

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

**Regular Board Meeting Agenda
Tuesday, February 27th, 2018 – 1:00 p.m.**

Presentation – LST Cohort – Robbie Charlebois

A – Action Items

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| A.1 Agenda | |
| A.2 Minutes of Regular Board Meeting held Tuesday, January 16 th , 2018 | ENCLOSURE 1 |
| A.3 Capital Plan | |
| A.4 Policy for first reading: IHF – Welcoming, Respectful and Caring | ENCLOSURE 2 |
| A.5 Policy for first reading: IG – Student Discipline | ENCLOSURE 3 |
| A.6 Policy for first reading: IGD – Suspension and Expulsion | ENCLOSURE 4 |
| A.7 Policy for first reading: GBK – Tobacco and Cannabis-Free Environment | ENCLOSURE 5 |
| A.8 Policy for second and final reading: EBAC – Facility Electronic Audio/Video Recording | ENCLOSURE 6 |
| A.9 Policy for second and final reading: FE – Building Security | ENCLOSURE 7 |
| A.10 Policy for second and final reading: FIB – Destroyed, Damaged, Lost, Converted, or Theft of School Board Property | ENCLOSURE 8 |
| A.11 Policy for second and final reading: HC – School Year | ENCLOSURE 9 |
| A.12 Policy for second and final reading: HGAC – Religious Instruction | ENCLOSURE 10 |
| A.13 Policy for second and final reading: HGBH – Outreach School Programs | ENCLOSURE 11 |
| A.14 Policy for second and final reading: HKA – Student Placement and Promotion | ENCLOSURE 12 |
| A.15 Updated Fee Schedule for D.A. Ferguson Middle School | |
| A.16 Updated Fee Schedule for Barnwell School | |

D – Discussion Items

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| D.1 COSC Meeting – Wednesday, February 28 th – attending trustee | |
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I - Information Items

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| I.1 Superintendent's Report – Wilco Tymensen | ENCLOSURE 13 |
| I.2 Trustee/Committee Reports | |
| • I.2.1 Zone 6 ASBA Report | |
| • I.2.2 February Administrator's Meeting Report | |
| • I.2.3 February Facilities Committee Report – Bruce Francis | |
| I.3 Associate Superintendent of Finance and Operations Report – Phil Johansen | ENCLOSURE 14 |
| I.4 Associate Superintendent of Learner Services – Amber Darroch | ENCLOSURE 15 |
| I.5 Associate Superintendent of Programs and Human Services Report – Anita Richardson | |
| I.6 Canada now officially gender neutral after bill receives royal assent. http://www.cbc.ca/news/politics/o-canada-gender-neutral-melanie-joly-1.4524764 | |
| I.7 New Standards to help build more inclusive school | ENCLOSURE 16 |
| I.8 New Teaching Quality and Leadership Quality Standard | |
| • FAQ | ENCLOSURE 17 |
| • Leadership Quality Standards | ENCLOSURE 18 |
| • Minister Letter | ENCLOSURE 19 |
| • Minister Message to Teachers | ENCLOSURE 20 |
| • Teaching Quality Standard | ENCLOSURE 21 |

I.9 Science Olympics – April 24, 2017 – 9:15am – 2:30pm @ the Taber Civic Center. Board members please notify Terri-Lynn Duncan if you are able to attend.

C-Correspondence

- C.1 CSB Press Release – Nova Scotia Report
- C.2 Substitute Teacher’s Week
- C.3 D.A./Myers modernization sees completion date pushed back (Taber Times)
- C.4 Fox shares hardships of residential schools (Taber Times)
- C.5 Barnwell Dedication Ceremony (Taber Times)
- C.6 Dignitaries come out for Barnwell re-opening (Taber Times)
- C.7 Barnwell proves gracious hosts for SA Google Summit Taber Times)

ENCLOSURE 22

Dates to Remember

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| • February 27– Board Meeting – note date change |
| • February 28 – Council of School Councils Meeting |
| • March 7-8 – SIVA Training (?) |
| • March 13 – Administrator’s Meeting |
| • March 14 – APEX Youth Awards |
| • March 12 – 17 – Substitute Teacher Appreciation Week |
| • March 20 – Board Meeting |
| • March 30 – April 8 – Easter Holidays |
| • April 10 – Administrator’s Meeting |
| • April 12-13 – Waterton Admin. Symposium |
| • 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 |

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, January 16, 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

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

REGRETS: Christa Runka, Trustee

ACTION ITEMS

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| A.1 | Moved by Derek Baron that the Board approve the agenda with the following additions: D.4 – APEX Awards – March 14, 2018 | Carried Unanimously | AGENDA APPROVED |
| A.2 | Moved by Jennifer Crowson that the Board approve the Minutes of the Regular Board Meeting, held Tuesday, December 19, 2018 as provided by Enclosure 1 of the agenda. | Carried Unanimously | 1/18 BOARD MEETING MINUTES APPROVED |
| A.3 | Moved by Rick Anderson that the Board approve the January 2018 Payment of Accounts Report in the amount of \$ as provided in Enclosure 2 of the agenda. | Carried Unanimously | 2/18 PAYMENT OF ACCOUNT APPROVED |
| A.4 | Moved by Blair Lowry that the Board approve the locally developed course Stained Glass 15/25/35 acquired from Battle River Regional Division from January 16, 2018 to August 31, 2020 as provided by Enclosure 3 of the agenda. | Carried Unanimously | 3/18 LOCALLY DEVELOPED COURSE STAINED GLASS APPROVED |
| A.5 | Moved by Bruce Francis that the Board approve the second reading of policy GA – Hiring of Personnel as provided in Enclosure 4 of the agenda. | Carried Unanimously | 4/18 POLICY GA SECOND READING APPROVED |
| | Moved by Derek Baron that the Board approve the final reading of policy GA – Hiring of Personnel as provided in Enclosure 4 of the agenda. | Carried Unanimously | 5/18 POLICY GA FINAL READING APPROVED |
| A.6 | Moved by Blair Lowry that the Board approve the second reading of policy GAA – Employee Conflict of Interest as provided in Enclosure 5 of the agenda. | Carried Unanimously | 6/18 POLICY GAA SECOND READING APPROVED |
| | Moved by Rick Anderson that the Board approve the final reading of policy GAA – Employee Conflict of Interest as provided in Enclosure 5 of the agenda. | Carried Unanimously | 7/18 POLICY GAA FINAL READING APPROVED |
| A.7 | Moved by Derek Baron that the Board approve the second reading of policy HGADA – Off-Campus Activities as provided in Enclosure 6 of the agenda. | Carried Unanimously | 8/18 POLICY HGADA SECOND READING APPROVED |
| | Moved by Jennifer Crowson that the Board approve the final reading of policy HGADA – Off-Campus Education as provided in Enclosure 6 of the agenda. | Carried Unanimously | 9/18 POLICY HGADA FINAL READING APPROVED |
| | | Carried Unanimously | 10/18 |

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| A.8 | Moved by Rick Anderson that the Board approve the second reading of policy HIC – Extra-Curricular Activities as provided in Enclosure 7 of the agenda. Carried Unanimously | POLICY HIC SECOND READING APPROVED 11/18 |
| | Moved by Bruce Francis that the Board approve the final reading of policy HIC – Extra-Curricular Activities as provided in Enclosure 7 of the agenda. Carried Unanimously | POLICY HIC FINAL READING APPROVED 12/18 |
| A.9 | Moved by Blair Lowry that the Board approve the second reading of policy JBA – Public Interest Disclosure as provided in Enclosure 8 of the agenda. Carried Unanimously | POLICY JBA SECOND READING APPROVED 13/18 |
| | Moved by Jennifer Crowson that the Board approve the final reading of policy JBA – Public Interest Disclosure as provided in Enclosure 8 of the agenda. Carried Unanimously | POLICY JBA FINAL READING APPROVED 14/18 |
| A.10 | Moved by Jennifer Crowson that the Board approve the final reading of policy IED – Independent Student as provided in Enclosure 9 of the agenda. Carried Unanimously | POLICY IED FINAL READING APPROVED 15/18 |
| A.11 | Capital Plan postponed to February Board Meeting | |

DISCUSSION ITEMS

D.1 Board Photo

Discussion held to select Board photo.

D.2 Financial Report

Jason Miller, Director of Finance, shared the quarterly Financial Report for the period ending December 31, 2017.

D.3 Barnwell Re-Dedication Ceremony

The Barnwell School Re-Dedication Ceremony was discussed. The ceremony will take place on Thursday, February 1st, 2018 @ 1:00pm. Members of the Board that will be attending include: Marie Logan, Bruce Francis, Rick Anderson, Blair Lowry and Jennifer Crowson.

D.4 APEX Youth Awards

The 17th Annual APEX Youth Awards will take place on March 14, 2018 @ 6:00pm. The following Board member will be attending: Marie Logan, Bruce Francis, Rick Anderson, Blair Lowry and Jennifer Crowson.

INFORMATION ITEMS

I.1 Superintendent's Report

Wilco Tymensen, Superintendent - No written report

*Reminder of the February 15, 2018 Board School Tours to the following schools: Enchant Colony, Enchant School, Lomond Colony, Lomond School and Armada Colony.

I.2 Trustee/Committee Reports

I.2.1 Zone 6 ASBA Report

Wilco Tymensen shared the following Zone 6 Meeting update with the Board:

The ASBA Zone 6 General meeting took place on January 10th, 2018 at the Holy Spirit Regional Division Office. Agenda item and discussions were held on Telecommunications policy position, Zone 6 Budget approval and Cannabis presentation.

- The Cannabis presentation was aimed at helping school boards prepare for cannabis legalization.
- Cannabis legalization has the potential to renormalize smoking, increase exposure to secondhand smoke, and impact substance abuse prevention efforts.
- The presentation included a review of effective policies, practices and programs to prevent tobacco and cannabis use among youth.

I.2.2 Administrator's Meeting Report

Wilco Tymensen, Superintendent, reviewed the highlights of the January 9, 2018 Administrator's Meeting.

Highlights included:

- Dr. Kristopher Wells, Assistant Professor and Faculty Director with the institute for Sexual Minority Studies and Services, University of Alberta spoke on supporting sexual and gender minority youth
- Principals were asked to share *A School's Role in Keeping our Kids Safe* with all staff. The video was produced by the Sheldon Kennedy Foundation to equip ALL school staff with the information and competencies to recognize potential child abuse and know what to do if abuse is suspected.
- Administrators reflected on how Collaborative Team Meetings are progressing in their school and their role in this process. Administrators shared successes and celebrations along with areas of growth and action plans for the upcoming year.

I.2.3 Facilities Report

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

Capital projects

- Warner School
 - Substantial Completion expected to be the end of January
- DAF/WRM
 - Invitation to bid January 16, 2018
 - Facility Tour January 19, 2018
 - Bid Closing February 6, 2018
 - Notification to successful Bidder February 13, 2018
 - Start of Construction March 1, 2018
- 3 –Year Capital Plan
- Maintenance work over Christmas holidays included:
 - Major boiler component replacement in Vauxhall high school,
 - Boiler setup and calibration
 - Lighting replacement in gymnasiums,
 - HAZMAT abatement and duct cleaning,
 - Flooring installation,
 - Hydration station replacement and installation of new,
 - Completed the VFA audit and assessment of both Milk River schools

I.3 Associate Superintendent of Finance and Operations Report

Phil Johansen provided an update to the Board as follows:

- Ongoing budget planning

I.4 Associate Superintendent of Learner Services

Amber Darroch, Associate Superintendent of Learner Services - No Report

I.5 Associate Superintendent of Programs and Human Services Report

Anita Richardson, Associate Superintendent of Programs and Human Services, shared the following January 2018 with the Board:

- Student Engagement Team Meeting to be held on February 15, 2018
- FNMI School Meetings, with Lisa Sowinski, have been completed

Correspondence

No Discussion items came forward from the Correspondence as provided by Enclosure 13 of the agenda.

COMMITTEE ITEMS

| | | |
|---|---------------------|--------------------|
| Moved by Jennifer Crowson that the Board meet in Committee. | Carried Unanimously | COMMITTEE 16/18 |
| Moved by Blair Lowry that the meeting reconvene. | Carried Unanimously | RECONVENE 17/18 |

Moved by Bruce Francis that the meeting adjourn

Carried Unanimously

MEETING ADJOURNED
18/18

Marie Logan, Chair

Sheila Laqua, Executive Secretary

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

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

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.

~~7.8.~~ 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.

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

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.

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

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

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 IFC student conduct and the schools' code of conduct.
- 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.

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

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 students, parents, and staff;

~~12.1.~~

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

~~12.2.~~

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

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

~~12.4.~~

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

~~12.5.~~

10.5. curricular instruction; and/or

~~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.~~

~~13.2.~~ **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.

