

**Horizon School Division No. 67**  
**Regular Board Meeting – Division Office**  
**ERIC JOHNSON ROOM**  
**Tuesday, January 19, 2016 – 1:15 p.m.**

***Regular Board Meeting Agenda***

**A – Action Items**

<p>A.1 Agenda  A.2 Minutes of Regular Board Meeting held Tuesday, December 15, 2015  A.3 Minutes of Special Board Meeting held Wednesday, January 13, 2016  A.4 December 2015/January 2016 Payment of Accounts Summary  A.5 IMR  A.6 Policies for Second and Final Reading:      A.5.1 GAB – <i>Police Information Checks</i>      A.5.2 GBD – <i>First Aid Training</i>      A.5.3 HICA – <i>Off-Site Activities</i>      A.5.4 IGAA – <i>Use of Physical Restraints</i></p>	<p><b>ENCLOSURE 1</b>  <b>ENCLOSURE 2</b>  <b>ENCLOSURE 3</b>  <b>HANDOUT</b></p> <p><b>ENCLOSURE 4</b>  <b>ENCLOSURE 5</b>  <b>ENCLOSURE 6</b>  <b>ENCLOSURE 7</b></p>
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**D – Discussion Items**

<p>D.1. Modernization Ground Breaking</p>	
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**I- Information Items**

<p>I.1. Superintendent's Progress Report      • Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions  I.2. Trustee/Committee Reports      • 1.2.1 Zone 6 ASBA Report – Marie Logan      • 1.2.2 January Administrators' Meeting Summary - Jennifer Crowson      • 1.2.3 Facilities Committee Report- Derek Baron  I.3. Associate Superintendent of Finance and Operations Report – Phil Johansen      • Financial Update  I.4. Associate Superintendent of Programs and Services Report – Clark Bosch  I.5. Associate Superintendent of Curriculum and Instruction Report – Amber Darroch</p>	<p><b>ENCLOSURE 8</b></p> <p><b>ENCLOSURE 9</b></p> <p><b>ENCLOSURE 10</b></p>
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**Correspondence**

<ul style="list-style-type: none"> <li>• Letter from HSD to Town of Taber re Policing Budget Cuts</li> <li>• Letter to Parents and Staff re New International Travel Rules</li> <li>• News Article re new Gender Identity Policy</li> <li>• Calgary Herald new Article re Provincial Directive on new Gender Identity Policy</li> </ul>	<p><b>ENCLOSURE 11</b></p>
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# Horizon School Division No. 67

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

The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Tuesday, December 15, 2015 beginning at 1:15 p.m. in the Eric Johnson Room.

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

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

REGRETS: Derek Baron, Trustee

## ACTION ITEMS

A.1 Moved by Terry Michaelis that the Board approve the agenda as presented with the following addition:

### Under Action Items:

A.5 – Include Board Compensation for Representation on TEBA

Carried

AGENDA  
APPROVED  
145/15

A.2 Moved by Rick Anderson that the Board approve the *Minutes of the Regular Board Meeting held Wednesday, November 25, 2015* as provided in Enclosure 1 of the agenda.

Carried

BOARD MEETING  
MINUTES  
APPROVED  
146/15

A.3 Moved by Blair Lowry that the Board approve the *November/December Payment of Accounts* report in the amount of \$4,200,111.53 as provided in Enclosure 2 of the agenda.

Carried

PAYMENT OF  
ACCOUNTS REPORT  
APPROVED  
147/15

A.4 Moved by Bruce Francis that in the event a Board motion is not possible due to periods when the Board is recessed, the Board provide Delegation of Authority to Phil Johansen, Associate Superintendent of Finance and Operations, to act on behalf of the Board for the tender approval process.

Carried

DELEGATION OF  
TENDER APPROVAL  
AUTHORITY  
APPROVED  
148/15

A.5 Moved by that Jennifer Crowson that the Board nominate Marie Logan to act as the representative for the TEBA (Teacher Employer Bargaining Association) and that Bruce Francis be nominated to act as the alternate representative and in addition, that a per diem allowance based on the Zone 6 average, be provided to the trustee attending these meetings.

Carried

BOARD  
REPRESENTATION  
FOR TEBA  
APPROVED  
149/15

### D.1 International School Trips

Wilco Tymensen led a discussion regarding new procedures that have been put into place in terms of school international travel for Horizon School Division students and staff. Given that the division's main concern is for the safety of our students and staff, each international travel request will be carefully reviewed on an

individual basis. Trips will be cancelled to all locations that have an official Government of Canada travel advisory or when travel must be considered due to security concerns that exist in various parts of the world. [Click here](#) to review the detailed information letter regarding international travel was sent out to schools and parents on December 15<sup>th</sup>.

## INFORMATION ITEMS

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

Wilco Tymensen shared a verbal report with the Board which included his activities during the months of November and December as follows:

#### **Policy and Strategic Planning**

- Ongoing policy review of Horizon's Transportation policy.

#### **Communication and Community Relations**

- Participated with the Board and Senior Administrative staff in school tours at Hays, Vauxhall Elementary School, Vauxhall High School and Horizon MAP
- Bill 8 – Participated in meetings with Senior Administration to review Horizon's current collective agreement
- Participated in a meeting with Horizon's Council of School Councils parent group
- Along with Division Office staff, sponsored a Christmas family

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

#### **I.2.1 December Administrators' Report** – Bruce Francis

Bruce Francis reviewed the highlights of the December 1<sup>st</sup> Administrators' meeting as presented in Enclosure #4 of the agenda. [Click here](#) to review the entire December 1<sup>st</sup> Administrators' meeting summary.

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

Bruce Francis, Facilities Committee Co-Chair, provided an update on work undertaken during the past month within the Facilities Department and included the following highlights:

- During the past month, a total of 81 new service request and generated preventive maintenance requests were submitted through Horizons electronic service request generating software, Asset Planner. Most requests were completed while some are in progress.

#### **Maintenance Projects:**

##### LT Westlake cold Storage Shed

In conjunction with school administration, sharing the cost of the project, the facilities crews are in the process of erecting a 37 square meter cold storage shed to facilitate the storage of combustible and non-combustible arts supplies presently stored within the main facility. The cold storage is necessitated to conform to institutional building fire code requirements.

Construction is expected to conclude prior to the end of December.

##### Vauxhall Jr. Sr. High School Basketball Provincial Tournaments

Basketball provincials have concluded. The facilities crews assisted in setting up prior and removing after, the following:

- Electrical requirements for vendors
- Camera placement for live streaming
- Ventilation adjustments through the schools building management system,
- Provide and setup bleachers,
- Hang provincial banners

### Painting

- Interior painting of classroom, corridor and administration spaces is ongoing,
- Painting of door jams, interior and exterior doors remains ongoing as weather permits
- Covering and removal of miner graffiti
- Painting the small gymnasium in Lomond School
- Continue painting of the entire Lomond School facility

### **Capital Projects:**

Barnwell: Tender deadline for the Barnwell School Capital Project has been changed from December 22, 2015 to January 14, 2016 with the conclusion of the tender review process taking place on January 29, 2016. The tender award will take place in early February 2016 with the construction start date to commence in late February/early March.

Warner: Tender documentation is near completion, with the tender opening to take place in January, 2016, closing date to take place in February 2016 with the tender award taking place in March 2016. Construction start date is expected to commence in March or April 2016.

### **D.A. Ferguson/W.R. Myers:**

D.A. Ferguson will undergo a complete modernization, including an upgrade of the mechanical, electrical and structural systems. W.R. Myers will see a modernization to the 1967 section as well as the main entry way. Tender deadline for the DAF/WRM project is December 2015 with the awarding of the contract to the successful tender to take place in January 2016. Construction commencement is expected to take place in February 2016.

## **I.3. Associate Superintendent of Programs, Services and Human Resources Report**

Phil Johansen provided a November/December update to the Board as follows:

- Working on completion of Horizon's year-end budget
- Spending time with Horizon's Director of Finance by getting him acquainted and trained in his new role. Arranged for SRB to come to Division office to provide a training session for the Director of Finance
- Along with the Director of Finance, attended the ASBOA Annual Issues Forum
- Ongoing work on the Barnwell and Warner capital projects

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

Clark Bosch provided a November/December update to the Board which included the following information:

### **Voluntary Retirement Opportunity**

The Board supports a Voluntary Retirement Opportunity for any eligible member of the Alberta Teachers' Retirement Fund who, by December 18, 2015, submits a letter stating their intent to retire effective January 31, 2016. Teachers who qualify for a pension and are able to access their pension upon retirement will be offered an equivalent temporary teaching contract beginning February 1, 2016 continuing until June 28, 2016.

### **Human Resources**

During the month of December the following positions have been filled:

- Grade 1 teacher for Chamberlain School
- High School Social Studies teacher at Arden T. Litt
- Mixed Grade, Grade 1 and part-time teachers at Taber Christian School
- Multi-grade teacher at ERHS
- Various assistant positions

### **Counselling**

- Continuous working on case consultations

## **Colony Schools**

- Colony Schools Elders meeting will be taking place on Thursday, February 11, 2016

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

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

#### **KEY ACTION AREA #1:**

**Ensure core instruction that enhances the development of student competencies (Ministerial Order #001/2013) and incorporates relevant, meaningful, engaging, hands-on, and interdisciplinary learning experiences.**

Assessment – Three report card working groups - kindergarten, elementary and secondary – have met since the last Board meeting. Each group examined the purpose of reporting (clear, concise communication about student learning to parents) and a sampling of report cards for its level from some Horizon schools and other Alberta jurisdictions. The secondary group decided to pursue a junior high/middle school template and defer detailed discussion of high school reporting to a future year. Each group progressed toward a draft template that will include select information beyond a single grade for each subject area. The three groups will re-convene in the new year to develop their recommendations further, then strategies for teacher, parent and student consultation will be enacted.

Student Learning Assessments – The Director of Learning led principals through the Extranet Dashboard to demonstrate the many ways educators can use the SLA data to inform their teaching and generate reports to share with parents.

Professional Learning through Webinars – Many education partners are offering learning opportunities via after school webinars rather than teachers needing to attend a full or half day session. In some instances teachers access these opportunities online on their own and in others, invitations to gather as a group at division office are extended.

#### **KEY ACTION AREA #2:**

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

- Numeracy Intervention – The Horizon Numeracy Committee met on December 2<sup>nd</sup> for the first time this year. 17 teachers representing 12 schools attended and the group reviewed strategies for articulating math instruction from grade to grade, how schools are supporting students who struggle in math, and a discussion of the pilot of “Success Maker” software at DA Ferguson Middle School, Vauxhall High School, and Enchant School.

#### **KEY ACTION AREA #3:**

**Increase parent and community engagement through reciprocal and collaborative relationships.**

- Comprehensive School Health – A grant proposal to Alberta's Wellness Fund, jointly administered by Alberta Education and Alberta Health Services, has been submitted in the amount of \$ and communication about approvals is expected before Christmas. The grant project would put an emphasis on supporting existing school initiatives and extending supports particularly for positive social environments and healthy nutritional choices for students.
- Healthy Active School Symposium (HASS) - The Director of Learning attended the HASS planning committee. The theme for this year's HASS on February 9, 2016 is: *“Inspire, connect, and celebrate student leaders for mental wellness within a healthy school community! – All about Student Leadership”*. We have one Horizon school registered so far and the event is open to students in Grades 4 to 8. Should the Wellness Fund proposal come through, some of the grant funds would be used to support registration (about \$125/school) and transportation for more schools to attend.

## Leadership Practices

- Learning & Technology Policy Framework (LTPF) – The Associate Superintendent was one of two panelists in a session on equitable access at the Alberta Education’s “Jurisdiction Technology Contacts” (JTC) event on November 24 in Edmonton. The other panelist represented the municipalities’ perspective on supporting internet access in rural communities. Obstacles to having every learner have the same access to the relevant technologies to support learning were identified and discussed, from the quality of internet service to some schools to the preparedness of school leaders and jurisdictions to use best practices in purchasing and deploying technologies.

Administrators participated in a professional learning session prior to the December 1<sup>st</sup> Administrators’ Meeting focussed on the LTPF. Two outcomes resulted:

- a) A Policy “Direction 5 Sub-Committee” focussing on “Access, Infrastructure, and Digital Learning Environments” will meet to determine recommendations for multiple platforms (IE. Apple vs. Microsoft vs. Google) and a new approach to school technology evergreening.
- b) The April 2016 Leadership Symposium will have a focus on Strategic Planning and Visioning for Student Centred Learning, facilitated by Apple Education. This session is the first of four in a series which will be made available to administrators.

## Correspondence

No items of discussion came forward from Correspondence as provided in Enclosure 6 of the agenda.

### COMMITTEE ITEMS

Moved by Terry Michaelis that the Board meet in Committee.

Carried Unanimously

COMMITTEE  
150/15

Moved by Blair Lowry that the meeting reconvene.

Carried Unanimously

RECONVENE  
151/15

Moved by Rick Anderson that the meeting adjourn

Carried Unanimously

MEETING  
ADJOURNED  
152/15

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Marie Logan, Chair

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Barb McDonald, Secretary

**HORIZON SCHOOL DIVISION No. 67**

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

The Board of Trustees of Horizon School Division No. 67 held a Special Board Meeting on Wednesday, January 13, 2016 beginning at 1:30 p.m.

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

ALSO IN ATTENDANCE: Wilco Tymensen, Superintendent (Recording Secretary)  
Clark Bosch, Associate Superintendent of Programs, Services and Human Resources  
Amber Darroch, Associate Superintendent of Curriculum and Instruction  
Philip Johansen, Associate Superintendent of Finance and Operations

Waiver of Notice of Special Meeting and Special Meeting Agenda Attached

Moved by Jennifer Crowson that the Board approve the Special Meeting Agenda as contained in the Waiver of Notice of Special meeting.

Carried Unanimously  
AGENDA APPROVED  
01/16

Upon review of the circumstances regarding the contract for the current Warner Hockey School Director/Coach (Mikko Makela), Bruce Francis moved that the Board support the Superintendent's recommendation of the non-renewal of Mr. Makela's contract at the end of its term.

Carried Unanimously  
APPROVAL OF NON-RENEWAL OF WARNER HOCKEY SCHOOL DIRECTOR/COACH CONTRACT  
02/16

Moved by Rick Anderson that the meeting Adjourn – (6:30 p.m.)

Carried Unanimously  
MEETING ADJOURNED  
03/16

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary

## WAIVER OF NOTICE OF SPECIAL MEETING

In accordance with the provision of Section 67 of the *School Act*, Chapter S-3, 2000 and amendments thereto, we, the undersigned hereby waive notice of a Special Meeting held on Wednesday, January 13, 2016 commencing at 1:30 p.m.

### AGENDA

1. Contract non-renewal for current Warner Hockey School Director and Coach

Signed: \_\_\_\_\_ January 19, 2016  
Marie Logan, Chair

Signed: \_\_\_\_\_ January 19, 2016  
Bruce Francis, Vice-Chair

Signed: \_\_\_\_\_ January 19, 2016  
Rick Anderson, Trustee

Signed: \_\_\_\_\_ January 19, 2016  
Derek Baron, Trustee

Signed: \_\_\_\_\_ January 19, 2016  
Jennifer Crowson, Trustee

Signed: \_\_\_\_\_ January 19, 2016  
Blair Lowry, Trustee

Signed: \_\_\_\_\_ January 19, 2016  
Terry Michaelis, Trustee



**PAYMENT OF ACCOUNTS REPORT**

**Board Meeting - January 19, 2016**

<b>General</b>	<b>December 17/15</b>		<b>562966.7</b>
<b>General</b>	<b>December 21/15</b>		<b>1109555.83</b>
<b>General</b>	<b>December 22/15</b>		<b>5,908.42</b>
<b>U.S. Funds</b>	<b>December 22/15</b>		<b>168.78</b>

<b>"A" Payroll</b>	<b>December 2015</b>	<b>Teachers</b>	<b>1,682,328.22</b>
	<b>December 2015</b>	<b>Support</b>	<b>573,051.09</b>
<b>"B" Payroll</b>	<b>December 2015</b>	<b>Casual</b>	<b>7,821.08</b>
	<b>December 2015</b>	<b>Subs</b>	<b>31,656.53</b>

<b>Total Accounts</b>			<b>2,300,934.12</b>
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**Board Chair** \_\_\_\_\_

<b>PJ:dd</b>			
<b>January 7, 2016</b>			

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**HORIZON SCHOOL DIVISION NO. 67**

**Policy Code:** GAB  
**Policy Title:** Police Information Checks

**POLICY HANDBOOK**

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

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**POLICY**

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

**DEFINITIONS**

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

Criminal Record Check

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

Vulnerable Sector Check:

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

Child Intervention Check

A child intervention record check, or child welfare check, is a review to determine whether an adult has an existing intervention record with Human Services, which indicates that the person may have caused a child to be in need of intervention as defined by the *Child, Youth and Family Enhancement Act*.

Volunteer:

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

Visitor:

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

**GUIDELINES**

1. Employment and volunteering with the Horizon School Division is conditional on a satisfactory Child Intervention Check and Police Information Check (criminal record and vulnerable sector check).
  - 1.1. The Child Intervention Check, Criminal Record and Vulnerable Sector Checks MUST be acceptable to Horizon School Division, in order for Horizon School Division to honor the employment offer or offer to volunteer.
2. Child Intervention Check, Criminal Record and Vulnerable Sector Checks are valid if completed within one year prior to the date a successful candidate receives an employment offer or a volunteer commences with Horizon School Division.
  - 2.1. Criminal record and vulnerable sector checks for University practicum students are valid for three years (while the student is enrolled within a University Education Faculty).
    - 2.1.1. Once the school has seen that the document is authentic, should the practicum student require an original copy for other purposes a copy may be made, with a note that the original was originally provided, and then returned to the student. The school should keep the copy on file at the school similar to volunteer checks.
3. All potential new employees must submit a Criminal Record Check, and Vulnerable Sector Check as part of the hiring process.
  - 3.1. The Superintendent, Associate Superintendent, Directors, Family School Liaison Staff, Behavioral Consultant, teachers, and volunteer coaches must also submit a Child Intervention Check as part of the hiring process.

Employees who have not submitted a Child Intervention Check , Criminal Record and Vulnerable Sector Check after the coming into force of this policy will be required to submit either a Child Intervention Check , Criminal Record and Vulnerable Sector Check or complete a declaration (see Attachment A) stating that he/she has not been convicted of a criminal offence nor does he/she have charges pending under the Criminal Code of Canada, the Controlled Drugs and Substances Act, Child and Family Enhancement Act, or similar legislation of any jurisdiction.
  - 3.2. Original copies of Child Intervention Check , Criminal Record and Vulnerable Sector Checks must be provided.
  - 3.3. Should the record indicate that the individual has resided in the current community less than a specified period of time, as determined by police, further police checks will be required from communities the prospective employee has lived.
  - 3.4. Failure to comply with this policy could lead to disciplinary action, up to and including termination.
  - 3.5. Potential employees are responsible for the cost of providing Child Intervention Check , Criminal Record and Vulnerable Sector Checks.
4. The Board shall not employ, or continue to employ, persons who have caused a child to be in need of intervention. Upon notice of such a record, further information may be requested from the employee to determine whether the level of risk is acceptable as determined by the Superintendent or designate.

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

5. The Board shall not employ, or continue to employ, persons who have a record that indicates unacceptable levels of risk as determined by the Superintendent or designate.
6. All employees are required to immediately notify the HR department when there is a change in record or potential change or charge stemming from the Criminal Code of Canada, the Controlled Drugs and Substances Act, Child and Family Enhancement Act, or similar legislation of any jurisdiction.
  - 6.1. The HR department shall forward the information to the Superintendent or designate for review and further action. The Superintendent or designate will consider the factors in examining the results of the Criminal Record and Vulnerable Sector Checks and will communicate the impact on the employment contract, if any, to the employee.
7. All Horizon School Division volunteers, as part of a classroom school or system-wide program, are required to submit a criminal record and vulnerable sector check if they will be unsupervised or spending one-on-one time with a student.
  - 7.1. All volunteers are required to immediately notify the principal or designate when there is a change in record or potential change or charge stemming from the Criminal Code of Canada, the Controlled Drugs and Substances Act, Child and Family Enhancement Act, or similar legislation of any jurisdiction.
  - 7.2. If the contents of the volunteer's Police Information Check is considered to be incompatible with volunteering with the division, as determined by the school principal, the volunteer shall not be allowed to volunteer.
  - 7.3. Principals may request any volunteer to submit a criminal record and vulnerable sector check
8. A visitor, including presenters are not subject to a criminal record and vulnerable sector check, unless required by the principal or designate.
9. All information is retained confidentially, and complies with the FOIP Act.
10. This policy does not apply to students under the age of 18 years.

