service will be considered only after students attending designated schools are accommodated. I/We agree to abide by the terms of service as defined by Horizon School Division.

Date \_\_\_\_\_ Signed \_\_\_\_\_

**FOR DIVISION OFFICE USE ONLY**

Date \_\_\_\_\_

**DESIGNATED SCHOOL** \_\_\_\_\_

Horizon School Division No. 67 hereby grants access to bussing service for the above student(s). Approval shall be subject to the conditions and information contained in this application.

Signed \_\_\_\_\_ Position \_\_\_\_\_

**Appendix B: NON-DESIGNATED SCHOOL ATTENDANCE REQUEST**

As per policy, parents desiring that their child(ren) attend a non-designated school, shall make written application for registration at the school, by June 1 preceding the commencement of the next school year. The principal of the requested school will review this application and communicate a decision based on the factors identified in the policy.

**This form must be completed before non-designated school registrations will be considered, or requests for non-designated transportation will be considered.**

Please check one:     **I will** \_\_\_\_     **will not** \_\_\_\_ **be requesting transportation.**

APPLICATION FOR SCHOOL YEAR \_\_\_\_\_

DATE \_\_\_\_\_ PARENT NAME(S) \_\_\_\_\_

CIVIC ADDRESS/LEGAL LAND LOCATION \_\_\_\_\_

MAILING ADDRESS \_\_\_\_\_ POSTAL CODE \_\_\_\_\_

HOME PHONE \_\_\_\_\_ WORK PHONE \_\_\_\_\_ CELL PHONE \_\_\_\_\_

DESIGNATED SCHOOL: \_\_\_\_\_

NON-DESIGNATED SCHOOL PLACEMENT REQUEST: \_\_\_\_\_

---

**STUDENT INFORMATION:**

First Name	Last Name	Grade	Requested School
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Reason for wanting to send child(ren) to non-designated school:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

**Parent(s):**

Registration approval is requested for the above listed students subject to the following criteria:

- 1) the availability of space;
- 2) the teaching load of the staff;
- 3) projected enrolment for the school;
- 4) suitability of school programs and services; and
- 5) listed priority of enrolment.
  - a. student living in the attendance area and/or transportation service area;
  - b. division special needs students who can best be educated at the school;
  - c. student currently attending from outside school attendance area;
  - d. non-attendance area students who have siblings in attendance area at the school;
  - e. non-attendance area students whose family needs or arrangements are special;
  - f. non-attendance area students with none of the above considerations; and
  - g. non-resident students.

Policy EEA - *Student Attendance Area and Transportation*, Cont'd.

I/We acknowledge that approval is contingent on the conditions listed above. I/We understand that registration will be considered only after students attending their designated schools are accommodated. I/We agree to abide by the terms of service as defined by Horizon School Division.

Date \_\_\_\_\_ Signed \_\_\_\_\_

---

**FOR DIVISION OFFICE USE ONLY**

\_\_\_\_\_  
Signature  
**Principal of Non-Designated Horizon School**  
where placement is requested

**Principal of Designated Horizon School**  
in attendance area, has been contacted

\_\_\_\_\_  
Principal Signature

**If requesting transportation services, please fill out this form and fax together with Appendix C to Horizon School Division No. 67 (403-223-2999) or mail to 6302 – 56 Street, Taber, AB, T1G 1Z9**

### **Appendix D: BUS PASS**

Bus passes are

1. purchased from the Horizon Transportation Coordinator
2. an annual pass and not-prorated
3. non-refundable
4. mandatory as non-eligible resident students will not be allowed on the bus without a bus pass
5. The fee for transportation services when children live less than 2.4km from their designated school is \$75 per child per year with a family maximum of \$200/year.
6. The fee for transportation services to a non-designated school is \$150 per child per year with a family maximum of \$400/year.

Note: Parents are expected to sign an agreement indicating they understand and agree to the terms of transportation including the forfeiture of the bus pass should their child not comply with student conduct expectations.

# Superintendents Progress Report

## January, 2015

### **Educational Leadership**

- The Superintendent partook in the January 13 and 19 assessment workshop. Both days were spent with principals and teachers from around the jurisdiction discussing guidelines and procedures that will inform a new assessment policy. Opportunities for further discussion with all parents and staff will be an integral component of this process. With parent input, our intent is to create a policy that will not only align research and best practice but lay the foundation for ongoing parental conversations about reporting student learning and student achievement.

### **Fiscal Responsibility**

- With the ongoing Associate Superintendent of Finance and Operations absence, additional duties continue to be attended to.

