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| • November 26 – Division Wide PD Day |
| • November 28 – Board Meeting |
| • December 11 – Administrator’s Meeting |
| • December 19 – Board Meeting |

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 Wednesday, September 26th, 2018 beginning at 1:00 p.m. in the Eric Johnson Room.

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

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

ACTION ITEMS

- | | | |
|-----|---|--|
| A.1 | Moved by Blair Lowry that the Board approve the agenda with the following additions:
A.11 – Letter to Alberta Infrastructure

Carried Unanimously | AGENDA
APPROVED
104/18 |
| A.2 | Moved by Derek Baron that the Board approve the Minutes of the Regular Board Meeting, held Wednesday, August 22, 2018 as provided by Enclosure 1 of the agenda.

Carried Unanimously | BOARD MEETING
MINUTES APPROVED
105/18 |
| A.3 | Moved by Jennifer Crowson that the Board approve the September 2018 Payment of Accounts in the amount of \$2,183,335.67 was provided in Enclosure 2 of the Agenda.

Carried Unanimously | PAYMENT OF ACCOUNT
APPROVED
106/18 |
| A.4 | Move by Bruce Francis that the Board approve the first reading of Policy FCB – Facilities Capital Plan as provided by Enclosure #3 of the agenda.

Carried Unanimously | POLICY FCB FIRST
READING APPROVED
107/18 |
| A.5 | Move by Derek Baron that the Board approve the first reading of Policy FEA – Custodial Services as provided by Enclosure #4 of the agenda.

Carried Unanimously | POLICY FEA FIRST
READING APPROVED
108/18 |
| A.6 | Move by Christa Runka that the Board approve the first reading of Policy FF – Naming of Schools as provided by Enclosure #5 of the agenda.

Carried Unanimously | POLICY FF FIRST
READING APPROVED
109/18 |
| A.7 | Move by Bruce Francis that the Board approve the first reading of Policy GAA – Code of Conduct as provided by Enclosure #6 of the agenda.

Carried Unanimously | POLICY GAA FIRST
READING APPROVED
110/18 |
| A.8 | Move by Rick Anderson that the Board approve the first reading of Policy GDN – Evaluation of School Support Staff Member as provided by Enclosure #7 of the agenda. | POLICY GDN FIRST
READING APPROVED |

	Carried Unanimously	111/18
A.9	Move by Blair Lowry that the Board approve the first reading of Policy <u>HGBG – Home Education</u> as provided by Enclosure #8 of the agenda.	POLICY HGBG FIRST READING APPROVED 112/18
	Carried Unanimously	
A.10	Moved by Derek Baron that the Board approve the 2019 -2020 Jurisdiction Calendar as provided by Enclosure #9 of the agenda.	2019-2020 JURISDICTION CALENDAR APPROVED 113/18
	Carried Unanimously	
A.11	Moved by Rick Anderson that the Board approve a letter of concern be written to Alberta Infrastructure.	LETTER TO ALBERTA INFRASTRUCTURE APPROVED 114/18
	Carried Unanimously	

DISCUSSION ITEMS

D.1 Staff Christmas Cards

The Board will continue to send out Staff Christmas cards along with a gift certificate.

D.2 Public School Board Association

The Board tabled the discussion to join the PSBA until the December Board meeting. More information will be required to make a decision.

INFORMATION ITEMS

I.1 Superintendent's Report

Wilco Tymensen, Superintendent, shared the following September 2018 updated with the Board:

Educational Leadership and Student Welfare

- Meetings and dialogue between schools and division office are ongoing. Conversations/topics typically focus on processes that ensure student safety, well- being, and conduct; financial management; and instructional leadership. This month they also included budgeting, staffing, transportation, off-campus excursions, student conduct and discipline, and guidance with regard to student and parental concerns.
- Welcomed new teachers to Horizon at the jurisdiction's induction program.
- Welcomed all teachers back at the school year kick of division wide professional development day – Headstrong for Teachers. The day focused on providing teachers with strategies to maintain their physical and mental health.
- School visits this month included: ACE Place, Central Elementary School, Chamberlain School, D.A. Ferguson Middle School, Dr. Hamman Elementary School, Enchant School, Hays School, L.T. Westlake Elementary School, Milk River Elementary School, Erle Rivers Jr. Sr. High School, Taber Christian School, Warner School, Lomond Community School, Taber Mennonite School, and W.R. Myers High School.

Personnel Management

- Meetings and conversations have taken place with regard to enrollment projections.
 - Below are some stats with regard to enrollments and projection based on attendance during the first week of school.
 - Current enrollment (bums in seats) for K-12 are 89 students below projections (This translates into about \$700,000 less funding than expected based on February projections)
 - Current enrollment (bums in seats) for K are 9 students below projections

- Current enrollment (bums in seats) for gr. 1-9 are 65 students below projections
- Current enrollment (bums in seats) for gr. 10-12 are 33 students below projections
- When we look at clusters of schools
 - Regular Schools (excluding outreach and colony) are 24 students below projections
 - Outreach Schools are 62 students below projections (we know that there are quite a few that are currently working and expect these to show up prior to Sept 30)
- The biggest discrepancy between enrollments and projections are
 - Two schools with about 26 less students than projected and
 - One school with 34 more students than projected
- Teacher instructional and assignable time templates work was finalized.
- Interviews for Horizon's courier position have taken place.

Policy and Strategic Planning and Reporting

- Horizon's policy committee met to review a number of policies. (see regular meeting for list)

Fiscal Responsibility, Organizational Leadership and Management

- ATA Collective Bargaining. The Board met on September 25, 2018.
- Teachers' Employer Bargaining Association (TEBA) meeting
- D.A. Ferguson modernization meetings were attended

Communications and Community Relations

- A number of meetings and celebrations were attended over the last month. These include but are not limited to
 - Administrator Meeting
 - Division Office staff meeting
 - Senior Administrative Leadership Team meeting
 - College of Alberta School Superintendent Zone Six meeting
 - Chamberlain Pancake Breakfast
 - Milk River welcome back BBQ
 - Warner Grand Opening
 - Board tour – Sunnyside and Kingsland
 - Taber Players donation

I.2 Trustee/Committee Reports

I.2.1 Zone 6 ASBA Report

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

- No Report

I.2.2 Facilities Report

Bruce Francis, Facilities Committee Chair, provided a report to the Board on the work undertaken for the month of September 2018:

- One of Horizon School Divisions top priorities regarding school facilities is to ensure that health, safety and essential upgrade needs are completed as required. IMR funding is provided by the provincial government to meet those needs as well as deal with deferred maintenance. For the school year 2017-18 all IMR expenditures are complete or awaiting final invoicing, with many 2018-19 IMR projects being planned and some underway.
- The DA Ferguson / WR Myers partial facility modernization managed by Alberta Infrastructure is currently underway with all demolition of the interior spaces of the 1960 section being complete. Demolition of the WR Myers administration space to accommodate a new 2-hour fire wall is also complete.

I.2.3 Administrator's Meeting Report

Bruce Francis provided a report to the Board from the September Administrator's meeting:

- Jurisdiction Goals
- Professional Development Planning

- Administrators of Division Committees
- Administrator Meeting Dates
- Inclusive Learning
- Administrator's Symposium
- Start-up Week Feedback
- Absence Tracking
- Hiring Documentation
- OH & S
- Emergency First Aid Training
- Evaluating Substitute Teachers

I.3 Associate Superintendent of Finance and Operations Report

Phil Johansen provided a September 2018 update to the Board:

- Updating payroll and staffing contracts
- Warner Project completion
- Occupational Health & Safety
 - Committees & Reps

I.4 Associate Superintendent of Learner Services Report

Amber Darroch, Associate Superintendent of Learner Services, shared the following September 2018 update with the Board:

Learner Services lead team members:

Amber Darroch, Associate Superintendent

Terri-Lynn Duncan, Director of Learning (Curriculum & Instruction)

Robbie Charlebois, Director of Learning (Inclusive Education)

Angela Miller, Clinical Team Lead

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- During the last week of August, the Learner Services team provided a number of professional learning sessions for staff on a range of topics aligned with our improvement priorities. Some meetings were held (Learning Support, Indigenous Champions, K-6 Literacy) were also held, saving teacher sub costs over meeting dates during the regular school year. About 150 teachers, support staff, and administrators participated in events over August 28, 30 and 31.
- The opening professional learning day for teachers and counsellors on Monday, August 27th was a great success based on participant feedback and the scope of partners we engaged. United by a theme of wellness, components included an engaging keynote, nine guest presenters in breakout sessions and a number of hands-on activities.

95% of the 102 teachers responding to an August 27th feedback survey were satisfied with the day and 98% enjoyed the keynote speaker, Joyce Sunada. As this was the first time in a number of years a division-wide day was held before school started, it was also helpful to hear back from staff that 90% feel professional learning the first week back to school is effective. This has informed the draft calendar for 2018-19.

- The University of Lethbridge and four schools in our division are working with Terri-Lynn to ensure and enhance foundational literacy skills for students in Kindergarten to grade two. The schools who are part of this project are Central, Dr. Hamman, Chamberlain and LT Westlake.
- The University of Calgary Werklund School of Education, Vauxhall High School, and Director of Learning, Terri-Lynn Duncan are working together on another literacy project where students will explore their own identities through literature.
- Taber was host to the annual Networking Meeting of key representatives of the Mennonite Central Committee (MCC) the week of September 17th. As part of the week's events, Amber and Benita Peters, Horizon's Low German Mennonite Consultant, hosted 20 delegates from Saskatchewan, Manitoba, Ontario, Bolivia and Mexico for a discussion about education in Southern Alberta. The activities included tours of both Taber Mennonite School and Horizon Mennonite Alternative Program and visits with parents in both communities.
- In anticipation of new curriculum implementation beginning in 2019, some of Horizon's Learner Service team have joined a growing network of school jurisdiction curriculum leaders to collaborate on the strategies we are using across

the province as we tackle this work in each of our divisions. Amber attended the first full day meeting on September 14th. Insights gained are helping to inform Learner Services strategy moving forward.

KEY ACTION AREA #2:

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

- All schools have been asked to update their pyramid of interventions and send a copy to Robbie. The "pyramid of intervention" document articulates the plan each school has for how they will respond at the classroom, school, and partner levels when students are not experiencing success.
- Early Learning Programs have identified 34 students for Program Unit Funding (PUF) and 34 students have qualified for Mild/Moderate and English Language Learner interventions.
- A collaborative response meeting was held for non-attending, high-risk students on Sept. 12. Staff from Myers, ACE, Counselling services, and Division office attended with the goal of strategizing to re-engage identified students.

LEADERSHIP PRACTICES

- Amber is representing CASS (College of Alberta School Superintendents) Zone 6 as Zone Director for the term 2018-2020 and attended this year's first Board of Directors Meeting in Edmonton on September 6 & 7, 2018.

I.5 Associate Superintendent of Programs and Human Services Report

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

Building Effective Relationships

- Participating in local bargaining process ongoing.
- Career Transitions – Currently the vice chair of the board. Supporting the Executive Director to address funding concerns has been a primary focus.

Modeling Commitment to Professional Learning

- Participating in Cognitive Coaching 10-day course over this school year. Hosted by Holy Spirit Roman Catholic School Division

Visionary Leadership

- Supporting committee planning for a Horizon Experiential Week in conjunction with LCC, Mount Royal University, University of Calgary, Livingstone Range, and Palliser School Division in May 2019.

Leading Learning

- Ongoing support for Principals with staffing concerns.
- JSET (Jurisdiction Student Engagement Team) → interjurisdiction event to be held Nov. 14, 2018 at University of Lethbridge (all Zone 6 jurisdictions invited to participate)
- Working with Career Counseling team to support implementation of career related outcomes in Health 8 and 9 courses. Hosting a one day collaborative workshop with the Health 8 and 9 teachers to develop lesson plans and partnerships.

