

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

**Regular Board Meeting Agenda  
Tuesday, August 29<sup>th</sup>, 2017 – 1:00 p.m.**

**A – Action Items**

<p>A.1 Agenda</p> <p>A.2 Minutes of Regular Board Meeting held Tuesday, June 20<sup>th</sup>, 2017</p> <p>A.3 July/August 2017 Payment of Accounts Summary</p> <p>A.4 Minutes of Special Board Meeting held Tuesday, June 27<sup>th</sup>, 2017</p> <p>A.5 Policy for First Reading: EBCB – Fire Drills</p> <p>A.6 Policy for First Reading: FD – Disposal of Division Property</p> <p>A.7 Policy for First Reading: FL – School Closure</p> <p>A.8 Policy for First Reading: GBK – Tobacco-free Environment</p> <p>A.9 Policy for First Reading: GCAA – Central Office Administrators</p> <p>A.10 Policy for First Reading: GK – Sales Personnel on School Premises</p> <p>A.11 Policy for First Reading: HND – Remembrance Day</p> <p>A.12 Policy for First Reading: IE – Student Attendance</p> <p>A.13 Policy for First Reading: IECB – International Students</p> <p>A.14 Policy for First Reading: IED – Independent Student</p> <p>A.15 Policy for First Reading: IFC – Student Conduct</p> <p>A.16 Policy for First Reading: IFH – Formal Parent/Student Appeals</p> <p>A.17 Policy for First Reading: IHF – Welcoming, Caring, Respectful, and Safe Learning Environments</p> <p>A.18 Policy for First Reading: II – Student Awards and Scholarships</p> <p>A.19 Policy for First Reading: IO – Student Records</p> <p>A.20 Policy for First Reading: JMA – School Councils</p> <p>A.21 Policy to be Deleted: EAB – Administrative Council</p> <p>A.22 Policy to be Deleted: EAD – School Board Reporting</p> <p>A.23 Policy to be Deleted: FC – Facilities Planning</p> <p>A.24 Policy to be Deleted: GDAC – Facilities Manager</p> <p>A.25 Policy to be Deleted: HGAEB – CPR Training for Students</p> <p>A.26 Policy to be Deleted: HGAM – Native Education</p> <p>A.27 Policy to be Deleted: HGBI – English as a Second Language</p> <p>A.28 Locally Developed Course: Creative Writing and Publishing 15/25/35</p> <p>A.29 Locally Developed Course: ESL Introduction to English 15/25</p> <p>A.30 Locally Developed Course: ESL Introduction to Mathematics 15</p> <p>A.31 Locally Developed Course: Film &amp; Media Art 15/25/35</p> <p>A.32 Locally Developed Course: Fire Rescue 25</p> <p>A.33 Motion to Reappoint Superintendent</p>	<p><b>ENCLOSURE 1</b></p> <p><b>ENCLOSURE 2</b></p> <p><b>ENCLOSURE 3</b></p> <p><b>ENCLOSURE 4</b></p> <p><b>ENCLOSURE 5</b></p> <p><b>ENCLOSURE 6</b></p> <p><b>ENCLOSURE 7</b></p> <p><b>ENCLOSURE 8</b></p> <p><b>ENCLOSURE 9</b></p> <p><b>ENCLOSURE 10</b></p> <p><b>ENCLOSURE 11</b></p> <p><b>ENCLOSURE 12</b></p> <p><b>ENCLOSURE 13</b></p> <p><b>ENCLOSURE 14</b></p> <p><b>ENCLOSURE 15</b></p> <p><b>ENCLOSURE 16</b></p> <p><b>ENCLOSURE 17</b></p> <p><b>ENCLOSURE 18</b></p> <p><b>ENCLOSURE 19</b></p> <p><b>ENCLOSURE 20</b></p> <p><b>ENCLOSURE 21</b></p> <p><b>ENCLOSURE 22</b></p> <p><b>ENCLOSURE 23</b></p> <p><b>ENCLOSURE 24</b></p> <p><b>ENCLOSURE 25</b></p> <p><b>ENCLOSURE 26</b></p> <p><b>ENCLOSURE 27</b></p> <p><b>ENCLOSURE 28</b></p> <p><b>ENCLOSURE 29</b></p> <p><b>ENCLOSURE 30</b></p> <p><b>ENCLOSURE 31</b></p>
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**D – Discussion Items**

<p>D.1 September 19<sup>th</sup>/October 24<sup>th</sup> Board Meeting Dates</p>		
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**I - Information Items**

<p>I.1 Superintendent's Report</p> <p>I.2 Trustee/Committee Reports</p> <ul style="list-style-type: none"> <li>• I.2.1 August Facilities Committee Report – Bruce Francis</li> </ul> <p>I.3 Associate Superintendent of Finance and Operations Report – Phil Johansen</p> <p>I.4 Associate Superintendent of Programs and Human Services Report – Anita</p>		
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Richardson	
I.5 Roots of Empathy	<b>ENCLOSURE 32</b>
I.6 Policies that have 'Education Act' changed to 'School Act'	<b>ENCLOSURE 33</b>
I.7 SLA Resources – Quick Facts for Trustees	<b>ENCLOSURE 34</b>
I.8 Review to Examine Workplace Health & Safety	<b>ENCLOSURE 35</b>
I.9 Annual Off Campus Report	<b>ENCLOSURE 36</b>

### C-Correspondence

C.1 Letter to Minister of Education – School Fees	<b>ENCLOSURE 37</b>
C.2 Edmonton Journal – <i>Edmonton Students are Suspended Thousands of Times Each Year</i>	
C.3 Moulard Letter – Re: Transportation Request	
C.4 Edmonton Journal – <i>Education Minister Will Look at Collecting School-Discipline Date</i>	
C.5 School Fee Approved	
C.6 Ukrainian-Canadian Heritage Day – September 7, 2017	
C.7 Response Letter from Minister of Education RE: ATA withdrawing from ARPDC	

# 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, June 20<sup>th</sup>, 2017 beginning at 2:00p.m. in the Eric Johnson Room.

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

ALSO PRESENT: Dr. Wilco Tymensen, Superintendent of Schools  
Phil Johansen, Associate Superintendent of Finance & Operations  
Amber Darroch, Associate Superintendent of Learning Services  
Anita Richardson, Associate Superintendent of Programs and Human Services  
Nikki Jamieson, Taber Times  
Sheila Laqua, Recording Secretary

## ACTION ITEMS

- |     |   |   |
|-----|---|---|
| A.1 | Moved by Bruce Francis that the Board approve the agenda with the following additions:<br><br>A.9 Change in IMR Calendar<br><br>Carried Unanimously   | AGENDA APPROVED<br>68/17  |
| A.2 | Moved by Derek Baron that the Board approve the <a href="#">Minutes of the Regular Board Meeting, held Tuesday, May 2<sup>nd</sup>, 2017</a> as provided by Enclosure 1 of the agenda.<br><br>Carried Unanimously   | BOARD MEETING<br>MINUTES APPROVED<br>69/17  |
| A.3 | Moved by Jennifer Crowson that the Board approve the <a href="#">June 2017 Payment of Accounts</a> report in the amount of \$3,059,704.98 provided in Enclosure 2 of the agenda.<br><br>Carried Unanimously   | PAYMENT OF ACCOUNT<br>APPROVED<br>70/17   |
| A.4 | Moved by Bruce Francis that the Board approve the second reading of <a href="#">Policy JG – Community Use of Facilities</a> as provided by Enclosure 3 of the agenda.<br><br>Carried Unanimously<br>Moved by Derek Baron that the Board approved the final reading of Policy JG – Community Use of Facilities as provided by Enclosure 3 of the agenda. | POLICY JG SECOND<br>READING APPROVED<br>71/17<br><br>POLICY JG FINAL<br>READING APPROVED<br>72/17   |
| A.5 | Moved by Rick Anderson that the Board approve the first reading of <a href="#">Policy HIAE – Fees</a> as provided by Enclosure 4 of the agenda.<br><br>Bruce Francis, Derek Baron & Terry Michaelis - opposed<br><br>Carried Unanimously  | POLICY HIAE FIRST<br>READING APPROVED<br>73/17  |
| A.6 | Moved by Blair Lowry that the Board approve the second reading of <a href="#">Policy GDB – School Support Staff</a> as provided by Enclosure 5 of the agenda.<br><br>Carried Unanimously<br>Moved by Derek Baron that the Board approved the final reading of Policy GDB – School Support Staff as provided by Enclosure 5 of the agenda.               | POLICY GDB SECOND<br>READING APPROVED<br>74/17<br><br>POLICY GDB FINAL<br>READING APPROVED<br>75/17 |
|     | Carried Unanimously   |   |

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|-----|---|---|
| A.7 | Moved by Bruce Francis that the Board approve the <a href="#">2018-2019 Jurisdiction Calendar</a> as provided by Enclosure 6 of the agenda. | 2018-2019<br>JURISDICTIONAL<br>CALENDAR APPROVED<br>76/17 |
|     | Carried Unanimously   |   |
| A.8 | Moved by Bruce Francis that the Board approve the budget 2017-2018 budget.  | BUDGET APPROVED<br>77/17                                  |
|     | Carried Unanimously   |   |
| A.9 | Moved by Bruce Francis that the Board approve the changes to the IMR calendar to coincide with the divisional calendar.                     | CHANGES TO IMR<br>CALENDAR APPROVED<br>78/17              |
|     | Carried Unanimously   |   |

Special Meeting Date for Second & Final Reading of Policy HIAE – Fees – June 27 @ 1:00am

### DISCUSSION ITEMS

#### D.1 Quarterly Financial Report

Jason Miller, Director of Finance presented the quarterly financial report, for the period ending May 31, 2017.

#### D.2 Letter to Minister – Re: ARPDC

The Board opted to draft a letter to the Minister showing support for ARPDC (Alberta Regional Professional Development Consortia) in light of a key stakeholder withdrawing their support. The Board believes that a collaborative response to professional development enhances opportunities for all stakeholders and is a cost effective way to approach professional development.

### INFORMATION ITEMS

#### I.1 Superintendent’s Report

Wilco Tymensen’s June report to the Board included the following:

##### **Educational Leadership and Student Welfare**

- Dialogue between schools and division office are ongoing. Conversations/topics typically focus on processes that ensure student safety and well-being, financial management, instructional leadership, and legal matters such as informal and formal complaints. This month they also included budgeting, staffing, facility use, off-campus excursions, and Alberta Education requirements.
- Attended the Alberta School Board Association annual Spring General Meeting
- Met with ATA representation related to the “Classroom Improvement Fund” stemming from the recently ratified provincial Memorandum of Agreement
- Continue to write monthly articles for the Lethbridge Herald. June’s article addressed bullying

##### **Personnel Management**

- Some 25 teacher evaluations were completed this year by senior leadership as well as thirteen principal evaluations and reappointments
- Interviews for new school principals have also been undertaken for Colonies, Dr. Hamman, and W.R. Myers
- CASS meeting to discuss assignable time

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

- With the proclamation of of Bill 1: An Act to Reduce School Fees, a jurisdiction policy was development. The policy will be submitted to the Minister for formal approval by June 30, 2017 as per the regulation along with a comprehensive fee schedule for the 2017-2018 school year.
- The senior administrative leadership team met to discuss the jurisdiction’s strategic and operational priorities

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

- Preparation for ATA Collective Bargaining regarding local table matters is ongoing. Notice to commence bargaining will occur by July 23, and the first meeting will occur prior to August 23, 2017.
- DAF/WRM modernization meetings are ongoing

- Budget 2017 work is ongoing.
- AB ED Nutrition Grant submission has been submitted. Central and Chamberlain schools will have a universal lunch program for the 2017-2018 school year
- Attended the Ministries “assurance model consultation” which reviewed the current provincial accountability pillar model and allowed participants to provide input and recommendations as the government transitions to an assurance model

## **Communications and Community Relations**

- A number of meetings and celebrations were attended over the last month. These include but are not limited to
  - Admin Meeting
  - Staff meeting
  - School Graduations (e.g. W.R. Myers, Taber Mennonite School)
  - Council of School Council meeting
  - CASSIX and Pre-CASS HR meetings
  - Attendance at staff retirement celebrations
  - Board tour to four (4) colony schools: Goldspring, Miltow, Elmspring, and Bluegrass

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

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

Marie Logan, Zone 6 representative, shared information from the last Zone Meeting. Highlights included:

- Discussion about the ASBA Spring General Meeting in Red Deer.
- New ASBA Vice-President – Sheldon Ball
- The next general meeting will be held on September 13<sup>th</sup>, 2017

### **I.2.2 Administrator’s Meeting Report**

Jennifer Crowson reviewed the highlights of the June 13<sup>th</sup>, 2017 Administrator’s meeting. [Click here](#) to review the entire meeting summary.

### **I.2.3 Facilities Report**

Bruce Francis, Facilities Committee Chair, provided a report to the Board on the work undertaken during the past month within the Facilities Department and included the following highlights:

#### *Capital Project*

- Barnwell School – Continued progress with construction complete for the return of students for the 2017-2018 school year
- Warner School – Construction and renovated space is progressing well. Estimated completion date is set for December
- D.A. Ferguson Middle School Phasing Options

*Soccer Post Anchors* - Following some research and a few trials, anchors were designed by Horizon staff and manufactured by a local welding organization.

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

Phil Johansen provided an update to the Board as follows:

- Working on updating Horizon’s budget
- Working with school administrators on completing Fee Schedules
- Returning officer for upcoming election

## **I.4 Associate Superintendent of Learning**

Amber Darroch, Associate Superintendent of Learning shared the following June 2017 update with the Board

- Working on projects for the upcoming school year
- Host Families are needed for International Students – 12 from Brazil, 3 from Japan and 1 from Spain
  - Information for host families is linked to the banner of our website right now and Terri-Lynn Duncan can answer questions potential host may have.
- Technology – 5 schools being Evergreened

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

Anita Richardson, Associate Superintendent of Programs and Human Services, shared the following April 2017 update with the Board.

#### **Human Resources**

- 2018-2019 Calendar reviewed at June 13 Admin meeting and ready for Board review
- 52 ATA staffing changes so far this spring; will be about 25 Support staff changes

#### **Leadership Practices**

- All teacher evaluations for probationary teachers are complete for 2016-2017 and contracts have been sent to those who are returning
- Supporting Principals working with the new 907 and 1200 guidelines
- Will be sitting on the Career Transitions Board Executive as Vice Chair for 2017-2018

#### **Stakeholder Engagement**

- Completed selection for the ENMAX Scholarship

#### **First Nations, Metis, Inuit**

- Received the ATA Walking Together Train the Trainer training to present: The Blanket Exercise, History and Legacy of Residential Schools, and Learning Pebbles. This training will help attendees support teachers implement FNMI foundational knowledge. 4 other Horizon Employees attended.
- Joined the SAPDC First Nations, Metis, and Inuit Advisory Committee
- As a result of Lisa Sowinski being approached by community members, Horizon School Division is hosting an event at Confederation Park for National Aboriginal Day, June 21, 2017, 2 – 9:30 pm. We welcome the board to attend. Funding received from the Town of Taber and MD of Taber in addition to several businesses in town and many Aboriginal families.

#### **August 29 – Next Board Meeting**

#### **Correspondence**

**No Discussion items came forward** from the Correspondence as provided by Enclosure 9 of the agenda.

#### **COMMITTEE ITEMS**

Moved by Jennifer Crowson that the Board meet in Committee.

Carried Unanimously

COMMITTEE  
79/17

Moved by Derek Baron that the meeting reconvene.

Carried Unanimously

RECONVENE  
80/17

Moved by Rick Anderson that the meeting adjourn

Carried Unanimously

MEETING  
ADJOURNED  
81/17

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Marie Logan, Chair

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Sheila Laqua, Executive Secretary

**PAYMENT OF ACCOUNTS REPORT**  
**Board Meeting - August 29, 2017**

General	June 21/17		590256.34
General	June 26/17		139835.03
General	June 17/17		500.00
General	June 28/17		1408210.68
General	July 11/17		883929.61
General	July 18/17		494776.75
General	July 24/17		214981.98
General	July 27/17		1295614.76
U.S.	July 27/17		741.47
General	August 3/17		813,967.36
General	August 9/17		39,939.17
General	August 14/17		62,372.05
U.S.	August 14/17		1,680.90
"A" Payroll	June 2017	Teachers	1,951,182.24
	June 2017	Support	597,495.25
"B" Payroll	June 2017	Casual	20,379.34
	June 2017	Subs	42,611.83
"A" Payroll	July 2017	Teachers	1,532,535.92
	July 2017	Support	528,246.72
"B" Payroll	July 2017	Casual	13,206.70
<b>Total Accounts</b>			<b>5,603,617.48</b>
<b>Board Chair</b> _____			
PJ:dd			
August 17/17			

<b>Horizon School Division July 2017 U.S. Accounts</b>
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<b>U.S. Funds</b>	<b>Canadian Fund</b>
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<b>OverDrive</b>	<b>580.00</b>	<b>741.47</b>
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<b>Total U.S. Accounts</b>	<b>580.00</b>	<b>741.47</b>
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JM:dd  
July 27, 2017



<b>Horizon School Division August 2017 U.S. Accounts</b>
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	<b>U.S. Funds</b>	<b>Canadian Fund</b>
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<b>Formative</b>	<b>1300.00</b>	<b>1680.90</b>
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<b>Total U.S. Accounts</b>	<b>1300.00</b>	<b>1680.90</b>
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JM:dd

August 14, 2017

# 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 Tuesday, June 27, 2017 beginning at 1:00 p.m. and concluding at 3:00 p.m.

PRESENT: Marie Logan, Board Chair  
Bruce Francis, Board Vice Chair  
Rick Anderson, Jennifer Crowson, Blair Lowry, Terry Michaelis, Derek Baron  
Wilco Tymensen, Superintendent  
Sheila Laqua, Recording Secretary

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 Novice of Special Meeting

AGENDA  
APPROVED  
82/17

Carried Unanimously

Moved by Jennifer Crowson that the Board approve the Superintendent's Evaluation Report as developed in the evaluation workshop of June 23, 2017 as an accurate accounting of the Superintendent's performance for the period September 1, 2014 to June 15, 2017; and further, the Board authorizes the Chair to make any required technical edits and to sign the report on the Board's behalf.

APPROVE  
SUPERINTENT  
EVALUATION  
83/17

Carried Unanimously

Moved by Jennifer Crowson that the Board approve second reading of policy HIAE – School Fees

APPROVE 2<sup>ND</sup>  
READING OF  
POLICY HIAE  
84/17

Bruce Francis, Derek Baron & Blair Lowry - opposed

Carried

Moved by Rick Anderson that the Board approve final reading of policy HIAE – School Fees.

APPROVE FINAL  
READING OF  
POLICY HIAE  
85/17

Bruce Francis, Derek Baron & Blair Lowry - opposed

Carried

Moved by Blair Lowry that the Board draft a letter to be sent to the minister expressing concerns related to the Minister's requirement for Minister approval of School Fees and policy.

APPROVE LETTER  
TO MINISTER  
86/17

Carried Unanimously

Moved by Bruce Francis that the Board letter regarding School Fees and policy be sent to local MLA and leader of the opposition.

APPROVE LETTER  
TO LOCAL MLA  
AND LEADER OF  
THE OPPOSITION  
87/17

Carried

Moved by Bruce Francis that the Board approve the fee schedule associated with policy HIAE-School Fees as presented with the addition of Green Certificate costs.

APPROVE FEE  
SCHEDULE  
88/17

Carried Unanimously

Moved by Derek Baron that the Board deny the parent request for transportation to Barnwell from Taber.

DENY  
TRANSPORTATION  
REQUEST  
89/17

Rick Anderson - opposed

Carried

Moved by Derek Baron that the Board meet in Committee.		COMMITTEE 90/17
	Carried Unanimously	
Moved by Rick Anderson that the meeting reconvene.		RECONVENE 91/17
	Carried Unanimously	
Moved by Jennifer Crowson that the meeting adjourn		MEETING ADJOURNED 92/17
	Carried Unanimously	

**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 Tuesday, June 27, 2017 commencing at 1:00 p.m. and concluding at 3:00 p.m.

**AGENDA**

1. Superintendent Evaluation
2. Policy HIAE – School fees
3. Fee Schedule
4. Parent transportation request

Signed: \_\_\_\_\_ June 27, 2017  
Marie Logan, Chair

Signed: \_\_\_\_\_ June 27, 2017  
Bruce Francis, Vice-Chair

Signed: \_\_\_\_\_ June 27, 2017  
Rick Anderson, Trustee

Signed: \_\_\_\_\_ June 27, 2017  
Jennifer Crowson, Trustee

Signed: \_\_\_\_\_ June 27, 2017  
Blair Lowry, Trustee

Signed: \_\_\_\_\_ June 27, 2017  
Terry Michaelis, Trustee

Signed: \_\_\_\_\_ June 27, 2017  
Derek Baron, Trustee

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

**Policy Code:** EBCB  
**Policy Title:** Fire Drills  
**Cross Reference:** IHCE  
**Legal Reference:** Alberta Fire Code 55  
2.8.32(b)  
**Adoption Date:** November 26, 1996  
**Amendment or Re-  
affirmation Date:** May 15, 2008

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**POLICY**

THE BOARD ~~OF TRUSTEES OF THE HORIZON SCHOOL DIVISION BELIEVES THAT FIRE DRILLS ARE AN ESSENTIAL PART OF ALL SCHOOL SAFETY PROGRAMS. THE BOARD THEREFORE~~ DELEGATES TO THE PRINCIPAL THE RESPONSIBILITY OF ESTABLISHING, IN ACCORDANCE WITH ~~THE~~ LEGISLATIVE AND CODE REQUIREMENTS AND IN CONSULTATION WITH THE LOCAL FIRE DEPARTMENT, APPROPRIATE PROGRAM AND PROCEDURES FOR THE SAFE AND ORDERLY EVACUATION OF STUDENTS DURING A FIRE DRILL, AN ACTUAL FIRE, OR OTHER EMERGENCY.

**REGULATIONS**

1. The principal shall ensure that each teaching area in the school is posted with an appropriate fire drill sign indicating the normal evacuation route.
2. During the first week of school, employees and students shall be instructed how to proceed during an evacuation.
3. A fire drill shall be held at least three times during the fall semester and three times during the spring semester, as per code.
4. The principal shall maintain a record of all fire drills and evacuations including the following information:
  - (a) date and time of exercise;
  - (b) evacuation time
  - (c) comments and recommendations.
5. A copy of fire drill procedures shall be included in the School Safety Plan.

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

**Policy Code:** FD  
**Policy Title:** Disposal of Division Property  
**Cross Reference:**  
**Legal Reference:** School Act Sec. 200, 201, Disposition of Property Regulation 3/2001  
**Adoption Date:** December 18, 1996  
**Amendment or Re-affirmation Date:** September 29, 2009

**POLICY**

THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION BELIEVES SHALL FOLLOW THE PROCEDURES OF THIS POLICY WHEN THAT PROCEDURES THAT ARE FOLLOWED TO DISPOSING OF SURPLUS, UNSERVICEABLE, AND/OR OBSOLETE REAL OR PERSONAL PROPERTY BELONGING TO THE SCHOOL DIVISION MUST BE FAIR TO THE PUBLIC AND TO THE DIVISION.

~~THE BOARD BELIEVES THAT WHEN PERSONAL PROPERTY OF HORIZON SCHOOL DIVISION IS SURPLUS TO THE NEEDS OF ONE FACILITY, IT SHOULD ENDEAVOR TO EXTEND ITS USEFULNESS THROUGH INTERNAL TRANSFER OF THE ITEM(S) PRIOR TO THE FINAL DISPOSITION.~~

~~PERSONAL PROPERTY SHOULD BE DISPOSED OF IN SUCH A MANNER AS TO OBTAIN REASONABLE RETURN OR IN THE MOST COST EFFECTIVE MANNER.~~

**DEFINITIONS**

**Real Property:**

Permanent and immovable property such as land or a building or an object that has become permanently affixed to land or a building.

**Personal Property:**

Property other than Real Property that is movable, including furniture and equipment that is not an affixed to a building, vehicles, etc.; whose ownership belongs to the Division.

**Obsolete/unserviceable:**

to classify items including equipment, furniture and books as obsolete and/or unserviceable individuals must seek the opinion and approval of the Superintendent of Finance and Operations or designate with regard to whether the items can no longer be kept in service without excessive repair costs, or changing conditions or programs make them unsuitable for further use.

**GUIDELINES**

1. When personal property is surplus to the needs of one school/facility, the division will endeavor to extend its usefulness through internal transfer of the item(s) prior to the final disposition.

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2. Every attempt shall be made to dispose of surplus property at “fair market value.”

2.1. Where property has no “fair market value” it shall be disposed of in the most efficient and cost effective manner.

3. No Horizon owned material or equipment may be directly sold or disposed of by any school, or the maintenance department because

3.1. all goods that are purchased or received as donations by a school/jurisdiction are the legal property or responsibility of the Horizon Board of Trustees; and

3.2. the authority to dispose of these items is vested in the Superintendent of Finance and Operations or designate.

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Policy FD: Disposal of Division Property – Cont'd

- 4. The sale of all property will comply with Alberta Disposition of Property Regulation.
- 5. The Board shall consider negotiating a right of first refusal option in the sale of any real property. Such right shall provide that the Board will have first option to purchase back the property if it is ever offered for sale by the owner

**REGULATIONS**

- ~~Real Property that has a value of less than \$50,000.00~~
- 1. ~~4. The~~ The disposition/sale of real property over \$50,000 and personal property that has a value of more than \$10,000 shall be undertaken by the Associate Superintendent – Finance and Operations subject to Alberta Disposition of Property Regulation.  
following steps will be followed in disposing of real property
  - 2. The following steps will be followed in disposing of real property that has a value of less than \$50,000.:
    - 2.1. ~~(a) Seek and obtain~~ Sale will be conducted by the approval of the Associate Superintendent – Finance and Operations; ~~(b)~~
    - 2.2. ~~Obtain a~~ At least two or more current independent appraisals of the market value of the ~~property is required;~~
    - 2.3. ~~(c) Request~~ Property must be sold via tenders or ~~arrange for~~ a public auction;
    - 2.4. ~~(d) Advertise~~ The disposal of the real property must be advertised at least twice in one newspaper circulating in the ~~Division;~~
    - 2.5. The Associate Superintendent – Finance and Operations will only ~~(e)~~ accept a high tender if it is sufficient having regard to the appraisals received;
- and
- ~~(f) Disposition of the receipts shall be in harmony with Alberta Education regulations.~~
- 3. ~~2. Real~~ Personal p ~~Property that has a value of more-less than \$5010,000.00 may be disposed of/sold in consultation with the Associate Superintendent – Finance and Operations and with final approval of the Associate Superintendent – Finance and Operations. The following steps will be taken by the school administrator, department manager/supervisor/coordinator to dispose of personal property:
    - 3.1. If under \$1,000.00 estimated value:
      - 3.1.1. A process for sale or disposition of the personal property, and the finalization of transactions, shall be determined in consultation with the Associate Superintendent – Finance and Operations
        - 3.1.1.1. Books classified as obsolete/unserviceable may be donated to charitable organizations or disposed of through recyclers to the maximum extent possible.
        - 3.1.1.2. Equipment and furniture classified as obsolete/unserviceable shall be disposed of in as efficient, practical and environmentally friendly manner as possible.~~

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**Policy FD: Disposal of Division Property – Cont'd**

~~Arrange for the sale of surplus real property through the Associate Superintendent – Finance and Operations subject to Alberta Regulation 3/201 – Disposition of Property Regulation.~~

~~3. The Board shall consider negotiating a right of first refusal option in the sale of any real property. Such right shall provide that the Board will have first option to purchase back the property if it is ever offered for sale by the owner.~~

**Personal Property that has a value of less than \$10,000.00**

~~When personal property is surplus to the needs of one facility, it should endeavor to extend its usefulness through internal transfer of the item(s) prior to the final disposition.~~

~~The following steps will be taken by the school administrator, department manager/supervisor/coordinator to dispose of personal property:~~

~~1. If under \$1,000.00 estimated value:~~

~~A process for sale or disposition of the personal property, and the finalization of transactions, shall be determined in consultation with the Associate Superintendent – Finance and Operations.~~

~~3.2. 2. If under \$5,000.00 estimated value is between \$1,000.00 and \$10,000:~~

~~3.2.1. (a) Seek and obtain approval of the Associate Superintendent – Finance and Operations to dispose/sell;~~

~~3.2.2. (b) Advertise within the Division the item(s) for disposal stating the estimated value;~~

~~3.2.3. (c) If not disposed of within the Division, advertise publicly requests for sealed tenders or arrange for a public auction;~~

~~3.2.4. (d) Highest bid need not necessarily be accepted or if auctioned, reserve bid may be established;~~

~~3.2.5. (e) Credit of the funds obtained through the disposition will be determined in conjunction with the Associate Superintendent – Finance and Operations. (+)~~

~~3.2.6. Seek permission of the Associate Superintendent – Finance and Operations to finalize disposal/sale. Division~~

~~3. If over \$5,000 estimated value:~~

~~(a) Obtain an appraisal of value and follow 2 (a) to (e) above.~~

~~4. Revenues generated from the sale or disposal or division real property and personal property over \$10,000 shall be returned to the Capital Reserve Account.~~

~~4.1. Revenues generated from the sale or disposal or division personal property with a value less than \$10,000 shall be credited to the school via their decentralized account.~~

~~Personal property that has a value of more than \$10,000.00:~~

~~Arrange for the sale of surplus personal property through the Associate Superintendent – Finance and Operations subject to Alberta Regulation 3/201 – Disposition of Property Regulation,~~

~~Exemption:~~

~~These regulations will not apply to personal property used as a trade in for capital purchases.~~

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Policy FD: Disposal of Division Property – Cont'd

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**HORIZON SCHOOL DIVISION NO. 67**

**POLICY HANDBOOK**

**Policy Code:** FL  
**Policy Title:** School Closure  
**Cross Reference:**  
**Legal Reference:** School Act ,58, Alberta

Regulation 238197 Closure of Schools Regulation  
**Adoption Date:** December 18, 1996  
**Amendment or Re-affirmation Date:** June 19/01, Apr. 17/08

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT UNDER SPECIFIC CONDITIONS IT MAY BE NECESSARY TO CLOSE A SCHOOL, OR A PORTION OF A SCHOOL. WHEN SUCH CONDITIONS OCCUR, THE BOARD SHALL FOLLOW CAREFULLY THE GUIDELINES AND PROCEDURES OUTLINED BELOW.