### **Personnel Management**

- Principal evaluation observations and conversations are ongoing and mid-evaluation reports have been completed and shared with all seven probationary principals.
- Conversations are also underway about changing practice within Horizon. Changes that will expedite hiring practices and put Horizon in a position to be able to hire to best and the brightest before they are snapped up by other jurisdictions. We are also exploring changes in staff allocation that include a shift away from formula based decisions and towards needs based decisions. Our hope is that this will provide more stability and predictability in teacher allocations and reduce the continual turnover of part time and temporary staff.

### **Policy**

- As part of the ongoing review of dated policies and the need to review these policies in light of the upcoming proclamation of the Education Act, extensive work has been undertaken regarding student transportation. Conversations regarding new directions have occurred with the board and Board direction has been shared with principals. The next step is collecting feedback from parents regarding shifts in practice including collection of critical perspectives and thoughts about implications of any proposed changes. I am looking forward to engaging parents and hearing their feedback.

### **Organizational Leadership and Management**

- As per the provincial framework agreement, the Superintendent met with school principals to discuss the possibility of applying for an exemption to the 907 instructional hour requirement. Principals are working to meet the submission deadline of January 2015.
- C2 conversations are ongoing, and preparations for the upcoming committee meeting have commenced. It is the intent of the C2 committee to continue to discuss teacher efficacy and workload and expand the conversation to include principal efficacy.



- Meetings with were also had with the following groups:
  - Horizon's School Administrators
  - Alberta School Board Association: Zone six
  - Alberta Education: Field Services – discussions around the jurisdiction's three year plan and annual education results report.
  - Regional Collaborative Services Delivery group – regional threat assessment protocol.

### **Communications and Community Relations**

- The Superintendent and Senior Administrative Leadership Team attended a large number of school Christmas Concerts in December.
- I wanted to formally thank the staff within the Division Office. Every year, this amazing staff goes above and beyond their duty to bring the Christmas spirit to families in need. This year was once again no exception. Staff adopted two families in need, brought gifts for each member of the families; gifts which took half a day to wrap. They then brought them to the unsuspecting family. Seeing the children's surprise and parental eyes makes it all worthwhile. Thank you for your generosity, you are an amazing group to work with.
- Conversations with home school providers and home school parents brought forth an opportunity for these students to visit our schools. An engaging day of project based learning was had by all. Our hope is that this experience will blossom into an ongoing collaborative endeavor that will further enhance student success and build lasting relationships with these community members.
- As an integral partner within the Town of Taber, I was able to represent Horizon on a Taber and District Community Adult Learning committee. The committee's work will come to fruition on February 6, 2015 with a half day community forum that will explore education within our community. Conversations will revolve around what we are doing well, what our challenges are, and how we can fill the gaps.
- As a proud supporter of the Apex youth awards, I have been working collaboratively with the dedicated individuals to once again organize this celebration for Taber and area's outstanding students. I can't wait to once again be present as we celebrate these amazing young citizens.

January 20, 2015

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

The past month has been filled with activity throughout Horizon School Division No. 67. Several projects were undertaken during the Christmas break. Most were completed while others will remain ongoing during upcoming months. Additionally, the facilities crews have been actively involved in proactive and reactive maintenance, preparing for upcoming projects and scheduling the day to day activities for caretaking staff and contract laborers'.

In response to an urgent and growing need to ensure fiscal responsibility and accountability, monitoring energy and utility usage including electricity, gas and water has been a major focus for the facilities and caretaking crews over the past months and years. With winter, and everything it brings with it upon us, increased monitoring and regular adjustments of air supply volumes, temperature settings including the mixed air temperatures in major air handling equipment is a part of the day-to-day routine. Horizon School Division No. 67 has been very successful in maintaining a minimal environmental footprint as part of the operating practices.

Horizon School Division Engaged Riverbend Rock Products to undertake the snow removal for all Taber Schools, administration building and maintenance facility. In addition to the abatement of snow and ice, the facilities department has requested the distribution of sand on all parking lots in order to provide less hazardous conditions for staff students and visitors utilizing our parking and walking paths during extremely icy conditions. Walkways and entryways continue to remain the responsibility of contract caretaking personnel.

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

**2013/14 Infrastructure Maintenance and Renewal (IMR)**

All planned 2014 IMR projects and several contingency projects have been completed. The expenditure report for 2014 IMR has also been completed and sent to Alberta Infrastructure. Any funds not spent will be carried over to 2015 IMR.