**REGULATIONS**

Child Intervention Check, Criminal Record Check and Vulnerable Sector Check Upon Initial Employment Offer

1. All successful employment applicants must obtain and provide an original copy of the results of a Child Intervention Check, and Police Information Check (Criminal Record and Vulnerable Sector check) as a condition of employment; employment will not commence until this has occurred.
  - 1.1. Once the HR Department has seen that the document is authentic and recorded it as such, should the employee require an original copy for other purposes a copy may be made and the original returned to the employee.
2. All applicants for employment with the Horizon School Division must declare any record or potential change or charge stemming from the Criminal Code of Canada, the Controlled Drugs and Substances Act, Child and Family Enhancement Act, or similar legislation of any jurisdiction at the time of application.

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

3. The Superintendent or designate will review all applicant's suitability for employment based on the following factors:
  - 3.1. type of charge or offence;
  - 3.2. the age of the charge or offence;
  - 3.3. the type of work the applicant is being considered for;
  - 3.4. whether the criminal record impacts on the applicant's ability to perform those duties;
  - 3.5. whether the behavior associated with the offence(s) if repeated, will pose a threat of physical, emotional, or sexual abuse to children or others; and
  - 3.6. whether the applicant's declaration aligns with the results from the criminal record and/or vulnerable sector check.
  - 3.7. any other factor which the Superintendent, or designate determines to be relevant.
4. If it is determined that the successful applicant is deemed unsuitable for employment due to the content of their criminal record and/or vulnerable sector check or the applicants placement of a child in need of intervention, the conditions for employment have not been met and the offer of employment will be withdrawn.
5. HR will enter information pertaining to the results of the Child Intervention Check, Criminal Record and Vulnerable Sector Checks in employee's personnel file.

Child Intervention Check, Criminal Record Check and Vulnerable Sector Check Updates

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

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

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



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

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

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

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

**Eligibility for Vulnerable Sector (VS) checks**

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

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

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

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

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

### **Position of Trust (Authority)**

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

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

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

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



Horizon School Division  
CONFIDENTIAL

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

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

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone (H): \_\_\_\_\_ Phone (C): \_\_\_\_\_ E-mail: \_\_\_\_\_  
I am: \_\_\_\_\_ a Teacher \_\_\_\_\_ a support staff \_\_\_\_\_ volunteer

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

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

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

The nature of any sentence (including time spent in prison, probation, community service, etc.) and whether the requirements of the sentence have been fulfilled: \_\_\_\_\_  
\_\_\_\_\_

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

The nature of any sentence (including time spent in prison, probation, community service, etc.) and whether the requirements of the sentence have been fulfilled: \_\_\_\_\_  
\_\_\_\_\_

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

The nature of any sentence (including time spent in prison, probation, community service, etc.) and whether the requirements of the sentence have been fulfilled: \_\_\_\_\_  
\_\_\_\_\_

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

If you are an employee, complete and return this form to:

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

## **POLICY**

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

## **DEFINITIONS**

1. Worksite –\_A worksite may be the school grounds, a school, classroom, jurisdiction vehicle or field trip venue. It is the location where staff are.

## **GUIDELINES**

1. The OH&S code specifies *minimum* requirements for “workers” in the province based on the number of staff and the distance the worksite is from a hospital.
  - 1.1. School based employees are typically considered to be working within low hazard environments
    - 1.1.1. School based, low risk activity first aid requirements are based on the number of staff present
    - 1.1.2. School based, moderate risk activity first aid requirements are based on the number of individuals present (staff, students, parents and volunteers) (see. Regulation 1.2).
  - 1.2. Maintenance employees are considered to be working within higher hazard environments
  - 1.3. Individual schools may deem it necessary to exceed the minimum requirements depending on the nature of their programs and environment.
    - 1.3.1. Schools operating pre-kindergarten programs will comply with licensing first aid requirements
2. Schools containing grades 9 – 12 are encouraged to include basic first aid training as part of students physical education/health curriculum.
3. Schools and the maintenance department are encouraged to include first aid training as part of staff in-service.
  - 3.1. Elementary Schools should consider Child and Infant CPR as part of their staff first aid training.
  - 3.2. All staff first aid training must be delivered through a training program that has been approved by the provincial government.
4. Schools should strive to ensure that all off campus activities include supervisors with current first aid training.

POLICY GBD – *First Aid Training*, Cont’d.

**REGULATIONS**

- Schools and the maintenance department must ensure that the number of first aiders at a work site and their qualifications and training comply with the following.

1.1. School Based – low hazard environment

No. of School Based Workers at Work Site	Hospital Within 20 Minutes from Work Site or Off-Campus Location	Hospital Within 20 – 40 Minutes from Work Site or Off-Campus Location	Hospital more than 40 Minutes from Work Site or Off-Campus Location
1	1 Emergency First Aider ( <a href="#">recommendation only</a> )	1 Emergency First Aider ( <a href="#">recommendation only</a> )	1 Emergency First Aider ( <a href="#">recommendation only</a> )
2-9	1 Emergency First Aider	1 Emergency First Aider	1 Standard First Aider
10-49	1 Emergency First Aider	1 Emergency First Aider	1 Standard First Aider
50-99	1 Emergency First Aider 1 Standard First Aider	1 Emergency First Aider 1 Standard First Aider	2 Standard First Aider

1.2. School Based – moderate hazard activities (see Policy HICA for definition and examples of moderate hazard/risk activities)

No. of Individuals at Work Site (staff, parents, students, and volunteers)	Hospital Within 20 Minutes from Work Site or Off-Campus Location	Hospital Within 20 – 40 Minutes from Work Site or Off-Campus Location	Hospital more than 40 Minutes from Work Site or Off-Campus Location
1	<del>No First Aider Required</del> 1 Emergency First Aider ( <a href="#">recommendation only</a> )	<del>No First Aider Required</del> 1 Emergency First Aider ( <a href="#">recommendation only</a> )	<del>No First Aider Required</del> 1 Emergency First Aider ( <a href="#">recommendation only</a> )
2-9	1 Emergency First Aider	1 Emergency First Aider	1 Standard First Aider
10-49	1 Emergency First Aider	1 Standard First Aider	1 Standard First Aider
50-99	1 Emergency First Aider 1 Standard First Aider	1 Emergency First Aider 1 Standard First Aider	2 Standard First Aider
100 or more	2 Emergency First Aider 2 Standard First Aider	2 Emergency First Aider 2 Standard First Aider	4 Standard First Aider

1.1. Maintenance Workers – higher hazard environment

No. of Maintenance Workers at Work Site	Hospital Within 20 Minutes from Work Site	Hospital Within 20 – 40 Minutes from Work Site	Hospital more than 40 Minutes from Work Site
1	No First Aider Required	No First Aider Required	No First Aider Required
2-4	1 Emergency First Aider	1 Standard First Aider	1 Standard First Aider
5-9	1 Emergency First Aider 1 Standard First Aider	2 Standard First Aider	2 Standard First Aider
10-19	1 Emergency First Aider 1 Standard First Aider	2 Standard First Aider	2 Standard First Aider

- Horizon personnel as approved by the principal must consult the Safety Guidelines for Physical Activity in Alberta Schools ([https://education.alberta.ca/media/1109586/sg\\_physicalactivity.pdf](https://education.alberta.ca/media/1109586/sg_physicalactivity.pdf)) to plan for having appropriate first aiders to maximize the welfare of students
- Building occupants should be informed annually as to which staff possess current first aid training.
- Schools hosting tournaments must ensure that an emergency first aider is present at all times during the tournament.

POLICY GBD – *First Aid Training*, Cont’d.

5. Designated first aid providers must be readily accessible throughout the day and/or duration of off-campus activities.
6. Schools and the maintenance department must ensure that the number of first aid kits at a work site comply with the following.

6.1. School Based Workers – low hazard environment

No. of School Based Employees at Work Site	Hospital Within 20 Minutes from Work Site or Off-Campus Location	Hospital Within 20 – 40 Minutes from Work Site or Off-Campus Location	Hospital more than 40 Minutes from Work Site or Off-Campus Location
1	Type P First Aid Kit	Type P First Aid Kit	Type P First Aid Kit
2-9	No. 1 First Aid Kit	No. 2 First Aid Kit	No. 2 First Aid Kit
10-49	No. 1 First Aid Kit	No. 2 First Aid Kit	No. 2 First Aid Kit
50-99	No. 2 First Aid Kit	No. 2 First Aid Kit	No. 2 First Aid Kit

6.2. Maintenance Workers – higher hazard environment

No. of Maintenance Employees at Work Site	Hospital Within 20 Minutes from Work Site	Hospital Within 20 – 40 Minutes from Work Site	Hospital more than 40 Minutes from Work Site
1	Type P First Aid Kit	Type P First Aid Kit	Type P First Aid Kit
2-4	No. 1 First Aid Kit	No. 2 First Aid Kit 3 blankets	No. 2 First Aid Kit 3 blankets
5-9	No. 2 First Aid Kit	No. 2 First Aid Kit 3 blankets	No. 2 First Aid Kit 3 blankets
10-19	No. 2 First Aid Kit 3 blankets	No. 3 First Aid Kit 3 blankets, stretcher, splints	No. 3 First Aid Kit 3 blankets, stretcher, splints

7. Type P, No. 1, 2, and 3 first aid kits must contain, at a minimum, the contents listed in Attachment A.
8. A Type P first aid kit is required for staff that use jurisdiction vehicle as a workplace (e.g. maintenance staff).
9. Schools with after school activities shall have at least two first aid kits on site. One of the first aid kits shall be located in the school office and the other in a location easily accessible by those involved in after school activities.
  - 9.1. Schools with CTF/shop facilities and chemistry labs should also have a first aid kit within easy access for these locations
10. Signs should be posted throughout the premises, indicating the location of first aid services, supplies and equipment. If signs are not practical, building occupants should be informed by other means as to the location of first aid kits.
11. The Principal or designate shall ensure that the appropriate first aid kit is available to staff/students attending off-campus activities.
12. The Principal or designate shall ensure that first aid kits are regularly restocked and kept complete.
13. Schools are encouraged to provide opportunities for access to first aid training.
  - 13.1. Costs for certification, and re-certification will be reimbursed with principal or supervisor prior approval

**Attachment A**  
**First Aid Kit Contents**

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

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

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

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

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

- a. 10 antiseptic cleansing towelettes, individually packaged;
- b. 50 sterile adhesive dressings, individually packaged;
- c. 20 10 centimetres x 10 centimetres sterile gauze pads individually packaged;
- d. 3 10 centimetres x 10 centimetres sterile compress dressings, with ties, individually packaged;
- e. 3 15 centimetres x 15 centimetres sterile compress dressings, with ties, individually packaged;
- f. 1 20 centimetres x 25 centimetres sterile abdominal dressing;
- g. 2 conform gauze bandages — 75 millimetres wide;
- h. 4 cotton triangular bandages;
- i. 8 safety pins — assorted sizes;
- j. 1 air of scissors;
- k. 1 pair of tweezers;
- l. 1 25 millimetres x 4.5 metres roll of adhesive tape;
- m. 2 crepe tension bandages — 75 millimetres wide;
- n. 1 resuscitation barrier device with a one-way valve (proper size);
- o. 6 pairs of disposable surgical gloves;
- p. 1 sterile, dry eye dressing;
- q. 1 first aid instruction manual (condensed);
- r. 1 inventory of kit contents;
- s. 1 waterproof waste bag.

POLICY GBD – *First Aid Training*, Cont'd.

A **No. 3 Kit** consists of the following:

- a. 24 - antiseptic cleansing towelettes, individually packaged;
- b. 100 - sterile adhesive dressings, individually packaged
- c. 50 - 10 cm x 10 cm sterile gauze pads, individually packaged;
- d. 6 - 10 cm x 10 cm sterile compress dressings, with ties, individually packaged;
- e. 6 - 15 cm x 15 cm sterile compress dressings, with ties, individually packaged;
- f. 4 - 20 cm x 25 cm sterile abdominal dressings, individually packaged;
- g. 6 - conform gauze bandages - 7.5 cm;
- h. 12 - cotton triangular bandages;
- i. 12 - safety pins - assorted sizes;
- j. 1 - pair of scissors;
- k. 1 - pair of tweezers;
- l. 2 - 25 mm x 4.5 m rolls of adhesive tape;
- m. 4 - crepe tension bandages - 75 mm;
- n. 1 - artificial resuscitation barrier device with a one-way valve (proper size);
- o. 12 - pairs of disposable surgical gloves;
- p. 2 - sterile, dry eye dressings, individually packaged;
- q. 1 - tubular finger bandage with applicator;
- r. 1 - first aid instruction manual (condensed);
- s. 1 - inventory of kit contents;
- t. 2 - waterproof waste bags.

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## HORIZON SCHOOL DIVISION NO. 67

## POLICY HANDBOOK

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

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### POLICY

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

### DEFINITIONS

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

#### Risk Levels:

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

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

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

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

#### Destination Classifications:

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

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

### GUIDELINES

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

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

### REGULATIONS

#### 1. Approval

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

1.1 Horizon personnel as approved by the principal must:

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

1.2 Horizon personnel as approved by the principal must:

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

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

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



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

(e) arrangements are in place for covering all the financial matters, including a refund procedure, and an accounting for all expenditures.

1.4 The principal has the authority to approve any low-risk/green, off-site activity, (see “*Risk levels for field trips, off-campus activities and student travel*”, **attachment A**, and “*Risk level and destination classification: Planning guide*” **attachment B**) within Alberta that is a day trip, or that involves one overnight accommodation, or that involves two overnight accommodations and is in conjunction with a school competition. Approval for these trips should be obtained as early as possible prior to departure (see “*Risk level and destination classification: Planning guide*” **attachment B**).

(a) The principal must forward a copy of the “*field trip proposal form*” (see **attachment C**) to the superintendent when such trips have students departing beyond jurisdictional boundaries.

i. Trips into Lethbridge do not need to be forwarded to the superintendent

1.5 Approval for all moderate/amber risk activities (this includes alpine skiing and/or snowboarding) or other overnight trips (e.g. those involving more than 1-night accommodation, or in the case of school competitions, those involving more than 2-night accommodation) shall be obtained from the superintendent at least two months prior to departure (see “*Risk level and destination classification: Planning guide*” **attachment B**).

(a) “*Teacher/Leader Qualifications Assessment Form*” (see **attachment E**) must accompany the “*field trip approval form*” when seeking superintendent approval for moderate risk/Amber activities)

(b) In exceptional circumstances, the superintendent may reduce the two month approval time for off-site activities.

## **2. Supervision**

2.1 The number of supervisors will vary according to the age and maturity of the students and the nature of the activity. **As a guide**, the acceptable standard of supervision for all off-site activities:

(a) for students in kindergarten, is one adult to 5 students;

(b) for students in grades 1 to 3, is one adult to 8 students;

(c) for students in grades 4 to 9, is one adult to 10 students; and

(d) for students in grades 10 to 12, is one adult to 15 students.

2.2 Where off-site activities include overnight stays, additional supervision should be provided and consideration should be given to include both female and male supervisors.

2.3 Additional supervision must be considered for off-site activities involving:

(a) increased risks;

(b) large numbers of students;

(c) participation of students with special needs;

(d) crowded venues;

(e) trips that are new to the sponsoring school community; or

(f) for overnight trips, if members of the same family group are supervising students.

2.4 Teachers and responsible parents are preferred as supervisors.

2.5 Depending on the nature of the activity, consideration should be given to having a supervisor who is trained in first aid and proper first aid equipment should be available.

2.5.1 A certified first aider must be present on all moderate risk activities

## **3. Safety Guidelines**

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

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

### **4. Distance Limits for Elementary Students**

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

### **5. Distance Limits for Junior High Students**

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

### **6. International Travel**

- 6.1 Only senior high students or grade nine (9) students participating in senior high trips may be authorized to attend trips outside of Canada.
- 6.2 International travel will not be approved for countries where the Canadian Government has determined an official travel advisories (avoid non-essential travel, and avoid all travel).
  - 6.2.1 International travel will only be approved for countries where the Canadian Government travel risk level states, “Exercise normal security precautions; there are no significant security concerns”.
  - 6.2.2 Countries where the risk level states, Exercise a high degree of caution; there are identifiable security concerns; travelers should be alert and vigilant to their surroundings) may receive approval depending on the unique circumstances of the identifiable security concerns.
- 6.3 The “*International Field Trip Planning Guide*” (see **attachment I**) MUST be attached with the “*field trip proposal form*” (see superintendent approval – **attachment D**) when seeking permission for International Trips outside of Canada
- 6.4 A parent meeting that provides detailed information and opportunities for questions is a mandatory component early in the planning phase.
- 6.5 The supervisor for any off-site activities outside of North America is responsible for contacting the appropriate recommended health authority in Alberta to determine immunization for supervisors and students for travel to the area.
- 6.6 All students participating in international trips must have their vaccinations up to date as recommended by the health authority. Students are to submit copies of these records to the teacher in charge. Upon return, the copies will be returned to the student.
- 6.7 Adequate travel and health insurance must be obtained for each participant, including supervisors.
  - 6.7.1 Cancellation insurance is strongly encouraged.

### **7. Activity Duration and Substitute Costs**

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

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

### 8. Activity Duration and Substitute Costs

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

### 9. Parent Permission

- 9.1 Parents/Guardians must be informed in writing of the following information about off-site activities (see “*Parent/Guardian Consent/Risk Acknowledgement Form*” **attachment F**)
- (a) the purpose and educational objectives of the off-site activity;
  - (b) the name of the teacher-in-charge and a contact telephone number;
  - (c) the date(s) of the trip;
  - (d) the destination and, where possible, a map of the area;
  - (e) a detailed itinerary, setting out the general nature and number of activities;
  - (f) departure and return times;
  - (g) mode of transportation;
  - (h) financial arrangements;
  - (i) safety precautions;
  - (j) level of supervision;
  - (k) the date of the parent meeting, if one is being held;
  - (l) any risks associated with the activity, [including official government travel advisories \(official information and advice from the Government of Canada on situations that may affect their safety and well-being abroad\)](#);
  - (m) a reminder that parents or guardians must inform the teacher-in-charge about any relevant medical conditions of the student including proof of immunization, if required (individuals in charge should be aware of students with Policy IHCD: Medication to Students/Medical Conditions including attachment A: Medical Management Plan);
  - (n) emergency procedures to be followed in the event of injury, illness or unusual circumstances;
  - (o) the need for additional medical coverage for out-of-province or out-of-country trips;
  - (p) any other relevant information about the trip which may influence the parent’s or guardian’s decision to withhold permission, such as a controversial museum exhibit; and
  - (q) the standard of conduct expected of students and that a student may be sent home from activities at parent’s expense if the behavior of the student is unacceptable.
  - (r) [Parents must be informed that](#)
    - (r.1) [the superintendent reserves the right to cancel, and end trips early if the superintendent feels the risks are too great.](#)
    - (r.2) [the jurisdiction does not accept responsibility for any lost travel deposits or costs due to cancelled trips by either the jurisdiction or third party travel company for events beyond its control, including but not limited to instability in a destination country, acts of God, war \(whether declared or undeclared\), terrorist activities, incidents of violence, public health issues or quarantine, strikes, government restrictions, fire or severe weather conditions that make it impossible or unreasonable to conduct the trip.](#)
- 9.2 One permission form is acceptable for a series of off-site activities or a number of distinct activities within the community, as long as all activities meet the requirements of 8.1 above and parents are notified of the activity within a reasonable time prior to the activity taking place.
- 9.3 When an off-site activity includes students from two or more schools:
- (a) the principal of each school involved must approve the participation of their students; and
  - (b) students from all the schools are accountable to the teacher-in-charge.

