

C.7 150318 – Legacy of Erle Rivers May Still Be Honoured... (Lethbridge News Now)

C.8 Snow Days Examined (Taber Times)

Dates to Remember

- | |
|---|
| • March 23 – SADD Presentation @ W.R. Myers 10:30am |
| • March 30 – April 8 – Easter Holidays |
| • April 10 – Administrator’s Meeting |
| • April 12-13 – Waterton Admin. Symposium |
| • April 16 – TMS Hosting – Dr. Hans Werner (Early Mennonite History) 7:00pm WRM Gym |
| • April 17 – Board Meeting |
| • April 20 - 22 – Alberta School Councils Association AGM |
| • April 24 – Science Olympics – 9:15am – 2:30pm – Taber Civic Center |
| • April 25 – Council of School Councils Meeting |
| • April 30 – May 4 – Education Week |
| • May 8 – Administrator’s Meeting |
| • May 9 – Zone 6 Meeting (Taber) |
| • May 9 – 2018 Edwin Parr Awards |
| • May 15 – Board Meeting |
| • May 29 – Board Meeting (Budget) |
| • June 3 – 5 – ASBA Spring AGM |
| • June 12 – Administrator’s Meeting |
| • June 14 – Trustee/SALT School Tours (Delco, Fairlane, Hillridge, Oaklane, Prairie Home) |
| • June 19 – Board Meeting |
| • June 21 – National Indigenous Peoples Day |
| • July 4-8 – Annual CSBA Conference in Halifax, Nova Scotia |

Horizon School Division No. 67

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The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Tuesday, February 27, 2018 beginning at 1:00 a.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, Christa Runka

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
Cole Parkinson, Taber Times
Sheila Laqua, Recording Secretary

ACTION ITEMS

- | | | | |
|-----|--|---------------------|--|
| A.1 | Moved by Derek Baron that the Board approve the agenda with the following additions:
D.2 – School Board Tour
D.3 – Vauxhall Indoor Baseball Complex | | AGENDA
APPROVED |
| | | Carried Unanimously | 19/18 |
| A.2 | Moved by Jennifer Crowson that the Board approve the Minutes of the Regular Board Meeting, held Tuesday, January 16, 2018 as provided by Enclosure 1 of the agenda. | | BOARD MEETING
MINUTES APPROVED |
| | | Carried Unanimously | 20/18 |
| A.3 | Moved by Bruce Francis that the Board approve the 2018-2021 Three-Year Capital Plan . | | 2018-2021 THREE-YEAR
CAPITAL PLAN
APPROVED |
| | | Carried Unanimously | 21/18 |
| A.4 | Moved by Bruce Francis that the Board approve the first reading of policy IHF – Welcoming, Respectful and Caring as provided by Enclosure 2 of the agenda with the additions of reference to the policy being reviewed every year. | | POLICY IFH FIRST
READING APPROVED |
| | | Carried Unanimously | 22/18 |
| A.5 | Moved by Derek Baron that the Board approve the first reading of policy IG – Student Discipline as provided by Enclosure 3 of the agenda. | | POLICY IG FIRST
READING APPROVED |
| | | Carried Unanimously | 23/18 |
| A.6 | Moved by Christa Runka that the Board approve the first reading of policy IGD – Suspension and Expulsion as provided by Enclosure 4 of the agenda. | | POLICY IGD FIRST
READING APPROVED |
| | | Carried Unanimously | 24/18 |
| A.7 | Moved by Derek Baron that the Board approve the option to approve first, second and final reading of policy GBK – Tobacco and Cannabis-Free Environment. | | APPROVAL OPTION
APPROVED |
| | | Carried Unanimously | 25/19 |
| A.8 | Moved by Blair Lowry that the Board approve the first reading of policy GBK – Tobacco and Cannabis-Free Environment as provided by Enclosure 5 of the agenda. | | POLICY GBK FIRST
READING APPROVED |
| | | Carried Unanimously | 26/18 |
| | Moved by Rick Anderson that the Board approve the second reading of policy GBK – Tobacco and Cannabis-Free Environment as provided by Enclosure 5 of the agenda. | | POLICY GBK SECOND
READING APPROVED |

	Carried Unanimously	27/18
	Moved by Jennifer Crowson that the Board approve the final reading of policy GBK – Tobacco and Cannabis-Free Environment as provided by Enclosure 5 of the agenda.	POLICY GBK FINAL READING APPROVED
A.9	Carried Unanimously Moved by Bruce Francis that the Board approve the second reading of policy EBAC – Facility Electronic Audio/Video Recording as provided by Enclosure 6 of the agenda.	28/18 POLICY EBAC SECOND READING APPROVED
	Carried Unanimously Moved by Derek Baron that the Board approve the final reading of policy EBAC – Facility Electronic Audio/Video Recording as provided by Enclosure 6 of the agenda.	29/18 POLICY EBAC FINAL READING APPROVED
A.10	Carried Unanimously Moved by Rick Anderson that the Board approve the second reading of policy FE - Building Security as provided in Enclosure 7 of the agenda.	30/18 POLICY FE SECOND READING APPROVED
	Carried Unanimously Moved by Blair Lowry that the Board approve the final reading of policy FE - Building Security as provided in Enclosure 7 of the agenda.	31/18 POLICY FE FINAL READING APPROVED
A.11	Carried Unanimously Moved by Christa Runka that the Board approve the second reading of policy FIB – Destroyed, Damaged, Lost, Converted, or Theft of School Board Property as provided in Enclosure 8 of the agenda.	32/18 POLICY FIB SECOND READING APPROVED
	Carried Unanimously Moved by Jennifer Crowson that the Board approve the final reading of policy FIB – Destroyed, Damaged, Lost, Converted, or Theft of School Board Property as provided in Enclosure 8 of the agenda.	33/18 POLICY FIB FINAL READING APPROVED
A.12	Carried Unanimously Moved by Bruce Francis that the Board approve the second reading of policy HC – School Year as provided in Enclosure 9 of the agenda.	34/18 POLICY HC SECOND READING APPROVED
	Carried Unanimously Moved by Derek Baron that the Board approve the final reading of policy HC – School Year as provided in Enclosure 9 of the agenda.	35/18 POLICY HC FINAL READING APPROVED
A.13	Carried Unanimously Moved by Rick Anderson that the Board approve the second reading of policy HGAC – Religious Instruction as provided in Enclosure 10 of the agenda.	36/18 POLICY HGAC SECOND READING APPROVED
	Carried Unanimously Moved by Blair Lowry that the Board approve the final reading of policy HGAC – Religious Instruction as provided in Enclosure 10 of the agenda.	37/18 POLICY HGAC FINAL READING APPROVED
A.14	Carried Unanimously Moved by Christa Runka that the Board approve the second reading of policy HGBH – Outreach School Programs as provided in Enclosure 11 of the agenda.	38/18 POLICY HGBH SECOND READING APPROVED
	Carried Unanimously Moved by Rick Anderson that the Board approve the final reading of policy HGBH – Outreach School Programs as provided in Enclosure 11 of the agenda.	39/18 POLICY HGBH FINAL READING APPROVED
A.15	Carried Unanimously Moved by Bruce Francis that the Board approve the second reading of policy HKA – Student Placement and Promotion as provided in Enclosure 12 of the agenda.	40/18 POLICY HKA SECOND READING APPROVED
	Carried Unanimously Moved by Derek Baron that the Board approve the final reading of policy HKA – Student Placement and Promotion as provided in Enclosure 12 of the agenda.	41/18 POLICY HKA FINAL READING APPROVED
A.16	Carried Unanimously Moved by Blair Lowry that the Board approve the updated Fee Schedules for D.A. Ferguson Middle School, Barnwell School, Central School and W.R. Myers High School.	42/18 UPDATED FEE SCHEDULE APPROVED

DISCUSSION ITEMS

D.1 COSC Meeting

Rick Anderson will be attending being held on Wednesday, February 28, 2018.

D.2 Board School Tours

The Board has rescheduled the Enchant Colony, Enchant School, Lomond Colony, Lomond School and Armada Colony to Wednesday, September 26, 2018.

D.3 Vauxhall Baseball Academy Facility

Vauxhall Baseball Society has requested a letter of support from the Board of Trustees, Supporting their effort to construct an indoor baseball complex located in the Town of Vauxhall.

INFORMATION ITEMS

I.1 Superintendent's Report

Wilco Tymensen, Superintendent, shared the following February 2018 report with the Board:

Visionary Leadership; and Building Effective Relationships

- Meetings and 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. This month they also included new Ministerial Orders (TQS, LQS, and SLQS), suspensions, no trespass orders, transportation, off-campus excursions, parent concerns, school closures, and Alberta Education requirements
- Superintendent Quality Standard Advisory Committee
- School visits this month included: ACE Place, D.A. Ferguson, Enchant School, Erle Rivers High School, Horizon Mennonite Alternative Program (HMAP), Lomond School, Milk River Elementary School, W.R. Myers, Warner School
- TMS parent meeting
- Planning for April administrator leadership symposium is ongoing
- Educational Leadership meetings this month included:
 - Alberta Education (AB ED) Field Services meeting
 - AB ED consultation meeting re: Bargaining
 - College of Alberta School Superintendents CASSIX meeting
 - Colony elders meeting
- A number of other meetings and celebrations were attended over the last month. These include but are not limited to
 - Administrator Meeting
 - Division Office staff meeting
 - Senior Administrative Leadership Team meeting
 - Barnwell Grand Opening Celebration
 - DAF parent council meeting (modernization update)
 - Town of Taber Fire Hall open house

Leading Learning; Modelling Commitment to Professional Learning; and Ensuring First Nations, Metis, and Inuit Education for all Students

- First Aid certification
- See Associate Superintendent Learner Services and Associate Superintendent Programs and Human Services reports for additional information

School Authority Operations and Resources; and Supporting Effective Governance

- Three new principals (Hays, W.R. Myers, and Chamberlain) evaluations are ongoing
- Horizon's policy committee met to review four (4) policies
- ATA Collective Bargaining

- DAF/WRM modernization meetings are ongoing. Review and ranking of request for qualifications (RFQ) has concluded and those submissions that met Alberta Infrastructure (AI) qualifications have been invited to submit a more detailed request for proposal (RFP)
- Site walk through of Warner School was undertaken
- Principal mid-evaluations

I.2 Trustee/Committee Reports

I.2.1 Zone 6 ASBA Report

Marie Logan shared the following Zone 6 Meeting update with the Board:

- Edwin Parr Banquet & Awards Evening – May 9, 2018
- At the Zone meeting, School Divisions shared their Division updates.
- Next Zone Meeting will take place at the Holy Spirit Board Office. ASBA will be sharing the budget and Grasslands School Division will be presenting.
- The Zone Chair has asked that the Zone meetings be moved to the third Wednesday of each month, starting in September 2018.
- Horizon School Division will be presenting at the September 2018 meeting.

I.2.2 Administrator's Meeting Report

Wilco Tymensen, Superintendent, reviewed the highlights of the February 13, 2018 Administrator's Meeting.