(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

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

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.~~ 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.~~ 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.~~ 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.~~ 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.~~ 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

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

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.~~ 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.~~ 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

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

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

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

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
 - ~~4.2.~~ to be given a written statement of the official allegations, and to respond to them
 - ~~4.3.~~ to have a person of your choice accompany you during the process
 - ~~4.4.~~ to be informed about the progress of the complaint
 - 4.5. to receive fair treatment
5. If the investigation shows that you did bully, harass, discriminate, and/or commit violence, you will be expected to change your behavior. You may also be subject to disciplinary action.

Decision

- ~~1.~~ The investigator will decide whether, on a balance of probabilities, there is enough evidence to conclude that bullying, discrimination, harassment, and/or violence occurred. A person who has been bullied, discriminated against, harassed, and or experienced violent behaviour may receive one or more of the following remedies, depending on the severity of the action and what he or she lost because of it:
 - ~~1.~~
 - ~~1.1.~~ an oral or written apology from the harasser and/or the jurisdiction;
 - ~~1.2.~~ lost wages;
 - ~~1.3.~~ a job or promotion that was denied;
 - ~~1.4.~~ compensation for any lost employment benefits, such as sick leave; and/or
 - 1.5. a commitment that he or she will not be transferred, or will have a transfer reversed, unless he or she chooses to move.
- ~~2.~~ Someone who has bullied, discriminated, harassed, or committed violence against another person, retaliated against a person who has filed a complaint, or filed a complaint in bad faith may be subject to one or more of the following forms of discipline, depending on the severity of their action(s):
 - ~~2.~~
 - ~~2.1.~~ Requirement to cease any bullying, discriminatory, harassing, or violent behavior.
 - ~~2.2.~~ Students may receive
 - 2.2.1. a verbal reprimand -identifying the inappropriate behavior;
 - 2.2.2. a formal request to talk to or meet parents/guardians;

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

- 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 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:
 - ~~1.~~ 2.1.1. the reasons for which the suspension is being considered
 - 2.1.2. the formal disciplinary nature of the suspension,
 - ~~ii.~~
 - 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.~~ ensure that any supervision required for the student during the -actual suspension is arranged;
- 2.2.5.

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]

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

GBK

Policy Title:Tobacco and Cannabis-

free

Environment

POLICY HANDBOOK**Cross Reference:**

IG

Legal Reference:**Adoption Date:**

February 26, 1997

Amendment or Re-

February 12, 2002,

affirmation Date:

April 19, 2007

November 30, 2017

POLICY

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

REGULATIONS

1. All Division premises including buildings, grounds, vehicles, and events -shall be tobacco-and cannabis free environments on a 24 hour per day basis.
2. Principals and managers shall be responsible for implementing the Tobacco and Cannabis -free Environment Policy.
3. Board approved "No Smoking" signs may be posted throughout all Division premises.
4. New employees and contractors shall be advised of this policy at the time of hiring.
5. Staff, students and visitors in any Division premises shall adhere to the policy and regulations.
6. Students in violation of the Tobacco and Cannabis Free Environment Policy – in possession or using tobacco, ~~and/or cannabis~~ marijuana/cannabis, their , and/or tobacco/cannabis products, and/or paraphernalia whether smoked, vaped, or chewed ~~injected,~~ including but not limited to the possession or use of cigarettes, cigars, cigarillos, electronic cigarettes, vapes, spit tobacco, shisha, snus, snuff, or any other kind of tobacco product, electronic cigarettes ~~marijuana/cannabis, and/or hookah/shisha/waterpipes~~ in school or on school grounds, and school jurisdiction vehicles are subject to immediate confiscation and will face appropriate disciplinary consequences.
7. Community groups or users of rental or leased space in schools shall be notified by the Principal of this policy. Failure to comply will result in cancellation of user privileges.
8. Principals may apply to the Superintendent to designate an outdoor area where staff may smoke if smoking off school property creates a safety concern or concern regarding respect for neighbors' property.
9. With principal approval tobacco may be brought onto school premises for gifting to Indigenous people.

| 10. With principal approval smudging may occur on school premises as part of Indigenous ceremonies.

HORIZON SCHOOL DIVISION NO. 67

—Policy Code: —EBAC

~~Policy Title: —Facility Electronic Audio/~~

~~Video~~

~~Recordings~~ Surveillance

POLICY HANDBOOK

_____ Cross Reference:

_____ Legal Reference: _____ Freedom of

Information and Protection of

Act

_____ Privacy

_____ Adoption Date: _____ May 18, 1999 _____

_____ Amendment or Re- _____ November 17, 2009

_____ Affirmation Date: _____

POLICY

THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION SHALL ALLOW ~~VIDEO ELECTRONIC~~ SURVEILLANCE ON SCHOOL PREMISES OR IN SCHOOL BUSES TO PROMOTE ~~THE AND ENSURE~~ SAFETY AND SECURITY ~~WITHIN SCHOOLS, THE AND~~ PROTECTION OF ~~BOARD~~ PROPERTY, DETERRENCE AND THE PREVENTION OF CRIMINAL ACTIVITIES, AND THE ENFORCEMENT OF SCHOOLS RULES CONSISTENT WITH THE PROVISIONS OF THE *FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT*.

DEFINITIONS

Electronic Surveillance refers to video-audio-digital components of multi-media surveillance.

REGULATIONS

1. Electronic Surveillance ~~Video recordings~~ may be used for the following purposes:
 - a) 1.1. promote safety and security within schools;
 - b) 1.2. evidence in any disciplinary action brought against students arising out of the student’s conduct in or about Board or contractor property;
 - e) 1.3. determining adherence to Board policy and school rules;
 - d) 1.4. detect or deter criminal offenses;
 - e) 1.5. inquiries related to law enforcement;
 - f) 1.6. educational research approved by the Superintendent of Schools adhering to ethical research standards including but not limited to signed parental consent.

2. The Superintendent of Schools must approve the installation and use of any electronic surveillance video surveillance equipment in schools or on school property, and be made aware of the equipping of school buses with electronic surveillance devices for monitoring student behavior.

~~3. The Transportation Supervisor must approve the equipping of school buses with video monitoring devices for monitoring student behavior.~~

~~3. Students, staff, and members of the public must be aware of any~~ When electronic surveillance devices are present video surveillance ~~by posting highly visible notices will be posted within the school.~~

3.1. Electronic surveillance shall not occur in areas where there is a reasonable expectation of privacy.

~~4. When electronic surveillance devices are located within buses, or in the case of a bus, a notification will be sent home at the commencement of each school year that notifying parents that the Board may be recording student behavior on buses and the purposes of such~~ practices surveillance practices.

~~5. Video surveillance shall not occur in areas where there is a reasonable expectation of privacy.~~

~~6.5. School Principals or contractors shall be responsible to manage and audit the use and security of electronic surveillance devices monitoring cameras; monitors; tapes; computers used to store images; digital storage devices and all other video records.~~

~~7.6. All electronic surveillance~~ surveillance ~~operations are subject to audit and school Principals and contractors may be called upon to justify any aspect of their use of~~ video electronic ~~surveillance.~~

~~8.7. An electronic surveillance video~~ record ~~is subject to the Freedom of Information and Protection of Privacy Act and is therefore subject to the Act's practices with respect to the collection, use, disclosure, and retention of information that occurs in view of the~~ surveillance operations cameras.

~~9.8. The following procedures will be used for the purpose of protecting information, securing, retaining and disposing of~~ electronic surveillance ~~recordings:~~

~~8.1. Electronic surveillance Video~~ recordings should be retained for a minimum of two months.

~~a)8.1.1. Data storage is typically erased on the digital storage hard drive as new recordings replace the most dated data on an ongoing basis. (maximum of one year)~~

~~8.2. Electronic surveillance Digital~~ recordings may be transferred to an alternate storage device if the recordings contain information was used to make a decision affecting an individual or is needed for investigative purposes.

~~b)8.2.1. The data on the alternate storage device will be erased or destroyed upon resolution of the decision~~ as per the Freedom of Information and Protection of Privacy Act.

~~e)8.3. The principal must authorize access to all~~ electronic surveillance video ~~records.~~

~~d)8.4. A log shall be maintained of all episodes of access to, or use of~~ electronic surveillance records recorded materials.

~~e)8.5. The principal shall ensure that~~ an electronic video ~~surveillance release form is completed before disclosing recorded data to appropriate authorities or third parties. Any such disclosure shall only be made in accordance with the Freedom of Information and Protection of Privacy Act. Such release forms should include the individual or organization who is requesting~~ the tape access to electronic surveillance recordings, the date of the occurrence they are

| investigating, and when or if the electronic surveillance recordings ~~tape~~ will be returned or destroyed by the authority or individual after use.

**FORM EBAC – Facility Electronic ~~Audio/Video~~ Surveillance Recordings
Attachment A**

HORIZON SCHOOL DIVISION NO. 67
REQUEST FOR ACCESS/DISCLOSURE OF INFORMATION
Freedom of Information and Protection of Privacy Act

PUBLIC BODY REQUESTING ACCESS/INFORMATION

Pertaining to _____, in accordance with Section 40(1) of the
_____ (Name of Student)
Freedom of Information and Protection of Privacy Act, the _____
hereby requests: _____ (Name of Public
Body)

- Disclosure of school building or grounds ~~video-electronic~~ surveillance ~~data~~ recordings
The electronic ~~video~~ surveillance recordings requested dates from _____ to

The purpose for the use of the data has been communicated as:

- Inquiries/investigation related to law enforcement
- Educational research

NOTE:- If electronic recording ~~video~~ is being used for the purpose of educational research, the public body must have secured parental permission from all students in the ~~video-electronic~~ recording.

This information is required by this public body pursuant to:

(Reference to a Federal or Provincial Statute by Section (if applicable))

| | |
|--|---|
| _____ | |
| _____ | |
| -Name and Title of Requesting Official _____ | Office Phone Number _____ Number Cell Phone Number _____ |
| _____ | |
| Photo Identification _____ | <input type="checkbox"/> |
| _____ Signature of Requesting Official | _____ Date |
| _____ | |

____ Name of Supervisor

**A Copy of this Page of the Document can be given to the Requesting Official, if requested.*

FORM EBAC - FACILITY ~~AUDIO~~ELECTRONIC ~~VIDEO~~SURVEILLANCE RECORDINGS
ACCESS LOG
 Attachment B

SHOOOL NAME: - _____

| INDIVIDUAL(s) ACCESSING VIDEO <u>ELECTRONIC SURVEILLANCE</u> RECORDS | PURPOSE | DATE |
|---|---------|------|
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HORIZON SCHOOL DIVISION NO. 67

Policy Code: _____

FE

Policy Title: _____

Building Security

and

~~Safety~~

POLICY HANDBOOK

Cross Reference: FJ

Legal Reference: ~~School Act, Sec. 182~~

Adoption Date: _____ December 18,

Amendment or Re-

affirmation Date: _____: _____ October 24, 2001

1996

POLICY

~~THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION EXPECTS THAT PRINCIPAL AND THE FACILITIES MANAGER SHALL TAKE REASONABLE MEASURES TO ENSURE THAT DIVISION PROPERTY AND EQUIPMENT IS MAINTAINED IN A SECURE MANNER. BE RESPONSIBLE FOR ESTABLISHING PROCEDURES FOR THE SECURITY OF EACH SCHOOL. IN THE INTERESTS OF PRESERVING THE SAFETY AND WELFARE OF STUDENTS AND STAFF AND TO PROTECT THE INVESTMENT IN SCHOOL PROPERTY, THE BOARD REQUIRES ALL EMPLOYEES TO REPORT TO THE PRINCIPAL OF THAT SCHOOL ANY POTENTIAL HAZARDS OR THREATS TO SECURITY.~~

REGULATIONS

FOR:

~~A. Building Security:~~

~~1. Schools shall establish p~~Procedures ~~shall be established~~ for:

- ~~1.1. A key/access fob control system, in cooperation with the Facilities Manager that includes:~~
 - ~~1.1.1. distribution of keys/fobs and security access codes,~~
 - ~~1.1.2. restrictions on sharing/lending of keys,~~
 - ~~1.1.3. m (a) Controlling and accessing school~~maintaining a ~~key/access fob~~ key inventory that contains the name of an employee/community use representative upon issuance and return,
 - ~~1.1.4. direction to those in possession of keys that re-keying is not allowed, and~~
 - ~~1.1.5. reporting expectations regarding lost or stolen key/access fobs;~~
- ~~1.2. Proper use of the intrusion alarm system that ensures that such alarms shall be activated at all times when the building is unoccupied;~~
- ~~1.3. Unlocking doors of schools prior to commencement of classes and locking doors following dismissal;~~
- ~~1.4. Assuring windows are closed and secured when the building is unoccupied;~~
- ~~1.5. Reducing the likelihood of theft of capital equipment, tools and other items such as marking such items for identification, inventorying, and limiting access to division-owned resources to those specifically authorized by school principal; and~~

