

**Regular Board Meeting Agenda
Monday, October 28th, 2019 – 1:30 p.m.**

A – Action Items

<ul style="list-style-type: none"> A.1 Agenda A.2 Minutes of Regular Board Meeting held Monday, October 7th, 2019 A.3 October 2019 Payment of Accounts Summary A.4 Second and Final Reading: Policy AD – Educational Philosophy A.5 Second and Final Reading: Policy BBA – School Board Powers and Duties A.6 Second and Final Reading: Policy BBF – School Board Ethics and Code of Conduct A.7 Second and Final Reading: Policy BCE – Board Organization and Committees A.8 Second and Final Reading: Policy BD – Board Meetings A.9 Second and Final Reading: Policy BF – Policy Development A.10 Second and Final Reading: Policy BFD – School Administrative Procedures A.11 First Reading: Policy IGAA – Use of Physical Restraints <ul style="list-style-type: none"> • Guildlines for Time-Out in Alberta Schools • Ministerial Order – Standards for Seclusion and Physical Restraint 	<p>ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4 ENCLOSURE 5</p> <p>ENCLOSURE 6 ENCLOSURE 7 ENCLOSURE 8 ENCLOSURE 9 ENCLOSURE 10 ENCLOSURE 11 ENCLOSURE 12</p>
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D – Discussion Items

<ul style="list-style-type: none"> D.1 D.A. Ferguson Modernization Plaque D.2 MLA visit 	<p>ENCLOSURE 13</p>
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I - Information Items

<ul style="list-style-type: none"> I.1 Superintendent’s Report – Wilco Tymensen I.2 Trustee/Committee Reports <ul style="list-style-type: none"> I.2.1 ASBA Zone Meeting Report – Marie Logan I.2.2 Facilities Meeting Report – Bruce Francis I.2.3 Administrator’s Meeting – Blair Lowry I.3 Associate Superintendent of Finance and Operations Report – Phil Johansen I.4 Associate Superintendent of Learner Services Report – Amber Darroch I.5 Associate Superintendent of Programs and Human Services Report – Anita Richardson 	<p>ENCLOSURE 14</p> <p>ENCLOSURE 15 ENCLOSURE 16</p>
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C-Correspondence

<ul style="list-style-type: none"> C.1 Minister’s Youth Council C.2 Congratulatory Letters to Kathryn Court & Josh Gardner C.3 News Release: Class size reduction funding not effective: report 	<p>ENCLOSURE 17</p>
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Dates to Remember

<ul style="list-style-type: none"> • November 12 – Administrator’s Meeting
<ul style="list-style-type: none"> • November 13 – Council of School Council’s Meeting
<ul style="list-style-type: none"> • November 14-15 – Level 1 VTRA Training
<ul style="list-style-type: none"> • November 17-19 – ASBA Fall General Meeting
<ul style="list-style-type: none"> • November 25 – 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 Monday, October 7th, 2019 beginning at 1:00 p.m. in the Eric Johnson Room.

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

ALSO PRESENT: Dr. Wilco Tymensen, Superintendent of Schools
Phil Johansen, Associate Superintendent of Finance & Operations
Amber Darroch, Associate Superintendent of Learning Services
Anita Richardson, Associate Superintendent of Programs and Human

Services

Cole Parkinson, Taber Times
Sheila Laqua, Recording Secretary

REGRETS: Rick Anderson, Trustee
Christa Runka, Trustee

ACTION ITEMS

- | | | |
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| A.1 | Moved by Blair Lowry that the Board approve the agenda with the following addition:
A.14 – Transportation Policy
D.4 – MLA Invitation | AGENDA
APPROVED |
| | Carried Unanimously | 253/19 |
| A.2 | Moved by Derek Baron that the Board approve the Minutes of the Regular Board Meeting, held Monday, September 30th, 2019 as provided by Enclosure #1 of the agenda. | BOARD MEETING
MINUTES APPROVED |
| | Carried Unanimously | 254/19 |
| A.3 | Moved by Bruce Francis that the Board approve the September 2019 Payment of Accounts in the amount of \$2,298,604.01 as provided in Enclosure #2 of the agenda | PAYMENT OF
ACCOUNT APPROVED |
| | Carried Unanimously | 255/19 |
| A.4 | Moved by Bruce Francis that the Board approve first reading of Policy FD – Disposal of Division Property as provided by Enclosure #3 in the agenda, with the following changes: disposition limits for real and personal property set at \$10,000 and \$50,000 respectively. | FIRST READING
POLICY FD APPROVED |
| | Carried Unanimously | 256/19 |
| A.5 | Moved by Derek Baron that the Board approve first reading of Policy GC – Superintendent of Schools as provided by Enclosure #4 in the agenda. | FIRST READING
POLICY GC APPROVED |
| | Carried Unanimously | 257/19 |

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| A.6 | Moved by Jennifer Crowson that the Board approve first reading of <u>Policy GCNO – Family School Liaison</u> as provided by Enclosure #5 in the agenda. | FIRST READING
POLICY GCNO
APPROVED
258/19 |
| | Carried Unanimously | |
| A.7 | Moved by Blair Lowry that the Board approve first reading of <u>Policy HGBG – Home Education</u> as provided by Enclosure #6 in the agenda. | FIRST READING
POLICY HGBH
APPROVED
259/19 |
| | Carried Unanimously | |
| A.8 | Moved by Derek Baron that the Board approve first reading of <u>Policy IFH – Formal Parent/Student Appeals & Dispute Resolution</u> as provided by Enclosure #7 in the agenda. | FIRST READING
POLICY IFH APPROVED
260/19 |
| | Carried Unanimously | |
| A.9 | Moved by Bruce Francis that the Board approve first reading of <u>Policy IO – Student Records</u> as provided by Enclosure #8 in the agenda. | FIRST READING
POLICY IO APPROVED
261/19 |
| | Carried Unanimously | |
| A.10 | Moved by Derek Baron that the Board approve first reading of <u>Policy JFCH – Illicit & Controlled Substances & Medical Management</u> as provided by Enclosure #9 in the agenda. | FIRST READING
POLICY JFCH
APPROVED
262/19 |
| | Carried Unanimously | |
| A.11 | Moved by Jennifer Crowson that the Board approve first reading of <u>Policy JHF – Welcoming, Caring, Respectful & Safe Learning Environments</u> as provided by Enclosure #10 in the agenda. | FIRST READING
POLICY JHF
APPROVED
263/19 |
| | Carried Unanimously | |
| A.12 | Moved by Bruce Francis that the Board approve first reading of <u>Policy JMA – School Councils</u> as provided by Enclosure #11 in the agenda. | FIRST READING
POLICY JMA
APPROVED
264/19 |
| | Carried Unanimously | |
| A.13 | Move by Bruce Francis that the Board approve the 2020-2021 Jurisdiction Calendar as provided by Enclosure #12 in the agenda. | 2020-2021
JURISDICTION
CALENDAR APPROVED
265/19 |
| | Carried Unanimously | |
| A.14 | Moved by Jennifer Crowson that the Board initiate a formal review of the Transportation Policy. | TRANSPORTATION
POLICY REVIEW
APPROVED
266/19 |