Highlights included:

- School Messenger, Assessment and Alberta Education shift to digital CUM files effective September 2010

I.2.3 Facilities Report

Bruce Francis, Facilities Committee Chair, provided a report to the Board on the work undertaken for the month of February 2018 within the Facilities Department and included the following highlights:

- Capital Projects
 - o Warner School
 - Warner School modernization is substantially complete.
 - Grand Opening projected for September 2018
 - o D.A. Ferguson/W.R. Myers
 - Design and tenders for the primary modernization project are complete with permits in place for the start of construction to proceed.
 - Tenders have been distributed with Bid Closing date of March 6, 2018
- 3-Year Capital Plan
- 10 Year School Facilities Planning Document
- Caretaking Contract Renewal

I.3 Associate Superintendent of Finance and Operations Report

Phil Johansen provided an update to the Board as follows:

- Barnwell modernization complete – statement of final costs has been submitted
- Budgets are being discussed with Administrators (Budget Calculator)
- Continued work on budgeting process for the upcoming year. Budget will follow the same criteria as previous years with a focus on balancing the budget
- Attended a Capital Planning meeting in Calgary
- Attended Annual Colony Elders Meeting

I.4 Associate Superintendent of Learner Services

Amber Darroch, Associate Superintendent of Learner Services, shared the following February 2018 report with the Board: Learner Services lead team members.

Amber Darroch, Associate Superintendent
 Terri-Lynn Duncan, Director of Learning (Curriculum & Instruction)
 Robbie Charlebois, Director of Learning (Inclusive Education)
 Angela Miller, Clinical Team Lead

Instructional Coaches: Sharon Skretting, Assessment

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- Crystal continues to provide professional learning and support in administering and analyzing student data for Fountas and Pinnell's Benchmark Assessments System and Leveled Literacy Intervention. She is working extensively with teachers on determining "teaching points" from running records and planning small group guided lessons.
- Crystal and Dalziel Whipple from WR Myers hosted a follow-up workshop on book clubs following SAPDC's session. The group examined the role of teacher modeling and using mentor text in developing readers who are critical readers. Teachers had time to collaborate and begin planning a book club unit of study for their students. Interactive reading rubrics from grades 7-9 were shared as well as an eighth grade book club unit.
- Terri-Lynn is working closely with teachers from Dr. Hamman to support them in their professional learning on Benchmark Assessments using Fountas and Pinnell so that they will be able to implement the assessment in their schools next fall.
- Terri-Lynn supported Warner teachers on running records and analyzing reading errors and then turning those into teaching points for students.
- Sharon continues to work with small groups and individual teachers. Rather than several shorter sessions, these meetings are now lasting longer with each teacher. Many will book an entire morning or afternoon, which allows us to address the teacher's needs in a more in-depth manner. Coaching has also now moved away from a more "learning the tech" focus, and more toward the "how to" practical applications of setting up and using assessment strategies effectively in the classroom.
- Horizon School Division was asked to share the journey so far in improving numeracy instruction at a provincial networking meeting of system and school leaders. Amber presented on the lessons learned so far by the division Numeracy Committee, with a specific focus on the two special projects running this year with Grade 1 teachers and Middle Years Math. Horizon was recognized in leading practice in improving math instruction and having made gains so far which other divisions could learn from.
- Technology Evergreening is scheduled for five schools this year. With the new approach to including Chromebooks and iPads as student devices rather than the conventional computer lab, schools are able to acquire their new hardware during the year rather than waiting until the summer time. These student devices are much easier for the technology department to deploy as they can be put right into students' hands. Teachers, administrators, librarians, and secretaries still have their desktop workstation replaced, but those are easier to deploy as well when the numbers are smaller.
- Complete wireless infrastructure upgrades have been completed since the New Year at Barnwell and Warner Schools.
- Horizon hosted the EdTech Team's "Southern Alberta Google Summit" at Barnwell School on February 2nd and 3rd. Of about 100 attendees, almost 40 of them were Horizon staff. Overall feedback about the event was excellent, including comments that it was even better than the larger, inaugural event held last March in Lethbridge.

KEY ACTION AREA #2:

Response to Instruction and Intervention Framework to improve literacy and numeracy proficiency

- Terri-Lynn and Crystal supported teachers at Erle Rivers in learning about the intervention reading program Levelled Literacy Intervention and how to structure lessons for effective growth in student reading.
- Terri-Lynn is working with Chamberlain primary teachers on an intervention strategy for reading and writing using an intervention and book called Joyful Literacy which is research-based, comprehensive classroom intervention approach that promises over 90% literacy success for all children by the end of third grade. It works on skill mastery and small group intervention.
- Coral continues to attend more Collaborative Response Meetings to contribute to strategies at the universal level. Additionally, she can facilitate the meetings. Coral has supported teacher practice by continuing classroom observations and feedback as well as setting up model lessons and teacher "field trips" where one teacher can observe strategies in action in another teacher's classroom. Furthermore, she can provide PD opportunities for both teachers and educational assistants on a variety of topics within her wheelhouse (eg. differentiation, balanced literacy, self-

regulation). Moving into the second half of the year, the majority of her focus will be on attending as many CRM's at as many schools as possible.

- Amber participated as the Co-Chair of the Southwest Regional Collaborative Service Delivery (SWRCSD) in both a regional strategic planning session and a provincial consultation on the specific successes of the Southwest region and lessons to be shared with other areas of the province.

KEY ACTION AREA #3:

Student success is a collective endeavour

- Terri-Lynn met with Dr. Chris Mattatall, assistant professor for the Faculty of Education as well as Dr. Janet Mort, author and former school superintendent, to initiate a literacy grant proposal possibility through Alberta Education. This grant proposal was to initiate work with Dr. Mattatall and Dr. Mort along with 4 schools and 15 teachers on literacy intervention strategies using the research based strategies from Dr. Mort's books Joyful Literacy and Putting on the Blitz. Horizon School Division will be notified sometime in April on whether the proposal was accepted or not.
- Robbie is working with teachers to improve the use of education assistant supports and teacher effectiveness for student success. This past month a workshop was facilitated for the staff at Dr. Hamman School. Robbie also continues to guide Learning Support teachers on maximizing use of educational assistant supports and building EA capacity.
- Work is underway with Learning Support teachers and administrators where Robbie is helping them to streamline best practices in planning for student and school transitions. This is always a focus from teacher to teacher at the end of the school year when students move on to the next grade, but Learner Services is paying particular attention to how we can improve the transitions for students who move from their feeder school to a secondary school and for students completing high school.
- Angela and Robbie arranged for University of Alberta professor Dr. Kristopher Wells speak to our administrators' committee on January 9th, as well as our counselling team and interested parents who attend an evening information session. The topic was "Sexual Orientation and Gender Identity in Canadian Schools".
- Horizon's full Family School Liaison Program team have almost completed the Core Story Certification through Alberta Family Wellness and is setting up times with their schools to present to staff on trauma informed practice. They also have been presenting to school staff on "How to Report Suspected Abuse" using the resources from the Sheldon Kennedy Centre.
- Angela serves on the Southern Alberta Mental Health Conference Committee and they are bringing in Francois Mathieu on April 19 presenting on "Compassion Fatigue". The FSLP team as well as a few administrators and teachers will be attending.
- Rebecca Edwards and Ken Pon joined Amber on a series of webinars to examine options for automated communications between home and school.
- Terri-Lynn Duncan attended Shaping the Future Conference with five other teachers from the division. This conference focuses on Comprehensive School Health and is supported by the Wellness Fund and Everactive Schools. Conference costs for one teacher and Terri-Lynn were covered by the Wellness Fund Grant.
- Terri-Lynn coordinated a ski trip for our Brazilian international education students, home stay parents and family members. All of the 11 students made it off the bunny hill and had a wonderful time. This group of students returned home to Brazil at the end of the Semester 1.
- Robbie is collecting feedback from individual schools regarding inclusive practices. Continuing the conversations around intentional inclusion at the classroom, school and community levels, and building action plans to support them.

LEADERSHIP PRACTICES

- Within the annual calendar of Zone 6 College of Alberta School Superintendents meetings, the February event is traditionally hosted by the Zone Chair's division. As Amber is Zone Chair for this year, Horizon would have hosted the February 8 and 9 meetings, but weather prompted events to be cancelled and reorganized. Instead of the two day proposed agenda, discussion items were rolled into a condensed format and held as an online meeting using web conference tools made available by Alberta Education.

I.5 Associate Superintendent of Programs and Human Services Report

Anita Richardson, Associate Superintendent of Programs and Human Services, shared the following February 2028 report with the Board:

Human Resources

- Dashboards in the Automated call out system for teachers (and admin), and Division Office staff on contract should be up and running by mid-March.
- Spring staffing process is underway. Met with every principal and currently collecting input from teaching staff about their future plans.
- Probationary teacher evaluations are ongoing. 15 teachers and 3 admin under evaluation this year.

Leadership Practices

- Ongoing support for Principals with staffing concerns.
- Leadership Cohort – third meeting occurring March 14th
- JSET (Jurisdiction Student Engagement Team) – Feb. 15th session postponed until March 27th due to snow day. 34 students and 9 teachers representing each of our high schools will be participating.
- Career Transitions – Currently the vice chair of the board. Supporting the Executive Director to address funding concerns has been a primary focus.
- High School Re-design – met with Dan F. and Susan P. from Alberta Education to discuss future plans. They will be visiting each of our high schools May 2-4.
 - Attending Spring Collaborative Meeting March 1
- Received Emergency First Aid Certification
- Attended CASSIX meeting

Stakeholder Engagement

- Implementing SOSQ student survey with 7 schools this year; training occurred November 20th. 1 school has already completed the survey.
- Attended the Grand opening of Barnwell School.

First Nations, Metis, Inuit

- Indigenous Champions –
 - Feb. 6 – Received training in teaching resources (Learning Pebbles) and participated in conversations to guide the development of our 3 year First Nations, Inuit and Metis plan
 - Was an incredibly productive and enriching day according to feedback
- Indigenous Committee –
 - Will be meeting in March or April (Date TBD) to formulate our 3 year plan
- Blanket Exercise
 - ACE held an exercise for all of their junior high students and several staff
 - Facilitating Blanket Exercise for the Taber Public Library on March 9, 1 – 4 pm
- Attending SAPDC FNMI Advisory Committee meeting March 2

1.6 Canada now officially gender neutral after bill receives royal assent

Heritage Minister, Mélanie Joly, told reporters that the national anthem is now officially gender neutral after legislation altering the lyrics receives royal assent.

1.7 New Standards to help build more inclusive school

- New educational standards will support student mental health, ensure educators have the tools they need to teach about Indigenous culture and boost student success.
- The new quality standards specify what competencies teachers, principals, school leaders, and superintendents must demonstrate to teach and lead in Alberta's education system. In addition to renewing the focus on establishing safe and inclusive learning environments, the new competencies will ensure teachers can apply foundational knowledge about First Nations, Métis and Inuit to enrich the learning experience of all students.