~~(b) Security of school equipment and supplies;~~

~~1.6. Compliance with Policy JB: ~~(c) Access to schools by eCommunity groups using the buildings; use of Facilities.~~~~

~~(d) Unlocking doors of schools prior to commencement of classes and locking doors following dismissal;~~

~~(e) Assuring windows are closed and secured; and~~

~~(f) Proper use of the intrusion alarm system.~~

~~2. Provision shall be made for emergency access to division buildings by First Responders.~~

~~**B. Safety and Welfare of Students and Staff**~~

~~**1. Procedures shall be established for:**~~

~~(a) Reporting potential hazards or threats to the Principal who shall request that appropriate actions be taken by the Facilities Manager.~~

HORIZON SCHOOL DIVISION NO. 67

~~Policy Code:~~ ~~FIB~~

~~Policy Title:~~

~~Destruction~~Destroyed, Damaged, ~~Loss~~Lost,

~~Converted~~, or Theft of

School

Board Property

POLICY HANDBOOK

IFC, IG, IGD

~~Cross Reference:~~

Legal Reference: _____

SCHOOL ACT, Sec. 16

Adoption Date: _____

December 18, 1996

~~Amendment or Re-~~

affirmation Date: _____

June 15, 2009

POLICY

THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION, ~~AS DIRECTED IN THE SCHOOL ACT~~, RESERVES THE RIGHT TO DECLARE AN INDIVIDUAL AND/OR INDIVIDUALS STUDENT OR STUDENTS AND/OR THEIR PARENT(S)/GUARDIAN(S) (IF NOT AN INDEPENDENT STUDENT) JOINTLY AND SEVERALLY LIABLE TO THE BOARD IN RESPECT OF THE ACT OF THE INDIVIDUAL OR THEIR DEPENDENTS STUDENT OR STUDENTS IF PROPERTY OF THE BOARD IS DESTROYED, DAMAGED, LOST, CONVERTED, OR STOLEN. FOR ANY DESTRUCTION, DAMAGE OR LOSS TO OR THEFT OF ANY SCHOOL PROPERTY AND INITIATE ACTION TO HAVE SUCH DESTRUCTION, DAMAGE, LOSS, OR THEFT REPAIRED OR PAID FOR BY THE GUILTY PARTY(IES).

GUIDELINESREGULATION

~~1. Students shall be held accountable for all intentional or negligent destruction, damage, loss or theft caused by them to school property for which they are responsible.~~

~~1. 2. All individuals who become aware of board property that have been destruction ~~destroyed~~, damaged, ~~loss~~ lost, ~~converted~~, or ~~theft~~ stolen shall ~~should~~ be inform ~~reported~~ to the Principal and/or Facilities Manager as appropriate.~~

~~2. 3. The Principal, Facilities Manager, or designate, The Principal, or his/her designate, or in their absence the Maintenance or Custodial staff shall investigate all incidents of destruction, damage, loss, conversion, or theft to of school property.~~

2.1. The Principal and/or the Facilities Manager shall attempt to determine where responsibility lies.

2.2. In the case of significant destruction, damage, loss, conversion, or theft of board property, where the Principal, Facilities Manager, or designate are unable to determine the cause or involved

~~party, the matter shall be reported to the police.~~

~~2.2.1. The Board may authorize the advertisement of a reward for information leading to the arrest of the responsible individual(s) subject to a recommendation from the police investigating the incident.~~

~~3. When the damage, conversion, or theft of school property applies to facilities, the Facilities Manager shall review the incident and may arrange for the repair or replacement and will inform the Principal of the costs.~~

~~4. If a student is found responsible, the cost of replacing or repairing the property will be charged to the student(s) and or the parent(s)/guardian(s).~~

~~4. If an student individual(s) is found responsible, and the Principal, Facilities Manager, or designate having determined that restitution needs to be made, the Principal, Facilities Manager, or designate shall inform the individual(s) and/or their parent(s)/guardian(s) of the amount and/or process required to repay the cost of the destructed, damaged, lost, converted, or stolen property.~~

~~4.1. The cost of replacing or repairing the property shall then be charged to the student individual(s) and/or the parent(s)/guardian(s).~~

~~An alternative means of restitution to have the amount of the destruction, damage, loss or theft may be issued for the recovery.~~

~~5. In the case of significant destruction, damage, loss or theft, where the Principal or Facilities Manager are unable to determine the cause or involved party, the matter shall be reported to the police who shall handle the matter. The Board may authorize the advertisement of a reward for information leading to the arrest of the responsible individual(s) subject to a recommendation from the police investigating the incident.~~

~~6. The Facilities Manager shall review the incident and arrange for the repair or replacement and will inform the Principal of the costs.~~

~~7. The Facilities Manager shall provide a report to the Board on all incidents of intentional or negligent destruction, damage, loss, or theft exceeding \$1,000.~~

HORIZON SCHOOL DIVISION NO. 67

Policy FIB – Destruction, Damage, Loss or Theft of School Property Continued

- 4.1.1. Funds received for the restitution of destroyed, damaged, lost, converted, or stolen property shall be forwarded to the Division Office, to be credited to the appropriate accounts.
- 4.2. If the individual(s) does/do not make any effort to make contact in regards to restitution within two weeks of the assessment, the matter shall may then be referred to the ~~Board~~ Superintendent or designated to determine further action.
- 5. If the responsible individual(s) happen to be a student in the Division, the Principal may consider the student for action under Policy IG: Student Discipline and/or Policy IGD: Suspension and Expulsion of Students.
- 6. An alternative means of restitution to have the amount of the destruction, damage, loss or theft may be issued for the recovery.
- 7. The Facilities Manager shall provide a report to the Board on all incidents of intentional or negligent destruction, damage, loss, or theft exceeding \$5,000.

HORIZON SCHOOL DIVISION NO. 67

Policy FIB – Destruction, Damage, Loss or Theft of School Property Continued

REGULATIONS

- ~~1. The Principal and/or Facilities Manager, having interviewed those deemed necessary, and having determined that restitution needs to be made, shall inform the individual(s) of the amount and/or process required to repay the cost of the destruction, damage, loss or theft.~~
- ~~2. If the individual(s) does/do not make any effort to make restitution within two weeks of the assessment, the matter shall then be referred to the Board to determine further action.~~
- ~~3. If the responsible individual(s) happen to be a student in the Division, the Principal may consider the student for action under the Suspension/Expulsion Policy IGD.~~
- ~~4. Funds received for the restitution of destroyed, damaged, lost or stolen property shall be forwarded to the Division Office, to be credited to the appropriate accounts.~~

POLICY

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

GUIDELINESREGULATIONS

~~1. The school year shall take into consideration the requirements of:
The School Act, Section 56; and
The Education Act, Section 60~~

~~Any Alberta Education Regulations set out under Section 25 of the School Act and Section 18 of the Education Act.~~

1. The school year calendar(s) shall set forth the:

2.1. the school opening dates for both staff and students

2.2. the number ~~r, dates~~, and the days of school operation;

~~2.3.~~the length of the school day;

~~2.3.~~

~~2.4. the number and length of breaks; the number of hours of instruction
the number and length of recesses
the length of lunch break
preparation days;
interview days;~~

~~2.5.2.4. professional learning days;~~ and

~~2.6.2.5.~~ holidays:

3. Principals may submit for approval alternative calendars that recognize the flexible use of excess instructional hours and assignable hours according to the following guidelines:

3.1. The following dates shall be established by the Division Calendar ~~approved by the Board of Trustees and~~ must remain common to all school calendars:

3.1.1. Christmas break

3.1.2. Easter break

3.1.3. Division-wide PD Days

~~3.1.3.3.1.4.~~ Schools with additional hours have the option of extending the above days with appropriate rationale

3.2. ~~The following dates established by the Division Calendar approved by the Board of Trustees should remain common to all school calendars. There may be exceptions based on unusual circumstances.~~ Requests for exception, stemming from unusual circumstances will be made in writing to the superintendent or designate.

3.2.1. First instructional day for students shall not commence after the jurisdiction calendar start date.

3.3. If the number of ~~non-operational~~unassigned days in a school year exceeds ten, the school must follow policy HCBA, Alternative School Week/Year Structure.

~~3.2.2,3.3.1.~~ Prior to determining the alternative designation of instructional days, the school principal shall consult with school staff and school council.

~~3.3.—~~ Schools must designate the equivalent of a minimum of two full days ~~Excess instructional hours must first be designated~~ as teacher professional development days ~~for~~prior to incorporating any unassigned days the equivalent of a minimum of two full days.

~~3.4.—~~

~~Policy HC—School Year, Cont'd.~~

~~3.5.3.4.~~

3.5. Approval for alternative designation of instructional days shall be part of the annual calendar submission process.

3.6. Once approval has been granted by division office, the school principal shall clearly communicate the school calendar, including the alternative designation of instructional days, to all parents of students attending the school.

3.7. Changes to the school calendar after the May 31 submission deadline shall require consultation with school staff and school council and the written approval of the superintendent or designate.

~~3.6.—When determining the alternative designation of instructional hours, principals shall make every effort to ensure that such designation does not negatively impact school climate, programs, services, instruction, or student learning. Prior to determining the alternative designation of instructional days, the school principal shall consult with school staff and school council.~~

~~3.7.—Alternative designation of instructional days shall be identified for approval as part of the annual spring submission of school instructional hours to division office.~~

~~3.8.—Once approval has been granted by division office, the school principal shall clearly communicate the school calendar, including the alternative designation of instructional days, to all parents of students attending the school.~~

~~3.9.—Changes to the school calendar after the May 31 submission deadline shall require consultation with school staff and school council and the written approval of the superintendent or designate.~~

~~3.10.—When determining the alternative designation of instructional hours, principals shall make every effort to ensure that such designation does not negatively impact school climate, programs, services, classroom instruction, or student learning.~~

~~3.11.—~~

~~3.12. 4. ——— The Board may approve alternative calendars to recognize unique local situations and priorities.~~

~~3.13.—~~

~~3.14. 5. ——— An effort will be made to consult with the A.T.A. in regards to the school calendar, specifically as it relates to professional development days.~~

~~3.15.—~~

3.16. REGULATIONS

~~3.17.—~~

~~3.18. 1. ——— The school year calendar shall be approved early enough to:~~

~~3.19. provide a copy to Alberta Education prior to May 31; and~~

~~3.20. satisfy any requirements of the collective agreement.~~

~~3.21.3.8.~~

HORIZON SCHOOL DIVISION NO. 67

HGAC

Instruction

POLICY HANDBOOK2013

Policy Code:**Policy Title:** _____ Religious**Cross Reference:** _____: HGAA Locally

Developed Courses

Courses _____

Legal Reference: _____ School Act (39);

Education Act (18);

Alberta Education

_____ Policy 1.2.1 and 1.2.2

Adoption Date: _____: _____ April 22, 2004_____ **Amendment or Re-****affirmation Date:** _____: _____ September 17,**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES AND RESPECTS THE DIVERSITY OF RELIGIOUS BELIEFS OF FAMILIES AND SUPPORTS PARENTS WHO DESIRE TO HAVE THEIR CHILDREN RECEIVE RELIGIOUS INSTRUCTION IN SCHOOLS. THE BOARD MAINTAINS THAT SUCH INSTRUCTION THAT ALIGN WITH THE BELIEFS PARENTS ARE TEACHING IN THEIR HOMES.

~~THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES RELIGIOUS INSTRUCTION MUST RECOGNIZE DIVERISTY AND PROMOTE RESPECT.~~

REGULATIONS

1. There shall be no requirement to receive religious instruction in schools. -All religious instruction courses shall be approved by the Board. High school religious studies courses shall also be approved by Alberta Education.
2. The religious instruction shall adhere to ~~Alberta Education's~~:
 - 2.1. The School Act
 - ~~1.1.2.2.~~ Alberta Education Guidelines for Recognizing Diversity and Promoting Respect;
 - ~~1.2.2.3.~~ Policy 1.2.1 - ~~Alberta Education~~ - ~~Locally Developed~~ developed, a/Acquired and Authorized authorized Junior and Senior High School Complementary cCourse requirements and;
 - ~~1.3.~~ Policy 1.2.2 - ~~Locally Developed Religious Studies Courses.~~
3. All students under the age of 18 years participating in religious instruction must have written parental permission to do so. -In the case of students 18 years of age and over, parents shall be informed that the student wishes to access religious instruction.
4. ~~4.~~ Those providing religious instruction must agree in writing not to provide instruction to students who do not have written parental consent if the student is under the age of 18.

~~5.~~ ~~5.~~—No member of Horizon staff shall be required to teach or in any way be involved with religious instruction unless they are willing to do so.

~~5.~~

~~6.~~

~~7.6.~~ ~~6.~~—The provision of religious instruction shall not result in an economic burden to Horizon School Division.