**DEFINITIONS**

School closure is defined as:

- (a) Closing an entire school, permanently or for a specified period of time,
- (b) Closing entirely 3 or more consecutive grades in an elementary school,
- (c) ~~Closing the entire junior high school program or the entire senior high program in any school,~~
- (d) Transfer all students from one school to another one or more other schools on a permanent basis.

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**GUIDELINES**

1. All actions related to school closure will comply with Alberta's Closure of Schools Regulation.

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**REGULATIONS**

1. 1. The Board will make every effort to keep all schools open in the jurisdiction. However, the Board may consider school closure of a school or a division within a school (i.e., primary, upper elementary, junior high, senior high) when any one or more of the following conditions exist.

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1.1. (a) Student enrolments as of September 30 in the current school year or projected school enrolments for the forthcoming school year cause school budget allocations to be insufficient to maintain a quality educational environment for students;

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1.2. (b) The cost of keeping the school in operable condition or restoring it to operable condition is unreasonably high; or

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1.3. (c) Keeping the school open poses a threat to the health or welfare of students, staff or the public.

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2. 2. A review of the possible closure of a school or division within a school may be initiated by either one of the following groups:

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2.1. ~~(a)~~ The Board of Trustees, after recommendation by the Superintendent of Schools; or

2.2. ~~(b)~~ The School Council, in consultation with the School Principal.

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**Policy FL - School Closure, Cont'd,**

3. A notice of motion shall be made at a regular meeting of the Board indicating the school which is being considered for closure and whether it is the entire school or specific grades.

The notice of motion shall set out the following:

- 3.1. How the closure would affect the attendance area defined for that school;
- 3.2. How the closure would affect the attendance at other schools;
- 3.3. Information on the board's long-range capital plan;
- 3.4. The number of students who would need to be relocated as a result of the closure;
- 3.5. The need for, and extent of, busing;
- 3.6. Program implications for other schools and for the students when they are attending other schools;
- 3.7. The educational and financial impact of closing the school, including the effect on operational costs and capital implications;
- 3.8. The educational and financial impact if the school were to remain open;
- 3.9. The time and location of the public meeting referred to in Guideline 3.

The motion may also include:

- 3.10. Future enrolment projections for the closing school;
- 3.11. The impact on the community;
- 3.12. The financial and educational impact of not closing the school;
- 3.13. The implications for staff, both those in the receiving school as well as those who will be transferred;
- 3.14. Possible uses of the school or the proposed disposal of the school.

4. Within seven days of the notice of motion, the Board shall notify the parents or guardians of each child affected by the closure, as well as all staff members that the Board is considering the closure of the school and outline all the considerations set out in the notice of motion.

5. The Board shall organize and convene a public meeting for the purpose of discussing the possible closure, its implications for the students and for the school division, possible implementation plans and possible alternatives. If the Board desires, the Board may arrange for further meetings.

6. The date and place of the meeting shall be:

- 6.1. Posted in five or more conspicuous places in the area or areas of the school or schools affected by the closure for a period of at least two weeks prior to the date of the public

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**Policy FL - School Closure, Cont'd,**

meeting, and

6.2. Advertised in a newspaper circulating within the area or areas of the school or schools affected by the proposed closure, on at least 2 occasions as close as practicable to the date of the meeting.

7. A quorum of the Board shall be in attendance at this meeting.

8. The Board shall ensure that minutes of this meeting and all other public meetings held relating to school closure are prepared.

9. After careful discussion of closure implications, and alternate schooling options, possibility of local supplementary funding, and any other important consideration, the School Council shall recommend to the Board the action they feel should be taken for the coming year.

10. If the School Council recommendation is in favor of school closure, or the School Council will not make a recommendation, the Board shall proceed to survey all residents living in the attendance area of the school.

11. A board shall not make a final decision on the proposed closure until at least 3 weeks have passed since the date of the public meeting referred to in regulation 5.

12. The Board shall provide an opportunity for the council of the municipality in which the school is located to provide a statement to the board of the impact the closure may have on the community.

13. The board shall give due consideration to the school council recommendation or the survey results of all residents living in the attendance area of the school and any written submissions on the proposed closure that it receives after the public meeting referred to in section regulation 5.

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**Policy FL - School Closure, Cont'd,**

**Policy FL - School Closure, Cont'd.**

- (a) Where deemed necessary, a public meeting may be called to discuss the implications with all the residents of the community.
  - (b) After careful discussion of alternative programs, possibility of local supplementary funding, and any other important consideration, the School Council shall recommend to the Board the action they feel should be taken for the coming year.
  - (c) If it appears the majority of the group attending the meeting favor school closure, the Board shall proceed to survey all residents living in the attendance area of the school, and if the majority are in favor, the Board shall proceed with school closure initiation.
4. The Board may at any time determine not to proceed with school closure. However, following the review of the above information, if the decision of the Board is to proceed with closure, the following procedures shall be followed.

**PROCEDURES**

- 1. A notice of motion shall be made at a regular meeting of the Board indicating the school or school program which is being considered for closure.
- The notice of motion shall set out the following:
- (a) The effect on the attendance area for that school and other schools is;
  - (b) The number of students who would need to be relocated;
  - (c) Transportation needs and implications;
  - (d) The location and suitability of alternate school accommodations for the student involved;
  - (e) Future enrolment projections for the school;
  - (f) The impact on the community;
  - (g) The educational and financial impact of the closing of school, including the effect on operational costs, outstanding debentures and the capital implications;
  - (h) The financial and educational impact of not closing the school;
  - (i) The implications for the students and staff, both those in the receiving school as well as those who will be transferred;
  - (j) Program implications for other schools and for the students when they are attending other schools and financial implications for the receiving school;
  - (k) Capital needs at schools that may have increased enrollment as a result of the closure.
  - (l) The proposed disposal of the school, if entire school is closed.
2. Within seven days of the notice of motion, the Board shall notify the parents or guardians of each child affected by the closure, as well as all staff members that the Board is considering the closure of the school or school program and outline all the considerations set out in the notice of motion.
3. The Board shall organize and convene a public meeting for the purpose of discussing the possible closure, its implications for the students and for the school division, possible implementation plans and possible alternatives. If required, further meetings may be held.

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**Policy FL - School Closure, Cont'd,**

~~Policy FL - School Closure, Cont'd.~~

- ~~4. The date and place of the meeting shall be:~~
- ~~(a) Posted in five or more conspicuous places in the area or areas of the school or schools affected by the closure for a period of at least two weeks prior to the date of the public meeting, and~~
- ~~(b) Published in a newspaper circulating within the area or areas of the school or schools affected by the closure once a week for at least two weeks prior to the date of the public meeting.~~
- ~~5. A quorum of the Board shall be in attendance at this meeting.~~
- ~~6. The Board shall ensure that minutes of this meeting and all other public meetings held relating to school closure are prepared.~~

14. The Board

- 14.1. shall by resolution decide whether to close the school, and
- 14.1.1. if the school council recommendation or the survey results of all residents living in the attendance area of the school are in favor of school closure, the Board will typically proceed with school closure.
- 14.1.2. The Board may choose to proceed with school closure even if the School Council recommendation or survey results from all residents living in the attendance area is not in favour of school closure when
  - 14.1.2.1. The cost of keeping the school in operable condition or restoring it to operable condition is unreasonably high, as determined by the Board; or
  - 14.1.2.2. Keeping the school open poses a threat to the health or welfare of students, staff or the public.
- 14.1.3. The Board may at any time determine not to proceed with school closure.

14.2. if the decision is to close the school, shall forthwith notify the Ministers in writing of the decision

- ~~7. After the public meeting, concerned electors shall be allowed 21 days to present responses in writing to the Notice of Motion, indicating preferred alternatives. Such responses shall be presented to the Superintendent and the party or parties may elect to present their own responses verbally at the next Board meeting or to have the Superintendent present the written response.~~
- ~~8. The Board shall give the Council of the Municipality in which the school is located an opportunity to provide a statement on the effect the closure may have on the community.~~
- ~~9. After accepting all responses and having carefully followed the procedures outlined above, the Board may then debate and vote on the motion.~~
- ~~10. If the vote is in the affirmative, the Board shall proceed immediately to notify the Minister of Learning in writing of the decision and proceed with closure as outlined in the motions.~~
- ~~11. A decision of the Board to close a school may be appealed to the Minister.~~
- ~~12. All school closures shall be initiated and completed within the school year in which the decision to close the school is made.~~

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

**Policy Code:** GBK  
**Policy Title:** Tobacco-free Environment  
**Cross Reference:** IG  
**Legal Reference:**  
**Adoption Date:** February 26, 1997  
**Amendment or Re-affirmation Date:** February 12, 2002, April 19, 2007

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES ITS RESPONSIBILITY TO ENSURE A TOBACCO-FREE ENVIRONMENT FOR THE HEALTH AND WELFARE OF EMPLOYEES AND STUDENTS. IT THEREFORE DECLARES ALL DIVISION PREMISES AND PROPERTY TO BE TOBACCO-FREE ENVIRONMENTS WITH THE EXCEPTION OF CEREMONIAL ACTIVITIES RELATED TO THE FIRST NATIONS METIS AND INUIT CULTURES.

**REGULATIONS**

1. ~~1.~~—All Division premises shall be tobacco-free environments on a 24 hour per day basis.
2. ~~2.~~—Principals and managers shall be responsible for implementing the Tobacco-free Environment Policy.
3. ~~3.~~—Board approved "No Smoking" signs may be posted throughout all Division premises.
4. ~~4.~~—New employees and contractors shall be advised of this policy at the time of hiring.
5. ~~5.~~—Staff, students and visitors in any Division premises shall adhere to the policy and regulations.
6. ~~6.~~—Students in violation of the Tobacco Free Environment Policy – in possession or using tobacco products whether smoked or chewed, including the possession or use of electronic cigarettes in school or on school grounds, are subject to immediate confiscation and will face appropriate disciplinary consequences.
7. ~~7.~~—Community groups or users of rental or leased space in schools shall be notified by the Principal of this policy. Failure to comply will result in cancellation of user privileges.
8. ~~8.~~—Principals may apply to the Superintendent to designate an outdoor area where staff may smoke if smoking off school property creates a safety concern or concern regarding respect for neighbors' property.
9. With principal approval tobacco may be brought onto school premises for gifting to First Nations, Metis, and Inuit members
10. With principal approval smudging may occur on school premises as part of First Nations, Metis, and Inuit ceremonies.





**HORIZON SCHOOL DIVISION NO. 67**

**POLICY HANDBOOK**

**Policy Code:** GCAA  
**Policy Title:** Central Office Administrators  
**Cross Reference:** GC  
**Legal Reference:**  
**Adoption Date:** February 26, 1997  
**Amendment or Re-affirmation Date:** June 12, 2008

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SHALL EMPLOY OR CONTRACT INDIVIDUALS WHO SHALL ASSIST THE SUPERINTENDENT IN ADMINISTRATIVE AND EDUCATIONAL RESPONSIBILITIES, AND THE COORDINATION AND SUPERVISION OF ALL ASPECTS OF MAINTENANCE AS IT APPLIES TO THE FACILITIES WITHIN THE DIVISION.

**GUIDELINES**

1. 1. ~~Individuals~~ Central office administrators ~~who are assigned to~~ assisting the Superintendent (e.g. Associate Superintendents, Directors, Facilities Manager) shall assume responsibilities under the direction of the Superintendent ~~and the Board or designate.~~

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2. 2. Job descriptions shall be developed for ~~each central office administrative positions~~ ~~individual acting as an assistant to the Superintendent.~~

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3. 3. An evaluation of the performance of each ~~central office administrator~~ ~~individual acting as an assistant to the Superintendent~~ shall be conducted a minimum of once every contract term. ~~For individuals assigned designations within the A.T.A. collective agreement, and evaluation shall be conducted every three to five years.~~

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3.1. Evaluations shall be based on the responsibilities outlined in each individual's job description.

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4. 4. Contract positions that are outside the scope of collective agreements shall have a maximum term of five years.

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**HORIZON SCHOOL DIVISION NO. 67**

**Policy Code:** GK  
**Policy Title:** Sales Personnel on School Premises

**POLICY HANDBOOK**

**Cross Reference:**  
**Legal Reference:** School Act, Sec. 21(2)  
**Adoption Date:** February 26, 1997  
**Amendment or Re-affirmation Date:** May 15, 2008

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**POLICY**

~~THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION PROHIBITS NO PERSONS FROM SHALL CANVASSING, SELLING OR OFFERING TO SELL GOODS, SERVICES, OR MERCHANDISE TO A TEACHER OR A STUDENT ON SCHOOL PREMISES WITHOUT PRIOR CONSENT OF THE BOARD OF HORIZON SCHOOL DIVISION.~~

**REGULATIONS**

~~1. 1.~~ Consent of the Board may be given by the Superintendent of Schools or by the Principal of the school.

~~1.1. 2.~~ Written consent is preferable, but verbal consent is acceptable.

~~2. 3.~~ The Principal is authorized to have sales personnel without the above consent removed from the school premises.

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**HORIZON SCHOOL DIVISION NO. 67**

**POLICY HANDBOOK**

**Policy Code:** HND  
**Policy Title:** Remembrance Day  
**Cross Reference:**  
**Legal Reference:** Remembrance Day Act  
**Adoption Date:** April 25, 1997  
**Amendment or Re-affirmation Date:** May 15, 2008

**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION DEEMS ~~IS-IT~~ APPROPRIATE THAT STUDENTS ACQUIRE AN UNDERSTANDING AND AN APPRECIATION OF THE EVENTS SURROUNDING REMEMBRANCE DAY.

**REGLUATIONS**

1. Schools in the Horizon School Division shall be closed on November 11<sup>th</sup> so that students and staff members may participate in ~~any~~ community Remembrance Day services ~~held~~.
2. On ~~a~~ the school day ~~immediately preceding prior to~~ Remembrance Day, each school shall arrange for a Remembrance ~~Day~~ ceremony that will encompass at least ~~five minutes~~ the time period from 11:00 a.m. to 11:05 a.m., or ensure the observance of two (2) minutes of silence from 11:00 a.m. to 11:02 a.m.
  - ~~1. Additionally, schools may:~~
    - ~~3. Schools may allow~~ the sale of poppies in ~~their school~~ facilities.
    - ~~b) Schools are encouraged to have students p~~
    - ~~e) Participate in literary and/or poster contests sponsored by the Legion; and/or o~~
    - ~~4. Organize lessons~~ related to the theme of Remembrance Day.
  - ~~5. All pupils shall either attend the ceremony or remain in the school, silent, during the ceremony.~~
    - ~~3-5.1.~~ Students who, because of personal conviction request to be non-participants in any of the above activities, shall be excused without prejudice.
- ~~4-6.~~ A Canadian flag ~~of Canada~~ shall be displayed as part of a Remembrance Day ceremony.

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

**Policy Code:** IE  
**Policy Title:** Student Attendance  
**Cross Reference:** BFD,IC,IED,IGD  
**Legal Reference:** Education School Act  
(S)1,4,7,8,13,14,27,(D)7

**Adoption Date:** April 23, 1997  
**Amendment or Re-  
affirmation Date:** March 21, 2017

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT THE ROLES AND RESPONSIBILITIES OF PARENTS, STUDENTS, TEACHERS, AND PRINCIPALS WITH REGARD TO STUDENT ATTENDANCE ARE SPECIFIED IN THE EDUCATION SCHOOL ACT. THE BOARD BELIEVES THAT THERE IS A STRONG CORRELATION BETWEEN REGULAR ATTENDANCE AND STUDENT LEARNING. AS SUCH, THE BOARD OF TRUSTEES EXPECTS ALL STUDENTS TO ATTEND SCHOOL REGULARLY AND PUNCTUALLY AND EXPECTS PARENTS AND STUDENTS TO BE ACCOUNTABLE FOR THE DAYS WHEN STUDENTS ARE ABSENT.

**DEFINITIONS**

The preamble of the Education School Act states that parents have a right and responsibility to make decisions respecting the education of their children.

1. The definition of “parent” and “student” is as defined under the School Act

~~PARENT~~ The definition of parent is set out in section 1(1)(r), 1(2) of the Education Act, 2012, as amended  
~~STUDENT~~ Section 1(1)(n), (w), and (hh) of the Education Act, 2012, as amended defines a “student”

2. While parents provide the reason for the absence, it is the school that determines whether the absence is excusable or inexcusable.

2.1. **EXCUSABLE ABSENCES** means an absence as defined in Section 4-13(5) of ~~t~~The School Alberta Education Act, 2012, as amended:

~~1.1.1-2.1.1.~~ 1.1.1-2.1.1. Illness or other such unavoidable cause;

~~1.1.2-2.1.2.~~ 1.1.2-2.1.2. Religious holidays of the denomination to which the student belongs;

~~1.1.3-2.1.3.~~ 1.1.3-2.1.3. An imposed suspension is in place;

~~1.1.4-2.1.4.~~ 1.1.4-2.1.4. The student has been expelled and has not yet been enrolled in another education program;

and

~~1.1.5-2.1.5.~~ 1.1.5-2.1.5. Other as approved by school administration.

~~1.2.2.2.~~ 1.2.2.2. **INEXCUSABLE ABSENCES** shall include all other reasons for being absent and may be referred to as truancy.

**REGULATIONS**

1. Students are required to attend school regularly and punctually unless excused under the provisions of the School Education Act.

1.1. The definition of regular and punctual may vary depending on school and/or program and shall be defined by the school in relation to active participation in learning.

No person shall

~~1.1.1. disturb or interrupt the proceedings of a school,~~

~~1.1.2. disturb or interrupt the proceedings of a school meeting, or~~

~~loiter or trespass in a school building or on property owned by a board.~~

~~1.3 Students not registered in the school may not partake in classroom activities without principal approval (this means friends and relatives of students who are not enrolled in the school shall not be approved to attend classes)~~

**Policy IE – Student Attendance, Cont’d.**

1.2. No person shall

1.1.1. disturb or interrupt the proceedings of a school,

1.1.2. disturb or interrupt the proceedings of a school meeting, or

1.1.3. loiter or trespass in a school building or on property owned by a board.

1.3 Students not registered in the school may not partake in classroom activities without principal approval (this means friends and relatives of students who are not enrolled in the school shall not be approved to attend classes)

1.2. Each school is responsible to establish and publicize an attendance policy that reflects the general guidelines of this policy.

~~2.~~ ~~Schools shall make students and parents aware of their responsibility for regular and punctual student attendance and of consequences that may result from truancy.~~

**~~Policy IE – Student Attendance, Cont’d.~~**

3. Schools shall have attendance policies and procedures in place which include a process for,

3.1. tracking student attendance,

3.2. keeping parents informed of student attendance issues,

3.3. students and/or parents to notify the school of student absences, and

~~2.1.3.4.~~ consequences that may result from truancy

~~4.~~ ~~Schools shall make students and parents aware of their responsibility for regular and punctual student attendance and of consequences that may result from truancy.~~

3.5. Teachers shall keep accurate attendance records for each of their students using the Student Information System and report attendance to the principal and/or parents in accordance with school policies.

4.6. Students and parents shall account for student attendance absences including tardiness in a manner satisfactory to the school.

~~5.7.~~ School administrators, consistent with the ~~School Education~~ Act, shall determine whether absences are excusable or inexcusable based upon reasons and rationale communicated by the student and/or parent(s).

8. When students are inexcusably absent they are not automatically excused from classroom work or assessments they miss.

~~5.1.8.1.~~ Students excusable absent may or may not be excused from missed classroom work and/or assessments at the discretion of the teacher.

~~6.9.~~ Parents and school staff should work collaboratively to enforce student attendance.

10. When in the judgment of the principal or designate a student’s absence record becomes a concern, the principal or designate shall initiate one or more of the following actions:

10.1. encourage through discussion with the student;



**Policy IE – Student Attendance, Cont’d.**

10.2. hold a conference with the parent(s), student and/or school administration;

~~10.1.~~10.3. adjust a program or schedule;

~~10.2.~~10.4. provide counselling;

10.5. deny school privileges;

~~10.3.~~10.6. impose a suspension;

~~10.4.~~10.7. recommend for expulsion; and/or

~~10.5.~~10.8. other action deemed appropriate by the school administration.

11. When, in the judgment of the principal, a student is in repeated violation of the attendance provisions of the ~~School Education~~ Act, and/or the school, the Attendance Officer is to be consulted.

~~6.1.~~11.1. If ~~an~~the attendance officer has reasonable and probable grounds to believe that a student is not attending school in accordance with section ~~7-14~~ of the ~~School Education~~ Act, the attendance officer may ~~as per section 8 of the Education Act~~ enforce compulsory attendance up to and including: making an ex parte application to a judge or justice of the peace.

**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT THE INCLUSION OF STUDENT FROM FOREIGN COUNTRIES ENHANCES THE LEARNING EXPERIENCES OF RESIDENT STUDENTS. THE DIVISION APPROVES OF PROGRAMS THAT FOSTER GOODWILL, PROMOTE GLOBAL AWARENESS AND EDUCATION AND, CULTIVATE AN APPRECIATION FOR DIVERSITY. ADMISSION OF FOREIGN STUDENTS IS SUBJECT TO THE CONDITION THAT FACILITIES AND RESOURCES ARE AVAILBALE TO ACCOMOMODATE SUCH STUDENTS.

**DEFINITIONS:**

- ~~1. International Student is defined as a student who is not:~~
  - ~~b) A citizen of Canada, or~~
  - ~~c) A landed immigrant, or~~
  - ~~d) A child of a person admitted to Canada for permanent or temporary resident; and~~
  - ~~e) 1. Who has a student visa or a study permit from Citizenship and Immigration Canadaoes not have a right of access to education under Section 8 of the School Act.~~
- ~~2. An exchange student is an international student who is part of a reciprocal arrangement which allows a student from Horizon School Division to temporarily reside in the exchange student's province or country, either in the same school year or subsequent school year.~~

**REGULGLUATIONS:**

- 1. Division Office in consultation with the principal shall be responsible for determining if facilities and recourses exist within the requested schools.
- 2. The number of visiting and exchange students permitted in any one school shall be determined by Division Office in consultation with the principal, the principal of that school community.
- ~~3.~~
- 4. International Students, not eligible for Alberta Education funding shall typically be assessed a tuition fee which equates equals to the cost per pupil to educate the students of the division Alberta Education funding for resident students. The annual fee will be determined by the Superintendent or designate, Division Office and communicated to schools by April 30<sup>th</sup> for upcoming fall tuition.
- 3.
- 5-4. Where an international exchange student is part of a reciprocal exchange agreement and is approved for full student funding by Alberta Education, a tuition fee shall not be assessed.
- 6. ~~International students shall be assessed the same school fees that resident students are required to pay.~~
- 5. International students who want to attend school in Horizon School Division, may apply in one of three ways:

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5.1. Horizon School Division International Student Program application Form, available on our website.

5.1.1. The decision to accept or reject an application rests with the Superintendent or designate and is subject to consideration of the individual circumstances of the applicant and his/her suitability for a program in the Division;

5.2. Outside agency International Student Programs as reviewed and approved by the Superintendent or designate.

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Policy IECB, International Students, Cont'd.

5.3. Directly to a school as part of Alternative Program with procedures reviewed and approved by the Superintendent.

6. Complete the following application procedures steps:

6.1. Registration form, homestay application and student and parent contract.

6.2. Statement of reason for application, the nature and extent of the program expected.

6.3. Personal student information (gender, age, language, home contact, study permit/student visa, custodial parent or guardian in Canada where applicable).

6.4. Academic records to assist with educational programming.

6.5. Fees are to be forwarded to the school division 2 weeks prior to the students arrival.

6.6. In the case of an exchange student, documentation required for full funding by Alberta Education.

6.7. Immigration records documenting proof of measles immunity or any other immunity the health region identifies and communicates as important for the overall health of the school.

6.8. In the case of international students admitted directly through the school, a copy of the application is to be forwarded to Division Office (to the attention of the Superintendent).

Policy IECB, International Students, Cont'd.

PROCEDURES

- ~~1. International students who want to attend school in Horizon School Division, may apply in one of three ways:
  - a) ~~Horizon School Division International Student Program application on our International Web site at [www.horizon.ab.ca/International%20Students.php](http://www.horizon.ab.ca/International%20Students.php) procedures delineated in the Horizon International Student Handbook. The decision to accept or reject an application rests with the Associate Superintendent of Programs and Services or designate and is subject to consideration of the individual circumstances of the applicant and his/her suitability for a program in the Division;~~
  - b) ~~Outside agency International Student Programs as reviewed and approved by the Associate Superintendent of Programs and Services or designate;~~
  - c) ~~Directly to a school as part of Alternative Program with procedures reviewed and approved by the Associate Superintendent of Programs and Services.~~~~
- ~~2. All avenues of application procedures as delineated in 1.0 must include the following:
  - a) ~~Complete registration form, homestay application and student and parent contract;~~
  - b) ~~Statement of reason for application, the nature and extent of the program expected;~~
  - c) ~~Personal student information (gender, age, language, home contact, study permit/student visa, custodial parent or guardian in Canada where applicable);~~
  - d) ~~Academic records to assist with educational programming;~~
  - e) ~~Homestay placement and fees are to be forwarded to the school division 2 weeks prior to the students arrival;~~
  - f) ~~Medical insurance will be purchased by the school division on behalf of the international student;~~
  - g) ~~Tuition fees, payment schedule or in the case of an exchange student, documentation required for full funding by Alberta Education;~~
  - h) ~~Immigration records documenting proof of measles immunity or any other immunity the health region identifies and communicates as important for the overall health of the school;~~~~

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**Policy IECB, International Students, Cont'd.**

- ~~h) Procedures for reviewing and communicating acceptance or decline of applicant;~~
- ~~i) In the case of international students admitted directly through the school (procedure 1e), a copy of the application is to be forwarded to Division Office (to the attention of the Associate Superintendent of Programs and Services).~~

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VISITING STUDENTS TUITION ASSESSMENT  
(2004-2005)



	<b>SITE</b>	<b>DIVISION</b>	
Per Pupil Grant	\$4,963.00		
ESL Support	\$1,020.00		
Learning Resources	\$11.00		
O & M		\$490.00	
Technology		\$45.00	
AISI		\$123.00	
Sparsity/Distance		\$600.00	
Add 5% Admin.		\$363.00	
<b>TOTALS</b>	<b>\$5,994.00</b>	<b>\$1,621.00</b>	<b>\$7,615.00</b>

7. Medical Insurance will be purchased by the school division on behalf of the international student.

Minimum Tuition: \$7,615.00

Submitted to School Division: \$1,621.00

School retains remaining tuition collected from student

NOTE:

- Visiting students will not be counted in staffing
- Visiting students will not be counted in decentralized budgets
- All necessary learning resources, support and services will be provided by the school

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**HORIZON SCHOOL DIVISION NO. 67**

**POLICY HANDBOOK**

**Policy Code:** IED  
**Policy Title:** Independent Student  
**Cross Reference:** IFC, IE  
**Legal Reference:** School Act, Sec. 8(1)(m)  
**Adoption Date:** April 23, 1997  
**Amendment or Re-affirmation Date:** June 12, 2008

**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT A STUDENT MAY BE LEGALLY DEFINED AS "INDEPENDENT" ~~UPON REACHING THE AGE OF 16 AND ENTITLED TO EXERCISE ALL THE RIGHTS AND POWERS AND RECEIVE ALL THE BENEFITS AND IS SUBJECT TO ALL THE OBLIGATIONS UNDER THE SCHOOL ACT THAT THE PARENT IS ENTITLED TO EXERCISE OR RECEIVE OR IS SUBJECT TO, AND THE STUDENT'S PARENT SHALL NOT EXERCISE THOSE RIGHTS, RECEIVE THOSE BENEFITS OR BE SUBJECT TO THOSE OBLIGATIONS.~~

**DEFINITION:**

Independent Student means a student who is

- i. 18 years of age or older, or
- ii. 16 years of age or older and
  - a. Who is living independently, or
  - b. Who is a party to an agreement under Section 57.2 of the Child, Youth and Family Enhancement Act

**REGULATIONS:**

**GUIDELINES:**

1. In determining the independence of a student, the following will be considered:
  - a) 1.1. Student's residence; and
  - b) 1.2. Means of support.
2. ~~It is the responsibility of the student to inform the principal and initiate the process in order to be declared an independent student.~~
  - 2.1. ~~The school administration shall attempt to verify the student's status.~~
3. The independent status of a student may be revoked by the school principal if the student returns to live with his/her parents/guardians.