DISCUSSION ITEMS

D.1 POLICY IGAA – USE OF PHYSICAL RESTRAINTS

Policy IGAA – Use of Physical Restraints will be reviewed by the Board when an updated Ministerial Order on Seclusion and Physical Restraint in schools and Time-out in Schools Standards is announced.

Policy is in alignment with the new ministerial order. Policy will be reviewed and brought to the Board after October 2019.

D.2 D.A. FERGUSON GRAND OPENING DATE

The Grand Opening date for the D.A. Ferguson Middle School will be held on Wednesday, May 6, 2020.

D.3 MACKINNON REPORT

The MacKinnon Report was shared with the Board.

D.4 MLA INVITATION

An invitation will be sent to local MLAs, Grant Hunter and Joseph Schow, inviting them meet and discuss the provincial agenda, including Legislative updates and anticipated changes stemming from the current examination of provincial service delivery and our fiscal reality.

INFORMATION ITEMS

I.1 Superintendent's Report

Wilco Tymensen, Superintendent, shared the following September 2019 report 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: transportation, off-campus excursions, student and staff conduct and discipline, and guidance with regard to student and parental concerns.
- As the second vice president of the Collage of Alberta School Superintendents, September has included a number of CASS executive meetings. Meetings typically involve provincial education perspectives, discussions with the Ministry regarding future direction and sharing of perspectives. Discussions also included dialogue around the funding framework/assurance review being undertaken by ADM Gene Williams.
- Meetings with local Collage of Alberta School Superintendents (CASSIX) also occurred this month. A heavy focus of the conversations this month included sharing best practices related to human resources.
- The following school were visited this month: ACE, TMS, CEN, DAF, WRM, HMAP, LOM, ENC, CHA, LTW, DRH, CEN, VHS, VES

Personnel Management

- Meetings with principal regarding performance evaluations have begun.
- Five school evaluations will be undertaken this year as well as one division office evaluation.

Policy and Strategic Planning and Reporting

- No policy meetings have occurred this month. However, extensive review of policies due to legislative changes has occurred over the summer. Work continues with regard to implementation.
- Enrollment numbers were reviewed.
 - On September 4, the division was down 89 students from the May 2019 projections and down 38 students from September 30, 2018
 - By September 19, these numbers improved to
 - Down 40 students from the May 2019 predictions

- Up 11 students from September 2018

Fiscal Responsibility, Organizational Leadership and Management

- Collective bargaining with both the ATA and CUPE has begun. Preparation of proposals is underway and a supper meeting was held with both groups this month.
- The Board of Trustees and senior administrative leadership team met with Minister LaGrange and Lethbridge MLA Nathan Neudorf. During the meeting the Board advocated for a number of items, discussed educational concerns with the Minister and
 1. highlighted Fostering Effective Relationships/Understanding and Responding to the Larger Societal Context – specifically with regard to the LGM community)
 2. Visionary Leadership – the division’s focus on “Coherence” – a focused direction,
 - Core Goal – Contributing global citizens
 - Key Action 1 – Strong Instruction
 - Key Action 2 – Intervention
 3. Modeling Commitment to Professional Learning/Leading Learning/Providing Instructional Leadership – Research and Based Practices
 - UofL research regarding literacy at elementary and junior high levels
 - Involvement with the Alberta Research Network (both numeracy and literacy)
 - Interjurisdictional collaboration around assessment
 - Standardized student assessment – Fountas and Pinnel
 - Mentorship and Horizon’s Instructional Model
 - Ongoing professional learning around “conceptual understanding”
 - Instructional Coaches - Sharon, Coral, Shea
 - Horizon’s Collaborative Response Model
 - Administrative Learning
 4. Ensuring First Nations, Métis and Inuit Education for all students
 5. School Authority Operations and Resources
 - Equity vs equality
 - Systemic view vs independent silos
 - Horizon commitment to supporting rural education
- Horizon’s senior leadership met with ADM Michael Walters as part of the funding framework/assurance review

Communications and Community Relations

- A number of meetings and celebrations were attended over the last month. These include but are not limited to
 - Division Office staff meeting
 - Senior Administrative Leadership Team meeting
 - Administrator meeting
 - Maintenance summer thank you barbeque
 - Division Office Terry Fox runHorizon’s strengths including but not limited to practices related to:

I.2 Trustee/Committee Reports

I.2.1 ASBA Zone Meeting Report

Marie Logan, Zone Chair, provided the following summary of the September Zone 6 ASBA Meeting:

- No Report - Zone meeting was cancelled

I.2.1 Facilities Report

Bruce Francis, Facilities Committee Chair, provided a report to the Board on the work undertaken for the month of September 2019:

- Capital Project – DAF/WRM
 - Phase 2 underway
 - Completion and hand-over is expected prior to the end of the school year
- 138 Maintenance requests complete
- Highlights from the Kinnaird Report were shared with the Board
- Preparation of heating systems in all schools, for the upcoming winter season are complete

I.2.2 Administrator's Meeting Report

Rick Anderson, Trustee, provided the following summary of the September Administrator's Meeting:

- No Report

I.3 Associate Superintendent of Finance and Operations Report

Phil Johansen, Associate Superintendent of Finance and Operations shared the following September 2019 summary to the Board:

- Bussing requests
- Working on funding
- Meetings with Assistant Deputy Minister
- Meeting with ASBB

I.4 Associate Superintendent of Learner Services Report

Amber Darroch, Associate Superintendent of Learner Services, shared the following September 2019 report with the Board:

Learner Services lead team members:

Amber Darroch, Associate Superintendent

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

Robbie Charlebois, Director of Learning (Inclusive Education)

Angela Miller, Clinical Team Lead

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- Amber initiated a new partnership with nine other Southern Alberta school divisions this month to focus on our shared work in the area of classroom assessment. With the UCP mandate including a need to "require clear, understandable report cards", one of the goals of this group is to be a provincial voice in shaping how schools can best respond to improve reporting about student learning.
- Robbie hosted a morning session before school started focused on rigorous program planning for students with significant challenges. Key highlights included meaningful inclusion, presumed competence, family involvement, positive behaviour supports, self-determination, and meaningful assessment.