~~8.~~ ~~7.~~—Access to religious instruction may be offered by a school without assigned credits at the high school level.

~~7.~~

8. Requests for the provision of religious instruction in Horizon schools must originate with members of a faith-based community desiring such instruction.

9. Once approved by the Board, it is the responsibility of the Principal to ensure that the integrity of course content, resources, and related materials are maintained.

~~POLICY HGAC—Religious Instruction, Cont'd.~~

~~8. Requests for the provision of religious instruction in Horizon schools must originate with members of a faith-based community desiring such instruction.~~

~~Once approved by the Board, it is the responsibility of the Principal to ensure that the integrity of course content, resources, and related materials are maintained.~~

~~The provision of religious instruction shall not reduce the minutes of required instruction time in any other subject/course as mandated by Alberta Education.~~

POLICY

~~THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION BELIEVES THAT OUTREACH PROGRAMS PROVIDE OPPORTUNITIES FOR STUDENTS TO CONTINUE AND COMPLETE THEIR EDUCATION WHEN REGULAR SCHOOL PROGRAMS AND SERVICES DO NOT MEET THEIR NEEDS. AS DETERMINED BY STUDENT NEED AND AVAILABILITY OF RESOURCES, THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION WILL OPERATE OUTREACH SCHOOL PROGRAMS CONSISTENT WITH THE POLICY AND REGULATIONS OF ALBERTA EDUCATION.~~

GUIDELINES

1. Outreach programs shall:
 - 1.1. ~~be as~~ Provide flexible program options and follow a customized education program in order to as possible to meet individual student needs.
~~At all times, the best interests of students shall be the primary consideration. Partnerships with community agencies and businesses shall be promoted and encouraged.~~
 - 1.2. Ensure the program provides students with educational supports and services and training that are in addition to the Programs of Study

REGULATIONS

Eligibility:

1. Jurisdiction programs shall serve the needs of students from ages 12 – 19.
2. Although the programs are intended to serve the needs of eligible students residing within Horizon School Division, consideration may be given to non-funded students and those who may apply from outside the jurisdiction.
3. Programs shall focus on those students who are unable to attend or benefit from a regular school program. They may include:
 - 3.1. Working students
 - 3.2. Pregnant and parenting teens
 - 3.3. Students with unique medical problems

3.4. Students who have failed, been unsuccessful in high school or dropped out

Policy HGBG – Outreach School Program, Cont’d.

- 3.5. Students who have been or are involved in drugs, criminal activity, and or sexual abuse
 - 3.6. Students who have been bullied, or who find learning in regular schools difficult
 - 3.7. Students coping with mental or physical health issues
 - 3.8. Students who are heavily involved in sports, or fine arts and unable to attend school regularly
 - 3.9. Students who have been directed by the Board to an outreach program
 - 3.10. Students who because of religious or cultural norms, find that regular schools do not meet their needs
4. When deciding on eligibility, the best interests of the individual student shall be the determining factor.

Selection:

1. Students shall be required to submit applications for admission to outreach programs.
2. Staff shall conduct an intake interview based on the *Considerations for Admission* criteria which are as follows:
 - 2.1. Individual circumstance;
 - 2.2. Goals and intent of each individual student.
 - 2.3. Administrative referral from last school attended or out of school for three months;
 - 2.4. Ability to succeed in an outreach learning environment;
3. Final selection, based on the above criteria, shall be the responsibility of the principal.

Attendance:

1. Attendance expectations will vary depending on the needs and circumstances of each student;

Program:

1. Outreach programs must follow Alberta Education curricula and may include locally developed middle school or high school courses.
 - 1.1. The standards of performance that the student is expected to meet must be consistent with those established by Alberta Education;
2. The program must provide students with enhanced educational services that are in addition to Alberta Education curricula. Examples may include:

Policy HGBG – Outreach School Program, Cont’d.

- 2.1. opportunities for personal counselling
- 2.2. education and career counselling
- 2.3. work experience and training in job and life skills
- 2.4. anger management
- 2.5. conflict resolution
3. Individual programs shall be based on an assessment on individual student needs in consultation with the student and his/her parents.
4. Each student shall have a program plan that includes:
 - 4.1. Performance goals
 - 4.1.1. Students shall be expected to meet standards of performance consistent with those established by Alberta Education.
 - 4.2. Pace for student learning
 - 4.2.1. The pace of student learning shall be set by school staff in consultation with the individual student.
5. The program plan shall be reviewed regularly with modification of the student’s learning plan and referral to other educational programs if required.
6. High school students may enroll in a outreach program while maintaining enrollment at a regular school.

Policy Code: HKA
Policy Title: Student Placement and Promotion
Cross Reference: - HK, HGB, IFH
Legal Reference: _____ School Act, Sec.18 (e)
20 (h) AB Education Guide to Education
Adoption Date: _____: _____ April 23, 1997
Amendment or Re- _____ November
affirmation Date:

POLICY

~~THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT **STUDENT PLACEMENT AND PROMOTION OF A STUDENT FROM ONE GRADE OR COURSE TO ANOTHER IS DETERMINED BY THE PRINCIPAL, IN ACCORDANCE WITH ALBERTA EDUCATION GUIDELINES AND THIS POLICY. DECISIONS ARE DETERMINED AFTER CAREFUL CONSIDERATION OF MANY FACTORS WITH THE LONG RANGE WELFARE OF THE STUDENT AS THE MAIN PRIORITY AND CENTRAL TO THE DECISION.**~~

REGULATIONS
GUIDELINES

- ~~1. _____ The ultimate decision as to the placement and promotion of a student ~~rests with the Principal and the teacher~~ are determined by the principal after careful consideration regarding the student’s developmental needs, abilities, and long range welfare.; however such a decision shall not be made without parental consultation.~~
- ~~1. _____~~
- ~~1.1. _____ Placement, promotion, and retention decisions shall be communicated in writing and recorded in the student record.~~
- ~~2. _____ Educating students with special needs in regular classrooms in local schools shall be the first placement option.~~
- ~~2. _____ Promotion and retention of students will be based on performance as measured against established standards.~~
 - ~~2.1. _____ In cases where it becomes apparent that a student may not be ready for promotion at the end of a school year, the school shall communicate and consult with the parents/guardians well in advance of the school year.~~
 - ~~2.2. _____ For students in grades 10-12, placement, promotion, and retention decisions shall be made on a course basis in harmony with the Alberta Transfer Guide and Guide to Education as it pertains to matters of prerequisites, prerequisite waivers, challenge exams and issuing of credits.~~
 - ~~2.3. _____ In the case of students failing to apply themselves in a reasonable manner, steps shall be taken to frequently counsel them with regard to their academic performance, attitude and behavior and to modify the program as necessary and possible to meet their abilities.~~
 - ~~2.4. _____ Any recommendation for student acceleration must be approved by the Superintendent of Schools. information gained from:
 - ~~_____ (a) _____ Achievement on regular assignments and projects;~~
 - ~~_____ (b) _____ Teacher observations;~~
 - ~~_____ (c) _____ Standardized tests, both local and provincial;~~
 - ~~_____ (d) _____ Parent interviews; and~~
 - ~~_____ (e) _____ Extent to which the basic fundamentals have been mastered.~~~~

3. In matters of retention, program modification is preferable to repetition of an entire grade

3.1. Students will not be retained more than once per division

~~as a general rule, a student will not be retained for more than one extra year during elementary grades and not more than one extra year during junior high grades.~~

~~Any recommendation for student acceleration must be approved by the Superintendent of Schools.~~

~~For students in high school, placement in courses must be made in harmony with the Alberta Transfer Guide as well as the requirements outlined in the High School Guide to Education as it pertains to matters of prerequisites, prerequisite waivers, challenge exams and issuing of credits.~~

REGULATIONS

~~1. In the case of students failing to apply themselves in a reasonable manner, steps shall be taken to frequently counsel them with regard to their academic performance, attitude and behavior and to modify the program as necessary and possible to meet their abilities.~~

~~2. In cases where the student is clearly unable to handle the regular school program, the student shall be referred for consideration under special programming as soon as the problem becomes apparent.~~

~~3. In cases where it becomes apparent that a student may not be ready for promotion at the end of a school year, the parents/guardians shall be advised of that possibility preferably no later than the end of January and a discussion of the alternatives to be undertaken by the Principal, the teacher(s) and the parents.~~

~~4. Placement, promotion, and retention decisions The final decision shall be communicated by the Principal by the end of the school year, and may be appealed to the Board as per Board policy.~~

Superintendents Progress Report

February 2018

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
 - Trustee school tour (Enchant Colony School, Enchant School, Lomond Colony School, Lomond School, and Armada Colony School)
 - 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

Associate Superintendent, Learner Services
Report to the Board of Trustees – February 27, 2018

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
 Crystal McGregor, Secondary Literacy & ELL
 Coral James, Learner Success

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.

Associate Superintendent, Programs and Human Services Report to the Board of Trustees – February 27, 2018

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

From: "Tatiana Hagerty" <THagerty@asba.ab.ca>
To: "Tatiana Hagerty" <THagerty@asba.ab.ca>
Sent: Monday, January 29, 2018 3:53:47 PM
Subject: Canadian School Board Press Release – Nova Scotia Report

Sent on behalf of CEO Suzanne Polkosnik:

Distribution:

ASBA Board of Directors
Board Chairs
Zone Chairs

Hello everyone.

Last week you received an email from President Mary Martin which made you aware of the release of the report *Raise the Bar: A Coherent and Responsive Education Administrative System for Nova Scotia* ([link](#)) that calls for the elimination of school boards in that province. In response to the release of this report, in addition to similar sentiments being expressed in Quebec, the Canadian School Boards Association issued a press release (English and French versions are linked below).

In addition, a live media availability was held in Calgary this morning on this topic at which ASBA President Mary Martin was present and spoke out regarding the value and importance of school boards. We will continue to keep you apprised as this important story develops.

English Press Release:

https://www.newswire.ca/news-releases/canadian-rights-eroded-as-appointees-chosen-by-a-partisan-government-replace-local-voice-in-nova-scotias-education-system-671660484.html?tc=eml_mycnw

French Press Release:

<https://www.newswire.ca/fr/news-releases/atteinte-aux-droits-des-canadiens--des-personnes-nommees-par-un-gouvernement-partisan-replacent-les-elus-locaux-dans-le-systeme-de-education-de-la-nouvelle-ecosse-671660934.html>

Thank you,

Suzanne Polkosnik, QC
Chief Executive Officer

T: [780.451.7132](tel:780.451.7132)

www.asba.ab.ca



Memorandum

The Alberta Teachers' Association



Date 2018 01 17

To Superintendents of Schools

From Keith Hadden, Secretary, Substitute Teachers Committee

Re Substitute Teachers' Appreciation Week

Substitute Teachers' Appreciation Week for the 2017/18 school year has been proclaimed by Provincial Executive Council for 2018 03 12–16. Council hopes to draw attention to the excellent work that substitute teachers perform as active members of the Alberta Teachers' Association (ATA). This appreciation week provides an opportunity to introduce substitute teachers to central office staff. It also provides an opportunity to engage school jurisdictions in recognizing the valuable service that substitute teachers provide.

To show appreciation for substitute teachers, school jurisdictions are encouraged to

- develop school jurisdiction policy that supports substitute teachers and their essential contributions to the school jurisdiction,
- ensure that policies and processes are in place to give substitute teachers full access to school jurisdiction e-mail and other technologies,
- organize an orientation seminar in partnership with the ATA local,
- provide access to ongoing professional development opportunities,
- encourage school administrators to provide written feedback that outlines substitute teachers' strengths and contributions to the school and the profession,
- sponsor substitute teachers' attendance at the annual Substitute Teachers' Conference from professional development funds and consider advertising the conference throughout the jurisdiction,
- encourage all schools to develop substitute teacher resources and information packages that contain essential school policies and procedures,
- send a letter of appreciation to substitute teachers in the jurisdiction, and
- organize an appreciation event for substitute teachers.

The role of the substitute teacher carries the same daily responsibilities of instruction, management and supervision of students as that of regular classroom teachers. The substitute teacher, however, has the added challenge of not being able to work with students on a long-term basis while being responsible for ensuring that each day is used productively. Substitute teachers play an essential role in maintaining the continuity and excellence of the learning process.

KWH/mo

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WS

D.A./Myers modernization sees completion date pushed back

By Cole Parkinson
Taber Times

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The modernization currently happening at D.A. Ferguson Middle School and W.R. Myers High School has seen its completion date pushed back to next year.

In a press release from Horizon School Board, it states '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' but so far little construction work has been completed.

The Grade 6 to 8 school has been taking residence in W.R. Myers High School and modernizations were scheduled to begin last October. The construction timeline was originally set to conclude this December but now it isn't expected to be done until summer 2018.