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

**10. Student’s Responsibility**

Each student participating in an off-site activity must:

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

**11. Volunteers**

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

11.2. Volunteers must:

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

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



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

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

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

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

<ul style="list-style-type: none"> <li>American gladiator style events</li> <li>Auto racing</li> <li>Boxing</li> <li>Bungee jumping</li> <li>Canoeing in moving water greater than grade 2 rapids</li> <li>Caving</li> <li>Demolition derbies</li> <li>Drag racing</li> <li>Dunk tanks</li> <li>Gymnastics (Aerial)</li> <li>High Platform Diving (i.e. Max Bell)</li> <li>Hiking in hazardous areas, such as W. Coast Trail</li> <li>Horse jumping</li> <li>Hot air ballooning</li> <li>Ice climbing</li> </ul>	<ul style="list-style-type: none"> <li>Luge above the tourist start at Canada Olympic Park</li> <li>Mechanical bull riding, or simulated mechanical rodeo events</li> <li>Motorcross (BMX racing)</li> <li>Motorcycling of any nature</li> <li>Motorized watercraft (except commercial craft)</li> <li>Mountain biking Jumping</li> <li style="color: blue;">Downhill Mountain biking (lift access, black diamond cross country, or if can’t ride up)</li> <li style="color: blue;">Mountain/Rock climbing (outside top rope or lead climbing)</li> <li>Open water swimming where unable to touch the bottom and still breath</li> <li>Orbing/Zorbing (human hamster ball)</li> <li>Paintball, or war games</li> </ul>	<ul style="list-style-type: none"> <li>Racing of motorized watercraft</li> <li>Rifle ranges or firearm activities</li> <li>Rodeos</li> <li>Scuba diving in open water</li> <li>Skydiving</li> <li>Snowmobiling of any nature</li> <li>Tobogganing, tubing, crazy carpet, bobsledding, and sledding on a slope of greater than five meters height or with an incline greater than 35 degrees</li> <li>Trampoline (raised or with more than 1 student)</li> <li>Water Skiing</li> <li>Winter biathlon with live ammunition</li> <li style="color: blue;">White water rafting in moving water greater than grade 2 rapids</li> <li>Ziplining</li> </ul>
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**Policy HICA Attachment B: Risk level and destination classification: Planning guide**

	Low Risk/Green • Day trip & In Province	Low Risk/Green • Day trip out of province	Low Risk/Green • 1 overnight or • 2 overnight (school competition) & • In province	Low Risk/Green • 1 overnight or • 2 overnight (school competition) & • Out-of-province	Low Risk/Green • More than 1 overnight or • More than 2 overnight (school competition) & • In province	Low Risk/Green • More than 1 overnight or • More than 2 overnight (school competition) & • Out of province	Moderate Risk/Amber • Day trip & • In or out of province	Moderate Risk/Amber • 1 overnight or • 2 overnight (school competition) & • In or out-of-province	Moderate Risk/Amber • More than 1 overnight or • More than 2 overnight (school competition) & • In or out of province	High Risk (Red)	International Trips
<b>Age Levels:</b>											
ECS/Elem	✓	X	✓	X	✓	X	✓	X	X	X	X
Jr/Middle	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X
High	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X
<b>Approval required: (note: principal/superintendent approval is required in principle prior to communicating with students or parents)</b>											
Principal	✓		✓								
Superintendent		✓		✓	✓	✓	✓	✓	✓	✓	✓
<b>Supervision required:</b>											
ECS	one adult to 5 students										
Elem	• grades 1 to 3, one adult / 8 students; • grades 4 to 6, one adult / 10 students		• grades 1 to 3, one adult / 8 students; • grades 4 to 6, one adult / 10 students		• grades 1 to 3, one adult / 8 students; • grades 4 to 6, one adult / 10 students		• grades 1 to 3, one adult / 5 students; • grades 4 to 6, one adult per 8 students				
Jr/Middle	one adult / 10 students						one adult / 8 students				
High	one adult / 15 students						one adult / 10 students				one adult / 10 students
<b>Required Forms</b>											
Detailed Itinerary		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Parent Correspondence	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Field Trip Approval Form (attachment C or D)	Optional, verbal approval acceptable	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Field Trip Approval Checklist (part of attachment D – required))		✓		✓		✓		✓		✓	
Teacher/Leader Qualifications Assessment Form (attachment E: Required for moderate risk/Amber activities)							✓	✓	✓		✓
Parent/Guardian Consent (attachment F part A)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Parent/Guardian Consent/Risk Acknowledgement Form (attachment F part B)							✓	✓	✓		
Volunteer Registration Form (Policy GFA)	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Volunteer Police Info Check and Child Welfare Check			✓	✓	✓	✓		✓	✓		✓
Volunteer Consent/Risk Acknowledgement Form (attachment G)							✓	✓	✓		✓ (if amber activities)
Volunteer Medical Information Form (attachment H)		✓	✓	✓	✓	✓	✓	✓	✓		✓
Volunteer Automobile and/or Driver Authorization Form (attachment B policy EEACAA)	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Parent/Guardian Responsibility of Student Transportation (attachment A policy EEACAA)	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
International Field Planning Guide (attachment I)											✓
Application Lead Time	One week		One month				Two months				Three months



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

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

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

<p>Parent Information: Describe the nature of communication provided to parents regarding the trip (attach appropriate documents):</p> <p><input type="checkbox"/> Parents/Guardians have been informed in writing of all required information about off-site activities as per section 8.1 of Policy HICA (check off to confirm)</p>
---

<p>Safety Guidelines</p> <p><input type="checkbox"/> I have reviewed and applied relevant board policies and the Safety Guidelines for Physical Activity in Alberta Schools (2008) – (check off to confirm)</p>
---

**Safety Plan**

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

1. Hazards or risks associated with activity:

2. Equipment or safety precautions taken:

3. Contingency Plan(s):

**Supervision Plan**

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

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

**Emergency Plan (If Needed):**

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

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

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

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

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

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

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





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

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

**Insurance**

Flight/travel cancellation     Yes     No     NA    Company \_\_\_\_\_  
Trip cancellation                 Yes     No     NA    Company \_\_\_\_\_  
Medical services                  Yes     No     NA    Company \_\_\_\_\_

**Safety Plan (for Moderate/Amber activities only)**

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

- 1. Hazards or risks associated with activity:
  
  
  
  
  
  
  
  
  
  
- 2. Equipment or safety precautions taken:
  
  
  
  
  
  
  
  
  
  
- 3. Contingency Plan(s):

**Supervision Plan**

- 1. Identify the roles and responsibilities of supervisors (e.g., large and/or small group supervision, group management, discipline, night checks, activity instruction, other):
  
  
  
  
  
  
  
  
  
  
- 2. When and how will volunteers be briefed regarding their roles, responsibilities, and expectations:

**Emergency Plan (If Needed):**

- 1. What is the level of First Aid training within the group? (i.e., number of people with each relevant certification, who is the primary First Aider)
  
  
  
  
  
  
  
  
  
  
- 2. First Aid, survival and repair kits (as appropriate) are stocked and accessible:     Yes                     NA
  
  
  
  
  
  
  
  
  
  
- 3. What steps will be followed if a participant is ill or has a non-life threatening injury?
  
  
  
  
  
  
  
  
  
  
- 4. How will emergency services (police, fire, ambulance, search and rescue) be activated if needed in the area?

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

***Important Notes:***

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



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

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

This form MUST be attached to the Field Trip Proposal Form

✓ = Met

X = Not Met

? = Need More Information

**Check off if criteria are met**

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

**Comments:**

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



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

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

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

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

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

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



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

**SCHOOL NAME:** \_\_\_\_\_

To the Parent(s)/Guardian(s) of: \_\_\_\_\_

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

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

**PROGRAM/ACTIVITY INFORMATION**

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

\_\_\_\_\_

DATE(S) \_\_\_\_\_

Schedule Attached

TEACHER/COACH/LEADER-IN-CHARGE: \_\_\_\_\_

PHONE (w): \_\_\_\_\_ EMAIL: \_\_\_\_\_

MODE OF TRANSPORTATION: \_\_\_\_\_ By: \_\_\_\_\_

**BOARD RESPONSIBILITIES**

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

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

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

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

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

**STUDENT RESPONSIBILITIES**

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

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

Student Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_

Alberta Health Care Number (9-Digits) \_\_\_\_\_

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

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

\_\_\_\_\_

\_\_\_\_\_

Reaction(s) to above? \_\_\_\_\_

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

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

**Emergency Contacts:**

Name: \_\_\_\_\_ Phone: (H) \_\_\_\_\_ (W) \_\_\_\_\_ (C) \_\_\_\_\_

Name: \_\_\_\_\_ Phone: (H) \_\_\_\_\_ (W) \_\_\_\_\_ (C) \_\_\_\_\_

\_\_\_\_\_  
*Parent/Guardian's Name (please print)*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Parent/Guardian's Signature*



## HORIZON SCHOOL DIVISION NO. 67

Policy Code: HICA Attachment F

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

#### **ELEMENTS OF RISK AND CONSENT AND ACKNOWLEDGMENT OF RISK**

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

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

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



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

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

[As a parent/guardian](#) I hereby acknowledge that I have read foregoing and that any questions I may have had have been explained to me by the school. I further acknowledge that I understand the foregoing and do hereby acknowledge, approve, and consent as described herein.

[I hereby acknowledge that I have received and fully understand the information relative to the proposed trip. As part of this information package I fully understand the itinerary, the destination points, the accommodation arrangements and the travel structures. I have also been informed as to any trip advisories by the Canadian government and how that may impact the trip.](#)

[I fully understand and have considered all security concerns around this proposed trip.](#)

[I have also received and fully understand the information and financial impact around cancellation procedures relative to this trip. I also accept that I will face some financial costs in the event of a cancelation or my decision to cancel my participation in the event.](#)

[In accord with all of the information provided to me I wish to continue my participation in the trip and will affix my signature to this document to confirm that position.](#)

I hereby agree that \_\_\_\_\_ (student name) has my/our permission to participate in the Activity.

\_\_\_\_\_  
*Parent/Guardian's Name and Signature*

\_\_\_\_\_  
*Witness*

\_\_\_\_\_  
*Parent/Guardian's Name and Signature*

\_\_\_\_\_  
*Witness*

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

\_\_\_\_\_  
*Student's Name and Signature*

\_\_\_\_\_  
*Witness*

SIGNED at \_\_\_\_\_, Alberta this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

#### Notes:

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



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

VOLUNTEER NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

**1. Select either (i) or (ii)**

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

\_\_\_\_\_

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

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

\_\_\_\_\_

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

**2. Expectations for Volunteers**

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

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

**Consent and Acknowledgement of Risk**

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

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

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

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

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

**Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

**Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

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



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

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

**MUST BE COMPLETED**

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

Birth Date: \_\_\_\_\_ Allergies: \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

Medications Taken (Name, Reason, Dosage) \_\_\_\_\_

\_\_\_\_\_

List Triggers that could activate medical condition \_\_\_\_\_

\_\_\_\_\_

Medical Treatment Restrictions (if any) eg. Blood Transfusions \_\_\_\_\_

\_\_\_\_\_

Dietary Restrictions (if any) \_\_\_\_\_

\_\_\_\_\_

Other Concerns \_\_\_\_\_

Emergency Contacts: 1) \_\_\_\_\_ Phone (H) \_\_\_\_\_ (W) \_\_\_\_\_ (C) \_\_\_\_\_

2) \_\_\_\_\_ Phone (H) \_\_\_\_\_ (W) \_\_\_\_\_ (C) \_\_\_\_\_

I understand and consent to the above as described herein:

Date: \_\_\_\_\_ Name: \_\_\_\_\_ Signature: \_\_\_\_\_

*(Please Print)*

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



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

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

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

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

• Has all the information regarding the various locations to be visited been obtained?  Yes  No  
If no, provide comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

• If applicable, have local sources been contacted for the local perspective on the location or activities?  Yes  No  
If no, provide comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

• Is a local guide appropriate under the circumstances?  Yes  No  
If no, provide comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

• Have passports been obtained for students?  Yes  No  
If no, provide comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

• Who is responsible for passports once students arrive at their destination?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

• Has informed consent forms been obtained from parents?  Yes  No  
If no, provide comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

• Have appropriate insurance requirements been met?  Yes  No  
If no, provide comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

• What are the sleeping arrangements?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## HORIZON SCHOOL DIVISION NO. 67

Policy Code: HICA Attachment J

(SAMPLE)

### *Elements of Risk and Student Responsibilities (Attachment to Off-Site Activity(ies) and "Acknowledgement of Risk" Consent Form*



#### **PROGRAM: Football**

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

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

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

**HORIZON SCHOOL DIVISION  
Policy Code HICA  
Attachment 7**

**SAFETY PLAN REQUIREMENTS FOR DOWNHILL SKIING AND SNOWBOARDING  
(Suitable for Grades 4-12)**

---

**IN ADDITION TO THE SAFETY PLAN REQUIREMENTS SPECIFIC TO SKIING, THE SAFETY PLAN MUST CONSIDER GUIDELINES FOR THE FOLLOWING:**

**Supervision**

**A. Hill Bottom Supervisor(s):**

There must be at least two supervisors who remain at the hill bottom for the purpose of:

- a) Supervising any students who may be taking a break or can no longer ski
- b) Responding to any emergent situation that may require phone calls or transportation

**ONE OF THE BOTTOM HILL SUPERVISORS MUST HAVE EMERGENCY FIRST AID**

**B. On Hill Supervisors**

All students must ski under the direct supervision of one of the adult supervisors on the hill. Students should be clustered in close-ability groups with a supervisor that can ski at that level. It is understood that there may be variance in time to complete a run, but the group must meet at the hill bottom after each run before proceeding to the lift for another run.

**Suggested Guidelines for On-Hill Groups:**

- 1:10 ratio (grades 4-6) of certified instructors/supervisors to students
- 1:10 ratio (grades 7-9) of certified instructors/supervisors to students
- 1:15 ratio (grades 10-12) of certified instructors/supervisors to students
- Supervisors' duties should be clearly outlined (e.g. skiing with the assigned group each run)
- Teacher/instructor must postpone activity if there is an indication of inclement weather severe enough to put student safety at risk

**Instructional Considerations**

**PRIOR TO THE DAY OF THE EVENT:**

- Students must become familiar with the Alpine Responsibility Code and "School Trip Safety Guidelines" (attached)
- Students must be informed of the ski area boundaries. Anyone caught skiing outside of the skiing/snowboarding boundaries will immediately have their lift ticket revoked by the ski patrol.
- Students must be taught the importance of skiing/snowboarding in control at all times
- Long hair must be tied back or tucked in. Loose articles of clothing such as scarves, long hats or toggles should be removed or tucked in
- Students are strictly prohibited from engaging in hot-dogging or jumping activities
- All students should be grouped appropriately (according to ability) and must participate in a lesson
- Students must ski in areas identified as appropriate by the qualified ski instructor
- Students will be informed that black diamond runs are strictly prohibited for school ski trips, regardless of ability.

**Equipment/Facilities**

- Bindings must meet with current approved guidelines (in working order and set to the proper tension according to ability)
- Students must use snowboards, skis and poles of the proper length and in good condition
- Boots and bindings must be thoroughly compatible
- Students must wear approved ski/snowboard helmets – No Exceptions!
- Only commercially operated ski facilities with professional instructors will be used



# ALPINE RESPONSIBILITY CODE



THERE ARE ELEMENTS OF RISK THAT COMMON SENSE AND PERSONAL AWARENESS CAN HELP REDUCE. REGARDLESS OF HOW YOU DECIDE TO USE THE SLOPES, ALWAYS SHOW COURTESY TO OTHERS. PLEASE ADHERE TO THE CODE LISTED BELOW AND SHARE WITH OTHERS THE RESPONSIBILITY FOR A SAFE OUTDOOR EXPERIENCE.

- 1** *Always stay in control. You must be able to stop, or avoid other people or objects.*
- 2** *People ahead of you have the right-of-way. It is your responsibility to avoid them.*
- 3** *Do not stop where you obstruct a trail or are not visible from above.*
- 4** *Before starting downhill or merging onto a trail, look uphill and yield to others.*
- 5** *If you are involved in or witness a collision or accident, you must remain at the scene and identify yourself to the Ski Patrol.*
- 6** *Always use proper devices to help prevent runaway equipment.*
- 7** *Observe and obey all posted signs and warnings.*
- 8** *Keep off closed trails and closed areas.*
- 9** *You must not use lifts or terrain if your ability is impaired through use of alcohol or drugs.*
- 10** *You must have sufficient physical dexterity, ability and knowledge to safely load, ride and unload lifts. If in doubt, ask the lift attendant.*

**Know the Code - Be Safety Conscious  
It is Your Responsibility**



# SCHOOL TRIP SAFETY GUIDELINES



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# FOREWORD

This School Trip Safety Guidelines booklet has been prepared by the Canada West Ski Areas Association as an information piece to be distributed to students prior to a school-organized ski trip.

The information contained here should be used as a tool for all students and teachers to prepare themselves for a visit to a ski area. They should study this material and be familiar with all ski area signage such as levels of difficulty for trails and terrain parks, caution and warning signs, as well as lift loading and unloading. Students should also be aware of expected skier/rider etiquette, proper clothing to wear and what to do if someone gets hurt.

It is our goal to inform all students of what to expect at a ski area and how to ski or ride as safely as possible.

**Canada West Ski Areas Association Members recommend wearing helmets for skiing and riding. Skiers and snowboarders are encouraged to educate themselves on the benefits and limitations of helmet usage. The primary safety consideration, and obligation under the *Alpine Responsibility Code*, is to ski and ride in a controlled and responsible manner.**

## SUGGESTED GUIDELINES FOR SCHOOL SKI TRIP ARRANGEMENTS

Arrangements between the ski area and the individual school may vary according to local requirements. Some points of guidance are set out below:

- ❖ **School Safety Visits:** Safety Visits are an important part of the Schools Program. A ski area/resort representative will normally visit local schools in advance of their visit to the chosen ski area/resort and show the safety video *Respect!*, discuss questions like ability levels, clothing, lessons and other area visit issues.
- ❖ **School Group Arrival:** Once the school group arrives, everyone is requested to remain on the bus to allow a patroller to revisit safety topics, especially the *Alpine Responsibility Code*.

- ❖ **Helmet & Wrist Guard Option:** Many ski areas/resorts offer complimentary helmets/wrist guards to school groups in lesson programs. Others will have helmets/wrist guards available for rent or sale.
- ❖ **Teacher/Chaperone Lift Access:** Many ski areas/resorts are pleased to offer a complimentary chaperone lift ticket as an incentive for schools and groups over 20 participants. In many areas, for every five students attending, one complimentary lift ticket will be provided.
- ❖ **Equipment/Lesson Groups:** Ski area staff and chaperones will escort students to rental and lesson area to pick up their equipment and go to the lesson. It is recommended that the group organizer assigns five to ten students per chaperone and for the chaperone to keep a list of those assigned students. It is advised that your chaperones know how to ski or snowboard to the ability level of the students. They are responsible for knowing where the students are at all times.
- ❖ **Mandatory Lesson Attendance:** When the chaperone delivers their students to the lesson area, it is recommended that they pass their list on to the Groups Supervisor so that he/she can check that all of the students have arrived at the lesson meeting area. During the lesson period, chaperones are welcome to join of the lessons and benefit from the tips offered.
- ❖ **Students Returned to Chaperone:** When the chaperone picks up their assigned students after the lesson, the Group Supervisor will also check that all students have been collected and return the list of names to the chaperones.

# INTRODUCTION

Skiing and snowboarding are two of the most popular winter sports for enthusiasts of all ages. Whether you are just a beginner or an expert, a skier or a rider (snowboarder), a day on the slopes is very exciting. It can also be intimidating for anyone who is just learning. This booklet will guide you through some of the key areas of preparing yourself for your trip to a ski area.

There are many things to remember when preparing for your school trip. While the day will be fun, there are also some rules that must be followed. The rules are in place for a reason, primarily safety of yourself and others. The ski area staff wants you to enjoy yourself, and also want you to be safe. Make sure you read this booklet to learn about mountain etiquette, safety tips, and important mountain signage.

Upon arrival, mountain staff will be on hand to assist you with all aspects of your ski trip including equipment rentals, lift tickets, lessons, and general instructions. If you require assistance, look for a staff member of the ski area, and follow the directions provided.

Once you are on the slopes, always be aware of fellow skiers and riders in order to avoid collisions. Know your limits. All runs, as well as the terrain park, are marked with the level of expertise required. Don't bow to peer pressure and attempt a run or jump that is beyond your ability. Make sure you know what expertise level the run is marked for and only go into the areas that are within your ability.

Remember that **respect** is key at the ski area - **for the mountain**, your teacher and fellow students, mountain staff and other skiers/riders.

We hope that you will have a safe and wonderful school ski trip!