Planning for 2015 IMR is substantially complete. Projects in Lomond, Dr. Hamman, Chamberlain and DA Ferguson / WR Myers have begun. Additional flooring is scheduled to be completed in Hays and Lomond during the school break the week of February 16, 2015.

**Maintenance Projects**

- Enchant School patching and painting is complete. Several classrooms, all corridors and stairwells were repaired and painted. Cove base was replaced where damaged and new base installed along the stairwells. New carpet base was ordered and installed in the computer room.
  
- Completed a review of the exterior brick condition of Chamberlain and Enchant Schools. Complete mortar repointing and joint sealer is required. Pricing has been requested by three

qualified masonry contractors. Upon pricing receipt, the contract will be awarded to the lowest tender. This will be funded through IMR.

- Lighting replacement in the Art room (Also known as the lemon squeezer). High efficient T5 fluorescent fixtures and tubes were utilized to replace the T12 magnetic fixtures.
- Horizon School Division #67 engaged MPE engineering Ltd to evaluate the fire separations of the Chamberlain School as a result of the 2005 assessment report questioning the adequacy of the fire separations between the corridor and adjoining classrooms.

A quick summary of the report shows less concern with the walls as noted in the 2005 report, however, there are many penetrations from mechanical and electrical equipment that require fire caulking and repair. Repair work has begun and will remain ongoing until complete. Another review will be undertaken upon the completion of the noted deficiencies.

- Completed the urinal upgraded at Ace Place Learning Centre and Taber Mennonite School, low water usage urinals replaced the waterless fixtures. Miner drainage replacement was required, along with miner wall repair. RFP panels were utilized in place of porcelain wall tiles.
- Added a separate fax line to Hays school. A new fax number has been assigned as well.

### **Maintenance work During September and October**

During the past month, a total of 38 new Service request and automatically generated preventive maintenance requests were submitted through Horizons electronic service request generating software, Asset Planner. 22 Request were completed with the remaining in progress.

Several other Maintenance repair projects and preventative maintenance projects were undertaken during the school break. Graffiti removal, wall repairs and painting, plumbing and heating repairs, installation of tack boards, relocation of the display screen and shelving unit at WR Myers High School, rooftop unit repairs, etc

### **Facilities Administration**

- Day to day operation of all facilities responsibilities including corrective and preventive maintenance, emergent responses, caretaking services, snow removal and other contractor services.
- Continued work with the upcoming capital projects in Barnwell and Warner.
- Continued compiling information for the 2014-15 Infrastructure Maintenance and Renewal projects. Assigning staff and contractors to specific projects has begun.
- Completed the annual David Kinnaird survey questionnaire and submitted it to the David Kinnaird foundation.
- Updated the three year capital plan
- Continued work on the 10 year capital plan and maintenance list. This plan will enable the facilities crews to better organize and reduce the considerable deferred maintenance projects presently listed.
- Monitored all projects undertaken during the Christmas break,
- Performed basic caretaking inspections in several Horizon Schools,
- Responded to several after hour and weekend calls including intrusion alarms, a water line break in Barnwell School, a boiler failure in Barnwell, and other miscellaneous calls.

# Alberta Premier Jim Prentice says public servant salaries not sustainable

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January 14, 2015 - Ryan Tumilty Edmonton Journal

Premier Jim Prentice said Alberta's days of being the best paying government in Canada have to come to an end. Speaking to an Edmonton business community, the premier said Alberta can't continue to pay so much more to its public servants.

"In every level of public employment we have, we're paying vastly more than anyone else in the country and it's not sustainable," he said.

- [Election incoming? Alberta Tories green light nomination efforts, renew memberships for free](#)
- [Alberta's Progressive Conservative party extend memberships one year for free](#)
- [Alberta government's mixed messages over expanding wolf cull](#)

Using education as an example, Prentice said 77 per cent of that ministry's budget is wages and they will have to be examined as Alberta deals with the reality of low oil prices.

"It's not realistic to think we can deal with a \$6 to \$7 billion hole in the government's finances without dealing across the board with all elements," he said.

AUPE President Guy Smith said public servants make more in Alberta, because everyone else does.

"If you look at the average private sector salaries they're way higher than the national average," he said.

Mark Ramsankar, president of the Alberta Teacher's Association, said teachers have already helped Alberta's finances and he's disappointed Prentice is making them a scapegoat.

"Teachers have done their part. We've had three years of wage freezes," he said. "This isn't new management. This is standard fare."