Even though the delay was far from what the Horizon staff wanted, they would rather have it done properly the first time.

"From a financial perspective, getting things right is huge. Alberta Education only provides so much funding, and changes afterwards (come with change order costs) mean reduction in scope. With regard to timeline, some of the issues we had no choice on, for example building code issues. Others issues such as ensuring the second floor dropped ceiling was at a sufficient height will result in better aesthetics, functionality, and less issues for decades to come," said Wilco Tymensen, superintendent for Horizon, in an email to The Times.

The past modernizations that have been completed including Vauxhall High School, Barnwell School and others were all managed by Horizon but this time it is being managed by Alberta Infrastructure (AI).

"The D.A. Ferguson modernization has encountered significant challenges and delays largely beyond Horizon's control. Instead, the delays have been triggered by variances in building code interpretations, structural and design issues, as well as provincial funding considerations that required time to resolve," added Marie Logan, Board Chair of the Horizon School Board, in the press release.

With the change for this project though, Horizon has not been as involved as they usually are but they

have still have given input on the direction.

"The collaboration with AI has been very good for the most part. They have welcomed our input, and provided regular updates throughout the process. However unlike projects we manage, we are less integrally involved and therefore are not as informed with regard to the day to day progress and issues that come up," said Tymensen.

Since the announcement of the delay, Tymensen had a chance to gauge how parents were feeling about the 2019 completion date.

Parents for the most part understood why things weren't moving as quickly and were focused on making sure the building was going to be the best it could be for their children.

"I met with D.A. Ferguson parent council last week to provide an update.

They were appreciative of the update and understanding of the delay," said Tymensen. "I believe they recognize that we have been making decisions based on the latest information we have and continue to focus on what is best for students."

When the construction work is done in 2019, returning students can expect quite a number of changes to both D.A. Ferguson and W.R. Myers.

D.A. Ferguson will see quite a few upgrades in the building including new look classrooms and hallways.

"As students re-enter D.A. Ferguson, they can expect significant upgrades including all new mechanical and electrical. Classrooms and hallways will look new, with many getting new flooring, lighting, and ceiling tiles. D.A. Ferguson will also have a new student drop off and student entrance on the north end of the building. The office will also be relocated to the north side and there will be a larger student gathering area where the current office is," said Tymensen.

W.R. Myers on the other hand will see a few new additions to the school.

"The 1967 two story will have less work, primarily receiving new mechanical and electrical systems," said Tymensen. "Work in W.R. Myers will be limited to a new canopy over the entrance, a fire wall separating it from D.A. Ferguson in order to keep the 1949 three story, and modernization of the bathrooms by the gymnasium."

Even though the students have a longer wait than they thought, the changes will be a welcome addition for both schools moving forward.

"From a financial perspective, getting things right is huge. Alberta Education only provides so much funding, and changes afterwards mean reduction in scope. With regard to the timeline, some of the issues we had no choice on."

— Wilco Tymensen

Fox shares hardships of residential schools

By Jared Williams
Taber Times

"Oki" which means hello in Blackfoot started off the presentation from Elder Charlie Fox of the Blood Tribe. Elder Fox was invited to speak to students at D.A. Ferguson about the hardships and experiences that First Nations had and have to go through during their lives.

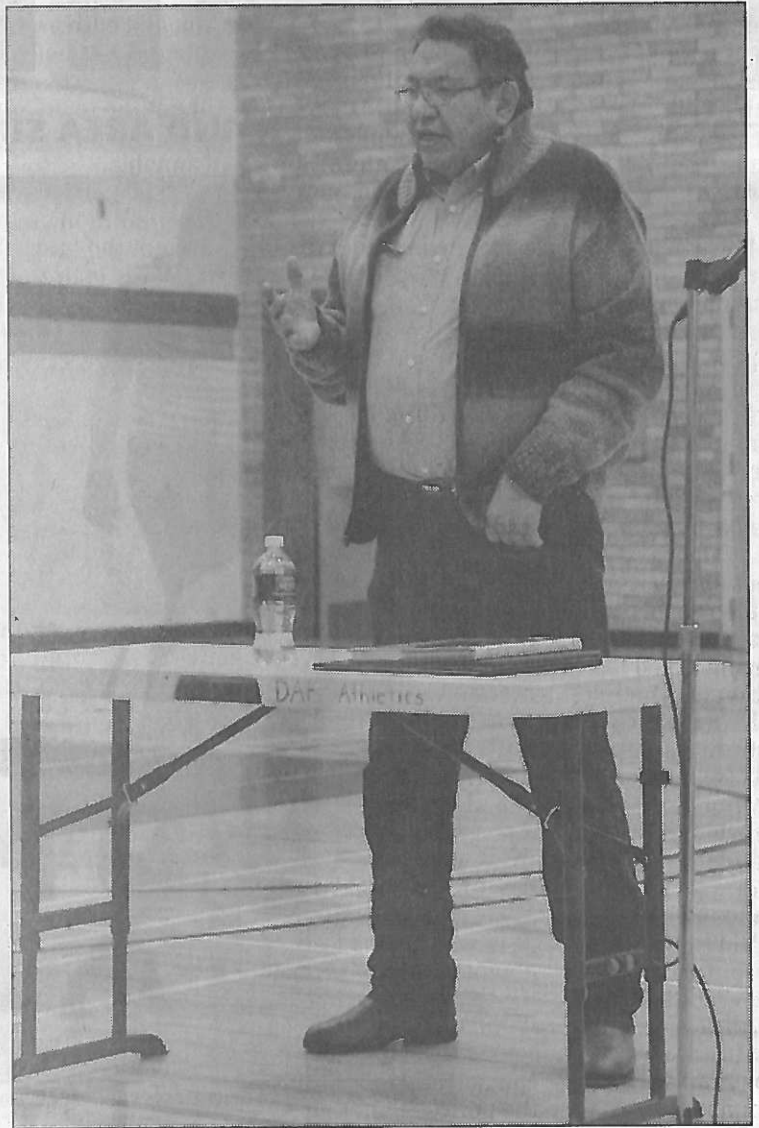
"You know a lot of us, not just here in Canada but throughout the United States, think it's really important to know where we're from. I was in a place called Wylie Texas, which is a suburb of Dallas, and when they talk about Canada all they say "well there is a cold front and it's gonna come in from Canada," it seems like that's the only thing they know about Canada. Anytime it's cold it's from Canada and that's about the existent of what they know about Canada," said Elder Fox. "I was in a restaurant too one time and one of the owners mentioned he had been to Banff, he said it was the most beautiful place he had ever been and his wife was right there to confirm that Canada was a beautiful place. I second that right away, we're lucky to live in this part of the country."

Elder Fox wanted to stress people should try to learn about where they are from and try to appreciate the cultures of the land you live on.

"My father, whose name was Steven Fox, was one of the first ones to get captured and taken from their home to a place called Dumbo, which was 30 miles east of Calgary along the Bow River. Dumbo Industrial School, I believe that was a school that was put up by the Oak Lakes you know. Looking back over the history, the Canadian Government saw fit to educate us you know. A lot of the things we had been through were borrowed from the United States, in some ways it's sad to say that Canada followed suit with the ways of the Americans. They came up with residential schools and when you look at how they ran the residential schools it was designed after the model of the way the prisons were in the United States," said Elder Fox.

"Most of the area in B.C. did not sign treaties with the First Nations who lived there previously but in Alberta they signed a treaty called Treaty 7 in 1877 to offer them some land and support. With around 146 First Nation communities in Canada, there is so much to learn from every chief and council that most of the communities have. With the Blood Tribe, we have our Head Chief and 12 councilors so that's 13 altogether. We're the largest reserve in Canada, our population is approximately 12,000 so it's pretty big," said Elder Fox.

Talking more about going into the residential schools, Elder Fox wanted to give a little insight on what they were like to be in. "My late father they got him, actually they captured my Aunt first and when she arrived at the school they asked her what her name was. Her black foot name was Holy Fox Woman so they called her Emma Fox. A lot of the names were derived from ways like that," said Elder Fox.



TIMES PHOTO BY TREVOR BUSCH

LEARNING FROM THE PAST: Elder Charlie Fox had the chance to talk to D.A. Ferguson students earlier this month about his life experiences.

"I went to school at the age of seven at another residential school called St. Mary's about five miles north of Cardston. I want to say that prior to me going to school, we grow up in a home but if you think of today's standards, we were very poor. No electricity or running water and we lived in a log home. My father woke us up with praise songs, I got a lot of praise when I was trying to get up in the morning. He would sing a praise song to me and tell me what we need to do today, boy that was a good way to wake up. Those were the happiest days of my life when I look back now," said Elder Fox. "So at the age of seven I went to school. When I went to school boy that was survival of the fittest you know. There were 164 of us in one room which was a lot smaller than this gym and when I say survival for the fittest, if we didn't protect ourselves people would bully you and we had fights every day. We couldn't speak our language, we were punished severely. There were a lot of rules you had to live by and most of that was to probably teach us to respect those people who have authority. Today when I think about that same room I was in, I would say about a quarter of them are alive today. I think what the school did was really kill the spirit inside, a lot of them didn't really finish school to pursue their careers, they resented a lot of authority, and they succumbed to the ways of alcohol and drug abuse. Sad to say that most of us who attended the school ended that way," said Elder Fox.

When Elder Fox was finished with residential schools he got elected to council in 1978. One of his jobs was to interpret for the late Dan Weasel Moccasin which was someone who didn't speak a word of English. Dan was the

person who really got Elder Fox into his spiritual ways.

"That was one of the best lessons and some of the greatest experiences I ever had, especially being with the horn society, that's the main spiritual society in our tribe. That meant I really had a good understanding what our ways were all about. The people who transfer their bundles to me automatically became my parents. All our elders are the only ones who showed us how these ceremonies went, everyone used elders. All those special relationships were developed, when you think about the 26 bundles, there is three to every bundle, so all those individuals today are my brothers and sisters. We have a very special relationship. So those were the ways that we had and they're very strong," said Elder Fox.

Prior to 1965 the Canadian government did not give much assistance to the First Nations people. They were not allowed to vote or the freedom to drink alcohol but they got rid of those rules around 1965. "You tell somebody you can't have this, guess what, they're gonna do it. They're going to go look for it and find out what it's all about, so a lot of people succumbed to alcohol in those early days. Car accidents and stuff like that, so a lot of people died," said Fox.

"I'm proud to say that the Blood Tribe held on to our spiritual ways. We never sold our spiritual bundles, we still have our sun dance around the end of July into August. People aren't restricted to come and see this, people think when they see a no trespassing sign and when they come onto the reserve that you're not meant to be there. I welcome everybody to have a chance to look at something that has been with us for thousands of years if you're ever interested in that."

Bring out the band in Barnwell



TIMES PHOTOS BY COLE PARKINSON

BREAK OUT THE SCISSORS: (Left) MLA Grant Hunter, Horizon Board Chair Marie Logan and Fundraising Committee Co-Chair and Horizon Board Member Rick Anderson cut a ribbon to signify the re-opening of Barnwell School last week in the school's gym. The Barnwell School Grade 8 and 9 band also had the chance to perform "The War to End All Wars" during the celebration.

NEWS

Dignitaries come out for Barnwell School re-opening

By Cole Parkinson

Taber Times

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After several years of planning and construction, Barnwell School has been officially re-opened.

While the school has been open to students, this was the official grand opening of the new facility.

With the reopening ceremony came plenty of special guests including Cardston-Taber-Warner MLA Grant Hunter, M.D. of Taber Reeve Brian Brewin, Barnwell Deputy Mayor Robin Hansen among plenty of other special guests and community members

The upgrade for the old Barnwell School was approved back in 2014 and many of the guest speakers highlighted the amount of work the community did to get things up and running.

"We're certainly grateful for the community. The jurisdiction and the community worked exceptionally well together from my perspective and I hope as well from your perspective. In being able to add \$2 million of enhancements to the facility, above and beyond what the government funded, so thank you for all of your time and effort," said Wilco Tymensen, Superintendent of Schools for Horizon. "The only thing stopping the dream is commitment and follow through. I would say this community certainly has a huge amount of both of those."

Deputy Mayor Hansen also issued many of the same sentiments, as he was ecstatic with the work that was put in to the school.

"This is the kind of building and facility that you get when good people and community members work together, we're so grateful for this building. If you don't have a vibrant school in your community, your community will fail," continued Hansen.

The principal of Barnwell School, Sheldon Hoyt, was also looked at as a huge factor to how successful the rebuild was from start to finish.

"When things happen in this life it starts as a dream. Then it goes to a vision and if you are really lucky it goes to reality and this is a reality. Your principal had a dream and a vision. His dream and vision was to have a place where his students could learn and learn better," said Hansen.

Principal Hoyt was influential in getting the project off the ground and had attended meetings every other week to check in on the progress of the project.