Supporting First Nations, Metis and Inuit Education for All Students

- Indigenous Champions – full day session with an instructor from the ATA on Aug. 30 was well attended and received.
 - Goal is to maximize the dispersion of the knowledge and skills beyond the champions to all of our teachers/staff
- Blanket Exercise
 - Hosted a blanket exercise with all grade 7 student Sept. 20. Was impressed by the student participation and feedback.
 - Scheduled Blanket Exercises:
 - ERHS, March 8
 - Colony Teachers, May 30
 - Second Community Blanket Exercise in the works, being led by Taber Police Services, October 4, 2018

- Completed in 9 schools
- Partnership with University of Lethbridge -> First Nations, Metis, Inuit Mentorship Program for high school and middle school students partnered with university students. Began last week.
- Charitable organization and fundraising to support a multicultural holistic education centre grounded in Indigenous Ways of Knowing, Eagle Spirit Nest Community Association (ESNCA). Holy Spirit has indicated a desire to come on board.
 - An initial board of directors has been set and will be moving forward to become a registered society
 - We will begin raising funds under the current TDLF (Taber and District Learning Foundation) while we begin the process of obtaining our own charitable organization number.

Sustaining Effective Instructional Leadership

- Hosting Horizon Induction Program Sessions this year
- Evaluation Process for Probationary Teachers – 19 this year under evaluation; I am completing 14 evaluations

School Authority Operations and Resources

- Continuing to refine hiring process and documentation
- Participated in CASSIX fall meeting
- In response to feedback from our Admin team, implementing PowerSchool's automated call out system which will work with the attendance management system we implemented last school year.

Correspondence

No Discussion items came forward from the Correspondence as provided by Enclosure 11 of the agenda.

COMMITTEE ITEMS

Moved by Rick Anderson that the Board meet in Committee.	Carried Unanimously	COMMITTEE 11518
Moved by Blair Lowry that the meeting reconvene.	Carried Unanimously	RECONVENE 116/18
Moved by Christa Runka that the meeting adjourn.	Carried Unanimously	MEETING ADJOURNED 117/18

Marie Logan, Chair

Sheila Laqua, Executive Secretary

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

Policy Code:	IC
Policy Title:	School Attendance Areas
Cross Reference:	EEA, EEAB
Legal Reference:	School Act Sec 13(2),13(3),45(3),45(6),51, 52,60(3),61(1) 123 School Transportation Regulation Sec. 4
Adoption Date:	April 23, 1997
Re-affirmation or Amendment Date:	Oct. 16/03, June 8/06, Apr. 19/07, Apr. 17/08

POLICY

THE BOARD SHALL ESTABLISH ATTENDANCE BOUNDARIES AND/OR TRANSPORTATION SERVICE AREAS FOR ALL SCHOOLS IN ITS JURISDICTION AND ENCOURAGES ALL STUDENTS TO ATTEND THE SCHOOL WITHIN THEIR ATTENDANCE AREA. THE BOARD DOES HOWEVER RECOGNIZE THE RIGHT GRANTED BY THE SCHOOL ACT FOR PARENTS TO REQUEST THEIR STUDENTS ATTEND A DIVISION SCHOOL OTHER THAN THE SCHOOL WITHIN THEIR ATTENDANCE AREA, AND WHEN SUCH REQUESTS ARE MADE, THEY SHALL BE REVIEWED IN HARMONY WITH THE FOLLOWING GUIDELINES.

REGULATIONS

1. The Board shall establish attendance boundaries and/or transportation service areas for all schools and reserves the right to adjust these boundaries from time to time to make more efficient use of facilities and bus routes. Changes proposed for the beginning of any school year shall be communicated to affected parents by the preceding June 1.
2. Parents desiring that their child(ren) attend a school other than a school in their attendance area and/or transportation service area and not requiring Division transportation shall make written application for registration to the Principal of the school they wish their student(s) to attend by June 1 preceding the commencement of the next school year.
3. Parents desiring that their child(ren) attend a school other than the school in their attendance area and/or transportation service area and requiring Division transportation, to which they are not otherwise entitled, shall make written application for registration to the Principal of the school they wish their student(s) to attend by June 1 preceding the commencement of the next school year and shall also make written application for bussing services to the Transportation Coordinator by June 30 preceding the commencement of the next school year.
4. All students requiring bussing services shall have arrangements confirmed with the Transportation Coordinator prior to the commencement of attendance in a Division school.
5. The review of the application by a Principal for registration by students attending out of the school's attendance area shall be based on the following factors:
 - 5.1. the availability of space;
 - 5.2. the teaching load of the staff;

Policy IC - School Attendance Areas - Continued

- 5.3. projected enrolment for the school;
 - 5.4. suitability of school programs and services;
 - 5.5. listed priority of enrolment (guideline #6); and
 - 5.6. additional costs to the school and/or the division.
6. Enrolment priority shall be as follows:
- 6.1. student living in the attendance area and/or transportation service area;
 - 6.2. division special needs students who can best be educated at the school;
 - 6.3. student currently attending from outside school attendance area;
 - 6.4. outside students who have siblings in attendance area at the school;
 - 6.5. outside students whose family needs or arrangements are special;
 - 6.6. outside students with none of the above considerations; and
 - 6.7. non-resident students.
7. The review of an application for bussing services, to a school other than that in the student's attendance area and/or transportation service area, shall be based on the following factors:
- 7.1. the listed priority of enrollment (as per regulation #6);
 - 7.2. the availability of unassigned seating space on an applicable bus route;
 - 7.3. that there be no additional cost to the Division to transport the student to a school of choice; and
 - 7.4. that there is a valid, signed application/agreement with the parents of the non-designated student indicating their understanding and agreement to the terms of transportation.
8. If the Transportation Coordinator, upon receiving an application for bussing services for a student attending outside of the student's attendance area, and in conjunction with the Associate Superintendent of Programs and Services determines that the application is based on educational considerations, the application shall be referred to the Superintendent of Schools.
9. The Superintendent of Schools, in determining if an application for bussing services outside of attendance area may be approved, shall consider all available information and base the decision upon the following factors:
- 9.1. the best educational interests of the student and the recommendation of a principal or;
 - 9.2. the recommendation of program supervisors/liaison workers such as the Student Services Supervisor, Clinical Team Leader (Family School Liaison Counsellors' Supervisor), Low German Mennonite Liaison Worker, and Native Liaison Worker and;
 - 9.3. additional costs to the School Division and practicality of providing bussing service.

10. New transportation requests for student transportation to non-designated schools will not receive approval and students will not be transported prior to September 15 in order to ensure that there is space on busses for last minute student registrations who require transportation to designated schools.

~~10.~~ If a student is granted registration in a school outside their attendance area or transportation service area but cannot be granted Division bus transportation or does not require Division bus transportation, the parent of the student shall be responsible for ensuring the transportation of the student (as set out in the Alberta School Act – Student Transportation Regulation):

11.

~~11.1.~~ ~~10.1~~ to and from the site of the school; or

~~11.2.~~ ~~10.2~~ to and from a designated school bus route stop within the transportation service area for that school.

~~HORIZON SCHOOL DIVISION NO. 67~~

~~Policy IC - School Attendance Areas - Continued~~

~~12.11.~~—An application requesting bussing services, to a school other than that in the student’s attendance area and/or transportation service area, that is denied by the Transportation Coordinator may be appealed by the parents to a higher level of authority. The levels of appeal for this policy shall be:

~~12.1. 11.1~~—Associate Superintendent of Programs and Services;

~~12.2. 11.2~~—Superintendent;

~~12.3. 11.3~~—Transportation Committee of the Board;

~~12.4. 11.4~~—The Board.

~~13.12.~~—It shall be the responsibility of the authority making a decision to notify the parents in writing of that decision and the right of appeal to the next level as outlined in Policy.

~~14.13.~~—The Principal of a school granting admission to a student from outside the school’s attendance area shall immediately notify the Principal of the school within the student’s attendance area.

~~15.14.~~—In cases where a Trustee has indicated that she/he would like to be made aware, the Transportation Coordinator shall notify the Trustee when a student(s) are being bussed out of the Trustee’s attendance area.

~~16.15.~~—Normally permission shall not be granted for transportation of students living within Horizon School Division to be transported by a neighboring jurisdiction to a school outside Horizon boundaries except under the following conditions:

~~16.1. 15.1~~—an appropriate educational program cannot be provided to the student by Horizon School Division;

~~16.2. 15.2~~—the costs of transporting a student to a school in Horizon are unreasonable;

~~16.3. 15.3~~—the length of a bus ride to a school in Horizon would be unreasonable;

~~16.4. 15.4~~—the well-being of the student would be seriously compromised by attending a school within Horizon School Division.

~~17.16.~~—Parents wishing to have their child(ren) attend a school outside of Horizon boundaries and not receiving permission to have transportation services provided by the jurisdiction they wish their child(ren) to attend, shall be responsible for transporting their child(ren) to the school outside of Horizon boundaries or to the nearest bus stop servicing the school the child(ren) wishes to attend.

PROCEDURES

1. Any changes or adjustments to the Attendance Boundaries and/or Transportation Service Areas in Horizon School Division No. 67 shall be made only after consideration of the following criteria:
 - 1.1. The current and projected student population within a five kilometer distance on either side of the attendance or transportation service area boundary.
 - 1.2. The impact on enrollment on the school or schools affected by the boundary change.
 - 1.3. The efficacy of providing transportation services to the affected area.

Policy IC - School Attendance Areas - Continued

- 1.4. The impact in both time and distance on any bus routes in the affected area.
 - 1.5. Communication from parents and students within the affected area.
 - 1.6. The recommendations and requests of Central Office Administration.
-
2. Prior to a Board vote on the proposed changes to Attendance Boundaries and/or Transportation Services Areas, notice shall be provided to Schools, parents and stakeholders in the affected area, either by letter or by publication in a newspaper serving the area, and offering a means of response to the proposal.

Policy IC - School Attendance Areas - Continued

School Placement Request for Non-Designated School

Attachment: Policy IC - School Attendance Areas

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

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

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

Name of Student(s): _____

Name(s) of Parent/Guardian:

Phone: Hm _____ Wk _____ Cell _____

Civic Address/Blue Sign Number: _____

Designated School: _____ **Grade:** _____

Non-Designated School Placement Request: _____

Reason for placement request:

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

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

Principal Signature

If requesting transportation services, please fill out the back of this form and fax both sides to Horizon School Division No. 67 (403-223-2999) or mail to 6302 – 56 Street, Taber, AB, T1G 1Z9

Policy IC - School Attendance Areas - Continued

TRANSPORTATION REQUEST FOR NON-DESIGNATED SCHOOL

Parents desiring that their child(ren) attend a school other than the designated school in their attendance area, and requesting Division transportation shall make written application for transportation by June 30 preceding the commencement of the next school year. The Transportation Coordinator will review the application and communicate a decision regarding busing.