- Locally developed courses approved by the Board in the August meeting have been distributed and promoted to all high schools for their use.
- Horizon is hosting 5 international students in 2019-20, three from Spain all attending WR Myers, and 3 from Japan, two of whom are at Myers and one at Erle Rivers High School.
- Horizon is extending home education programming to 9 students within the division, spread across a number of communities. These home education families are using Alberta Distance Learning Centre (ADLC) materials and teacher support and are registered through the division.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- Robbie has met with administrators to discuss and plan growth in our schools Collaborative Response Models. The purpose of the meetings is identifying the need to move from a focus on the structure and framework of our model to building on teacher efficacy and instructional leadership.
- Division-wide discussions have been had with administrators about how we are using our Fountas and Pinell literacy data to improve literacy instruction and intervention.
- Several Horizon staff members attended the Low-incidence Symposium hosted by SWRCSD. Low-incidence refers to Deaf and Hard of Hearing, Blind or visually impaired and complex communication needs.

LEADERSHIP PRACTICES

- The new Horizon logo and website were launched upon the start of the school year. Work continues on improving the content on the website.
- Amber, Robbie, Angela, Laura Elliott (Behaviour Consultant), and Andra Johnson (Supervisor of Early Learning) attended the first two days of four day training on "Adaptive Schools", training on how to build the systems and structures across the school division which promote and sustain collaborative work in support of students.
- Amber attended the September Board of Directors meetings in her roles on both the Alberta Assessment Consortium and the provincial College of Alberta School Superintendents.
- Amber is serving as a mentor through the CASS Mentorship Program in 2019-20 to an assistant superintendent new to his position in another division. She participated in a two-day event with her protege.

Horizon School Division: Instructional Coach Update

Shea Mellow

September 2019

Starting the position of Instructional Coach only a month ago, daily I see deeper significance and set new goals for impact. Thus far, the focus has mostly been on supporting a shift in instructional practice from a traditional, linear approach (where student engagement is often restricted) to a concept-based, iterative process which is student-centred and rigorous, with the ultimate goal being increased engagement and transfer. Conceptual learning for transfer opens up the classroom for students to uncover and connect at a deeper level with their own learning. It's research-based and at the forefront of education around the world, and aligns directly with Horizon's Instructional model. It's what's best for kids, and as I continue to learn, I feel this more passionately each day.

As well as developing many accessible resources for teacher learning, planning, and classroom implementation this month, I have met with **six administrators** directly (Dr Hamman, MAP, Lomond,

Barnwell, Myers, & Hays) to discuss instructional supports and professional growth opportunities for staff. From here, we have arranged creative ways for coaching cycles and individual teacher coaching. I have met with **thirty-five teachers** this month, for various purposes. An overview of activity exists below:

- **Dr Hamman School:** An initial whole-staff presentation introduced 'The Why' of conceptual learning for transfer. Research and strategies were discussed and hurdles were noted. Alyson set up a PD growth plan for her staff, including four groupings of three days each (Sept., Nov., March, and May). I provided options for opportunities and I met with pods (K, Grade 5 pod, etc.) for half a day each. This cycle will continue throughout the year as we formalise planning and implementation of conceptual learning classrooms. I had very positive responses from teachers and administration noting that teachers appreciate the knowledge and resources developed and shared, as well as the support and guidance to establish something immediately into their classrooms.
- **Lomond Community School:** Meeting with Melissa Gartly early in the school year allowed us to establish a monthly coaching cycle where each teacher will have the opportunity to meet with me once that booked day (one day per month October - May). This type of repetitive planning is, I believe, essential for the effective implementation of a new pedagogy. I will present a whole-staff introduction on Sept. 26, followed by an in-service and work bee focused on Formative, an online tool which enhances the opportunity for teachers to effectively implement formative assessment.
- **Hays School:** Tracey Nadeau invited me out early in the school year and proudly showed me the school and we discussed the unique multi-level classroom situations in Hays. The K/1 teacher is particularly interested in implementing conceptual learning for transfer, as is Tracey who wants to focus on the math discipline in upper elementary. For both, I have suggested they select a unit they plan to hit into January and prior to then, we can work together to dig deep into the planning and assessment end of conceptual learning for transfer. I hope to be a part of the planning and implementation, witnessing the results of a full unit being carried out in this manner.
- **MAP School:** Understanding the unique situation of the teachers instructing in the Mennonite Alternative Program was essential and Dan and I had had an in-depth discussion about these circumstances. We discussed some options for professional development for his small staff and I am going to focus on the opportunities conceptual planning can have for creating effective and focused multi-level units, which they need to do. Although teaching in the traditional, linear way may seem like the more appropriate way for these more traditional students, I still feel that the impact of reorganizing the classroom and planning will have a very positive effect on teacher practice and student engagement/ success in these classrooms. "Formative" is also a tool that can assist in providing assessment opportunities for English language learners and will be highlighted as such.
- **Barnwell School:** Discussions have been had with Sheldon Hoyt and a future whole-staff booking as been made for March. Sheldon is eager to establish other forms of this coaching with his staff, but formal plans have yet to be set. In the meantime, I have been working directly with one teacher on a conceptual unit for Science 4, Buildings and Structures. We have done initial steps to unit planning and transferring traditional methods into conceptual ones. We plan to meet every two weeks for the next three months. I have also met with the junior high social and science teacher. Our focus is on the macro concepts in Jr High and our goal is to establish a cross-curricular unit for Junior High core subjects. We have yet to set another meeting date, but I'm hoping to meet again in early October. Sheldon and I have loose plans to inservice on the "Formative" software tool.
- **W. R. Myers High School:** Ken Pon and I met to discuss his school's plan of focusing on FNMI integration into instruction at a high school level. We discussed many options for support throughout the year and I suggested it might be most effective if I worked directly with a select

group of teachers. I have now met with two science teachers and we have discussed the hurdles associated with providing authentic learning experiences in the high school Math and Science curriculum. I'll continue to assist where I can with this goal, and seek to provide some instructional supports with this focus. I have suggested guiding a book club option for interested staff members to Ken, to increase the foundational knowledge and awareness for staff. He's going to discuss this with his staff.