# WHAT TO WEAR

Skiers/Riders must be prepared for all types of weather when on the slopes, from mild spring days to blustery, winter cold. When dressing for your ski trip, keep the following in mind:

- × Cold weather clothing should keep the wearer dry and warm, not hot. In other words, keep the heat in, and the snow and wind out.
- × Layering works best, either a few thick, warm layers, or many thin layers. The outside layer should always be water/wind proof.
- × An example of suitable clothing would be a turtleneck, a wool/fleece sweater, and a conventional ski jacket. An alternative would be to add more inside layers and wear a lightweight shell as the outside layer. Suitable outside layers include breathable nylon jackets and pants, running suits, ski/ suits, and powder suits. These options cut the wind and allow snow to be easily brushed off.
- × Jeans, sweat pants, cotton or wool worn as an outer layer will pick up snow and leave the skier/rider wet and cold. Sweat pants and long underwear can be layered under a water/wind proof outer layer.
- × Headgear is a must, whether in the form of a woolen hat or helmet, as most body heat is lost through the head. Avoid anything with long tassels or pompoms that could get caught in the ski lift.
- × Neck tubes are preferred over scarves as they are worn inside clothing therefore avoiding any chance of catching on the ski lift. If a scarf is worn, it should always be tucked inside clothing.
- × A warm pair of gloves or mittens is essential. In general, mittens keep hands warmer than gloves, however either one should always have a synthetic or leather outer shell for protection from snow and abrasions.
- × Goggles or sunglasses protect the eyes from sun, wind, and blowing snow. Be aware of the weather conditions when choosing appropriate eyewear. Goggles are the best choice in blowing, winter conditions.
- × Ski/snowboard boots should be worn with a single pair of good fitting, comfortable wool or synthetic socks that are not too thick. Too many socks stuffed into boots can cut the circulation and increase the chance of cold feet.

# LIDS ON KIDS

## Helmet Safety Program

**DID YOU KNOW?**

**A helmet is an important safety consideration.**

**Use your head.**

**Educate yourself about helmet use.**



There is no substitute for responsible behavior on the slopes. Follow the "Alpine Responsibility Code," and consider wearing a helmet. It's a smart idea.

For more information, go to [www.lidsonkids.org](http://www.lidsonkids.org) or visit a ski area's retail shop.



The National Ski Areas Association and Canada West Ski Areas Association recommends that parents, skiers and snowboarders educate themselves about the benefits and limitations of helmets and make informed choices for themselves and their children. Remember, each skier's or snowboarder's behavior has as much or more to do with their safety as does any piece of safety equipment. Always ski and ride responsibly.

### KNOWLEDGE FOR YOUR NOGGIN

**\* Will I be safer wearing a helmet?**

Snowsports helmets can make a difference in reducing or preventing head injuries and a lot of skiers and snowboarders today are choosing to wear them. However, helmets do have limits and users need to be aware of them.

**\* Why are helmets becoming so popular?**

In addition to offering an added degree of protection, snowsports helmets are now designed to be lightweight, comfortable, warm and fashionable.

**\* Are there helmets specifically designed for snowsports?**

Yes, snowsports helmets are insulated for cold weather and provide better coverage and impact protection than other sport helmets such as bicycle helmets. Be sure the helmet you choose meets the current snowsports helmet design standards.

**\* What are some tips to assist me if I decide to buy a helmet?**

The most important consideration is fit. A properly fitted helmet should be snug and not obscure vision or hearing. Your local ski shop can help you identify the best brand for your head shape and confirm a proper fit.

**\* Where can I get more information about helmets?**

Call or visit your local ski and snowboard shop or visit a helmet manufacturer's website or go to [www.lidsonkids.org](http://www.lidsonkids.org)



# WHAT TO EXPECT

## Upon Arrival at the Ski Area

Ski area staff are on-site to assist with all aspects of a school group. They will provide details of how the school trip will progress. Each ski area has a designed system, which will process school groups as efficiently as possible. This includes ensuring that students receive appropriate rental equipment, proper lift tickets, and ski/ride lessons. It is important that everyone listen carefully to the information the mountain staff provides and follows their directions.

### **Lift Tickets:**

All skiers/riders require a lift ticket prior to getting onto the ski lift. A lift ticket allows access to the ski area runs, however there is a responsibility, which comes with it. By wearing a lift ticket the skier/rider is agreeing to the restrictions of the mountain and takes on the responsibility of respecting the rights of all other skiers and riders

A lift ticket will be issued for the day or days you are skiing/riding. These dates will be printed on the front of the ticket. On the reverse of the ticket is the Exclusion of Liability. The ski area requests that everyone accepting a lift ticket with the intent to use it read this information.

The Exclusion of Liability conditions are also found on a sign at the Lift Ticket window at the ski area. Everyone who purchases a lift ticket should be aware of these conditions and realize that they are accepting responsibility for their own safety.

Samples of the Exclusion of Liability Ticket Window Sign and the Lift Ticket itself are found on the following page. Please read the terms carefully and make sure you understand the responsibility that comes with the purchase and wearing of the lift ticket.

## Lift Ticket Window Sign – Exclusion of Liability

This sign is posted at the Lift Ticket Window and is to be read prior to purchasing a lift ticket.



**NOTICE TO ALL SKIERS, SNOWBOARDERS & LIFT PASSENGERS  
EXCLUSION OF LIABILITY - ASSUMPTION OF RISK - JURISDICTION  
THESE CONDITIONS WILL AFFECT YOUR LEGAL RIGHTS  
PLEASE READ CAREFULLY**

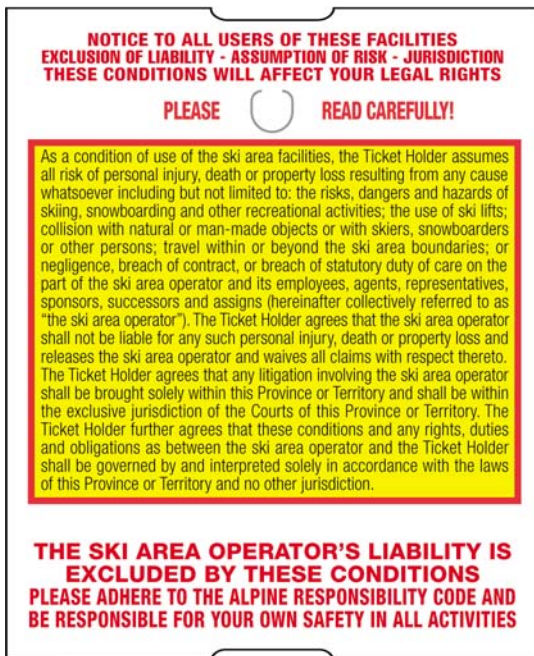
As a condition of use of the ski area facilities, the Ticket Holder assumes all risk of personal injury, death or property loss resulting from any cause whatsoever including but not limited to: the risks, dangers and hazards of skiing, snowboarding and other recreational activities; the use of ski lifts; collision with natural or man-made objects or with skiers, snowboarders or other persons; travel within or beyond the ski area

boundaries; or negligence, breach of contract, or breach of statutory duty of care on the part of the ski area operator and its employees, agents, representatives, sponsors, successors and assigns (hereinafter collectively referred to as "the ski area operator"). The Ticket Holder agrees that the ski area operator shall not be liable for any such personal injury, death or property loss and releases the ski area operator and waives all claims with respect thereto. The Ticket Holder agrees that any litigation involving the ski area operator shall be brought solely within this Province or Territory and shall be within the exclusive jurisdiction of the Courts of this Province or Territory. The Ticket Holder further agrees that these conditions and any rights, duties and obligations as between the ski area operator and the Ticket Holder shall be governed by and interpreted solely in accordance with the laws of this Province or Territory and no other jurisdiction.

**THE SKI AREA OPERATOR'S LIABILITY IS EXCLUDED BY THESE CONDITIONS  
PLEASE ADHERE TO THE ALPINE RESPONSIBILITY CODE AND BE  
RESPONSIBLE FOR YOUR OWN SAFETY IN ALL ACTIVITIES**

## REVERSE OF A LIFT TICKET - EXCLUSION OF LIABILITY

This is a sample of the reverse of a lift ticket. By wearing this ticket you are agreeing to the conditions as listed.



**NOTICE TO USERS OF THESE FACILITIES  
EXCLUSION OF LIABILITY - ASSUMPTION OF RISK -  
JURISDICTION  
THESE CONDITIONS WILL AFFECT YOUR LEGAL RIGHTS  
PLEASE READ CAREFULLY**

As a condition of use of the ski area facilities, the Ticket Holder assumes all risk of personal injury, death or property loss resulting from any cause whatsoever including but not limited to: the risks, dangers and hazards of skiing, snowboarding and other recreational activities; the use of ski lifts; collision with natural or man-made objects or with skiers, snowboarders or other persons; travel within or beyond the ski

area boundaries; or negligence, breach of contract, or breach of statutory duty of care on the part of the ski area operator and its employees, agents, representatives, sponsors, successors and assigns (hereinafter collectively referred to as "the ski area operator"). The Ticket Holder agrees that the ski area operator shall not be liable for any such personal injury, death or property loss and releases the ski area operator and waives all claims with respect thereto. The Ticket Holder agrees that any litigation involving the ski area operator shall be brought solely within this Province or Territory and shall be within the exclusive jurisdiction of the Courts of this Province or Territory. The Ticket Holder further agrees that these conditions and any rights, duties and obligations as between the ski area operator and the Ticket Holder shall be governed by and interpreted solely in accordance with the laws of this Province or Territory and no other jurisdiction.


**THE SKI AREA OPERATOR'S LIABILITY IS EXCLUDED BY THESE  
CONDITIONS  
PLEASE ADHERE TO THE ALPINE RESPONSIBILITY CODE AND  
BE RESPONSIBLE FOR YOUR OWN SAFETY IN ALL ACTIVITIES**

## On the Hill

A school trip to a ski area is exciting and fun, however, there are certain rules that must be followed. These rules are detailed in the Alpine Responsibility Code. This code of conduct for skiers/riders has been widely publicized and accepted in both Canada and the United States for a number of years. The goal of the Alpine Responsibility Code is to assist in the prevention of accidents and in the creation of a safer and more pleasant skiing environment.

**The Alpine Responsibility Code contains very important information, and all participants should review it closely. It is detailed on the following page:**


# ALPINE RESPONSIBILITY CODE



THERE ARE ELEMENTS OF RISK THAT COMMON SENSE AND PERSONAL AWARENESS CAN HELP REDUCE. REGARDLESS OF HOW YOU DECIDE TO USE THE SLOPES, ALWAYS SHOW COURTESY TO OTHERS. PLEASE ADHERE TO THE CODE LISTED BELOW AND SHARE WITH OTHERS THE RESPONSIBILITY FOR A SAFE OUTDOOR EXPERIENCE.

<p><b>1</b> Always stay in control. You must be able to stop, or avoid other people or objects.</p> <p><b>2</b> People ahead of you have the right-of-way. It is your responsibility to avoid them.</p> <p><b>3</b> Do not stop where you obstruct a trail or are not visible from above.</p> <p><b>4</b> Before starting downhill or merging onto a trail, look uphill and yield to others.</p> <p><b>5</b> If you are involved in or witness a collision or accident, you must remain at the scene and identify yourself to the Ski Patrol.</p>	<p><b>6</b> Always use proper devices to help prevent runaway equipment.</p> <p><b>7</b> Observe and obey all posted signs and warnings.</p> <p><b>8</b> Keep off closed trails and closed areas.</p> <p><b>9</b> You must not use lifts or terrain if your ability is impaired through use of alcohol or drugs.</p> <p><b>10</b> You must have sufficient physical dexterity, ability and knowledge to safely load, ride and unload lifts. If in doubt, ask the lift attendant.</p>
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**Know the Code - Be Safety Conscious  
It is Your Responsibility**



## **Alpine Responsibility Code:**

***1. Always stay in control. You must be able to stop, or avoid other people or objects.***

The number of skiers/riders on the slopes is increasing as a result of the sports' growing popularity and higher lift capacities. As a result, control is more important than ever. Control means being able to avoid a collision or accident, as well as being safe if another skier/rider falls close to you, or if there is a sudden change in the terrain. Ski or ride defensively. Always be prepared for the unexpected. Be aware of where others are on the run and ski/ride under control so that stopping and/or avoiding collisions can be easily done.

***2. People ahead of you have the right-of-way. It is your responsibility to avoid them.***

A skier/rider's path or line is determined by watching others movements and anticipating their direction changes. Uphill skiers/riders must avoid the person downhill and never ski or ride close enough to that person to scare them or make them lose their concentration and control. Many riders experience a "blind side", so it is important to always be aware of what the skier/rider in front or alongside of you is doing.

Novice skiers/riders tend to make wider, less predictable turns and will sometimes traverse from one side of the run to the other. Downhill skiers/riders have the right of way, however they should not shoot across the hill without warning, or cut off other skiers/riders. Always be in control. If you have stopped on a slope, always check uphill before starting again to avoid interfering with others.

***3. Do not stop where you obstruct a trail or are not visible from above.***

When stopping on a slope, skiers/riders should take a quick glance to consider the general pattern of skier/rider traffic. It is usually best to stop at the side of the trail, in view, but out of the way of oncoming skiers/riders. Keep in mind that you will want to be seen by others coming down the slope, but not in a spot that will cause the oncoming skier/rider difficulty in stopping or changing direction to avoid you.

## **Alpine Responsibility Code (cont'd):**

### ***4. Before starting downhill or merging onto a trail, look uphill and yield to others.***

It is the responsibility of the skier/boarder who is starting downhill or merging onto a trail to yield to those who are already on the trail. If you have stopped on a trail and are about to resume, always look uphill to make sure that you do not move out in front of another skier or boarder. When entering a trail, check for other skiers/boarders in order to avoid colliding with someone who is already on the trail.

### ***5. If you are involved in or witness a collision or accident, you must remain at the scene and identify yourself to the Ski Patrol.***

As with all collisions or accidents, it is important to know the details and to establish the cause of the accident. Once the Ski Patrol arrives, they will take control at the accident scene. Witnesses will be asked to provide any information they may have to the patrollers, and may be asked to help control the public. Offer to help in any way possible, however if your assistance is not required, please leave the area so that the Ski Patrol can do their job.

### ***6. Always use proper devices to help control runaway equipment.***

A skier/rider must use a braking or retention system at all times. Ski brakes are recommended as the best and safest method of ski retention. Skis with broken or missing ski brakes are not allowed on a hill and must be replaced with a pair with functioning brakes. It is also mandatory that snowboards have a brake or retention device. Runaway skis or snowboards without proper braking systems can cause injury, even death. They can pick up enough speed and force to pierce car doors and injure passengers, hit people standing on a lodge balcony, or injure bystanders on the ground. Needless to say, they can do severe damage to anyone whether they are on the slope or not.

### ***7. Observe and obey all posted signs and warnings.***

Signs are posted for important reasons. There are directional signs, level of expertise signs, as well as warning signs. These signs must be obeyed at all times. Warning signs may be advising of a potential safety hazard. For everyone's safety and enjoyment, it is imperative that these signs are acknowledged and obeyed.

## **Alpine Responsibility Code (cont'd):**

### ***8. Keep off closed trails and closed areas.***

Ski trails and areas are closed for reasons. Runs are usually closed because of snow cover. Snow cover, which is too thin, presents danger from rocks or shrubs. If the snow is too deep, there is risk of an avalanche. Another reason for a run to be closed is if a race is taking place. In any case, a posted "closed" sign means "Do not enter!"

### ***9. You must not use lifts or terrain if your ability is impaired through use of alcohol or drugs.***

Judgment, coordination, and reaction times may all be impaired by the use of alcohol or drugs. This impairment can result in serious injury when on a ski slope. Remember to ski or ride responsibly at all times.

### ***10. You must have sufficient physical dexterity, ability, and knowledge to safely load, ride, and unload lifts. If in doubt, ask a lift attendant.***

There are a number of types of lifts ranging from rope tows, t-bars, and platter-pulls to multi-person chairlifts and gondolas. If you are unfamiliar with a particular style of lift, ask the attendant for assistance. Chairlifts are equipped with restraining devices that should always be pulled into position as soon as possible after sitting down.

***Tucking and jumping are the two activities that cause the most injuries. Speeding down a run in a tuck position or "catching air" in a jump can result in the skier/rider being out of control. Always ski or ride safely.***



# USING THE SKI LIFTS

## Enjoy A Safe Ride ~ Chairlift



# ENJOY A SAFE RIDE

### LOOK



**Secure**  
loose hair & clothes, remove  
backpacks & headsets

### LOAD



**Ask For Help**  
from the Lift Attendant  
if unsure

### LOWER



**Single Riders**  
sit in middle of the chair

### LIFT



**Remain Seated**  
do not bounce or swing  
chair

### STAND



**Raise Tips**  
on skis and boards when  
entering stations

### LEAVE



**Dropped Articles**  
ask Lift Attendant  
for help



07/04

# USING THE SKI LIFTS

## Enjoy A Safe Ride ~ Chairlift

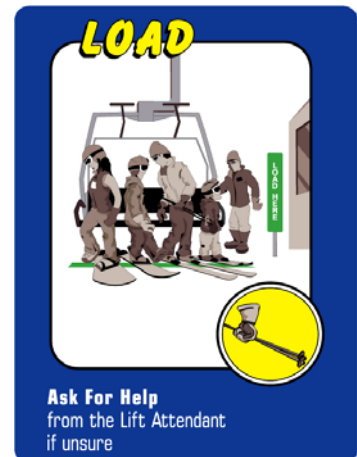
### LOOK

Observe your surroundings and watch for any potential trouble-spots. Move in an orderly fashion through the lift line making sure to obey instructions from the lift attendants and all information signs. Do not cross the **Wait Here** line until it is your turn to load. Secure loose hair and clothes, remove backpacks and headsets.



### LOAD

Once the skiers/riders in front of you are safely on the lift move into loading position at the **Load Here** sign. Ask for help from the lift attendant if you are unsure about the proper loading procedure. Remove pole straps from wrists and hold ski poles with pole tips facing forward. Small children should not ride the lift alone until they can properly do so.



### LOWER

Always lower the restraining device as soon as possible after sitting down. Make sure that all persons on the lift are aware that the safety bar is being lowered so that they may adjust the position of their ski poles if necessary. Remember to keep ski tips up and **never** swing or bounce the chairs. Single riders should sit in the middle of the chair.





# Enjoy A Safe Ride ~ Chairlift (cont'd)

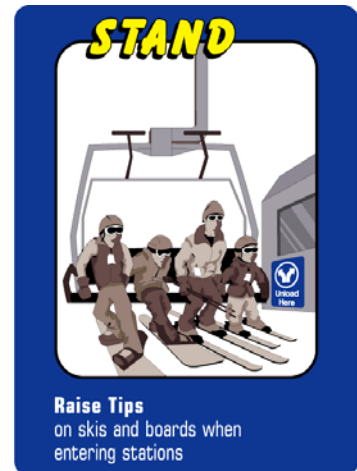
## LIFT

Near the top of the lift there will be information signs indicating that it is time to prepare to unload. At the "Raise the Restraining Device" sign the safety bar must be lifted. **Remain seated until the lift has reached the unloading area.** Make sure that no clothing or equipment is caught on the lift. Take note of the arrows on the Unload Here directional signs. These arrows indicate which way to go once unloading has taken place.



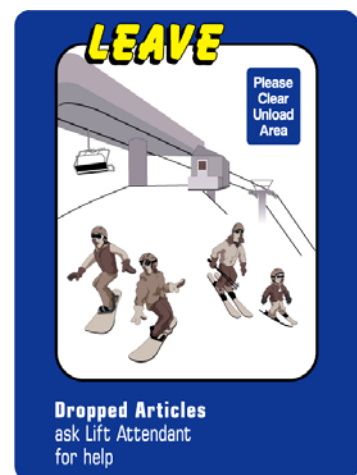
## STAND

Upon entering the unloading area make sure that ski and board tips are up. At the **Unload Here** sign stand up and move forward out of the path of the chair. Maintaining balance and control of equipment at this point is very important. Be careful not to collide with the person next to you. Remember that small children may require assistance with unloading.



## LEAVE

It is important that the unloading area is kept clear to avoid collisions with others who are getting off of the next chair. Immediately after unloading, move out of the Unload Area. Go in the direction that the arrows on the Unload Here signs indicate. Adjustments to snowboards and skis may be made only after moving out of the Unload Area. Ask the Lift Attendant for help with any articles that have been dropped from the lift.