APPLICATION FOR SCHOOL YEAR _____

DATE _____ PARENT NAME(S) _____

CIVIC ADDRESS/BLUE SIGN NUMBER _____

MAILING ADDRESS _____ POSTAL CODE _____ HOME

PHONE _____ WORK PHONE _____ CELL PHONE _____

STUDENT INFORMATION:

First Name	Last Name	Grade in Year Applying For	Requested School
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Reason for wanting to send child(ren) to a school other than the designated school:

Parent(s):

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

- 1) availability of non-registered seating on an existing applicable route
- 2) that there shall be no additional cost to the Division
- 3) conditions of Policy IC
- 4) signed agreement below

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

Date _____ Signed _____

FOR DIVISION OFFICE USE ONLY

Date _____

DESIGNATED SCHOOL _____

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

TERMS OF SERVICE

Signed _____ Position _____

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

Policy Code:	IFCH (applies to staff as well)
Policy Title:	Drugs and Medical Management Plans
Cross Reference:	IFC, IFGA, IGD, IHF
Legal Reference:	School Act, Criminal Code Access to cannabis for medical purposes regulation
Adoption Date:	May 28, 1997
Amendment or Re-affirmation Date:	June 12, 2008 February 25, 2014

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION IS COMMITTED TO ENSURING THE HEALTH, AND SAFETY OF ITS STAFF, STUDENTS, AND THE PUBLIC AT LARGE. THE BOARD RECOGNIZES AND ACCEPTS ITS RESPONSIBILITY TO PROVIDE ITS STAFF WITH A SAFE, HEALTHY, AND PRODUCTIVE WORK PLACE. THE BOARD BELIEVES ALCOHOL, TOBACCO, CANNABIS, AND DRUGS CAN HAVE ADVERSE EFFECTS ON JOB PERFORMANCE, STUDENT LEARNING, AND THE HEALTH AND SAFETY OF STAFF, STUDENTS, AND THE PUBLIC AT LARGE. AS SUCH, THE BOARD STRICTLY PROHIBITS THE POSSESSION, USE, DISTRIBUTION OR SALE OF ALCOHOL; TOBACCO; CANNABIS; AND/OR DRUGS BY STUDENTS, STAFF, OR VISITORS WHILE ON SCHOOL JURISDICTION PREMISES, WHILE ENGAGED IN SCHOOL JURISDICTION WORK OR SCHOOL JURISDICTION SPONSORED ACTIVITY OR ANY TIME WHEN IT COULD NEGATIVELY AFFECT JOB PERFORMANCE, STUDENT LEARNING, OR THE CLIMATE OF THE SCHOOL JURISDICTION. (E.G. BEFORE ATTENDING SCHOOL/WORK OR SCHOOL JURISDICTION SPONSORED ACTIVITY).

DEFINITIONS

Drugs means any substance, inclusive of illicit drugs, restricted drugs, and medication, as defined by this policy, the use of which has the potential to cause impairment or intoxication, changing or affecting the way a person thinks, feels, or acts. For the purposes of this policy, drugs of concern are those that inhibit a worker’s ability to perform his or her job safely and productively and include narcotic, tranquilizers, antipsychotics, hallucinogen, painkiller, performance enhancer, stimulant, depressant, controlled substance as per the *Controlled Drugs and Substances Act*, including alcohol, tobacco, and cannabis.

1. **“Illicit Drug”** means any drug or substance that is not legally obtainable and whose use, sale, possession, purchase or transfer is prohibited by law (for example, street drugs such as heroin and cocaine).
2. **“Restricted Drug”** means any drug or substance capable of causing intoxication or impairment which is legally obtainable for recreational use and whose sale, purchase, possession, or transfer are restricted by law.
3. **“Medication”** refers to a drug obtained legally by staff and used as indicated or directed, including but not limited to those obtained by staff with a doctor’s prescription or medical document, as contemplated by the *Access to Cannabis for Medical*

Purposes Regulation (as amended, repealed and replaced from time to time), and non-prescription or over-the-counter products.

Drug or alcohol dependence: A mental, physical, or psychological dependence on drugs, alcohol, or other impairing substance which is considered by a physician to be a medical condition/disability as contemplated by Human Rights law. Note: recreational usage of drugs, alcohol, or other impairing substances, is not a medical condition/disability as contemplated by Human Rights law.

Health-Care Practitioner: means a person who is registered and entitled under the laws of a province to practice medicine in that province or prescribe drugs in the province in which they practice.

Jurisdiction Premises: Includes all land, property, structures, installations, facilities, vehicles and equipment owned, leased, operated or otherwise controlled by the jurisdiction including colony schools. .

Possession: To have on one's person, in one's personal effects, in one's vehicle or otherwise under one's care, custody, or control including: locations to which a student and/or staff member has sole or primary access, including lockers or assigned vehicles.

Reasonable grounds: An understanding based on objective and articulated facts sufficient to lead an individual to form a reasonable suspicion that alcohol, cannabis, or other drug use or possession in violation of this policy might be influencing an individual's work performance. The decision will usually be based on specific, personal observations such as, but not limited to observed use, evidence of use, or evidence of being under the influence.

Safety-sensitive positions shall include any position where the performance of duties with impaired physical or mental abilities creates a reasonably foreseeable risk of injury, physical harm, or danger, including, but not limited to those staff who are required or permitted to operate the division's vehicles or their own personal vehicles for employment-related purposes.

Staff: In the context of this policy, staff includes any individual who works for wages or salary under a collective agreement or contract of employment, whether oral or written, express or implied, and has recognized rights and duties. It includes volunteers and all individuals who receive compensation from the Horizon School Division for services rendered including contractors while providing services.

Under the influence of drugs, alcohol, cannabis, medication or any illicit or restricted substance for the purpose of this policy is defined as the use of one or more of these substances to an extent that staff are:

- 1.1. Unable to perform in a productive manner including a deterioration in an individual's physical and mental judgements or abilities which a person is expected to possess in order to function as a reasonable and prudent staff/student;
- 1.2. In a physical or mental condition that creates a risk to the safety and well-being of the individual, other staff, students, or the property of the division or any member of the public;
or
- 1.3. Displaying signs or symptoms of impairing substance use, including but not limited to the smell of alcohol or drugs, slurred speech, and/or atypical behaviour.

GUIDELINES

1. The Cannabis Act does not alter the responsibilities of staff when it comes to the use of drugs, including cannabis, and alcohol in the workplace.
 - 1.1. While cannabis is legal recreationally for adults, employers retain the right to regulate the consumption, possession and trafficking of cannabis at work, and prohibit students and staff from being and working under the influence of cannabis.
 - 1.2. Staff have the responsibility to report to work capable of performing their tasks productively and safely.
2. The use of drugs, alcohol, and cannabis, can have serious adverse effects on the safety of the workplace for staff, students, and the public.
3. The purpose of this policy is to establish the division's expectations for appropriate behaviour, consequences for non-compliance, and to provide accommodation and supports available for students and staff suffering from drug or alcohol dependency.
4. Students and staff are expected to use over-the-counter and/or prescription/medical document medications responsibly.
 - 4.1. Staff, parents/guardians, and independent students, are responsible for check with their own physician or pharmacist regarding side effects of their medication, especially as it relates to impairment and report any concerns to their principal/supervisor.
5. Students and staff who have drug or alcohol problems are encouraged to seek assistance before performance problems (whether or not in violation of this policy) lead to disciplinary action.
6. Medical disabilities are prohibited grounds of discrimination under the Alberta Human Rights Act. Human Rights protection will be extended to the treatment indicated and prescribed for a disability.
 - 6.1. Horizon will not accommodate impairment in the workplace/learning environment
 - 6.2. While drug addiction may qualify as a disability that requires the employer to make efforts to accommodate the employee, recreational users of alcohol, cannabis, or drugs are not considered to have a disability under human rights legislation. As such, Horizon has no legal duty to accommodate a recreational cannabis, alcohol, or drug user.
7. An acknowledgment by a student or staff of a drug and/or alcohol addiction will not be a cause for disciplinary action. Notwithstanding such, a student or staff's request for assistance will not be a defense to the imposition of disciplinary action where a violation of this or other policies has occurred.

REGULATIONS

1. All jurisdiction premises, shall be alcohol; tobacco; cannabis; and illicit and restricted drug free environments on a 24 hour per day basis.

2. During a staff’s working hours, whether on the division’s premises or while conducting employment-related activities off the division’s premises, including during meal periods, scheduled breaks, on field trips, during extra-curricular activities, and on-call shifts, no staff shall:
 - 2.1. Use, consume, possess, distribute, sell or be under the influence of illicit drugs;
 - 2.2. Use, consume, possess, distribute, sell or be under the influence of restricted drugs;
 - 2.3. Use, consume, possess, distribute, sell or be under the influence of alcohol, unless authorized by the division for a specific limited purpose; or
 - 2.4. Use, consume, possess, distribute, sell or be under the influence of any other intoxicants, whether a controlled or uncontrolled substance.
3. Staff shall not, under any circumstance, consume alcohol or use, consume, ingest, or inhale illicit drugs, restricted drugs or other intoxicants while in care and control of or responsible for any division vehicle or equipment, or while using the staff member’s personal vehicle for work-related purposes.
4. Students shall not be in possession or use illicit drugs, restricted drugs, alcohol, tobacco, cannabis, their products, and/or paraphernalia including but not limited to cigarettes, cigars, cigarillos, electronic cigarettes, vapes, spit tobacco, snus, snuff, or any other kind of tobacco product, cannabis, and/or hookah/shisha/waterpipes on school jurisdiction premises and/or during school sponsored activities.
5. If a staff member is called back after regular working hours to perform work-related duties and has been consuming alcohol or using drugs or other intoxicants, it is the staff’s responsibility to:
 - 5.1. Ensure that he or she does not perform any employment duties, including operating a motor vehicle, while under the influence of alcohol, illicit drugs, restricted drugs, medication, or any other intoxicant or substance, if impairment has resulted;
 - 5.2. Notify the staff member’s supervisor of the circumstances immediately; and
 - 5.3. Confirm directly or through the staff member’s supervisor that a responsible staff member who is not under the influence of alcohol, drugs, or intoxicants will perform the required task.
6. The legal use of medication in compliance with physician directions is permitted at work only if it does not impair the staff member’s ability to perform his or her work effectively and in a safe manner. Staff are required to disclose to Human Resources the use of medication, which may reasonably be expected to affect their work performance or the safe execution of their duties. The division is committed to accommodating staff’s necessary use of medication to the extent reasonably possible without suffering undue hardship.
7. Principals may apply to the Superintendent to designate an outdoor area where staff may smoke tobacco if smoking off school property creates a safety concern or concern regarding respect for neighbors’ property.

- 7.1. With principal approval, tobacco may be brought onto school premises for gifting to Indigenous people.
- 7.2. With principal approval, non-tobacco smudging may occur on school premises as part of Indigenous ceremonies.
8. Parents and visitors under the influence of intoxicants; illicit and restricted drugs; alcohol; or cannabis; will generally be asked to leave the premises for the safety of the whole school.
9. Horizon reserves the right to conduct unannounced searches for alcohol, cannabis, or illicit and restricted drugs where there are reasonable grounds to believe students/staff are in possession while on jurisdiction premises.

Self-Declaration and Accommodation of Individuals who have a Drug or Alcohol Dependency

1. Any student or staff suffering from a drug or alcohol dependence is **required** to disclose the dependence to principal (in the case of student) / Superintendent or designate (in the case of staff). The division recognizes its responsibility to assist and accommodate students and staff suffering from a drug or alcohol dependence to the extent reasonably possible, including providing staff with access to sick leave as with any other illness, without suffering undue hardship. The division will take appropriate precautions to protect confidentiality, given the sensitive nature of the issue.
2. Staff who are concerned that a student or fellow staff member may be suffering from a drug or alcohol dependence are strongly encouraged to report their concerns to their immediate supervisor. While the division will make its best efforts to protect confidentiality when a concern is reported, it may be necessary for the division to disclose certain information, including but not limited to the identity of the reporting staff member, to parents or the staff in question in order to properly investigate concerns.
3. The legal use of medication in compliance with physician directions is permitted at work only if it does not impair the staff member's ability to perform his or her work effectively and in a safe manner, including, but not limited to, the safe operation of vehicles and equipment. Employees are required to disclose to the Superintendent or designate the use of medication which may reasonably be expected to affect their work performance or the safe execution of their duties. The division is committed to accommodating an employee's necessary use of medication to the extent reasonably possible without suffering undue hardship.
4. In the accommodation process, it is the parent/independent student/staff's responsibility to
 - 4.1. Identify the need for accommodation
 - 4.2. Provide medical information substantiating the accommodation request
 - 4.3. Cooperate with the treatment recommendations,
 - 4.4. Cooperate with the accommodation process, and
 - 4.5. Accept reasonable accommodations

5. In order to properly accommodate a student or employee, Horizon requires sufficient information from the physician or medical professional. This information balances Horizon’s need to maintain a safe learning environment and safe workplace while respecting the student and employee’s right to privacy. Information requests should be limited to essential duties and accommodation needs. The diagnosis or details of the treatment plan do not necessarily need to be disclosed. The employer and employee or student should share with the physician a complete description of the job and related duties/responsibilities, the work/school schedule, and any other pertinent information. The physician should provide a prescription or medical document detailing:
 - 5.1. whether the medication/drug needs to be taken at school/work
 - 5.2. the period of use (not to exceed one year)
 - 5.3. the details and contact information of the health care practitioner
 - 5.4. specific accommodation needs
 - 5.5. any restrictions or limitations
 - 5.6. whether there is a treatment plan, and any relevant details of that plan
 - 5.7. any implications regarding behaviour, attendance or performance
 - 5.8. the plan for return to school/work if the student/employee is to be off work/absent from school
 - 5.9. anticipated return to school/work date if on leave
 - 5.10. whether the employee is “fit to work”, determine if medically the employee can safely perform the job or task under the working conditions. The medical professional should report one of three conclusions
 - 5.10.1. fit,
 - 5.10.2. unfit, or
 - 5.10.3. fit subject to work modifications.
 - 5.11. When required, an accommodation plan will be jointly developed by the individual requiring accommodation and the appropriate jurisdiction staff.