## Teacher deal

In the coming year, teachers will receive a two-per cent increase and a one-time lump sum payment. This is the last year of the contract.

# Appreciating diversity during the holidays

SUBMITTED ARTICLE TO THE LETHBRIDGE HERALD ON DECEMBER 17, 2014.

Having been born and raised in the Netherlands, I was quite surprised that Canadians did not celebrate Saint Nicholas Day (Dec. 6).

When I was a child, we would eagerly await mid-November as it signified Sinterklaas' (St. Nicholas) and Zwartert Piet's (Black Peter) arrival from Spain, by steamboat. He would parade through the streets on his white stallion and, on the eve of Dec. 5, would come with his trusted companion to bring gifts, often leaving gingerbread cookies in our wooden shoes. I was shocked to discover that Canadians transformed the stately and serious man who wore a Catholic bishop's red robe into an overweight and jolly man who wears a red fur outfit, lives at the North Pole, and flies around in a sleigh, pulled by eight reindeer, one with a red nose no less, and even less happy about having to wait an additional three weeks till the night before Dec. 25 to receive my presents.

Over the years, as Canada becomes more culturally diverse, I've had the opportunity to meet and befriend people from around the world. What I have realized is that we have diverse celebrations and practices, many of which are rooted in childhood rituals based on our cultural traditions. The Christmas tree, for instance, is derived from the 17th-century non-Christian German practice of bringing greenery indoors to decorate in midwinter. In Russia and Ukraine, Christmas is celebrated on Jan. 7 as the Orthodox Church uses the old "Julian calendar." Unlike Canadians who typically gain weight over the festive season, the Russian tradition includes fasting for 39 days.

While the Christmas season is one celebration that unifies much of Canada, there are similarities and differences across the world as to how cultures celebrate Christmas, making it a truly multicultural festival. It is also, not without controversy. The figure of Zwarte Piet is considered by some to be racist, associating him with slavery, and the character has become increasingly controversial, especially in the Netherlands.

While the Christmas season may unify Canadians, our practices can also divide us. Only half of Canadians actually celebrate it as a religious holiday and our traditions themselves continue to evolve over time. Today's Santa Claus, for instance, only stems back to 1823 when the famous poem "'Twas the Night before Christmas" was published.

Within schools our goal is to create a welcoming and respectful learning environment for all students. We value diversity and want to create a culture in which everyone feels welcomed and valued, instead of feeling excluded. To achieve this, we must take into account that there are a variety of religious beliefs, cultural traditions, and customs that are celebrated during the holiday season. Each of us has a personal responsibility to respect the diversity of the children within our schools and communities.

Whatever holidays are celebrated during the holiday season, I hope that you help bring peace and joy to all.

Festive Solstice, Holy Hannukah, Reflective Ramadan, Happy Kwanzaa, Merry Christmas, Season's Greetings, Happy Holidays!

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



Empowering all our people to excel

## HORIZON SCHOOL DIVISION NO. 67

6302 - 56th Street  
Taber, Alberta T1G 1Z9  
Phone: (403) 223-3547  
Fax: (403) 223-2999  
www.horizon.ab.ca

### Our Learning Community

#### **BARNWELL**

Barnwell School  
Phone: 403-223-2902

#### **ENCHANT**

Enchant School  
Phone: 403-739-3770

#### **GRASSY LAKE**

Arden T. Litt Centre for Learning  
(Outreach School)  
Phone: 403-655-2372

Chamberlain School  
Phone: 403-655-2211

#### **HAYS**

Hays School  
Phone: 403-725-3755

#### **HUTTERIAN BROTHERN SCHOOLS**

Phone: 403-223-3547

#### **LOMOND**

Lomond Community School  
Phone: 403-792-3620

#### **MILK RIVER**

Erle Rivers High School  
Phone: 403-647-3665

Milk River Elementary School  
Phone: 403-647-3747

#### **TABER**

ACE Place Learning Centre  
(Outreach School)  
Phone: 403-223-4761

Central Elementary School  
Phone: 403-223-2170

D. A. Ferguson Middle School  
Phone: 403-223-8971

Dr. Hamman Elementary School  
Phone: 403-223-2988

L.T. Westlake Elementary School  
Phone: 403-223-2487

Taber Christian Alternative School  
Phone: 403-223-4550

W. R. Myers High School  
Phone: 403-223-2292

#### **VAUXHALL**

Horizon MAP  
(Outreach School)  
Phone: 403-654-4654

Vauxhall Elementary School  
Phone: 403-654-2422

Vauxhall High School  
Phone: 403-654-2145

#### **WARNER**

Warner School  
Phone: 403-642-3931

December 22, 2014

Mr. Scott McCormack  
Executive Director  
Alberta School Boards Association  
#1200, 9925 – 109 Street  
Edmonton, AB T5K 2J8

Dear Scott:

On behalf of the Board of Trustees and Senior Administrative Leadership Team of Horizon School Division No. 67, I would like to extend our congratulations on your recent appointment as the new Executive Director for the Alberta School Boards Association.