# Enjoy A Safe T-Bar Ride

## ENJOY A SAFE T-BAR RIDE

SKIERS

<b>1 LOOK</b>   	<b>2 LOAD</b>   	<b>3 STAND</b>  
<b>4 RIDE</b>  	<b>5 UNLOAD</b>  	<b>6 LEAVE</b>  

SNOWBOARDERS

<b>1 LOOK</b>   	<b>2 LOAD</b>   	<b>3 STAND</b>  
<b>4 RIDE</b>  	<b>5 UNLOAD</b>  	<b>6 LEAVE</b>  



# Enjoy A Safe T-Bar Ride ~ Skiers

## LOOK

Observe your surroundings and watch for any potential trouble-spots. Secure loose hair and clothes, remove backpacks and headsets. Remove pole straps from wrists. Move in an orderly fashion through the lift line making sure to obey instructions from the lift attendants and all information signs. Do not cross the **Wait Here** line until it is your turn to load. Ask for help from the lift attendant if you are unsure about the proper loading procedure.

## LOAD

Once the skiers/riders in front of you are safely on the t-bar, move into loading position at the **Load Here** sign. Hold ski poles with pole tips facing forward.

Turn to face the lift attendant as he/she will be holding the t-bar and handing it to you. The t-bar should be placed high on the back of your thighs. Each skier should have their inside hand on the pole of the t-bar. A single skier should ride on one side of the t-bar. **A skier must never straddle the t-bar** as there is potential to be dragged in case of a fall. Small children should not ride the t-bar alone until they can properly do so.

## STAND

It is important to remain in a standing position for the entire time on the t-bar. **DO NOT SIT DOWN ON THE BAR!** The t-bar is not a chair and will not support your weight. The bar will apply continual pressure on the back of your thighs. This steady motion will pull you up the hill.

### 1 LOOK



### 2 LOAD



### 3 STAND





## Enjoy A Safe T-Bar Ride ~ Skiers (cont'd)

### RIDE

As the t-bar pulls you up the hill, keep skis parallel and facing forward. Remember to always keep one hand on the t-bar pole. Make sure you stay in the track as veering off may cause you to fall or the cable to derail and the lift to stop. If you fall, move off of the track immediately to avoid collision with the skiers behind.

### 4 RIDE



### UNLOAD

It is important when unloading that one skier remains in control of the t-bar. As you approach the Unloading area decide which skier will be responsible for the t-bar. This skier must hold onto the t-bar while the other skier exits. During the unloading, the skier who is not holding the t-bar must ski sideways away from the t-bar and track as quickly as possible. The skier holding the t-bar must make sure that the first skier is safely away from the bar prior to unloading himself.

### 5 UNLOAD



### LEAVE

Once the first skier is safely off of the t-bar and has skied away, the skier holding the bar removes it from behind his/her thighs and **gently** releases it. The t-bar should never be thrown as it may swing wildly causing an injury or a derailment. Skiers should make sure that they leave the unloading area as quickly as possible to make room for the next t-bar unload.

### 6 LEAVE



# Enjoy A Safe T-Bar Ride ~ Snowboarders

## LOOK

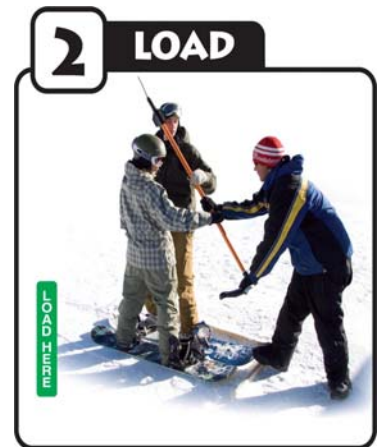
Observe your surroundings and watch for any potential trouble-spots. Secure loose hair and clothes, remove backpacks and headsets. Move in an orderly fashion through the lift line making sure to obey instructions from the lift attendants and all information signs. Do not cross the **Wait Here** line until it is your turn to load. Ask for help from the lift attendant if you are unsure about



## LOAD

Once the skiers/riders in front of you are safely on the t-bar move into loading position at the **Load Here** sign. Make sure that your back foot is out of the snowboard binding and placed on the back of your board.

Boarders should be facing each other as the t-bar pole will be placed between them. Turn towards the lift attendant as he/she will be holding the t-bar and handing it to you. The t-bar should be placed high on the thigh of your back leg. Each boarder should have their inside hand on the bar and their outside hand on the pole of the t-bar and should be facing in towards the t-bar pole. A single boarder should ride on one side of the t-bar. **A boarder must never straddle the t-bar** as there is potential to be dragged in case of a fall. Small children should not ride the t-bar alone until they can properly do so.



## STAND

It is important to remain in a standing position for the entire time on the t-bar. **DO NOT SIT DOWN ON THE BAR!** The t-bar is not a chair and will not support your weight. The bar will apply continual pressure on the back of your thigh. This steady motion will pull you up the hill.



## Enjoy A Safe T-Bar Ride ~ Snowboarders (cont'd)

### RIDE

As the t-bar pulls you up the hill, keep your board straight and facing forward. Remember to always have one hand on the t-bar pole and the other on the bar. Make sure you stay in the track as veering off may cause you to fall or the cable to derail and the lift to stop. If you fall, move off of the track immediately to avoid collision with the boarders/skiers behind.



### UNLOAD

It is important when unloading that one boarder remains in control of the t-bar. As you approach the Unloading area decide which boarder will be responsible for the t-bar. This boarder must hold onto the t-bar while the other boarder exits. During the unloading, the boarder who is not holding the t-bar must move sideways away from the t-bar and track as quickly as possible. The boarder holding the t-bar must make sure that the first boarder is safely away from the bar prior to unloading himself.



### LEAVE

Once the first boarder is safely off of the t-bar and has moved away, the boarder holding the bar removes it from behind his/her thigh and **gently** releases it. The t-bar should never be thrown as it may swing wildly causing an injury or a derailment. Boarders should make sure that they leave the unloading area as quickly as possible to make room for the next t-bar unload.

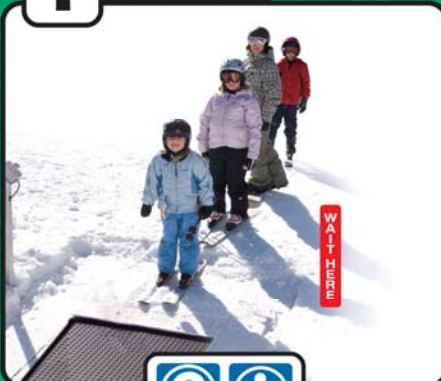





# Enjoy a Safe Conveyor Ride

**ENJOY A SAFE CONVEYOR RIDE**


### 1 LOOK



LOOK BACK




IF STOPPED, USE YOUR SKI BRAKES AND HOLD ON TO YOUR SKIS




Secure Loose Items


### 2 WAIT



WAIT




Remove Poles From Your Skis When Waiting




Remove Poles From Your Skis When Waiting

### 3 LOAD




LOAD

5m




Please Load 5m Apart



Human Standing At All Times


### 4 STAND




STAND

5m

5m




Prepare To Unload 5m




Human Standing At All Times


### 5 UNLOAD




UNLOAD



Unload Here




Remove Poles From Skis, Hold Poles Fully Forward




Remove Poles From Skis, Hold Poles Fully Forward



### 6 LEAVE



LEAVE



Please Clear Unload Area

 CWSAA  
Canada's Winter Sports Association
 CSAQ

# Enjoy A Safe Conveyor Ride

## LOOK

Observe your surroundings and watch for any potential trouble-spots. Secure loose hair and clothes, remove backpacks and headsets. Skiers must remove pole straps from wrists and boarders must take back foot out of the binding. Move in an orderly fashion through the lift line making sure to obey instructions from the lift attendants and all information signs. Do not cross the **Wait Here** line until it is your turn to load. Ask for help from the lift attendant if you are unsure about the proper loading procedure.

## WAIT

It is important to leave enough space between each skier/rider on the conveyor, so everyone must wait until the skier/rider in front of them on the conveyor is 5 metres ahead.

## LOAD

Once the skiers/riders in front of you are safely on the conveyor, move into loading position at the **Load Here** sign. Hold ski poles with pole tips facing forward. Carefully step onto the conveyor with both skis or move your snowboard onto the conveyor and place your back foot onto the conveyor. Adults can lift small children onto the conveyor and ride with them by straddling the child with their skis.





## Enjoy A Safe Conveyor Ride (cont'd)

### STAND

It is important to remain in a standing position for the entire time on the conveyor. **DO NOT SIT DOWN OR WALK WHILE ON THE CONVEYOR!** The conveyor will move you up the hill. Remember that there must always be about 5 metres between you and the others on the conveyor. If you fall, stay on the conveyor until a lift attendant comes to assist you.



### UNLOAD

As you get close to the end of the conveyor, you will see the spot where the snow meets the conveyor. This is the place that you will unload. Let the conveyor take you to the end and get ready to slide onto the snow. Remember to keep ski poles facing forward. Snowboarders should make sure their back foot is placed onto the board. As the conveyor ends, let your skis or board glide forward onto the snow.



### LEAVE

Once you are back on the snow it is important to move away quickly from the conveyor before putting on wrist straps or bindings. Once you are away from the conveyor, take a few moments to stop and make sure your equipment is properly in place before you start down the slope.



## Basic Guidelines for Riding the Lifts

There are common courtesies and basic guidelines for riding the various surface and aerial ski lifts with which, for your safety and the safety of others, you should be familiar.

- × Obey all posted instructions.
- × Do not use a lift until you are familiar with its operation. Watch and learn or ask for assistance.
- × Slow down before approaching the entrance to a lift.
- × Load and unload only at designated area.
- × Be polite and courteous at the loading area.
- × Do not bounce or otherwise abuse lift equipment.
- × Make sure no loose clothing is caught in lift before unloading.
- × Move quickly away from unloading areas.
- × If a lift stops, do not attempt to get off. Remember, if there is a mechanical problem, area personnel will provide assistance.
- × When riding a lift with small children, help them load and unload. Do not allow them to ride a lift alone until they can do so properly. You are responsible for your children and their actions.

*Always respect other people and their equipment. Don't ski or ride over someone else's skis or board.*

## Important Information Signs

### **If Unfamiliar With Use of Lift Ask Attendant For Instructions**

It is important that you learn how to get on and off a lift properly. A Lift Attendant will be more than happy to provide assistance if you have any questions.



### **Remove Pole Straps From Wrists, Hold Poles firmly in each hand**

Be extremely careful with poles when loading to avoid injury of yourself or other.



## Important Information Signs (cont'd)

### Chair Lifts:

#### Lower Restraining Device

Always lower the restraining device as soon as possible after sitting down.



#### Do Not Swing Or Bounce Chairs

Swinging or bouncing could cause mechanical failure or dislodging of the cable that may result in injury to yourself or others.



#### Keep Tips Up

Remember to keep your ski tips or board up to avoid them catching on a platform or snow surface



#### Prepare to Unload

Distance to unloading area will be indicated in metres at the bottom of the sign. The arrows indicate the direction to take once you unload from the chair.



## Important Information Signs (cont'd)

### **Raise Restraining Device**

Lift the restraining device when you see this sign and prepare to unload making sure that your clothing is not caught and your ski/board and pole tips are raised. Be careful not to unload too soon.



### **Unload Here**

It is time to unload. The arrows indicate the direction to take once you unload from the chair. When you have unloaded, move clear of the off-loading area as quickly as possible to allow room for those coming behind.



### **Safety Gate Emergency Stopping Device**

This is for the attendant's use in case an emergency stop is required.



## Important Information Signs (cont'd)

### Surface Lifts:

#### Stay in Track

When using a t-bar, rope tow or platter- pull always stay in the track. Veering off the track may cause the cable to derail and the lift to stop.



#### Fallen Skiers Clear Track Immediately

If you fall when going up the tow, move immediately off of the track in the direction of the arrows.



#### Do Not Straddle T-Bar

T-bars should never be placed between a skier's legs. In case of a fall, the skier could be dragged.



#### Secure Loose Items

Make sure that scarves, hats, or any other clothing articles are secured to avoid catching on the lift.



# SIGNAGE

## Levels of Difficulty

Each run on the mountain has a level of difficulty assigned to it. This is to let you know what ability level is required in order to enjoy the run safely. Always become familiar with the trails and respect their posted level of difficulty. If you are a novice, choose runs designed for your capability. A beginner on an advanced slope may find himself in a precarious situation where his safety or that of others is in jeopardy. Do not be pressured to go down a run that is above your ability. The same applies to intermediate and expert skier/riders. On the other hand, an expert skier or rider in a beginner's area may be intimidating and potentially dangerous.

### Trail Markings:



#### **Green Circle - Easiest**

Runs marked with this symbol are the easiest at the ski area. These runs are designed for the Beginner/Novice skier or rider.



#### **Blue Square - More Difficult**

Runs marked with this symbol are designed for the Intermediate skier/rider. They will usually have a steeper grade, or can be narrower than the "Easiest" runs.



#### **Black Diamond - Most Difficult**

Runs marked with this symbol are designed for the Advanced skier/rider. These runs will be steeper and narrower than the "More Difficult" runs, and will have challenging terrain. Runs marked as **Double Black Diamonds** will be the most difficult on the mountain and are for "expert" skiers/riders only.



## Trail Markings (cont'd):



### CAUTION!

A sign with this symbol is placed in a spot that requires a skier/rider to proceed with caution. It may be flagging a rock or stump protruding through the snow, or is a caution that the run is narrowing or the slope is changing at that point. Always **slow down** when you see this sign!

### Expect the Unexpected

Trail and slope conditions vary constantly with weather changes and skier/rider use. Be aware of changing conditions - natural or man-made. Obey all advisory signs. Ski/ride with care through a snowmaking area, stay out of the way of snow vehicles, and be prepared to avoid other man-made or natural obstacles.

### Freestyle Terrain:

**FREESTYLE TERRAIN**

 **READ THIS!!!**

**FREESTYLE SKILLS REQUIRED**

Freestyle Terrain may contain jumps, hits, ramps, embankments, fun boxes, jibs, rails, half pipes, quarter pipes, snowcross, freestyle bump terrain and other constructed or natural terrain features. Freestyle skill involves maintaining control on the ground and in the air. Prior to using Freestyle Terrain, it is your responsibility to familiarize yourself with all instructions and warnings and to follow the Alpine Responsibility Code.

- The features vary in size and difficulty and change constantly due to snow conditions, weather, usage, modifications, grooming and time of day. It is your responsibility to inspect these features before use and throughout the day.
- You control the degree of risk you will encounter in using these features both on the ground and in the air. Do not attempt these features unless you have sufficient ability and experience to do so safely.
- Helmets are recommended.
- Only one person should use a feature at a time. Wait your turn and call your start. Do not jump blindly and use a spotter when necessary. **LOOK BEFORE YOU LEAP!!** Always clear the landing area quickly.
- Always ride or ski in control and within your ability level.
- Individual features are closed for a reason. Do not enter the Freestyle Terrain or use features when closed.

**Freestyle Terrain use, like all skiing and snowboarding, exposes you to the risk of serious injury.**

**AIRBORNE MANOEUVRES INCREASE THE RISK**  
**INVERTED AERIALS SUBSTANTIALLY INCREASE THE RISK OF SERIOUS INJURY AND ARE NOT RECOMMENDED**

**When using the freestyle terrain, you assume the risk of any injury that may occur. The ski area operator's liability for all injury or loss is excluded by the terms and conditions on your ticket or season pass release of liability.**

### STOP! READ THIS!!

This sign is one of the most important on the mountain. It is imperative that every rider read this and understand it completely, prior to entering the Freestyle Terrain. The rules of the Terrain and the risks involved are clearly stated.

Snowboarding and skiing involve the risk of injury, and airborne maneuvers increase this risk. **Inverted aerials substantially increase the risk of serious injury and are not permitted.** Please note that anyone using the Freestyle Terrain assumes the risk of any injury that may occur. **NEVER** allow yourself to be pressured into entering the Freestyle Terrain, or trying a jump that is above your riding ability. Stay safe!

## Freestyle Terrain - Freestyle Skills Required

Freestyle Terrain is also marked for levels of difficulty and size. It is important to know that only riders with **Freestyle Skills** should enter into the terrain and attempt any of the jumps. **DO NOT** follow your friends into this area if you are not able to ride or ski on all trails and can successfully jump and land using features outside the terrain park! Jumps and rails in the Freestyle Terrain are marked for degree of size and difficulty from **S** (small features/less difficult) to **XL** (largest sized features/most difficult).

### This Park contains the following features

#### LOOK BEFORE YOU LEAP!

**Freestyle Terrain** has four levels of progression and designation for size. Start small and work your way up. It is your responsibility to familiarize yourself with the terrain before attempting any of the features.

#### Designations Are Relative To This Resort



- Introductory freestyle terrain
- Small features, surface-level rails & boxes
- Less Difficult features



- Small to medium size features
- Ride-on rails & small to medium half pipe
- Difficult features



- Medium to large size features
- Introduction to jump-on rails
- Rails with gaps & narrow surfaces
- Large half pipe
- More Difficult features



- Largest size features & jumps
- Jump-on rails with gaps & narrow surfaces
- Advanced and Experts only
- Most Difficult features



## Freestyle Terrain - LOOK BEFORE YOU LEAP!

Freestyle Terrain has four levels of progression and designation for size. Start small and work your way up. It is your responsibility to familiarize yourself with the terrain before attempting any features. The grading/designation is relative to the resort at which the signs are posted. **Under no circumstances should a skier or rider enter or use freestyle terrain that is above his/her skill level!**

### Freestyle Terrain

**S**

Freestyle Terrain marked with **S** has small features and jumps. There are surface level rails and boxes. These features are introductory and less difficult in the freestyle terrain rating. Skiers and riders should be competent on all trails and able to successfully use features outside the terrain park before attempting **S** Freestyle Terrain.

### Freestyle Terrain

**M**

Freestyle Terrain marked with **M** has small to medium size features and jumps. There are ride-on rails and possibly a small to medium half-pipe. These features are difficult in the freestyle terrain rating. Skiers and riders should be able to use **S** rated features before attempting **M** Freestyle Terrain.

### Freestyle Terrain

**L**

Freestyle Terrain marked with **L** has medium to large size features and jumps. The rails have gaps, narrow surfaces, jump-on rails and possibly a large half-pipe. These features are more difficult in the freestyle terrain rating. Skiers and riders should be able to use **M** rated features before attempting **L** Freestyle Terrain.

### Freestyle Terrain

**XL**

Freestyle Terrain marked with **XL** has the largest features and jumps. There are jump-on rails with gaps and narrow surfaces. These features are the most difficult and require **Advanced or Expert skill level only**. Skiers and riders should be able to use **L** rated features before attempting **XL** Freestyle Terrain.

 **FREESTYLE SKILLS REQUIRED**

**Freestyle Terrain**



**Know it. Respect it. Ride it.**

## WARNING SIGNS



This sign/badge serves as a constant reminder to always "BE AWARE - SKI & RIDE WITH CARE".



**CAUTION - Marginal Skiing/Riding Conditions**

**Skiing/Riding Not Recommended  
Use Extreme Caution**

This sign means exactly what it says, that skiing or riding down the run that the sign is posted on is not recommended due to snow conditions that are marginal.

# WARNING SIGNS

**FOR YOUR PERSONAL SAFETY  
READ & UNDERSTAND THESE SIGNS**

Indicates that you have reached the ski area boundary. The area beyond the boundary is not patrolled or controlled.

**CLOSED MEANS CLOSED**

Indicates an area is closed for safety reasons including cliffs, cornice danger, grooming, snowmaking, lift lines, lift closed, races, events etc. Passes or tickets will be revoked for breach.

Indicates an area is closed while avalanche hazard exists or while avalanche control is underway.

Indicates an area is temporarily open. Proceed with caution.

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**For Your Personal Safety  
Read & Understand These Signs.**

Sign #1 - Orange Rectangle - **Ski Area Boundary**  
Indicates the skier has reached the ski area boundary. The area beyond the boundary is not patrolled or controlled.

Sign #2 - Indicates an area is **closed** for safety reasons including cliffs, cornice danger, grooming, snowmaking, lift lines, lift closed, races, events etc. **Passes or tickets will be revoked for breach.**

Sign #3 - Stop Sign - **Closed Avalanche Danger**  
Indicates an area is closed while avalanche hazard exists or while avalanche control is underway. **Passes or tickets will be revoked for breach.**

Sign #4 - Indicates a trail/area is **temporarily open**, Proceed with caution.

**VIOLATIONS OF ANY OF THE ABOVE CLOSURES WILL RESULT IN PASSES OR TICKETS BEING REVOKED FOR BREACH.**

**ANY PERSON REQUIRING EVACUATION FROM A CLOSED AREA OR OUTSIDE THE SKI AREA BOUNDARY WILL BE REQUIRED TO PAY ALL RESCUE COSTS.**

**SKI AREA BOUNDARY**

Indicates that you have reached the ski area boundary. The area beyond this boundary is hazardous back country terrain. The area is uncontrolled, unmarked, not inspected, not patrolled and involves many risks, dangers and hazards including avalanche.