~~4. An independent student is entitled to exercise all the rights and powers to receive all of the benefits and is subject to all of the obligations under the School Act that the student's parent is entitled to exercise or receive. This entitlement is contingent upon the student's parents choosing not to exercise those rights, receive those benefits or be subject to those obligations.~~

**REGULATIONS:**

~~1. A student who wishes to be declared independent shall inform the school administration. The school~~

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| ~~administration shall attempt to verify the student's status.~~



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## HORIZON SCHOOL DIVISION NO. 67

### POLICY HANDBOOK

31,33,36,2745.1

**Policy Code:** IFC  
**Policy Title:** Student Conduct  
**Cross Reference:** IE, IFCH, IFCL, IFCL, IG, IGD  
**Legal Reference:** Education School Act, S.12.  
**Adoption Date:** April 23, 1997  
**Amendment or Re-** March 23, 2009  
**affirmation Date:** January 20, 2015

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### POLICY

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

### GUIDELINES

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

## REGULATIONS

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

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

The jurisdiction adopts the intent of Section 31 of the *Education Act* and additional expectations as the foundation for standards of student conduct in the jurisdiction. At minimum, the jurisdiction expects that a student shall:

- 1.1. ~~attend school regularly and punctually;~~
- 1.2. ~~be ready to learn and actively engage in and diligently pursue the student's education;~~
- 1.3. ~~ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;~~
- 1.4. ~~respect the rights of others in the school;~~
- 1.5. ~~refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;~~
- 1.6. ~~comply with the rules of the school and the policies of the board;~~
- 1.7. ~~co-operate with everyone authorized by the board to provide education programs and other services;~~
- 1.8. ~~be accountable to his/her teachers and other school staff for his/her conduct;~~
- 1.9. ~~positively contribute to his/her school and community;~~
- 1.10. ~~account to school staff and bus drivers for their conduct;~~
- 1.11. ~~dress safely and appropriately for all school-sponsored activities.~~

~~Consistent with Section 36 and 37 of the *Education Act*, a student may be suspended or expelled from school if, in the opinion of the teacher, the Principal or the Board, the conduct of a student does not comply with Section 31 and/or 33 of the *Education Act*, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school or occurs by electronic means.~~

- 1.12. ~~Student suspension and expulsion is dealt with in Policy IGD Suspension and Expulsion of Students~~

~~Parents play a vital role in developing student behaviour and conduct. It is the jurisdiction's expectation that parents shall:~~

- 1.13. ~~review the school's code of conduct with their child(ren);~~
- 1.14. ~~act as the primary guide and decision-maker with respect to the child's education;~~
- 1.15. ~~take an active role in the child's educational success, including assisting the child in complying with section 2 above;~~
- 1.16. ~~ensure that the child attends school regularly;~~

## Policy IFC – Student Conduct, Cont’d.

### REGULATIONS

1. Students will not discriminate, which is defined as the negative differential treatment of a person or group on the basis of the prohibited grounds of discrimination set out in the *Canadian and Alberta Human Rights Act*; mainly, race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation.
2. The jurisdiction adopts the intent of Section 12 of the *School Act* and additional expectations as the foundation for standards of student conduct in the jurisdiction. At minimum, the jurisdiction expects that a student shall:
  - 2.1. attend school regularly and punctually;
  - 2.2. be ready to learn and actively engage in and diligently pursue the student’s education;
  - 2.3. ensure that the student’s conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
  - 2.4. respect the rights of others in the school;
  - 2.5. refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;
  - 2.6. comply with the rules of the school and the policies of the board;
  - 2.7. co-operate with everyone authorized by the board to provide education programs and other services;
  - 2.8. be accountable to his/her teachers and other school staff for his/her conduct;
  - 2.9. positively contribute to his/her school and community;
  - 2.10. account to school staff and bus drivers for their conduct;
  - 2.11. dress safely and appropriately for all school-sponsored activities.
3. Consistent with Section 24 and 25 of the *School Act*, a student may be suspended or expelled from school if, in the opinion of the teacher, the Principal or the Board, the conduct of a student does not comply with Section 12 and/or 45.1 of the *School Act*, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school or occurs by electronic means.
  - 3.1. Student suspension and expulsion is dealt with in Policy IGD Suspension and Expulsion of Students
4. Parents play a vital role in developing student behaviour and conduct. It is the jurisdiction’s expectation that parents shall:
  - 4.1. review the school’s code of conduct with their child(ren);
  - 4.2. act as the primary guide and decision-maker with respect to the child’s education;
  - 4.3. take an active role in the child’s educational success, including assisting the child in complying with section 2 above;
  - 4.4. ensure that the child attends school regularly;

**Policy IFC – Student Conduct, Cont’d.**

~~1.17.4.5.~~ ensure that the parent’s conduct contributes to a welcoming, caring, respectful and safe learning environment;

~~1.18.4.6.~~ cooperate and collaborate with school staff to support the delivery of specialized supports and services to the child;

~~1.19.4.7.~~ encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school; and

~~1.20.4.8.~~ engage in the child’s school community.

~~2.5.~~ The school bus is an extension of the school. As such student conduct should reflect school expectations. Given that the school bus is a unique environment, the following code of conduct applies.

~~2.1.5.1.~~ The bus driver is in full charge of the bus and students must obey his or her directions promptly and respectfully.

~~2.2.5.2.~~ Parents are responsible for the proper conduct of their child(ren) prior to boarding at the beginning of the day, and at the time of departure from the school bus at the end of the day.

~~2.3.5.3.~~ Students/parents should try to inform the driver when absence is expected from school.

~~2.4.5.4.~~ Students must remain seated during the entire trip. Designated seats may be assigned for which students will be held responsible.

**Policy IFC – Student Conduct, Cont’d.**

~~2.5.5.5.~~ Students are expected to be on time and waiting at their designated stop prior to the arrival of the bus. Frequent lates may result in students being left, but only after the bus driver has warned the students/parents that the bus will not continue to wait.

~~2.6.5.6.~~ Unnecessary conversation with the driver is prohibited.

~~2.7.5.7.~~ Students shall not extend or throw anything out of bus windows.

~~2.8.5.8.~~ Students shall pass in front of the bus at stopping points if they have to cross the roadway.

~~2.9.5.9.~~ Students shall not be permitted to bring objects into the bus which may cause injury or damage to any part of the bus and its occupants. Special circumstances may be allowed subject to prior approval from the bus driver. Restitution will be expected for any willful damage.

~~2.10.5.10.~~ Students are prohibited from playing electronic audio equipment on a bus if it is audible to anyone other than the student.

~~2.11.5.11.~~ For students with special needs, the parent and school administration shall inform the bus driver of special circumstances and/or concerns prior to the student's initial use of the bus.

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## HORIZON SCHOOL DIVISION NO. 67

### POLICY HANDBOOK

124

<b>Policy Code:</b>	IFH
<b>Policy Title:</b>	Formal Parent/Student Appeals
<b>Cross Reference:</b>	IGD, HGB
<b>Legal Reference:</b>	<del>Education-School</del> Act <u>41,42,43,44,123</u> .
<b>Adoption Date:</b>	May 28, 1997, February 21, 2002
<b>Amendment or Re-</b>	March 9, 2006, November 17, 2009
<b>Affirmation Date:</b>	February 24, 2015

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### POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT A FORMAL PROCESS MUST BE IN PLACE PERMITTING PARENTS (AS DEFINED IN THE SCHOOL ACT) AND STUDENTS (SIXTEEN YEARS OF AGE OR OLDER) A METHOD OF APPEAL THAT RESPECTS THE RESOLUTION OF DISPUTES OR CONCERNS AT THE SCHOOL LEVEL BETWEEN PARENTS AND SCHOOL STAFF.

### GUIDELINES

1. Where a decision of an employee of the Board, or failure to make a decision, significantly affects the education of a student, then either (a) the parent of the student, and/or (b) the student, if 16 years of age or older, may within a reasonable time from the date that the parent or student was informed of the decision, as prescribed by regulation, appeal that decision to the next administrative level. For the sake of this policy, the levels shall be:
  - 1.1. ~~a)~~ Teacher (who made the decision)
  - 1.2. ~~b)~~ Principal
  - 1.3. ~~e)~~ Superintendent
  - 1.4. ~~d)~~ School Board (for acts, things, or exercises that Board has not delegated the power to make such decisions to the Superintendent)
2. The Board may establish one or more committees for the purposes of carrying out the Board's responsibility under this policy.
3. A Board may make any decision that it considers appropriate in respect of the matter that is appealed to it under this section.
4. Under Section 43-124 of the ~~Education-School~~ Act, the only matters on which the Minister of Education will consider appeals are:
  - 4.1. Placement of student in special education program
  - 4.2. a home education program
  - 4.3. the expulsion of a student
  - 4.4. and language of instruction
    - ~~a) specialized supports and services;~~
    - ~~b) early childhood service program enrollment;~~
    - ~~d) student expulsion;~~
    - ~~e) access to and accuracy or completeness of student records; and~~
    - ~~h) which board is responsible for a student.~~

5. The parties at each level are encouraged to resolve the matter informally at that level prior to proceeding to a formal appeal.
6. The party receiving the appeal shall be certain the appeal is at the appropriate level and that the decision has been mutually discussed and understood by both parties before initiating formal appeal

## Policy IFH – Formal Parent/Student Appeals, Cont’d.

### REGULATIONS

1. Every decision must be directed toward the educational interests of the student and must consider the impact of the decision on the total population of students served and the availability of resources.
2. In the event that a decision of a teacher is appealed, the first step is for the teacher who made the decision to convene a formal meeting that includes all of the parties to the decision. The purpose of the meeting is to examine and clarify all of the aspects of the decision, and attempt, through a negotiation process, to reach a conclusion that is satisfactory to the parties.
3. Should a satisfactory resolution not be attainable, the employee to whom the appeal is directed shall, within two work days following the conclusion of the negotiation process:
  - 3.1. confirm, amend, or withdraw the decision; and
  - 3.2. inform the appellant of the decision, the right to further appeal, and to whom the appeal should be made.
4. If, after the first appeal, the decision remains unacceptable to the appellant, the appellant may appeal to the next level in the organization (typically the principal). The appeal must be lodged within five workdays of receiving the results of the last appeal. The person to whom the appeal is made shall, after consulting (where possible) with the original decision-maker and the appellant:
  - 4.1. support, amend, or overturn the decision;
  - 4.2. provide the appellant and the original decision-maker with the decision within five work days of receiving the appeal, and
  - 4.3. notify the appellant of the right to further appeal, and to whom the appeal should be made.
5. Appeals to the Superintendent must be lodged in writing within ten workdays of receiving the results of the last appeal.
  - 5.1. The last decision-maker must present, in writing to the Superintendent, the history of the appeal to date and his/her reasons for the decision taken.
  - 5.2. The Superintendent shall, after consulting (where possible) with the original decision-maker and the appellant:
    - 5.2.1. support, amend, or overturn the decision;
    - 5.2.2. provide the appellant and the original decision-maker with the decision within ten work days of receiving the appeal, and
    - 5.2.3. notify the appellant of the right to Board appeal, if applicable.
6. Some dDecisions of the Superintendent may be appealed to the Board.
  - 6.1. A notice of appeal to the Board shall be submitted in writing by the appellant, to the attention of the Secretary-Treasurer, within ten workdays of receiving the results of the last appeal and briefly set forth the reasons for the appeal.
  - 6.2. Appeals will be heard by the Board at a regular Board meeting, whenever possible, which allows the appellant and the Superintendent, or designate, whose decision is being appealed, sufficient notice and time to prepare for the presentation.

**Policy IFH – Formal Parent/Student Appeals, Cont’d.**

- 6.3. The Secretary-Treasurer, upon receipt of a Notice of Appeal to the Board, will:
    - 6.3.1. advise the Superintendent or designate of the request for a hearing;
    - 6.3.2. schedule the hearing
    - 6.3.3. advise the appellant of the following:
      - 6.3.3.1. date, time and place of the hearing;
      - 6.3.3.2. the right to have a resource person(s) present;
      - 6.3.3.3. the right to examine the student’s school cumulative record, upon request, prior to the hearing, if applicable;
      - 6.3.3.4. the right to present any information pertaining to the appeal, including expert medical, psychological and educational testimony;
      - 6.3.3.5. the opportunity to decide whether or not the student will be present at the appeal hearing during the presentation of evidence, if applicable;
      - 6.3.3.6. the expectation, if applicable, that matters under appeal must be specific to the student represented by the appellant unless authorized, in writing, by the other individuals to speak on their behalf; and
  - 6.4. Parents, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents. Expert witnesses may make representations on behalf of the district administration.
  - 6.5. —The Superintendent will supply the Board, in writing, with his/-her decision with regard to the appeal and any other material deemed pertinent. The Board may request the parent and/or the student, and any employees who have made decisions on the matter under appeal, to appear before it to present their positions.
  - 6.6. —The matter would normally be discussed in the committee of the whole before being acted upon by the Board.
  - 6.7. The Board reserves the right to make its decision at a subsequent Board meeting. The parties to the appeal will be advised when the decision will be made. The Board decision will be made in open session.
  - 6.8. —After the Board has made its decision, the appellant and each person to whom an appeal has been made must be informed of the decision in writing forthwith. The appellant will be informed that the decision of the Board is final, except in regard to those matters listed in Section 43-124 of the Education-School Act,
    - 6.8.1. With respect to the exceptions listed in Section 43-124 of the Education-School Act, a person may request, in writing, that the Minister of Education review decisions of the Board.
7. The appeal hearing will be conducted in accordance with the following guidelines:
- 7.1. The Board Chair will outline the purpose of the hearing, which is to provide:
    - 7.1.1. an opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological and educational data and may be presented by witnesses;
    - 7.1.2. the Board with the means to receive information and to review the facts of the dispute; and
    - 7.1.3. a process through which the Board can reach a fair and impartial decision.
  - 7.2. —Minutes of the proceedings will be recorded for the purpose of the Board’s records.



**Policy IFH – Formal Parent/Student Appeals, Cont’d.**

- 7.3. The Superintendent, who made the decision under appeal will explain the decision and give reasons for the decision.  
—
- 7.4. The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by administration.  
—
- 7.5. Administration will have an opportunity to respond to information presented by the appellant.  
—
- 7.6. Board members will have the opportunity to ask questions of clarification from both parties.  
—
- 7.7. The parties to the appeal will not have the right to cross-examine each other or any witnesses who may be called.  
—
- 7.8. The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have legal counsel in attendance.  
—
- 7.9. If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
- 7.10. The Board decision and the reasons for that decision will be communicated to the appellant by telephone and confirmed in writing following the hearing, with a copy provided to the Superintendent.

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**HORIZON SCHOOL DIVISION NO. 67**

**Policy Code:** IHF  
**Policy Title:** Welcoming, Caring, Respectful, and Safe Learning Environments  
**Cross Reference:** EBCB, GCA, GCAG, HGB, HNB, IFC, IFCH, IFCL, IFCL, IFGA, IFH, IG, IGAA, IGD, IHEB, IO, JB  
**Legal Reference:** ~~School Act-31,33~~  
**Adoption Date:** June 19, 2001  
**Amendment or Re-affirmation Date:** April 17, 2008; January 20, 2015

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**POLICY HANDBOOK****POLICY**

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

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

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

**Bullying**

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

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

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

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

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

**Discrimination**

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

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

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

#### **Harassment**

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

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

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

#### **Violence**

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

### **GUIDELINES**

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

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

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

5. Principals shall ensure that all school policies and procedures are consistent with and adhere to the philosophy and intent of this welcoming, caring, respectful, and safe learning environments policy.
6. Supervisory and performance evaluation actions and processes undertaken in good faith in accordance with Horizon School Division policy and procedures, the Education-School Act, or Ministerial Orders do not fit under the definition of bullying, discrimination, or harassment.

## REGULATIONS

1. The Board expects that all trustees, employees, students, parents, volunteers, visitors, and contractors shall show responsibility, understanding, sensitivity and concern for the well being of others and actively participate in maintaining a welcoming, caring, respectful, and safe learning environment.
2. This policy covers inappropriate behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.
3. The Board prohibits bullying, harassment, discriminatory, and violent behaviours
  - 3.1. The Board expects students to adhere to policy IFC student conduct and the schools' code of conduct.
  - 3.2. Policy IG addresses student discipline.
4. The Board encourages reporting of all incidents of bullying, discrimination, harassment, or violence regardless of the identity of the respondent or offender. Reports should be made promptly to a trusted adult, the Principal, the individual's supervisor, or the Superintendent.
  - 4.1. Staff shall report any bullying discrimination, harassment, or violence that may constitute a contravention of the Education-School Act, Section 256-27 to the school Principal who shall inform the Superintendent.
5. The Board expects all reported incidents of bullying, harassment, discrimination, or violence to be investigated in a timely and respectful manner.
6. Individuals engaging in bullying, discriminating, harassing, and/or violent behaviour and those willingly making false claims regarding such behaviour may be subject to appropriate disciplinary action up to and including expulsion, termination, and/or criminal prosecution.
7. The Superintendent or Principal may contact the police who may lay a charge when conduct is considered a criminal offense, governed by the Criminal Code, or is believed to contravene the Education-School Act and warrants such action.
8. Following any incident of bullying, discrimination, harassment, and/or violence, the Superintendent or designate or school principal will evaluate the level of potential harm and implement appropriate action (i.e. Threat Assessment, Bullying Protocol, parent contact, etc.).
9. The Superintendent or designate shall ensure that the Handbook for the Prevention and Management of Critical Incidents is maintained and reviewed regularly, and revised as required.
  - 9.1. All staff shall adhere to the procedures outlined in the Horizon School Division Handbook for the Prevention and Management of Critical Incidents.
  - 9.2. Critical incident reports shall be completed and filed with the Superintendent or designate immediately following an incident. (See Handbook for the Prevention and Management of Critical

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

Incidents p. 115)

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

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

## PROCEDURE

### Reporting

1. Students and staff who believe they or a student or staff have been subjected to bullying, harassment, discrimination, or violence have a duty to report the harassment to a trusted adult, teacher, counselor, supervisor, principal, or the Superintendent if the complaint involves their supervisor or principal.
  - 1.1. This report may be informal/verbal or formal/in written form.
  - 1.2. These persons shall respect the complainant's confidentiality and shall provide support, guidance, and assistance throughout the resolution process.
  - 1.3. In the case of students being the respondent, staff must always be aware that they stand in loco parentis (in place of the parent) to all students.
2. Employees are required to report suspected cases of harassment and/or violence that could be considered child abuse, as required by policy IHEB and the *Child, Youth and Family Enhancement Act*, to the proper authorities.
3. Although a verbal report is acceptable, staff or students who have experienced bullying, discrimination, harassment, and/or violence are encouraged to:
  - 3.1. keep a written record of the date, time, nature of the behavior, names of people who may have witnessed the incident, and the action taken to stop the harassment; and
  - 3.2. advise the offender, either verbally or in writing, that his/her behavior constitutes bullying, discrimination, harassment, and/or violence, is unacceptable and unwelcome, and ask him/her to stop.
4. Principals or supervisors shall make every reasonable attempt to arrange a meeting with the complainant and the respondent(s), with the intent of reaching a satisfactory resolution.
5. If the respondent continues the behavior or if you do not feel you can speak directly to the person, speak to a trusted adult, teacher, counselor, supervisor, principal, or the Superintendent if the complaint involves your supervisor or principal or file a formal complaint.

**Mediation**

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

**Formal Complaint**

1. If the informal route (including mediation) for resolving a harassing situation does not succeed or is not appropriate, a formal complaint may be filed.
2. If the report is formal/in written form, it must be specific and detailed and should contain the following information:
  - 2.1. the complainant's name and position if any
  - 2.2. who the respondent(s) was/is/were/are,
  - 2.3. where the alleged incident(s) took place;
  - 2.4. when the alleged incident(s) took place;
  - 2.5. the nature of the alleged incident(s);
  - 2.6. names of witnesses (if any); and
  - 2.7. what, if anything, was done to stop the bullying, discriminatory, harassing, or violent behaviour.
3. The trusted adult, teacher, counselor, or supervisor, upon receiving a verbal or written report shall report the complaint to the principal or supervisor, or if the complaint involves the principal or supervisor, the Superintendent, who shall fully investigate the complaint.
  - 3.1. The principal, supervisor, or the Superintendent may refuse to take action on a complaint which is deemed to be frivolous or vexatious.
  - 3.2. The principal or supervisor's decision may be appealed to the Superintendent.
  - 3.3. The Superintendent's decision may be appealed to the Board.
4. The resolution of substantiated formal written complaints will adhere to the following process, namely:
  - 4.1. If appropriate, the principal, supervisor, or Superintendent may attempt to resolve the complaint in an informal manner (e.g. through mediation with both parties). If the parties do not agree to such an informal process, or if the principal, supervisor, or Superintendent believe that an informal process is not appropriate or practicable, having regard to all the circumstances, then subparagraph (4.2) shall be complied with.
  - 4.2. If informal resolution is inappropriate, fails, or is not agreed upon, or is impractical, the principal, supervisor, or Superintendent may impose appropriate disciplinary measures after taking such other investigative steps as may be required by this policy and in the event this policy is silent, such further investigative steps as the principal, supervisor, or Superintendent deems appropriate in the circumstances. In any event, the principal, supervisor, or Superintendent shall provide the person accused of bullying, discriminating, harassing, or violence with an opportunity to respond to the complaint.
  - ~~4.3.~~—Should the complainant so request, the investigation shall be stopped at any point except where the

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

respondent requests the investigation continue. (This might arise where an investigation had involved obtaining records, etc., and where the person(s) against whom the complaint had been made

### ~~4.4. Policy IHF Welcoming, Caring, Respectful, and Safe Learning Environments, Cont'd~~

#### ~~4.5.—~~

~~4.6.4.3. made wished to "clear their names(s).") In such latter circumstances the request shall be considered by the principal, supervisor, or Superintendent and the decision shall be final and binding.~~

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

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

1. It is your responsibility to change your behavior if it is not in alignment with a welcoming, caring, respectful, and safe learning environment.
2. You are encouraged to contact your union or professional association for advice and support.



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

3. Keep written notes of any conversations where someone suggests that your actions are not in alignment with a welcoming, caring, respectful, and safe learning environment (record the conversation and date, how you felt, and what you did, if anything). Also make notes of your version of the alleged incident(s), the date(s) it/they occurred, and who else, if anyone, was present.

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

~~felt, and what you did, if anything). Also make notes of your version of the alleged incident(s), the date(s) it/they occurred, and who else, if anyone, was present.~~

### 3.4. You have the right

3.1.4.1. to be informed of the complaint

3.2.4.2. to be given a written statement of the official allegations, and to respond to them

3.3.4.3. to have a person of your choice accompany you during the process

3.4.4.4. to be informed about the progress of the complaint

3.5.4.5. to receive fair treatment

- 4.5. If the investigation shows that you did bully, harass, discriminate, and/or commit violence, you will be expected to change your behavior. You may also be subject to disciplinary action.

## Decision

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



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

2.3.7. dismissal/termination.

3. Corrective action, remedies, and changes in work/learning environment will be instituted within one week of the people involved being informed of the decision.
  - 3.1. The principal, supervisor, or Superintendent may decide to assign the complainant and/or respondent to a different work area/learning environment during the mediation and/or investigation.

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

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

### **Unsubstantiated complaints**

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

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

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

### **Confidentiality**

1. The Board recognizes the difficulty of reporting bullying, discriminating, harassing, and/or violent behaviour, and understands that confidentiality is important to complainants.

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

2. Confidentiality will be maintained throughout the complaint procedure, including information relating to the complaint, the identity of the parties involved, or any circumstances related to a complaint, Information will only be disclosed to the extent necessary to investigate the complaint or take disciplinary action related to the complaint, or as required by law.

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

### Retaliation

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

### Appeal/Grievance

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

### Further Complaints

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

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

~~Toll Free~~

~~2.1. 1-800-432-1838 (Within Alberta)~~ other agencies, associations, boards, commissions, or unions

~~2.1. Any complaint filed under the Individual's Rights Protection Act must be lodged within one year of the alleged incident.~~

~~2.2.1.1. Either party has the right to seek redress through the Civil Courts.~~

~~2.3. Staff may file a complaint with their union or professional association.~~

**HORIZON SCHOOL DIVISION NO. 67**

**Policy Code:** II  
**Policy Title:** Student Awards and Scholarships

**POLICY HANDBOOK**

**Cross Reference:**  
**Legal Reference:**  
**Adoption Date:** June 25, 1997  
**Amendment or Re-affirmation Date:** March 9, 2006  
February 24, 2015

**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SUPPORTS THE RECOGNITION OF STUDENT ACHIEVEMENT THROUGH THE PROVISION OF STUDENT AWARDS.

**REGULATIONS**

~~1. 4.~~ The Division shall provide financial support through the provision of an annual sum of:

~~1.1. \$250 per school as a base amount.~~

~~1.1.1. For the purposes of this policy colony schools shall be considered as one aggregate school.~~

~~1.2. \$1.50 per student decentralized to each school based on September 30 grade 1 to 12 enrollment.~~

~~1.1.~~ \$100 for each grade 12 student with an average of 80% or higher ~~and \$50 for each grade 12 student with an average of 75% to 79%.~~ These awards shall be based on obtaining a high school diploma with an average in 10 credits in any 30-level course in addition to a 30-level English Language Arts, and a 30-level Social Studies course ~~the four Core academic subjects necessary for high school graduation.~~

~~1.1.1.~~ For diploma exam subjects the blended mark shall be used.

~~1.2.~~ \$100-50 for each student with a significant cognitive disability receiving a Certificate of School Completion who meets the qualifications criteria as per the Guide to Education.

~~1.4.~~ with severe special needs who enters into a post-secondary transitional program and \$50 for each student with severe special needs who completes at least three years of high school.

~~2.~~ The Division may, at its discretion, adjust the amounts provided for student awards.

~~2. 3.~~ The Division may, at its discretion, adjust the amounts provided for student awards.

~~3.~~ Local trustees shall be invited to present Division sponsored awards.

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**HORIZON SCHOOL DIVISION NO. 67**

**POLICY HANDBOOK**

**Policy Code:** IO  
**Policy Title:** Student Records  
**Cross Reference:** IFH, JB  
**Legal Reference:** School Act 23  
FOIPP Act; Youth Justice Act; Alberta Learning Regulations 225/2006; Public Health Act  
**Adoption Date:** June 25, 1997  
**Amendment or Re-** Feb. 10/98, Nov. 26/99,  
**Affirmation Date:** Apr. 19/07

**POLICY**

~~THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT ACCURATE AND UP TO DATE RECORDS CAN BE OF ASSISTANCE IN PROMOTING THE EDUCATIONAL WELFARE OF STUDENTS.~~

~~THE BOARD EXPECTS PRINCIPALS AND DISTRICT ADMINISTRATORS TO PROVIDE FOR THE APPROPRIATE MANAGEMENT AND STORAGE OF AN OFFICIAL STUDENT RECORD FOR ALL STUDENTS.~~

~~THAT MATTERS PERTAINING TO THE GENERATION AND MAINTENANCE OF STUDENT RECORDS SHALL CONFORM TO THE FOLLOWING BASIC PRINCIPLES:~~

- ~~1. DATA COLLECTED ON A STUDENT MUST MAINTAIN THE HIGHEST STANDARDS OF INTEGRITY AND CONFIDENTIALITY.~~
- ~~2. IF DATA IS COLLECTED AND RECORDED FOR THE PURPOSE OF PROMOTING THE EDUCATIONAL WELFARE OF THE STUDENT, THEN THOSE WHOSE TASK IT IS TO PROMOTE THE WELFARE MUST HAVE ACCESS TO THE DATA.~~
- ~~3. IN ADDITION TO THE RIGHT OF ACCESS, THE STUDENT AND/OR HIS PARENT/GUARDIAN HAVE A RIGHT TO PROFESSIONAL INTERPRETATION OF THE DATA CONTAINED IN THE RECORD.~~

**REGULATIONS**

**Record Content**

1. The Principal shall be responsible for maintaining accurate and complete records for each student and for ensuring that policies and procedures established by the Board relating to student records and the FOIPP Act are complied with.
2. The student record of a student must contain all information affecting the decisions made about the education of the student that is collected or maintained by a Board, regardless of the manner in which it is maintained or stored, including

~~(a)2.1.~~ the student's 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, and any other surnames by which the student is known;

~~(b)2.2.~~ the student identification number assigned to the student by the Minister and any student identification number assigned to the student by a Board;

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**Policy IO—Students Records, Cont'd.**

~~(e)~~2.3. the name of the student's parents;

~~(d)~~2.4. a copy of any separation agreement or court order referred to in section 23(2)(c) of the Act;

~~(e)~~2.5. the birth date of the student;

~~(f)~~2.6. the sex of the student;

~~(e)~~2.7. the addresses and telephone numbers of the student and of the student's parents;

~~(h)~~2.8. the board of which the student is a resident student;

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**Policy IO – Students Records, Cont’d.**

~~(+)~~2.9. the citizenship of the student and, if the student is not a Canadian citizen, the type of visa or other document pursuant to which the student is lawfully admitted to Canada for permanent or temporary residence, and the expiry date of that visa or other document;

~~(+)~~2.10. the names of all schools attended by the student in Alberta and the dates of enrolment, if known;

~~(+)~~2.11. an annual summary or a summary at the end of each semester of the student’s achievement or progress in the courses and programs in which the student is enrolled;

~~(+)~~ the results obtained by the student on any:

2.12.

~~(i)~~ diagnostic test, achievement test and diploma examination conducted by or on behalf of the Province; and

2.12.1.

~~(ii)~~2.12.2. standardized tests under any testing program administered by the board to all or a large portion of the students or to a specific grade level of students.

2.13. the results of any application under the *Student Evaluation Regulation* (AR 177/2003) for special provisions or directions;

2.14. in relation to any formal intellectual, behavioural or emotional assessment or evaluation administered individually to the student by a board

2.14.1. the name of the assessment or evaluation,

2.14.2. a summary of the results of the assessment or evaluation,

3. the date of the assessment or evaluation,

2.14.3.

2.14.4. the name of the individual who administered the assessment or evaluation,

2.14.5. any interpretive report relating to the assessment or evaluation, and

4-2.14.6. any action taken as program planning as a result of the assessment, evaluation or interpretive report,

~~(m)~~ either:

~~(i)~~ In relation to the name of any formal intellectual, behavioural or emotional assessment or evaluation administered individually to the student by a Board, a summary of the results of the assessment or evaluation, the date of the assessment or evaluation and the name of the person who administered the assessment or evaluation;

~~(ii)~~ any interpretive report relating to the assessment or evaluation, and any action taken as program planning as a result of the assessment, evaluation or interpretive report;

~~(+)~~2.15. In relation to any independent formal intellectual, behavioural or emotional assessment or evaluation requested by the student’s parent and administered to the student by an independent party.