- **Vauxhall High School, Walter Plumtree:** Walter has a very intriguing idea for offering learning experiences through his industrial arts shop facility to other schools. We spoke about the opportunities, the links to transfer and conceptual learning experiences, and the logistics around something such as this. We'll work out some more formal ideas, discuss it with the powers that be, and hope to plan some collaborative work with Vauxhall Elementary School. There seem to be some great learning opportunities with this creative idea.

Upcoming plans include engaging with schools on Hutterite Colonies (Oct. 2 with Johanna), participating in a writing strategies book study with select Dr Hamman staff, and continuing to focus on developing accessible classroom resources for instruction and assessment. Resource development thus far has focused on initial stages of conceptual learning (theory, classroom set up, and planning). I have shared a folder full of resources with teachers I have worked with. This month, I'd like to aim to organize some resources around how conceptual learning can improve literacy (for those schools with goals of improving F & P results), engage more teachers with Go Formative, and focus on assessment alignment with conceptual learning for transfer.

I.5 Associate Superintendent of Programs and Human Services Report

Anita Richardson, Associate Superintendent of Programs and Human Services shared the following September 2019 report with the Board:

Building Effective Relationships

- Participating in local bargaining process (ATA & CUPE) ongoing.
- Career Transitions – Chair of the board for second year.

Modeling Commitment to Professional Learning

- Attend CASS Professional Learning Events and CASSIX meetings
- Participated in professional learning day at Head Smashed In Buffalo Jump with 165 staff from 12 schools.
- Facilitated 4 LQS sessions

Visionary Leadership

- Continuing to support a Horizon Experiential Week in conjunction with LCC, Livingstone Range, and Palliser School Division spring 2020. Medicine Hat College coming on board.
 - Goal is to have all of our high schools participating

Leading Learning

- Ongoing support for Principals with staffing concerns and through evaluation process.
- Facilitated session to incorporate First Nations, Metis and Inuit content and ways of knowing into the curriculum

Supporting First Nations, Metis and Inuit Education for All Students

- Indigenous Champion work continuing in each school
- Division Indigenous Learning Commons operational by December 2019. Located in WR Myers Library with interlibrary loans available across the division.
- Eagle Spirit Nest Community Association (ESNCA).

- Member of board of directors
- Professional learning opportunities for staff
 - Will facilitate several sessions pertinent to teachers related to actualizing the commitments of the TQS
- Learning facilitated for students
 - Multiple cultural presentations in schools – dancers, drummers, moccasin making, beading, Elder presentations
 - Orange shirt Day celebrations

Sustaining Effective Instructional Leadership

- Hosting Horizon Induction Program Sessions this year
- Will host a Leadership Cohort
- Evaluation Process for Probationary Teachers – worked with a committee of principals to update the supporting documents and process for evaluations to meet the requirements of the new TQS

School Authority Operations and Resources

- Ongoing staffing needs
- Developing jurisdiction approach to Indigenous resource purchases and dispersion through heading a working committee.

I.6 AHS Vaping Meeting

What: Vaping & E-Cigarette Conversation

When: October 23, 2019 9:30a-11:30a

Where: Palliser Division Office, 3305 18 Ave N, Lethbridge, Learning Centre

Correspondence

No Discussion items came forward from the Correspondence as provided by Enclosure #17 of the agenda.

COMMITTEE ITEMS

Moved by Rick Anderson that the Board meet in Committee. Carried Unanimously	COMMITTEE 267/19
Moved by Derek Baron that the meeting reconvene. Carried Unanimously	RECONVENE 268/19
Moved by Bruce Francis that the meeting adjourn. Carried Unanimously	MEETING ADJOURNED 269/19

Marie Logan, Chair

Sheila Laqua, Executive Secretary

PAYMENT OF ACCOUNTS REPORT

Board Meeting - October 28, 2019

U.S.	September 24/19		235.67
General	August 31/19		27053.44
General	October 2/19		1027748.60
U.S.	October 3/19		854.65
General	October 8/19		46280.35
General	October 10/19		6352.11
General	October 18/19		349,286.90
U.S.	October 21/19		293.50
General	October 22/19		133,026.76
"A" Payroll	September 2019	Teachers	1,640,215.02
	September 2019	Support	541,634.39
"B" Payroll	September 2019	Casual	10,938.50
		Subs	28,268.65
Total Accounts			2,703,663.72
Board Chair	_____		
PJ:dd			
October 23, 2019			

Horizon School Division September 2019 U.S. Accounts

	U.S. Funds	Canadian Fun
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Richard Penner	174.79	235.67
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Total U.S. Accounts	174.79	235.67
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JM:dd

September 24. 2019

Horizon School Division October 2019 U.S. Accounts

	U.S. Funds	Canadian Fun
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Learning A-Z	629.81	854.65
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Total U.S. Accounts	629.81	854.65
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JM:dd
October 3, 2019

Horizon School Division October 2019 U.S. Accounts

	U.S. Funds	Canadian Fun
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Learning A-Z	219.90	293.50
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Total U.S. Accounts	219.90	293.50
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JM:dd
October 21, 2019

HORIZON SCHOOL DIVISION	NO. 67	Policy Code:	AD
POLICY HANDBOOK		Policy Title:	Educational Philosophy
<u>4533</u>		Cross Reference:	AE
		Legal Reference:	<i>School Education Act</i>
<u>2019</u>		Adoption Date:	April 27/95; Oct. 24/01;
		Amendment or Re-	June 15/09; <u>August 26,</u>
		affirmation Date:	<u>June 18/13</u>

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION IS COMMITTED TO THE DEVELOPMENT OF PASSIONATELY ENGAGED LEARNERS WHO CONFIDENTLY PURSUE CONTINUAL IMPROVEMENT NOW AND IN THE FUTURE AS CONTRIBUTING GLOBAL CITIZENS. TO THIS END, AN INCLUSIVE LEARNING COMMUNITY THAT ENGAGES AND EMPLOWERS ALL LEARNERS FOR SUCCESS WITHIN A WELCOMING, CARING, RESPECTFUL, AND SAFE AND-CARING SCHOOL LEARNING ENVIRONMENT WILL BE NURTURED WITHIN A CONTEXT THAT PROVIDES QUALITY LEARNING EXPERIENCES.