**AREA BOUNDARY**

The area beyond this boundary is hazardous back country terrain. The area is uncontrolled, unmarked, not inspected, not patrolled and involves many risks, dangers and hazards including avalanche. Be prepared for sudden change, weather, changes and terrain hazards.

Persons proceeding beyond this point should be trained and properly equipped for self-rescue. If persons requiring assistance or rescue beyond the boundary will be required to pay all costs.

**BACK COUNTRY CHECKLIST**

- 1. Do you have a valid permit and rescue plan?
- 2. Do you have a valid permit?
- 3. Do you have an updated rescue plan?
- 4. Have you read the backcountry checklist and rescue plan?
- 5. Have you read the backcountry checklist and rescue plan?
- 6. Have you read the backcountry checklist and rescue plan?
- 7. Have you read the backcountry checklist and rescue plan?
- 8. Have you read the backcountry checklist and rescue plan?
- 9. Have you read the backcountry checklist and rescue plan?
- 10. Have you read the backcountry checklist and rescue plan?

NO ONE SHOULD BE LEFT BEHIND OR LEFT WITHOUT A PLAN TO BE RESCUED.  
PLEASE STAY TO THE SIDE OF THE TRACK.

Persons proceeding beyond this point should be trained and properly equipped for self-rescue.

**CLOSED SKI AREA BOUNDARY  
CLOSED MEANS CLOSED**

Due to hazardous conditions, some sections of the ski area boundary are closed. For your safety, travel beyond the ski area boundary is not permitted. Please respect the boundary closure. Passes or tickets will be revoked for breach.

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**Ski Area Boundary**

Signs #1 and 2 - These Signs indicate the **Ski Area Boundary**. The area beyond the boundary is hazardous backcountry terrain. The area is uncontrolled, unmarked, not inspected, not patrolled and involves many risks, dangers and hazards including avalanche.

Persons proceeding beyond this point should be trained and properly equipped for self-rescue.

Sign #3 - Due to hazardous conditions, some sections of the ski area boundary are **closed**. For your safety, travel beyond the ski area boundary is not permitted. Please respect the boundary closure. Passes or tickets will be revoked for breach.

***If you see this sign, do not proceed - Closed means Closed.***

# WHAT TO DO IF SOMEONE GETS HURT

Although our goal is to help reduce injuries and promote safe skiing/riding, there is still a chance that an accident may occur. If it does, follow these steps:

1. **Recognizing the Situation** - Recognize that an accident has occurred. Acting quickly will help the victim.
2. **Personal Safety** - Prevent further injuries to yourself, the victim, and other skiers/riders. The international signal for a skiing accident is a pair of crossed skis approximately 10 metres uphill from the accident site. This tells oncoming skiers to avoid the area, as well as alerts the Ski Patrol that assistance is needed.
3. **Getting Help** - Advise area employees or the Ski Patrol as soon as possible. Always ask a fallen skier/rider if they require help, or make that decision yourself if they are unable to. Send someone for the Ski Patrol immediately, making sure that they know the exact location of the accident such as the run that you are on, distance from the top or bottom (i.e. halfway down on the right side).
4. **While Waiting** - Help by clearing the accident site and keeping it safe. Keep in mind that the Ski Patrol may take some time to arrive, as they will have to ride the lift and ski down to the accident scene.
  - × The victim should be kept warm and if it does not disturb the injury, an extra jacket should be placed on the victim's shoulders or underneath for the victim to sit on. Replacing the victim's toque or glove may be appreciated if it does not cause any disturbance.
  - × A victim should never be given anything to eat or drink, even if they ask for something. If people stop to see the accident, politely ask that they keep on going so that they will not create a hazard by blocking the hill.
  - × Never remove a victim's skis or board, or unfasten their boots. However, other equipment that is not attached to the victim, such as ski poles or loose skis, should be set aside to avoid someone running into it. This also clears the area for the Ski Patrol.
  - × If a major accident has occurred, ask around to see if there were any witnesses. Perhaps someone can provide details of how the accident happened. It may be necessary to obtain names and addresses of witnesses.
5. **The Ski Patrol Arrives** - Once the Ski Patrol arrives, they will be in charge. They may ask for assistance or details of the accident. Offer to help in any way possible. Spectators are not welcome at an accident scene, however, so if your assistance is not required, please leave the Ski Patrol to do their job.

## CONCLUSION

Now that you have read the *School Trip Safety Guidelines*, we would like you to keep in mind that winter sports are a healthy and fun way to stay active. Ski areas welcome school groups to come and learn how to ski and snowboard, however the safety of every member of your group is most important. Make sure you understand the guidelines in this booklet so that as you head to the mountain you are confident of your knowledge of the rules and regulations of the ski area and can recognize the safety signage.

**Remember to always:**



**and have fun!**

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**HORIZON SCHOOL DIVISION NO. 67**

**Policy Code:** IGAA  
**Policy Title:** Use of Physical Restraints  
**Cross Reference:** IG, IGA, HGB  
**Legal Reference:** School Act 29  
**Adoption Date:** May 28, 1997  
**Amendment or Re-affirmation Date:** February 21, 2002

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**POLICY HANDBOOK****POLICY**

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

**DEFINITION**

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

**GUIDELINES**

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

**REGULATIONS**

1. Physical restraint shall NOT exceed that required to control the student and shall be employed only until such time as the student has gained self-control.

## **IGAA - Use of Physical Restraints – Cont'd.**

2. Whenever possible a second adult should be present when students are being restrained.
3. Whenever a student is restrained:
  - 3.1. The staff member involved in the restraint shall document the incident using attachment A and submit the form to the principal
  - 3.2. The principal shall debrief any/all staff involved
  - 3.3. The principal shall submit attachment A to the Superintendent or Designate.
4. The principal shall ensure that parents are advised of each situation requiring physical restraint of their child by staff.
5. A Behaviour Support Plan may include a working interactive safety evaluation (WISE). The plan involving the use of physical restraint must stipulate that the use of physical restraint is a crisis management technique.
  - 5.1. The plan shall outline, in strict behavioral terms, when and how physical restraint procedures are to be used.
  - 5.2. The least restrictive physical restraint procedure which will be effective shall be used in the plan.
  - 5.3. The informed consent of the parent or guardian must be obtained in writing prior to implementation of the program. This consent may be terminated at any time upon submission of written notice by the parent. In the event that parental consent is refused it may be necessary to excuse or expel the student from school.
  - 5.4. Each program shall be supervised on a regular basis by a professional named by the Superintendent or Designate. This supervision shall include routine evaluation of the effectiveness and the appropriateness of the plan.





Attachment A  
Horizon School Division  
Physical Intervention Incident Report

Complete in duplicate

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

School: \_\_\_\_\_ Student Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Name of Parent/Guardian: \_\_\_\_\_  
 Telephone: \_\_\_\_\_

**DETAILS OF INCIDENT**

Date of Incident: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

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

Please provide explanation if parent/guardian was not contacted: \_\_\_\_\_

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

Does this student have an ISP? \_\_\_\_\_ Yes \_\_\_\_\_ No

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

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

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

Teacher/supervisor in charge when intervention occurred? \_\_\_\_\_

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

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

Cause and contributing factors of the event: \_\_\_\_\_

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

Name of person completing the form: \_\_\_\_\_

Signature of person completing the form: \_\_\_\_\_

Signature of Principal: \_\_\_\_\_ Date: \_\_\_\_\_

**DIVISION OFFICE FOLLOW UP**

Date: \_\_\_\_\_ Reviewed by: \_\_\_\_\_

Recommendations: \_\_\_\_\_

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

## **Superintendent's Progress Report January 19, 2015**

Bill 10 came into effect June 1, 2015

- Added Gender expression and gender identity to Human Rights and
- The definition of 'bullying' and "safe and caring" school environment requirements were amended
  - e.g. requirement to support Gay/Queer Straight Alliances and develop policy for student code of conduct regarding bullying
- To ensure compliance the Minister of Education asked jurisdictions to forward safe and caring policies to his office by March 31, 2015
- To assist jurisdictions, Alberta Education created 2 tools
  - What is new in school act
  - Guidelines for Best Practice: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expression
    - Provides description of what SACS looks like
    - 12 best practices – cultural and procedural practices
      - Related to students and staff
      - Grounded in principals of dignity and respect
      - Mutually supportive and interdependent

### **12 Best Practices**

1. Support student's individual needs
2. Respect right to self-identify
3. Maintaining school records in way that respects privacy
4. Ensure dress code respects gender identity and expression
5. Minimize gender-segregated activities
6. Full, safe and equitable participation in curricular and extra-curricular activities
7. Safe access to washrooms and change rooms
8. Building staff capacity regarding understanding and supporting
9. Comprehensive whole school approach (healthy relationships, responding to bullying)
10. Student contribution to welcoming, caring, respectful, and safe learning environments
11. All families welcomed and supported
12. Free from discrimination

# Guidelines for Best Practices:

Creating Learning Environments that Respect Diverse Sexual Orientations,  
Gender Identities and Gender Expressions



## Acknowledgments

Thank you to the Nova Scotia Department of Education and Early Childhood Development for their willingness to share content from their publication *Guidelines for Supporting Transgender and Gender-nonconforming Students, 2014* to inform the development of these guidelines for Alberta. The Nova Scotia Department of Education and Early Childhood Development developed their content with guidance and support from the Toronto District School Board and the Canadian Teachers' Federation.

Thank you as well to those who contributed their experience and knowledge of diverse sexual orientations, gender identities and gender expressions in the development of these guidelines and to everyone who is committed to creating welcoming, caring, respectful and safe learning environments across Alberta.

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# Introduction

Alberta has one of the best education systems in the world. It is designed to help children and youth achieve their full potential and create a positive future for themselves, their families and their communities.

To have high quality education for all, it is critical that our education system is equitable and inclusive. This means that each and every student, including those with diverse sexual orientations, gender identities and gender expressions, has the educational opportunities and supports needed to be successful in school, and in life.

Creating an education system that is truly inclusive requires all schools to identify and implement evidence-based strategies that ensure the safety, belonging and full participation of all members of the school community.

## Purpose of these guidelines

These guidelines support the creation of welcoming, caring, respectful and safe learning environments that foster diversity and nurture a sense of belonging and a positive sense of self. Their purpose is to enable school authorities to use best practices in creating and supporting learning environments that respect diverse sexual orientations, gender identities and gender expressions by:

- reviewing and revising existing policies, regulations and procedures;
- creating new policies, regulations, procedures and resources;
- informing professional development planning and professional conversations; and
- communicating more effectively with students, staff<sup>1</sup>, families and community members.

All school authorities<sup>2</sup> are advised to use these best practices to develop and/or revise policies, regulations, and procedures related to creating welcoming, caring, respectful and safe learning environments that respect diverse sexual orientations, gender identities and gender expressions.

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<sup>1</sup> The term staff refers to teachers, support staff, administrators and other members of the school/authority.

<sup>2</sup> In these guidelines, the term “authorities” is used to denote public, separate, and Francophone school boards as well as charter schools and private schools. The term “boards” is used to denote public, separate and Francophone school boards as well as charter schools.

## Legislation and policy requirements

In Alberta, provincial legislation, ministerial directives and policies are in place to recognize, support and protect the rights of students, family members and school staff. School authorities are expected to develop policies, regulations and procedures that are consistent with provincial legislation and policies. It is important that these policies, regulations and procedures explicitly address the authority's responsibility as it relates to students and staff who identify as lesbian, gay, bisexual, trans<sup>3</sup>, two-spirit, queer, questioning, and/or gender-diverse and reflect the best practices as outlined in these guidelines.

Alberta law protects Albertans from discrimination based on their actual or perceived sexual orientation, gender identity and gender expression.

Under the *School Act*, boards have a responsibility to ensure that students and staff are provided with welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging. The act also requires boards to establish, implement and maintain a policy that includes the establishment of a code of conduct for students that addresses bullying behaviour. The code of conduct must be publicly available, reviewed annually, provided to all students and their parents as well as staff, and contain specific elements as outlined in the Act.

The *School Act* requires school authorities to support students to establish a voluntary student organization, or to lead an activity intended to promote positive learning environments. The Act also gives students the right to select a respectful and inclusive name for their organization, including the name Gay-Straight Alliance or Queer-Straight Alliance.

Further, the Act also requires students and their parents to ensure their conduct contributes to learning environments that are welcoming, caring, respectful and safe.

The Inclusive Education Policy, included in the 2015-2016 *Guide to Education: ECS to Grade 12*, also states that school authorities must ensure all children and students have access to meaningful learning experiences that include appropriate instructional supports, regardless of gender, gender identity, gender expression, sexual orientation or any other factor.

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<sup>3</sup> Some individuals identify with terms such as transgender, transsexual, gender fluid, gender diverse, and agender. We have chosen to use the word trans in these guidelines as an inclusive, continually evolving, umbrella term commonly used to describe individuals whose gender identity and gender expression differ in some way from the sex they were assigned at birth. While we recognize this umbrella term may not fit for everyone, our intention is to be as inclusive as possible.

## Principles essential to best practices

The best practices in these guidelines are built on the following principles:

- The rights and needs of students with diverse sexual orientations, gender identities and gender expressions are respected and inform decision-making.
- Self-identification is the sole measure of an individual's sexual orientation, gender identity or gender expression.
- All students and staff with diverse sexual orientations, gender identities and gender expressions:
  - are treated with dignity and respect;
  - have the right to be open about who they are, including expressing their sexual orientation, gender identity or gender expression without fear of unwanted consequences;
  - have the right to privacy and confidentiality; and
  - are actively included in the collaborative decision-making process that supports the implementation of these best practice guidelines.

## Best Practices

These guidelines for supporting students and staff with diverse sexual orientations, gender identities and gender expressions are based on practices most consistently identified in current research and educational literature as effective and appropriate in the creation of learning environments that are welcoming, caring, respectful and safe for students, staff, families and all other members of the school community.

Best practices include:

1. Providing supports that respond to a student's individual needs.
2. Respecting an individual's right to self-identification.
3. Maintaining school records in a way that respects privacy and confidentiality.
4. Ensuring dress codes respect an individual's gender identity and gender expression.
5. Minimizing gender-segregated activities.
6. Enabling students with diverse sexual orientations, gender identities and gender expressions to have full, safe and equitable participation in curricular and extra-curricular activities.
7. Providing safe access to washroom and change-room facilities.



8. Providing professional learning opportunities that build the capacity of staff to understand and support diverse sexual orientations, gender identities and gender expressions.
9. Using a comprehensive whole-school approach to promote healthy relationships and prevent and respond to bullying behaviour.
10. Ensuring students have the understanding, skills and opportunities to contribute to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self.
11. Ensuring all families are welcomed and supported as valued members of the school community.
12. Ensuring that school staff have work environments where they are protected from discrimination based on their sexual orientations, gender identities and gender expressions.

These 12 best practices are mutually supportive and interdependent. Each best practice is a call-to-action and includes a short descriptor and indicators of what it would look like in successful implementation.

As understandings of diverse sexual orientations, gender identities and gender expressions evolve, and learning environments and school communities evolve, best practices will also change and evolve.

## **1. Providing supports that respond to a student's individual needs.**

All students, including those with diverse sexual orientations, gender identities and gender expressions, are unique individuals and have differing needs. Supports that work for one student may not work for another. Some students will benefit from universal or targeted supports that may already be in place in the school. Other students may need more specific and individualized supports to enable their full and equitable participation in learning activities and within the school community.

### ***Indicators of this best practice in action***

- Students with diverse sexual orientations, gender identities and gender expressions feel comfortable to seek out a staff person to discuss their particular needs, interests and concerns.
- All staff are willing and able to actively listen to a student's concerns, respect the student's privacy and confidentiality, and work collaboratively with others to identify and implement evidence-based supports that will make a positive difference for this student.

- Requests for supports are addressed on a case-by-case basis and solutions are evidence-informed and individualized to best meet the needs of the student making the request.
- If an issue arises about a student’s full and equitable participation in school life, the issue is resolved in a collaborative manner that involves the student in the decision-making process. Respecting the rights, interests and needs of the student is inherent in this collaborative process.
- Staff have access to information about available community resources and expertise. When needed, they can help a student (or the student’s family) identify and access relevant and appropriate resources and supports beyond the school. No student or family should be referred to programs which purport to ‘fix,’ ‘change’ or ‘repair’ a student’s sexual orientation, gender identity or gender expression.
- If a student wants to transfer to another school because of factors relating to their sexual orientation, gender identity and/or gender expression, their transfer is supported through collaborative decision-making and is not punitive.
- Staff support the establishment and naming of Gay-Straight Alliances or Queer-Straight Alliances, or similar student leadership and support groups, when students express an interest.

For more information on Gay-Straight Alliances or Queer-Straight Alliances see: <https://education.alberta.ca/safe-and-caring-schools/overview/everyone/tools-and-resources/>.

## 2. Respecting an individual’s right to self-identification.

For the purpose of accommodating the diverse needs of students and staff in a school, an individual’s self-identification is the sole measure of their sexual orientation, gender identity or gender expression.

All individuals have the right to be addressed by their chosen name and to choose pronouns that align with their gender identity and/or gender expression. This is true whether or not the individual has obtained legal documentation of a change of name or gender designation<sup>4</sup> (e.g., Birth Certificate). Further verification of identity, such as medical records, is not required.

Some individuals may not feel included in the use of the pronouns “he” or “she” and may prefer alternate pronouns, such as “ze,” “zir,” “hir,” “they” or “them,” or might wish to express themselves or self-identify in other ways (e.g., Mx. instead of Mr., Mrs., Ms., or Miss, or no prefix at all).

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<sup>4</sup> For the purpose of this document, the phrase “gender designation” is used even if the source document refers to “sex” rather than “gender.”

Some students have not disclosed their sexual orientation, gender identity and gender expression beyond the school community for a variety of reasons, including safety. In keeping with the principles of self-identification, it is important to:

- inform students of limitations regarding their chosen name and gender identity or gender expression in relation to official school records that require legal name designation; and
- protect a student's personal information and privacy, including, where possible, having a student's explicit permission before disclosing information related to the student's sexual orientation, gender identity or gender expression to peers, parents, guardians or other adults in their lives.

Wherever possible, before contacting the parents or other adults involved in the care (such as social workers or caregivers) of a student who is trans or gender-diverse, consult with the student to determine an appropriate way to reference the student's gender identity, gender expression, name and related pronouns.

***Indicator of this best practice in action***

- Staff and peers consistently use a student's chosen name and pronouns in ways the student has requested.

### **3. Maintaining school records in a way that respects privacy and confidentiality.**

The student's legal name, as registered under the *Vital Statistics Act* (or, if the student was born in a jurisdiction outside Alberta, the student's name as registered in that jurisdiction), is, by default, displayed in the local Student Information System (SIS) and Provincial Approach to Student Information (PASI) system, as well as on transcripts, credentials and provincial assessments<sup>5</sup>. Students should be advised that a legal name change is required if they desire their official Alberta Education documents to reflect their new name.<sup>6</sup>

School staff may use a student's chosen (i.e., preferred) name and pronouns on report cards or individualized program plans or other school issued documents, provided the student has requested this.

While Alberta Education requires documentation to confirm a student's legal name and birthdate, it does not require documented proof for a change of sex or gender. Schools and school authorities have the ability to change student gender information on a student record in the PASI system using PASIprep, or through their PASI-enabled SIS.

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<sup>5</sup> A student's legal name, in addition to date of birth and Alberta Student Number, are required to verify and protect the identity of individual students.

<sup>6</sup> Alberta Education is currently looking into policies respecting legal name.

#### ***Indicators of this best practice in action***

- When required to use or report a student’s legal name, staff ensure that confidentiality is maintained and that information about the student’s sexual orientation, gender identity, or gender expression is not inadvertently disclosed.
- When requested by the student, school staff ensure the consistent use of the students chosen (i.e., preferred) name on school-issued documents such as report cards and other school correspondence.
- When creating student/staff lists, school staff ensure gender designations are not included either beside individual names or as a composite number for the group.

#### **4. Ensuring dress codes respect an individual’s gender identity and gender expression.**

A flexible and gender-inclusive dress code recognizes that all students and staff have the right to dress in a manner consistent with their gender identity or gender expression. Accommodating choices in clothing and general appearance is part of respecting the identity of individual gender identities and gender expressions.

#### ***Indicator of this best practice in action***

- Schools and school authorities proactively review existing dress codes to ensure they are respectful and inclusive of the gender identities and gender expressions of all members of the school community (e.g., rules apply equally and fairly to all students and are not gender-exclusive, such as implying that a certain type of clothing, such as skirts, will be worn by one gender only).