2.15.1. the name of the assessment or evaluation,

2.15.2. a summary of the results of the assessment or evaluation,

2.15.3. the date of the assessment or evaluation,

2.15.4. the name of the individual who administered the assessment or evaluation,

2.15.5. any interpretive report relating to the assessment or evaluation, and

2.15.6. any action taken as program planning as a result of the assessment, evaluation or interpretive report,

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**Policy IO – Students Records, Cont’d.**

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**Policy IO – Students Records, Cont’d.**

~~(i) — A Summary of the results of the assessment or evaluation, the date of the assessment or evaluation and the name of the person who administered the assessment or evaluation.~~

~~(ii) — Any interpretive report relating to the assessment or evaluation or interpretive report.~~

~~2.16. (p) — any health information that the parent of the student or the student wishes to be placed on the student record;~~

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~~2.17. (q) — an annual summary of the student’s school attendance;~~

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~~(r) — information about any suspension of more than one day or expulsion relating to the student or the student’s rights pursuant to the Act, which must be recorded and retained on the student record for:~~

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~~(iii) 2.18. — a minimum period of one year and a maximum period of 3 years following the date of the suspension or expulsion after which the information must be removed from the student’s record.~~

~~2.19. (s) — if the parent of the student is eligible to have the student taught in the French language pursuant to section 23 of the *Canadian Charter of Rights and Freedoms*, a notation to indicate such and a notation to indicate whether the parent wishes to exercise that right.~~

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~~(t) 2.20. if the parent or the student wishes to provide information that the student is of aboriginal ancestry, a notation indicating whether the student is Status Indian/First Nations, Métis or Inuit.~~

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~~3. — A board may include in a student record any information referred to in regulation 5.1 that in the Board’s opinion would clearly be injurious to the student if disclosed, where inclusion of the information in the student record would, in the opinion of the Principal, Director of Learning, or Family School Liaison Program Clinical Team Leader, be~~

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~~3.1. — in the public interest; or~~

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~~3.2. — necessary to ensure the safety of students and staff.~~

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~~5.4. — If an individualized program plan is specifically devised for a student, the current plan and any amendments to the plan must be placed on the student record of that student in addition to all previous school year end individualized program plans.~~

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~~5. — 4. — (a) — Information A student record must not include:~~

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~~5.1. — Any information contained in not to be included in student record:~~

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~~(i) — notes and observations prepared by and for the exclusive use of a teacher, teacher’s assistant, counsellor or principal, and that are not used in program placement decisions;~~

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~~5.1.1. —~~

~~a report or an investigation record relating to the student under the *Child, Youth and Family Enhancement Act*; or~~

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~~5.1.2.~~

~~(iii)5.1.3.~~ counselling records relating to the student that is or may be personal, sensitive or embarrassing to the student, unless regulation 3 ~~Regulation 6 of~~ this policy applies.

~~(b)5.2.~~ Any information that identifies a student as a young person as defined in the *Youth Justice Act* or the *Youth Criminal Justice Act (Canada)* and all information relating to the student in that capacity.

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**Policy IO – Students Records, Cont’d.**

~~5.~~ Notwithstanding regulation 2, 3 and 4, the Principal, ~~Student Services Supervisor~~ Director of Learning, or Family Liaison Program Clinical Team Leader may exclude from a student record a test instrument or any part of it, but where there is an appeal before the board with respect to a test, a test result or an evaluation of a student based on a test or a test result, the persons referred to in section 23(2) of the School Act may review a test instrument as if it were part of the student record.

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~~6.~~ A board may include in a student record any information referred to in Section 4(a)(i) that in the Board's opinion would clearly be injurious to the student if disclosed, where inclusion of the information in the student record would, in the opinion of the Principal, Student Services Supervisor, or Family School Liaison Program Clinical Team Leader

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~~(e)~~ in the public interest; or

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~~(g)6.~~ necessary to ensure the safety of students and staff.

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~~7.~~ 7. The Principal shall ensure that the information referred to in regulation 2 and 4 ~~this section~~ is updated annually.

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**Student Transfer**

~~8.~~ 8. If a student transfers to another school in Alberta, the Board from which the student transfers shall, on receipt of a written request from that school, send the original student record containing the information referred to in regulation 2 and 3-4 to that school.

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~~9.~~ 9. If a student transfers to a school outside Alberta, the Board from which the student transfers shall, on receipt of a written request from that school, send a copy of the student record containing the information referred to in regulations 2 and 3-4 to that school.

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**Record Transfers and Retention**

~~10.~~ 10. A school shall keep a student record containing the information referred to in regulations 2 and 3-4 for 7 years after the student ceases to attend a school operated by the Board or until the student record has been forwarded to another school.

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~~If a student transfers from a school in Alberta to a school outside Alberta, the Board that operates the school from which the student transfers shall keep the student record for at least 7 years after the~~

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**Policy IO – Students Records, Cont’d.**

date the student could be expected to have completed grade 12 if the student had not transferred from the school

~~11. If a student transfers from a school in Alberta to a school outside Alberta, the Board that operates the school from which the student transfers shall keep the student record for at least 7 years after the date the student could be expected to have completed grade 12 if the student had not transferred from the school.~~

~~12. A board may choose to keep a student record for longer than 7 years if a longer retention period is authorized by resolution of the board.~~

**Disposal and Destruction of Student Record**

~~12. 13. The school Principal shall dispose of or destroy student records that are no longer required to be kept under regulation 10 and 11.~~

~~13. 14. Student records shall be disposed of or destroyed in a manner that maintains the confidentiality of the information in the record.~~

~~14. A board shall dispose of information referred to in regulation 5 relating to a student in the same manner as student records are to be disposed of under regulation 13.~~

**Policy IO – Students Records, Cont’d.**

**Access to Student Record**

~~15. 15. The Principal shall ensure that a student, the student’s parent and any other person who has access to the student under a separation agreement or an order of a court are informed of their entitlement under section 23 of the School Act to review the student record of that student.~~

**Disclosure of Information**

~~16. The Principal shall ensure that the contents of a student record are only disclosed shall ensure that the information referred to in this section is disclosed in accordance with the Freedom of Information and Protection of Privacy Act; and~~

~~7-16. (a) any one of the following:~~

~~in accordance with sections 23, 40, 41, and 43 of the School Act;~~

~~16.1.~~

~~(i) to an employee of the Board if the information is necessary for the performance of the duties of the employee;~~

~~16.2.~~

~~(ii) to the Minister if the information is necessary for the performance of the duties of the Minister;~~

~~16.3.~~

~~(iii) 16.4. with the written consent of~~

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**Policy IO – Students Records, Cont’d.**

(A) the parent if the student is under 16 years of age, or  
16.4.1.

(B) 16.4.2. the student or the parent if the student is 16 years of age or older;

(iv) in accordance with section 8 regulation 8 and 9 of this Regulation;  
16.5.

16.6. in accordance with any other regulation under the Act.

(v) 16.7. in accordance with the Freedom of Information and Protection of Privacy Act.

17. 17. A Principal shall disclose information contained in a student record to the Department of Justice ~~and or to the Department of the Solicitor General and Public Security~~ or its designate when requested by ~~either the Department or that Department's~~ or its designate for the purpose of administering the *Youth Justice Act or the Youth Criminal Justice Act (Canada)* or carrying out any program or policy under either Act.

18. A principal shall, at the written request of a medical officer of health as defined in the *Public Health Act* or the medical officer of health's designate, disclose

(a) a student's name, address, birth date, sex and school; and

(b) the name, address and telephone number of the student's parent or guardian, to the medical officer of health or to a person designated by the medical officer of health for the purpose of contacting parents regarding voluntary health programs offered by the regional health authority, including immunization, hearing, vision, speech and dental health programs, and for the purpose of communicable disease control.

18. A medical officer of health may by notice in writing require a school board, an operator of a private school or of a charter school, an operator of an early childhood services program or a provider of a child care program to provide to the medical officer of health, in the form and manner and within the time specified in the notice, the information set out in regulation 18.1 that is in its custody or within its control, for the purpose of contacting a parent or guardian of a student or child, or contacting an independent student, regarding voluntary health programs, including immunization, hearing, vision, speech and dental health programs, and for the purpose of communicable diseases control.

18.1. For the purposes of regulation 18, a medical officer of health may require the following information to be provided:

18.1.1. the name, address, postal code, date of birth and sex, and the grade level, if applicable, of a student or child and the school, attended by the student;

18.1.2. the name, address, postal code, telephone number and electronic address

18.1.2.1. of the parent or guardian of a child or a student other than an independent student, or

18.1.2.2. of an independent student;

18.1.3. any other information prescribed in the regulations.

for the purpose of contacting a parent or guardian of a student, or contacting an independent student, respecting voluntary health programs, including immunization, hearing, vision, speech and dental health programs, and for the purpose of communicable diseases control.

18.2. A school who receives a notice under regulation 18 shall comply with it.

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**Policy IO – Students Records, Cont’d.**

**Policy IO – Students Records, Cont’d.**

19. A board shall, at the written request of a Regional authority for a Francophone Education Region, disclosed,

~~19.1. (a)~~ —the name, address, date of birth, sex and school of a student whose parent has been noted under ~~section 2(1)(c)~~ **regulation 2.19** as being eligible to have the student taught in the French language pursuant to Section 23 of the Canadian Charter of Rights and Freedoms, and

~~(e)19.2.~~ the name, address and telephone number of the student’s parent to the superintendent or to a person designated by the superintendent for the purpose of contacting the parent of the student and advocating for minority language education rights.

~~20.~~ **20.**—A board or an accredited private school supervising a home education program for a student shall notify the student’s resident board of

~~(a)20.1.~~ the student’s name, address, date of birth, sex and school, and

~~(b)20.2.~~ the name, address and telephone number of the student’s parent

to ensure that the resident board is aware that the student is attending a school.

~~21.~~ ~~A Principal shall ensure that the information referred to in regulation 4 is disclosed only in accordance with the *Freedom of Information and Protection of Privacy Act*.~~

~~21.~~ ~~22.~~—~~A person who is entitled to review a student record under 23 of the School Act~~ **A parent and/or a student** may review a student record only in the presence of a staff member.

~~22.~~ ~~A person who is entitled to review a student record under 23 of the School Act may request a copy of the student record from the school, and the school shall provide, or on request shall send, the copy to the person on receiving payment for it at the rate prescribed by the Board.~~

~~23.~~ ~~Where a student record contains,~~

~~23.1.~~ a test, a test result or an evaluation of a student that is given by a person who has a recognized expertise or training in respect of that test or evaluation, or

~~23.2.~~ information relating to a test, test result or evaluation referred to in regulation 23.1, ~~A person who is entitled to review a student record under 23 of the School Act are entitled to the things referred to in regulation 24.~~

~~24.~~ ~~If regulation 23 applies, a person who is entitled to review a student record under 23 of the School Act are entitled,~~

~~24.1.~~ to review the test, test result or evaluation referred to in regulation 23.1 or information referred to in regulation 23.3, and,

~~24.2.~~ to receive from a person who is competent to explain and interpret it an explanation and interpretation of that test, test result, evaluation or information.

~~25.~~ ~~If a person reviewing a student record referred to in regulation 23 so requests, the board shall ensure~~

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**Policy IO – Students Records, Cont’d,**

~~that a person who is competent to explain and interpret the test, test result, evaluation or information is available to explain and interpret that test, test result, evaluation or information.~~

~~If, on examining a student record, a person is of the opinion that the student record contains inaccurate or incomplete information, that person may request the board to rectify the matter.~~

~~23. If a parent and/or a student wishes to review a test, test result, evaluation or information, a person must be present who is competent to explain or interpret the test, test result, evaluation or information.~~

~~24. If a parent and/or a student who has the right of access to a student record is of the view that information in the student record is inaccurate or incomplete or that appropriate access to the student record has not been provided, the parent or student may request the Principal, in writing, to rectify the matter.~~

~~26.1. 25. If the principal is of the view that the student record is accurate and complete and that appropriate access has been provided, he shall notify the parent or student, in writing, of his decision and of the right to appeal in accordance with policy IFH.~~

~~26. The student record is the property of the School Division and as such, the Division is not required to provide a copy to the parent/guardian or the student.~~

**Information Sharing for Administrators, Classroom Support Teachers, Classroom Teachers, and Family School Liaison Counsellors**

27. Student information may be shared among administrators, classroom support teachers, classroom teachers, and Family School Liaison Counsellors in order to support the successful academic, social/emotional and physical development and well-being of students. See the attached Protocol for Student Information Sharing.

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## **Guidelines for Educational Transitioning of Children in Care**

**March 2006**

Best practice has shown us that transition planning is critical in optimizing a child’s success in a new school placement that may be necessitated by a change in care providers. Transition planning enhances academic, emotional, and social success for a child and will also positively influence a child’s success in a foster home environment. Placement of children in care is not always predictable and changes are inevitable. The resultant stress and anxiety produced can be minimized when the child’s needs are first and foremost in the picture. Outlined below are the critical components of an effective transition plan.

### **Guiding Principles**

Educational transition planning is essential for all children in care but special attention should be given to those with high needs. **The greater the need of the child, the more careful and comprehensive the transition planning needs to be.** Guiding principles include:

- Child focused
- Open communication
- Thorough sharing of information
- Flexibility based on individual child’s needs
- Expediency

### **Transition Planning Team Members**

- Child and Family Services Authority Case Worker
- Foster parent / care provider
- Sending school and / or central office administration
- Receiving school and / or central office administration
- Others as needed

### **Education Transition Plan Components**

- Sending school placement
- Receiving school placement
- Start date
- Required support(s)
- Interim plan if circumstances necessitate the move but placement in the new school is not immediately possible
- Transportation
- Opportunity for closure for the child

### **Emergency Placements**

At times, the apprehension of a child may necessitate placement in which educational transition planning happens very quickly. In these cases, it is still critical to develop an educational transition plan. **To facilitate an expedient plan the following needs to occur:**

- The caseworker involved must contact the school principal of the new school
- The student should not attend school until that contact has taken place
- Information between school / districts has taken place

**Policy IO – Students Records, Cont’d,**

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- Temporary transition plan is developed
- A meeting date, if required, is established for care givers, case workers, and school personnel.

All of this may take place within a day once communication between caseworker and school administration has occurred.

**Signatures:**

<del>Southwest Alberta Child and Family Services</del> Authority: _____	Date: _____
<del>Holy Spirit C.S.R.D. No. 4:</del> _____	Date: _____
<del>Horizon School Division No. 67:</del> _____	Date: _____
<del>Lethbridge School District No. 51:-</del> _____	Date: _____
<del>Livingstone Range School Division No. 68:</del> _____	Date: _____
<del>Palliser Regional School</del> Authority: _____	Date: _____
<del>Private School</del> Authority: _____	Date: _____
<del>Westwind School Division:</del> _____	Date: _____

~~Attachment 1: Q & A~~

~~Attachment 2: Delegation of Authority~~

**Q & A**

Q. Describe the difference between the roles of the foster parent vs. that of the CFSA caseworker as it relates to communication with the school.

A. The CFSA caseworker has delegated authorities to act as the guardian of the child when temporary/permanent guardianship rests with the director. The caseworker must be involved in major educational decisions-specialized educational programming, expulsions, activities that require guardian consent etc.

The foster parent has sub delegated authority to be involved in day to day educational decisions and communication and is the primary regular contact for the school as it relates to the child’s challenges, conduct, and educational program.

Q. Describe the various legal statuses under the *Child, Youth and Family Enhancement Act* and the guardianship authority attached to each.

A. Involvement with children and families occurs in various ways under the *Child, Youth and Family Enhancement Act* as listed below:

- Permanent Guardianship – sole guardianship rests with the Director under the *Child, Youth and Family Enhancement Act* and is primarily carried out by the assigned caseworker within certain authorities delegated to a supervisory or management level.
- Temporary Guardianship – guardianship is shared between the Director and the parent for the term of the Temporary Guardianship Order. The caseworker will be the primary contact for guardianship consents/issues and may involve the parent in meetings and educational decisions.
- Custody Agreement with Guardian – although the Director has custody and provides a placement of a child, the parent is the guardian.
- Supervisions Order/Enhancement Agreement with Guardian – In the above noted legal statuses; the Director is involved providing supports and services to families where the child/youth remains in parental care and guardianship.
- Enhancement Agreement with Youth – for youth aged 16 – 18; the Director may enter into an Enhancement Agreement directly with the youth where it is deemed necessary and appropriate for the youth to live apart from their guardian. Normally this involves providing supports for independent living. The parent still remains the guardian.
- Support and Financial Assistance Agreement – this allows the Director to remain involved with and provide supports to youth aged 18 – 22 who was in the care/guardianship to the Director prior to their 18<sup>th</sup> birthday. (Primarily this would include financial and placement supports). As the youth is an adult, guardianship consent is no longer required.

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RELEASE OF STUDENT RECORD

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The purpose of sharing information is to better inform those who work with students, so that they may provide the best educational programs and services.

Horizon School Division No. 67 is requesting the release of the student record for:

Student \_\_\_\_\_ Date of Birth \_\_\_\_\_
School \_\_\_\_\_

From: \_\_\_\_\_
Name of School Jurisdiction/System

Please Forward to: \_\_\_\_\_

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Address: \_\_\_\_\_
\_\_\_\_\_
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\_\_\_\_\_

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Phone: \_\_\_\_\_
Fax: \_\_\_\_\_

I understand that the information is confidential and that the information is protected as outlined by the Freedom of Information Privacy and Protection Act.

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Principal’s Signature \_\_\_\_\_ Date \_\_\_\_\_

In accordance with the Alberta Education Student Record Regulations,
—the student record of a student must contain all information affecting the
—decisions made about the education of the student that is collected or maintained
—by a board, regardless of the manner in which it is maintained or stored” [2(1)]

—“if a student transfers to another school in Alberta, the board from which the student transfers
—shall, on receipt of a written request from that school, send the original student record” [8(1)]
—“if a student transfers to a school outside Alberta, the board from which the student transfers
—shall, on receipt of a written request from that school, send a copy of the student record” [8(2)]

HORIZON SCHOOL DIVISION NO. 67
6302 – 56 Street Taber, Alberta T1G 1Z9
Phone: (403) 223-3547 1-800-215-2398 FAX: (403) 223-2999

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**HORIZON SCHOOL DIVISION NO. 67**

**POLICY HANDBOOK**

**Policy Code:** JMA  
**Policy Title:** School Councils  
**Cross Reference:** JG  
**Legal Reference:** PIPA, ~~S.A. 2003~~  
School Act, Sec. 22,  
Alberta Education  
Reg. 171/08 School  
Councils Regulation  
**Adoption Date:** June 25, 1997  
**Amendment or Re-** Jan. 19/99, May 30/02  
**affirmation Date:** Apr. 19/07

**POLICY**

~~THE BOARD RECOGNIZES THE VALUE OF PARENTAL-PARENTS AND THE COMMUNITY INVOLVEMENT IN ITS SCHOOLS AND MANDATES THAT EACH SCHOOL TO BE ENGAGED IN THE EDUCATION OF CHILDREN. AND EXPECTS SCHOOLS EXCEPT HUTTERIAN COLONY BRETHREN SCHOOLS, TO ESTABLISH A SCHOOL COUNCIL IN ACCORDANCE WITH THE SCHOOL COUNCILS REGULATIONS AND THIS POLICY. EXCEPTING HUTTERIAN COLONY BRETHREN SCHOOLS, SHALL HAVE A SCHOOL COUNCIL ORGANIZED AND FUNCTIONING IN HARMONY WITH ALBERTA LEARNING REGULATIONS AS WELL AS THE FOLLOWING GUIDELINES AND PROCEDURES.~~

**GUIDELINES**

1. School councils are an important forum through which members of school communities play an advisory role in school improvement planning.
  - 1.1. School councils are a structured group of parents, principals, teachers, secondary students and community representatives whose purpose is to advise the principal and the school board respecting matters relating to the school.
  - 1.2. The actual decision-making authority of the school council is limited to:
    - 1.1.1. determining the school council operating procedures
    - 1.1.2. setting policies to govern school council activities at the school level, as described in the School Act
    - 1.1.3. planning engagement activities that align with school council's legislated purpose
    - 1.1.4. choosing to provide advice to the principal and school board
2. As the primary role of school councils is advisory, school councils are not eligible to incorporate as societies. It is not the primary intent of school councils to fundraise or lobby. Roles that are not to be taken on by a school council include:
  - 2.1. school governance
  - 2.2. employment issues
  - 2.3. school management

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2.4. listening to complaints

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**Policy JMA – School Councils – Continued**

**REGULATIONS**

1. For any school year, the first meeting of the school council must be held within 20 school days after the start of the school year or as specified in the bylaws of the school council.
  - 1.1. If a quorum is not available for a meeting of a school council and the meeting has been re-scheduled on 2 or more occasions, the board may suspend the operation of the school council until the following year.
2. If a school has no school council, the school must hold an establishment meeting within 40 days after the start of the school year.
  - 2.1. The Principal shall
    - 2.1.1. give notice of the date, time location, and purpose of the meeting at least 10 days before the meeting
    - 2.1.2. post in at least 2 or more locations that are accessible to the public in the area around the school, or
    - 2.1.3. be advertised in a publication that is circulated to the general public i.
  - 2.2. Those invited to the meeting shall include:
    - 2.2.1. parents of all students enrolled in the school;
    - 2.2.2. parents of ECS student enrolled at the school (if applicable);;
    - 2.2.3. school staff; and
    - 2.2.4. other members of the school community (at the Principal’s discretion).
  - 2.3. If there are fewer than 5 parents in attendance at an establishment meeting or if an establishment meeting is not successful in establishing a school council, the principal may establish an advisory committee for that year to carry out one or more of the duties or functions of a school council.
3. Membership on School Councils shall at all times consist of a majority of parents of students in the school.
4. A school council must include the following members:
  - 4.1. the principal of the school;
  - 4.2. at least one person who is a teacher at the school, elected or appointed by the teachers at the school;
  - 4.3. if the school includes a senior high school program, at least one person who is a student enrolled in the high school, elected or appointed by the students enrolled in the high school;
  - 4.4. parents of students enrolled in the school.
5. The members of a school council may establish a process to appoint or elect as members of the school

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**Policy JMA – School Councils – Continued**

council one or more persons who are:

5.1. parents of children enrolled in an Early Childhood Services program at the school

5.2. not parents of students enrolled in the school but who have an interest in the school.

6. School councils or their members may not:

6.1. receive remuneration for services rendered;

6.2. be incorporated under the Societies or Companies Act; or

6.3. be charged a fee for the use of the school or school facilities for the purpose of holding a meeting of the school council.

7. School Councils are organizations subject to PIPA (Personal Information Protection Act) and, as such, must comply with the PIPA requirements for collection, use, and disclosure of personal information.

8. Each school council may make bylaws respecting the conduct of its business and affairs as per the School Councils Regulation.

8.1. Only persons who attend the establishment meeting and are (a) parents of students enrolled in the school, or (b) parents of children enrolled in an Early Childhood Services program at the school are entitled to vote on matters raised at the meeting.

8.2. A school council must retain at the school a copy of the minutes for each meeting of the school council for at least 7 years and make them available to the board or the public on request.

1. The primary function of a School Council shall be to advise and consult with the Principal on matters that affect the educational program within the school. Such items might include:

- (a) student achievement;
- (b) fiscal management in the school;
- (c) school policies;
- (d) public relations; and
- (e) school programs.

2. School Councils shall be authorized to establish by laws approved by a majority vote of all parents in attendance at a special meeting called for that purpose. By laws shall deal with:

- (a) format, frequency and location of council meetings;
- (b) organization and role of officers;
- (c) definition of quorum;
- (d) election procedure; and
- (e) conflict resolution;
- (f) other items pertinent to the operation of the Council.

3. The Board, in relationship to School Councils in the Division:

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**Policy JMA – School Councils – Continued**

- (a) may, from time to time, delegate specific responsibilities to the council;
- (b) shall strike a committee to deal with any Council Principal conflicts that may arise;
- (c) shall provide insurance indemnifying School Councils from liability and damages;
- (d) shall receive an annual report from the Chair of each Council by September 30 of each year summarizing the Council's activities and including a financial statement; and
- (e) may request a copy of minutes for each meeting of the School Council (a School Council must retain at the school a copy of the minutes for each meeting and must retain minutes of each meeting for at least seven years).

~~HORIZON SCHOOL DIVISION NO. 67~~

~~Policy JMA – School Councils – Continued~~

4. Membership on School Councils shall at all times consist of a majority of parents of students in the school and have:
- 5.
- (a) ~~Elementary and Junior High School Councils~~ at least seven members including:
    - (i) ~~Principal;~~
    - (ii) ~~at least one teacher elected by the teachers;~~
    - (iii) ~~at least one person representing the public at large who is not a parent of a child attending the school;~~
    - (iv) ~~at least one parent of an ECS child (if school has ECS program);~~
    - (v) ~~parents of a student attending the school.~~
  - (b) ~~High School Councils~~ at least nine members including:
    - (i) ~~Principal;~~
    - (ii) ~~at least one teacher elected by the teachers;~~
    - (iii) ~~at least one person representing the public at large who is not a parent of a child attending the school;~~
    - (iv) ~~at least one student elected by the students; and~~
    - (v) ~~parents of a student attending the school.~~
6. Any member of the School Council is eligible to be elected as an officer of the School council.
7. School councils may not:
- (a) receive remuneration for services rendered;
  - (b) be incorporated under the Societies or Companies Act; or
  - (c) be charged rent for meeting space in schools.
7. School Councils are organizations subject to PIPA (Personal Information Protection Act) and, as such, must comply with the PIPA requirements for collection, use, and disclosure of personal information.

Page 1 of 3

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**Policy JMA – School Councils – Continued**

**REGULATIONS**

1. A new School Council must be established not later than 60 days after the start of the next school year.

(a) Notice of meeting in consultation with any existing School Council the Principal shall advertise the date, time and location of the meeting:

- (i) \_\_\_\_\_ at least 21 days before the meeting;
- (ii) \_\_\_\_\_ in a publication circulated in the area; and
- (iii) \_\_\_\_\_ posted in at least 5 areas around the school area.

**HORIZON SCHOOL DIVISION NO. 67**

**Policy JMA – School Councils – Continued**

(b) Those invited to the meeting shall include:

- (i) \_\_\_\_\_ parents of all students in the school;
- (ii) \_\_\_\_\_ parents of ECS student (if applicable);;
- (iii) \_\_\_\_\_ school staff; and
- (iv) \_\_\_\_\_ other members of the public (at the Principal's discretion).

(c) Required attendance must be at least five in attendance, otherwise, meeting is to be recalled no later than September next.

(d) Business of meeting:

- (i) \_\_\_\_\_ Principal (in consultation with existing School Council) appoints Chair and secretary;
- (ii) \_\_\_\_\_ Agenda:
  - \_\_\_\_\_ size of Council,
  - \_\_\_\_\_ term of office,
  - \_\_\_\_\_ elect members.

(e) Voting can only be done by parents of students in the school (including ECS parents where applicable).

2. The first meeting of the Council must be held not later than 30 calendar days after the start of the school year or as specified in the by laws.

3. In the event that adequate support is not evident for the organization of a School Council, or the School Council does not have a quorum for operation in three consecutive meetings, the School Council shall be suspended in harmony with the regulations until the subsequent school year.

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**Policy JMA – School Councils – Continued**

~~Notice of meetings and processes for annual reorganizations of School Councils shall be outlined in the by laws of each School Council.~~

9. School council s opportunity to provide advice on the development of the school’s

9.1. mission, vision and philosophy,

9.2. policies,

9.3. annual education plan,

9.4. annual results report, and

9.5. budget.

10. The chair of a school council must prepare and provide to the board by September 30 of each year a report

10.1. summarizing the activities of the school council in the previous school year, and

10.2. including a financial statement relating to money handled by the school council in the previous school year, if any, and how the funds were used

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

<b>Policy Code:</b>	EAB
<b>Policy Title:</b>	Administrative Council
<b>Cross Reference:</b>	EAA, GCAD
<b>Legal Reference:</b>	SCHOOL ACT, Sec. 93, 96
<b>Adoption Date:</b>	November 27, 1996
<b>Amendment or Re-Affirmation Date:</b>	May 19, 2009

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**POLICY**

THE BOARD OF HORIZON SCHOOL DIVISION SHALL RECOGNIZE A COMMITTEE DESIGNATED AS THE ADMINISTRATIVE COUNCIL WHICH SHALL PROVIDE A COMMUNICATION LINK FOR CENTRAL OFFICE AND SCHOOL-BASED ADMINISTRATORS AND SHALL ACT AS A LIAISON BETWEEN THE BOARD, PARENTS, TEACHERS AND STUDENTS.

**MEMBERSHIP**

The Administrative Council shall be comprised of the School Administrators, the Superintendent and other Supervisory Personnel.

**GUIDELINES**

Attendance at Administrative Council meetings is generally restricted to Principals. Other members of the school administrative team may attend at the discretion of the school Principal.

**REGULATIONS**

1. The Horizon School Division Administrative Council shall endeavor to enhance the quality of educational programs and services in the Division schools by:
  - (a) providing a vehicle by which the administrators can share information and ideas,
  - (b) communicating the views of the Board and/or the Superintendent to teachers, other employees, parents and students,
  - (c) communicating the views of teachers, other employees, parents, and students to the Superintendent and/or the Board, and
  - (d) providing professional development experiences for Administrators.
2. Generally meetings shall be held once a month. When necessary the Superintendent may call a special meeting. The regular monthly meetings shall be chaired on a rotational basis by school Principals.
3. An agenda shall be forwarded to each member in advance of each meeting. Agenda items may be submitted to the chairman by any member of the Council.
4. A brief record of essential information and actions required shall be prepared for immediate distribution to members of the council.

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

**Policy Code:** EAD  
**Policy Title:** School Board Reporting  
**Cross Reference:**  
**Legal Reference:** School Act (S.78), Education Act (S. 67)  
**Adoption Date:** November 27, 1996  
**Amendment or Re-  
affirmation Date:** October 21, 2001,  
April 15, 2014

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT THE SCHOOL BOARD ANNUAL EDUCATION RESULTS REPORT AND THREE YEAR EDUCATION PLAN ARE TWO MEANS OF COMMUNICATING TO THE PUBLIC AND TO ALBERTA EDUCATION REGARDING JURISDICTION PLANNING AND RESULTS REPORTING.

**REGULATIONS**

1. Section 78 of the School Act and Section 67 of the Education Act requires school boards to develop an accountability system on any matter the Minister prescribes; to use accountability information and to report it to students, parents and electors in the manner the Minister prescribes.
2. The Board in accordance with the School Act will create, implement, and communicate business plans and results reports as part of its accountability system.
3. The Board in accordance with the Minister's requirements in the Policy and Requirements for School Board Planning and Results Reporting will ensure that school board plans and annual education results reports are aligned with the Ministry of Education's vision, mission, goals, outcomes and performance measures.

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

**Policy Code:** FC  
**Policy Title:** Facilities Planning  
**Cross Reference:** FL  
**Legal Reference:** School Act , Sec. 182,  
183, 190-192  
**Adoption Date:** December 18, 1996  
**Amendment or Re-  
affirmation Date:** October 24, 2001

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**POLICY**

THE BOARD OF HORIZON SCHOOLS DIVISION SHALL PROVIDE THE BEST POSSIBLE SCHOOL FACILITIES BY DEVELOPING LONG-RANGE PLANS BASED ON FUTURE EDUCATIONAL PROGRAM REQUIREMENTS.