GUIDELINES

1. The Vision of Horizon School Division is as follows;

Passionately engaged learners who confidently pursue continual improvement now and in the future as contributing global citizens.

1.2. The Mission Statement of Horizon School Division is as follows;

Horizon School Division is an ~~21st-Century-Inclusive Learning-learning Community-community~~ that engages and empowers all Learners for Success

3. The Board recognizes the following values as those that are essential for a quality learning environment and the development of the individual:

2.

a) Safe, caring and inclusive learning environments;

3.1.

b) Student centered decision-making;

3.2.

c) Purposeful collaboration and partnerships;

3.3.

d) Quality staff and programs throughout our rural schools;

3.4.

e) Commitment;

3.5.

~~f) Accountability, sustainability and fiscal responsibility;~~

~~3.6.~~

~~3.7. g) Ethical, transparent practices.~~

~~3.4.~~ The Board bases its educational programs in their belief and support for:

~~a)4.1. Foundations of learning;~~

~~➤ Parent and community engagement~~

~~➤ Governance~~

~~➤ Leadership~~

~~➤ Professional learning~~

~~4.1.1. Research and evidence~~

Policy AD – Educational Philosophy, Cont’d

- 4.1.2. Governance
- 4.1.3. Leadership
- 4.1.4. Professional learning
- 4.1.5. Research and best practice
- 4.1.6. Evidence based decision making



- b) 4.2. Essential learning conditions;
 - 4.2.1. Effective teaching
 - 4.2.2. Effective learning environments
 - 4.2.3. Effective supports and services

4.3. e) — Inclusive ~~Education~~ Learning;

4.4. d) — Passionately engaged learners.

Policy AD – Educational Philosophy, Cont’d

~~4. The Board assumes the role of resource manager in providing quality education services for the student, including:~~

- ~~a) — A competent, qualified and effective corps of teachers;~~
- ~~b) — A physical plant and equipment that are safe and adequate for meeting the needs of learners;~~
- ~~e) — Experiences that provide for effective learning and social development;~~
- ~~d) — Educational leadership that leads towards continuous educational improvement;~~
- ~~e) — School environments that are safe and caring and balance rights and responsibilities; and~~
- ~~— School learning programs that recognize the intellectual, creative, emotional, physical and social needs of students.~~

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HORIZON SCHOOL DIVISION- NO. 67	Policy Code:	BBA
POLICY HANDBOOK	Policy Title:	School Board Powers and Duties
	Cross Reference:	BD, BF, DN
Legal Reference:	<u>School Education Act 44, 4533, S.51 - 69</u>	
	Adoption Date:	Jan. 26/95
	Amendment or Re-affirmation Date:	_____ August 26, 2019

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION IS A CORPORATE BODY CHARGED WITH THE RESPONSIBILITY MANDATE OF PROVIDING KINDERGARTEN TO GRADE 12 EDUCATIONAL SERVICES WITHIN ITS JURISDICTION ~~EDUCATIONAL SERVICES TO EACH STUDENT ENROLLED IN THE DIVISION~~. THE POWERS OF THE BOARD MAY ONLY BE EXERCISED BY THE BOARD IN A DULY CONSTITUTED MEETING, UNLESS DELEGATED BY MEANS OF BOARD POLICY OR RESOLUTION.

GUIDELINES

~~The Board will fulfill its responsibilities by the performance of the legislative, judicial and accountability functions:~~

- ~~1. Legislative—The Education Act distinguishes between the Board’s “duties” which are mandatory and its “powers” which are discretionary.~~
- ~~2. The Board, as a partner in education, has the responsibility to:

 - ~~2.1. deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success,~~
 - ~~2.2. be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes,~~
 - ~~2.3. provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board’s plans and the achievement of goals and targets within those plans,~~
 - ~~2.4. ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,~~
 - ~~2.5. provide a continuum of specialized supports and services to students that is consistent with the principles of inclusive education,~~
 - ~~2.6. collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources,~~
 - ~~2.7. collaborate with post-secondary institutions and the community to enable smooth transitions for~~~~

students from secondary to post-secondary education;

- 2.8. establish and maintain governance and organizational structures that promote student well-being and success, and monitor and evaluate their effectiveness,
 - 2.9. ensure effective stewardship of the board's resources,
 - 2.10. recruit the superintendent and entrust the day-to-day management of the school division to the staff through the superintendent,
 - 2.11. develop and implement a code of conduct that applies to trustees of the board, including definitions of breaches and sanctions, in accordance with principles set out by the Minister by order,
 - 2.12. comply with all applicable Acts and regulations,
 - 2.13. establish appropriate dispute resolution processes, and
 - 2.14. carry out any other matters that the Minister prescribes.
3. The Board will fulfill its leadership responsibilities by the performance of the legislative, fiduciary and accountability functions:
- 3.1. Leadership
 - 3.1.1. Strategic Leadership – When acting in its strategic leadership role the school board is planning for the future
 - 3.1.2. Generative Leadership Generative leadership reflects the belief that “it takes a whole village to raise a child”. In this role, the school board talks to the community about the community’s needs, the community’s youth and the future. The school board gives all citizens an opportunity to shape the direction that education takes locally.
 - 3.2. Legislative – The legislative function is performed by formulation and adoption of all policies and regulations necessary to:
 - 3.2.1. develop a school based management system which allows for community involvement and participation in schools;
 - 3.2.2. develop divisional education/business plans; and
 - 3.2.3. develop effective communication with all stakeholders.
 - 3.3. Fiduciary leadership – When fulfilling its fiduciary leadership role the school board focuses on its legal responsibilities
 - 3.3.1. Many of the judicial functions are performed or delegating to the Superintendent, who has been appointed by the Board, the responsibility and authority to implement the policies and regulations formed and adopted by the Board.
 - 3.4. Accountability - The school board holds the system – and itself – accountable for achieving its goals. The school board assigns roles and responsibilities for the desired results and creates a system to monitor and evaluate achievement of those results. The school board reports system and school performance to the public and to the provincial government.
 - 3.5. Advocacy - The school board is an advocate for public education and for the local school system.