Contravention of this Policy

1. The division views the rules contained in this policy to be of the utmost importance. This is a zero-tolerance policy; any deviation from the above terms will result in confiscation and/or disciplinary action that may include expulsion (student) or immediate termination (staff). All employees will be made aware of this policy via a “Drug and Alcohol Policy Acknowledgement” as notification that any resulting dismissal will be considered as “dismissal for just cause” and not subject to notice or pay in lieu of notice.
2. As indicated above, any student or staff member suffering from a drug or alcohol dependence is required to disclose the addiction, and the division recognizes its responsibility to assist and accommodate

students and employees suffering from such a condition. However, if a student or staff member neglects or refuses to disclose a drug or alcohol dependence to the division, in violation of this policy, the division will be forced to deal with breaches of this policy based on the understanding that the student or staff member is not suffering from a drug or alcohol dependence, but has simply disregarded this policy, in which case immediate and strict disciplinary action will be taken. Further, failure to disclose a drug or alcohol dependence is itself a violation of this policy.

3. Notwithstanding the foregoing, any and all disciplinary action under this policy that is taken by the division against a student and/or staff member will comply with the *School Act* and the terms of any applicable collective agreement or contract then in place.
 - 3.1. If a student or staff is suspected of being in contravention of this policy, the first consideration shall be for the safety and well-being of the student, staff, and other individuals.
 - 3.1.1. If deemed necessary, medical help shall be sought.
 - 3.1.2. Student or staff contravention of this policy will be immediately reported to the principal/supervisor.
 - 3.1.3. In the case of students, an attempt shall be made immediately to contact the parent(s)/guardian(s).
 - 3.1.4. Unauthorized drugs will be confiscated
 - 3.1.5. The Principal/Supervisor will notify and consult with the police if the drug is suspected to be illegal or restricted, and hand over the drug to the police as soon as possible.
 - 3.1.6. A student may be suspended/expelled for violation of this policy as per policy IGD: suspension and expulsion of students.
 - 3.1.6.1. All cases of possession and/or use of restricted and illicit drugs, cannabis, or alcohol on school premises, shall result in the application of standard student suspension procedures.
 - 3.1.6.2. A principal shall normally make a recommendation for expulsion to the Board of Trustees when a student distributes, or sells illicit and/or restricted drugs.
 - 3.1.6.3. A principal may also make a recommendation for expulsion to the Board of Trustees when a student repeatedly contravenes this policy.
 - 3.2. Principals/supervisors should immediately notify the Superintendent or designate and arrange to escort staff home who report to work intoxicated or under the influence of alcohol, cannabis, or drug.

Post-Violation Return to Work/School

1. Seeking voluntary assistance for drug or alcohol dependence will not jeopardize an employee’s employment with the division, so long as the employee continues to cooperate and seek appropriate treatment for his or her disclosed problem and is able to treat and control the problem to facilitate a return to work within the reasonably foreseeable future.
2. Any employee violating this policy who is subsequently authorized and accepted by the division to return to the workplace shall receive a Return to Work Letter outlining conditions of the return to the workplace which will normally include, but is not limited to, the following:

- 2.1. Requirement to continue treatment, counselling, and assistance programs or procedures recommended by the employee's advising physician or addiction counsellor;
 - 2.2. Express obligation to immediately cease performance of duties and notify a supervisor in the event the employee finds themselves under the influence at any time during work hours following a return to the workplace;
 - 2.3. Requirement to provide written medical confirmation that the employee has any condition under control and is able to safely return to the workplace without danger to the employee or others;
 - 2.4. Requirement to provide reasonably regular updates from the employee's physician or addiction counsellor confirming that the employee continues to follow recommended treatment programs and continues to be fit for performance of duties without danger to themselves or others; and
 - 2.5. An express warning to the employee that future violations of the policy will lead to further discipline and serious consideration of immediate termination for just cause.
3. Staff suffering from drug or alcohol dependence who fail to co-operate with assistance or treatment programs or engage in repeated infractions of this policy, will be subject to the normal disciplinary sanctions, up to and including immediate termination for just cause.

Employee Assistance in the Administration of Student Medication

1. The primary responsibility for the administration of prescribed medication rests with the individual student, his/her parents/guardians and/or the appropriate medical personnel. It is appropriate, however, for employees to assist in the administration of medication if necessary for the student to attend school, and if requested and authorized by the parents/guardian.
 - 1.1. It is the responsibility of the parent/guardian to inform the school of their child's medical condition if the condition requires regular medication or medication/personal care in special or emergency situations.
 - 1.2. Students with potential medical problems are to be identified annually during registration.
 - 1.3. If an identified medical condition may require: the administration of medication during school hours or while attending school sponsored events, and/or emergency intervention at school, parents/guardians will be required to complete the *Medical Management Plan* (Attachment 2).
 - 1.4. The *Medical Management Plan* (Attachment 2) is valid only for the school year. It is the responsibility of the parent/guardian to renew the form annually and update during the school year to reflect any change in the student's medication or medical condition.
 - 1.5. Identification of students requiring medication shall respect the student's right to privacy.
 - 1.6. The school principal shall be responsible for:
 - 1.6.1. The safe storage of medication, and disposal of any medication left at the school for which the *Medical Management Plan* has been completed.

- 1.6.2. Ensuring procedures are in place to ensure each student receives the correct medication.
 - 1.6.3. Ensuring a system to record dispensing of medication is in place.
 - 1.6.4. Instructions provided by parents and physicians relating to student medication are made known to appropriate staff and followed with reasonable care.
 - 1.6.5. Ensuring that procedures are in place for making staff aware of the identity of students with serious or life-threatening conditions who are attending the school.
 - 1.6.6. In-service is provided for all staff members who may be in a position of responsibility of students with serious or life-threatening conditions. In-service will include a review of the appropriate emergency procedures.
 - 1.6.7. Staff are aware of and have access to Horizon School Division # 67 Medical Conditions handbook (Attachment 3) that describes treatment of students with asthma, diabetes, epilepsy, and anaphylaxis.
- 1.7. Any medication needing to be returned to parents/guardians must be picked up personally by parents/guardians at the school.
2. When receiving and storing medication in connection with a student's prescription the label on the container must include:
- 2.1. patient's name
 - 2.2. name of prescribing health care practitioner
 - 2.3. name of licensed producer
 - 2.4. daily equivalent quantity prescribed
 - 2.5. expiry date of the patient's registration

Acknowledgment

1. The Superintendent will ensure that all new employees sign an acknowledgment form (Attachment 1) that they are aware of this policy and specifically that the employee understands that contravention of this policy will result in disciplinary action, up to and including termination.

ATTACHMENT 1

***DRUG & ALCOHOL POLICY
ACKNOWLEDGEMENT***

Horizon School Division is committed to ensuring the health and safety of its staff and students, as well as fostering an effective and productive environment for working and learning. We recognize that the use of impairing substances, like drugs, alcohol, and even certain medications can impede our ability to achieve these common goals. For this reason, Horizon School Division is adopting new guidelines for substance use in the workplace, to clearly set out our expectations for staff conduct, options for seeking help, and the consequences of violations.

We expect that you’ll come to work able to work safely and effectively, which in our view means free from impairment. Under no circumstances should staff be in possession of, using, consuming, ingesting or under the influence of impairing drugs or alcohol during working hours, whether on or off Horizon School Division property. We also expect that if you’re operating a vehicle, whether it’s Horizon School Division or personal property, for any work-related purpose, that you’ll similarly be free from impairment. We expect that our staff will comply with these rules on a day to day basis.

This prohibition applies to illegal drugs, drugs which are approved for recreational use, and even to prescribed medications, which may cause impairment or otherwise interfere with an employee’s ability to work safely (even if they’re used as indicated or prescribed). We would encourage you to speak with your doctor or pharmacist to understand the risk of impairment associated with prescribed or over-the-counter medicines, and that you disclose this to Horizon School Division if there is a likely workplace impact. We are committed to working with you to accommodate necessary use of medication to limit or eliminate workplace impact, to the extent possible.

If you’re suffering from addiction, you must disclose it to the Horizon School Division. We will help you seek and obtain the help you need, without recourse or fear of reprisal. Horizon School Division will work with you and your advising physician and/or counsellors, provide you time away from work, if necessary, return you to work when appropriate, and keep you accountable upon your return. We expect you to cooperate in this process and follow reasonable treatment recommendations and reasonable guidelines set by the Horizon School Division. If you feel like one of your co-workers is struggling with an addiction, we ask that you let us know. Horizon School Division is committed to accommodating staff addictions to the point of undue hardship.

We wish to be clear that this is a zero-tolerance policy; violations of the policy will be subject to discipline, up to and including termination for cause.

It is very important that each staff understands their obligations under this policy, and to confirm their commitment to keeping our workplace safe, productive, and impairment-free.

I confirm that I have received a copy of the Drug and Medical Management policy, and that I have read and understand the obligations outlined therein and summarized above.

Employee signature

Date

Print Employee Name

POLICY HANDBOOK**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION IS COMMITTED TO CREATING AND MAINTAINING AN ENVIRONMENT IN SCHOOLS WHERE STUDENTS, STAFF, PARENTS, AND ~~OTHERS-VISITORS~~ FEEL SAFE. TO THIS END, THE BOARD SHALL ESTABLISH A PROTOCOL FOR RESPONDING TO WEAPONS ON SCHOOL PROPERTY, STUDENT THREATS-, AND /HIGH-RISK BEHAVIOURS.

DEFINITIONS

High-risk behaviors include, but are not limited to, possession of weapons, bomb threats, and threats to kill or injure others. Threats may be written, verbal, posted on the Internet, or made by gesture. They may be direct, indirect, conditional, or veiled. High risk behaviors are those of students twelve years of age and older who are believed to have contravened Section 264.1 (1) of the Criminal Code of Canada which states that a student “who in any manner, knowingly utters, conveys, or causes any person to receive a threat ...to cause death or bodily harm” has committed an offense.

Immediate risk situations are those situations involving high-risk that require immediate police intervention, such as when a student is making a threat and is in possession of a weapon.

Threat Assessment Team (TAT) is composed of the Threat Assessment Team Leader (TATL), Clinical Team Leader), the principal, a police officer, Family-School Liaison Counsellor, and may also include the Classroom Support Teacher when involving a student with special needs. A larger TAT may be used in very serious cases and this team is expanded to include physicians, psychologists or psychiatrists, child welfare workers, mental health professionals, or criminal profilers.

Violence is 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.

Worrisome behaviors are those that cause concern for members of the school system that may indicate that a student is moving toward a greater risk of violent behavior. This may include drawing pictures, writing

stories, or making vague statements that do not, of themselves, constitute “uttering threats” as defined by law but are causing concern for some members of the school community because of their violent content.