1.8 New Teaching Quality and Leadership Quality Standard

- Alberta Education, in collaboration with stakeholder organizations—including the Alberta School Boards Association—has revised the *Teaching Quality Standard* and created a new *Leadership Quality Standard* for principals and school jurisdiction leaders and a new *Superintendent Leadership Quality Standard* for superintendents. These professional practice standards will come into effect **September 1, 2019**.
- Effective September 1, 2019, there will be a new leadership certification process in place for new principals and superintendents. Individuals already in these roles during the 2018/19 school year will be grandfathered and issued leadership certificates to match their roles. School authorities will continue to be able to hire new principals and superintendents (including those recruited from out of province) who do not hold leadership certification. These newly hired

leaders will be expected to complete the programming necessary to receive leadership certification within a reasonable period of time.

I.9 Science Olympics

Trustee, Rick Anderson will be attending the Science Olympics which will be held at the Taber Civic Centre on April 24, 2017 from 9:15am – 2:30pm.

Correspondence

No Discussion items came forward from the Correspondence as provided by Enclosure 22 of the agenda.

COMMITTEE ITEMS

Moved by Derek Baron that the Board meet in Committee. Carried Unanimously	COMMITTEE 44/18
Moved by Jennifer Crowson that the meeting reconvene. Carried Unanimously	RECONVENE 45/18
Moved by Bruce Francis that the meeting adjourn Carried Unanimously	MEETING ADJOURNED 46/18

Marie Logan, Chair

Sheila Laqua, Executive Secretary

PAYMENT OF ACCOUNTS REPORT

Board Meeting March 20/18

U.S.	January 11/18		261.99
General	January 16/18		890418.71
General	January 23/18		137764.00
General	January 24/18		120767.47
General	January 30/18		1237030.24
General	February 6/18		406966.07
General	February 13/18		312467.57
General	February 26/18		261311.49
General	February 28/18		1268232.87
General	March 7/18		122,240.56
U.S.	March 7/18		24,732.65
General	March 13/18		421,553.77
"A" Payroll	January 2018	Teachers	1,686,211.87
	January 2018	Support	547,348.19
	February 2018	Teachers	1,671,685.76
	February 2018	Support	548,721.48
"B" Payroll	January 2018	Casual	11,448.32
	January 2018	Subs	101,981.75
	February 2018	Casual	7,104.28
	February 2018	Subs	66,546.00
Total Accounts			5,209,574.63
Board Chair _____			
PJ:dd			
March 15, 2018			

Horizon School Division January 2018 U.S. Accounts

	U.S. Funds	Canadian Fund
The Marketboard People	70.53	90.15
Kelvin	134.44	171.84
Total U.S. Accounts	204.97	261.99

JM:dd
January 11, 2018

Horizon School Division March 2018 U.S. Accounts

	U.S. Funds	Canadian Fund
Surpass Software	415.00	543.73
Powerschool Canada	18382.00	24084.10
Powerschool Canada	80.00	104.82
Total U.S. Accounts	18877.00	24732.65

JM:dd
March 7, 2018

HORIZON SCHOOL DIVISION NO. 67**Policy Code:**

IHF

Policy Title:—Welcoming, Caring,
Respectful, and Safe Learning
Environments**POLICY HANDBOOK**

Cross**Reference:** —EBCB,
GCA, GCAG, HGB, HNB,
~~IFC~~, IFCH, IFCL, IFCL,
IFGA, IFH, IG, IGAA, IGD,

IHEB, IO, JB

Legal**Reference:** —~~Education School Act 31,33~~

Adoption Date: —June 19, 2001

Amendment or Re- —April 17, 2008;

affirmation Date: —~~—~~January 20, 2015;

March 30, 2016

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION IS COMMITTED TO PROTECTING THE RIGHTS OF **EACH STAFF MEMBER EMPLOYED BY THE BOARD AND EACH STUDENT ENROLLED IN A SCHOOL OPERATED BY THE BOARD ALL MEMBERS OF THE SCHOOL COMMUNITY** AS IS GUARANTEED UNDER THE *CANADIAN CHARTER OF RIGHTS AND FREEDOMS*, *ALBERTA HUMAN RIGHTS ACT*, AND *ALBERTA SCHOOL ACT* AND TO PROVIDE A WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENTS THAT RESPECT DIVERSITY, FOSTER A SENSE OF BELONGING, AND PROMOTES STUDENT AND STAFF WELL BEING. THE BOARD BELIEVES ALL STUDENTS AND STAFF HAVE THE RIGHT TO LEARN AND WORK IN AN ENVIRONMENT FREE FROM BULLYING, DISCRIMINATION, HARASSMENT, AND VIOLENCE. THESE RIGHTS SHALL BE PROTECTED SO THAT ALL MEMBERS OF THE SCHOOL COMMUNITY MAY WORK TOGETHER IN AN ATMOSPHERE OF MUTUAL RESPECT.

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

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

Bullying

Repeated and hostile or demeaning behaviour by an individual where the behaviour is intended by the individual

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

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

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

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

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

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

Discrimination

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

Harassment

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

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

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

Violence

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

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;

GUIDELINES

1. The *Canadian Human Rights Act*, and *Alberta Human Rights Act* protect individuals from discrimination.

~~1.~~

- 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.~~

2.1. Every employee is entitled to employment free of sexual harassment.

~~2.1.~~

2.2. Every employer shall make every reasonable effort to ensure that no employee is subjected to sexual harassment.

~~2.2.~~

2.3. The employer will take such disciplinary measures as the employer deems appropriate against any

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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 *School Act* ~~addresses bullying behavior and~~ protects ~~students~~ individuals from bullying behavior.

~~4.~~

~~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.

~~4.1.~~

~~4.2.~~ No person shall

~~4.2.~~

4.2.1. disturb or interrupt the proceedings of a school,

4.2.2. disturb or interrupt the proceedings of a school meeting or board meeting,

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

4.2.4. conduct themselves in a manner detrimental to the safe operations of a school.

5. The Board's regulations are founded on the following principles:

~~5.~~

~~5.1.~~ Parents have a right and a responsibility to make decisions respecting the education of their children as per the *School Act*;

~~5.1.~~

~~5.2.~~ The rights and needs of all students, staff, and families need to be respected

~~5.2.~~

~~5.3.~~ All Students, staff, and families have the right to:

~~5.3.~~

5.3.1. Be treated with dignity;

5.3.2. Be open about who they are, including expressing their identity without fear of discrimination and/or harassment;

5.3.3. Have the right to privacy and confidentiality; and

5.3.4. Are actively included in the collaborative decision-making process that supports their rights and needs.

6. The contents of this policy and school policies regarding code of conduct shall apply:

6.1. on school property at any time;

6.2. during school hours;

6.3. at any time and at any place during activities associated with the school, e.g. during co and extra-curricular activities, bussing, and;

6.4. at any time or place, provided school administration deems the behaviour or incident to be injurious to the physical or mental well-being of others in the school or the incident occurs by electronic means.

~~6-7.~~ 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.

8. Supervisory and performance evaluation actions and processes undertaken in good faith in accordance with Horizon School Division policy and procedures, the *School Act*, or Ministerial Orders do not fit under the definition of bullying, discrimination, or harassment.

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7-9. The Board will reaffirm this policy on an annual basis.

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.

~~1.~~

1.1. The Principal shall:

~~1.1.~~

1.1.1. Ensure staff know their professional responsibility when dealing with discriminatory attitudes and behaviours, and creating caring, respectful and safe learning environments;

1.1.2. Address requests for supports on a case-by-case basis;

1.1.3. Ensure staff are inclusive, and respectful of all members of the school community;

~~1.1.3.~~

1.2. Staff shall:

~~1.2.~~

1.2.1. Act in loco parentis, that is to say, as responsible caring parents in relation to students. In exercising their authority under the School Act, staff must always consider the educational interests and fundamental rights of students.

1.2.2. When needed or requested, help students and/or their family identify and access appropriate resources and supports along the continuum of supports within or beyond the school;

1.2.3. Comply with Section 50.1 of the School Act as it relates to notice to parents; and

1.2.4. Utilize provincial and locally approved, by division office, teaching and learning resources that respect Canada's diversity.

~~1.2.4.~~

1.3. Counsellors shall

~~1.3.~~

1.3.1. Ensure parents are informed and have provided consent prior to children receiving ongoing counseling.

1.4. 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:

1.4.1. be ready to learn and actively engage in and diligently pursue the student's studies;

1.4.2. attend school regularly and punctually;

1.4.3. co-operate fully with everyone authorized by the board to provide education programs and other services;

1.4.4. comply with the rules of the school and the policies of the board;

1.4.5. be accountable to his/her teachers and other school staff for his/her conduct;

1.4.6. respect the rights of others in the school;

1.4.7. 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;

1.4.8. 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;

1.4.9. positively contribute to his/her school and community;

1.4.10. account to school staff and bus drivers for their conduct;

1.4.11. dress safely and appropriately for all school-sponsored activities.

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1.5. A student may be suspended or expelled from school as per Section 24 and 25 of the *School Act* and *Policy IGD Suspension and Expulsion of Students*

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

1.6.1. review the school's code of conduct with their child(ren);

1.6.2. act as the primary guide and decision-maker with respect to the child's education;

1.6.3. take an active role in the child's educational success, including assisting the child in complying with section 2 above;

1.6.4. ensure that the child attends school regularly;

1.6.5. ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment;

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

1.6.7. 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

1.6.8. engage in the child's school community.

1.7. 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.

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

1.7.2. 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.

1.7.3. Students/parents should inform the bus driver when absence is expected from school.

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

1.7.5. 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 behind, but only after the bus driver has warned the students/parents that the bus will not continue to wait.

1.7.6. Unnecessary conversation with the driver is prohibited.

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

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

1.7.9. 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.

1.7.10. Restitution will be expected for any willful damage.

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

1.7.12. 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.

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.~~

3.1. The Board expects students and staff to adhere to this policy and their ~~IHC student conduct and the~~ schools' code of conduct.