Hansen also added Principal Hoyt's office was the last to be finished among the modernization because he wanted the rest of the building to be finished for the staff and students before himself.

The M.D. of Taber was also very influential with the process as they had set aside \$200,000 cash for



TIMES PHOTO BY COLE PARKINSON

TROJAN PURPLE: Cardston-Taber-Warner MLA Grant Hunter shows off his purple tie in support of the Barnwell Trojans during the school's reopening earlier this month.

the modernization and they also obtained a grant worth \$350,000.

M.D. Reeve Brian Brewin has been involved with the entire process since the plans were approved and he was proud with how well the entire community of Barnwell worked with not only the M.D. but everybody involved with making the building a reality.

"This has been an amazing experience. Three or four years ago it started in a room, second floor of the old building, talking about what we would like to

see here. This shows what a community can do by working together. It started out as a piece of paper and not once did anybody say we can't do this. Everybody pitched in, everybody worked together," said Brewin, who was joined by other members of the M.D. council for the grand opening.

While the process was fairly long, the students now have a brand new place to go to school.

Student Council President Abby Wood was elated with the completion of the school and she says Barnwell students are incredibly thankful for all of the hard work that went into constructing the building.

"On behalf of the students here at Barnwell School, I would like to thank everyone for making this possible especially all of the workers, staff, community members and parents. It has definitely paid off. I know the students and community are especially loving the large gym and library," said Wood, who is a fourth generation Barnwell student.

"Comparing our new school to the old one is almost mind blowing, I still can't believe all of the hard work that went into this amazing school."

MLA Grant Hunter was in attendance sporting Barnwell Trojan purple in support of the grand opening.

Hunter himself is a former teacher and he was impressed with the upgrades they made, especially with the classrooms.

On top of those upgrades, he was happy the Village of Barnwell now had a facility that could benefit everyone, not just those who attend the school.

"This is a great opportunity for the whole community, not just the students," said Hunter.

The community has already gotten a feel for what the new building entails as there have already been several events within the school that has showcased either the gym, theatre, public library or weight room.

After the presentations, those in attendance were invited to take tours of the new school which were hosted by Barnwell School Grade 9 students.

Though the territory is brand new for students, Wood believes the most important thing exists between the buildings.

She believes the heart and character of the old building has transferred over.

"No matter what building you attended, I know that Barnwell School has a special place in so many people's hearts," said Wood. "I'm glad that the spirit of Barnwell School did not change with the building because it is and always will be an amazing place to go to school."

Barnwell proves gracious hosts for SA Google Summit

By Cole Parkinson

Taber Times

cparkinson@tabertimes.com

After hosting last year's Google Summit in Lethbridge, Horizon School Division was happy with the success they had hosting the conference in the Taber area for 2018.

Horizon was given the chance to host the Southern Alberta Google Summit in their own neck of the woods after the organizers saw the number of people show up for the first edition of the conference.

With the change of scenery, there were some new faces as well as some returning attendees from 2017.

"This was our second annual summit, last year our summit was held in Lethbridge. Some of the participants came back for a second year in a row and others participated for the first time so it's nationally promoted as a conference. It was a little bit smaller this time, we had about 100 participants but the general feedback that we had was that it was even better than last year, which was really great. The size was really nice because it was large enough with choice and variety but it was small enough you wouldn't just sit there and be a backbencher. You wouldn't cruise through and you couldn't help but engage," said Amber Darroch, associate superintendent of learner services for Horizon.

While the event was originally supposed to take place at W.R. Myers High School, the Horizon staff were thrown a curveball as the dates scheduled were the same as the Rebel Classic Basketball Tournament.

"Myers would have been a perfect venue, that's where we meet division wide on our professional learning days when we bring all staff together. We know we can accommodate large groups there, even when we have all of our support staff join as well, so we had confidence in how things run in that facility. But when we booked the dates, I had a fatal flaw in my plan not realizing that it was Rebel Classic weekend. Soon as we realized that, we did a quick pivot and moved to Barnwell. The layout of the school and size of the facility suited this group perfectly so that worked really nice," said Darroch.

On top of the added change of venues there were also a number of differences from last year's conference.

"Other than the size, we had over 300 last year, I would really say that we just had a shorter lead time and it wasn't promoted as much. It was more interactive and hands on. On Saturday morning we had a whole group challenge in the gym together where all the participants went through an activity that we could run around and use in our own classrooms," said Darroch. "We were the guinea pigs for trying something new and because of the size of the group, we were able to do that and have everybody part of a team, part of the competition and part of something new right out of your comfort zone."

Even with the smaller crowd, Darroch didn't notice any drop off of participation from start to end.

"You kind of got the sense that it was a different type of conference, there was a ton of energy. That kept people excited and an indicator was that it went till 4-4:30 p.m. Friday and Saturday and we're still sitting there in the gym as a whole group on a Saturday afternoon. It showed that it hooked people," she added.

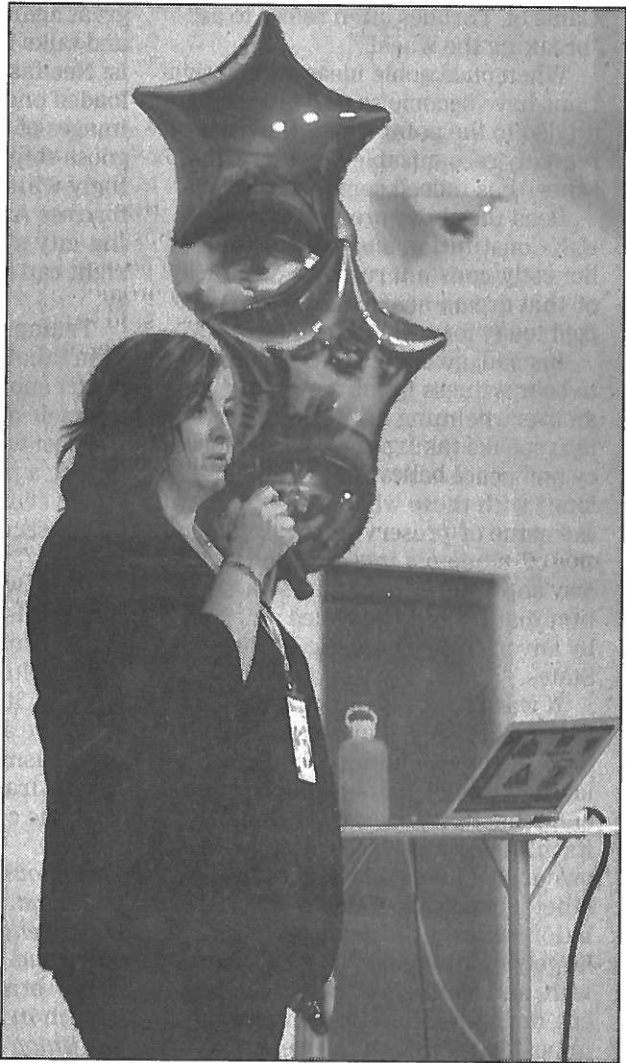
The need for this type of event stems from the lack of learning conferences in southern Alberta, as the closest location usually resides in Calgary.

Teachers and support staff in the southern Alberta region are benefitted especially as they lessen the travel they would have to endure if they wanted to attend a Google Summit.

"The other participants came from as far away as Edmonton and Calgary, Cardston, Medicine Hat. These events happen throughout the school year and usually all year round. The next closest ones would be held in Calgary or Saskatoon or Red Deer in the summer. If somebody really wants to attend, those are their choices. The fact that southern Alberta people could stay right here and join in, is perfect."

While the event wrapped up on Feb. 3, planning for the next event is already underway.

The team at Horizon will be afforded more time for 2019's event to ensure they can set everything up the way they want it.



TIMES PHOTO BY COLE PARKINSON

SPEAKER: Emily Fitzpatrick from EdTechTeam Canada gets the Google Summit started during the first day of the event earlier this month at Barnwell School.

"We are definitely holding it again next year. Last year we said 'hopefully this is just not a first, hopefully it can be annual event.' It kind of went on the back burner but I've already been contacted about scheduling next year," continued Darroch.

Details still need to be hammered out before any real announcements are made but there are still plenty of decisions they need to make.

In the first event Horizon partnered with two school divisions to put on the conference but they went solo for the 2018 version.

They are still figuring out what exactly the benefits are for both possibilities.

"I do love the idea of showcasing Horizon and inviting people to come here rather than default to Lethbridge. I think it's really cool to have people come out and see there is life outside of the city. Last year we partnered with Holy Spirit School Division and Livingstone Range (School Division), so there was three of us together. This year it was just Horizon on our own so that is another thing I have to navigate with my colleagues whether we'll team up again or take turns but I haven't figured that out yet," said Darroch.

Darroch is excited to continue providing the conference to give teachers a place to learn as well provide their students with different types of learning.

"Even though this is called a Google Summit, it really, truly is about teaching and learning. It's not about the technology tool, it's about engaging the student and the classroom giving them a rich experience, innovations and that was evident right as you stepped in the door."

New standards to help build more inclusive schools

February 07, 2018 [Media inquiries](#)

New educational standards will support student mental health, ensure educators have the tools they need to teach about Indigenous culture and boost student success.



Minister Eggen signs Professional Practice Standards with Michael Hauptman from the College of Alberta School Superintendents and Greg Jeffery from the Alberta Teachers' Association.

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.

"These new standards reflect our expectations for education professionals, while recognizing the amazing work already happening in our classrooms. This will lay the groundwork for much of our work to continue to improve Alberta's incredible education system. These standards set a common vision for what it takes to deliver high-quality education in Alberta's classrooms."

David Eggen, Minister of Education

The competencies in all three standards are connected, ensuring a consistent set of skills for teachers and leaders at all levels of the system. These connections mean classrooms will be designed by all educators to anticipate, value, and respond to the diverse strengths and needs of all students.

"As the professional association of teachers in Alberta, we are committed to upholding high standards of professional practice. These updated standards reflect the significant changes that have been occurring in education over the past 20 years. We will continue

to work with our members to ensure these standards are brought to life in all of Alberta's classrooms."

Greg Jeffery, president, Alberta Teachers' Association

Alberta was the first province to introduce a Teaching Quality Standard in 1997, and this is the first update of that standard in 20 years. Alberta will now be the first province to have professional practice standards aligned across all professional educator roles.

"Identifying distinct expectations for superintendents, all system leaders, and school leaders is a positive step for education in our province. The superintendent standard is the first such standard in the world according to renowned researcher Dr. Michael Fullan. Educators looking to move into leadership roles will now have guiding expectations and competencies to chart their path. Alberta continues to lead the work in its innovative practices with a clear alignment of all professional practice standards, ensuring student success for all."

Christopher MacPhee, president, College of Alberta School Superintendents

The standards will come into effect in September 2019. Alberta Education has been working with stakeholders on the development of the standards for three years.

More information about supports for teachers, principals, school leaders, and superintendents will be available soon, including details on the new certification process for principals and superintendents that was introduced as part of the *School Amendment Act*. Training programs, symposia, and local initiatives to help educators prepare for the new standards will be announced in the coming months.

Related information

- [Information on new and updated standards](#)

Multimedia

- [Listen to the news conference](#)

Media inquiries

[Lindsay Harvey](#)

[780-868-4200](#)

Press Secretary, Education

FAQ on Professional Practice Standards for the Teaching Profession in Alberta

[General FAQs](#)

1. What is a professional practice standard?

- A professional practice standard identifies the competency requirements for members of a profession.

2. Is the standard for Alberta teachers new?

- No. In 1997, Alberta became the first jurisdiction in Canada to implement a professional practice standard for all Alberta teachers, the *Teaching Quality Standard* (TQS).
- The TQS is the basis for certification of all Alberta teachers, and is now being revised for the first time in 20 years.
- For the first time in Alberta, the new *Teaching Quality Standard* identifies a competency focused on the need for all teachers to apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

3. Are standards new for principals and superintendents in Alberta?

- Yes. Effective September 2019, the *Leadership Quality Standard* (LQS) will apply to principals and school jurisdiction leaders, and the *Superintendent Leadership Quality Standard* (SLQS), will apply to superintendents and chief deputy superintendents.

4. When will the professional practice standards take effect?

- Though the Minister signed the standards in January 2018, they will not take effect until September 1, 2019.
- The 21-month preparation window between signing the standards and their take effect date reflects Alberta Education's commitment to supporting school authorities, teachers, principals, school jurisdiction leaders and superintendents in adjusting to the new standards.
- Alberta Education will be working with school authorities and stakeholder groups to support education professionals as they prepare to meet the new standards.

5. How are these standards documents related?

- All three standards align with and build upon one another, to ensure a common set of expectations in supporting quality teaching and optimum learning for all Alberta students.
 - the TQS outlines the professional expectations for teachers who work directly with students;
 - the LQS outlines the professional practices that principals and school jurisdiction leaders must demonstrate to create the conditions under which teachers can do their very best work;
 - the SLQS outlines the professional practices that superintendents must demonstrate to create the conditions under which school leaders and teachers can do their very best work.