~~**Threat Assessment Team (TAT)** is composed of the Threat Assessment Team Leader (Clinical Team Leader), the principal, and a police officer, Family School Liaison Counsellor, and may also include the Classroom Support Teacher when involving a student with special needs. A larger TAT may be used in very serious cases and this team is expanded to include physicians, psychologists or psychiatrists, child welfare workers, mental health professionals, or criminal profilers.~~

REGULATIONS

1. Reporting

~~a) Any person in a school having knowledge of high risk student behavior or having reasonable grounds to believe there is a potential for high risk behavior shall immediately report the information to the school principal and/or designate.~~

~~b) The school administrator must then contact the Clinical Team Leader to discuss the nature of the threat.~~

~~No action shall be taken against a person who makes a report unless it is made maliciously or without reasonable grounds~~

Policy IFCI – Threat Assessment Protocol, Cont’d.

GUIDELINES

1. For detailed information about specific types of critical incidents and the threat assessment protocol, refer to the red Emergency Preparedness Procedures duo-tang and the Horizon School Division No. 67 Handbook for the Prevention and Management of Critical Incidents.
2. Formal training and maintained certification in the Violence and Threat Assessment Protocol is required for the Clinical Team Leader and school principals.
3. Formal training and maintained certification in the Suicide Risk Assessment Protocol is required for those conducting the Suicide Risk Assessment.

REGULATIONS

1. Students, staff, and other individuals (except Police Officers) are forbidden to use, possess, sell, or distribute a weapon or objects which are intended to or may be used to inflict or harm others, on school property, school buses, or at school sponsored activities.

1.1. The Principal may, under exceptional circumstances, permit disabled weapons to be brought into school for instructional purposes.

2. Reporting

2.1. Any person having knowledge of high risk behavior or having reasonable grounds to believe there is a potential for high risk behavior shall immediately report the information to the school principal and/or designate.

2.2. The school administrator must then contact the Clinical Team Leader to discuss the nature of the threat.

e)–

2.3. No action shall be taken against a person who makes a report unless it is made maliciously or without reasonable grounds.~~Policy IFCI – Threat Assessment Protocol, Cont’d.~~

~~2.4.~~ In cases where a report is made maliciously, the person shall be dealt with according to school division policy and the law, where applicable.

3. ~~2.~~ Fair Notice

3.1. Prior to any threat assessment protocol being implemented, all students, staff, and parents shall be provided with information about the protocol and procedures so that “fair notice” is given that threat behavior will not be tolerated.

3.1.1. The “fair notice” letter and pamphlet should be sent out by school to all families annually at the start of the year and provided to students new to the jurisdiction who register throughout the year (see attachment A).

a)

Policy IFCI – Threat Assessment Protocol, Cont’d.

- ~~b)3.2.~~ The Threat Assessment Team Leader (Clinical Team Leader) shall take the lead to ensure that students, staff, and parents are aware of the protocol and that a consistent message is given regarding the use of the protocol.

4. 3.–Duty to Respond

- 4.1. Schools shall respond to all high risk/threat related behaviors

- ~~a)4.1.1.~~ A; all high-risk behaviors shall be taken seriously and assessed accordingly.

5. 4.–Immediate Risk Procedures

- ~~a) These are those matters for immediate police intervention.~~

- 5.1. The school principal or designate shall contact the police immediately and take steps to ensure the safety of all those in the school by activating established procedures such as school evacuation or school security (lock down).

- 5.1.1. Staff attempting to remove weapons or taking action against a person possessing a weapon shall exercise due care for their safety as well as the safety of others.

- 5.1.2. Any weapons confiscated shall be disposed of forthwith as follows:

- 5.1.2.1. Weapons taken from students or other individuals shall be immediately turned over to the Principal.

- 5.1.2.2. The Principal is advised to contact the police with respect to the disposition of seized knives, guns, or other weapons.

- 5.1.2.3. Possession of a weapon may, depending on specific circumstances, be grounds for suspension and/or expulsion.

- 5.1.3. The student exhibiting the behavior shall be escorted to a safe, supervised area. When this is not possible, the safety of others (staff and students) shall be ensured.

- ~~b)~~

- 5.2. School principal shall notify the TAT leader (Clinical Team Leader), as soon as possible, following initial police contact.

- 5.2.1. When the student poses imminent risk (i.e. they have a weapon or are physically acting out in a manner that jeopardizes immediate safety in the school) the police shall be responsible to determine, in consultation with the TAT leader, whether to arrest and charge the student under the Criminal Code/Young Offenders ACT or to transport to the Threat Assessment Team Physician for evaluation under the Mental Health Act. The Threat Assessment Team Child Welfare Worker shall be called where the Child Welfare Act may be utilized to obtain a secure treatment order.

- ~~e)5.3.~~ The Clinical Team Leader shall keep the Superintendent or designate updated regarding immediate risk incidents.

6. Moderate Risk Behaviour

- 6.1. The TAT leader and the police, if involved, shall determine a course of action.

Policy IFCI – Threat Assessment Protocol, Cont’d.

- 6.1.1. If there does not appear to be imminent risk the TAT leader shall proceed with an initial risk assessment.
- 6.1.2. If the student is assessed as imminent risk the police shall become involved and action shall proceed as in (5).
- 6.1.3. If the TAT leader assesses the student as moderate risk arrangements shall be made for a comprehensive mental health evaluation by a psychiatrist.
- 6.1.4. To ensure a safe and caring environment for students and staff, the TAT leader, in consultation with the administrator, parents and others as appropriate shall develop a short term plan that may include suspension of the student from school until the mental health evaluation is completed.
 - 6.1.4.1. Results of the mental health evaluation shall need to be released by the parents to the school prior to the student returning.
 - 6.1.4.2. Prior to a return to school the TATL, in consultation with the administrator, parents, and appropriate others shall determine further interventions, if necessary.
 - 6.1.4.3. Conditions for re-admission to school shall be formalized in a contract and that shall be signed by the student, parents, and appropriate school division representatives.

5-7. High Risk Behaviors

- 7.1. Upon receiving a report of high-risk behavior, the principal or designate shall initiate the protocol for the response of the TAT composed of the principal, clinical team leader, and police in order to assess the high-risk behavior.
 - 7.1.1. The Clinical Team Leader shall keep the Superintendent or designate updated regarding high-risk incidents.
- a)
 - 7.2. In cases where it is believed a Criminal Code violation has occurred, the police officer assigned to the Threat Assessment Team has the “first call”⁴ as to whether or not charges will be laid.
- b)
 - 7.3. If the police choose not to lay initial charges, the TAT shall continue to conduct a risk assessment and determine follow-up recommendations.
- e)
 - 7.4. Although there is ongoing collaboration among TAT members, each team member has his/her own “jurisdiction”.
- ⊕
 - 7.5. The school principal shall notify the parent(s) of the student making the threat at the earliest opportunity as well as the parents of those students against whom the threat was made.
 - 7.5.1. Parents shall be kept informed of the assessment process.
- e)
 - 7.6. When information suggests that a student who has displayed high-risk behavior poses a threat, other members of the larger TAT may become involved in the comprehensive assessment phase.
- ⊕
 - 7.7. In order to protect others and/or the threat maker, students may be suspended from school by the principal during the assessment period (a suspension may create the necessary context for the high-risk student who is already struggling with suicidal or homicidal ideation. When a suspension occurs a key question beyond “when to suspend” is “where to suspend”. The isolation and disconnection

Policy IFCI – Threat Assessment Protocol, Cont’d.

felt by high-risk students during a suspension may be exacerbated if steps are not taken to keep the student connected to healthy supports.)

g)

~~—Policy IFCI – Threat Assessment Protocol, Cont’d.~~

7.8. ~~h)~~—The TAT (Clinical Team Leader) shall guide the process from initial assessment, to planning interventions to decrease risk, to plans for re-entry to school where a suspension has occurred.

~~h)7.9.~~ If circumstances warrant and following the completion of necessary assessments, team members may work with the student and their parent(s) to develop a signed ~~n~~ agreement to remain in or return to school ~~that becomes a signed contract by all participants.~~

8. 6. Duty to Victims and Others

8.1. ~~a)~~—The TAT leader (Clinical Team Leader) shall ensure that appropriate support is provided to those against whom threats have been made.

8.2. Parents shall be informed immediately when their children are involved in more serious incidences such as physical attacks, fighting or the use of a weapon by a student or a group of students while on school division property or during a school sponsored activity.

8.3. ~~b)~~—The principal ~~shall~~ may notify all school staff, and parents, if necessary, within a reasonable time period, when the protocol has been activated as a result of high-risk behavior.

8.4. ~~e)~~—The principal (Clinical Team Leader) shall notify the Horizon School Division Transportation Coordinator if activation of the protocol effects transportation of students (eg. Management of students, restrictions pertaining to students or transported articles such as backpacks).

9. 7. Students Requiring Special Consideration

9.1. When dealing with students under twelve years of age, students with special needs, or other exceptional students, accountability/maturation issues and cognitive abilities shall be taken into consideration.

a)

9.2. Since these students can still pose a risk, the TAT leader ~~(Clinical Team Leader)~~ shall be consulted.

b)

~~e)9.3.~~ The school principal and the TAT leader (Clinical Team Leader) shall determine police involvement. (some of these students may benefit from police involvement as a way to provide a “teaching moment” for the child).

10. 8. Worrisome Behaviors

10.1. The school shall communicate all worrisome behaviors (e.g. generalized threats with no specific target) to the TAT leader (Clinical Team Leader) for consultation.

a)

10.2. The school principal shall consult with the TAT leader (Clinical Team Leader) and other appropriate staff as to whether or not a threat assessment needs to be conducted.

b)

Policy IFCI – Threat Assessment Protocol, Cont’d.

e) 10.3. The police may be consulted but it is generally not done as a formal complaint.

9.11. -Threat Assessment Incident Report

11.1. The TAT leader (Clinical Team Leader) shall be responsible for completing a Threat Assessment Incident Report.

a)

11.2. One copy shall remain in the Clinical Team Leader's records. A second copy shall remain in the administrator's Threat Assessment file at the school.

b)

11.3. Threat Incident Reports shall be destroyed on the date indicated ~~at bottom of in the form report.~~

12. Discipline

12.1. Incidences involving physical attacks, fighting or the use of a weapon by a student or a group of students while on school division property, school bus, or during a school sponsored activity may result in either:

12.1.1. suspension of the student(s) from one (1) to five (5) days; or

12.1.2. making a recommendation to the Board for expulsion of the student(s) engaged in the violent incident.

12.2. Prior to re-admittance to school following a suspension or expulsion resulting from an incidence involving physical attacks, fighting or the use of a weapon by a student or a group of students while on school division property, school bus, or during a school sponsored activity, the principal shall communicate and enforce conditions for re-admittance such as:

12.2.1. anger management therapy,

12.2.2. counselling,

12.2.3. behavior contract, or

12.2.4. any other conditions consistent with the circumstances and nature of the violent act(s).

13. Suicide Risk Assessments

13.1. If a Family School Liaison Counselor/Child and Youth Care Worker suspects a student is suicidal:

13.1.1. All Family School Liaison Counselor/Child and Youth Care Worker should be trained to conduct an Initial Suicide Assessment.

13.1.2. If a Family School Liaison Counselor/Child and Youth Care Worker is certified in Suicide Intervention and suspects that a student is suicidal, a Suicide Risk Assessment should be completed.

13.1.2.1. For junior/senior high students, the Adult Suicide Risk Assessment should be used.

13.1.2.2. For younger children, the Child's Suicide Risk Assessment should be used.

Policy IFCI – Threat Assessment Protocol, Cont’d.

13.1.3. If a Family School Liaison Counselor/Child and Youth Care Worker is not certified in Suicide Intervention and suspects that a student is suicidal, an Initial Suicide Assessment should be completed.

13.1.3.1. This may involve asking the questions and evaluating if there is a need for peer support to facilitate a Suicide Risk Assessment, consulting with the Clinical Team Leader, and properly documenting the initial assessment/consultations.