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- 3.2. Policy IG addresses student discipline, taking into account the student's age, maturity, and individual circumstances. When discipline is required, support will be provided for students who are impacted by inappropriate behavior, as well as for students who engage in inappropriate behaviour.
4. The Board encourages students and expects staff to 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.~~
- ~~4.1. The Staff shall report any bullying discrimination, harassment, or violence that may constitute a contravention of the School Act, to the school Principal who shall inform the Superintendent.~~
- ~~—~~
- ~~5.4.1.~~ The Board expects all reported incidents of bullying, harassment, discrimination, or violence to be investigated in a timely and respectful manner as per Appendix A.
- ~~6.5.~~ 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.
- ~~6.~~ 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.).
- ~~7.6.1.~~ 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 *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.).
7. 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.
- ~~7.1.~~ All staff shall adhere to the procedures outlined in the Horizon School Division Handbook for the Prevention and Management of Critical Incidents.
- ~~9.1.~~
- ~~9.2.7.2.~~ Critical incident reports shall be completed and filed with the Superintendent or designate immediately following an incident. (See Handbook for the Prevention and Management of Critical Incidents p. 115)
- ~~10.8.~~ The Superintendent will ~~develop, maintain,~~ review annually, and revise as required a the School-school Division-division safety plan.
9. Principals shall ~~develop, maintain,~~ review annually, and revise as required a school safety plan.
- ~~11.~~ 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.
10. Schools shall have measures in place to prevent bullying, discrimination, harassment, and violence, which may include one or more of the following:
- ~~12.~~
- ~~10.1.~~ school policy development on related topics to be communicated to that shall be available to

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students, parents, and staff;

~~12.1.~~

~~12.2.~~ 10.2. a program designed to develop and maintain a positive school climate;

~~12.2.~~

~~12.3.~~ 10.3. conflict resolution programs;

~~12.3.~~

~~12.4.~~ 10.4. access to a counsellor or family school liaison counsellor;

~~12.4.~~

~~12.5.~~ 10.5. curricular instruction; and/or

~~12.5.~~

~~12.6.~~10.6. special presentations on relevant topics.

13.11. To support the rights and needs of all students/staff including those who identify as, or are perceived to be, transgender or transsexual persons, jurisdiction staff shall adhere to the following recommended practices wherever possible and appropriate:

~~13.1.~~ **Names and Pronouns**- Individuals have the right to be addressed by a name and pronoun that corresponds to his or her consistently asserted gender identity.

~~11.1.~~

~~11.2.~~ **Official Records and Communication** - When requested by an independent student, or a student and the parent/guardian, the student's school record and school issued documents will be changed to reflect the student's preferred gender. Note: a legal name change is required for official Alberta Education documents to reflect a new name.

~~13.2.~~

~~11.3.~~ **Confidentiality** - Ensure staff respect students' and family's with diverse sexual orientations, gender identity and gender expression's right to confidentiality with regard to unwanted disclosure to other staff and/or students.

~~11.3.~~

~~13.3.~~

~~11.4.~~ **Student Organizations** - Support the establishment of all voluntary student organizations including clubs that promote non-discrimination such as a Gay-Straight Alliance, or anti-bullying club, as per Section 16.1 of the School Act, where interest by students has been expressed; For clarity the following Sections of Section 16.1 of the School Act have been included.

16.1(1) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall

(a) immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and

(b) subject to subsection (4), within a reasonable time from the date that the principal receives the request designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.

(3) The students may select a respectful and inclusive name for the organization or activity, including the name "gay-straight alliance" or "queer straight alliance", after consulting with the principal.

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(3.1) For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes “gay straight alliance” or “queer-straight alliance”.

(4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

—(6) The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in subsection (1) (i) is limited to the fact of the establishment of the organization or the holding of the activity.

and

(ii) is otherwise consistent with the usual practices relating to notifications of other student organizations and activities;

and must set out the name of the legislation that governs the disclosure of personal information by the board.

13.4.

11.4.1. Notification shall otherwise be consistent with the usual practices relating to notifications of other student organizations and activities, and must set out the name of the legislation that governs the disclosure of personal information by the board

11.5. **Disclosure:** When disclosing personal information, the name of the legislation that governs the disclosure of personal information shall be set out.

11.6. **Gender-Segregated Activities** – To the extent possible, schools should reduce or eliminate the practice of using gender to segregate students for the sole purpose of creating two groups within curricular activities. Schools may continue to offer gender specific courses (e.g. Physical Education, Health and Life Skills). The Principal will determine the best practice and rationale for individuals involved.

13.5.

11.7. **Locker Room, Change Room, Rest Room Access and Accommodation**

13.6.

13.6.1-11.7.1. Student athletic policies are to be inclusive in ways that are comfortable, respectful, and supportive for all students to the best extent possible.

13.6.2-11.7.2. All students who desire increased privacy, regardless of the reason (e.g. medical, religious, cultural, gender identity, gender expression) shall, to the best extent possible, be provided with accommodations, that best meet their individual needs and privacy concerns (e.g. access to a non-gendered, single-stall washroom).

13.6.2.1-11.7.2.1. Staff shall consistently demonstrate sensitivity to the needs and safety of all students with respect to restroom access.

13.6.2.2-11.7.2.2. The Principal shall ensure that individual solutions to restroom access are implemented with respect and discretion.

13.6.2.3-11.7.2.3. Students seeking accommodations should request such accommodations from school administration and solutions will include conversations with parents/guardians and be based on a case-by-case basis while respecting the needs of all students.

14. 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.

APPENDIX A

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, counsellor, supervisor, principal, or the Superintendent if the complaint involves their supervisor or principal.
 - ~~1.~~ 1.1. This report may be informal/verbal or formal/in written form.
 - ~~1.1.~~ 1.2. These persons shall respect the complainant's confidentiality and shall provide support, guidance, and assistance throughout the resolution process.
 - ~~1.2.~~ 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.~~ 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
 - ~~3.1.~~ 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, counsellor, 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
 - ~~1.~~
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.
 - ~~2.~~
 3. The mediator must be acceptable to both parties
 - ~~3.~~
 4. Either party has the right to refuse mediation
 - ~~4.~~
 5. The mediator may be from within the school or jurisdiction or from outside
 - ~~5.~~
6. The mediator must not otherwise be involved in the complaint

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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.~~ 2. If the report is formal/in written form, it must be specific and detailed and should contain the following information:
 - ~~2.1.~~ 2.1. the complainant's name and position if any
 - ~~2.2.~~ 2.2. who the respondent(s) was/is/were/are,
 - ~~2.3.~~ 2.3. where the alleged incident(s) took place;
 - ~~2.4.~~ 2.4. when the alleged incident(s) took place;
 - ~~2.5.~~ 2.5. the nature of the alleged incident(s);
 - ~~2.6.~~ 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, counsellor, 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.~~ 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.~~ 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.~~ 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.~~ 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

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respondent requests the investigation continue. -(This might arise where an investigation had involved obtaining records, etc., and where the person(s) against whom the complaint had been made wished to "clear their names(s).") -In such latter circumstances the request shall be considered by the principal, supervisor, or Superintendent and the decision shall be final and binding.

5. At any time, the principal, supervisor, or Superintendent may choose to close or to suspend the investigation. -Such a decision may be appealed as per policy.
6. All staff and students have the responsibility to cooperate in an investigation.
- ~~7.~~ 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.~~ 7.1. In the case of a complaint involving staff, the investigator shall ensure that all documents submitted by the complainant 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.~~ 9. Complainants have the right to
 - ~~9.1.~~ 9.1. file a complaint and have it dealt with promptly, without fear of embarrassment or reprisal
 - ~~9.2.~~ 9.2. have a person of their choice accompany them during the process
 - ~~9.3.~~ 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.~~ 9.4. be informed about the progress of their complaint
 - ~~9.5.~~ 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

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1. It is your responsibility to change your behavior if it is not in alignment with a welcoming, caring, respectful, and safe learning environment.
2. You are encouraged to contact your union or professional association for advice and support.
3. Keep written notes of any conversations where someone suggests that your actions are not in alignment with a welcoming, caring, respectful, and safe learning environment (record the conversation and date, how you felt, and what you did, if anything). Also make notes of your version of the alleged incident(s), the date(s) it/they occurred, and who else, if anyone, was present.

4. You have the right

~~4.~~

4.1. to be informed of the complaint

~~4.1.~~

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

~~4.2.~~

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

~~4.3.~~

4.4. to be informed about the progress of the complaint

~~4.4.~~

4.5. to receive fair treatment

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

Decision

1. The investigator will decide whether, on a balance of probabilities, there is enough evidence to conclude that bullying, discrimination, harassment, and/or violence occurred. A person who has been bullied, discriminated against, harassed, and or experienced violent behaviour may receive one or more of the following remedies, depending on the severity of the action and what he or she lost because of it:

~~1.~~

1.1. an oral or written apology from the harasser and/or the jurisdiction;

~~1.1.~~

1.2. lost wages;

~~1.2.~~

1.3. a job or promotion that was denied;

~~1.3.~~

1.4. compensation for any lost employment benefits, such as sick leave; and/or

~~1.4.~~

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.~~

2.1. Requirement to cease any bullying, discriminatory, harassing, or violent behavior.

~~2.1.~~

2.2. Students may receive

~~2.2.~~

2.2.1. a verbal reprimand -identifying the inappropriate behavior;

2.2.2. a formal request to talk to or meet parents/guardians;

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- 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~~

~~2.2.6.~~

2.3. Staff may receive

~~2.3.~~

- 2.3.1. a verbal reprimand -identifying the inappropriate behavior;
- 2.3.2. a written reprimand, recorded in his/her personnel file;
- 2.3.3. a fine;
- 2.3.4. a suspension, with or without pay;
- 2.3.5. a transfer;
- 2.3.6. a demotion; and/or
- 2.3.7. dismissal/termination.

3. Corrective action, remedies, and changes in work/learning environment ~~will~~may be instituted for the complainant and/or respondent during the mediation, investigation, or upon the conclusion of the investigation.

~~—within one week of the people involved being informed of the decision.~~

~~3.—~~

~~3.1. The principal, supervisor, or Superintendent may decide to assign the complainant and/or respondent to a different work area/learning environment during the mediation and/or investigation.~~

4. When the investigation reveals bullying, discrimination, harassment, and/or violence occurred, the incident and the discipline that is imposed on the respondent will be recorded in the respondent's file.

5. When the investigation is closed, the principal, supervisor, or Superintendent shall make a full report indicating:

~~5.~~

5.1. that the respondent is guilty or not guilty of the allegation;

~~5.1.~~

5.2. that the respondent is disciplined or that other action be taken;

~~5.2.~~

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);

~~5.3.~~

5.4. whether administrative or other changes were made in order to avoid re-occurrence; and/or

~~5.4.~~

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

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

record, if the complaint was made in good faith. Any unfavourable work review, or comments that were placed in the complainant's personnel file because of the harassment will be removed from the file.

Complaints made in bad faith

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

Confidentiality

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

Retaliation

1. Retaliation is considered a serious disciplinary breach. The Board will not retaliate against an individual who reports bullying, discrimination, harassment, or violence, nor permit any staff or student to do so.

2. Retaliation against an individual

~~2.~~

- 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~~ other agencies, associations, boards, commissions, unions, or seek redress through the Civil Courts.

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

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

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

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

Policy Title:

Student Discipline

POLICY HANDBOOK

Cross

Reference:

~~IFC,IGA,IGAA,IGD~~

Legal Reference:

~~School Act S.24,2~~

Adoption Date:

May 28, 1997

Amendment or Re-

~~February 21, 2002;~~

affirmation Date:

January 20, 2015

POLICY

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

GUIDELINES

1. The jurisdiction adopts the following principles regarding discipline measures on school property, on school buses, at any time and any place during activities associated with the school, or at any time and any place, whether or not it occurs within the school building, during the school day or by electronic means, ~~provided school administration deems the behavior or incident to be detrimental to the school or its students:~~
 - ~~1.~~
 - 1.1. Discipline measures should foster a welcoming caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging~~mutual respect~~, teach social responsibility and encourage the development of self-discipline on the part of the student.
 - ~~1.1.~~
 - 1.2. ~~Appropriate student conduct will be established largely through the use of effective student management strategies and the development of a welcoming, caring, respectful and safe environment in classrooms, schools and on school buses.~~
 - 1.2. Preventive discipline measures are the most effective.
 - ~~1.3.~~
 - 1.3. Early action to resolve discipline concerns is desirable.
 - ~~1.4.~~
 - 1.4. The Principal should encourage staff to deal with the problem as near to source as possible, as often as possible.