#### **5. Minimizing gender-segregated activities.**

Reduce gender-segregated activities to the greatest extent possible. This increases opportunities to respect students’ full expression of who they are and allows them to play, learn, dress, present and express themselves in flexible and diverse ways that are congruent with their gender identity or gender expression.

When there are segregated educational, recreational or competitive activities, students who are trans and gender-diverse have the right to participate in these activities in ways that are safe, comfortable and congruent with their gender identity or gender expression.

#### ***Indicators of this best practice in action***

- Schools work to reduce or eliminate the practice of segregating students by gender as much as possible. For example, they avoid structuring courses or activities based on gender-specific roles such as “boys” versus “girls” in academic, athletic or talent competitions.

- In circumstances where activities are organized by gender, students who are trans and gender-diverse have the support they need to participate safely in accordance with their gender identity and/or gender expression.
- Activities that involve the need for overnight or housing accommodations are addressed on a case-by-case basis. School staff make every reasonable effort to provide solutions that are inclusive, respectful and acceptable to the student and that do not impose any additional expense or burden for the student.

## 6. Enabling students with diverse sexual orientations, gender identities and gender expressions to have full, safe and equitable participation in curricular and extra-curricular activities.

All students, regardless of their sexual orientation, gender identity or gender expression, have the right to participate in all curricular and extra-curricular activities. These learning and recreational activities need to occur within inclusive and respectful environments, and in ways that are safe, comfortable and supportive of students' sexual orientations, gender identities and gender expressions.

### ***Indicators of this best practice in action***

- All students participate in all curricula in ways that are comfortable and supportive of their diverse sexual orientations, gender identities and gender expressions (e.g., students are not separated by gender during the instruction of human sexuality outcomes<sup>7</sup>).
- All students participate in extra-curricular activities in ways that are comfortable and supportive of their diverse sexual orientations, gender identities and gender expressions (e.g., if sports teams are divided by gender, students are given the opportunity to participate on the team that reflects their gender identity and expression).
- Students who choose to participate in extracurricular activities, including competitive and recreational athletic teams, can do so in ways that are comfortable for them and supportive of their diverse sexual orientations, gender identities and gender expressions.
- No student is limited to independent study to earn physical education credits, but this may be a choice for an individual student if it provides an appropriate solution that does not make the student feel excluded.

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<sup>7</sup> If a human sexuality class is organized by gender, students are able to choose which class they participate in.

- Schools and school authorities proactively review policies and procedures related to school curricular and extra-curricular activities to ensure that they are inclusive of all students, including students with diverse sexual orientations, gender identities and gender expressions.
- Schools and school authorities identify strategies for building the capacity of coaches, teacher advisors and community volunteers in ensuring extra-curricular activities that are inclusive, respectful and safe for all students, including students with diverse sexual orientations, gender identities and gender expressions.

## 7. Providing safe access to washroom and change-room facilities.

Students with diverse sexual orientations, gender identities and gender expressions have a right to accommodation when it comes to the use of washroom and change-room facilities that are congruent with their gender identity. This applies during school time and school-related activities on and off school property (such as field trips and athletic events).

Although creating separate spaces may sometimes be necessary, emphasis should be on creating safe and inclusive spaces. As part of a comprehensive whole-school approach, strategies should be in place to ensure all areas of the school are safe for all students, all of the time. This may include implementing proactive strategies such as communicating clear behaviour expectations to all students, increasing adult presence and supervision, and monitoring key areas of the building and grounds.

### ***Indicators of this best practice in action***

- Students are able to access washrooms that are congruent with their gender identity.
- Strategies are in place to ensure that clear behaviour expectations are communicated to and understood by students, staff and volunteers and that washrooms and change-rooms are adequately supervised.
- Schools provide a non-gendered, single-stall washroom for use by any student who desires increased privacy, regardless of the reason (e.g., medical, religious, cultural, gender identity, gender expression, etc.). This washroom is in an easily accessible location within the school.
- The use of a non-gendered, single-stall washroom is a matter of choice for students, staff, volunteers or visiting family, and not a compulsory requirement.
- When possible, schools have more than one non-gendered washroom for use by all members of the school community.

- All students have access to change-room facilities that meet their individual needs and privacy concerns. This may include a choice of options such as:
  - a private area within the common change-room area (such as a stall with a door, or an area separated by a curtain); or
  - a nearby private area (such as a nearby washroom).
- A student who objects to sharing a washroom or change-room with a student who is trans or gender-diverse is offered an alternative facility (this scenario also applies when a parent or other caregiver objects to shared washroom or change-room facilities on behalf of their child).
- When travelling for competitions or events at another school, staff ensure accommodation for changing, showering, or washroom facilities. When staff make these arrangements, they take care to maintain the student’s confidentiality by not disclosing information related to sexual orientation, gender identity or gender expression without the student’s direct permission.

## **8. Providing professional learning opportunities that build the capacity of staff to understand and support diverse sexual orientations, gender identities and gender expressions.**

Staff participate in targeted professional learning that is evidence-based and builds their knowledge about diverse sexual orientations, gender identities and gender expressions and its implications for teaching and learning, social and emotional well-being, and personal safety.

This increased knowledge and understanding will also give staff information and strategies to help create positive environments that welcome and respect all members of the school community.

### ***Indicators of this best practice in action***

- Schools and school authorities work collaboratively to provide targeted professional learning that uses valid research, shares best practices, reflects actual knowledge and lived experience of trans people, and creates mutual respect and understanding.
- Teachers work to identify and use learning resources and instructional approaches that are inclusive and respectful of diverse sexual orientations, gender identities and gender expressions.

- To build school capacity, staff work collaboratively to identify and address discriminatory attitudes and behaviours that create barriers to participation and learning for students with diverse sexual orientations, gender identities and gender expressions.
- School authorities develop and maintain mutually supportive relationships with a variety of sexual and gender minority groups who can share resources and expertise and contribute to the ongoing evolution of welcoming, caring, respectful and safe learning environments that foster diversity and nurture a sense of belonging and a positive sense of self.
- School community members (such as parents, guardians, volunteers) have access to learning to build their knowledge about diverse sexual orientations, gender identities and gender expressions.

## 9. Using a comprehensive whole-school approach to promote healthy relationships and prevent and respond to bullying behaviour.

Findings from recent Canadian research indicate that for many students with diverse sexual orientations, gender identities and gender expressions, school is not a safe place. This is also true for students who may be perceived as lesbian, gay, bisexual or trans, two-spirit, queer or questioning, as well as students who are harassed about the actual or perceived sexual orientation, gender identity or gender expression of their parents or other family members.

Implementing an effective code of conduct is most successful when addressed through a comprehensive whole-school approach that:

- happens over a sustained period of time;
- is embedded into curricular and extra-curricular activities, school policies and practices;
- builds the capacity of the school community;
- is supported by ongoing professional development for adults; and
- involves family and community partnerships.

For more information on developing an effective student code of conduct see: <https://education.alberta.ca/media/158720/developinganeffectivestudentcodeofconduct.pdf>



### ***Indicators of this best practice in action***

- Staff use comprehensive whole-school approaches to foster social-emotional learning and healthy relationships in order to reduce the likelihood of bullying behaviour, including homophobic and transphobic bullying.
- The student code of conduct is developed in collaboration with staff, students, families and other members of the school community.
- The code of conduct meets the legal requirements as identified in Section 45.1 of the *School Act*.
- The primary focus of the code of conduct is on helping students learn how to resolve issues peacefully, develop empathy, and contribute to welcoming, caring, respectful and safe learning environments that foster diversity and nurture a sense of belonging and a positive sense of self.
- All adult members of the school community, including parents and families, understand and support the student code of conduct.
- Schools have clear reporting procedures for bullying behaviours and students feel safe reporting.
- All complaints of discriminatory and bullying language and behaviours are taken seriously, documented and dealt with in a timely and effective manner.
- Support is provided to both students impacted by bullying behaviours and those who engage in bullying behaviours.

For more information on bullying prevention see: <https://education.alberta.ca/bullying-prevention/what-is-bullying/>

## **10. Ensuring students have the understanding, skills and opportunities to contribute to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and positive sense of self.**

Section 12(g) of the *School Act* specifies that students have a responsibility to ensure their conduct contributes to welcoming, caring, respectful and safe learning environments. Staff and parents play important roles in shaping school culture, but for meaningful and lasting change to occur, students must be an integral part of the process.

Students need to be part of preventing as well as solving problems. They need authentic opportunities to share their ideas regarding safety, inclusivity, leadership and responsibility to and within the school community. This involvement helps create a

sense of ownership for the well-being of the school community and encourages students to advocate for themselves and others, personally and collectively.

***Indicators of this best practice in action***

- Students have a clear understanding of the behavioural expectations in their school and demonstrate accountability for their own behaviour.
- Students treat all members of the school community with respect, compassion and kindness.
- Students understand what bullying behaviour is.
- Students refrain from discriminatory and bullying language and behaviours.
- Students refrain from watching, participating in, encouraging, or acting as bystanders to the bullying behaviour of others.
- Students report any bullying behaviour they see or experience (including online bullying) to an adult in the school.
- Students refrain from bullying behaviour and the use of derogatory or discriminatory language, both at school and online.
- Students understand what it means to contribute to their school community in a positive way and identify both formal and informal ways to do this.
- The school community provides multiple and meaningful ways for students to contribute through community-building activities, such as peer mentoring, peer networks, service learning, student advisors and volunteering.
- Students understand they have the right to establish a voluntary student organization or lead an activity to promote a welcoming, caring, respectful and safe learning environment that promotes diversity, including gay-straight or queer-straight alliances.

For student information on Gay-Straight Alliances or Queer-Straight Alliances see: <https://education.alberta.ca/media/142741/starting-a-gay-straight-alliance-in-your-school.pdf>

## **11. Ensuring all families are welcomed and supported as valued members of the school community.**

Research shows that student achievement improves when parents and other caregivers play an active role in their child's education and that good schools become even better schools when parents and families are involved. When parents, teachers, students, school leaders and others see one another as partners in education, a caring and responsive community is formed.

Parents and other family members with diverse sexual orientations, gender identities and gender expressions may have experienced discrimination in the community and may not feel welcome or included in their children’s school community.

An intentional and inclusive approach to school, family and community partnerships—with strategies and activities that support student learning and well-being—strengthens families, invigorates community supports and increases student success.

***Indicators of this best practice in action***

- School forms, websites, letters, and other communications use non-gendered and inclusive language (e.g., parents/guardians, caregivers, families, partners, “student” or “their” instead of Mr., Ms., Mrs., mother, father, him, her, etc.).
- Staff use appropriate language to acknowledge and communicate with families. If unsure of the appropriate language, they ask the family for guidance (e.g., how children refer to their parents and/or their parents’ partners).
- When organizing school-supported student, family or community events, staff ensure activities are designed in ways that are inclusive and respectful of diverse sexual orientations, gender identities and gender expressions.
- Staff respect the privacy and confidentiality of parents and families as it relates to sexual orientation, gender identity and gender expression.
- The school’s student code of conduct addresses bullying behaviour that targets a student because of the actual or perceived sexual orientation, gender identity or gender expression of parents or other family members.
- Family members are able to access washrooms that are congruent with their gender identity.
- Schools also have a non-gendered washroom available for public use.

## **12. Ensuring that school staff have work environments where they are protected from discrimination based on their sexual orientations, gender identities and gender expressions.**

Section 45.1 (1) of the *School Act* states that boards are responsible for ensuring that staff members have access to welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

The *Alberta Human Rights Act* prohibits employers from discriminating against any person because of their gender identity, gender expression or sexual orientation.

Research confirms individuals with diverse sexual orientations, gender identities or gender expressions are more likely to experience discrimination and harassment in the workplace.

By communicating clear expectations about respectful behaviour and interactions, developing inclusive and supportive practices, and facilitating discussion and professional learning, school and school authority leaders ensure a safe and welcoming work environment is available to all staff, which in turn has a positive impact on students.

***Indicators of this best practice in action***

- Staff are supported to serve as a liaison for a Gay-Straight Alliance, Queer-Straight Alliance or other voluntary student organization intended to promote a welcoming, caring, respect and safe learning environment that respects diversity and fosters a sense of belonging.
- School and school authority leaders anticipate, support and value staff diversity, including diverse sexual orientations, gender identities and gender expressions.
- Staff with diverse sexual orientations, gender identities and gender expressions feel comfortable to seek out school and school authority leaders and other colleagues to discuss their particular needs and concerns at the school.
- All staff are willing and able to work collaboratively to identify and implement evidence-based supports that will make a positive difference for colleagues with diverse sexual orientations, gender identities and gender expressions.
- School and school authority leaders and other staff respect the privacy of individual staff members and ensure confidentiality as it relates to the sexual orientation, gender identity or gender expression of any staff member.
- Requests for support are addressed on a case-by-case basis and solutions are individualized to best meet the needs of the staff member making the request.
- School and school authority leaders communicate and model expectations that all staff interact in respectful ways and that discriminatory language or harassing behaviour is not acceptable.
- Incidents of harassment, bullying or discrimination related to actual or perceived diverse sexual orientations, gender identities and gender expressions of school staff by any member of the school community are taken seriously, documented and responded to in a timely and effective manner.
- Staff consistently use inclusive and non-gendered language (e.g., partner, spouse) and plan inclusive school events that involve staff's family members.

- School and school authority leaders, as well as staff, have professional conversations about issues related to diverse sexual orientations, gender identities and gender expressions, alongside other diversity, equity and human rights issues that are discussed in the workplace.

## Resources to Support the Inclusion of Students and Staff with Diverse Sexual Orientations, Gender Identities and Gender Expressions

### Welcoming, caring, respectful and safe learning environments

The following Alberta resources offer practical information and strategies for creating welcoming, caring, respectful and safe learning environments. Schools and school authorities can use these resources to inform the development and implementation of policies, regulations, procedures and inclusive practices to support students and staff with diverse sexual orientations, gender identities and gender expressions.

The Walk Around: A School Leader's Observation Guide	<a href="https://education.alberta.ca/media/142736/the-walk-around_school-leader.pdf">https://education.alberta.ca/media/142736/the-walk-around_school-leader.pdf</a>
The Walk Around: Teacher Companion Tool	<a href="https://education.alberta.ca/media/142742/the-walk-around_teacher.pdf">https://education.alberta.ca/media/142742/the-walk-around_teacher.pdf</a>
Gay-Straight or Queer-Straight Alliances in Schools	<a href="https://education.alberta.ca/media/142740/gay-straight_alliances_in_schools.pdf">https://education.alberta.ca/media/142740/gay-straight_alliances_in_schools.pdf</a>
Starting a Gay-Straight or Queer-Straight Alliance in Your School: A Tip Sheet for Students	<a href="https://education.alberta.ca/media/142741/starting-a-gay-straight-alliance-in-your-school.pdf">https://education.alberta.ca/media/142741/starting-a-gay-straight-alliance-in-your-school.pdf</a>
Role of School and School Authority Leaders in Supporting Gay-Straight/Queer-Straight Alliances	<a href="https://education.alberta.ca/media/142739/g-s-qa_role_of_leaders.pdf">https://education.alberta.ca/media/142739/g-s-qa_role_of_leaders.pdf</a>
The Role of Gay-Straight/Queer-Straight Alliances in Supporting Student Learning and Well-Being	<a href="https://education.alberta.ca/media/142738/role_of_gs-qs_alliances.pdf">https://education.alberta.ca/media/142738/role_of_gs-qs_alliances.pdf</a>
Gay-Straight/Queer-Straight Alliances in Faith-Based Schools	<a href="https://education.alberta.ca/media/142737/g-s-qa_in-faith-based_schools.pdf">https://education.alberta.ca/media/142737/g-s-qa_in-faith-based_schools.pdf</a>
Alberta's Plan for Promoting Healthy Relationships and Preventing Bullying	<a href="http://humanservices.alberta.ca/documents/promoting-healthy-relationships-and-preventing-bullying.pdf">http://humanservices.alberta.ca/documents/promoting-healthy-relationships-and-preventing-bullying.pdf</a>
Transphobic Bullying	<a href="http://humanservices.alberta.ca/documents/transphobic-bullying.pdf">http://humanservices.alberta.ca/documents/transphobic-bullying.pdf</a>

Homophobic Bullying: Tips for Youth	<a href="http://humanservices.alberta.ca/documents/homophobic-bullying-prevention-tips-for-youth.pdf">http://humanservices.alberta.ca/documents/homophobic-bullying-prevention-tips-for-youth.pdf</a>
Homophobic Bullying: Tips for Parents	<a href="http://humanservices.alberta.ca/documents/homophobic-bullying-prevention-tips-for-parents.pdf">http://humanservices.alberta.ca/documents/homophobic-bullying-prevention-tips-for-parents.pdf</a>
LGBTQ Supports Infographic	<a href="http://humanservices.alberta.ca/documents/LGBTQ-supports-infographic.pdf">http://humanservices.alberta.ca/documents/LGBTQ-supports-infographic.pdf</a>
Sexual Orientation and Gender Identity Policy Brochure	<a href="http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/For-Members/Professional%20Development/Diversity,%20Equity%20and%20Human%20Rights/PD-80-10%202010%20SOGI.pdf">http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/For-Members/Professional%20Development/Diversity,%20Equity%20and%20Human%20Rights/PD-80-10%202010%20SOGI.pdf</a>
GSAs and QSAs in Alberta Schools: A Guide for Teachers	<a href="http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/PD-80-6_GSA-QSAGuide2015_Web.pdf">http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/PD-80-6_GSA-QSAGuide2015_Web.pdf</a>
Here Comes Everyone	<a href="http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/MON-3_Here_comes_everyone.pdf">http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/MON-3_Here_comes_everyone.pdf</a>
PRISM Toolkit (Elementary Edition)	<a href="http://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity%20and%20Human%20Rights/Resources/Pages/PRISM-Toolkit.aspx">http://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity%20and%20Human%20Rights/Resources/Pages/PRISM-Toolkit.aspx</a>
Sexual Orientation and Gender Identity: Recommended Fiction and Nonfiction Resources for K-12 Schools	<a href="http://www2.epl.ca/public-files/booklets/epsb-recommended-resources-sexual-orientation_2014.pdf">http://www2.epl.ca/public-files/booklets/epsb-recommended-resources-sexual-orientation_2014.pdf</a>
Safe and Caring Schools LGBTQ Students: A Guide for Counsellors	<a href="http://resources.safeandcaring.ca/wp-content/uploads/2014/05/LGBTQ-Students-for-Counsellors.pdf">http://resources.safeandcaring.ca/wp-content/uploads/2014/05/LGBTQ-Students-for-Counsellors.pdf</a>
Safe and Caring Schools for Two-Spirit Youth	<a href="http://resources.safeandcaring.ca/wp-content/uploads/2014/05/Two-Spirit-Youth.pdf">http://resources.safeandcaring.ca/wp-content/uploads/2014/05/Two-Spirit-Youth.pdf</a>
Safe and Caring Schools for Transgender Students	<a href="http://resources.safeandcaring.ca/wp-content/uploads/2014/05/Two-Spirit-Youth.pdf">http://resources.safeandcaring.ca/wp-content/uploads/2014/05/Two-Spirit-Youth.pdf</a>
Safe and Caring Schools for Lesbian and Gay Youth	<a href="http://resources.safeandcaring.ca/wp-content/uploads/2014/05/Lesbian-and-Gay-Youth.pdf">http://resources.safeandcaring.ca/wp-content/uploads/2014/05/Lesbian-and-Gay-Youth.pdf</a>
Alberta Civil Liberties Research Centre (2007). Freedom to be: A teachers' guide to sexual orientation, gender identity and human rights. Calgary, Alberta: Faculty of Law, University of Calgary.	<a href="http://www.aclrc.com/lgbt/">http://www.aclrc.com/lgbt/</a>
Trans Equality Society of Alberta: School Inclusion in Alberta	<a href="http://www.tesaonline.org/school-inclusion-in-alberta.html">http://www.tesaonline.org/school-inclusion-in-alberta.html</a>

## Key Alberta Legislation

To ensure school policies, regulations, procedures and inclusive practices are aligned with provincial requirements, it is essential to understand the intent and scope of key legislation related to inclusion, human rights and school board responsibilities.