13.2. The Family School Liaison Counselor/Child and Youth Care Worker shall consult with the Clinical Team Leader (CTL):

13.2.1. Consultation with the CTL should follow after every Suicide Risk Assessment regardless of level of risk, to inform the CTL an assessment has been completed and inquire about additional recommendations.

13.3. The Family School Liaison Counselor/Child and Youth Care Worker shall contact parents/guardians:

13.3.1. Parents/Guardians shall be contacted, informed that a formal Suicide Risk Assessment has been completed and provided with recommendations.

13.3.1.1. Principals shall be informed that a formal Suicide Risk Assessment occurred when the harm to self is considered mid/high risk.

13.3.2. If Family School Liaison Counselor/Child and Youth Care Worker is unable to contact the parents/guardians, a consultation with the CTL is necessary to determine how to proceed.

13.4. The Family School Liaison Counselor/Child and Youth Care Worker shall document and filing the assessment:

Policy IFCI – Threat Assessment Protocol, Cont’d.

Attachment A

Fair Notice Letter

Dear Parents:

As our school year begins, we wish to inform you of Horizon School Division’s policy regarding high-risk behaviours. In order to enhance a sense of safety and security in our schools, Horizon School Division has zero tolerance for not responding to high-risk behaviours. These are behaviours that involve weapons, threats to harm, or vicious assaults. Should any student engage in behavior which threatens or appears to threaten the safety of others, our *Protocol for Dealing with High-Risk Behaviours* will be activated. All potential safety concerns will be investigated thoroughly and actions appropriate to the situation will be taken. Should you wish to review our policy, please check our website at www.horizon.ab.ca to access Policy Code IFCI, Policy Title: *Threat Assessment Protocol*. You can also contact our threat assessment leader, Angela Miller (634-9767) for more information.

If you recognize any potential safety concerns, please report your concerns to the police, principal, or the threat assessment leader. Potential concerns include verbal/written/internet threats to harm others, suicidal thoughts or attempts, missing or stolen weapons, preoccupation with violence, or any other situations that may affect the safety of your child or others in the school.

The school division recognizes that some threats, especially by younger children, may not be serious. However, it is important that students and parents know we take all threats seriously and will respond in accordance with this protocol. Part of our purpose is to educate students so they know that such behaviours are not acceptable. It would be helpful if you would discuss this policy with your child/children. Thank you for your support in this endeavour. We look forward to a positive year in our schools.

Sincerely,

Superintendent of Schools

e)

Superintendents Progress Report

October, 2018

Educational Leadership and Student Welfare

- Meetings and dialogue between schools and division office are ongoing. Conversations/topics typically focus on processes that ensure student safety, well-being, and conduct; financial management; and instructional leadership. This month they also included budgeting, staffing, transportation, off-campus excursions, student conduct and discipline, and guidance with regard to student and parental concerns.
- Attended the Alberta Teachers' Association induction banquet.
- Principal professional growth plan and Three Year Education Plan/Annual Education Results Report meetings have commenced
School visits this month included: ACE Place, Barnwell School, Central Elementary School, D.A. Ferguson Middle School, Dr. Hamman Elementary School, Enchant School, Lomond School, Taber Christian School, Vauxhall High School, Lomond Community School, and W.R. Myers High School.
- Represented Horizon School Division at a Truth and Reconciliation session at the University of Lethbridge

Personnel Management

- A number of employment contracts and hiring letters were finalized this month

Policy and Strategic Planning and Reporting

- Horizon's policy committee met to review a number of policies. (see regular meeting's action items for list of policies)
- AB ED field services meeting

Fiscal Responsibility, Organizational Leadership and Management

- Enrollments have been finalized and the fall budget update has been sent to schools.

Communications and Community Relations

- A number of meetings and celebrations were attended over the last month. These include but are not limited to
 - Administrator Meeting
 - Division Office staff meeting
 - Division Office staff BBQ
 - Senior Administrative Leadership Team meeting
 - Board tour – Enchant Colony, Enchant School, Lomond Colony, Lomond School, and Armada Colony
 - Vauxhall High School awards banquet
 - D.A. Ferguson awards banquet

Associate Superintendent, Learner Services
Report to the Board of Trustees – October 24, 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

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- A draft Administrators' Professional Learning Cycle has been developed to guide school leaders through the learning process related to strong instruction and the implications of the new curriculum. Horizon principals are preparing for the instructional leadership roles aligned with our 3 Year Educational Plan strategies and curriculum implementation this school year.
- In preparation for the new curriculum, Terri-Lynn and a team of teachers representing all schools with K-4 students attended a 2-day professional learning session led by Lois Lanning and Lynn Erickson, authors of *Transitioning to Concept-Based Curriculum and Instruction*.
- Terri-Lynn has been providing individual teachers with training in the Fountas and Pinnell Benchmark Assessment System, which enables teachers to assess the reading levels of their students.
- Amber and Sharon Skretting, Assessment Coach, attended the Alberta Assessment Consortium Leadership Day. Speaker Dr. Sam Sellar from the UK explored the use of large scale assessments which allow us to see the big picture of the education system (either as a division, province, country, etc) compared to teacher formative assessment which allows us to see the next steps in learning for individual students. The implications for system leaders were explored.
- Sharon and Terri-Lynn attended a professional development opportunity on *Tools For Teaching Conceptual Understanding* by Julie Stern at Grasslands School Division Office.
- Sharon has a very active schedule underway working with teachers in schools individually and in small groups. She has met with each principal to establish differentiated plans of support for continuing to improve assessment.
- Amber and our two network administrators attended a regional network of technology teams at the Southern Alberta Computer Consortium. This network collaborates not only on purchasing, but on strategies anywhere from new ways to create scoreboards in school gyms to how to implement the provincial digitization of student records initiative.

- Amber and Sharon are participating provincially in a network of about 15 school jurisdictions examining how to use our current work in the area of assessment to help support implementation of the future curriculum. The group met in person on October 15th and is now working together in sub committees to generate tools and resources the whole network will be able to benefit from.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- The Family School Liaison Program Team has recently completed their two day suicide assessment recertification training through Lethbridge Family Services.
- Our FSLP team have been opening caseloads and making the appropriate referrals to FCSS Tanie Reid-Walker)and AHS Mental Health Therapist (Kelsey Atkinson). Our team has been collaborating with our partnerships agencies to create Professional Development opportunities, attend collaborative school team meetings and appropriate consultations with regards to the counselling pyramid of intervention.
- Horizon School Division Counselling team and other school staff accompanied 38 students to our 2018 Headstrong event in Lethbridge Oct.16. Our teams will thereafter meet at least once a month as a group to discuss monthly mental health themes. The FSLP's goal is to work with the schools' Wellness Champions to promote health and wellness for students and staff.
- Recently Angela Miller was invited to join Taber Community Youth Multidisciplinary Services Team to discuss how all Taber agencies can collaborate together to offer complex case team meetings for students and families in Taber and rural communities. The team is still working on how it would work for information sharing.
- Angela Miller will be attending a two day event on strategic planning for our TCAPS (Taber Community Action and Prevention Society) board. This will look at what direction we want to take with TCAPS for funding initiatives in the future.
- During our Horizon School Division Planning for Student Success day on September 28th, school staffs worked through the collaborative response model - some in partnership with members of the Learner Services team - to develop Instructional Support Plans and/or English Language Learner Benchmarks for students as needed. Associated collaborative response meetings will continue throughout the year in Horizon schools.
- 2018-19 is Horizon's turn to take a lead with the Southwest Regional Collaborative Service Delivery (RCSD). Amber is serving as chair of the Executive Committee. The October meeting included a review of provincial RCSD satisfaction survey data which shows Southwest excels in almost every area over the province, as well as the review of the annual strategic plan.
- Amber is attending the Provincial RCSD Meeting in Edmonton with the Southwest Regional Manager on October 24th and regrets the conflict with the Board Meeting.

Associate Superintendent, Programs and Human Services Report to the Board of Trustees – October 24, 2018

Building Effective Relationships

- Participating in local bargaining process ongoing.
- Career Transitions – Currently the vice chair of the board. Supporting the Executive Director to address funding concerns has been a primary focus.

Modeling Commitment to Professional Learning

- Participating in Cognitive Coaching 10-day course over this school year. Hosted by Holy Spirit Roman Catholic School Division
- Attend CASS Professional Learning Events

Visionary Leadership

- Supporting committee planning for a Horizon Experiential Week in conjunction with LCC, Mount Royal University, University of Calgary, Livingstone Range, and Palliser School Division in May 2019.
-

Leading Learning

- Ongoing support for Principals with staffing concerns.
- JSET (Jurisdiction Student Engagement Team) → interjurisdiction event to be held Nov. 14, 2018 at University of Lethbridge (all Zone 6 jurisdictions invited to participate)
- Working with Career Counseling team to support implementation of career related outcomes in Health 8 and 9 courses. Hosted a one day collaborative workshop with the Health 8 and 9 teachers to develop lesson plans and partnerships. Several teachers initiated an ongoing TLC group to continue the work.

Supporting First Nations, Metis and Inuit Education for All Students

- Indigenous Champions – organizing a professional learning opportunity to develop knowledge and skills
 - Goal is to maximize the dispersion of the knowledge and skills beyond the champions to all of our teachers/staff
- Blanket Exercise
 - Scheduled Blanket Exercises:
 - VES, Oct. 19
 - ERHS, March 8
 - Colony Teachers, May 30
 - Second Community Blanket Exercise in the works, hosted by Taber Police Services, October 4, 2018 was an inspiring event
 - Completed in 10 schools

- Partnership with University of Lethbridge -> First Nations, Metis, Inuit Mentorship Program for high school and middle school students partnered with university students. Began last week.
- Charitable organization and fundraising to support a multicultural holistic education centre grounded in Indigenous Ways of Knowing, Eagle Spirit Nest Community Association (ESNCA). Holy Spirit has indicated a desire to come on board.
 - An initial board of directors has been set and will be moving forward to become a registered society
 - We will begin raising funds under the current TDLF (Taber and District Learning Foundation) while we begin the process of obtaining our own charitable organization number.

Sustaining Effective Instructional Leadership

- Hosting Horizon Induction Program Sessions this year
- Evaluation Process for Probationary Teachers – 19 this year under evaluation; I am completing 14 evaluations

School Authority Operations and Resources

- Continuing to refine hiring process and documentation
- Participating in CASSIX winter meeting
- In response to feedback from our Admin team, implementing PowerSchool's automated call out system which will work with the attendance management system we implemented last school year.



Nutrition Funding Horizon Schools

Grant supported by Alberta Education

Background

In the Spring each school Principal was asked to identify their needs at each of our schools based on the following formula;

Tier 1- My school does not have a need for the nutrition grant funding.

Tier 2- My school would benefit from some funding from the nutrition grant, but would not require funding for staffing. (This would be if you plan to have some extra fruit or vegetables that students can access independently) with very little prep needed.

Tier 3- My school would benefit from some funding and some staffing (This will be if you plan to supplement student lunches and or snacks, or have some students who will require a lunch or breakfast every day, but not an entire school feeding model).

Tier 4- My school would benefit from funding for a school-wide nutrition breakfast or lunch or supplemental snack program and will require staff to assist with this.



Schools

- 1) All schools must follow the ANGCY (Alberta Nutritional Guidelines for Children and Youth) when buying or preparing food. (Link Provided Below)
- 2) Very few of our schools chose the Tier 4 choice
- 3) Most schools have decided either a Tier 2 or 3 Choice
- 4) We have a couple of schools that are Tier 1 schools.

<https://open.alberta.c...>

open.alberta.ca

----- Forwarded message -----

From: <alberta.news@gov.ab.ca>

Date: Wed, Sep 26, 2018 at 9:42 AM

Subject: News Release: Helping more students stay focused at school

To: <wilco.tymensen@horizon.ab.ca>

Helping more students stay focused at school

September 26, 2018 [Media inquiries](#)

Alberta's school nutrition program is expanding to feed more than 30,000 students a daily nutritious meal so they can focus on their studies – not their stomachs.