1.5.

1.5. Implementing and maintaining the student code of conduct within the classroom is the responsibility of the teacher and on the bus it is the responsibility of the bus driver.

1.6.

1.6. The use of school-based resource teams is recommended where appropriate.

1.7.

1.7. Involvement of jurisdiction resource personnel and community agencies is encouraged.

1.8.

1.8. Student behaviour that does not comply with the school code of conduct should be dealt with promptly.

1.9.—

~~1.10.— Disciplinary measures should be implemented in a fair manner. To ensure that disciplinary measures are fair, decisions regarding the use of specific disciplinary measures should take into account the nature of the behaviour, the effect of the behaviour upon others, previous conduct of the student, the age, maturity, and individual needs, circumstances, of the student and other relevant factors and which must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.~~

~~—Disciplinary action must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as, support students who engage in inappropriate behaviour; and~~

~~Policy IG—Student Discipline, Cont'd.~~

~~1.11. At junior and senior high school interschool functions, the use of consistent disciplinary measures by all Horizon school staff is desirable.~~

Policy IG – Student Discipline, Cont’d.

- 1.9. Disciplinary measures should be implemented in a fair manner. To ensure that disciplinary measures are fair, decisions regarding the use of specific disciplinary measures should take into account the nature of the behaviour, the effect of the behaviour upon others, previous conduct of the student, the age, maturity, and individual circumstances, and other relevant factors and which must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.
- 1.10. Disciplinary action should ensure that support is provided for students who are impacted by inappropriate behaviour, as well as, support students who engage in inappropriate behaviour; and
- 1.11. At junior and senior high school interschool functions, the use of consistent disciplinary measures by all Horizon school staff is desirable.

REGULATIONS

1. The teacher shall be responsible for discipline in the classroom and should communicate expectations to students early in the school year. -The teacher would be justified in employing tactics such as those listed below in enforcing expectations:
- ~~1.~~
- 1.1. Communicating clearly the unacceptable practices of students. This should normally be done in private.
- ~~1.1.~~
- 1.2. Maintaining classroom awareness acute enough to spot potential problems and deal with them before they become major problems. -This may involve referring the student for counselling as available or needed.
- ~~1.2.~~
- 1.3. Providing an alternative activity under supervision.
- ~~1.3.~~
- 1.4. Withdrawal of privileges.
- ~~1.4.~~
- 1.5. Teachers may detain individual students for disciplinary reasons, however, a cooling off period is recommended so that the teacher can deal with the matter in a calm and professional manner.
- 1.6. Suspending a student from class for a brief period of time (no longer than one class period) when despite warnings
- ~~1.6.~~
- 1.6.1. the student continues to disrupts the work of other students.
- 1.6.2. Referring the student to school administration.
2. Each school should develop school policy which will guide and assist staff to follow jurisdiction policy.
- ~~2.~~
- 2.1. Such policy shall describe disciplinary procedures to be implemented when behaviour does not comply with student codes of conduct.
3. Teachers or Principals should involve the parents or guardians and/or school administration and/or

Policy IG – Student Discipline, Cont’d.

counseling services in dealing with continuing behavioural problems in the school.

4. When matters are referred to the Principal, teachers should not expect to dictate resolutions for the problem.

~~5.~~ Prohibited conduct shall include:

~~5.~~

~~5.1.~~ 5.1. Physical assault by the teacher upon a student.

~~5.1.~~

~~5.2.~~ 5.2. Use of corporal punishment.

~~5.2.~~

~~5.3.~~ 5.3. Mass detention or other actions where non-guilty are punished with the guilty.

~~5.3.~~

5.4. Inappropriate verbal or written communications such as name calling, sarcasm, unsuitable personal references, and any belittling comments.

6. The Jurisdiction understands that there may be some students who fail to adopt appropriate conduct as outlined in policy, despite teacher use of effective management strategies. Further, there may be students who cause or threaten serious harm to persons or property. For these individuals, alternative discipline measures are required. Along with referral to the principal or designate, such measures may include:

~~Policy IG – Student Discipline, Cont’d.~~

~~6.1.~~ 6.1. Referral of student and his/her parents to school and/or community support services where available;

~~6.1.~~

~~6.2.~~ 6.2. Partial attendance, in-school suspension, alternative programming, transfer supported by the Superintendent, temporary home education;

~~6.2.~~

~~6.3.~~ 6.3. Out-of-school suspension

~~6.3.~~

6.4. Expulsion

7. For the protection of jurisdiction staff and students, and to prevent potentially violent confrontations, jurisdiction staff are encouraged to avoid physical contact with students during implementation of discipline measures.

~~7.~~

~~7.1.~~ 7.1. School staff shall develop and regularly review alternative strategies that can be used in various discipline situations.

~~7.1.~~

~~7.2.~~ 7.2. The jurisdiction shall ensure that at least some individuals at all school sites have access to training in non-violent crisis intervention.

~~7.2.~~

~~7.3.~~ 7.3. School staff may use reasonable measures to immobilize or subdue an out of control student, a student who is unresponsive to directives, or any individual attempting to inflict harm upon another or themselves.

~~7.3.~~

Policy IG – Student Discipline, Cont’d.

7.4.—Specific students may require individualized programs that incorporate the use of physical restraint. Planned physical restraint shall be used only in the best interests of the student and with appropriate communication between the student, his or her parents, and the school staff.

—

7.4.

HORIZON SCHOOL DIVISION NO. 67 ~~—Policy Code: —IGD~~

~~—Policy Title: —SUSPENSION AND~~

~~EXPULSION OF~~

~~—STUDENTS~~

POLICY HANDBOOK ~~—Cross~~

Reference: ~~—IFC, IFC A, IFC B IHF~~

~~—Legal Reference: —School Act Sec.19~~

~~—Adoption Date: —:~~

~~May 28, 1997~~

~~—Amendment or Re- —Feb. 10/09, Mar. 21/00,~~

~~—affirmation Date:— May 20/14~~

POLICY

THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION RECOGNIZES THAT IN CIRCUMSTANCES WHERE STUDENTS HAVE FAILED TO COMPLY WITH THEIR RESPONSIBILITIES AS OUTLINED IN SECTION 12 OF THE SCHOOL ACT, THE CODE OF CONDUCT ESTABLISHED UNDER SECTION 45.1 OF THE SCHOOL ACT, OR WHERE THE STUDENT’S CONDUCT, 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, A STUDENT MAY HAVE TO BE SUSPENDED OR EXPELLED FROM SCHOOL.

DEFINITIONS

Suspension — A temporary prohibition from: attending a class or school, accessing transportation provided by the school division, or partaking in any school-related activity.

Expulsion — The prohibition from: attending a class or school, accessing transportation provided by the school division, or partaking in any school-related activity for the duration of the semester, school year or beyond the school year.

Regulations

1. Suspensions should be handled at the school level and may not exceed 5 school days, except in accordance with the recommendation for expulsion made by the principal
2. A teacher may suspend a student for one class period.
 - 2.1. A teacher who suspends a student from the remainder of a class, or the next regular class must inform the student of:
 - ~~+~~2.1.1. the reasons for which the suspension is being considered
 - 2.1.2. the formal disciplinary nature of the suspension,
 - ~~+~~2.2. A teacher who suspends a student from the remainder of a class, or the next regular class must:
 - ~~2.~~

- ~~i~~2.2.1. provide the student with an opportunity to offer an explanation,
- ~~ii~~2.2.2. report the suspension to the school administration immediately,
- ~~iii~~2.2.3. direct the student to the office,
- ~~iv~~2.2.4. ensure that work is provided to the student from the class(es) that will be missed, and
- ~~v~~2.2.5. ensure that any supervision required for the student during the -actual suspension is arranged;

Policy IGD – Suspension and Expulsion of Students, Cont’d.

3. A Principal may suspend a student from:
- 3.1. One or more class periods;
a)
 - b) 3.2. One or more courses or education programs;
 - e) 3.3. School;
 - e) 3.4. transportation provided by the school jurisdiction; or
 - e) 3.5. Any school-related activity.

Policy IGD – Suspension and Expulsion of Students, Cont’d.

4. A Principal may reinstate a student suspended by him/her or a teacher.
5. In dealing with suspensions the Principal and the Board are to respect an Independent Student's status and the consideration given to a student 16 years of age and older.
6. When a student is suspended by the principal, the Principal shall:
- 6.1. Forthwith notify the student's parent(s) or guardian(s), preferably by telephone, of the suspension;
a)
 - b) 6.2. Report in writing to the student's parent(s) or guardian(s), all the circumstances respecting the suspension;
and
 - e) 6.3. If requested, provide an opportunity to meet with the student's parent(s) or guardian(s) and the student if the student is 16 years of age or older, to discuss the suspension.
7. The student is responsible for completing the school work provided during a suspension.
8. If a student is suspended in accordance with section 24 of the School Act, the principal may recommend, prior to the end of the student's suspension, that the board expel the student if:
- 8.1. The student has displayed an attitude of willful, blatant and repeated refusal to comply with Section 12 of the School Act;
a)
 - b) 8.2. The student has displayed an attitude of willful, blatant and repeated refusal to comply with the code of conduct established under Section 45.1 of the School Act;
; or
 - 8.3. The student's conduct, 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
 - e) 8.4. The student has distributed an intimate image of another person especially when knowing that the person depicted in the image did not consent to the distribution, or being reckless as to whether or not that person consented to the distribution. -
9. If the principal recommends expulsion, the principal shall forthwith notify the parent(s) or guardian(s) of the student and the Superintendent by telephone and shall immediately report in writing all the circumstances respecting the suspension and the principal's recommendation for expulsion to the Superintendent, with copies sent to the parents.
10. When the Principal makes a recommendation to expel a student the student remains suspended until the Board has made a decision.

Policy IGD – Suspension and Expulsion of Students, Cont’d.

11. When a recommendation to expel a student comes to the Board, the Board’s expulsion committee, shall within 10 school days after the initial date of the suspension, make a decision

11.1. to return the student to school, class, a course or courses, transportation provided by the jurisdiction, or a school-related activity, or

a)

b) 11.2. to expel the student.

12. If a student is expelled, the expulsion takes effect immediately following the Board’s expulsion committee decision

13. The board’s expulsion committee may establish rules or conditions for an expelled student respecting the circumstances in which the student may be enrolled in the same or a different education program.