As trustees charged with the governance of an education system that shapes the future of our province and society, we know that our partnership with ASBA has a common mission which is to provide our children with excellence in leadership and education.

Horizon School Division looks forward to working together with you in your new role.

Respectfully,

Marie Logan,  
Board Chair

ml/bm

COPY

From: **Marian Johnson** <[mjohnson@asba.ab.ca](mailto:mjohnson@asba.ab.ca)>  
Date: Fri, Dec 19, 2014 at 1:18 PM  
Subject: President's Email to Board Chairs #26: Announcement of ASBA Executive Director  
To: Marian Johnson <[mjohnson@asba.ab.ca](mailto:mjohnson@asba.ab.ca)>

*The following is being sent to you on behalf of Helen Clease, President.  
Marian Johnson  
ASBA*

\*\*\*\*\*

Good morning everyone,

On behalf of the Board of Directors of the Alberta School Boards Association I am pleased to announce the appointment of Mr. Scott McCormack as Executive Director.

With more than 19 years of experience as a human and employee relations specialist, and more recently playing an integral role supporting the work of ASBA, Scott is ideally suited to support the Board of Directors and Alberta's school boards in the years to come. More specifically, since joining ASBA in February 2005, his leadership in the labour relations, advocacy and government relations functions of the association has been integral to our work. Scott is committed and dedicated to supporting school boards while we all focus our efforts to benefit all Alberta's students.

As a leader and ambassador for ASBA and school boards, Scott has been instrumental in the advancement and success of many of the initiatives which have supported and represented the interests of school boards.

The ASBA has a strong history of providing support to the work of school boards and is committed to excellence in public education. Scott is acutely aware of this foundation and is excited to work with the Board of Directors in continuing to build from that platform. Noting that Scott is well respected within the education sector and with our education partner associations for his experience and expertise, we trust him to work with us in promoting the interests of school boards, their students and their communities.

Scott McCormack has been serving as the association's acting Executive Director since September 1, 2014. I would personally like to thank him for willingly taking on this role as we conducted an extensive executive search. Scott has proven to have an incredible work ethic, is dedicated to the work we do, and serves our association with integrity.

While we are in the midst of significant change within the political and education environments we believe we have the right person at the helm of the association to guide our work and promote success for students.

Please join me in welcoming Scott to his new position as Executive Director of the Alberta School Boards Association.

Happy Holidays

Helen



## Horizon School Division No. 67

### Our Learning Community

#### BARNWELL

Barnwell School  
Phone: (403) 223-2902

#### ENCHANT

Enchant School  
Phone: (403) 739-3770

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Arden T. Litt Centre for Learning  
(Outreach School)  
Phone: (403) 655-2372