Premier Notley and MLA Graham Sucha greet students as they enjoy a nutritious breakfast as part of the School Nutrition Program.

The program was first rolled out in the 2016-17 school year with \$3.5 million in funding to 14 pilot school authorities. Due to the overwhelming success of the project, it was expanded in 2017-18 to 62 publicly funded school authorities in the province, resulting in more than 21,500 students receiving a daily nutritious meal.

Premier Notley has announced the program is further expanding to serve more than 30,000 students across the province.

“When it comes to helping students succeed, a healthy meal not only gives students the energy they need to focus in the classroom, it empowers them to make healthy food choices outside of school. After successfully expanding the school nutrition program across the province this year, we are proud to continue to help more kids get a healthy start to their day and make life better for Alberta families.”

Rachel Notley, Premier

Funding for the expansion of the program comes from Budget 2018 which allocated \$15.5 million to support the program and give kids a healthy start. The money is distributed directly to school authorities to establish or enhance existing nutrition programs in identified schools.

“The program has been incredibly successful so far and will provide lasting benefits for students. By investing in student nutrition, we are meeting students’ basic needs while helping them reach their full potential. I’m proud of the growth of this program since it was first launched and the creative approaches school authorities have taken to make the most of it in their schools and the support from school communities.”

David Eggen, Minister of Education

School authorities must demonstrate how their program adheres to the Alberta Nutrition Guidelines for Children and Youth and are required to include a nutrition education component as part of the program.

“The Calgary Board of Education has 13 schools participating in the province’s nutrition program. These programs help not only provide access to healthy food choices for our students but also help to strengthen the sense of community in the schools. Students are excited to come to school and ready to learn after a nourishing breakfast each morning.”

Trina Hurdman, board chair, Calgary Board of Education

For the 2018-19 school year, most of the additional funding will be allocated based on a differentiated funding formula that takes into account a variety of socio-economic factors in order to support more students with the greatest need.

Related information

- [Alberta nutrition guidelines for children and youth](#)
- [School nutrition program](#)

Hypothetical public school board budget cuts could slash 932 jobs

Janet French

Updated: September 25, 2018

Edmonton public school trustee Michael Janz said parents and teachers should be concerned by projections showing reductions in education funding could lead to hundreds of front-line jobs lost. Shaughn Butts / Edmonton Journal

A hiring freeze, no enrolment growth funding or cuts to government funding could lead to hundreds of fewer teachers and school employees at Edmonton Public Schools, say four pessimistic scenarios presented to the school board.

“It’s very dramatic,” said Michael Janz, a public school trustee for southwest Edmonton. “It’s clear this could have a drastic impact, and at a time when we’re supposed to increase educational outcomes.”

At Janz’s request, school district finance staff calculated the potential effects in schools of four hypothetical scenarios where the board would receive less money per pupil from the provincial government.

Assuming enrolment in the district continues to climb at 3.4 per cent each year, a five per cent cut to government funding would lead to a \$196-million shortfall within four years, the report said. With about 80 per cent of the board’s spending directed to salaries, the cut could lead to the loss of 932 full-time equivalent jobs in four years — that’s 10 per cent of the district’s workforce.

A three per cent funding cut could lead to 841 fewer full-time jobs, the report said. Failing to replace the 261 employees who retired in the 2017-18 school year would also see the district workforce be reduced by 2.9 per cent, it said.

If the government had refused to fund rising enrolment this year in Edmonton public, the district would have failed to hire 188 more teachers and support staff now in classrooms, the report said.

‘Canary in the coal mine’

Janz last spring requested administrators crunch the numbers when “the rhetoric around provincial funding, and in part, education funding, was getting quite concerning,” he said Monday.

Education spending makes up about 15 per cent of Alberta’s \$56.2-billion 2018-19 provincial budget.

With a spring provincial election looming, United Conservative Party (UCP) Leader Jason Kenney has said a “period of sustained fiscal restraint” would be needed to balance the budget if he was elected premier. As a

party leadership candidate in September 2017, he said Alberta needs to learn how B.C. delivers the same public services as Alberta for a lower cost.

Kenney later said he'd consider a spending freeze, or one per cent to two per cent cut, depending on growth.

The NDP has campaigned against the UCP by alleging Kenney will make deep cuts to spending on health, education and seniors' care if elected.

This NDP campaign flyer, delivered to homes in the Edmonton-Gold Bar riding, claims the UCP will slash the education budget. Postmedia

Janz said the district's calculations are a "canary in a coal mine" warning to school boards and parents about the practical effects of potential spending cuts. They could lead to even larger class sizes and less attention for students with complex needs at a time parents are demanding improvements in education.

"There's no way you can expect better educational outcomes by starving the classroom of resources," he said.

Although Janz has previously campaigned for his past school board colleague and current Health Minister Sarah Hoffman, he said his request was motivated by concern for the quality of public education, not politics.

UCP spokeswoman Christine Myatt said in an email Friday the party's platform is still under development. Kenney has said spending reductions are possible without cutting front-line staff, and has never speculated about a five per cent spending cut, she said.

In a Monday email, Education Minister David Eggen pointed to the NDP's funding of school enrolment growth, which has led to 3,600 more teachers working in Alberta since 2015. The party has "no plans to cut education like Jason Kenney and the UCP have suggested they would do," he said.

With school enrolment growing in Calgary and Edmonton, the Alberta Party has had no discussion about reducing education spending, Calgary-South East MLA Rick Fraser said Monday. The party's shadow budget proposed increasing spending on K-12 education.

The Edmonton public school board is expected to discuss the report Tuesday afternoon.

jfrench@postmedia.com

Editor's note: This story has been corrected



Horizon School Division No. 67

Our Learning Community

BARNWELL

Barnwell School
Phone: (403) 223-2902

ENCHANT

Enchant School
Phone: (403) 739-3770

GRASSY LAKE

Arden T. Litt Centre for Learning
(Outreach School)
Phone: (403) 655-2211

Chamberlain School
Phone: (403) 655-2211

HAYS

Hays School
Phone: (403) 725-3755

HUTTERIAN BRETHREN SCHOOLS

Phone: (403) 223-3547

LOMOND

Lomond Community School
Phone: (403) 792-3620

MILK RIVER

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

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

TABER

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

Central Elementary School
Phone: (403) 223-2170

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

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

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

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

Taber Mennonite School
Phone: (403) 223-0179

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

VAUXHALL

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

Vauxhall Elementary School
Phone: (403) 654-2422

Vauxhall High School
Phone: (403) 654-2145

WARNER

Warner School
Phone: (403) 642-3931

September 28, 2018

Honourable Minister Sandra Jansen
Alberta Education
127 Legislature Building
10800 - 97 Avenue
Edmonton T5K 2B6

Dear Honourable Minister Jansen:

On behalf of the Horizon School Division Board of Trustees, I would like to once again extend our appreciation on the approval of the D.A. Ferguson Middle School Capital Project. We know you have a huge portfolio that will not only influence the future of our children but all Albertans across this great province. As you know, education is more than preparing children and youth for their future careers. It is about creating contributing global citizens who have the competencies required for the 21st century.

Within the NDP election platform, the NDP indicated that one of their top priorities would be preserving and building our education system.

As per Infrastructure's business plan, Infrastructure provides innovative, high quality and well-designed public infrastructure for Albertans. Through leadership, expertise and collaboration with partners, the ministry provides effectively managed and sustainable public infrastructure that contributes to the province's prosperity and quality of life.

As the Minister of Infrastructure, you are responsible and accountable for providing innovative, high quality and well-designed public infrastructure for Albertans. As you lead the Ministry of Infrastructure and review your role as it relates to School Authority Capital Projects, I would urge you to reflect upon the following concerns that stem from our experience of our first Alberta Infrastructure managed modernization.

- There appear to be delays unnecessary delays when seeking approval for change orders. What would take our Board days to approve takes Alberta Infrastructure weeks. This delay results in students being decanted in less than ideal circumstances for longer periods of time while construction progression of school projects stalls as contractors await formal government approval.
- Over the years our Board has effectively managed large capital projects and made strategic decisions to reduce ongoing training for maintenance

staff. Under our Alberta Infrastructure projects we now have boilers being installed that will require our maintenance staff to become certified in order to maintain them. The Boilers approved by Alberta Infrastructure do not align with the boilers in our other schools and will require costly training and certification in Eastern Canada for our staff.

We must ensure that all of Alberta's children receive a quality education. Only through quality education will Alberta create a well-educated workforce and reduce the growing inequality and poverty of its citizens. We must also ensure that all of Alberta's children have access to high quality facilities. I find it ironic that the province is advocating for green energy solutions such as solar power but projects have no funding for building envelope upgrades. Such decisions seem counter intuitive if the government is truly committed to reducing greenhouse gas emissions.

As a Board of locally elected trustees, we strongly believe in local authority and Board managed Capital projects. We are excited about the large number of School Capital announcements over the last number of years. As part of your decision making process, we ask that you think of the children, especially when reviewing timeframes for seeking approving as it relates to changes within Capital Projects and consider whether projects can be managed by local boards as future announcements are made.

Together we can ensure that Alberta's model for K-12 education continues to be a world-class education system.

Respectfully,

Marie Logan
Board Chair

The school system in southern Alberta, Part I (page 2, MPost, October 5 issue)

by Kennert Giesbrecht

When I think about the whole school system in southern Alberta, I am so impressed that words fail me. Whether these are public schools, or alternative schools where every effort is made to accommodate the demands of parents, and even when parents opt to provide instruction at home -- on all fronts they receive support from the school division and the government. And this also applies to the Mennonites.

Though many Mennonite parents choose not to send their children to public schools, but rather home school or else send them to private schools, it must be said that the government of Alberta, working closely with the school divisions, goes to unbelievable lengths to adapt schools and curriculum so that education will be acceptable also to Mennonites.

I had the opportunity to get a glimpse into this school system by means of a tour, and a meeting with administrators within the Horizon School Division. The tour was led by Benita Peters. When Ms. Peters heard that I was the editor of the 'Mennonitische Post', and that we also publish the children's journal, 'Das Blatt', her eyes sparkled in a way that I've seldom seen eyes sparkle. *"I love Das Blatt. I couldn't live without this magazine in my childhood years. I read it once and twice and could hardly wait for the new issue to arrive. I took it with me to bed; it was food for my brain. Das Blatt provided me with a lot of pen pals. A few years I even wrote letters to Wolfgang Bergmann in Germany,"* she gushed enthusiastically.

This was many years ago, when Benita still lived with her parents in Mexico. Today she lives in Taber and works for the Horizon School Division. She is an advisor for the division and helps parents and school personnel. A major part of her role is with the Mennonite immigrants. Since she is fluent in English, German, and Low German, her role is a critical one in the school division. She is used in many situations, to translate, and to offer advice and counsel.

Horizon School Division consists of 20 public schools, and recently 19 Hutterian schools have been added to the division. In six schools, German instruction is offered, a concession to the Mennonites. English is not the mother tongue for more than half of the student population. At home they speak German, Low German, or some other language. In some of the schools as many as 90% of the students come from Mennonite homes, most of them immigrants from Mexico.

In Vauxhall a very unusual school has been established, known simply as Vauxhall MAP. The abbreviation, 'MAP' stands for Mennonite Alternative Program. This school makes high school accessible also to young people who are already working part-time. It's an unbelievably flexible way to attend school. Students, parents and teachers work out a plan at the beginning of the year, and that's the basis of the students' school attendance. Some students, for example, come to school only later in September, because they are helping with the harvest. Some come to

school only one, two or three days per week. On the remaining days they work, and complete assignments at home.