14. An expulsion or any rule or condition established by the board’s expulsion committee may apply to a student beyond the school year in which the student was expelled.

15. When a student is expelled, the board shall immediately notify, in writing, the student’s parent(s) or guardian(s), and the student if the student is 16 years of age or older,

15.1. of the expulsion and any rules or conditions that apply to the student, and

a)

b) 15.2. of the right to request a review of the Board’s decision by the Minister of Education.

Policy IGD – Suspension and Expulsion of Students, Cont’d.

16. When a student is expelled, the board shall

16.1. ensure that the student is provided with a supervised education program consistent with the requirements of this Act and the regulations,

a)

16.2. ensure that the student is provided with specialized supports and services in accordance with the School Act, and

b)

c) 16.3. make all reasonable efforts to ensure the attendance of the student in accordance with the School Act.

17. Suspension with Referral to a recommendation for expulsion to the Board.

17.

17.1. If a suspension is to extend beyond four days, the principal shall advise the superintendent immediately since an expulsion hearing must be convened within ten school days from the first day of the suspension.

a)

17.2. An Expulsion Committee empowered to act on behalf of the Board, shall, within 10 school days from the first day of suspension, conduct a hearing into the case. At that time, a decision will be made to reinstate or to expel the student from school, permit enrolment in another school/program or expel the student from the system.

b)

17.3. The Board Expulsion Committee shall consist of two Trustees, and a school administrator. A recording secretary will take minutes.

c)

17.4. The procedure to be used at the Expulsion Committee hearing shall be as follows:

d)

i.17.4.1. The Superintendent or designate shall act as chairperson for the hearing.

ii.17.4.2. The principal or designate shall give a report as to why the student was suspended and give additional information regarding the student’s attendance, performance at school, corrective

Policy IGD – Suspension and Expulsion of Students, Cont’d.

interventions and other pertinent records and reports.

~~iii.~~17.4.3. The student and parents shall be permitted to make a statement regarding the suspension.

~~iv.~~17.4.4. The Expulsion Committee may request additional information from the student, parents, principal and/or resource personnel.

~~v.~~17.4.5. Consideration to possible alternative educational program(s) and rules of reinstatement will be discussed with all parties at the time of the Hearing.

~~vi.~~17.4.6. The Expulsion Committee, without the student’s principal or designate, parents/guardian or student present, shall decide to reinstate or to expel the student from school, permit enrolment in another school/program, or expel the student from the system.

~~17.4.7.~~ The Expulsion Committee’s decision and conditions of reinstatement shall be communicated to the parents of the student by telephone and confirmed by letter. Copies of the letter shall be sent to the principal of the school that the student attends. If the student is expelled, the letter shall indicate to the parent and, in the case of a student who is 16 years of age or older, the student, of their right to have the matter reviewed by the Minister of Education.

~~vii.~~

~~e)~~17.5. The decision of the committee shall be reported to the Board at its next regular meeting

18. SUSPENSION/EXPULSION LETTER (see Attachment 1 for template) – GUIDELINES

18.1. The principal shall ensure that the suspension letter is delivered to the parent(s) or guardian(s) of the student by any one of the following methods:

a)

~~i.~~18.1.1. In the case of a suspension of five days or less, regular mail service or email or hand delivery via the student provided verbal contact with the parent has already been made.

~~ii.~~—In the case of a suspension with a recommendation for expulsion to the Board, regular or registered mail service, courier, or hand delivery.

~~18.1.2.~~

Policy IGD – Suspension and Expulsion of Students, Cont’d.

18.2. The following items shall appear in all suspension letters:

b)

~~i.~~18.2.1. The student’s name and grade level;

~~ii.~~18.2.2. That the student is being suspended according to the School Act and according to the suspension policy and procedures of the Board;

~~iii.~~18.2.3. The specific number of days that the student is being suspended, including the appropriate dates;

~~iv.~~18.2.4. Reference to the specific rule or policy when applicable;

~~v.~~18.2.5. Specific details of the incident leading to suspension;

~~vi.~~18.2.6. Reference to further disciplinary consequences if this specific or other misbehavior occurs again;

~~vii.~~18.2.7. A statement identifying the arrangements for, or conditions of reinstatement;

~~viii.~~18.2.8. That the student under suspension shall not frequent any District school or grounds, or ride school buses;

~~ix.~~18.2.9. The title or designation of individuals who are receiving copies of the letter;

~~x.~~18.2.10. A school contact person and phone number should the parent or student require further information regarding the suspension;

18.3. The following items shall appear in all suspension letters with a recommendation for expulsion to the Board:

Policy IGD – Suspension and Expulsion of Students, Cont’d.

⊖

~~i.~~18.3.1. The student’s name and grade level

~~ii.~~18.3.2. That the student is being suspended according to the School Act, and according to the suspension policy and procedures of the Board.

~~iii.~~18.3.3. That the suspension is with a recommendation for expulsion to the Board;

~~iv.~~18.3.4. That the Board has the authority to reinstate or expel the student from -the school, permit enrolment in another school/program or expel the student from all schools in the system;

~~v.~~18.3.5. Reference to the specific school rule or policy when applicable;

~~vi.~~18.3.6. Specific details of the incident(s) leading to suspension and the principal’s recommendation;

~~vii.~~18.3.7. That the student under suspension shall not frequent any District schools or grounds, or ride school buses;

~~viii.~~18.3.8. A school contact person and phone number should the parent or student require further information regarding the suspension



SUSPENSION/EXPULSION FORM LETTER TEMPLATE

ATTACHMENT 1

[Date]

Mr. and Mrs. _____
[Address]

Dear Mr. and Mrs. _____:

This is to advise you that pursuant to the provisions of Section 24 the School Act of Alberta and Horizon Policy IGD established by the Board of Trustees for Horizon School Division, your _____ [son, daughter, ward], _____ [name], age _____ years, a student in Grade _____ at _____ School was placed under suspension for
[Use the appropriate statement below]

- Willful, blatant and repeated refusal to comply with Section 12 of the School Act;
- Willful, blatant and repeated refusal to comply with the code of conduct established under Section 45.1 of the School Act; or
- Conduct, whether or not the conduct occurred within the school building or during the school day, injurious to the physical and/or mental well-being of others in the school.

[include specific school polices that have been violated]

The details of the incident include:

[here describe in detail the offence(s) leading to the suspension/recommendation for expulsion]

Specifically, _____ - [name] has been suspended for _____ days effective _____ [date].

[Use the appropriate statement below]

1. _____ [name] will be reinstated by _____ [date]. - Should you wish to discuss this matter, please arrange for an appointment with my office at your earliest possible convenience [insert phone number]. Please note that further disciplinary consequences up to and including expulsion may occur if this specific or other misbehaviour occurs again.
2. _____ [name] - will be reinstated by _____ [date] or such earlier date as may be mutually agreed upon when one or both of you visit my office to discuss arrangements for, or conditions of reinstatement. Please note that further disciplinary consequences up to and including expulsion may occur if this specific or other misbehaviour occurs again.
3. Pursuant to Section 25 of the School Act, I have recommended that the Board expel _____ [name] from _____ School. This request will be heard and ruled on by the Board's Expulsion Committee. - The Boards Expulsion Committee has the authority to reinstate or expel _____ [name] from school, permit enrolment in another school/program or expel _____ [name] from all schools in the system.

Policy IGD – Suspension and Expulsion of Students, Cont’d.

The Superintendent will be in contact as to the date, time and place of the hearing to which you and your child will be requested to attend. – Please note that you have the right to make a representation to the expulsion committee with respect to the recommendation to expel _____ [name]. The suspension remains in effect until the Board’s Expulsion Committee has made a decision. Furthermore, you may request in writing that the Minister review the decision of the expulsion committee.

While suspended _____ [name] shall not frequent any Jurisdiction Schools or grounds, or ride the school buses.

Yours truly,

School Principal

cc. [include who copy is sent to, including cum file]

School Name 2019-2020 School Year Calendar

Aug-19				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
♥ 26	● 27	♥ 28	♥ 29	♥ 30

Instructional Days 0 M-Th 0 F 0

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

Instructional Days 18 M-Th 15 F 3

Oct-19				
M	T	W	T	F
	1	2	3	4
	7	8	9	10 ● 11
H 14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Instructional Days 21 M-Th 18 F 3

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

Instructional Days 19 M-Th 14 F 5

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

Instructional Days 15 M-Th 12 F 3

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

Instructional Days 19 1st Sem. M-Th 16 F 3
Days 1 2nd Sem. M-Th 0 F 1

Feb-20				
M	T	W	T	F
	3	4	5	6
	10	11	12	13
H 17	◆ 18	◆ 19	◆ 20	◆ 21
24	25	26	27	28

Instructional Days 15 M-Th 12 F 3

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

Instructional Days 20 M-Th 17 F 3

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

Instructional Days 16 M-Th 14 F 2

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

Instructional Days 20 M-Th 15 F 5

Jun-20				
M	T	W	T	F
	1	2	3	4
	8	9	⊠ 10	⊠ 11
	15	16	17	⊠ 19
⊠ 22	⊠ 23	⊠ 24	⊠ 25	⊠ 26
♥ 29	30			🔔

Instructional Days 20 M-Th 16 F 4

	Sem. 1	Sem. 2	Total
Instructional Days	92	92	184
Non-Instructional Days	9	7	16
Total Days		200	

- First Day of School (1-12)
- Last day of 1st Semester
- First day of 2nd Semester
- Last Day of School (Elem.)
- Last Day of School (Jr. High & Sr. High)
- PAT Grades 6, 9
- PAT & Diploma Exams
- Diploma Exams
- Report Card
- Planning for Student Support Day (All Schools) - no students

- Division Wide Holiday - no students, no staff
- Division Wide Time Free From Instruction (TFFI) - no students
- Division Wide Teacher PD Day - no students
- Division Wide Teacher/Support Staff PD Day - no students
- Division Wide Joint Horizon/ATA & Support Staff PD day - no staff
- Division Wide Unassigned Teacher Time - no students, no staff
- School Based Time Free From Instruction (TFFI) - no students
- School Based PD Day (All Schools) - no Students
- School Based PD Day, 1/2 day - No Students
- School Based Unassigned Teacher Time - no students, no staff
- School Based Parent/Teacher Interviews - no students
- School Based Parent/Teacher Interviews - after school

1st Sem.	M-TH	75	F	17
2nd Sem.	M-TH	74	F	18
Total Instructional Days		149	35	184.0
Elementary (enter manually):				
Total Instructional Days		148	36	184

Gr. 12 Diploma Exams	Nov.	Jan.	Apr.	Jun.	Achievement Exams	Gr. 9	Gr. 6
English LA 30-1 Pt. A	1	13	1	10	English Language Arts Part A		
English LA 30-2 Pt. A	1	13	1	10	English Language Arts Part B		
Social 30-1 Pt. A	4	14	2	11	Science		
Social 30-2 Pt. A	4	14	2	11	Social Studies		
English LA 30-1 Pt. B	5	24	3	22	Mathematics		
English LA 30-2 Pt. B	5	24	3	22			
Social 30-1 Pt. B	6	27	6	23			
Social 30-2 Pt. B	6	27	6	23			
Math 30-1	7	23	7	19			
Math 30-2		23	7	19			
Physics 30	8	30	8	26			
Chemistry 30	7	29	7	25			
Biology 30	8	28	8	24			
Science 30		30	9	26			