Alberta Bill of Rights	<a href="http://www.qp.alberta.ca/documents/Acts/A14.pdf">http://www.qp.alberta.ca/documents/Acts/A14.pdf</a>
Alberta Human Rights Act	<a href="http://www.qp.alberta.ca/documents/Acts/A25P5.pdf">http://www.qp.alberta.ca/documents/Acts/A25P5.pdf</a>
School Act (Alberta)	<a href="http://www.qp.alberta.ca/documents/Acts/s03.pdf">http://www.qp.alberta.ca/documents/Acts/s03.pdf</a>
Alberta School Boards Association policy advisory	<a href="http://www.asba.ab.ca/services/resources/policy-advice/welcoming-caring-respectful-and-safe-learning-and-working-environments">http://www.asba.ab.ca/services/resources/policy-advice/welcoming-caring-respectful-and-safe-learning-and-working-environments</a>
Alberta's Amended School Act: Information for Students	<a href="https://education.alberta.ca/media/158718/informationforstudents.pdf">https://education.alberta.ca/media/158718/informationforstudents.pdf</a>
Alberta's Amended School Act: Information for Parents and Guardians	<a href="https://education.alberta.ca/media/158717/informationforparentsandguardians.pdf">https://education.alberta.ca/media/158717/informationforparentsandguardians.pdf</a>
Alberta's Amended School Act: Information for School Staff	<a href="https://education.alberta.ca/media/158719/informationforschoolstaff.pdf">https://education.alberta.ca/media/158719/informationforschoolstaff.pdf</a>
Alberta's Amended School Act: Developing an Effective Code of Conduct for Students	<a href="https://education.alberta.ca/media/158720/developinganeffectivestudentcodeofconduct.pdf">https://education.alberta.ca/media/158720/developinganeffectivestudentcodeofconduct.pdf</a>

## Canadian Research

There is ongoing Canadian research that can help inform the development of policies, regulations, procedures and inclusive practices related to supporting students and staff with diverse sexual orientations, gender identities and gender expressions.

Being Safe, Being Me: Results of the Canadian Trans Youth Health Survey	<a href="https://saravyc.sites.olt.ubc.ca/files/2015/05/SARAVYC_Trans-Youth-Health-Report_EN_Final_Web2.pdf">https://saravyc.sites.olt.ubc.ca/files/2015/05/SARAVYC_Trans-Youth-Health-Report_EN_Final_Web2.pdf</a>
Canadian Professional Association for Transgender Health (CPATH)	<a href="http://www.cpath.ca">www.cpath.ca</a>
Egale Canada Human Rights Trust	<a href="http://egale.ca">http://egale.ca</a>
Generation Queer: Sexual Minority Youth and Canadian Schools	<a href="http://www.ismss.ualberta.ca/sites/www.ismss.ualberta.ca/files/GenerationQueerWinter07to08Wells.pdf">http://www.ismss.ualberta.ca/sites/www.ismss.ualberta.ca/files/GenerationQueerWinter07to08Wells.pdf</a>
Institute for Sexual Minority Studies and Services	<a href="http://www.ismss.ualberta.ca/">http://www.ismss.ualberta.ca/</a>

# ADMINISTRATORS' MEETING

Tuesday, October 13, 2015  
DIVISION OFFICE – ERIC JOHNSON ROOM

## January 12, 2016 Administrators' Meeting - Summary

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**MEETING CHAIR:** Wilco Tymensen

**BOARD MEMBER IN ATTENDANCE:** Jennifer Crowson

**ATA REPRESENTATIVE:** Linda Virostek

### PROFESSIONAL LEARNING

The morning portion of the meeting consisted of Professional Learning sessions including:

- Group conversations and discussion regarding a looking into the future towards a new paradigm for Horizon School Division
- A Session on Teacher Evaluation and Instructional Leadership

### DISCUSSION ITEMS

#### **1. School Generated Funds**

Phil Johansen reviewed the procedures and protocol regarding the use of School Generated Funds. He explained the differences between School Generated Funds and the Decentralized Budget and what the Principal's responsibility is with proper follow-through with SGF. The complete SGF Power Point presentation can be viewed [here](#).

#### **2. Report Card Working Groups**

Amber briefed Administrators about the three report card working groups (kindergarten, elementary and junior high/middle school). All three groups of teachers have met once and will continue their work in subsequent meetings the first week of February. The February Admin. Meeting PD session will be focused on assessment, including a review of the report card templates developed by that time and the development of a communication plan about the future changes.

#### **3. Literacy Framework**

Sue Jackson will be coming to Horizon to provide a literacy session on January 14<sup>th</sup>. All schools with grades 1-9 will be sending representation to this session.

### INFORMATION ITEMS:

Jane Brenner, Executive Director with Taber Adult Learning along with other TADL staff members provided an information session on some of the services that they provide to the community and the MD of Taber. Their mandate is to provide access to programs, courses and services related to education, career and employment, business, and literacy. A strong emphasis was focused on the ESL services TADL provides to the adult and pre-school LGM population within the town and MD of Taber. Please refer to the [TADL website](#) for more detailed information on the programs and services they provide.

#### **1. Public Works**

Phil updated Administrators on the Public Works Occupational Health & Safety Training System that all Horizon Staff are required to participate in (as per OH&S legislation). Deanna Killinger has been emailing all staff (including substitute teachers) reminders with the online training that they are required to do. It was also noted that Principals will be required to find time for their hourly staff to complete their online training and it was suggested that discretionary time could be utilized for this.

#### **2. AHS Wellness Grant**

Terri-Lynn overviewed the Wellness Fund Project Horizon has been successful in having approved. The funds totaling approximately \$50,000 will be dispersed this school year and in 2016-17. She asked that those schools that would like to be part of this grant to please let her know as soon as possible. Further details regarding this



# ADMINISTRATORS' MEETING

**Tuesday, October 13, 2015**  
**DIVISION OFFICE – ERIC JOHNSON ROOM**

grant can be found here. Terri-Lynn also noted that Aaron Edlund was the lucky staff member drawn to attend the annual *Shaping the Future Conference* taking place January 28<sup>th</sup> – 30<sup>th</sup> in the Kananaskis. This annual conference will see professional delegates involved in education, active living, recreation, health and research to discuss and learn about comprehensive school health.

### **3. 2016-2017 School Year Calendar**

Amber reviewed the [2016-2017 jurisdiction calendar](#) with Administrators. It is her intent to send out school templates by the end of this week.

### **4. Automated Absence/Substitution System**

Amber provided information to Administrators regarding the Automated Absence/Substitution System and informed the group that this new system will be going live after the Easter Break. Training sessions for teachers and school secretaries (expected to take no longer than 45 minutes) will be scheduled to take place at each school site towards the end of February/beginning of March. Administrators were requested to provide Amber with dates that will fit into their schedules for a training session to take place at their school.

### **5. Jurisdiction Student Engagement Team (JSET)**

Information and an invitation to high schools to select members for the Jurisdiction Student Engagement Team meeting on February 25<sup>th</sup> will be forthcoming. The JSET will be a district-wide student council group that will initially consist of students from grades 9-12. The JSET will allow students the opportunity to develop their leadership skills. Students will be asked for their input regarding the new report card templates currently under development and will also be asked to participate and provide a voice with some of Horizon's policies such as *Citizenship in a Digital Age* and a new policy that will be developed in the near future regarding student nutrition.

### **6. 2016-2017 Enrollment Projections**

Clark reminded Administrators that he will be meeting with them at their schools in late January/early February to discuss enrollment projections for the 2016-2017 school year. Barb will be sending out a schedule (listing available meeting dates) to all schools within the next week.

### **7. Early Learning Report**

Robbie Charlebois and Tanya Harvey provided an information update to the Admin. group regarding Inclusive Learning supports and services that are available for families as well as upcoming Pre-K and Kindergarten registration information for the next school year. Effective immediately, Pre-K programs will no longer be licensed. Horizon will administer the programs internally, ensuring the same standards of safety. Other means for parents to access subsidy for fees will be arranged.

### **8. January PD Day @ DAF**

Holly Godson informed Principals that for the January 29<sup>th</sup> PD day, Joy Ohashi with the Native Counselling Services of Alberta will be presenting information on the Truth and Reconciliation Commission (TRC) at DAF. The objective of the TRC is to "witness, support, promote and facilitate truth and reconciliation events at both the national and community levels". She will be speaking about the work they have been doing in terms of resiliency, insights into First Nations culture, and how aboriginal students can be better supported. Holly added that she will be sending out an agenda with additional information on this session and has requested RSVP's from those who wish to attend.

### **9. Admin. Meeting Times**

Wilco asked Principals what their preference would be for Admin. Meeting times and it was a unanimous decision that the start time for Admin. meetings for the remainder of the school year will be 8:30 a.m.

Meeting adjourned.

Next Meeting – Tuesday, February 9, 2016



## Horizon School Division No. 67

### 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) 655-2211

Chamberlain School  
Phone: (403) 655-2211

#### HAYS

Hays School  
Phone: (403) 725-3755

#### HUTTERIAN BRETHREN SCHOOLS

Phone: (403) 223-3547

#### LOMOND

Lomond Community School  
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#### MILK RIVER

Erle Rivers High School  
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Milk River Elementary School  
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#### 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) 223-0179

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: Taber Police Service Budget Cuts

December 15, 2015

Taber Town Council  
4900A 50 St.  
Taber, AB T1G 1T1

Dear: Major DeVlieger and Taber Town Councilors

At the December 15, 2015 Board of Trustees meeting for the Horizon School Division, the Board discussed the recent announcement regarding the \$150,000 Taber Police service budget reduction. We wanted to share our deep concern regarding such a budgetary cut and the likely impact this will have on the School Resource Officer (SRO) position within our schools. As you are no doubt aware, the jurisdiction's partnership with the Taber Police Service dates back some fifteen years. This partnership has allowed Taber schools to work closely with police officers, benefiting both schools and the police service. It has facilitated connections that extend deep into the community. We believe that the School Resource Officer position has been instrumental in promoting crime prevention and building positive relationships between law enforcement and youth. Such relationships have fostered preventative solutions rather than criminal escalation that we believe have saved the town money in the long term. We believe so strongly in this position that we continue to support the SRO position in the amount of \$35,000 per year. Losing this position would not only have a significant impact on the students that we serve but the community as a whole and would mean a further reduction in the police service budget of \$35,000.

It is our hope, that you reconsider your decision. Should your decision stand, we would strongly request that the School Resource Officer position not be eliminated in order to balance the reduced budget as we believe students are part of this community.

Sincerely,

Marie Logan  
Board Chair, Horizon School Division

Wilco Tymensen, Ed.D.  
Superintendent of Schools

cc. Taber Police Service



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Phone: (403) 654-2145

#### WARNER

Warner School  
Phone: (403) 642-3931

RE: International Trips: Outside of Canada

December 15, 2015

To: Schools principals and parents of students participating in school sanctioned international field trips

Dear Principals and Parents,

Over the past few weeks, the world has seen a resurgence of terrorist attacks aimed at harming civilians and creating a climate of fear in western countries. These incidents have also created questions about the safety of school international field trips, including trips into the United States. Given that our primary concern is the safety of our students and staff when considering whether to approve international field trips, we have been in touch with provincial and international agencies. Additionally, we have sought out a risk assessment from our insurance broker and legal counsel in order to make the right choice for our jurisdiction, in the best interest of our students.

Based on this feedback, and in consultation with the Board of Trustees, we have decided that international field trips will be carefully considered on an individual basis; based on the unique set of facts. Our decision to move forward with international school trips will be supported by thorough due *diligence*. Trips will be cancelled to all locations that have an official Government of Canada travel advisory: “avoid all travel” or “avoid non-essential travel” (<http://travel.gc.ca/travelling/advisories>).

We will continue to monitor the situation in Paris and Belgium and are monitoring the Government of Canada travel advisories regularly. At this time, no trips to France will be approved for the 2015-2016, and 2016-2017 school year.

All international field trips that have already been approved will be reviewed by senior administration to ensure safety and contingency plans continue to meet our rigorous standards.

I have let principals know that I reserve the right to cancel any trips if I feel the risk is too great (this may also be based on the Government of Canada risk level rising to “exercise a high degree of caution” depending on the identifiable security concern and I have asked principals to inform parents of this fact. Similarly, we will end trips early if necessary.

The decision not to impose a blanket cancellation was based on feedback and our belief, that international travel provides a unique educational value that is not easily replaceable.

Parents place great trust in us when they allow their children to go on international field trips. We take that trust very seriously and believe that considering each trip on a case-by-case basis, rather than a blanket cancelation provides the right balance between keeping students safe and giving them the unique educational opportunities that these trips provide.

It is also my expectation that schools continue to have meetings with students and parents to communicate/explain and discuss logistics. These includes sharing: the detailed trip agenda, information about the destination's health care system, emergency preparedness, modes of communication, and any issues that are particular to each destination so that parents are in the most informed position possible.

We will be reviewing and potentially updating our acknowledgement of risk, informed consent forms, and waivers to clarify for parents as to where risks lie between the board and students/parents. For instance, the jurisdiction does not accept responsibility for any lost travel deposits or costs due to cancelled trips by either the jurisdiction or third party travel company for events beyond its control, including but not limited to instability in a destination country, acts of God, war (whether declared or undeclared), terrorist activities, incidents of violence, public health issues or quarantine, strikes, government restrictions, fire or severe weather conditions that make it impossible or unreasonable to conduct the trip. Given the above, parents are strongly encouraged to acquire adequate travel and cancellation insurance. Note that parents can acquire such insurance through the Alberta School Boards' Insurance Exchange (ASBIE) Program.

We believe that with due diligence that includes weighing the benefits of international trips with potential risks we will be able to continue to provide such educational opportunities while keeping student safety as our number one priority. If you have any questions, please don't hesitate to call my office at 403-223-3547

Sincerely,

A handwritten signature in black ink, appearing to read 'W. Tymensen', written over a light blue horizontal line.

Wilco Tymensen, Ed.D.  
Superintendent of Schools



## Parent/Guardian and Staff Consent Form for International Travel

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### **Preamble**

Horizon School Division supports international travel as a valuable opportunity for students to develop a deeper understanding of the global society, historical events and the impact those have on our collective development of a world citizen viewpoint. However, there are occasions when international travel must be considered in light of security concerns that exist in various parts of the world. In these situations we feel it is important that all participants in the trip are given the opportunity to decide if they want to continue with their personal commitment to be involved in the event.

To allow all participants to have the background information necessary for that decision the administration of the school, in conjunction with supporting documentation from the trip provider, will provide an addendum to this consent form that outlines the following: the complete itinerary of the trip including destinations, accommodation arrangements and “in country travel” structures; the current levels of concern around the security of all aspects of the trip and the cancellation cost structure if the decision is made to not participate in the trip. With that background information this consent form will allow the school to ensure that each participant is fully knowledgeable about the trip and has made a decision that meets their needs and expectations.

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### **Section One**

As a parent/guardian or staff member, I have received and fully understand the information relative to the proposed international trip. As part of this information package I fully understand the itinerary, the destination points, the accommodation arrangements and the travel structures inside the country(s) we will be visiting. I have also been informed as to any trip advisories by the Canadian government and how that may change in the timeframe leading up to the departure date.

- Yes  
 No

Comments:

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### **Section Two**

As a parent/guardian or staff member, I fully understand and have considered all security concerns around this proposed international trip.

- Yes  
 No

Comments:

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**Section Three**

I have also received and fully understand the information and financial impact around cancellation procedures relative to this international trip. I also accept that I will face some financial costs in the event of that I decide to cancel my participation in the event.

- Yes
- No

Comments:

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**Section Four**

In accord with all of the information provided to me I wish to continue my participation in the international trip and will affix my signature to this document to confirm that position.

- Yes
- No

Comments:

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School and Destination: \_\_\_\_\_

Signature(s): \_\_\_\_\_

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

Date: Wed, Jan 13, 2016 at 10:38 AM

Subject: News Release: Creating learning environments that respect diverse sexual orientations, gender identities and gender expressions

## **Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions**

Education Minister David Eggen released a new resource to assist school boards in drafting policies to support welcoming, caring, respectful and safe schools.

Alberta Education has created a document called “Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Expressions and Gender Identities” to assist school authorities when addressing the needs of individuals with diverse sexual orientations, gender expressions and gender identities.

The guidelines are also reflective of recent policy shifts in the Alberta Human Rights Act, Alberta Bill of Rights and provincial *School Act*. They were based on content created by the Nova Scotia Department of Education and Early Childhood Development. As part of the development process, Alberta Education staff consulted with a range of provincial experts who contributed valuable feedback.

The guidelines show what learning environments that respect diverse sexual orientations, gender identities and gender expressions look like.

“We have pledged to support school boards, as they are required to provide their policies for welcoming, caring, respectful and safe schools by the end of March. These guidelines are designed to aid boards in meeting this requirement.” Minister Eggen added, “I am confident that all will act in the best interest of their students, their families and staff. Together, we can spur real change and what better place to do so than right in Alberta’s classrooms.” *David Eggen, Minister of Education*

In November 2015, Minister Eggen directed all school boards to share these policies by March 31, 2016. As part of the review, school boards must show evidence of having policy and regulations or procedures related specifically to their obligations under the *School Act*.



# Braid: NDP's gender-rights push comes to Alberta schools



DON BRAID, CALGARY HERALD

[More from Don Braid, Calgary Herald](#)

Published on: January 13, 2016 | Last Updated: January 13, 2016 6:46 PM MST



Education Minister David Eggen releases Guidelines Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Expressions and Gender Identities at the Alberta legislature on Wednesday, Jan. 13, 2016.

## **Alberta Education Minister David Eggen dropped the D-word a couple of times Wednesday — that's D as in dissolution of school boards.**

Eggen wasn't threatening, exactly, but he did say that word in the fraught context of new government guidelines for respecting the rights of gay, lesbian and transgender kids in schools.

There's bound to be turmoil over this, especially in smaller boards where some officials and trustees still believe there couldn't possibly be a gay student within a 50-kilometre radius.

These rules are the furthest extension yet of Alberta's very fast-moving, and long-overdue, gender rights movement. They reach into areas that weren't touched by the historic uproar over Bill 10, which passed last March.

That debate was almost entirely about whether students had the right to form gay-straight alliances for mutual support. It was a limited and reasonable goal — and still, the emotional fallout almost turned the province on its head.

Since then, the Alberta Bill of Rights and Alberta Human Rights Act have been amended to include not just a person's sexual orientation, but also gender identity and gender expression.

The NDP's impulse in pushing this is entirely admirable. There is a deep sensitivity here to the hell that gay and transgender kids go through, their intense anguish over bullying, the existential loneliness of feeling there's never anywhere to belong.

Six other provinces and one territory already have those gender identity provisions, so it's nothing new. Now the NDP is saying how these rights will work. The result is as activist as you'd expect.

Transgender and gay kids will have to be accommodated in the school washrooms and change rooms, on the sports teams, and in the general fabric of school life.



“If sports teams are divided by gender,” the guidelines say, “students are given the opportunity to participate on the team that reflects their gender identity and expression ... Students are able to access washrooms that are congruent with their gender identity.”

The guidelines grapple mightily with the washroom problem. The edu-speak around this is sometimes comical, but anybody who keeps laughing should remember that there was a day when the legislature itself only had a couple of washrooms for women.

The solution was pretty simple — more washrooms. It’s the same here.

The guidelines call for schools to “provide a non-gendered, single-stall washroom for use by any student who desires increased privacy regardless of the reason (medical, religious, cultural, gender identity, gender expression, etc.).” When a school doesn’t have such a washroom, according to Eggen, a boy who self-identifies as female should be able to use the girls’ washroom. In sports and Phys.-Ed, the guidelines call for “all students to have access to change-room facilities that meet their individual privacy concerns.” This could include “a private area within a change-room (a stall with a door, or a curtained area) or a nearby washroom.”

As for what students wear, the effort to accommodate gender expression could lead to further loosening of standards that have been relaxed for decades.

“A flexible and gender-inclusive dress code recognizes that all students and staff have the right to dress in a manner consistent with their gender identity and gender expression,” say the guidelines. Rules should “apply equally and fairly to all students and are not gender-exclusive, such as implying that a certain type of clothing, such as skirts, will be worn by one gender only.”

Eggen is quite careful to say that these are guidelines, not orders, intended to help school boards craft their own policies by the March 31 deadline.

Boards are expected to comply voluntarily. And many already are, especially in the cities. But there is that D-word thing. A school board that becomes dysfunctional or refuses to comply with provincial policy can be disbanded and directly run by a provincial appointee. It’s been done before. Would the New Democrats level a local board over denial of rights for students who say they are, in the lexicon of these rules, “lesbian, gay, bisexual, trans, two-spirit, queer, questioning and/or gender diverse?”

You bet they would.