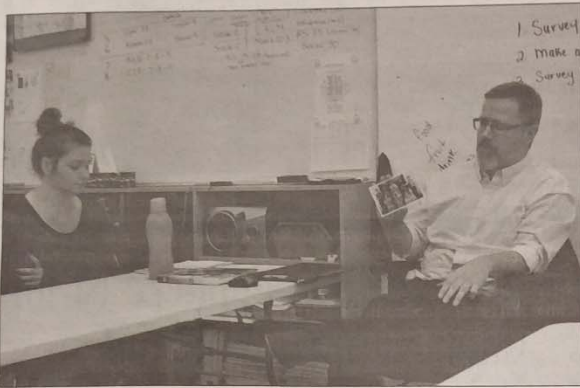
Last year 11 students (five boys and six girls) graduated from this program. These 11 students would not have completed high school without this special program, according to the school's principal, Dan Vanden Dungen. *"These students have worked very hard. They have often worked almost full time and studied in their free time. For many it was a big sacrifice...and I'm sure they often felt like giving up. But they have succeeded, and this makes both them and us very happy,"* says Vanden Dungen. This year the school has 61 students, but that number can change quickly. Sometimes students unexpectedly come to the program, and others quit without warning.

What encourages teachers and administrators in this school division is the knowledge that more and more students from Mennonite homes are continuing their studies. In recent years, the number of students in the upper grades has steadily increased. More and more of them are even completing Grade 12.

More on this topic in the next issue of the MPost.

Das Schulwesen im Süden Albertas – Teil I

Schulbezirke und Regierung von Alberta machen große Anstrengungen, um den Mennoniten bei der Erziehung und Bildung ihrer Kinder zu unterstützen/helfen.



Vauxhall, Alberta - Dan Vanden Dungen, Schulleiter von der Vauxhall MAP Schule, zeigt ein Foto von der „Graduations-Gruppe 2018“. Neben ihm sitzt **Nellie Wiebe**, eine ehemalige Schülerin der Schule, die im Jahr 2015 dieses Programm abschloss. Nellie hat zugleich ihre Ausbildung als Gesundheits-Pflegerin gemacht.

Kannert Giesbrocht

Taber, Alberta (Kanada) – Wenn ich das ganze Schulwesen im Süden Albertas betrachte, dann bleiben mir die Wörter im Munde stecken, so beeindruckt bin ich. Ob es Regierungsschulen sind oder sonstige Schulen, wo man alles Mögliche einsetzt und sich den Wünschen und Ansprüchen der Eltern und der Gemeinschaft allgemein anpasst, oder sogar wenn Eltern „Privatunterricht zuhause“ geben (home schooling) wollen, in allen Fronten bekommen sie Unterstützung von den Schulbezirken und der Regierung. Und diese Hilfe trifft auch den Mennoniten.

Obwohl viele mennonitische Eltern ihre Kinder nicht in die

Regierungsschulen schicken und ihnen lieber „Privatunterricht“ geben oder in private Schulen schicken, so muss man es doch erwähnen, dass die Regierung von Alberta - in enger Zusammenarbeit mit den Schulbezirken - unglaublich viel macht, um die Schulen und den Unterricht so einzurichten, dass es auch den Mennoniten eigentlich passend sein sollte.

Am 19. September bekam ich einen Einblick in das Schulwesen, durch eine Tour und einer Sitzung mit Verantwortlichen aus dem Schulbezirk Horizon (Horizon School Division). Angeleitet wurde diese Tour von **Benita Peters**. Als Frau Peters hörte, dass ich der Schriftleiter der ‚Mennonitischen Post‘ sei und dass wir auch

ich selten Augen strahlen gesehen habe. „Ich liebe DAS BLATT; ich komme in meinen Kindheitsjahren nicht ohne die Zeitung leben. Ich habe es einmal und zweimal durchgelesen und ich konnte kaum warten, bis die nächste Zeitung kam. Ich nahm es mit ins Bett, es war eine Speise für mein Gehirn. Durch DAS BLATT bekam ich viele Briefe/freunde/innen. Einige Jahre schrieb ich sogar Briefe mit Wolfgang Bergmann aus Deutschland“, so plauderte sie vor sich her.

Das war vor vielen Jahren, als Benita mit ihren Eltern noch in Mexiko lebte. Heute wohnt sie in Taber und arbeitet für den Schulbezirk Horizon. Sie ist eine Beraterin im Bezirk und hilft sowohl den Eltern und den Behörden im Schulbezirk. Ein beachtlicher Teil ihrer Arbeit hängt eng mit den eingewanderten Mennoniten zusammen. Da sie fließend in Deutsch, Plattdeutsch und Englisch ist, spielt Frau Peters eine sehr wichtige Rolle für den Schulbezirk. Überall benutzt man sie, um zu übersetzen und als Beraterin dazustehen.

Dem Schulbezirk Horizon gehören heute 20 Regierungsschulen an, und in den letzten Jahren haben sich auch 19 Schulen der Hutterischen Gemeinde dem Bezirk angeschlossen. In sechs Schulen bietet man sogar Unterricht in Deutsch an, ein Entgegenkommen an die Mennoniten. Mehr als die Hälfte der Kinder im Schulbezirk sehen Englisch nicht als ihre erste Sprache (Muttersprache) an. Sie haben Zuhause entweder Deutsch, Plattdeutsch oder eine andere Sprache gelernt. In einigen Schulen kommen sogar über 90 Prozent der Schüler aus mennonitischen Heimen; ihre Eltern würden überwiegend eingewanderte

This article in *The Mennonite Post* highlights the MCC visit to Taber and what they learned about Horizon School Division. The author says it’s “unbelievable” what our school division does for the Mennonite community and how the government is willing to meet unique educational needs. He mentions how important our LGM Consultant position and Benita Peters are to our school division. Horizon’s “German programs” also receive mention and praise. The author speaks very positively of his visit to Horizon MAP and how impressed he is how the school meets the students’ and parents’ individual needs.

The publication is distributed to about 13,500 subscribers from Canada, the US, Mexico, Belize, Bolivia, Paraguay and Argentina.

Mennoniten aus Mexiko sein.

In Vauxhall hat man eine ganz einzigartige Schule eingerichtet, die man kurz und knapp „Vauxhall MAP“ nennt. Die Abkürzung MAP steht für „Mennonite Alternative Program“. In der Schule geht es darum, auch solchen Jugendlichen die Gelegenheit zu geben zu studieren, die teilweise auf Arbeit gehen. Es ist ein unglaublich flexibles „Zur-Schule-Gehen“. Kinder, Eltern und Lehrer machen am Anfang des Schuljahres einen Plan, und dementsprechend kommt das Kind dann zur Schule. Manche Schüler kommen zum Beispiel im September erst ein paar Wochen nach Schulanfang in den Unterricht, weil sie auf Bauernhöfen bei der Ernte helfen müssen. Manche kommen an eins, zwei oder drei Tagen pro Woche in den Unterricht. An den anderen Tagen arbeiten sie, und erledigen ihre Aufgaben Zuhause.

Im vorigen Jahr graduierten 11 Schüler (5 Jungen und 6 Mädchen) an dieser Schule. Wie der Schulleiter, Herr **Dan Vanden Dungen**, sagte, seien dieses 11 Jugendliche, die wohl ohne dieses

besondere Angebot nie die Schule abgeschlossen hätten. „Diese Jugendlichen haben eine große Anstrengung gemacht. Sie haben oft beinahe vollzeitig gearbeitet und in ihrer freien Zeit dann gelernt. Für viele war es ein großes Opfer, ... und ihnen war oft wohl nach Aufgeben zumute. Aber sie haben es geschafft und darauf freuen sie und wir uns heute“, sagte Vanden Dungen. In diesem Jahr hat die Schule 61 Schüler, aber diese Zahl kann sich irgendwann ändern. Manchmal kommen plötzlich Schüler hinzu, ein anderes Mal gibt ein Schüler ohne Warnung auf.

Was den Lehrern und Schulleitern in diesem Schulbezirk Mut gibt, ist zu sehen, wie immer mehr Kinder und Jugendliche aus den mennonitischen Kreisen eine Weiterbildung machen. In den letzten Jahren hat die Zahl von Schülern in den höheren Klassen ständig zugenommen. Immer mehr schließen sogar die 12. Klasse ab.

Mehr zu diesem Thema in der nächsten Ausgabe der MPOST!

Kleines Bild auf Seite 1 oben: Bauern der Kolonie Capulin, Nord-Mexiko, sind ganz von Grundwasser und Bewässerung abhängig, um eine Ernte einzubringen. Dieses Feld und die Bewässerungsanlage gehören **Gerhard Redecop** aus der genannten Kolonie. Es liegt etwas außerhalb der Kolonie. Er hatte es an einem Unternehmen vermietet, welches dort im Sommer Kartoffeln ackerte. Nun will Redecop dort Alfalfa säen. Dazu muss es vorher aber gut bewässert werden.

Bestellzettel

DIE MENNONITISCHE POST wird jeden ersten und dritten Freitag im Monat herausgegeben, außer im Sommer erscheint die Zeitung in einem Monat nur einmal.

In **Paraguay** kann man auf folgende Stellen MPOST bestellen:

- * Menno Travel SRL (Asunción)
- * Alwin K. Funk (Chaco-Kolonien) Tel. 984-841-882
- * Johan Hiebert (Rio Verde Kolonien)
- * David Buhler (Sommerfeld)
- * Billy Krause (Bergthal)
- * Peter Janzen (Nueva Durango)

In **Bolivien, Belize und Mexiko** werden nur Einzelexemplare in Läden verkauft (keine Jahresbestellungen).

Bestellungen in Kanada und den USA an:

DIE MENNONITISCHE POST
383 Main Street
Steinbach, MB R5G 1Z4
Canada - Tel. (204) 326-6790

Name _____
Adresse _____

Bauernbetrieb von Familie John Froese in Ontario

Aylmer, Ontario – Im September sind viele Bauern Süd-Ontarios voll mit dem Einbringen der Ernte beschäftigt. Manche Gemüsearten sind schon abgemetet, andere kom-

essieren. Einen beachtlichen Teil des Betriebs führen sie zusammen, andere Dinge macht ein jeder noch für sich selber. Wie **Dan Froese**, einer der Söhne, sagt, hatten sie im vergangenen

ten“, erzählt er.

Die Eltern sind kaum noch am täglichen Betrieb beteiligt. Wie Dan Froese sagt, kommen sie am Vormittag noch immer zur Kaffeepause und wollen wissen, wie

----- Forwarded message -----

From: <alberta.news@gov.ab.ca>

Date: Thu, Oct 18, 2018 at 11:00 AM

Subject: News Release: Government's actions on math working

To: <wilco.tymensen@horizon.ab.ca>

Government's actions on math working

October 18, 2018 [Media inquiries](#)

Grade 6 results on the mathematics Provincial Achievement Test (PAT) have improved thanks to the government's actions on math.

Provincial assessment results at the Grade 6 level showed strong performance across all subjects tested last June, including five-year highs in English language arts, science, social studies and Français.

In mathematics, the percentage of students reaching both the acceptable standard and standard of excellence increased over the previous year. This was the second year in which a separate, no-calculator portion of the Grade 6 mathematics PAT was incorporated into the test.

"This improvement in Grade 6 math scores is a positive sign that our actions on math are working to help students with their math skills and achievement. We have taken a number of steps to improve math education, including providing more professional development for elementary teachers and introducing a bursary program to improve math teaching skills. I'm so pleased to see students across the province increasing their results in mathematics."

David Eggen, Minister of Education

Alberta students continue to perform exceptionally well in the sciences at the high school level, with positive results in physics, chemistry, and biology.

The Mathematics 30-1 and Mathematics 30-2 diploma exams will introduce written response questions in the 2018-19 school year, allowing students to show their work and their understanding of mathematical problems.

Provincial assessment results are released as part of Alberta Education's Accountability Pillar, which tracks metrics assessing the health and success of Alberta's education system.

Related information

- [Diploma examination results](#)
- [Provincial achievement results](#)
- [Accountability pillar results](#)
- [Math bursary](#)