* Window periods approved by AB Education

Date	Holidays & Observances
September 2, 2019	Labour Day
October 14, 2019	Thanksgiving Day
November 3, 2019	Daylight Savings Ends
November 11, 2019	Remembrance Day
December 25, 2019	Christmas Day
December 26, 2019	Boxing Day
January 1, 2020	New Year's Day
January 6, 2020	Epiphany
February 17, 2020	Family Day (Alberta)
February 20 & 21, 2020	Teachers Convention
March 8, 2020	Daylight Savings Begins
April 10, 2020	Good Friday
April 13, 2020	Easter Monday
May 18, 2020	Victoria Day
May 21, 2020	Ascension
May 31, 2020	Pentecost
June 21, 2020	National Indigenous Peoples Day
July 1, 2020	Canada Day

APPROVED: DATE ENTERED BY HORIZON

Superintendents Progress Report

March, 2018

Educational Leadership and Student Welfare

- Meetings and dialogue between schools and division office are ongoing. Conversations/topics typically focus on processes that ensure student safety, well-being, and conduct; financial management; and instructional leadership. This month they also included budgeting, staffing, transportation, off-campus excursions, and guidance with regard to parental concerns.
- School visits this month included: ACE Place, Central School, Chamberlain School, D.A. Ferguson Middle School, Taber Mennonite School, and W.R. Myers High School.

Personnel Management

- Three new principals (Hays, W.R. Myers, and Chamberlain) are being evaluated this year. Teaching observations and discussions regarding the principal.
- Meetings and conversations have also taken place with regard to teacher and support staff allocations, as well as the teacher transfer process.

Policy and Strategic Planning and Reporting

- Policies revisions are ongoing with a focus on policies that have not been reaffirmed for 5 or more years and policies requiring legislative changes.
- Work on the leadership symposium, scheduled for April has also taken place. This year's focus will be on the new Leadership Quality Standard and how its competencies can be leveraged to achieve the goals within school three year plans.

Fiscal Responsibility, Organizational Leadership and Management

- ATA Collective Bargaining regarding local table matters is ongoing. A meeting took place on March 15, 2018.
- Attendance at provincial meetings have also occurred related to central bargaining and central table matters.
- DAF/WRM modernization tender has been awarded by Alberta Infrastructure.

Communications and Community Relations

- A number of meetings and celebrations were attended over the last month. These include but are not limited to
 - Administrator Meeting
 - Division Office staff meeting
 - Senior Administrative Leadership Team meeting
 - APEX Youth Awards
 - Council of School Councils
 - Taber Mennonite School and Central LGM program parent meeting



February 27, 2018

Letter of Support

Re: Vauxhall Academy of Baseball Indoor Complex

To Whom It May Concern:

We are pleased to support the Vauxhall Academy of Baseball in their efforts to construct an indoor baseball complex located in the Town of Vauxhall, Alberta.

Horizon School Division Board of Trustees recognizes the need to promote positive play experiences within a safe environment and the inherent value of athletics in the development of children. The complex will increase opportunity for the Baseball Academy, provide enhanced opportunity for physical activity for students and community members in and around Vauxhall, provide after-school recreation activity for children and families, and enhance opportunities for athletics during the winter months.

Specifically, the Board is supportive of the creation of an indoor complex within Vauxhall.

If you have any further questions regarding jurisdiction support for this project, please do not hesitate to call (403-223-3547).

Respectfully,

Wilco Tymensen, Ed. D.
Superintendent of Schools, Horizon School Division



Empowering All Our People to Excel

Horizon School Division
No. 67

Press Release

DATE: March 7, 2018
TO: Horizon Staff, Parents, and Community Members
FROM: Board of Trustees
RE: Capital Plan

At the February 27, 2018 Horizon Board of Trustees meeting, trustees approved their 2018 Capital Plan. The plan is reviewed and updated annually and once it received board approval is submitted to Alberta Education. The Board's top three projects are:

1. Milk River Elementary School and Erle Rivers High School
 - a. Full demolition of ERHS, modernization of MRE and the addition of new construction (a new gym and high school classrooms) at MRE that would turn MRE into a K-12 school
2. Modernization of W.R. Myers (Phase 2 of the D.A. Ferguson/W.R. Myers project)
3. Modernization of Lomond School

A significant amount of planning and problem solving has been undertaken since Alberta Education formally approved the partial modernization of the D.A. Ferguson/W.R. Myers complex in the fall of 2015. Two value management sessions have also taken place in Milk River to explore five project options using Alberta Education and Alberta Infrastructure performance attributes. The Board's top priority for their Capital Plan aligns with the recommendation from the Value Management session held in December, 2017, in Milk River.

Marie Logan states, "The Board's Capital Plan is the Board's wish list for future projects. It is now up to the province to decide if any of these projects receive formal government approval. Given the provinces economic state, it remains uncertain as to when these projects will receive approval. We will also have to wait until government approval, to be able to know the extent of funding provided for each project."

Dr. Wilco Tymensen, Superintendent of Schools stated that once approved the modernization will improve the classrooms and replace electrical and mechanical systems that are operating well beyond their life expectancy. Modernizations are complex activities and undergoing construction in a functioning school creates additional complications. As we move forward we will continue to update parents.

NEWS

Horizon tackles snow day issue

By Cole Parkinson
Vauxhall Advance
cparkinson@tabertimes.com

With the continual snowfalls taking place this winter, Horizon School Division has seen plenty of schools closed due to the harsh winter weather.

At Horizon's regular board meeting on Feb. 27, board members discussed what the process is when schools close and if the days lost to snow days are made up.

With a handful of days lost due to the snow already, inquiries have come in about whether or not those days would be made up before the end of the school season.

"We've already had that question come up and our comment is typically we don't make up those days," said Wilco Tymensen, superintendent of schools for Horizon. "What schools typically do is they refine events that are happening in their school. Even as a teacher, you only have so many hours or days to instruct, so if you were planning an activity that was going to take three days, you may scale that back and make two days to teach it. Often what happens is at the end of the year, especially with diploma exams as well, there are times where the school and teacher has always planned to end the course early. They might spend two or three weeks reviewing concepts from the whole year to get ready for the diploma exam."

On top of closing schools, they also ran into several situations where buses had been dispatched in the morning but as the day progressed, road conditions worsened which led to students leaving early before it got worse.

There are several different things looked at when the conditions appear to be getting worse but the process is generally to keep students at the school.

"Our typical practice is once kids are safely at school, we keep them at school, it's safer. Bus drivers are professional drivers, they have the right to say 'I'm not driving, it's not safe' and in some cases we say 'bring them in early. We know the weather is getting worse and worse, the blizzard condition is getting worse and worse. It's always that concept of people look at 10 a.m. and you can't see the car five feet away and they'll say let's send the kids home. So it's the middle of a blizzard, zero visibility and the kids are in the building warm and safe and you want to put them on the road? We try to avoid that because there have been times where you say look at that blizzard and by 1 o'clock it's warm, sunny and blue sky," added Tymensen.

The several times buses were dispatched early in the past few weeks though were results of knowing the roads would be near impassable closer to the end of the school day.

"There are times where we say it may be bad now but if we don't send the buses home now, they won't be driving at 3:30 because the roads will be impassable and then we have families having to come in," said Tymensen.

The problem with getting buses to dispatch early comes with the need to have someone at home to receive the kids from the school bus.

Horizon places calls to the parents letting them know buses are leaving early and they won't dispatch until they have confirmation, which can delay the bus leave times significantly in some cases.

"Before we place kids safely on the bus and drive them home, we have to make sure there is someone to receive them at home so we have to phone the parents. We can't send a six year old to the farm if mom and dad are in town or somewhere else. Before the buses leave, it may be an hour or two hours before we roll them out," continued Tymensen.

In the instances where parents cannot be contacted, there are billet systems in place for those kids.

The other option is having students stay at the schools until parents are able to pick them up.

"We've had families that we couldn't reach and there are times where the school has said they are welcome to stay at the school until we can contact your parents," said Tymensen. "There are times where students may not leave the building until 5:30-6 p.m. for that reason."

A question that is typically asked of Horizon staff is why buses and schools aren't shut down the night before a projected snow storm.

The biggest factor for why that isn't common is because weather forecasts are not always 100 per cent guaranteed.

"People will say 'why didn't you shut it down the night before, you knew it was coming' and the danger becomes the forecast has said it's coming but nothing comes. It's that balance. We recognize that shutting buses and closing schools all together have impacts on parents. If we truly believe in the safety of students, parents and staff, putting kids on the road at minus 40 and zero visibility is not a safe thing," added Tymensen.

Tymensen also added parents have the right to hold their kids back from school if they believe it is unsafe for their child due to the weather.

Horizon policy to involve cannabis

By Cole Parkinson

Taber Times

cparkinson@tabertimes.com

Horizon School Division is preparing for the upcoming marijuana legalization as they updated their policy to reflect the upcoming change.

With legalization coming sometime in the summer, according to the Canadian Government, Horizon has made a quick update to their policy Tobacco-Free Environment, now aptly called Tobacco and Cannabis-Free Environment.

“Cannabis, as you know is potentially going to be legal. The latest communication from the federal government is that there is a delay of up to eight weeks. The Alberta government has provided a framework around where they are going with distribution, sales and so on. Towns still have the ability to create bylaws around dispensaries and so on,” said Wilco Tymensen, superintendent of schools for Horizon.

Much like the division’s policy for zero tolerance alcohol on any of their properties, the newly titled policy will restrict the use and possession of both tobacco and cannabis.

Even though 18 will be the legal age of which people can buy cannabis products, Horizon has the power to employ a strict tobacco, alcohol and cannabis free ban on their properties even if the student is of age.

“Similar to alcohol which is also 18, we have the ability to say our school grounds are actually alcohol free. We have the ability to say our school grounds are tobacco free even though you can buy tobacco as an adult, you still can’t have it on our facilities,” said Tymensen.

One of the hang ups that hasn’t been really discussed is the use of medical marijuana in schools.

The question becomes if a student or a staff member has a prescription for medical marijuana, are there any exceptions in place for allowing it on school property.

“It gets more complicated because it does tie into the concept of medical marijuana and what happens around medical accommodations. However there is a difference between recreation versus medical. Certainly there is an understanding provincially looking at a zero tolerance for marijuana or cannabis products on school grounds so we don’t know what the implications of that are around the medical situation when you have an employee or student. We are waiting for some of that legislation to be cleared out,” added Tymensen.

Usually with updates to policy, the board only passes first reading, that is unless all board members agree that no consultation or further reading is needed.

The board voted unanimously for all three readings to pass the updated policy.

While the policy has been updated to keep up with the legalization, there will be further work needed to be done when the full legislation comes down, especially in regard to medical marijuana.