In this capacity, the school board consults its constituents and shares information with MLAs and government – as an individual board – and collectively through the ASBA.

REGULATIONS

4. As per the Education Act, the board shall not delegate
 - 4.1. the power to make a bylaw under,
 - 4.2. the power to close a school or school building,
 - 4.3. the power to requisition from a municipality that the board may have from time to time, or
 - 4.4. the power to hold a hearing under section 212 transfer of teacher.
5. The board shall
 - 5.1. establish, maintain and implement policies necessary for fulfilling its responsibilities under section 33,
 - 5.2. ensure that all policies are available and accessible to students, parents, board employees and others affected by the policies,
 - 5.3. in co-operation with school councils, provide for parental and community engagement in schools, and
 - 5.4. maintain, repair, furnish and keep in good order all its real and personal property.
6. The board may
 - 6.1. subject to section 18 and any regulations under this Act, develop, acquire or offer courses or programs,
 - 6.2. subject to section 18 and any regulations under this Act, develop or acquire instructional materials for use in courses or programs or in schools, and
 - 6.3. make policies, subject to any regulations under this Act respecting the establishment, administration, management and operation of
 - 6.3.1. schools operated by the board, or
 - 6.3.2. school buses and other vehicles used for the purposes of the board.

~~— The legislative function is performed by formulation and adoption of all policies and regulations necessary to:~~

- ~~— (a) — develop a school based management system which allows for community involvement and participation in schools;~~
- ~~— (b) — develop divisional education/business plans; and~~
- ~~— (c) — develop effective communication with all stakeholders.~~

~~2. Judicial—The judicial function is performed by delegating to the Superintendent, who has been appointed by the Board, the responsibility and authority to implement the policies and regulations formed and adopted by the Board. Pursuant to the "School Act", the Board is responsible for the following:~~

- ~~— (a) — making by laws;~~
- ~~— (b) — closing a school or building;~~
- ~~— (c) — requisitioning a municipality;~~
- ~~— (d) — suspending a teacher or delegating the authority to suspend to the Superintendent through Board motion.~~
- ~~— (e) — terminating a teacher or delegating the authority to terminate to the Superintendent through Board motion.~~
- ~~— (f) — reviewing a teacher transfer appeal; and~~
- ~~— (g) — those responsibilities clearly specified in policy.~~

~~3. Accountability—The accountability function is performed by the Board regularly reviewing the effectiveness and efficiency of the implementation of its policies and regulations, and initiating required changes for improvement. Formal evaluation programs and community discussions and communication shall be an integral part of the accountability function.~~

~~1.~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT THE BOARD AND ITS MEMBERS WILL CONDUCT THEMSELVES LAWFULLY, WITH INTEGRITY AND HIGH ETHICAL STANDARDS, IN ORDER TO MODEL THE BEHAVIORS EXPECTED OF EMPLOYEES AND STUDENTS AND TO BUILD PUBLIC CONFIDENCE AND CREDIBILITY.

GUIDELINE

1. The code of conduct's has a focus on providing a welcoming, caring, respectful, and safe learning environments.

REGULATIONS

Further to and in keeping with the Alberta School Boards' Trustee Code of Ethics, the Board also acknowledges the following precepts and principles for Board operation:

1. Board members will serve the interests of the citizens of the entire school organization. Members recognize this responsibility to the whole to be greater than but not limited to, the following:
any loyalty a member may have to any other advocacy, interest or political groups;
 - 1.1. loyalty based upon membership on other boards or staffs;
~~a)~~
 - 1.2. the personal interest of any Board member who is also a parent or guardian of a student in the organization; and
~~b)~~
 - ~~e)~~1.3. _____ being a relative of an employee of the organization.
2. Board members will not attempt to exercise individual authority over the organization.
~~a) —~~
 - 2.1. -Trustee acting individually has only the authority and status of any other citizen
~~b)~~
 - 2.2. Members will not assume personal responsibility for resolving operational problems or complaints. Any such complaints will be referred to the Superintendent for investigation and resolution.

e)

~~2.3.~~ Members will not personally direct any employee or any part of the operational organization.

~~e) When speaking to the press or otherwise publicly sharing personal opinions, members will respect decisions of the Board and will not undermine those decisions. Members will not publicly express individual negative judgments about Superintendent or employee performance.~~

POLICY BBF – School Board Member Ethics and Code of Conduct, Cont’d.

2.4. When speaking to the press or otherwise publicly sharing personal opinions, members will respect decisions of the Board and will not undermine those decisions.

2.5. Members will not publicly express individual negative judgments about Superintendent or employee performance.

f)

~~— To build trust among members and to ensure an environment conducive to effective governance, members will:~~

3. To build trust among members and to ensure an environment conducive to effective governance, members will:

3.1. focus on issues rather than personalities;

a)

3.2. respect decisions of the Board;

b)

3.3. exercise honesty in all written and interpersonal interaction, never intentionally misleading, surprising or misinforming each other;

e)

~~— POLICY BBF – School Board Member Ethics and Code of Conduct, Cont’d.~~

3.4. criticize privately, praise publicly;

e)

3.5. make every reasonable effort to protect the integrity and promote the positive image of the organization and one another; and

e)

~~f)3.6. never embarrass each other or the organization.~~

~~1.4. The Board and its member’s conduct will contribute to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,~~

5. The Board and its members recognize:

~~2.~~

5.1. the inherent dignity and the equal and inalienable rights of all persons is the foundation of freedom, justice and peace in the world;

a)

5.2. that all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, color, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation;

b)

5.3. that multiculturalism describes the diverse racial and cultural composition of Alberta society and its importance is recognized in Alberta as a fundamental principle and a matter of public policy; and

e)

~~e)5.4. that all Albertans should share in an awareness and appreciation of the diverse racial and cultural composition of society and that the richness of life in Alberta is enhanced by sharing that diversity.~~

POLICY BBF – School Board Member Ethics and Code of Conduct, Cont’d.

~~3-6.~~ Members will exercise prudent personal discipline in the performance of their duties, including proper use of authority and appropriate decorum when acting as Board members.

7. Members will maintain confidentiality appropriate to sensitive issues and information that otherwise may tend to compromise the integrity or legal standing of the Board, especially those matters discussed in private session.