**REGULATION**

1. The Superintendent or designate shall, together with the Board, provide leadership in facilities planning.
2. Consideration shall be given to:
  - (a) age of the buildings
  - (b) structural condition of buildings
  - (c) future educational program requirements
  - (d) enrolment projection
  - (e) grant structures
  - (f) space utilization in neighboring schools
  - (g) alternate uses for existing buildings
3. Prior to approval of any proposed building project and as a part of the planning process, an opportunity shall be given to the school council and school administration to provide input.
4. Subject to Alberta Infrastructure regulations, the following shall be included in a 10 year plan:
  - (a) New construction
  - (b) Modernization
  - (c) B.Q.R.P.
5. The Facilities Manager shall ensure that all available grants are accessed and that the appropriate documents submitted for consideration in the Capital Plan of Alberta Infrastructure

**POLICY**

THE BOARD SHALL EMPLOY A FACILITIES MANAGER WHOSE RESPONSIBILITY IT IS TO COORDINATE AND SUPERVISE ALL ASPECTS OF MAINTENANCE AS IT APPLIES TO THE FACILITIES WITHIN THE DIVISION.

**GUIDELINES**

1. A successful applicant will demonstrate:
  - (a) a thorough understanding of the principles and practices of structural and mechanical operations;
  - (b) A knowledge of the maintenance requirements of schools and associated facilities which will ultimately enhance the educational environment;
  - (c) Training and/or experience in maintenance department administration;
  - (d) Acceptable qualifications in at least one trade;
  - (e) The ability to work and supervise cooperatively.
2. The Facilities Manager shall report to the Superintendent of Schools.

**REGULATIONS**

1. The Facilities Manager shall assume overall responsibility for contracting, supervising and coordinating all matters pertaining to the operation of the maintenance department.
2. Written reports pertaining to facilities matters shall be prepared by the Facilities Manager as required or requested.
3. The Facilities Manager will be responsible for effective communication regarding the operation of his/her department. This shall include, but not be limited to:
  - (a) Attendance at specific portions of the monthly Board meeting.
  - (b) Attendance at regular meetings of administrative staff when invited by the Superintendent.
  - (c) Information reporting to the Superintendent as required.
  - (d) Regular written and oral communication with trustees, principals, and maintenance and caretaking personnel.

**HORIZON SCHOOL DIVISION NO. 67**  
**Policy GDAC - Facilities Manager - Continued**

4. Specifically the Facilities Manager is responsible for:
- (a) Coordinating, supervising and assisting the work of the maintenance personnel in accordance with regulations as specified in their respective job description.
  - (b) Supervising and instructing, in consultation with principals, all janitorial personnel in cleaning and maintenance methods and responsibilities.
  - (c) Coordinating and supervising the care and maintenance of school grounds.
  - (d) Contracting, supervising and directing all work performed by outside contractors with respect to maintenance operations.
  - (e) Establishing short and long-range plans for preventative and repair maintenance in the interests of student welfare, efficiency, and economy. This will include:
    - (i) Working in consultation with principals and janitors to determine needs and priorities;
    - (ii) Establishing priorities and work schedules that will maximize the efficient use of personnel, resources and materials;
    - (iii) Establishing procedures for handling emergency situations.
  - (f) Preparing preliminary budgets for all components of the maintenance program by January 31 each year.
  - (g) Preparing a final budget for the entire maintenance department, to be submitted by February 28 each year.
  - (h) Monitoring the budget on a monthly basis, in consultation with the Superintendent and Secretary-Treasurer.
  - (i) Developing competence in interpretation, application and collection of funding through Alberta Education.
  - (j) Establishing and maintaining proper purchasing and accounting procedures including methods by which quotes and tenders are offered and accepted.
  - (k) Establishing and maintaining an inventory control system for equipment and supplies.
  - (l) Carrying out regular, detailed inspections of the routine maintenance operations relating to school buildings (including boilers and water treatment) and grounds in consultation with principals and caretakers.
  - (m) Familiarizing oneself of employee's rights and responsibilities specified in contracts or conditions of employment.
  - (n) Undertaking on-going evaluation of the effectiveness and performance of all maintenance department and school janitorial employees and take such steps as are necessary to correct any deficiencies.
  - (o) Establishing and conducting periodic training and/or continuing education programs for all maintenance department and school janitorial personnel.
  - (p) Authorizing all invoices for payment.
  - (q) Verifying time sheets for all maintenance personnel.
  - (r) Maintaining and upgrading one's own professional expertise and competence by attending relevant workshops and seminars and by keeping abreast of current trends, changes and developments with regard to school maintenance.

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**HORIZON SCHOOL DIVISION NO. 67****Policy Code:** HGAEB  
**Policy Title:** CPR Training for Students**POLICY HANDBOOK****Cross Reference:**  
**Legal Reference:**  
**Adoption Date:** May 18, 1999  
**Amendment or Re-  
Affirmation Date:** June 12, 2008

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THE VALUE OF EACH STUDENT POSSESSING BASIC CPR SKILLS. TO THIS END, THE BOARD WILL ASSIST IN THE OFFERING OF APPROPRIATE CPR TRAINING TO STUDENTS.

**REGULATIONS**

1. Schools shall ensure that all students have access to basic CPR training in their Grade 9 school year or there about, as deemed appropriate by the school or schools the child attends.
2. Horizon School Division will cover the cost of providing the training to each student.
3. Schools that which to provide further training in CPR or more comprehensive first aid training shall be responsible for the costs involved.
4. A student may opt out of CPR training at the request of his/her parent(s).

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

**Policy Code:** HGAM  
**Policy Title:** Native Education  
**Cross Reference:**  
**Legal Reference:**  
**Adoption Date:** August 24, 1995  
**Amendment or Re-affirmation Date:**

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**POLICY**

THE BOARD SHALL ACCESS MONIES AVAILABLE FOR NATIVE EDUCATION FROM ALBERTA LEARNING NATIVE PROJECT IN ORDER TO:

1. PROVIDE NATIVE AWARENESS TO ALL STUDENTS AND PARENTS,
2. PROVIDE OPPORTUNITY FOR NATIVE PEOPLE TO HELP GUIDE THE EDUCATION OF THEIR CHILDREN,
3. PROVIDE A COMMUNICATION LINK BETWEEN THE NATIVE HOME AND THE SCHOOL.

**REGULATIONS**

The project shall be developed, administered and evaluated in accordance with the requirements of Alberta Learning.

1. The project will include the involvement of a Native parent advisory committee.
2. All written proposals shall be submitted through the office of the Superintendent for approval.
3. Each project shall include:
  - (a) time line;
  - (b) goals and objectives;
  - (c) budget breakdown;
  - (d) native involvement; and
  - (e) evaluation.

**POLICY HANDBOOK****POLICY**

THE BOARD WILL PROVIDE SERVICE TO STUDENTS WHOSE FIRST LANGUAGE IS OTHER THAN ENGLISH, TO THE EXTENT OF THE AVAILABILITY OF ADDITIONAL FUNDING, WHO QUALIFY UNDER ALBERTA LEARNING FUNDING GUIDELINES AND WHO REQUIRE SPECIAL ASSISTANCE TO MEET THEIR NEEDS TO ACHIEVE FUNCTIONAL LITERACY IN THE ENGLISH LANGUAGE AND TO ACHIEVE AT A LEVEL COMMENSURATE WITH THEIR AGE AND/OR ABILITIES.

**REGULATIONS**

1. The Superintendent, in collaboration with Managers/Administrators, shall determine the amount of funding available for the ESL program.
2. A decision concerning the nature and duration of, as well as the staffing for an ESL program, shall be determined by the Principal and approved by the Superintendent after appropriate assessment of the needs of the students has been conducted.
3. A program plan for each ESL student shall be prepared and maintained by the staff responsible for providing instruction in English as a second language. Such a plan will provide for ongoing assessment procedures, the reporting of pupil progress and at year end, a recommendation for placement in the following year.
4. Each Principal of a school offering an ESL program shall be responsible for submitting required reporting documents to Division Office to meet the requirements of Alberta Learning.
5. The Board may make program adjustments based on provincial and local monitoring, the availability of funds, evaluation of students and/or other relevant reports.



## LOCALLY DEVELOPED COURSE OUTLINE

Creative Writing and Publishing15-3

Creative Writing and Publishing15-5

Creative Writing and Publishing25-3

Creative Writing and Publishing25-5

Creative Writing and Publishing35-3

Creative Writing and Publishing35-5

Submitted By:

**Calgary School District No. 19**

Submitted On:

**Feb. 13, 2015**

## Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	75.00	09/01/2015	08/31/2019	Developed	Reauthorization	G10 G11 G12
15-5	125.00	09/01/2015	08/31/2019	Developed	Reauthorization	G10 G11 G12
25-3	75.00	09/01/2015	08/31/2019	Developed	Reauthorization	G10 G11 G12
25-5	125.00	09/01/2015	08/31/2019	Developed	Reauthorization	G10 G11 G12
35-3	75.00	09/01/2015	08/31/2019	Developed	Reauthorization	G11 G12
35-5	125.00	09/01/2015	08/31/2019	Developed	Reauthorization	G11 G12

### Acknowledgment

### Course Description

Students will follow their writing interests and passions, writing in a variety of specific creative writing genres. Students will build and manage their own digital portfolios and participate in an actual publishing process. Because the general outcomes of the course span grades ten through twelve, Creative Writing and Publishing can be offered as a blended course when enrolment is insufficient to offer separate classes at each grade level. In the specific outcomes, there is an increasing sophistication in the understanding of concepts and application of strategies and skills.

In the 3-credit course students will build a digital portfolio to demonstrate growth. In the 5-credit course, students will, in addition, select from the growth portfolio to create a professional portfolio that showcases their best work and assists them in marketing their work.

## **Course Prerequisite**

15: prerequisite | none

25: prerequisite | 15

35: prerequisite | 25

## **Philosophy**

In Creative Writing and Publishing students cultivate their creative thinking and communication skills to become engaged thinkers and ethical citizens with an entrepreneurial spirit. In this course, students follow their writing interests and passions. Opportunities to write in a variety of creative writing genres encourage students to experiment with new ideas, concepts and processes in their writing. Students will create and manage their own digital portfolios.

As students explore and learn about various writing markets, they will demonstrate understanding of the requirements that different markets have for submissions, and assess how to effectively submit their writing to specific publications. This course provides additional opportunities for students to develop and refine the learner competencies outlined in the Inspiring Education document.

# Rationale

Students will create original texts and follow editing, publishing and marketing processes using current technologies.

In liaising with professional writing organizations, submitting to established publications and creating their own publication, students comprehend and manage the processes and conventions of publishing and marketing creative writing.

Because the general outcomes of the course span grades ten through twelve, Creative Writing and Publishing can be offered as a blended course when enrolment is insufficient to offer separate classes at each grade level. In the specific outcomes, there is an increasing sophistication in the understanding of concepts and application of strategies and skills.

# Learner Outcomes

Where the general outcomes span all three course levels: 15-25-35, it indicates an increased sophistication and independence in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

# General Outcomes

- 1 Create original texts**
- 2 Collaborate with peers and community**
- 3 Explore and evaluate creative writing markets and the submission process**
- 4 Manage the publication process**

## Specific Learner Outcomes

<b>1 Create original texts</b>	<b>15-3</b>	<b>15-5</b>	<b>25-3</b>	<b>25-5</b>	<b>35-3</b>	<b>35-5</b>
1.1 Experiment with and create a variety of genres with a focus on Poetry and Speech Writing (3 credits)	X					
1.2 Assess own creative writing strengths and areas for growth (3 credits)	X		X		X	
1.3 Create a variety of creative writing genres with a focus on Fiction, Script Writing and Non-fiction (3 credits)			X			
1.4 Reflect on and revise personal processes and preferences for creating text (such as time management, writing process and tools, collaborating with others in development) (3 credits)	X		X		X	
1.5 Create non-traditional forms of creative writing (such as postmodern, cross genre, graphic novels) (5 credits)		X		X		X
1.6 Specialize and write for publication in a genre of interest (5 credits)						X

<b>2 Collaborate with peers and community</b>	<b>15-3</b>	<b>15-5</b>	<b>25-3</b>	<b>25-5</b>	<b>35-3</b>	<b>35-5</b>
2.1 Generate and share specific feedback, both positive and suggestions for improvement (3 credits)	X		X		X	
2.2 Invite and apply constructive suggestions for improvement from peers and/or outside editors (3 credits)	X		X		X	
2.3 Adapt constructive suggestions for improvement based on one's own purpose or intent (3 credits)			X		X	
2.4 Evaluate constructive suggestions for improvement considering one's own purpose and explain why given suggestions were utilized or not utilized in the final draft (3 credits)					X	

2.5 Research regional professional writing organizations and publications (such as The Writer's Guild of Alberta, The Calgary Association of Romance Writers of America, Alberta Playwrights' Network, Freedom to Read, Single Onion, Freefall Magazine, Filling Station Magazine, YouThink) to explore writing opportunities, networking and writing careers (5 credits)	X	X
2.6 Assess which regional professional organizations provide services which will best support one's own writing in given genres (5 credits)		X X
2.7 Liaise with regional professional writing organizations to enhance understanding of writing opportunities, networking and writing careers (5 credits)		X X

<b>3 Explore and evaluate creative writing markets and the submission process</b>	15-3	15-5	25-3	25-5	35-3	35-5
3.1 Research potential publishers, markets and submission requirements for given genres (3 credits)	X		X		X	
3.2 Create and send query submission letters or emails to prospective publications (3 credits)			X		X	
3.3 Compare and contrast professional markets that showcase a writer's work with markets whose primary purpose is to sell something to new writers (3 credits)	X		X			
3.4 Present edited work orally to an audience (3 credits)	X		X		X	
3.5 Evaluate various publications for a specific piece of writing (5 credits)				X		X
3.6 Organize and submit writing following the format required by a specific publisher (5 credits)				X		X
3.7 Differentiate between first publication rights and copyright (5 credits)				X		X
3.8 Research and present the rejections of work of well-known and published authors (5 credits)		X				
3.9 Assess the context of rejections of currently well-known authors (5 credits)				X		
3.10 Apply knowledge of rejections to revise and/or submit own work (5 credits)						X

3.11 Create a writing resume with an up-to-date list of publications (5 credits)		X		X
3.12 Analyze readings and performances by published authors (5 credits)	X		X	X
3.13 Apply techniques used by published authors to a reading of one's own work (5 credits)			X	X
3.14 Assess and explain the effectiveness of techniques used in readings and or performances in their own work or the work of others (5 credits)				X

<b>4 Manage the publication process</b>	<b>15-3</b>	<b>15-5</b>	<b>25-3</b>	<b>25-5</b>	<b>35-3</b>	<b>35-5</b>
4.1 Collaborate with peers to review and edit one's own writing (3 credits)	X		X		X	
4.2 Research current editorial processes (5 credits)		X		X		X
4.3 Design and implement an editorial board to create an original publication (5 credits)				X		X
4.4 Take a leadership role on an editorial board for an original publication (5 credits)						X
4.5 Develop recommendations for writers to enhance final manuscripts (5 credits)						X
4.6 Collaborate over time with other authors, artists, and/or graphic designers for an original publication (5 credits)	X		X			X
4.7 Demonstrate understanding of how to apply for and acquire an ISBN number for the National Library of Canada and the Canadian Cataloguing and Publication Data (5 credits)				X		X

## Facilities or Equipment

### Facility

Standard School Facilities

Facilities:

## **Equipment**

- Access to computers or computer lab with internet access
- Word processing software



# Learning Resources

## Print Resources

Abercrombie, Barbara. *Kicking in the wall: a year of writing exercises, prompts, and help you break through your blocks and reach your writing goals* [electronic resource]. Novato, California : New World Library.

Behn, Robin and Chase Twichell, eds. (1992). *The Practice of Poetry: Writing exerc poets who teach*. New York: Harper Perennial.

Bernard, Andre. (1990). *Rotten Rejections: A literary companion*. Wainscott, NY: Pu Press.

Cameron, Julia. (1992). *The Artist's Way*. New York: Tarcher/Putnam.

Ephron, G.H. (2005). *Writing and Selling Your Mystery Novel: How to knock 'em de style*. Cincinnati: Writer's Digest Books.

Friedman, Bonnie. (1993). *Writing Past Dark: Envy, fear, distraction, and other dilen the writer's life*. New York: Harper Collins.

Garland, Sherry. (2001). *Writing for Young Adults: Writing and selling non-fiction for young adult readers*. Cincinnati: Writer's Digest Books.

Gutkind, Lee.. *You Can't Make This Stuff Up: The Complete Guide to Writing Creati Non-fiction—From Memoir to Literary Journalism*. [e-book]. (2012). Boston, Mass.: C Press.

Harper, Sue and Patrica Westerhof. (2003). *Writer's Craft*. Toronto: Harcourt Canad

Hodgins, Jack. *A Passion for Narrative: A Guide to Writing Fiction – Revised Editior*. Toronto: McClland & Stewart Ltd.

King, Stephen. (2000). *On Writing: A memoir of craft*. New York: Scribner.

Salas, Laura Purdie. *Picture Yourself Writing Poetry: Using Photos to Inspire Writing*. Mankato, Minn.: Capstone Press.

Seeger, Linda. *Making a Good Script Great: A Guide for Writing and Rewriting by H Script Consultant*. 3rd Edition. (2010). Los Angeles: Silman-James Press.

Shafer, Gregory. (2002). "Tell Me a Story," *English Journal*. Urbana, IL: National Co Teachers of English. November: 102-106.

Trottier, David. *The Screenwriter's Bible: A Complete Guide to Writing, Formatting, Selling your Script*. (2010). Los Angeles : Silman-James Press.

## Online Resources

Alberta Writer's Guild. <http://www.writersguild.ab.ca> -

Alberta Playwrights' Network. <http://albertaplaywrights.com>

Become a slam poet in five Steps. TEDEd Lessons Worth Sharing. (animated video  
<http://ed.ted.com/lessons/become-a-slam-poet-in-five-steps-gayle-danley#watch>

Blitzprint. <http://blitzprint.com/>

Can You Hear Me Now, Alberta's Provincial School Poetry Slam.  
<http://canyouhearmenowyychs.com/>

League of Canadian Poets. <http://www.poets.ca> -

Power Poetry: If you don't learn to write your own life story, someone else will.

<http://www.powerpoetry.org/>

Script Writing. [www.scriptbuddy.com](http://www.scriptbuddy.com)

Video Poetry on Internet Archive <http://www.archive.org>

Young Alberta Writer's Groups. <http://youngalbertawriters.com/writing-groups/>

WORDfest <http://wordfest.com/events>

Young Alberta Writer's Groups. <http://youngalbertawriters.com/writing-groups/>

# Others

## **Sensitive and Controversial Content**

Students in consultation with their teacher advisors shall choose projects and presentations that are appropriate to the school philosophy and community and in compliance with the Guide to Education: ECS to Grade 12: Controversial Issues and Administrative Regulations 1014 – School Participation in Programs – Outside Services.

In addition, in accordance with Section 11.1 of the Alberta Human Rights Act, schools are required to provide notice to a parent or guardian of a student where courses of study, educational programs or instructional materials, or instruction or exercises, prescribed under that Act include subject-matter that deals primarily and explicitly with religion, human sexuality or sexual orientation, and in response to the written request of the parents, exclude students, without penalty, from participation in those identified aspects of the instructional program.

## **Migration Strategies**

## **Safety Components**

Calgary Board of Education Safe Work Practices, as applicable, are found on Safety Advisory Services website within the Staffroom.

Calgary Board of Education Work-site Occupational Hazard Assessment and Control document for the school is to be referred to for the applicable work areas within the school.

External resources such as guest speakers must be approved by school administration and may be subject to independent contract agreement as per Calgary Board of Education guidelines and Administrative Regulation 1014 – School Participation in Programs – Outside Services

All Off-site activities are organized according to Calgary Board of Education Administrative Regulation 3027 – Off-Site Activities.

Calgary Board of Education Administrative Regulation 1070 – Occupational Health and Safety sets out responsibilities for safe working conditions.

Calgary Board of Education Regulation 3052 sets out safety in Career and Technology Studies and Fine and Performing Arts and Integrated Programs

## **Migration Strategies**

### **Significant Overlap with Provincial Curriculum**

This course is a reauthorization and previously has been found by Alberta Education not to have any significant overlap with existing provincially developed courses.

# Assessment

Assessment practices for this course should invite student participation in articulating learning targets and setting criteria for success, in providing evidence of understanding and in developing appropriate grading practices. Assessment and grading practices should also reflect the context of particular student, school and classroom learning needs.

Teachers will set specific criteria and grading practices, with students, as they assess student learning based on the learning outcomes from the course. These criteria form the basis for assessing, grading and reporting student progress. Communicating student progress is an ongoing conversation between the teacher, the student and the parent, throughout the course, with the goal of improving student learning.

The validity of assessment will be enhanced if evidence of student achievement, related to the general and specific outcomes, is gathered over time, and through communication with students as they build understanding, revise misunderstandings and refine approaches to learning. Careful observation of students as they engage in learning tasks and critical examination of the work they produce allows teachers to build out a multi-dimensional picture of student learning.

Valid grading reflects a student's achievement towards the learning outcomes. The reporting of behavior, effort, attendance, neatness, group contribution, initiative etc. is reported separately (Webber, Aitken, Lupart, & Scott, 2009, Guskey, 2006, Reeves, 2004).

To be credible and defensible, assessment information that is used in grading a body of evidence, samples student performance, and is related to specified outcomes, based on professional judgment rather than being based on a calculated mean (average).

Assessment and grading practices should take into consideration the helical nature of

learning - the recursive and increasingly complex skills and knowledge required of students as they demonstrate what they know and can do in relation to each of the specific and general outcomes. As the complexity of learning outcomes increases within each level of the course evidence of a more comprehensive understanding is required.

Where a specific learner outcome spans all levels students are expected to show an increasing level of sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

Teachers should adhere to the following assessment standards when determining appropriate assessment and grading practices for this Locally Developed Course.

Assessment practices should reflect the following principles:

- Assessment of student performance is explicitly tied to the learning outcomes of the course
- Students are involved in understanding and articulating learning targets and criteria of success
- Students have opportunities to receive feedback in non-graded and formative learning activities and assignments before submitting assignments or engaging in activities for summative evaluation
- Assessments are purposefully designed in ways that motivate and challenge students,

and are respectful of student diversity

- Students are provided choice in how they demonstrate learning
  
- Assessment data is gathered from a broad range of assessment activities and includes information from student work products and performances, from teacher observations of student learning processes, and from student reflections/student-provided evidence of success
  
- Assigned grades emphasize the most recent and most consistent evidence of student learning
  
- Assessment of Citizenship, Personal Development and Character is considered within all learning programs as included within the Calgary Board of Education Board of Trustees' Governance Policies.

## References

Guskey, T. R. (May, 2006). Making high school grades meaningful. Phi Delta Kappa International, 87(9), pp. 670-675. Retrieved from <http://www.jstor.org/stable/20442125>

Reeves, D.B. (Dec 2004). The case against zeros. Phi Delta Kappan 86 (4). Retrieved from

<http://schools.esu13.org/bannercounty/Documents/caseagainstzero.pdf>

Webber, C.F., Aitken, N. Lupart, J. & Scott, S. (2009). The Alberta student assessment study final report. Edmonton, Canada:



## **Course Evaluation and Monitoring**

The school's principal will ensure the outcomes of the course are being met. The teachers ensure that they are meeting the guidelines under which the course was intended. The Calgary Board of Education department responsible for Locally Developed Courses will regularly review the course.

## **Appendix I**

## **Appendix II**

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# LOCALLY DEVELOPED COURSE OUTLINE

ESL Expository English15-5

ESL Expository English25-5

Submitted By:

**Calgary School District No. 19**

Submitted On:

**Feb. 19, 2016**

## Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2016	08/31/2020	Developed	Reauthorization	G10 G11 G12
25-5	125.00	09/01/2016	08/31/2020	Developed	Reauthorization	G10 G11 G12

### Acknowledgment

### Course Description

ESL Expository English 15 and 25 are courses that provide English Language Learners with an opportunity to develop and extend their skills in oral and written discourse for the purposes of explaining, describing, and informing.

### Course Prerequisite

ELL students have completed ESL instruction at Level 2 and/or are benchmarked at Level 3 or 4 on the Alberta Education language proficiency benchmarks. These students self-identify, or are identified as requiring additional language and literacy instruction to strengthen their expository language skills for the academic speaking, listening, reading, writing, viewing, and representing expectations of core content programs of study.

# Philosophy

English Language Learners (ELLs) will examine and interact with a selection of general, academic, and content/topic-specific expository materials. They will engage in scaffolded language activities to provide opportunities for the development of learning strategies. They will understand and adopt new academic vocabulary, cultural referents, organizational patterns, and increasingly complex language structures.

Students will learn the functions and forms (grammatical structures) of expository academic English. They will demonstrate their knowledge through increasingly fluent, accurate, and logical oral, visual, and written communication, working from the paragraph level of writing in ESL Expository English 15 and moving to essay-writing in ESL Expository English 25.

These skills will also benefit them as citizens in the workplace, broader community, and the world as they become more informed and more able to effectively express themselves in a formal manner.

## Rationale

In keeping with the values defined within Alberta Education's Ministerial Order on Student Learning, the intent of this course is to provide English Language Learners with an opportunity to develop and extend their skills in oral and written discourse for the purposes of explaining, describing, and informing.

Students will strengthen their understanding and application of the expository text forms (grammatical structures) and functions (purposes) to succeed in secondary and post-secondary education.

## Learner Outcomes

ESL Expository English 15 and 25 are 5-credit courses designed to offer intensive and explicit academic language instruction to ELLs whose participation in carefully structured tasks will build confidence and proficiency in academic listening, speaking, reading, writing, viewing, and representing for expository purposes.

NOTE: Where the symbol √ appears at more than one level, it indicates an increased sophistication and independence in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

## **General Outcomes**

- 1 Explore, comprehend, and manage ideas from various expository texts appropriate to their identified English language proficiency level.**
- 2 Understand and effectively apply expository language functions, forms (grammatical structures), vocabulary, cultural referents, and organizational patterns at an intermediate (15) or advanced (25) level.**
- 3 Effectively engage in cognitive, metacognitive, critical thinking, literacy, and social/affective learning strategies to enhance comprehension of and response to expository text.**
- 4 Create a variety of expository text types that demonstrate an understanding of the organizational patterns and language forms (grammatical structures) required for different functions.**

## Specific Learner Outcomes

<b>1 Explore, comprehend, and manage ideas from various expository texts appropriate to their identified English language proficiency level.</b>	<b>15-5 25-5</b>
1.1 formulate questions to guide inquiry.	X X
1.2 understand the purpose and organizational patterns of various expository texts.	X X
1.3 employ critical thinking skills to infer, evaluate, interpret, compare, contrast, detect bias, express an opinion, distinguish between fact and opinion, and draw conclusions.	X X
1.4 apply strategies to interpret various textual representations (art, film, electronic, oral, etc.)	X X
1.5 demonstrate awareness and understanding of expository text features (title, glossary, italics, etc.) to improve overall comprehension.	X X
1.6 develop understanding of text clues to enhance understanding of vocabulary/text (Greek and Latin-based roots and affixes, embedded definitions, etc.)	X X
1.7 develop awareness of figurative language embedded in expository text (simile, metaphor, personification).	X X
1.8 research topics using a variety of reliable print, electronic, visual, and other resources.	X X
1.9 synthesize information from multiple sources; organize and present the information in accordance with specified organizational guidelines.	X X
<b>2 Understand and effectively apply expository language functions, forms (grammatical structures), vocabulary, cultural referents, and organizational patterns at an intermediate (15) or advanced (25) level.</b>	<b>15-5 25-5</b>
2.1 identify sentence, paragraph and essay elements (topic, controlling idea, thesis statement, concluding sentence) and use this understanding as a model for their own writing.	X X



2.2 understand and apply the organizational patterns and language features of common academic expository text (description, sequence, comparison, cause and effect, problem/solution).	X X
2.3 broaden understanding of cultural referents with materials and content familiar to Canadian readers.	X X
2.4 employ functional vocabulary for doing the work (underline, highlight, interpret, summarize, etc.)	X X
2.5 understand and apply high-frequency cross-curricular academic vocabulary.	X X
2.6 reinforce and broaden understanding and use of language forms (grammatical structures).	X X

<b>3 Effectively engage in cognitive, metacognitive, critical thinking, literacy, and social/affective learning strategies to enhance comprehension of and response to expository text.</b>	<b>15-5 25-5</b>
3.1 identify different texts and media genres that use expository writing forms.	X X
3.2 develop strategies for comprehending unfamiliar vocabulary including, when possible, accessing first language knowledge.	X X
3.3 employ effective reading strategies to enhance understanding of expository text (text clues, word analysis, graphic organizers, translation from L1, etc.).	X X
3.4 apply background knowledge to infer context that is not explicit.	X X
3.5 effectively utilize techniques for skimming, scanning, and close reading a text.	X X
3.6 employ affective social learning strategies and appropriate functional language to participate in cooperative learning activities (think-pair-share, questioning/challenging, reciprocal reading, etc.).	X X
3.7 utilize oral language with appropriate stress, register, volume, speed, and intonation to communicate effectively for a variety of purposes (seeking information, providing feedback, individual or group interactions, oral presentations)	X X

3.8 comprehend conversations and common oral classroom discourse that may contain performance variables (hesitations, pauses, reduced forms, vernacular language, interjections, etc.).	X X
3.9 learn and apply cognitive strategies (note-taking, visualization, etc.) to interact with and manipulate, mentally or physically, the material to be learned.	X X
3.10 distinguish between literal and figurative/implied meaning.	X X
3.11 critically evaluate validity and quality of resources and respect intellectual property.	X X

<b>4 Create a variety of expository text types that demonstrate an understanding of the organizational patterns and language forms (grammatical structures) required for different functions.</b>	<b>15-5 25-5</b>
4.1 utilize oral language with appropriate stress, register, volume, speed, and intonation to communicate effectively for a variety of purposes (seeking information, providing feedback, individual or group interactions, oral presentations)	X X
4.2 employ cohesive devices in common oral discourse tasks (retell, instruct, describe, link, explain, present and support, and propose a hypothetical situation).	X X
4.3 apply the rhetorical forms and conventions necessary for expository paragraph writing (topic sentence, focusing statements, supporting ideas, transitions, concluding sentence).	X X
4.4 utilize the rhetorical forms and conventions necessary for expository essay writing (thesis statement, focusing statements, supporting ideas, transitions, conclusion).	X X
4.5 produce a variety of short (15/25) and extended (25) text forms (oral, written, visual) taking into consideration audience, tone, context, and function (define, explain, describe, analyze, compare, classify, identify cause and effect, infer, argue, persuade, summarize, paraphrase, synthesize, and evaluate).	X X

4.6 understand and apply the structures and language forms (grammatical structures) appropriate to the text type and function (transitional words/phrases such as first, then, finally to indicate sequence, if.then statements to demonstrate cause and effect, providing information about characteristics and features using for instance, for example, such as, etc.).	X	X
4.7 effectively use self-help print and electronic resources such as dictionaries, thesauri, translation dictionaries, style guides, and marking guides.	X	X
4.8 represent learning through digital formats.	X	X
4.9 act responsibly as a digital citizen.	X	X

## Facilities or Equipment

### Facility

Standard School Facilities

Facilities:

### Equipment

Access to digital tools

# Learning Resources

All resources used to teach Locally Developed Courses are subject to Board of Trustees approval and only those resources listed in this outline have been approved by the Board of Trustees. A motion is attached.