For the time being, the board is happy with the policy but in the near future a new policy will be put forward to better cover the extent of the cannabis legalization as well as tobacco and alcohol.

“My intent will be to probably remove this policy all together in the middle of next year and update and create a more comprehensive policy that ties in around alcohol, tobacco, cannabis and the concept of medical as a whole,” said Tymensen. “During the interim what I’m proposing is simply make it crystal clear that as a board and jurisdiction, our stance is no cannabis, no cannabis products within our buildings, on our grounds, in our vehicles, at our events.”

NOTICE OF PUBLIC OPEN HOUSE

DRAFT MUNICIPAL DISTRICT OF TABER AND COUNTY OF FORTY MILE INTERMUNICIPAL DEVELOPMENT PLAN

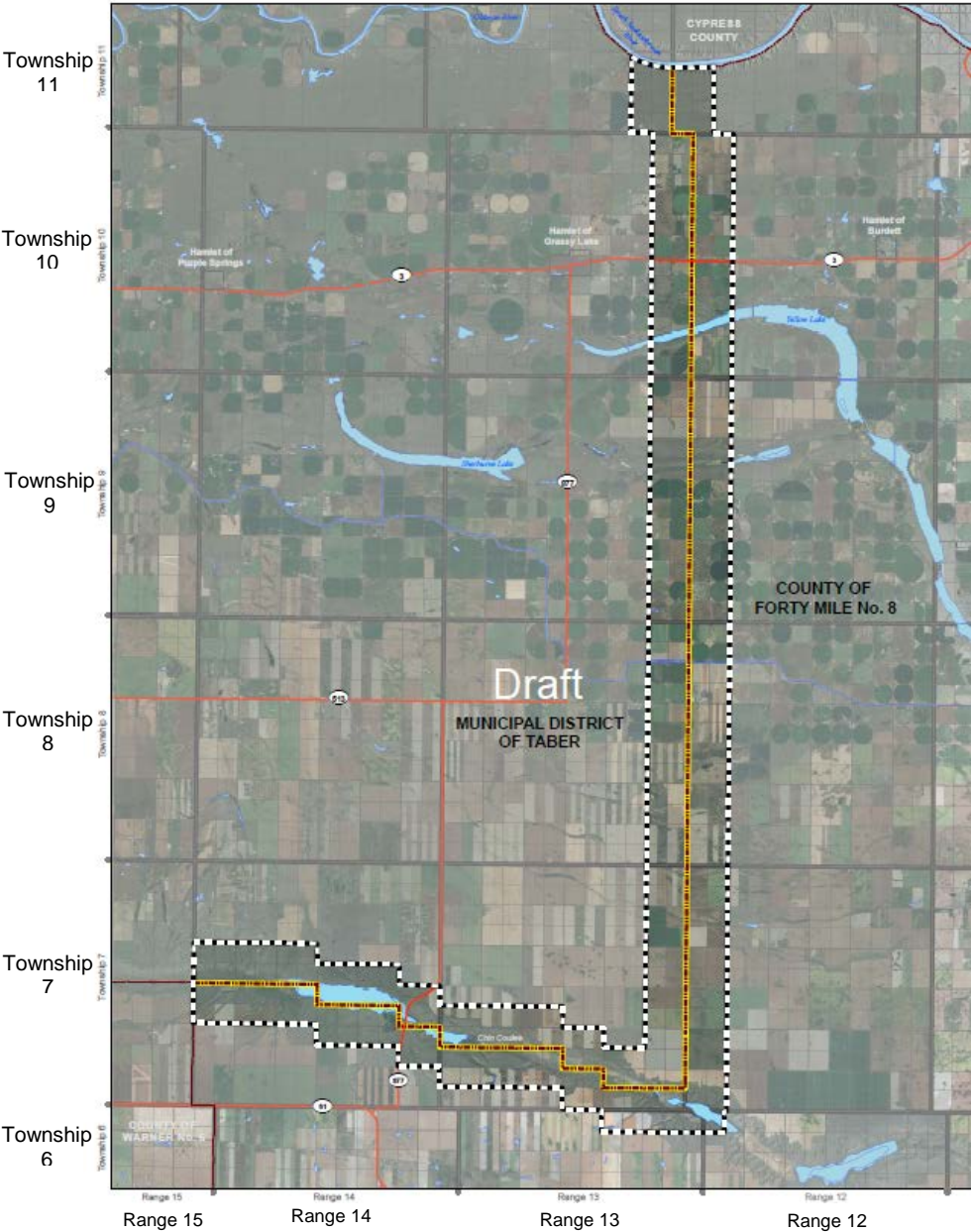


4:00 - 7:00 p.m., March 27, 2018

Grassy Lake Community Hall - 210 – Chapman Ave S, Grassy Lake, AB



PLAN AREA BOUNDARY



The MD of Taber and County of Forty Mile are holding an Open House to obtain input on the draft joint Intermunicipal Development Plan (IDP). The Open House is a drop-in format, with displays highlighting key concepts, and policies of the Draft Plan. Both municipalities will have members of council, municipal staff and planning advisors in attendance to gather public feedback on the draft plan. The extent of the Plan Area is approximately 1 mile on either side of the municipal boundary.

A copy of the Draft IDP is available for review at the MD of Taber and County of Forty Mile offices during normal business hours and on-line at www.orrsc.com. For additional information, please contact your respective municipal office or Bonnie Brunner or Diane Horvath at the Oldman River Regional Services Commission by e-mail at bonniebrunner@orrsc.com or dianehorvath@orrsc.com or by phone at 1-403-329-1344 or 1-844-279-8760 (Toll Free).

CHAMPIONING OUR STUDENTS

BY SUBMITTED ARTICLE ON MARCH 7, 2018. – LETHBRIDGE HERALD

On Feb. 7, Education Minister David Eggen announced that, effective September 2019, there will be a revised Teaching Quality Standard and a new Leadership Quality Standard and Superintendent Leadership Quality Standard.

School and system leaders will now be required to take leadership certification programs and become credentialed, on a go-forward basis. All three standards have “Fostering/Building Effective Relationships” as a key competency. This is because we know that welcoming, caring, respectful and safe environments are part of building positive and productive relationships, which ultimately supports student learning.

We know that those students that have a personal advocate – someone who champions them – is far more likely to have a successful school experience and complete high school. When you look at resilient children, no matter what hardship they endure, the most common factor is that they have at least one stable and committed relationship with an adult. For many this is a family member, but for others it is their teacher or a school staff member.

As educators, we are in the business of relationships. We know that children do not learn from people they do not like. Alberta Education knows this and that is why “meaningful relationships” is one of the 10 foundational principles of High School Redesign and why annual accountability pillar surveys asks, “Do teachers care about your child?” and “Is your child safe at school?”

As school staff focus on developing meaningful relationships, it helps to ensure that no student remains anonymous in our school. A relationship that demonstrates genuine interest between students and staff brings a level of trust and healthy interaction that stimulates intellectual pursuit, collaborative learning and strengthens the learning experience in schools. Students easily identify what is and what is not genuine.

Given that students often go to that trusted adult for help, school jurisdictions are leveraging these relationship and partnering with organizations like the Sheldon Kennedy Child Advocacy Centre to discuss school’s role in keeping our kids safe, especially with regard to child abuse.

Teachers are not teaching to a group of students – they are teaching individuals. They are farmers sowing healthy relationships that will aid our youth to grow into contributing global citizens and tomorrow’s ethical leaders.

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

Legacy of Erle River may still be honoured if high school closes – Lethbridge News Now



Erle Rivers High School was named after the educator in 1964 [Google Street View](#)

LETHBRIDGE – The superintendent of the Horizon School Division says the legacy of Erle Rivers could be carried on, even if plans proceed to amalgamate Milk River's two schools.

The 2018 Capital Plan approved by Horizon's Board of Trustees lists as its top project the demolition of Erle Rivers High School, and adding new classrooms and a gymnasium to the existing Milk River Elementary School to convert it to a K-12 facility.

The news came as a surprise to Diana Davoren, the granddaughter of Erle Rivers, who is concerned about the continued legacy of her grandfather. Following the announcement, a petition was created calling on the school division to preserve the Erle Rivers High School building, rather than tear it down.

"When this all started, there were many, many emotions involved," Davoren said in a statement to Lethbridge News Now. "It now has become more about getting the facts out there.

"My grandfather put education first and foremost. And as my mother so greatly puts it, 'We truly only want what is the best for the students of the Milk River area.'"

Milk River High School was renamed in honour of Rivers, a teacher and principal for 34 years, in November 1964, three months before his passing.

Superintendent Wilco Tymensen said he has spoken to a member of the family. In an interview, he explained if the plan goes ahead, the combined school could be renamed in honour of Rivers.

"If we amalgamate the schools, the other school is called Milk River Elementary. And so that name would no longer fit the school," Tymensen said. "The board would have to go through a process of changing the name of that new facility."

It's not certain if or when the amalgamation might go ahead. Each year school divisions prepare an updated capital plan, which amounts to a sort of wish list. It's up to the province to provide funding.

There's been no indication the government is prepared to move on other Horizon priorities such as modernizations in Taber and Lomond. But Tymensen said going back to the previous Progressive Conservative government, the Milk River situation has been identified as a priority. The Erle Rivers building is considered to be among the schools in the poorest condition in the province. In addition, Erle Rivers High School is accommodating fewer than 90 students in a building built for 450.

The NDP government requested a value management session in 2016. A year later, in December 2017, Tymensen said they explored five options: modernizing the high school, a new high school building, a new combined K-12 building, amalgamating all grades at the high school, or doing the same in the elementary school. The last of the five options was ultimately chosen for the capital plan.

Tymensen said they've involved community stakeholders throughout the process and have worked to inform the public. Now it's in the province's hands.

"What will happen is, as the government releases their budgets, they will decide to what extent are they prepared to fund capital projects, and of those capital projects, how many school projects will there be. And then, what they'll do is, they'll make an announcement saying, we're prepared to provide this much money to these projects. And then the real planning can start."

March 15, 2018

Snow days examined

03/14/18

By Cole Parkinson

Taber Times

cparkinson@tabertimes.com

With the continual snowfalls taking place this winter, Horizon School Division has seen plenty of schools closed due to the harsh winter weather.

At Horizon's regular board meeting on Feb. 27, board members discussed what the process is when schools close and if the days lost to snow days are made up.

With a handful of days lost due to the snow already, inquiries have come in about whether or not those days would be made up before the end of the school season.

"We've already had that question come up and our comment is typically we don't make up those days," said Wilco Tymensen, superintendent of schools for Horizon. "What schools typically do is they refine events that are happening in their school. Even as a teacher, you only have so many hours or days to instruct, so if you were planning an activity that was going to take three days, you may scale that back and take two days to teach it. Often what happens is at the end of the year, especially with diploma exams as well, there are times where the school and teacher has always planned to end the course early. They might spend two or three weeks reviewing concepts from the whole year to get ready for the diploma exam."

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