—Members shall not discriminate or exhibit an intention to discriminate against a person or a class of persons, or is likely to expose a person or a class of persons to hatred or contempt because of the race, religious beliefs, color, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation of that person or class of persons.

8.

9. Trustees whose behavior is inconsistent with the Code of Conduct may be subject to disciplinary action by the Board.

4.

9.1. A Trustee wishing to raise an objection to the behavior of a trustee may do so on a point of order.

a)

9.2. The Board may, by resolution, censure a trustee providing that all trustees, excepting the trustee named in the resolution, vote in favour of the resolution.

b)

e)9.3. Censure may include:

i-9.3.1. Conversation in a private setting between the offending member and the Board Chair or other individual member;

ii-9.3.2. Discussion in a private session between the offending member and the Board;

iii-9.3.3. Possible removal by the Board from any leadership or committee positions to which the offending member has been appointed or elected;

iv-9.3.4. Censure of the offending member of the Board as a means of separating the Board’s focus and intent from that of the offending member.

v-9.3.5. Disqualification from remaining as a trustee of the board if that person has breached the code of conduct of the board where the sanction for the breach under the code of conduct may be determined by the board to be disqualification.

POLICY BBF – School Board Member Ethics and Code of Conduct, Cont’d.

~~5-10.~~ The Board hereby adopts the attached Code of Conduct as per the School Education Act—Section 82 and 83 and as adopted by the Alberta School Boards Association (Attachment 1)

POLICY BBF – School Board Member Ethics and Code of Conduct

ATTACHMENT 1

Board Member’s Code of Conduct

As a member of Horizon School Division No. 67 Board of Trustees, representing all the citizens of my community and responsible to the electorate through the democratic process, I recognize:

- a) That my fellow citizens have entrusted me, through the electoral process, with the educational development of the children and youth of the community.
- b) That trustees are the children's advocates and my first and greatest concern is the best interest of each and every one of these children without distinction as to who they are or what their background may be.
- c) That trustees are educational leaders who realize that the future welfare of the community, of the Province, and of Canada depends in the largest measure upon the quality of education we provide in the public schools to fit the needs of every learner.
- d) That legally, the authority of the Board is derived from the Province, which ultimately controls the organization and operation of the school district and which determines the degree of discretionary power left with the Board and the people of this community for the exercise of local autonomy.
- e) That I must never neglect my personal obligation to the community and my legal obligation to the Province, nor surrender these responsibilities to any other person, group, or organization but that, beyond these, I have a moral and civic obligation to the nation which can remain strong and free only so long as public schools in Canada are kept free and strong.

In view of the foregoing, I will:

- a) Devote time, thought and study to the duties of a school board member so that I may render effective and creditable service.
- b) Work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debate of points of issue.
- c) Consider information received from all sources and base my personal decision upon all available facts in every case, unswayed by partisan bias of any kind, and therefore, abide by and uphold the final majority decision of the board.
- d) Work together with my fellow board members to communicate to the electorate all the facts about their schools, to the end that they will readily provide the finest possible school program, school staff, and school facilities.
- e) Provide leadership to my community through setting goals and developing policies for the educational program and by regularly evaluating these in the light of the wishes and expectations of the community.
- f) Remember at all times that as an individual I have no legal authority outside the meeting of the board, and to conduct my relationships with the school staff, the community, and all media of communication on the basis of this fact.
- g) Resist every temptation and outside pressure to use my position as a school board member to benefit either myself or any other individual or agency apart from the total interest of the school jurisdiction.
- h) Recognize that the primary function of the board is to establish the policies by which the schools are to be administered, and that the administration of the educational program and

POLICY BBF – School Board Member Ethics and Code of Conduct, Cont’d.

conduct of school business shall be left to the employed superintendent of schools and his/her professional and non-professional staff.

- i) Encourage active co-operation by citizens, organizations, and the media in the district with respect to establishing policy on current school operations and proposed future developments.
- j) Support my provincial and national school board association for the future of trusteeship in this province and the nation.
- k) Provide to the best of my ability effective school board service to my community in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy.

HORIZON SCHOOL DIVISION

Policy Code: BCE
Policy Title: Board Organization/
Committees

POLICY HANDBOOK

Cross Reference: BD, BF
Legal Reference: Education Act 34, 42, 52, 142
Adoption Date: April 27, 1995,
**Amendment or Re-
affirmation Date:** August 26, 2019

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION HAS THE AUTHORITY, UNDER THE EDUCATION ACT, TO ESTABLISH COMMITTEES AND HAVE TRUSTEES PARTICIPATE IN JOINT COMMITTEES ESTABLISHED THROUGH AGREEMENT WITH OTHER PERSONS OR ORGANIZATIONS.

GUIDELINES

1. The Board recognizes the importance of having representation on external committees, and at meetings or functions that are associated with the provision of public education.
2. The function of each committee and the extent of its authority will be clearly defined through written terms of reference.
3. Committees typically serve two functions:
 - 3.1. Advisory – source of information/advice, or
 - 3.2. Operational – carry out specific duties and/or responsibilities
4. The Board expects that all its committees shall carry out their responsibilities in a manner, which is consistent with the goals, objectives and principles of the school division.
5. Reporting of information that falls under the responsibility of Board committees shall be shared with the Board committee for review prior to circulation to staff and/or public.
6. Individuals assigned to represent the Board will be expected to provide a report back to the Board at a regular Board meeting.
 - 6.1. A report may be prepared for committee meetings.
 - 6.2. A copy of any committee reports shall be filed with the Secretary-Treasurer/Associate Superintendent, Business Affairs.
7. The Board expects named representative to fairly and accurately represent the views of the Board
8. Where possible, expenses shall be sought from the organization requesting representation. However where this is not feasible, the Board may approve reimbursements from Division funds.
9. All appointments for representatives shall be made at the annual organizational meeting of the Board or at any regularly scheduled Board meeting if the request is received during the school year.

Policy BCE - Board Committees, Cont'd.