## Student Basic Resources:

Ackert, P. (1999). Cause and Effect (3rd Edition). Heinle and Heinle Publishers

Broukal, M. (2000). What a Life! Series High Beginning, Beginning, Intermediate. Pearson Longman

Hogue, Ann. (2007). First Steps in Academic Writing (2nd edition). Pearson ESL

## Student Support Resources:

Common Prefixes, Suffixes and Root Words

[http://www.msu.edu/~defores1/gre/roots/gre\\_rts\\_afx1.htm](http://www.msu.edu/~defores1/gre/roots/gre_rts_afx1.htm)

ESL/EFL Teaching/Learning Resources

[http://academics.smcvt.edu/cbauer-ramazani/Links/esl\\_reading.htm](http://academics.smcvt.edu/cbauer-ramazani/Links/esl_reading.htm)

World Wide School Library

<http://www.worldwideschool.org/library/catalogs/bysubject-top.html>

# Others

## **Sensitive and Controversial Content**

Students in consultation with their teacher advisors shall choose projects and presentations that are appropriate to the school philosophy and community and in compliance with the Guide to Education: ECS to Grade 12: Controversial Issues and Administrative Regulations 1014 – School Participation in Programs – Outside Services.

In addition, in accordance with Section 50.1 of the School Act, schools are required to provide notice to a parent or guardian of a student where courses of study, educational programs or instructional materials, or instruction or exercises, prescribed under that Act include subject-matter that deals primarily and explicitly with religion, human sexuality or sexual orientation, and in response to the written request of the parents, exclude students, without penalty, from participation in those identified aspects of the instructional program.

## **Migration Strategies**

## **Safety Components**

External resources such as guest speakers must be approved by school administration and may be subject to independent contract agreement as per Calgary Board of Education guidelines and Administrative Regulation 1014 – School Participation in Programs – Outside Services

All Off-site activities are organized according to Calgary Board of Education Administrative Regulation 3027 – Off-Site Activities.

Calgary Board of Education Safe Work Practices, as applicable, are found on Safety Advisory Services website within the “insite”.

Calgary Board of Education Work-site Occupational Hazard Assessment and Control document for the school is to be referred to for the applicable work areas within the school.

Calgary Board of Education Administrative Regulation 1070 – Occupational Health and Safety sets out responsibilities for safe working conditions.

## **Migration Strategies**

### **Significant Overlap with Provincial Curriculum**

This course is a reauthorization and previously has been found by Alberta Education not to have any significant overlap with existing provincially developed courses.

# Assessment

Assessment practices for this course should invite student participation in articulating learning targets and setting criteria for success, in providing evidence of understanding and in developing appropriate grading practices. Assessment and grading practices should also reflect the context of particular student, school and classroom learning needs.

Teachers will set specific criteria and grading practices, with students, as they assess student learning based on the learning outcomes from the course. These criteria form the basis for assessing, grading and reporting student progress. Communicating student progress is an ongoing conversation between the teacher, the student and the parent, throughout the course, with the goal of improving student learning.

The validity of assessment will be enhanced if evidence of student achievement, related to the general and specific outcomes, is gathered over time, and through communication with students as they build understanding, revise misunderstandings and refine approaches to learning. Careful observation of students as they engage in learning tasks and critical examination of the work they produce allows teachers to build out a multi-dimensional picture of student learning.

Valid grading reflects a student's achievement towards the learning outcomes. The reporting of behavior, effort, attendance, neatness, group contribution, initiative etc. is reported separately (Webber, Aitken, Lupart, & Scott, 2009, Guskey, 2006, Reeves, 2004).

To be credible and defensible, assessment information that is used in grading a body of evidence, samples student performance, and is related to specified outcomes, based on professional judgment rather than being based on a calculated mean (average).

Assessment and grading practices should take into consideration the helical nature of

learning - the recursive and increasingly complex skills and knowledge required of students as they demonstrate what they know and can do in relation to each of the specific and general outcomes. As the complexity of learning outcomes increases within each level of the course (15-25-25), evidence of a more comprehensive understanding is required.

Where a specific learner outcome spans all levels (15-25-35), students are expected to show an increasing level of sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

Teachers should adhere to the following assessment standards when determining appropriate assessment and grading practices for this Locally Developed Course.

Assessment practices should reflect the following principles:

- Assessment of student performance is explicitly tied to the learning outcomes of the course
- Students are involved in understanding and articulating learning targets and criteria of success
- Students have opportunities to receive feedback in non-graded and formative learning activities and assignments before submitting assignments or engaging in activities for summative evaluation
- Assessments are purposefully designed in ways that motivate and challenge students, and are respectful of student diversity
- Students are provided choice in how they demonstrate learning



- Assessment data is gathered from a broad range of assessment activities and includes information from student work products and performances, from teacher observations of student learning processes, and from student reflections/student-provided evidence of success
- Assigned grades emphasize the most recent and most consistent evidence of student learning
- Assessment of Citizenship, Personal Development and Character is considered within all learning programs as included within the Calgary Board of Education Board of Trustees' Governance Policies.

## References

Guskey, T. R. (May, 2006). Making high school grades meaningful. Phi Delta Kappa International,

87(9), pp. 670-675. Retrieved from <http://www.jstor.org/stable/20442125>

Reeves, D.B. (Dec 2004). The case against zeros. Phi Delta Kappan 86 (4). Retrieved from

<http://schools.esu13.org/bannercounty/Documents/caseagainstzero.pdf>

Webber, C.F., Aitken, N. Lupart, J. & Scott, S. (2009). The Alberta student assessment study final

report. Edmonton, Canada:

## **Course Evaluation and Monitoring**

The school's principal will ensure the outcomes of the course are being met. The teachers ensure that they are meeting the guidelines under which the course was intended. The Calgary Board of Education department responsible for Locally Developed Courses will regularly review the course.

## **Appendix I**

## **Appendix II**

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# LOCALLY DEVELOPED COURSE OUTLINE

ESL Introduction to Mathematics15-!

Submitted By:

**Calgary School District No. 19**

Submitted On:

**Feb. 19, 2016**

# Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2016	08/31/2020	Developed	Reauthorization	G10 G11 G12

## Acknowledgment

## Course Description

The goal of this course is to enable students to acquire academic language skills while mastering the key foundational mathematical ideas and basic math content necessary for entry into grade-level mathematics classes. This course is appropriate for those English Language Learners who enter high school without the pre-requisite skills necessary for entry into Math 14 and Math 10-4, when required.

## Course Prerequisite

This course is appropriate for English language learners who enter high school without the prerequisite language skills necessary for entry to Math 10C, 10-3, or 10-4.

# Philosophy

The intent of this course is to enable students to acquire academic language, literacy, and numeracy skills while mastering the key foundational mathematical concepts necessary for entry into high school mathematics courses. The structure is designed to offer a number of years of math instruction in a condensed period of time by compacting learning outcomes of mathematical strands across the beginning grade levels of the Alberta Program of Studies. The course will challenge the students to increase their receptive and expressive language skills in order to communicate critical thinking in mathematics. Students will be introduced to technologies that enhance their ability to learn and communicate mathematical understandings. They will be exposed to multiple perspectives for problem solving (e.g. manipulatives and cooperative learning) and the finding of solutions. The instruction will incorporate multiple approaches for language learning, mathematical numeracy and literacy, mathematical reasoning, and communicating mathematically.

## Rationale

In keeping with the values defined within Alberta Education's Ministerial Order on Student Learning, ESL Introduction to Mathematics 15-5 is a 5-credit course designed to meet the needs of English language learners who require scaffolded support with the English language and content of mathematics to access the Alberta Education High School Mathematics Program of Studies.

This course is meant for Language Proficiency (LP) 1 students who, due to limited or interrupted schooling in their first language, need explicit language, literacy, and numeracy instruction. It is also intended for LP Level 1/2 (Literacy) students who are approaching grade level in their mathematical understanding but would benefit from explicit language instruction to access the mathematical content in higher grades.

The course focuses on essential pre-requisite skills from the mathematical strands of number, shape and space, statistics and probability, patterns and relations. This course is intended to support the student in the acquisition of competencies in language, literacy, and numeracy in mathematics to successfully transition into the Alberta Education High School Mathematics Program of Studies.

## Learner Outcomes

ESL Introduction to Mathematics 15, a 5 credit course, focuses on multiple approaches to learning language functions, forms, and vocabulary specific to mathematics. This course will consolidate learning of the early years outcomes of the mathematical strands: Number Sense, Shapes and Space, Patterns and Relations, and Statistics and Probability. Technology will be infused in the teaching and learning environment.

# General Outcomes

- 1 Discover multiple approaches to learning mathematics and language; learning mathematical numeracy and literacy, mathematical reasoning, and ways for communicating mathematically.**
- 2 Understand and effectively utilize language functions, forms (grammatical structures), and vocabulary that are specific to mathematics.**
- 3 Develop number sense of whole numbers, decimals, and common fractions and explore integers.,**
- 4 Apply arithmetic operations on whole numbers and decimals in solving problems**
- 5 Utilize direct and indirect measurement to solve problems and discover relationships among 2-D shapes and 3-D objects**
- 6 Create patterns and designs that incorporate symmetry and transformations**
- 7 Utilize patterns and relations to summarize, generalize and extend patterns and solve problems.**
- 8 Utilize informal, concrete, pictorial and abstract representations of equality and operations on equality to solve problems**
- 9 Develop and implement a plan for the collection, display and interpretation of data gathered from appropriate settings**
- 10 Effectively use technology to enhance understanding of mathematical concepts.**



## Specific Learner Outcomes

<b>1 Discover multiple approaches to learning mathematics and language; learning mathematical numeracy and literacy, mathematical reasoning, and ways for communicating mathematically.</b>	15-5
1.1 Become familiar with classroom routines, instructions, process, and assessment related to the typical high school mathematics classroom.	X
1.2 Integrate background knowledge and real-life experiences into the introduction of math	X
1.3 Identify personal learning strategies	X
1.4 Practice cooperative learning skills in flexible learning groups	X
1.5 Utilize manipulatives (e.g. base ten blocks), for projects, and deepening understandings through inquiry-based learning re: big ideas	X
1.6 Investigate problem solving steps and strategies.	X

<b>2 Understand and effectively utilize language functions, forms (grammatical structures), and vocabulary that are specific to mathematics.</b>	15-5
2.1 Identify and effectively use the functions of language found in math. (e.g. compare, cause and effect, predict)	X
2.2 Effectively practice modeled forms (grammatical structures) used in expressing understanding in math. (e.g. sentence frames for inequalities- ___ is less than ___ but more than ___.)	X
2.3 Increase personal banks of academic transferable vocabulary (e.g. solution) as well as content-specific vocabulary. (e.g. Cartesian plane)	X

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<b>3 Develop number sense of whole numbers, decimals, and common fractions and explore integers.,</b>	<b>15-5</b>
3.1 Describe order or relative position, using ordinal numbers (up to tenth)	X
3.2 Recognize at a glance (subitize) arrangements of 1 - 10 objects	X
3.3 Describe, represent and compare quantities from 0.01 to 10 000 (as whole numbers, fractions and decimals)	X
3.4 Compare quantities from 0.01 to 10 000 using the terms more, fewer, as many as and the same(as whole numbers, fractions and decimals)	X
3.5 Skip count by two's, fives, tens, hundreds and thousands from appropriate multiples	X
3.6 Express, construct and deconstruct numbers based on their place value from 0.01 to 10 000	X
3.7 Describe, represent and compare integers.	X
3.8 Express numerals as found in addresses, phone numbers, dates, prices, temperature, time using the appropriate vocabulary and in the correct context	X

<b>4 Apply arithmetic operations on whole numbers and decimals in solving problems</b>	<b>15-5</b>
4.1 Demonstrate addition with answers to 10 000 and corresponding subtraction to solve problems.	X
4.2 Use multiplication (2-digit by 2-digit) and division (3-digit by 1-digit) strategies to solve problems	X
4.3 Identify the monetary values of Canadian currency and solve problems involving currency such as making change	X
4.4 Estimate and round prices on various goods and services	X
4.5 Identify when GST should be applied and calculate the GST in various situations.	X

<b>5 Utilize direct and indirect measurement to solve problems and discover relationships among 2-D shapes and 3-D objects</b>	<b>15-5</b>
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5.1 Use direct measurement to compare two objects based on a single attribute	X
5.2 Sort, build, and classify real world objects	X
5.3 Demonstrate an understanding of measurement	X
5.4 Sort 2-D shapes and 3-D objects using one attribute	X
5.5 Estimate, measure, compare, and order, using nonstandard units of measurement	X
5.6 Describe, compare, and construct 3-D objects and 2-D shapes	X
5.7 Relate the passage of time to common activities	X
5.8 Estimate, measure, and record using whole numbers and standard measurement units	X
5.9 Describe 3-D objects according to faces, edges, and vertices	X
5.10 Sort regular and irregular polygons	X
5.11 Read and record time and dates	X
5.12 Determine area of regular and irregular 2-D shapes	X
5.13 Demonstrate understanding of measuring length, volume and capacity	X
5.14 Describe the relationship of two 3-D objects and 2-D shapes	X

<b>6 Create patterns and designs that incorporate symmetry and transformations</b>	<b>15-5</b>
6.1 Identify and create line symmetries on various 2-D shapes	X
6.2 Identify, perform, and draw a single transformation	X

<b>7 Utilize patterns and relations to summarize, generalize and extend patterns and solve problems.</b>	<b>15-5</b>
7.1 Identify, reproduce, extend, and create repeating patterns from daily experiences.	X
7.2 Demonstrate an understanding of increasing and decreasing numerical and non-numerical patterns	X

7.3 Describe equality and record using the symbol	X
7.4 Explore numerical and non-numerical patterns in daily experience	X
7.5 Represent, describe, and extend patterns and relationships using charts and tables	X
7.6 Determine the pattern rule to make predictions about subsequent elements	X

<b>8 Utilize informal, concrete, pictorial and abstract representations of equality and operations on equality to solve problems</b>	15-5
8.1 Describe equality and record using the symbol	X
8.2 Demonstrate and explain the meaning of equality concretely, pictorially and symbolically.	X
8.3 Express problems in one-step equations, with a single variable and solve	X
8.4 Represent algebraic expressions in multiple ways	X

<b>9 Develop and implement a plan for the collection, display and interpretation of data gathered from appropriate settings</b>	15-5
9.1 Gather and record data about self and others	X
9.2 Construct and interpret concrete graphs and pictographs	X
9.3 Collect first-hand data and organize it to answer questions	X
9.4 Construct, label, and interpret bar graphs to solve problems	X
9.5 Construct and interpret pictographs	X
9.6 Represent, display, and interpret double bar graphs to draw conclusions	X

<b>10 Effectively use technology to enhance understanding of mathematical concepts.</b>	15-5
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10.1 Effectively use technologies such as hand-held non-electronic measuring devices to understand shape and space (e.g. rulers)-	X
10.2 Effectively use calculators to solve problems.(simple to scientific)	X
10.3 Effectively use computer software from (operations, visual displays, graphing, up to spreadsheets)	X

## Facilities or Equipment

### Facility

Delivery of the course will be in regular classroom or on a one-to-one basis dependent on the security level of the institution where the Education department is situated.

Facilities:

### Equipment

Basic manipulatives (base ten blocks, cards, number lines, computers, measuring cups and spoons, rulers, tape measures, dice, beakers, cylinders, thermometers, protractors).  
Computers with internet access, Smartboards, basic calculators. (Extension-Scientific calculators)

## Learning Resources

Iwamoto, Julie. Coming Together, Books 1 and 2. Prentice Hall, 1994.(Limited Quantity Available)

Math Makes Sense 5 (Student Text), Pearson Education Canada, 2009

Math Makes Sense 6 (Student Text), Pearson Education Canada, 2009

Math Focus 5 (Student Text), Nelson Education, 2008

Math Focus 6 (Student Text), Nelson Education, 2010

National Library of Virtual Manipulatives: Utah State University

<http://nlvm.usu.edu/en/nav/vlibrary.html>

## Others

## **Sensitive and Controversial Content**

Some expected classroom routines and behaviours will be outside of the experience of students with limited formal schooling and/or from other cultural traditions and must be strategically addressed and supported; e.g. the use of partners and group work; differences in symbols and their use, differences in conceptual strategies and study or problem solving procedures, differences in measurement systems, the use of some manipulatives like cards or dice, and difference in focus on computational skills vs. investigation and reasoning.

Students in consultation with their teacher advisors shall choose projects and presentations that are appropriate to the school philosophy and community and in compliance with the Guide to Education: ECS to Grade 12: Controversial Issues and Administrative Regulations 1014 – School Participation in Programs – Outside Services.

In addition, in accordance with Section 50.1 of the School Act, schools are required to provide notice to a parent or guardian of a student where courses of study, educational programs or instructional materials, or instruction or exercises, prescribed under that Act include subject-matter that deals primarily and explicitly with religion, human sexuality or sexual orientation, and in response to the written request of the parents, exclude students, without penalty, from participation in those identified aspects of the instructional program.

## **Migration Strategies**

## **Safety Components**

Some expected classroom routines and behaviours will be outside of the experience of students with limited formal schooling and/or from other cultural traditions and must be strategically addressed and supported; e.g. the use of partners and group work; differences in symbols and their use, differences in conceptual strategies and study or problem solving procedures, differences in measurement systems, the use of some manipulatives like cards or dice, and difference in focus on computational skills vs. investigation and reasoning.

External resources such as guest speakers must be approved by school administration and may be subject to independent contract agreement as per Calgary Board of Education guidelines and Administrative Regulation 1014 – School Participation in Programs – Outside Services

All Off-site activities are organized according to Calgary Board of Education Administrative Regulation 3027 – Off-Site Activities.

Calgary Board of Education Safe Work Practices, as applicable, are found on Safety Advisory Services website within the “insite”.

Calgary Board of Education Work-site Occupational Hazard Assessment and Control document for the school is to be referred to for the applicable work areas within the school.

## **Migration Strategies**



## **Significant Overlap with Provincial Curriculum**

The outcomes in this course do not overlap with outcomes in the high school program of studies for mathematics. However, four of the outcomes for this course are taken from the provincial curriculum for elementary mathematics. The outcomes have been purposely selected from earlier grades within our curriculum to help educators understand the spiral nature of mathematics learning. As well, these outcomes will be used as pre assessment, and post assessment criteria based on Alberta curriculum understandings to support successful transitions for students to the mainstream high school courses.

This course is a reauthorization and previously has been found by Alberta Education not to have any significant overlap with existing provincially developed courses.

# Assessment

Assessment practices for this course should invite student participation in articulating learning targets and setting criteria for success, in providing evidence of understanding and in developing appropriate grading practices. Assessment and grading practices should also reflect the context of particular student, school and classroom learning needs.

Teachers will set specific criteria and grading practices, with students, as they assess student learning based on the learning outcomes from the course. These criteria form the basis for assessing, grading and reporting student progress. Communicating student progress is an ongoing conversation between the teacher, the student and the parent, throughout the course, with the goal of improving student learning.

The validity of assessment will be enhanced if evidence of student achievement, related to the general and specific outcomes, is gathered over time, and through communication with students as they build understanding, revise misunderstandings and refine approaches to learning. Careful observation of students as they engage in learning tasks and critical examination of the work they produce allows teachers to build out a multi-dimensional picture of student learning.

Valid grading reflects a student's achievement towards the learning outcomes. The reporting of behavior, effort, attendance, neatness, group contribution, initiative etc. is reported separately (Webber, Aitken, Lupart, & Scott, 2009, Guskey, 2006, Reeves, 2004).

To be credible and defensible, assessment information that is used in grading a body of evidence, samples student performance, and is related to specified outcomes, based on professional judgment rather than being based on a calculated mean (average).

Assessment and grading practices should take into consideration the helical nature of

learning - the recursive and increasingly complex skills and knowledge required of students as they demonstrate what they know and can do in relation to each of the specific and general outcomes. As the complexity of learning outcomes increases within each level of the course (15-25-25), evidence of a more comprehensive understanding is required.

Where a specific learner outcome spans all levels (15-25-35), students are expected to show an increasing level of sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

Teachers should adhere to the following assessment standards when determining appropriate assessment and grading practices for this Locally Developed Course.

Assessment practices should reflect the following principles:

- Assessment of student performance is explicitly tied to the learning outcomes of the course
- Students are involved in understanding and articulating learning targets and criteria of success
- Students have opportunities to receive feedback in non-graded and formative learning activities and assignments before submitting assignments or engaging in activities for summative evaluation
- Assessments are purposefully designed in ways that motivate and challenge students, and are respectful of student diversity
- Students are provided choice in how they demonstrate learning

- Assessment data is gathered from a broad range of assessment activities and includes information from student work products and performances, from teacher observations of student learning processes, and from student reflections/student-provided evidence of success
- Assigned grades emphasize the most recent and most consistent evidence of student learning
- Assessment of Citizenship, Personal Development and Character is considered within all learning programs as included within the Calgary Board of Education Board of Trustees' Governance Policies.

## References

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87(9), pp. 670-675. Retrieved from <http://www.jstor.org/stable/20442125>

Reeves, D.B. (Dec 2004). The case against zeros. Phi Delta Kappan 86 (4). Retrieved from

<http://schools.esu13.org/bannercounty/Documents/caseagainstzero.pdf>

Webber, C.F., Aitken, N. Lupart, J. & Scott, S. (2009). The Alberta student assessment study final

report. Edmonton, Canada:

## **Course Evaluation and Monitoring**

The school's principal will ensure the outcomes of the course are being met. The teachers ensure that they are meeting the guidelines under which the course was intended. The Calgary Board of Education department responsible for Locally Developed Courses will regularly review the course.

## **Appendix I**

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## LOCALLY DEVELOPED COURSE OUTLINE

Film and Media Art15-3

Film and Media Art15-5

Film and Media Art25-3

Film and Media Art25-5

Film and Media Art35-3

Film and Media Art35-5

Submitted By:

**Calgary School District No. 19**

Submitted On:

**Feb. 23, 2017**

## Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	04/25/2017	08/31/2021	Developed	Authorization	G10 G11 G12
15-5	125.00	04/25/2017	08/31/2021	Developed	Authorization	G10 G11 G12
25-3	62.50	04/25/2017	08/31/2021	Developed	Authorization	G10 G11 G12
25-5	125.00	04/25/2017	08/31/2021	Developed	Authorization	G10 G11 G12
35-3	62.50	04/25/2017	08/31/2021	Developed	Authorization	G10 G11 G12
35-5	125.00	04/25/2017	08/31/2021	Developed	Authorization	G10 G11 G12

## Acknowledgment



## Course Description

Film & Media Art is the exploration of film and media art as an artistic form of expression. This course may be paired with Career and Technology Studies, Drama as well as English Language Arts to provide innovative and unique ways for students to engage in the study of this art form as well as the technological and literary aspects of the medium. The literary and storytelling aspects of film cross over with Language Arts and the technological skills fall within CTS, while Film & Media Art, as a course, is the artistic link that examines the medium as a form of expression.

This course provides an open and active structure for the learning and invites students, with the support of a collaborative community, to engage with ideas, colleagues and audiences through film and media art. To achieve the learning outcomes, students will respond to the guiding questions through creative practice.

Personalized learning occurs through a studio environment in which students engage in deep disciplinary ways of knowing and doing in order to better understand themselves as artists and refine their practice. Flexibility in choice and design allows teachers and students to create avenues of study that meet the personalized needs of each student.

It is recommended that students take these courses in the following sequence:

Film & Media Art 15 – None

Film & Media Art 25 – Recommended Film & Media Art 15

Film & Media Art 35 – Recommended Film & Media Art 25

To view the specific outcomes in a sequence which includes “guiding questions”, download the attachment from the Student Assessment section of the LDCOMS.

## **Course Prerequisite**

15 Level | None

25 Level | Film and Media Art 15 OR Demonstrate disciplinary knowledge and creative capacity

35 Level | Film and Media Art 25 OR Demonstrate disciplinary knowledge and creative capacity

# Philosophy

Film and media art are highly visible in contemporary culture. The purpose of Film & Media Art is to provide learning experiences where students investigate, explore and create film and media art from an artistic perspective. Students will engage in deepening their knowledge of film through the authentic exploration of the medium. Film & Media Art creates the environment through which students engage with and explore contemporary and historical art forms, and create art that integrates narrative, technical and artistic elements. Through authentic learning experiences, students will expand their responsibility to be positive contributors to the quality and richness of Alberta's culture, communities, and society.

The overarching purpose of the Fine Arts is to promote the competencies of creativity and innovation with the aim of living a creative life. Through an artistic lens, students' way of living in the world is fostered through competency-based learning and the cultivation of an adaptive, curious, open, and exploratory approach to life. The personalized, participatory approach fosters an impulse to try, to build, to create, to experiment, to take risks and to be part of something bigger than ourselves.

The means by which students in Fine Arts courses seek to lead a creative life is through engaging in art making and encounters with art and artists in a studio environment. Through active art making and interactions with art and artists, concepts and authentic artistic practice are linked, new connections are made and skills are developed.

Engaging in art making means undertaking active, creative work that provides the opportunity to express oneself, one's ideas and understandings. In the context of Film & Media Art, art making includes a range of activities which could include film making, filming scenes, experimenting with cameras, story-boarding, story writing, and critiquing. Encounters with art and artists means the thoughtful interaction with work of artists in the field for the purposes of inspiration, analysis, and exploration. Engaging in art making and encounters with art and artists are not mutually exclusive, and typically occur in conjunction with one another.

Within the studio environment of Fine Arts courses, teachers are also students, mentors and members of an artistic community. They stay abreast of research, issues, events, emerging trends in the field, and guide meaningful learning progressions. Through their creative practice, students develop mastery of tools and techniques, engage with meaningful topics, and develop increasing sophistication and sensitivity in noticing all while working alongside other artists.

## **Rationale**

Film & Media Art offers the opportunity to engage with the artistic aspects of the film medium. Media art is a significant contemporary and historical art form and the Film & Media Art course creates the environment in which students engage with the medium. Film can encompass narrative, technical and artistic elements; therefore this course is designed as the artistic bridge to connect the literary elements within Language Arts and the technological elements within Career and Technology studies.

The structure of this course is meant to foster the central purpose of living a creative life. The Arts are living fields of knowledge that invite a lifetime's study. By nature, artistic study is active, creative and dynamic. Artistic experiences are fluid and responsive to the individual, but provide concrete opportunities to synthesize understandings and find new meaning. By learning within a studio environment, students engage in authentic artistic practice, creation alongside other artists, and become members of an artistic community.

# Learner Outcomes

**To view the general and specific outcomes in a sequence which includes “guiding questions”, download the attachment from the Student Assessment section of the LDCOMS.**

**The outcomes in Film & Media Art are structured to respond to the call of living a creative life and the development of technical competency as well as creative capacity through engagement in the authentic creative practice of filmmakers and media artists. The essence of creative practice is active, open, process-based learning. The Film & Media Art course requires students to be more than passive viewers or consumers of film and media arts. Students must actively engage in a studio practice with film and media arts. This can be accomplished through a wide variety of roles required to create a film: director, writer, concept artist, editor, director of photography, designer, and critic, just to list a few. Because of the wide range of roles involved in creating films and the flexible structure of the learning outcomes, schools have the ability to tailor this course to respond to student interests, school resources and teacher expertise.**

**Building towards students developing authentic creative practice in film and media arts, the specific outcomes for this course include guiding questions for investigation by students. The action-based outcomes are supported by a continuum of learning that describes what students are able to do at each grade level in relation to the general outcomes. Using the continuum of learning, teachers will design unique learning opportunities and expectations that respond to students as individuals and the learning context.**

General Outcome

1 | Create films and media arts experiences for the purposes of building technical proficiency, a sense of personal identity as an artist, expression and understanding disciplinary theory

3 Credit – 62.5 hours

- Create short format film and media arts experiences

- Demonstrate the skills of research, planning and production separately without creation and production

5 Credit – 125 hours

- Create medium and long format film and media arts experiences that connect multiple elements of research, planning and production

2 |The student will respond to and investigate a wide range of films and media arts

3 Credit – 62.5 hours

- Study films and media arts experiences from more than one time period, country, style or genre

- Study of film will focus on short films and excerpts from feature films

5 Credit – 125 hours

- Study films and media arts experiences from more than one time period, country, style or genre

- Study of film will focus on short films and full length feature films

3 |The student will collaborate with creative teams to learn the roles, language, techniques, and culture of the film industry and media arts discipline

3 Credit – 62.5 hours

- Collaborate on research, planning and creation of short format film and media arts projects in small creative teams

- Engage in at least 2 filmmaking roles leading up to preparation for a multi-stage production

5 Credit – 125 hours

- Collaborate on research, planning and creation of medium and long format film and media arts projects in large creative teams
- Engage in at least 3 filmmaking roles during a multi-stage production

## **General Outcomes**

- 1 Create films and media arts experiences for the purposes of building technical proficiency, a sense of personal identity as an artist, expression and understanding disciplinary theory**
- 2 Respond to and investigate a wide range of films and media arts**
- 3 Collaborate with creative teams to learn the roles, language, techniques, and culture of the film industry and media arts discipline**

## Specific Learner Outcomes

<b>1 Create films and media arts experiences for the purposes of building technical proficiency, a sense of personal identity as an artist, expression and understanding disciplinary theory</b>	<b>15-3 15-5 25-3 25-5 35-3 35-5</b>
1.1 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
1.2 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
1.3 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
1.4 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
1.5 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
1.6 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X

<b>2 Respond to and investigate a wide range of films and media arts</b>	<b>15-3 15-5 25-3 25-5 35-3 35-5</b>
2.1 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
2.2 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X



2.3 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
2.4 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
2.5 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
2.6 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X

<b>3 Collaborate with creative teams to learn the roles, language, techniques, and culture of the film industry and media arts discipline</b>	<b>15-3 15-5 25-3 25-5 35-3 35-5</b>
3.1 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
3.2 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
3.3 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
3.4 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
3.5 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
3.6 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X

# Facilities or Equipment

## Facility

Standard School Facilities along with the following will enhance the delivery of this course:

- Classroom with a screen/projector
- Access to computers
- Access to space for filming

Facilities:

## Equipment

Standard School Equipment along with the following equipment will enhance the delivery of this course:

- Projector
- Video player
- Sound system (minimum 2:1 system with sub)
- Large screen for viewing (5 foot minimum)
- Still cameras
- Video cameras with necessary accessories (i.e. cables, batteries, tripods, etc.)
- Access to a variety of video camera types (i.e. HD, handheld, stationary, reel)
- Lighting kit
- Microphones
- Video editing software
- Sound editing software

# Learning Resources

There are no specific or required learning resources for this course. The following list provides teacher resources which will support student learning:

Barsam, Richard: Looking At Movies, 3rd Edition: An Introduction to Film; WW Norton & Co. Inc. 2009.