TEACHER FAQs

1. I am currently a practicing teacher. Does a revised *Teaching Quality Standard* mean I have to re-certify in 2019?

- No. Already certificated teachers are not required to re-certify when the revised *Teaching Quality Standard* takes effect.

2. My workload is already extensive. What will the new standards mean for teacher workload?

- Teachers are already held to a standard, the current *Teaching Quality Standard*, and already engage in professional learning to improve their practice.
- The period of time between now and September, 2019 will enable teachers to increase their awareness of the professional standard, and to engage in planning and professional development related to the revised *Teaching Quality Standard*, as needed.

3. How is the revised *Teaching Quality Standard* (TQS) different from the current TQS?

- The revised *Teaching Quality Standard* is characterized by a more concise, more user-friendly format. As well, there are specific competencies built in to address current needs and contexts related to our education system.
- These include competencies on First Nations, Métis and Inuit education; a new expectation for all teachers to continuously enhance pedagogy in literacy and numeracy; and a competency on creating inclusive learning environments.

4. Where can I go to get resources to help me meet the revised *Teaching Quality Standard*?

- Alberta's professional learning providers, including the Alberta Teachers' Association, are collaborating to offer learning supports.
- The Ministry of Education has contributed \$5.4M to the *Joint Commitment to Action* on Indigenous Education. The professional learning providers that are signatories to this commitment are already engaged in developing professional learning for educators, which will be accessible from now to September 2019 and beyond.
<https://www.alberta.ca/release.cfm?xID=42963B5914BB5-9E75-2518-1A536E4645E07607>
- The Ministry of Education has already released lesson plans to support learning for all students about First Nations, Métis and Inuit.
<https://www.alberta.ca/release.cfm?xID=48828137F5959-9E1B-1261-4ECC9AE507483E67>
<http://www.learnalberta.ca/content/fnmilp/index.html>
- Alberta Education has developed a variety of related tools and resources to support teachers in building inclusive learning environments. These are available on our website (education.alberta.ca/inclusive-education/what-is-inclusion/). Many of these tools and resources are designed to support classroom teachers, such as:
 - Inclusive Education Library
 - Inclusive Education video series and discussion guides
 - Welcoming, Caring, Respectful and Safe Schools
 - Mental health information
 - Instructional Supports
 - Diverse Learning Needs
 - Early Childhood Education
 - English as a Second Language Learners (K-6, 7-9, 10-12)

5. I don't teach in a public, separate or francophone school authority. Does the revised *Teaching Quality Standard* apply to me?

- Yes. The *Teaching Quality Standard* applies to all teachers who hold an Alberta teaching certificate, including those teaching in private, charter, or First Nations operated schools.

PRINCIPAL AND SCHOOL JURISDICTION LEADER FAQs

1. Is the standard for Alberta principals and school jurisdiction leaders new?

- Yes. Effective September 1, 2019, the *Leadership Quality Standard* will apply to principals and school jurisdiction leaders.

- In 2009, the *Principal Quality Practice Guideline* was published by Alberta Education, having been developed in consultation with education stakeholders. The guideline has been used extensively across the province and helped to inform the development of the Ministry-authorized *Leadership Quality Standard*.

2. To whom does the *Leadership Quality Standard* apply?

- The *Leadership Quality Standard* applies to all principals and school jurisdiction leaders.
- “Principal” means, for the purposes of this standard, principal as defined in the *School Act*, assistant principal, associate principal or vice principal.
- “School jurisdiction leader” means a central office staff member, other than the superintendent or chief deputy superintendent, required by their leadership position to hold an Alberta teaching certificate.

3. Where can I go to get resources to help me meet the *Leadership Quality Standard*?

- Alberta’s professional learning providers, including the Alberta Teachers’ Association, are collaborating to offer learning supports.
- The Ministry of Education has contributed \$5.4M to the *Joint Commitment to Action on Indigenous Education*. The professional learning providers that are signatories to this commitment are currently developing professional learning supports for educators and these will be accessible through September 2019 and beyond.
<https://www.alberta.ca/release.cfm?xID=42963B5914BB5-9E75-2518-1A536E4645E07607>

4. How is the new *Leadership Quality Standard* related to certification?

- Just as the *Teaching Quality Standard* is the basis for certification of all teachers in Alberta, so the new *Leadership Quality Standard* will form the basis of a new leadership certification program for principals and school jurisdiction leaders.

5. Will all new leaders be required to have the new leadership certification?

- Only principals will be **required** to hold a leadership certificate.
- Teachers in other leadership positions identified under the *Leadership Quality Standard* (assistant, associate or vice principals, and school jurisdiction leaders), or teachers aspiring to leadership roles, will be able to complete the certification requirements leading to the leadership certificate.

6. What does leadership certification entail? What if I am already a principal?

- Education stakeholders are working collaboratively with Alberta Education to develop the leadership development program that will support our next generation of leaders and lead to leadership certification. For individuals who complete the program, the Ministry will receive a recommendation from the program provider, through the office of the Registrar, and certification will be issued.
- Individuals already in principal roles during the 2018-2019 school year will be recognized for their currency of experience and granted certification without having to complete the new program requirements.

7. Can a school authority hire a principal without leadership certification?

- Yes. Newly hired principals (including those from out of province) would, however, be required to complete their leadership certification within a reasonable period of time.

SUPERINTENDENT FAQs

1. Is the professional practice standard for Alberta superintendents new?

- Yes. Effective September 2019, the *Superintendent Leadership Quality Standard* will apply to superintendents and chief deputy superintendents.
- “Superintendent” means a superintendent appointed by a board pursuant to the *School Act*.
- “Chief deputy superintendent” means the teacher, if any, who is appointed by a board to be the superintendent’s chief deputy.

2. Where can I go to get resources to help me meet the *Superintendent Leadership Quality Standard*?

- Alberta’s professional learning providers, including the College of Alberta School Superintendents, are collaborating to offer learning supports.
- The Ministry of Education has contributed \$5.4M to the *Joint Commitment to Action* on Indigenous Education. The professional learning providers that are signatories to this commitment are currently developing professional learning supports for educators and these will be accessible through September 2019 and beyond.
<https://www.alberta.ca/release.cfm?xID=42963B5914BB5-9E75-2518-1A536E4645E07607>

3. How is the new *Superintendent Leadership Quality Standard* related to certification?

- Just as the *Teaching Quality Standard* is the basis for certification of all teachers in Alberta, so the new *Superintendent Leadership Quality Standard* will form the basis of a new leadership certification program for superintendents.
- Education stakeholders are working collaboratively with Alberta Education to develop the leadership development program that will support our next generation of superintendents and lead to superintendent leadership certification.

4. Will all new superintendents be required to have the new leadership certification?

- Yes. All superintendents will be **required** to hold a superintendent's leadership certificate.
- Chief deputy superintendents and other teachers aspiring to superintendent roles will be able to complete the certification requirements leading to the superintendent's leadership certificate.

5. I am currently a superintendent. Will I need to participate in the new leadership development program to receive superintendent certification?

- Superintendents who held the role during the 2018-2019 school year will be recognized for their currency of experience and granted certification without having to complete the new program requirements.

6. Will I need to be certificated as a superintendent before I get a superintendent position?

- No. Newly hired superintendents (including those from out of province) would be required to complete their leadership certification within a reasonable period of time.
- However, only those who meet the requirements of the *Superintendent of Schools Regulation* can be appointed as school superintendents in Alberta.

Alberta Education
Leadership Quality
Standard



Leadership Quality Standard

Whereas

Alberta's teachers, students, parents, educational leaders, and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study.

Whereas

the success of all members of the school community requires inclusive environments in which diversity is respected and members of the school community are welcomed, cared for, respected, and safe.

Whereas

principals and school jurisdiction leaders play a fundamental role in establishing and supporting the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students will be realized.

Whereas

principals and school jurisdiction leaders have an important role in fostering collaboration, engagement and empowerment of all partners in the education system to enable all students to achieve their potential.

Whereas

principals and school jurisdiction leaders in Alberta schools are accomplished teachers able to create the conditions within which quality teaching and optimum learning can occur and be sustained.

Whereas

the *Leadership Quality Standard* provides a framework to support the professional growth, supervision and evaluation of all principals and school jurisdiction leaders.

Whereas

students, parents and other partners in education should be confident that Alberta principals and school jurisdiction leaders demonstrate the *Leadership Quality Standard* throughout their careers.

Whereas

it is important to recognize the value of a consistent standard of professional practice for all principals and school jurisdiction leaders in the province.

Leadership Quality Standard

1. In the context of this document:

- (a) **“competency”** means an interrelated set of knowledge, skills, and attitudes developed over time and drawn upon and applied to a particular leadership context in order to support quality leadership, teaching and optimum learning as required by the *Leadership Quality Standard*;
- (b) **“inclusive learning environment”** means a classroom, school, on-line learning environment or other educational setting structured to anticipate, value and respond to the diverse strengths and needs of all learners.
- (c) **“indicators”** means actions that are likely to lead to the achievement of a competency and which, together with the competency, are measurable and observable;
- (d) **“leader”** means a principal or school jurisdiction leader;
- (e) **“local community”** means community members who have an interest in education and the school community, including neighbouring Métis settlements, First Nations and other members of the public;
- (f) **“principal”** means, for the purposes of this standard, principal as defined in the *School Act*, assistant principal, associate principal, vice principal;
- (g) **“reconciliation”** means the process and goal of creating societal change through a fundamental shift in thinking and attitudes, increasing inter-cultural understanding to build a better society through learning about First Nations, Métis and Inuit perspectives and experiences, including residential schools and treaties;
- (h) **“school authority”** means a public school board, separate school board, Francophone regional authority, charter school operator or accredited private school operator;
- (i) **“school community”** means the staff of the school authority, along with students, parents/guardians and school council members;
- (j) **“school council”** means a school council established under the *School Act*, or a parent advisory council established under the *Private Schools Regulation*;
- (k) **“school jurisdiction”** means a public school board, separate school board, Francophone regional authority, or charter school operator;
- (l) **“school jurisdiction leader”** means a central office staff member, other than the superintendent or chief deputy superintendent, required by their leadership position to hold an Alberta teaching certificate;
- (m) **“staff”** means all certificated and non-certificated persons whose role in the school is to provide educational and support services to students;
- (n) **“student”** means, for the purposes of this standard, an individual enrolled in a school or required by law to attend, and includes a child younger than 6 years of age who is enrolled in an early childhood services program;
- (o) **“superintendent”** means a superintendent appointed by a board pursuant to the *School Act* and the chief deputy superintendent, if any, as referred to in the *Teaching Profession Act*; and
- (p) **“teacher”** means an individual who holds a certificate of qualification as a teacher issued under the *School Act*.

2. The *Leadership Quality Standard*:

Quality leadership occurs when the leader’s ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.

3. The *Leadership Quality Standard* applies to all leaders employed in a school authority. All leaders are expected to meet the *Leadership Quality Standard* throughout their careers. Principals as defined under the *School Act* are accountable for the demonstration of all the competencies. Other leaders are responsible for the demonstration of competencies directly related to their assigned role. In any given context, reasoned professional judgment must be used to determine whether the *Leadership Quality Standard* is being met.

4. The *Leadership Quality Standard* is described by the following competencies and indicators:

Fostering Effective Relationships

1. A leader builds positive working relationships with members of the school community and local community.

Achievement of this competency is demonstrated by indicators such as:

- (a) acting with fairness, respect and integrity;
- (b) demonstrating empathy and a genuine concern for others;
- (c) creating a welcoming, caring, respectful and safe learning environment;
- (d) creating opportunities for parents/guardians, as partners in education, to take an active role in their children's education;
- (e) establishing relationships with First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, local leaders and community members;
- (f) demonstrating a commitment to the health and well-being of all teachers, staff and students;

- (g) acting consistently in the best interests of students;
- (h) engaging in collegial relationships while modeling and promoting open, collaborative dialogue;
- (i) communicating, facilitating and solving problems effectively; and
- (j) implementing processes for improving working relationships and dealing with conflict within the school community.

Modeling Commitment to Professional Learning

2. A leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching, and learning.

Achievement of this competency is demonstrated by indicators such as:

- (a) engaging with others such as teachers, principals and other leaders to build personal and collective professional capacities and expertise;
- (b) actively seeking out feedback and information from a variety of sources to enhance leadership practice;
- (c) seeking, critically reviewing and applying educational research to inform effective practice;
- (d) engaging members of the school community to build a shared understanding of current trends and priorities in the Education system.

Embodying Visionary Leadership

3. A leader collaborates with the school community to create and implement a shared vision for student success, engagement, learning and well-being.