Chamberlain School  
Phone: (403) 655-2211

#### HAYS

Hays School  
Phone: (403) 725-3755

#### HUTTERIAN BRETHREN SCHOOLS

Phone: (403) 223-3547

#### LOMOND

Lomond Community School  
Phone: (403) 792-3620

#### MILK RIVER

Erle Rivers High School  
Phone: (403) 647-3665

Milk River Elementary School  
Phone: (403) 647-3747

#### TABER

ACE Place Learning Centre  
(Outreach School)  
Phone: (403) 223-4761

Central Elementary School  
Phone: (403) 223-2170

D.A. Ferguson Middle School  
Phone: (403) 223-8971

Dr. Hamman Elementary School  
Phone: (403) 223-2988

L.T. Westlake Fine Arts  
Elementary School  
Phone: (403) 223-2487

Taber Christian Alternative School  
Phone: (403) 223-4550

Taber Mennonite School  
Phone: (403) 223-3547

W.R. Myers High School  
Phone: (403) 223-2292

#### VAUXHALL

Horizon MAP  
(Outreach School)  
Phone: (403) 654-4654

Vauxhall Elementary School  
Phone: (403) 654-2422

Vauxhall High School  
Phone: (403) 654-2145

#### WARNER

Warner School  
Phone: (403) 642-3931

### RE: TRANSPORTATION POLICY

January 5, 2015

Today at a special adhoc committee of the whole, the Board of Trustees of the Horizon School Division met to discuss the recently released draft provincial transportation regulation and implications on the jurisdiction's transportation policies. As was communicated in the spring of 2014 and during previously held public consultations, the Board is undertaking a review regarding changes to transportation policies and practices in preparation of the Alberta Government's New Education Act and revised Transportation Regulation scheduled to take effect September 2015. While 56% of the transported students within Horizon are funded and attending their designated school many are not. While it was the Board's intent to have released a draft policy by now, the delay of the province's transportation regulation delayed the Board's ability to move forward in an expedient fashion.

At this time, I wanted to reach out and remind you that the Board values: student-centered decision making; purposeful collaboration and partnerships; accountability, sustainability, and fiscal responsibility; and transparent practice. The Board committed that before finalizing any changes to practice and policies that would impact the 44% of the students not funded and/or attending their designated school, that we would seek parent and stakeholder feedback. This is the next step in this process.

At this time I would like to inform you that it is the Board's intention to release a draft policy within the upcoming weeks. This draft is being released for public consultation in order to gather parent and community feedback prior to receiving first reading at the Board level. Based on this feedback a revised policy will come before the Board at its February Board meeting for first reading and then go back out for further feedback. It is the Board's intent to approve the final draft of the policy at its May Board meeting in order for the changes to take effect in September 2015. The September 2015 timeline is consistent with previous announcements of when changes would come into effect.

While the draft Policy is not yet ready for public release, I wanted to provide you with a sense of where the Board is heading. We will be broadly distributing the draft policy in the upcoming weeks. I also wanted to let everyone know that there will be upcoming opportunities to provide feedback. Parents and community members will be able to mail, email, or fax in comments regarding the draft policy and/or attend an informal open house at Central School in Taber on February 2, 2015 from 6:00pm to 8:00pm where parents can come in and speak to the Board in person.



Note that Taber was chosen for the open house as it is the parents of students within this geographic region that will be most impacted given that the most significant changes will be for families living within 2.4 km of their school and receiving transportation (327 of the 357 students receiving transportation within 2.4km are within Grassy Lake, Taber, and Barnwell) or attending non-designated schools (460 of the 516 students attending non-designated schools are within Grassy Lake, Taber, and Barnwell).

The Board will continue to respect parents' rights under the Education Act; rights that allow them to register their children in any Horizon school. The Board will also continue to transport students to their designated school when they live more than 2.4km from that school. Proposed policy changes include:

- Students living less than 2.4km from their designated school will no longer be transported to school unless parents purchase an annual buss pass for their child, and then only under certain conditions.
- The practice of buses crossing attendance boundaries to transport students to non-designated schools will be significantly reduced and/or eliminated.
  - Parents wishing to have their student attend a non-designated school and seeking transportation will be required to:
    - Transport their child to a designated bus stop within the attendance area of the school they wish to attend and
    - Purchase a non-designated school bus pass
- The Board is intending to work collaboratively with parents to expand educational programming within its schools so that parents don't feel the need to register their children in non-designated schools.

I look forward to sharing the draft policy with you shortly, and receiving your feedback.

Sincerely,

A handwritten signature in black ink, appearing to read "Marie Logan". The signature is fluid and cursive, with the first name "Marie" and last name "Logan" clearly distinguishable.

Marie Logan  
Board Chair, Horizon School Division.

**NOTICE TO FAMILIES OF HORIZON SCHOOL DIVISION NO. 67  
WHO CURRENTLY HAVE OR WILL HAVE  
CHILDREN BUSSED TO HORIZON SCHOOLS**



THE BOARD WILL BE HOSTING AN INFORMAL  
OPEN HOUSE TO PROVIDE PARENTS WITH  
AN OPPORTUNITY TO DISCUSS CHANGES  
TO CURRENT BUSING POLICIES WHICH MAY  
AFFECT YOUR CHILD'S TRANSPORTATION



**DATE: Monday, February 2, 2015**  
**TIME: 6:00 p.m. to 8:00 p.m.**  
**LOCATION: Central Elementary School Gym (5412 – 54 Street – Taber)**

IF YOU REQUIRE ANY ADDITIONAL INFORMATION, PLEASE CONTACT  
HORIZON SCHOOL DIVISION CENTRAL OFFICE AT 403-223-3547.