Begleiter, Marcie: From Word to Image – 2nd Edition: Storyboarding and the Filmmaking Process; Michael Wiese Productions, 2010.

Bordwell, David & Thompson, Kristin: Film Art, 9th Edition – An Introduction; McGraw-Hill Higher Education. 2009.

Cousins, Mark: The Story of Film; Thunder's Mouth Press, New York, 2004.

Sonnenschein, David: Sound Design, The Expressive Power of Music - Voice, and Sound Effects in Cinema; Michael Wiese Productions, 2001.

Tibbetts, John C. & Welsh, James: Novels Into

# Others

## **Sensitive and Controversial Content**

Students in consultation with their teacher advisors shall choose projects and presentations that are appropriate to the school philosophy and community and in compliance with the Guide to Education: ECS to Grade 12: Controversial Issues and Administrative Regulations 1014 – School Participation in Programs – Outside Services.

In addition, in accordance with Section 50.1 of the School Act, schools are required to provide notice to a parent or guardian of a student where courses of study, educational programs or instructional materials, or instruction or exercises, prescribed under that Act include subject-matter that deals primarily and explicitly with religion, human sexuality or sexual orientation, and in response to the written request of the parents, exclude students, without penalty, from participation in those identified aspects of the instructional program.

## **Migration Strategies**

## **Safety Components**

Calgary Board of Education guidelines - Safety in Fine and Performing Arts, latest version, are to be followed.

Calgary Board of Education Regulation 3052 sets out safety in Career and Technology Studies and Fine and Performing Arts and Integrated Programs

External resources such as guest speakers must be approved by school administration and may be subject to independent contract agreement as per Calgary Board of Education guidelines and Administrative Regulation 1014 – School Participation in Programs – Outside Services

All Off-site activities are organized according to Calgary Board of Education Administrative Regulation 3027 – Off-Site Activities.

Calgary Board of Education Safe Work Practices, as applicable, are found on Safety Advisory Services website within the “insite”.

Calgary Board of Education Work-site Occupational Hazard Assessment and Control document for the school is to be referred to for the applicable work areas within the school.

Calgary Board of Education Administrative Regulation 1070 – Occupational Health and Safety sets out responsibilities for safe working conditions.

## **Migration Strategies**

## Significant Overlap with Provincial Curriculum

While there is some overlap with CTS film/media courses, due to the courses working with the same medium, Film & Media Arts has a focus on the creative, expressive and artistic functions of film and media arts, not the technical/production side which is at the core of the CTS film/media courses. Film & Media Arts has considered the CTS film/media outcomes and has been designed to align and offer an extension or complement to CTS programming.

### **Courses with overlap**

#### **Identified Overlap**

##### **Rationale**

COM 1015: Media

Impact of media, one being film, and fundamental skills in relaying a message

Media impact is only one small component of a single-credit course. Film & Media Art provides a much more robust study of this topic

COM 1105: Audio/Video

Fundamental technical skills in using film equipment

COM 1105 is only a single-credit, which does not provide opportunity for depth of practice.

Also, this course does not address the creative intent behind film

COM 2015: Media Impact

Impact of media to communicate a message

COM 2015 addresses a much broader context of media, from radio to web. Film & Media Art focuses on the impact of only the one media form

COM 2105: AV Preproduction 1

Elements of preproduction for film

COM 2105 is purely a technical course and does not cover how creativity and artistic intent or processes are part of filmmaking. The focus of Film & Media Art is the creative aspects of the medium

COM 2115 AV Production 1

Elements of film production

COM 2115 is purely a technical course and does not cover how creativity and artistic intent or processes are part of filmmaking. The focus of Film & Media Art is the creative aspects of the medium

COM 2125 AV Postproduction 1

Elements of film postproduction

COM 2125 is purely a technical course and does not cover how creativity and artistic intent or processes are part of filmmaking. The focus of Film & Media Art is the creative aspects of the medium

COM 3105: AV Preproduction 2

Elements of preproduction for film

COM 3105 is purely a technical course and does not cover how creativity and artistic intent or processes are part of filmmaking. The focus of Film & Media Art is the creative aspects of the medium

COM 3115 AV Production 2

Elements of film production

COM 3115 is purely a technical course and does not cover how creativity and artistic intent or processes are part of filmmaking. The focus of Film & Media Art is the creative aspects of the medium

COM 3125 AV Postproduction 2

Elements of film postproduction

COM 3125 is purely a technical course and does not cover how creativity and artistic intent or processes are part of filmmaking. The focus of Film & Media Art is the creative aspects of the medium



# Assessment

Assessment practices for this course follow board policies for assessing and reporting student achievement. This course does not have any unique assessment requirements or standards.

Assessment practices for this course should invite student participation in articulating learning targets and setting criteria for success, in providing evidence of understanding and in developing appropriate grading practices. Assessment and grading practices should also reflect the context of particular student, school and classroom learning needs.

Teachers will set specific criteria and grading practices, with students, as they assess student learning based on the learning outcomes from the course. These criteria form the basis for assessing, grading and reporting student progress. Communicating student progress is an ongoing conversation between the teacher, the student and the parent, throughout the course, with the goal of improving student learning.

The validity of assessment will be enhanced if evidence of student achievement, related to the general and specific outcomes, is gathered over time, and through communication with students as they build understanding, revise misunderstandings and refine approaches to learning. Careful observation of students as they engage in learning tasks and critical examination of the work they produce allows teachers to build out a multi-dimensional picture of student learning.

Valid grading reflects a student's achievement towards the learning outcomes. The reporting of behavior, effort, attendance, neatness, group contribution, initiative etc. is reported separately (Webber, Aitken, Lupart, & Scott, 2009, Guskey, 2006, Reeves, 2004).

To be credible and defensible, assessment information that is used in grading a body of evidence, samples student performance, and is related to specified outcomes, based on professional judgment rather than being based on a calculated mean (average).

Assessment and grading practices should take into consideration the helical nature of learning - the recursive and increasingly complex skills and knowledge required of students as they demonstrate what they know and can do in relation to each of the specific and general outcomes. As the complexity of learning outcomes increases within each level of the course evidence of a more comprehensive understanding is required.

Where a specific learner outcome spans all levels students are expected to show an increasing level of sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

Teachers should adhere to the following assessment standards when determining appropriate assessment and grading practices for this Locally Developed Course.

Assessment practices should reflect the following principles:

- Assessment of student performance is explicitly tied to the learning outcomes of the course
- Students are involved in understanding and articulating learning targets and criteria of success
- Students have opportunities to receive feedback in non-graded and formative learning activities and assignments before submitting assignments or engaging in activities for

summative evaluation

- Assessments are purposefully designed in ways that motivate and challenge students, and are respectful of student diversity
- Students are provided choice in how they demonstrate learning
- Assessment data is gathered from a broad range of assessment activities and includes information from student work products and performances, from teacher observations of student learning processes, and from student reflections/student-provided evidence of success
- Assigned grades emphasize the most recent and most consistent evidence of student learning
- Assessment of Citizenship, Personal Development and Character is considered within all learning programs as included within the Calgary Board of Education Board of Trustees' Governance Policies.

## References

Guskey, T. R. (May, 2006). Making high school grades meaningful. Phi Delta Kappa International,

87(9), pp. 670-675. Retrieved from <http://www.jstor.org/stable/20442125>

Reeves, D.B. (Dec 2004). The case against zeros. Phi Delta Kappan 86 (4). Retrieved from

<http://schools.esu13.org/bannercounty/Documents/caseagainstzero.pdf>

Webber, C.F., Aitken, N. Lupart, J. & Scott, S. (2009). The Alberta student assessment study final report. Edmonton, Canada:

## **Course Evaluation and Monitoring**

The school's principal will ensure the outcomes of the course are being met. The teachers ensure that they are meeting the guidelines under which the course was intended. The Calgary Board of Education department responsible for Locally Developed Courses will regularly review the course.

## **Appendix I**

1 film-media-art-CBE.pdf

## **Appendix II**

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**LOCALLY DEVELOPED COURSE OUTLINE**

Fire Rescue Services25-3

Submitted By:

**Edmonton School District No. 7**

Submitted On:

**Jun. 19, 2015**

## Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
25-3	62.50	09/01/2015	08/31/2019	Developed	Authorization	G12

### Acknowledgment

### Course Description

Fire Rescue Services 25 is a locally developed course intended to provide students with an opportunity to develop an awareness of and experience the role and responsibilities of a firefighter. This course series allows students to investigate potential careers in fire rescue services and qualifications for entry and advancement, but also encourages students to develop general employability skills which will serve them well in any chosen profession. This course may help prepare students interested in pursuing a fire rescue services career. Teachers can access a ‘teacher-friendly’ version of Fire Rescue Services 25 in the “Assessment” section of LDCOMS for this course.

### Course Prerequisite

Students must be 18 years old and pass an enhanced security check. They must adhere to expectations for safety and have no vision or hearing difficulties. Students must demonstrate the ability to partake in physical training components of the course and must provide a physician’s consent.

# Philosophy

The Ministerial Order on Student Learning (#001/2013) states that “the fundamental goal of education in Alberta is to inspire all students to achieve success and fulfilment, and reach their full potential by developing the competencies of Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit, who contribute to a strong and prosperous economy and society”. Fire Rescue Services 25 provides students with the opportunity to develop many of the competencies and qualities outlined in this ministerial order. This locally developed course fosters communication, innovation, self-discipline, collaboration and team work. It encourages students to take risks in exploring how to learn through experience, study, and interaction with others and to achieve excellence, to solve problems and to think critically.

Outcomes in Fire Rescue Services 25 engage students intellectually, socially and physically. Fire Rescue Services 25 encourages students to explore their own identity, develop self-awareness and deepen their appreciation of diverse perspectives, contributing to the development of ethical citizenship. Through the outcomes of Fire Rescue Services 25, students are introduced to the dynamics of teamwork and

collaboration. This locally developed course is intended to build students’ confidence and growth and to support their long-term goals and career aspirations.



## Rationale

Fire Rescue Services 25 is a locally developed course that provides students with an opportunity to learn about and experience the role of a firefighter. This locally developed course also provides opportunities for students to explore potential careers in emergency services. The emphasis of Fire Rescue Services 25 is on the development of fire rescue service skills. Students in this course will also investigate potential careers related to fire rescue services and develop general employability skills.

This locally developed course supports District Priorities 1 and 2:

- Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
- Provide welcoming, high quality learning and working environments.

## Learner Outcomes

The aim of the Fire Rescue Services 25 course is articulated through four general outcomes. These four general outcomes serve as the foundation of the Fire Rescue Services 25 course and identify what students are expected to know and be able to do upon completion of the course. The general outcomes are interrelated and interdependent. Each general outcome is further broken down into specific outcomes that students are to achieve by the end of the course. Achievement of the specific outcomes enables students to develop and demonstrate the four general outcomes. Each specific outcome is to be addressed.

Specific outcomes are developmentally appropriate, building upon and making connections to prior learning throughout the Fire Rescue Services 25 course. Depending on the learning context and developmental needs of students, specific outcomes may be delivered individually, in an integrated manner, or as groups of outcomes.

# **General Outcomes**

- 1 Students will identify and develop specific fire rescue services skills.**
- 2 Students will investigate potential careers in fire rescue services, including the qualifications for entry and advancement.**
- 3 Students will adapt and improve specific fire rescue services skills through a variety of physical pursuits.**
- 4 Students will identify and develop employability skills and compile evidence of those skills through the use of a personal portfolio.**

## Specific Learner Outcomes

<b>1 Students will identify and develop specific fire rescue services skills.</b>	<b>25-3</b>
1.1 identify sources of heat, summarize heat transfer and list principles of fire behavior	X
1.2 explain thermal layering of gases and identify products of combustion	X
1.3 discuss extinguishment theory	X
1.4 define classification of fires and extinguishment methods	X
1.5 describe the portable extinguisher rating system, model selection, and use	X
1.6 demonstrate use of breathing apparatus, safety glasses and bunker gear	X
1.7 compare and contrast rope materials and uses; explain rope construction as related to usage	X
1.8 compare line safety and utility rope	X
1.9 demonstrate knots for a variety of applications	X
1.10 describe rope care and maintenance; use proper storage of ropes	X
1.11 use rescue and extrication tools and equipment to solve problems	X
1.12 identify water supply main valves and describe relay pumping	X
1.13 discuss forcible entry tools	X
1.14 identify ladder types, demonstrate ladder raises and apply ladder safety	X
1.15 describe aerial apparatus and summarize general procedures	X
1.16 analyze ventilation considerations	X
1.17 describe hose construction and identify hose couplings	X

1.18 list causes and prevention of hose damage	X
1.19 define types of building construction and basic hazards	X
1.20 identify firefighter hazards related to building construction	X

<b>2 Students will investigate potential careers in fire rescue services, including the qualifications for entry and advancement.</b>	<b>25-3</b>
2.1 identify specific careers in fire rescue services	X
2.2 develop criteria to compare fire rescue services career areas	X
2.3 rate and prioritize fire rescue services career areas based on student developed criteria	X
2.4 identify qualifications for specific fire rescue service careers	X
2.5 develop a transition plan to meet qualifications required for a minimum of one direct entry career, one career requiring post-secondary study, and one career through on-the- job training	X
2.6 plan and explain next steps in their own personal learner pathway	X

<b>3 Students will adapt and improve specific fire rescue services skills through a variety of physical pursuits.</b>	<b>25-3</b>
3.1 participate in a variety of strength and endurance activities	X
3.2 acquire skill in a variety of fire rescue service simulation activities	X

<b>4 Students will identify and develop employability skills and compile evidence of those skills through the use of a personal portfolio.</b>	<b>25-3</b>
4.1 associate fire rescue service career specific skills that transfer into general employability skills	X

4.2 identify potential plans for further study and/or employment	X
4.3 gather and compile evidence of skills for personal portfolio	X
4.4 analyze samples in personal portfolio for contribution to specific career areas	X

## Facilities or Equipment

### Facility

This course must be delivered in a facility that meets all District health and safety requirements, including Board Policies and District Regulations HF.BP - Safe, Caring and Respectful Learning Environments and HF.AR – Safe, Caring and Respectful Learning Environments.

#### Facilities:

### Equipment

A range of equipment may be used to support the delivery of this course. Please refer to Board Policies and District Regulations HF.BP – Safe, Caring and Respectful Learning Environments, HF.AR – Safe, Caring and Respectful Learning Environments and AEBB.BP - Wellness of Students and Staff for more information.

## Learning Resources

A wide range of resources may be used to meet the outcomes of this course series ; should align with criteria outlined in GI.AR - Teaching and Learning Resources, HF.E Caring and Respectful Learning Environments and HF.AR – Safe, Caring and Respe Learning Environments.

# Others

## **Sensitive and Controversial Content**

Occasionally issues of a sensitive or controversial nature may be encountered or explored. Teachers are advised to use their discretion and take the needs of individual students and the local community context into consideration when addressing sensitive or controversial topics or issues.

## **Migration Strategies**

## **Safety Components**

Safety components for this course are similar to those expected with Provincial Physical Education courses and the criteria outlined in District Regulations HF.BP: Safe, Caring and Respectful Learning Environments, HF.AR – Safe, Caring and Respectful Learning Environments, AEBB.BP: Wellness of Students and Staff and GAA.AR – Off-Campus Education.

## **Migration Strategies**

## **Significant Overlap with Provincial Curriculum**

There is no significant overlap with provincial curricula.

# Assessment

The primary purpose of assessment is to improve student learning and provide valid and reliable information to students and parents/guardians about student progress related to Alberta programs of study and locally developed courses of study. Student achievement and growth related to all locally developed courses is to be assessed, evaluated and reported in accordance with the following provincial and District requirements:

- School Act
- Guide to Education
- Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta (Ministerial Order #016/97)
- GK.BP Student Assessment, Achievement and Growth, and
- GKB.AR Standards for Evaluation

A Centre High certificated teacher is assigned the responsibility for the delivery of this course for students and the assessment of student achievement. A member of the Edmonton Fire Rescue Services provides the theoretical and practical expertise related to the specialized curriculum outcomes.

## Course Evaluation and Monitoring

The school principal ensures curricular outcomes are delivered and assessed by a certified teacher. The Director of Curriculum and Resource Support is responsible for the evaluation and monitoring of the locally developed course.

## Appendix I

1 2015-06-09 Fire Rescue Services 25-3.docx

# Appendix II



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# Barons-Eureka-Warner FCSS



## Roots of Empathy --- Racines de l'empathie



Roots of Empathy is an evidence-based classroom program that has shown significant effect in reducing levels of aggression among schoolchildren by raising social/emotional competence and increasing empathy. The program reaches elementary schoolchildren from Kindergarten to Grade 8. In Canada, the program is delivered in English and French and reaches rural, urban, and remote communities including Indigenous communities. Roots of Empathy is also delivered in New Zealand, the United States, the Republic of Ireland, England, Wales, Northern Ireland and Scotland, Germany, Switzerland and Costa Rica.

**Roots of Empathy's mission is to build caring, peaceful, and civil societies through the development of empathy in children and adults.**

The focus of Roots of Empathy in the long term is to build capacity of the next generation for responsible citizenship and responsive parenting. In the short term, Roots of Empathy focuses on raising levels of empathy, resulting in more respectful and caring relationships and reduced levels of bullying and aggression. Part of our success is the universal nature of the program; all students are positively engaged instead of targeting bullies or aggressive children.

### Roots of Empathy started in Alberta in 2002-2003

- ⇒ **Barons Eureka Warner FCSS trained approximately 15 employees (parent coaches and councilors) in 2003 and currently has 8 active instructors running 15 programs.**
- ⇒ Alberta ROE has since delivered 4390 programs in the province.
- ⇒ **Barons Eureka Warner FCSS has delivered approximately 250 programs**
- ⇒ Alberta ROE has reached almost 110,000 children.
- ⇒ **Barons Eureka Warner FCSS has reached approximately 4200 children**
- ⇒ Alberta ROE programs are offered in 92% of the public, Catholic, and French school districts in the province.
- ⇒ **Barons Eureka Warner FCSS has offered programs in 17 schools in 4 School districts in the BEW FCSS area**

# Horizon School Division Barnwell School

Grade 4

Teacher: Cori Francis

Roots Mom: Kendra Pittman

Roots Baby: Allie

Instructor: Jackie Fiorino



If I'm being honest, when I was approached to participate in the Roots of Empathy program this last year I was a little hesitant. Surprisingly I had never heard of the program (I don't have children in school yet) and I had two other children at home. I knew it would mean finding childcare, rearranging schedules, and adding a commitment to my already busy life. But, wow. To turn full circle I have never been so happy that I was a part of a program than I am at the end of this.

Roots of Empathy not only gave me the opportunity to share my baby with a class, it gave our whole family a chance to be part of the program. I have taken ideas and conversations home to my husband and two boys whose empathy and compassion towards others has grown. And my baby daughter's face lights up every time she hears the welcome song (which my boys sing to her often). The class welcomed us in like family...and treated the boys like celebrities on the last day when they were able to come along. They were so excited to meet each other and connect stories being told on both ends of the spectrum. I saw first hand how valuable the exposure to a baby increases a persons perception to others and teaches vital clues to reading emotions. The benefit it gave me, as well, being able to see my baby connect with a group of older kids and have the attention focused on her and what she was doing was so special.

I have no idea how the ripple effect of participating in the Roots of Empathy program will truly work but if it stops one kid from being bullied because someone took the time to think of how that might make them feel, it makes me proud to be a part of. It amazes me what the magic of a baby can bring to empathy and perception and I think it's a program that should be offered in every school. I'm truly grateful for the opportunity I had to be a part of this amazing program!

Roots mom

# Enchant School

Grade 1 & 2  
Teacher: Emely Virostek  
Roots Mom: Tammy Vollo  
Roots Baby: Ethan  
Instructor: Lorry Vanden Dungen



Roots of empathy is an excellent program for any school. The students looked so forward to each visit with our baby and instructor. I feel they became more accepting of others and aware of theirs and others feelings. I loved the program and look forward to having it again in my classroom!

Teacher

My favourite part of the program was actually the second class. The first one when I brought my baby around to be greeted by each child about half of them were hesitant or didn't want to touch him but by the second time each child greeted him with a smile. It was really special to see that much growth in such a short period of time and their feelings of warmth towards him just grew exponentially each time they saw him. It was really sweet.

Roots mom

Thank you Mrs. V for being a part of our classroom this year. You taught us about how babies grow and live and all their needs. You told us about how to keep them safe and all their emotions.

Thank you also for reading us great stories. We loved the books you brought. You told us not to interrupt and share our stories when you are talking.

Thank you again for coming. We will miss you.

Students



# L.T. Westlake Fine Arts Elementary School

Grade 2

Teacher: Elaine Urano

Roots Mom: Whitney Bullock

Roots Baby: Benson

Grade 5

Teacher: Tom Filgas

Roots Mom: Kaime Kurviyal

Roots Baby: Barrett

Instructor: Kim Forchuk



We have hosted the ROE Program at our school for many years. During that time, we have been very pleased with the program as it meets many health outcome of the Grades 2 and 5 Health Program of Studies for Alberta. For example, ROE covers wellness and relationship choices to maintain health and to promote safety for self and others and students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions. Over the years we have also noticed that ROE promotes a safe and caring environment empathy of others, and stresses that a crying baby is not a bad baby rather one who is trying to communicate a need the only way he or she can. Students learn about baby's develop milestones and the increased risk and need for greater care with each milestone. It also makes young children aware of never to shake a baby as it can seriously damage the baby or cause the baby's death. We believe that our students will carry this forward into their adult lives and be better parents because of exposure to the ROE Program.

Teachers

# L.T. Westlake Fine Arts Elementary School





# Milk River Elementary School

Grade 4 & 5

Teacher: Karen Garber

Roots Mom: Roychella Theodore

Roots Baby: Wyatt

Instructor: Myrna Sopal



Baby Wyatt's milestones were a bit delayed due to the back pain while being on his tummy, but he made up for that closer to the last visits. He liked to just watch the children and all the funny things they did. After a few visits, he became interested in the toys and then started showing lots of movement and sounds. By the last visit, he was moving himself around the blanket and showing off his skills in the baby walker that mom brought. He is a speed machine in his walker.

One boy in the class commented that he had never held a baby before and was so very excited after holding Baby Wyatt. "Yes, I held the baby and I didn't drop him. YES!!"

Mom commented that this experience helped her to pay more attention to her son's milestones as each month and visit went by.

Roots Instructor



The following Policies have been changed from 'Education Act' to 'School Act'.

BBF – School Board Member Code of Conduct and Ethics

EEACAB – Division Owned Co-Curricular/Extra-Curricular Activity Vehicles

EEACAC – Acquisition of Co-Curricular/Extra-Curricular Activity Vehicles

GCMA – Staff Supervision

HG – Citizenship in a Digital Age

HNA – Lord's Prayer

IGD – Suspension and Expulsion of Students

IG – Student Discipline





## **Grade 3 Student Learning Assessment (SLA) Quick Facts for School Trustees**

### **What are SLAs?**

SLAs are a digitally based provincial assessment that provides a beginning of the year “check in”. This enables parents/guardians and teachers to learn about and identify student strengths and areas for growth at the start of the school year. The Grade 3 SLA is based on outcomes related to literacy and numeracy in language arts and mathematics in Alberta’s current Grade 2 provincial programs of study. Some sets of questions are created using topics that may be familiar to students from other subject areas such as arts education, health, science, and social studies.

### **What are the purposes of the SLAs?**

The purposes of the SLAs are to:

- improve student learning (primary purpose);
- enhance instruction for students.

While the SLA is helpful for teachers to use as a tool, it will not be used in the Accountability Pillar.

The SLA is meant to complement, not replace, day-to-day teacher observations and classroom assessment. It is a source of information that must be interpreted, used, and communicated within the context of regular and continuous assessment by classroom teachers.

### **What is the structure of the Grade 3 SLA?**

This literacy and numeracy assessment consists of digital interactive questions (marked by Alberta Education) and performance tasks (marked locally):

- digital literacy questions;
- a literacy performance task;
- digital numeracy questions;
- a numeracy performance task.

### **Who participates in the SLA?**

The SLA is available to teachers as a tool to use at their discretion for grade 3 students at the beginning of the year, and for grade 2 students at the end of the year.

### **Will students in my school authority need to study for the Grade 3 SLA?**

Students do not need to study to do this assessment. However, students should be familiar with using a computer or similar technology. Technology is central to the Grade 3 SLA. The digital interactive questions require a computer, laptop, or tablet, and an Internet connection.

### What are the important dates for the 2016–2017 Grade 3 SLA?

August 14, 2017	The SLA Teacher Dashboard is available for teachers to preview the assessments, set up their class lists, print performance task materials, and to administer the SLA.
August 14, 2017	Teachers who require a paper copy of the SLA for students who are not permitted to use or cannot access technology must request these through the school administration.
August 14, 2017 – June 29, 2018	Teachers may administer and/or re-administer SLA components.
2017–2018 school year	Field testing opportunities will be communicated to school authority Assessment Contacts at the local level.
24 hours after the administration or re-administration of digital questions	<ul style="list-style-type: none"> <li>• Teachers and school administrators can access Individual Student Reports and Class Reports (digital and print) via the SLA Teacher Dashboard.</li> <li>• Superintendents can access reports via the SLA Teacher Dashboard.</li> <li>• Parents/guardians can access their child’s Individual Student Report (including a parent/guardian-friendly print copy) via their child’s school.</li> </ul>

### What resources are available for students, teachers, and administrators to prepare?

Students can try out the practice questions and released questions that are located at <https://public.education.alberta.ca/assessment/>.

Teachers and administrators have a number of resources available to them on the Alberta Education website at <https://education.alberta.ca/student-learning-assessments/resources/>.

Teachers also have a number of professional learning supports available, including training sessions offered by the Alberta Regional Professional Development Consortium (ARPDC). Information on these is available here: <https://education.alberta.ca/student-learning-assessments/supports-for-educators/>.

### When will students’ results be available?

Alberta Education will provide reports on student results within 24 hours of a class completing the digital questions. Superintendents will also be able to access reports showing the distribution of students across performance levels within 24 hours of a class completing the digital questions.

Parents/guardians of students who participate will have access to a parent/guardian-friendly report, through teachers, for the digital questions marked by the province.

Teachers and parents/guardians are encouraged to discuss students’ Grade 3 SLA results together, as professional teachers are in the best position to interpret the results.



### **Whom should I contact if I have questions about the Grade 3 SLA?**

For English-language SLAs, you may contact Nicole Lamarre, Director of Student Learning Assessments and Provincial Achievement Testing, Alberta Education, at [Nicole.Lamarre@gov.ab.ca](mailto:Nicole.Lamarre@gov.ab.ca) or by telephone at 780-427-6204.

For French-language SLAs, you may contact Gilbert Guimont, French Assessment Director, at [Gilbert.Guimont@gov.ab.ca](mailto:Gilbert.Guimont@gov.ab.ca) or by telephone at 780-422-3535.

Call 310-0000 for toll-free access within Alberta.

### **Want to know more?**

More information and resources for the Grade 3 SLA are available on the Alberta Education website at <https://education.alberta.ca/student-learning-assessments/>.

# Review to examine workplace health and safety

August 16, 2017 [Media inquiries](#)

The Government of Alberta is launching a review of the province's occupational health and safety system to improve workplace safety and better protect Albertans.

Alberta's *Occupational Health and Safety (OHS) Act* sets the minimum standards for workplace health and safety, and outlines the roles and responsibilities of employers and employees. While there have been small changes over the years, the act has not been thoroughly reviewed since 1976.

"All workers deserve healthy and safe workplaces from their first shift through to retirement. Alberta workplaces and the nature of Albertans' work have changed significantly during the past 40 years. We need to make sure the province's laws and best practices are helping keep Albertans safe at work."

*Christina Gray, Minister of Labour*

The review will examine the *OHS Act*, as well as compliance, enforcement, education, engagement and prevention efforts in Alberta's OHS system. It will also clarify employer and worker responsibilities, improve worker engagement and maintain Alberta's strong focus on illness and injury prevention.

Along with an online survey and written submissions, the review will include roundtable sessions with employers, employees, academics and health and safety associations.

Albertans may participate in the review by completing an online survey at [alberta.ca/ohs-review](http://alberta.ca/ohs-review) and by sending written comments or submissions to [lbr.review@gov.ab.ca](mailto:lbr.review@gov.ab.ca). Submissions will be accepted until Oct. 16, 2017.