Achievement of this competency is demonstrated by indicators such as:

- (a) communicating a philosophy of education that is student-centred and based on sound principles of effective teaching and leadership;
- (b) recognizing the school community's values and aspirations and demonstrating an appreciation for diversity;
- (c) collaborating with other leaders and superintendents to address challenges and priorities;
- (d) supporting school community members, including school councils, in fulfilling their roles and responsibilities;
- (e) promoting innovation, enabling positive change, and fostering commitment to continuous improvement; and
- (f) accessing, sharing and using a range of data to determine progress towards achieving goals.

Leading a Learning Community

4. A leader nurtures and sustains a culture that supports evidence-informed teaching and learning.

Achievement of this competency is demonstrated by indicators such as:

- (a) fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;
- (b) creating an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected, and safe;
- (c) developing a shared responsibility for the success of all students;
- (d) cultivating a culture of high expectations for all students and staff;
- (e) creating meaningful, collaborative learning opportunities for teachers and support staff;
- (f) establishing opportunities and expectations for the positive involvement of parents/guardians in supporting student learning;
- (g) creating an environment for the safe and ethical use of technology;
- (h) collaborating with community service agencies to provide wrap-around supports for all students who may require them, including those with mental health needs; and
- (i) recognizing student and staff accomplishments.

Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit

5. A leader supports the school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Achievement of this competency is demonstrated by indicators such as:

- (a) understanding the historical, social, economic, and political implications of:
 - treaties and agreements with First Nations;
 - legislation and agreements negotiated with Métis; and
 - residential schools and their legacy;
- (b) aligning resources and building the capacity of the school community to support First Nations, Métis and Inuit student achievement;
- (c) enabling all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and
- (d) pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

Providing Instructional Leadership

6. A leader ensures that every student has access to quality teaching and optimum learning experiences.

Achievement of this competency is demonstrated by indicators such as:

- (a) building the capacity of teachers to respond to the learning needs of all students;
- (b) implementing professional growth, supervision and evaluation processes to ensure that all teachers meet the *Teaching Quality Standard*;
- (c) ensuring that student instruction addresses learning outcomes outlined in programs of study;
- (d) facilitating mentorship and induction supports for teachers and principals, as required;
- (e) demonstrating a strong understanding of effective pedagogy and curriculum;
- (f) facilitating the use of a variety of technologies to support learning for all students;
- (g) ensuring that student assessment and evaluation practices are fair, appropriate, and evidence-informed;
- (h) interpreting a wide range of data to inform school practice and enable success for all students; and
- (i) facilitating access to resources, agencies and experts within and outside the school community to enhance student learning and development.

Developing Leadership Capacity

7. A leader provides opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles.

Achievement of this competency is demonstrated by indicators such as:

- (a) demonstrating consultative and collaborative decision-making that is informed by open dialogue and multiple perspectives;
- (b) identifying, mentoring and empowering teachers in educational leadership roles;
- (c) promoting the engagement of parents in school council(s) and facilitating the constructive involvement of school council(s) in school life;
- (d) creating opportunities for students to participate in leadership activities and to exercise their voice in school leadership and decision making; and
- (e) promoting team building and shared leadership among members of the school community.

Managing School Operations and Resources

8. A leader effectively directs operations and manages resources.

Achievement of this competency is demonstrated by indicators such as:

- (a) identifying and planning for areas of need;
- (b) applying principles of effective teaching and learning, child development, and ethical leadership to all decisions;
- (c) aligning practices, procedures, policies, decisions, and resources with school and school authority visions, goals and priorities;

- (d) following through on decisions made by allocating resources (human, physical, technological and financial) to provide the learning environments and supports needed to enable and/or improve learning for all students;
- (e) facilitating access to appropriate technology and digital learning environments; and
- (f) ensuring operations align with provincial legislation, regulations and policies, and the policies and processes of the school authority.

Understanding and Responding to the Larger Societal Context

9. A leader understands and appropriately responds to the political, social, economic, legal and cultural contexts impacting schools and the school authority.

Achievement of this competency is demonstrated by indicators such as:

- (a) supporting the school community in understanding the legal frameworks and policies that provide the foundations for the Alberta education system;
- (b) representing the needs of students at the community, school authority and provincial levels;
- (c) engaging local community partners to understand local contexts;
- (d) demonstrating an understanding of local, provincial, national, and international issues and trends and their implications for education; and
- (e) facilitating school community members' understanding of local, provincial, national, and international issues and trends related to education.



Alberta Education, Office of the Registrar
2nd Floor, 44 Capital Boulevard Building
10044 - 108 Street
Edmonton, Alberta T5J 5E6

In 1997, Alberta was the first province to create a professional practice standard for teachers, and today we are updating that standard to reflect the realities of today's schools and the future direction of our education system.

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**.

I have attached a letter for all of your certificated staff that provides important information related to my authorization of the revised *Teaching Quality Standard*, the new *Leadership Quality Standard* and the new *Superintendent Leadership Quality Standard*. Please distribute this letter to all certificated staff in your school authority. I appreciate your assistance in this important communication.

Also attached are copies of the ministerial orders on the professional practice standards, which I am proud to provide as a reflection of the collaborative effort that was the foundation for this work, as well as an FAQ document that is also available on Education's website at education.alberta.ca/standards.

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.

To assist in this transition, resources and supports will be provided to all school boards, teachers, principals, school jurisdiction leaders and superintendents. For example, through the *Joint Commitment to Action* signed in June 2016, the Ministry of Education has contributed \$5.4 million to support professional learning for capacity in First Nations, Métis and Inuit education, as identified in the new practice standards. The professional learning providers that are signatories to this commitment are already developing and providing professional learning, accessible from now to September 2019 and beyond.

Further information about additional supports will be available on the Alberta Education website in the coming weeks.

I greatly value the work you do to ensure the success of students in Alberta schools. The excellence of our education system is a reflection of your hard work and dedication.

Sincerely,

David Eggen
Minister

MINISTER'S MESSAGE TO TEACHERS

The strength of Alberta's education system is in the talent, skill and dedication of our teachers. Every day, you work to help students learn, grow and succeed. In 1997, Alberta was the first province to create a professional practice standard for teachers linked to certification, and today we are updating that standard to reflect the realities of today's schools and the future direction of our education system.

Alberta Education, in collaboration with education stakeholders, has revised the *Teaching Quality Standard* and created a new *Leadership Quality Standard* for principals and school jurisdiction leaders, as well as a new *Superintendent Leadership Quality Standard* for superintendents. These standards will come into effect on **September 1, 2019**.

To assist with the transition to the revised and new standards, resources and supports will be provided to all teachers, principals, school jurisdiction leaders and superintendents. Further information, as well as supports for all education professionals, will be available on the Alberta Education website in the coming weeks at education.alberta.ca/standards. You may also receive more information about the new standards from your school authority and professional association.

I greatly value all of the work you do to ensure the success of students in your classroom and school. The excellence of our education system is founded on your hard work and dedication.

Sincerely,

David Eggen
Minister

Alberta Education
Teaching Quality
Standard



Teaching Quality Standard

Whereas

Alberta's teachers, students, parents, educational leaders, and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study.

Whereas

Alberta teachers provide inclusive learning environments in which diversity is respected and members of the school community are welcomed, cared for, respected and safe.

Whereas

Alberta teachers play a fundamental role in establishing the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students will be realized.

Whereas

quality teaching occurs best when teachers work together with other teachers in the common interest of helping all students succeed in diverse and complex learning environments.

Whereas

the *Teaching Quality Standard* provides a framework for the preparation, professional growth, supervision and evaluation of all teachers.

Whereas

students, parents and other partners in education should be confident that Alberta teachers demonstrate the *Teaching Quality Standard* throughout their careers.

Whereas

it is important to recognize the value of a consistent standard of professional practice for all teachers in the province.

Teaching Quality Standard

1. In the context of this document:

- (a) **“competency”** means an interrelated set of knowledge, skills and attitudes, developed over time and drawn upon and applied to a particular teaching context in order to support optimum student learning as required by the *Teaching Quality Standard*;
- (b) **“inclusive learning environment”** means a classroom, school, on-line learning environment or other educational setting structured to anticipate, value and respond to the diverse strengths and needs of all learners;
- (c) **“indicators”** means actions that are likely to lead to the achievement of a competency and which, together with the competency, are measurable and observable;
- (d) **“local community”** means community members who have an interest in education and the school, including neighbouring Métis settlements, First Nations and other members of the public;
- (e) **“school authority”** means a public school board, separate school board, Francophone regional authority, charter school operator or accredited private school operator;
- (f) **“school community”** means students, teachers and other school staff members, parents/guardians and school council members;
- (g) **“school council”** means a school council established under the *School Act*, or a parent advisory council established under the *Private Schools Regulation*;
- (h) **“student”** means, for the purpose of this standard, an individual enrolled in a school or required by law to attend, and includes a child younger than 6 years of age who is enrolled in an early childhood services program;
- (i) **“teacher”** means an individual who holds a certificate of qualification as a teacher issued under the *School Act*.

2. The *Teaching Quality Standard*:

Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.

3. All Alberta teachers are expected to meet the *Teaching Quality Standard* throughout their careers. In any given context, reasoned professional judgment must be used to determine whether the *Teaching Quality Standard* is being met.

4. The *Teaching Quality Standard* is described by the following competencies and indicators:

Fostering Effective Relationships

1. A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

Achievement of this competency is demonstrated by indicators such as:

- (a) acting consistently with fairness, respect and integrity;
- (b) demonstrating empathy and a genuine caring for others;
- (c) providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;
- (d) inviting First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;
- (e) collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; and
- (f) honouring cultural diversity and promoting intercultural understanding.

Engaging in Career-Long Learning

2. A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

Achievement of this competency is demonstrated by indicators such as:

- (a) collaborating with other teachers to build personal and collective professional capacities and expertise;
- (b) actively seeking out feedback to enhance teaching practice;
- (c) building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;
- (d) seeking, critically reviewing and applying educational research to improve practice;
- (e) enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; and
- (f) maintaining an awareness of emerging technologies to enhance knowledge and inform practice.

Demonstrating a Professional Body of Knowledge

3. A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

Achievement of this competency is demonstrated by indicators such as:

- (a) planning and designing learning activities that:
 - address the learning outcomes outlined in programs of study;
 - reflect short, medium and long range planning;
 - incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;
 - ensure that all students continuously develop skills in literacy and numeracy;
 - communicate high expectations for all students;
 - foster student understanding of the link between the activity and the intended learning outcomes;
 - consider relevant local, provincial, national and international contexts and issues;
 - are varied, engaging and relevant to students;
 - build student capacity for collaboration;
 - incorporate digital technology and resources, as appropriate, to build student capacity for:
 - acquiring, applying and creating new knowledge;
 - communicating and collaborating with others,
 - critical-thinking; and
 - accessing, interpreting and evaluating information from diverse sources;
- consider student variables, including:
 - demographics, e.g. age, gender, ethnicity, religion;
 - social and economic factors;
 - maturity;
 - relationships amongst students;
 - prior knowledge and learning;
 - cultural and linguistic background;
 - second language learning;
 - health and well-being;
 - emotional and mental health; and
 - physical, social and cognitive ability;
- (b) using instructional strategies to engage students in meaningful learning activities, based on:
 - specialized knowledge of the subject areas they teach;
 - an understanding of students' backgrounds, prior knowledge and experiences;
 - a knowledge of how students develop as learners;
- (c) applying student assessment and evaluation practices that:
 - accurately reflect the learner outcomes within the programs of study;
 - generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;
 - provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;
 - provide accurate, constructive and timely feedback on student learning; and
 - support the use of reasoned judgment about the evidence used to determine and report the level of student learning.

Establishing Inclusive Learning Environments

- 4. A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.**

Achievement of this competency is demonstrated by indicators such as:

- (a) fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;
- (b) using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;
- (c) communicating a philosophy of education affirming that every student can learn and be successful;
- (d) being aware of and facilitating responses to the emotional and mental health needs of students;
- (e) recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;
- (f) employing classroom management strategies that promote positive, engaging learning environments;
- (g) incorporating students' personal and cultural strengths into teaching and learning; and
- (h) providing opportunities for student leadership.

Applying Foundational Knowledge about First Nations, Métis and Inuit

- 5. A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.**

Achievement of this competency is demonstrated by indicators such as:

- (a) understanding the historical, social, economic, and political implications of:
 - treaties and agreements with First Nations;
 - legislation and agreements negotiated with Métis; and
 - residential schools and their legacy;
- (b) supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;
- (c) using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and
- (d) supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.



Adhering to Legal Frameworks and Policies

6. A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

Achievement of this competency is demonstrated by indicators such as:

- (a) maintaining an awareness of, and responding in accordance with, requirements authorized under the *School Act* and other relevant legislation;
- (b) engaging in practices consistent with policies and procedures established by the school authority; and
- (c) recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.



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