## Horizon School Division No. 67

## Off-Campus Annual Evaluation Report for 2016-2017 School Year

*Submitted to Board as per policy HGADA, August 29, 2017*

*This report is based on school reports provided to this office by the following schools: ACE Place, Arden T. Litt, Erle Rivers High School, Horizon MAP, Taber Mennonite School and W.R Myers High School.*

## 1. Student Enrollment Figures

1.1 High School Credit Programs:

	11/12 Stud/CEU	12/13 Stud/CEU	13/14 Stud/CEU	14/15 Stud/CEU	15/16 Stud/CEU	16/17 Stud/CE
<b>Work Experience</b>	218/2064	235/2187	272/2427	186/1903	207/1897	
ACE	11	28/249	16/270	26/355	15/135	14/193
ATL	2	17/146	15/120	14/105	13/120	22/136
Colonies	18	22/240	20/205	24/248	24/249	24/249
ERHS	28	20/108	49/284	33/272	15/93	3/15
TMS/HMAP	11	15/240	15/175	18/151	19/223	5/50 6/79
Lomond	8	3/8	0/0	1/1	5/25	4/ CEU's next year
VHS	35	47/400	39/266	4/38	38/248	30/235
Warner	10	13/78	10/89	1/2	5/55	0/0
W.R Myers	123	70/718	93/980	65/731	73/749	68/737
<b>RAP</b> (Registered Apprenticeship Program)	25/415	19/345	18/430	20/510	19/340	11/145
<b>Green Certificate</b>	25/128	23/178	26/310	6/65	11/137	8/79
<b>Special Projects</b>	0/0	0/0	0/0	5/25	0/0	5/16
<b>Total</b>	268/2607	277/2710	316/3167	217/2503	237/2374	200/1934

## Number of Off-Campus Sites:

11/12	12/13	13/14	14/15	15/16	16/17
122	147	170	108	125	81

### 2. Possibility for decline in numbers:

There is a slight decline in numbers for student enrollment into RAP, Green Certificate and Work Experience overall and a slight increase in Special Projects (which happen at the school) from the past year. The possible reasons for decline could be that students are continuing to work but are not seeking the credits as in the past for work experience. Another possibility may be the premium of time required for school-based off-campus coordinators to supervise larger groups of students and complete the workplace safety checks. Division strategies outlined in this report aim to minimize these management obstacles to the greatest extent possible.

### 3. Program Innovations and Celebrations

Director (Terri-Lynn Duncan) met with off-campus coordinators to discuss a division wide format for forms. Over half of the off-campus coordinators used the draft forms this past year. Comments from employers were very positive as they found the forms to be well laid out and straight forward with information for them, including student roles and responsibilities. Off-campus coordinators were very positive in the feedback on the forms, making comments that the forms are more streamlined, precise, straightforward and that they are pleased that all sites are going to be using the same form in the 2017-2018 school year.

Off Campus Coordinators mentioned the following:

- Working with harvest students, a coordinator ensured all students were set up prior to the start of the school year by meeting over the summer with them and employers. It made for a far less stressful transition for all parties.
- A coordinator was pleased to have employers directly call the school asking if we had students who might be a fit for a position. Garth Moulard commented to the coordinator about how often he has seen this happen at MAP in the last few years and how unusual that is. The coordinator was also encouraged to see that in two of the off campus experiences this year, the supervisors of our students were former MAP students who had gotten their start in work experience or RAP placements.

### 4. Assessment Practices

As in previous years, many schools used the work experience assessment. Supervisors at the site provide two 'evaluations' of the students during the program (middle and end), focusing on the students' abilities to complete tasks, their personal work habits, and attendance. This is the evaluation that is provided in the Alberta Education 'Off-Campus Education Handbook'. In Colony settings, a communication log with the German teacher or supervisor is kept indicating how the program for students is proceeding. The school's teacher and the German teacher/supervisor communicate regularly with respect to the progress of students and the overall running of the program.

New information added this year in term of assessment includes how off-campus coordinators are using various discussions, e-mails and phone calls from supervisors and employers throughout

the off campus experience. The coordinator's visit to work locations, learning plans, logbooks, communication skills and self-evaluation are also considered in the final mark.

## **5. Business Feedback**

Schools primarily obtain feedback from off-campus sites through students, employer feedback, visitations and phone calls. Off campus coordinators work to ensure that ongoing communication and feedback is successful for students and work sites. Comments shared with division office from school supervisors were the following:

"When we had our meetings every few months and safety checks. I had comments on how employers liked the information about the program that was given to them from the new off-campus forms, employers were using the forms and keeping them on file."

"All supervisors noted progress in both work-related skills and responsibility (ie. punctuality, communication).

"I had one employer who had students from multiple schools mention that there seemed to be different expectations/questions regarding safety, even when schools were using the same inspection forms. Perhaps this can be an ongoing discussion of what to look for in certain types of sites to make it consistent for specific types of workplaces (i.e. farms, food prep/service industry) where many of our students' work." This will be something that the director of learning and off-campus coordinators will work on this upcoming school year 2017-2018.

"Generally, students are well received at places of employment. The biggest struggles are (student use of) cell phones and reliability."

"Generally the employers are very happy with the off campus students. A common theme was that they are very happy that these students are continuing with schooling. One student in particular was pushing for more full-time employment but that the employer made continuing with education a condition for continued employment with him."

## **6. Integration of Work and School Program**

The mention of curriculum subjects such as mathematics can be discussed in the world of work in areas such as calculating change, time sheets, problem solving. English language arts is important in the work force in communication, writing, reading and collaboration. In terms of Science students work with problem solving skills, innovation, analyzing. Social Studies relates to economy, culture, and decision making. Health and Physical Education is related to work place safety, hygiene, cleanliness, physical fitness needed for laborious jobs.

Coordinators mentioned that they really liked the "take your kid to work day" and job shadow opportunities.

## **7. Challenges**

Schools identified the following challenges:

A comment was made that there is an area for growth in the integration of work and school programs as teachers have the best intentions of making curriculum more relevant by making connections to the world of work, but some find it difficult to do so. Some connections that are

made are quite general in nature or are related to the teachers own youth employment experience.

Some employers were difficult to reach at times and it took several attempts to arrange meetings.

Time to get out and conduct initial safety inspections and time to regularly check in with employers is the main issues.

Getting the paper work completed from employers and students.

The biggest challenges relate to time constraints and communication. It is difficult to schedule adequate time for off campus coordinators to supervise off campus programs. The career counselor plays a critical role in initiating placements, but schools have limited capacity to make ongoing site visits.

## **8. Supports Requested from Division Office**

Comments made by coordinators were the following:

- Continued implementation of division-wide forms
- Continue to share best practices to maximize opportunities for students
- Continue the availability of direct support from Director of Learning





## 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  
Phone: (403) 792-3620

#### MILK RIVER

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

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

#### TABER

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

Central Elementary School  
Phone: (403) 223-2170

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

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

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

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

Taber Mennonite School  
Phone: (403) 223-0179

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

June 29, 2017

Honorable David Eggen  
Minister of Education  
Legislature Office  
228 Legislature Building  
10800 - 97 Avenue  
Edmonton, AB  
Canada T5K 2B6

Re: School Fees

While we recognize that the School Act authorizes the Minister to make regulations respecting fees or costs boards may charge parents, we are writing today to express concern related to the recent proclamation of *Bill 1: An Act to Reduce School Fees* and the accompanying *School Fees and Costs Regulation*. It is our opinion that requiring boards to predetermine all fees and costs associated with activities, extracurricular, non-curricular goods and services, and non-curricular travel in advance of the school year limits the opportunities schools can provide their students. It is common for schools to partake in emergent opportunities that they were not aware of when drafting the fee schedule. Events and activities that are often highly desirable by schools, students, and parents. As a school authority, we continually strive to engage our students and encourage our schools to partake in activities and events that build citizenship and foster social growth. We strive to ensure our students become active contributing members of society. We are disappointed that the current regulation restricts schools from charging fees for such events and activities. While we recognize the impetus behind the new regulation and understand the government's desire to reduce fees paid by parents, we cannot help but be disappointed that the side effect will ultimately be a reduction in student opportunities.

In addition to our concern about the loss of student opportunity, we wish to share two additional minor concerns.

- 1) The Ministry's timeline with regard to the development and submission of a school fee policy and school fee schedule, stemming from the June 6, 2017 *School Fees and Costs Regulation*
  - We pride ourselves on seeking broad staff, and community input when developing policies. The Ministry's timeline eliminated our ability to seek meaningful input.
  - We believe that placing such a burden on jurisdiction and school administration in the last two to three weeks of the school year is unreasonable. Our educational leaders should be focusing on students at the conclusion of the school year, not hastily trying to draft a policy or collate comprehensive fee schedules for a regulation that came in force on June 6, 2017.
  
- 2) The recent change in practice related to requiring your approval of jurisdiction policies (e.g. Welcoming, caring, respectful, and safe learning environments, and more recently our school fees policy).
  - Our concern stems from the fact that policy development and approval falls under the Board responsibility as per the School Act S.60(1) "A board must establish policies respecting the provision of educational services and programs".
  - When we have reached out to the Ministry in the past related to feedback on policies, Alberta Education has been very clear in communicating that policies are a jurisdictional matter. Alberta Education has historically reframed from determining whether policies align with legislation and encouraged jurisdictions to seek legal opinions for such decisions as financial costs associated with a legal challenge falls under the school authority's responsibility. Will the recent change in practice also change these practices?

Thank you for taking the time to hear our concerns and I look forward to the continued opportunity to work collaboratively as we champion all students' right to a quality education.

Sincerely,

Marie Logan,  
Board Chair, Horizon School Division No. 67

Cc Grant Hunter, MLA for Cardston-Taber-Warner  
David Schneider, MLA for Little Bow



## Time out: Edmonton students are suspended thousands of times each year

Alberta Education publicly tracks many statistics about the province's schools. Numbers tied to suspensions and expulsions are not among them, so the Journal asked Edmonton's public and Catholic school boards for the information. These three teen girls say their school suspends students for "ridiculous" reasons. Larry Wong / Postmedia

Hours after she was handed a five-day suspension, 14-year-old Taytum sat on a south Edmonton patio while back at school, class carried on without her.

After jumping down from a wall in her junior high school's library in mid-June, the ninth grader wound up in the office having a heated discussion with the vice-principal, a school-based police officer and a child welfare worker.

No one was hurt, she said, but it was her second suspension after just three weeks at her new school. She missed some of her final exams.

"I just sit here and wish I could go to school so I could get some kind of (good) marks on my report card," she said.

Taytum is one of thousands of Edmonton students told each year their behaviour is so unsafe or inappropriate, they can't come to school for days, weeks or possibly for good.

The Journal filed a freedom of information request to the Edmonton Public and Catholic school boards to find out how frequently out-of-school suspensions and expulsions are meted out at the junior and senior high levels.

School discipline is a contentious issue in some jurisdictions because pulling kids out of class can have profound effects on a child's life.

### Related

- [Families say some reasons for suspensions 'ridiculous'](#)

In the 2015-16 school year, Edmonton Public Schools suspended junior and senior students 3,996 times, which is nearly one suspension for every 10 students enrolled. There were 41,451 public junior and senior high students.

In that same year, nearly five per cent of Edmonton Catholic's Grade 7 to 12 students were suspended at least once — 786 of the 16,804 enrolled.

(The two boards track suspensions differently.)

Despite the seemingly high number of suspensions each year — which can send a student out of class from as little as one classroom period to as long as five days — it has dropped significantly in the last five years, even as the two districts swelled by thousands of students.

## **Suspensions and expulsions**

The average length of a suspension in both districts is two to three days. However, the amount of time Edmonton students spent barred from their regular classes added up to a collective 32 years in the 2015-16 school year (the most recent complete school year for which information was available).

Robert Martin, assistant superintendent of district operations for Edmonton Catholic Schools, attributes the drop in suspensions to the increase in specialized programs and supports offered to students, including [graduation coaches](#) and regular meetings with parents and staff.

At Edmonton Public Schools, director of district support services Laurie Barnstable said there could be a variety of reasons.

“In a district our size, where the principal is the authority in each school, it's difficult to pinpoint the exact causes for the decline in suspensions. However, we are encouraged by any trend that contributes to having kids remain in school.”

The numbers of expulsions, where students are told to leave a school for a minimum of 10 days, and sometimes forever, have stayed more consistent in Edmonton schools. Edmonton Public expelled 245 junior and senior high school students last year, which is the most in the last seven years.

The Catholic board expelled 38 students last year, which was the lowest number in seven years. Considering more than 40,000 students were enrolled, Martin said: “I think we're doing extremely well.”

Rural Alberta principal Thomas Midbo, president of the Alberta Teachers' Association's council for school leadership, said out-of-school suspensions are a “last resort” when no other interventions have worked.

These days, principals are much more focused on building a good school culture, and bringing professionals and community programs into schools to prevent problems before they start, Midbo said.

## **The slippery slope of time out**

[Researchers](#) have connected suspensions to dropping out of school, poverty, poor health and potentially jail in what some have coined the [“the school-to-prison pipeline.”](#)

With schoolwork interrupted, U.S. schools with [higher suspension rates post poorer academic results](#), even when the data are adjusted for family income levels.

Even as some of Canada’s biggest school districts, such as Toronto’s public school board, are [under scrutiny](#) for discipline practices that disproportionately target minorities, Edmonton school districts are uncomfortable with gathering racial data on students in trouble.

This is even though indigenous students in Alberta drop out of school at twice the provincial rate.

While Ontario has devised a [provincial strategy](#) to prevent disciplinary decisions from targeting vulnerable students and implemented provincial rules about when schools [should use suspension and expulsion](#), no such provincial direction or strategy exists in Alberta.

There is no measure of disciplinary practices on Alberta Education’s [“accountability pillar,”](#) an annual report card for school districts that shows everything from dropout rates to whether schools foster a sense of citizenship.

Ontario tracks and publicly posts [suspension](#) and [expulsion](#) rates by school board and provincially.

Alberta Education Minister David Eggen said guidelines to avoid bias are “something that could certainly be looked at.”

## **Varying rates**

Although Edmonton schools record limited demographic data on disciplinary measures, some students are more likely to be suspended than others.

For example, rates can vary substantially between schools.

St. Cecilia Junior High suspended 271 students between 2010 and 2015, while across town, St. Rose Junior High suspended 50 kids.

In 2015, St. Cecilia had 446 pupils enrolled, while St. Rose had 404.

“I know the lens that the people view the words ‘suspension’ and ‘expulsion’ and it’s typically punitive,” — **Edmonton Public Schools’ director of district support services Laurie Barnstable**

Some kids told to leave school are just seven or eight years old.

Although the Journal requested only data for junior high and high school students, district [reports show Catholic schools](#) have expelled students even in Grade 2 within the past three years.

Between 2010 and 2015, boys at Edmonton Catholic schools were expelled four times more frequently than girls.

Drugs were the No. 1 reason for Catholic school expulsions, with disruptive behaviour a distant second.

Every decision, whether it be getting extra help for a student, or expulsion from school, is made with the student’s best interest at heart, Edmonton Public’s Barnstable said.

“I know the lens that the people view the words ‘suspension’ and ‘expulsion’ and it’s typically punitive,” Barnstable said.

“We’ll do anything to try and support those kids, and we love those kids and we care about those kids.”

## **Progressive discipline**

Edmonton schools use an approach they call progressive discipline, which looks at each student’s circumstance, history and the context in which they broke the rules.

In Edmonton public schools, it may start with a teacher-student conversation, then escalate to a teacher removing a student’s privileges or ordering a lunch or recess detention, Barnstable said.

School principals can order an in-school suspension, where usually the student works alone in a quiet space and is supervised by administrators.

Although Barnstable is confident in the district’s current approach, the public school board is in the midst of considering a new policy on [student behaviour and conduct](#) that reflects “a big change in direction, and a big change in tone,” with less focus on discipline, according to trustee Bridget Stirling, who introduced the proposed policy at a recent board meeting.

Both school districts have an array of professionals, including social workers, psychologists, family school liaisons, chaplains, elders and behavioural therapists to call on when students have problems.

The [public school board’s current policy](#) says while students are “ideally” attending school regularly, suspensions and recommendations for expulsion are appropriate when a student “needs

a reflective opportunity to learn from experience,” or when they present a safety threat to the school.

Similarly, [Edmonton Catholic Schools’ suspension and expulsion policy](#) says although regular attendance is ideal, “there are times when for the growth experience of the student or for the safety of others,” suspension, school transfer or expulsion is necessary.

In addition to district policies, each school has a unique code of conduct.

[M.E. LaZerte High School](#), for example, has zero-tolerance policies for violence or possession of weapons, which will result in suspension or recommended expulsion.

#### **ADDITIONAL BEHAVIOUR EXPECTATIONS**

- There is no tolerance for physical violence or fighting to resolve conflicts.
- Consequences range from a suspension to a recommendation to the Superintendent for expulsion from M.E. LaZerte.
- If students are having difficulty resolving a conflict, school counselors, administrators, and the school resource officer are available.
- There is no tolerance for weapons (anything harmful to oneself or others) in the school.
- Possession of a weapon will lead to a recommendation for expulsion and involvement of the police.
- Skateboards, roller blades and scooters are not to be used on school property. These items must be stored in student lockers during the entire school day.
- Follow the Anti-Bullying Rules:
  - Not bully anyone.
  - Help students who are bullied.
  - Include students who are left out.
  - Report bullying to an MEL staff member.

An excerpt from M. E. LaZerte High School’s student handbook for 2016-17.

[Harry Ainlay High School’s policy](#), on the other hand, says weapons or fighting “could lead to suspension or expulsion.”

District administrators say not all suspended students pose a threat to their classmates or staff.

There are times students need a break to cool down, Barnstable said, “recognize the impact of their conduct on themselves and other students.”

On the other hand, students and parents who spoke to the Journal about their discipline experiences felt some suspensions were for “ridiculous” reasons, including missing class, talking back to teachers and even poorly understood disabilities.

“They should have more reasonable reasons to suspend somebody,” said Liyah, a 15-year-old Grade 9 student, who says she was once suspended for missing class to see an optometrist.



“If somebody skips school, they shouldn’t make them miss more school. They should put them in detention or something.”

Knowing some students don’t have a good environment at home, Martin said Catholic schools often opt for in-school suspensions.

Both school districts are adamant a suspension doesn’t mean a student’s education is put on hold. They’re expected to be assigned homework while away, work on any ongoing projects or assignments, or attend special programming.

Just one of six suspended students interviewed by the Journal said she had schoolwork to complete at home.



Jacqueline Pei is an educational psychologist and an associate professor at the University of Alberta. She says Edmonton schools are too often suspending and expelling students instead of tailoring approaches to meet students needs when they’re unhealthy or living in difficult circumstances. Greg Southam / Postmedia

Educational psychologist and University of Alberta associate Prof. Jacqueline Pei said Edmonton’s suspension numbers are still too high, despite the decrease over time. Sending children away leaves them feeling disengaged with school, and makes it difficult to form good relationships with staff and other students.

“They limit themselves. They begin to see themselves as unchangeable and stuck, and just a bad kid,” Pei said.

Mark Cherrington, an Edmonton youth worker who has spent 28 years helping vulnerable kids, said many see suspensions as a reward. A well-adjusted family may have parents who insist their children treat a suspension as a learning experience. Many kids who get suspended don’t have those families.

“For many kids I know, it gives them three days to get a high score on Halo,” he said of the video game.



## Expelled

Only Alberta school boards have the power to expel a student. In Edmonton, boards delegate the task to administrators.

In Edmonton public, a principal's expulsion recommendation triggers a hearing, which must take place within 10 days.

Superintendent Darrel Robertson appointed 15 chairpeople who run the hearings in two meeting rooms in the district's big blue central office building on Kingsway Avenue.

In the 2015-16 school year, there were 271 expulsion hearings, which was more than one for every working day.

The chairperson arrives with a thick dossier of student records and information. School administrators present their arguments for expulsion, then the student and his family can respond.

Much of the discussion focuses on the issues that lead to the problems, said Gail Haydey, supervisor of district support services.

Parents have told her later the expulsion hearing was the turning point their child needed.



This room in Edmonton Public Schools' central office building is one of two where students attend expulsion hearings. Principals recommend when they believe a student should leave a school. Hearing chairs decide whether to approve an expulsion. Janet French / Postmedia

"Usually, there's tissues involved," Haydey said. "It can be a very moving moment for children and families."

Cherrington, who has attended expulsion hearings as a family supporter, has a different take. He's seen youth flee the room in frustration before the hearing is done.

“I would assume that if the government is allowing for suspensions to happen, there must be truth to its effectiveness,” — **Robert Martin, assistant superintendent of district operations for Edmonton Catholic Schools**

[A heavily redacted case sample provided to the Journal](#) through a freedom of information request followed a student who had been expelled from at least three Edmonton Public Schools for selling drugs and disruptive behaviour.

Instances like that are rare, Haydey said.

Fewer than 10 per cent of students at expulsion hearings have faced a previous expulsion recommendation.

Of the 1,440 public school expulsion requests during the last six years, 88 per cent of students were moved to a different school.

About four per cent of students were allowed to return to their original school, and the rest left the district or transferred schools without an expulsion on their record.

Edmonton Catholic Schools takes a different approach.

The district will only hold a hearing if parents appeal the expulsion and request one. Expelled students are moved to an appropriate program in another school, with extra supports and monitoring, Martin said.

Also, Catholic pupils can return to their old school once a new school year begins.

At Edmonton public, the chairperson decides on the length of expulsion, and returning to their old school earlier requires permission from the superintendent.

## **The best strategy?**

Edmonton’s two largest school districts believe in their practices, but out-of-school suspensions and expulsions are not universally embraced.

The American Academy of Pediatrics (AAP) took a [stance on student discipline in 2013](#), saying kids who drop out of school have lower earning potential, pay fewer taxes and live in poorer health. The Canadian Paediatric Society has no formal position.

“Out-of-school suspension and expulsion are counterproductive to the intended goals, rarely if ever are necessary, and should not be considered as appropriate discipline in any but the most extreme and dangerous circumstances,” the AAP policy said.

Researchers acknowledge teachers are burdened with increasingly complex needs. Administrators may face pressure from parents to crack down on misbehaving students to “teach them a lesson.” Suspensions and expulsions are familiar tools that take less time.

Why would principals choose suspensions if evidence supporting their effectiveness is weak? Edmonton Catholic's Martin pointed to provincial law — Alberta's School Act.

“I would assume that if the government is allowing for suspensions to happen, there must be truth to its effectiveness.”

For 14-year-old Taytum, her latest suspension felt like the first day of summer holidays to spend with her younger siblings. It's also another reason why she distrusts the stream of adults at school who claim they want to help her.

“(The welfare worker is) like, ‘I want you to stay in school, and I really want you here,’ and I was like, ‘Then why are you suspending me today?’ ”



## 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  
Phone: (403) 792-3620

#### MILK RIVER

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

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

#### TABER

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

Central Elementary School  
Phone: (403) 223-2170

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

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

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

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

Taber Mennonite School  
Phone: (403) 223-0179

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

June 29, 2017

Mrs. Marnie Moulard  
5025 52 Street  
Taber, AB  
T1G 1N2

Dear Marnie:

Re: Transportation Request

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Please consider this a response to your June 20, 2017 board request, regarding transportation services from Taber to Barnwell for those families that have opted to attend a non-designated school in Barnwell for the 2017-18 school year.

Your request was discussed by the Board of Trustees of the Horizon School Division following your presentation and at the June 27, 2017 special board meeting. The Board appreciated your rationale and it is clear that as a family you have decided that Barnwell school is the school of choice for your family and the other families you spoke about. We heard that you prefer the smaller class sizes in Barnwell School.


Horizon School Division believes that it is offering excellent programming and small class sizes within Horizon schools. This is evidenced both in terms of parent, and student satisfaction via provincial standard. Our class sizes average at 17 students well below the recommended provincial class sizes.

The Board supports parental choice, but are compelled to examine choices within the parameters of established policy and practice. Decisions relative to policy have long-standing impact on the entire school division.

The Board of Trustees reviewed your request and after careful consideration and discussion, we must share that we are unable to grant your request at this time. While the Board reconfirmed their commitment to following policy, we did commit to undertaking a transportation policy review commencing in the fall of 2017.

You certainly have the right to continue to exercise your parental right and continue to send your child to Barnwell School. We wish you and your family the best, and know that some decisions require parents to assume responsibility for transporting their children to non-designated schools.

Yours respectfully,

  
Marie Logan  
Board Chair



## Education minister will look at collecting school-discipline data

Education Minister David Eggen will consider whether Alberta should track student suspensions and expulsions. Research has tied suspensions to higher drop-out rates, and long term health, economic, and justice problems. Greg Southam / Edmonton Journal

Alberta's education minister said he'll consider collecting provincial data on school suspensions and expulsions.

Minister David Eggen said he was encouraged to see the number of suspensions declining in Edmonton public and Catholic schools [in coverage by the Journal connected to a Freedom of Information request for discipline data](#).

In 2015-16, there was nearly one suspension for every 10 junior high and high school students enrolled in Edmonton Public Schools. Five per cent of Edmonton Catholic students in Grade 7 to 12 were suspended at least once last year. The boards track numbers differently.

"We want to make sure there's clarity on why and how suspensions and expulsions are being used," Eggen said in an interview.

Eggen recently announced [changes to the province's attendance board to be more preventive than punitive](#) by creating an office of student attendance and engagement to intervene before school boards resort to attendance hearings.

"You can see my intentions with my choice around the attendance board to have it less of a quasi-judicial court proceeding, and looking for alternative engagement. It might be an interesting extension to suspensions and expulsions, as well," Eggen said.

Eggen, who had a 20-year teaching career before politics, said suspensions, expulsions and attendance issues are often interrelated.

The long-used disciplinary practice of kicking kids out of school lacks universal endorsement. [Research has found out-of-school suspensions and expulsions are rarely effective at improving a student's behaviour, and may further alienate them from school.](#)

Despite detailed annual tracking of student performance and surveys of parent, student and educator perceptions of the school system, Alberta does not compile or publish any data about student discipline.

Given research that shows suspensions are disproportionately meted out to minorities, Ontario has devised a [provincial strategy](#) to prevent bias in discipline. Edmonton school districts do not track racial data on students in trouble.

Schools are responsible for more than reading, writing and arithmetic, and must care for the well-being of the whole child, Eggen said.

“Sometimes you’re trying to ensure the safety and integrity of the school and class, and sometimes — it’s never an easy decision by any means. It just reminded me of what dynamic places high schools are in Alberta, and how hard it is to make sure you’re using the right tool at the right time for the kids, and the families, too.”

----- Forwarded message -----

From: EDC Minister <[Education.Minister@gov.ab.ca](mailto:Education.Minister@gov.ab.ca)>

Date: Tue, Jul 25, 2017 at 3:20 PM

**Subject: 2017/18 School Fees Approval**

Mrs. Marie Logan  
Board Chair  
Horizon School Division

Dear Mrs. Marie Logan:

I have reviewed your board's school fee schedule and associated policies and hereby approve the implementation of these school fees for the 2017/18 school year.

I appreciate your continued support as we work to make life more affordable for Alberta families. I wish you all the best for a successful 2017/18 school year.

Sincerely,

David Eggen  
Minister  
Alberta Education  
MLA for Edmonton – Calder

----- Forwarded message -----

From: EDC Minister <[Education.Minister@gov.ab.ca](mailto:Education.Minister@gov.ab.ca)>

Date: Tue, Jul 25, 2017 at 4:13 PM

Subject: Ukrainian-Canadian Heritage Day – September 7, 2017

## **UKRAINIAN-CANADIAN HERITAGE DAY – SEPTEMBER 7, 2017**

On November 2, 2016, Alberta MLAs from all parties unanimously passed Bill 26, the Ukrainian-Canadian Heritage Act, which designates September 7 as Ukrainian-Canadian Heritage Day. This year will mark the first time the day will be commemorated.

September 7 was chosen as Ukrainian-Canadian Heritage Day as it marks the day in 1891 when the first documented settlers from Ukraine, Ivan Pylypiw and Vasyl Eleniak, arrived in Alberta.

There are now 345,000 people of Ukrainian heritage living in Alberta. Albertans of Ukrainian heritage have made many tremendous contributions to the province, making Alberta a better place for all of us.

I am writing to you today to encourage your school district to celebrate Ukrainian-Canadian Heritage Day on September 7, 2017. Some ideas of how to commemorate the day include:

- encouraging students to wear embroidered shirts;
- promoting Ukrainian cuisine in your schools through a special lunch;
- inviting Ukrainian-Canadian seniors to visit your schools and share stories about their experiences as Ukrainian-Canadians; and
- showing short films with Ukrainian Canadian content.

By celebrating Ukrainian-Canadian Heritage Day, your district will not only be demonstrating its appreciation of the Ukrainian Canadians who helped build this province, but will also be providing students with an opportunity to better understand how the contributions of many different cultural groups helped shape Alberta into what it is today.

If you would like more information about Ukrainian Canadian Heritage Day, the Ukrainian Canadian Congress Alberta Provincial Council would be pleased to assist you. The council can be reached at [780 414-1624](tel:7804141624) or [uccab@shaw.ca](mailto:uccab@shaw.ca).

Sincerely,

David Eggen  
Minister  
Alberta Education

MLA for Edmonton – Calder





*Office of the Minister*

JUL 27 2017

AR99377

Ms. Marie Logan  
Board Chair  
Horizon School Division No. 67  
6302 - 56 Street  
Taber AB T1G 1Z9

Dear Ms. Logan:

Thank you for your June 23, 2017 letter regarding the Alberta Teachers' Association withdrawing its representation from all Alberta Regional Professional Development Consortia (ARPDC) boards of directors, effective June 30, 2017.

I appreciate you sharing your insights and perspectives, particularly regarding Horizon School Division's relationship with the Southern Alberta Professional Development Consortium. I want to assure you that I support the work of the ARPDC.

Alberta Education recognizes that the ARPDC provides excellent services to school authorities while supporting Alberta Education priorities. The ARPDC provides a broad range of professional learning and related activities to the Kindergarten to Grade 12 education system. This includes a high level of assistance in holding in-person meetings during the consultation process for curriculum development with Albertans over the past school year. As we continue to develop curriculum, the ministry looks forward to continuing our work with the ARPDC to support the field.

If you have any questions, please contact Jocelyn Lamoureux, Director, Curriculum Standards and Implementation Co-ordination, at [jocelyn.lamoureux@gov.ab.ca](mailto:jocelyn.lamoureux@gov.ab.ca) or 780-427-5406 (toll-free by first dialing 310-0000).

Sincerely,

David Eggen  
Minister