REGULATIONS

1. Committees of the Board Shall be of Three Types:
 - 1.1 Standing committee – an ongoing committee that shall continue in force until terminated by a Board motion,
 - 1.2 Ad Hoc (Special) Committee – short-term committee which is limited in purpose and shall have a clearly defined life span.
 - 1.3 Sub-committee – a work unit that reports to a standing committee.
2. Committees of the Board shall be established by Board Motion
 - 2.1 The motion shall specify the terms of reference to include:
 - 2.1.1 the name and type of committee
 - 2.1.2 the mandate of the committee
 - 2.1.3 the membership of the committee
 - 2.1.4 the term of the committee (if ad hoc)
3. Appointments to committees shall be by Board motion.
 - 3.1 Appointments shall normally be made at the Organizational meeting.
 - 3.2 Trustees shall be asked to volunteer for Committees upon which they wish to serve
 - 3.3 Persons appointed to committees by the Board shall serve at the pleasure of the Board
4. Each Committee of the Board shall be responsible for determining its meeting procedures.
5. Committee meetings shall not be public meetings.
 - 5.1 A committee may agree to meet in public session or hold a public meeting
 - 5.2 Trustees, except where excluded by motion of the Board, may attend all meetings of Committees of the Board
6. Committees of the Board
 - 6.1 A.T.A. Negotiating/Liaison Committee
 - 6.1.1 Terms of Reference - to negotiate local table matters with teachers and recommend the same to the Board for consideration and approval.
 - 6.1.2 Membership - three members of the Board, one acting as Chair.
 - 6.1.3 Term - one year.
 - 6.2 Audit Committee
 - 6.2.1 Terms of Reference - to review external auditors to the Board. To review the annual financial statements and report to the board, and to attend to other matters as the board may determine in the establishment of the audit committee.
 - 6.2.2 Membership - at least 5 individuals and shall include at least one of each of the following individuals:

Policy BCE - Board Committees, Cont'd.

- 6.2.2.1 a member of the business community who is not a trustee;
- 6.2.2.2 a member of the adult learning community who is not a trustee;
- 6.2.2.3 a trustee.
- 6.2.3 Term - one year.

- 6.3 Budget Committee
 - 6.3.1 Terms of Reference – to share perspectives and provide advice to the Superintendent and Associate Superintendent of Finance and Operations in the preparation of the annual school division budget.
 - 6.3.2 Membership – all members of the Board as well as representatives of stakeholder groups that assist the Superintendent and Associate Superintendent of Finance and Operations in the preparation of the annual school division budget.
 - 6.3.3 Term – one year.

- 6.4 C.U.P.E. Negotiating/Liaison Committee
 - 6.4.1 Terms of Reference - to negotiate salaries and working conditions with C.U.P.E. and recommend the same to the Board for consideration and approval.
 - 6.4.2 Membership - three members of the Board, one acting as Chair
 - 6.4.3 Term - one year.

- 6.5 Elections/Boundaries Ad Hoc Committee
 - 6.5.1 Terms of Reference – to review and make recommendations to the Board regarding election boundaries and processes.
 - 6.5.2 Membership – as determined, one acting as Chair.
 - 6.5.3 Term – as determined by the Board.

- 6.6 Facilities Committee
 - 6.6.1 Terms of Reference - to review the non-routine matters associated with the management
 - 6.6.2 of division buildings and properties in consultation with the Facilities Manager and the local trustee and recommend policy and procedural changes to the Board for consideration and approval.
 - 6.6.3 Membership - three members of the Board, one acting as Chair.
 - 6.6.4 Term - one year.

- 6.7 Hutterian Brethren Committee
 - 6.7.1 Terms of Reference - to represent the Board at the annual Horizon School Division/Hutterian Brethren meeting.
 - 6.7.2 Membership - One members of the Board.
 - 6.7.3 Term - one year.

- 6.8 Indigenous Committee
 - 6.8.1 Terms of Reference - to represent the Board on a committee composed of representatives of stakeholder groups providing advice regarding jurisdiction initiatives related to indigenous people.
 - 6.8.2 Membership - One members of the Board.
 - 6.8.3 Term - one year.

- 6.9 Policy Advisory Committee
 - 6.9.1 Terms of Reference - to represent the Board on a committee composed of representatives of stakeholder groups that reviews proposed policies or policy amendments before they are presented to the Board for second and third reading.

Policy BCE - Board Committees, Cont'd.

6.9.2 Membership - Two members of the Board.

6.9.3 Term - one year.

6.10 Public Relations Committee

6.10.1 Terms of Reference – to promote a positive image of Horizon School Division and recognize the contribution of all education partners.

6.10.2 Membership – two members of the Board.

6.10.3 Term – one year

6.11 Transportation Committee Ad Hoc Committee

6.11.1 Terms of Reference - to review student transportation matters in consultation with the Transportation Manager, the Transportation Coordinator(s), and the local trustee and recommend policy and procedural changes to the Board for consideration and approval.

6.11.2 Membership – as determined, one acting as Chair.

6.11.3 Term - as determined by the Board.

7. Professional Committees on Which the Board Maintains Representation

7.1 Administrative Council

7.1.1 Terms of Reference - to provide liaison between the Board and the school administrators by attending the monthly administrators' meeting.

7.1.2 Membership - one member of the Board on a monthly rotation.

7.1.3 Term - one trustee per month on a rotation basis.

7.2 Alberta School Boards' Association

7.2.1 Terms of Reference - to represent the Board as a director for Zone 6 of the Alberta School Boards' Association.

7.2.2 Membership - one member of the Board, plus one alternate.

7.2.3 Term - one year.

7.3 Teacher Employer Bargaining Association

7.3.1 Terms of Reference - to represent the Board on the provincial TEBA board related to central collective bargaining with the Alberta Teachers Association.

7.3.2 Membership - one member of the Board, plus one alternate.

7.3.3 Term - one year.

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT ITS ABILITY TO DISCHARGE ITS OBLIGATIONS IN AN EFFECTIVE MANNER IS DEPENDENT UPON A WELL_ORGANIZED BOARD STRUCTURE AND EFFICIENT AND EFFECTIVE BOARD MEETINGS.

GUIDELINES

1. All meetings of the Board shall be carried out in harmony with the procedures outlined below.

2. Regular Board Meeting

~~2.~~

2.1 ___ Times and dates shall be determined at the organizational meeting of the Board each fall, and posted on the jurisdiction website

2.2 ___ Regular Board Meetings shall be open to the public

3. In Camera Board Meeting

~~3.~~

3.1 ___ The Board may decide to hold a portion of a regular meeting “in camera” , by resolution, and exclude any person from that meeting.

3.2 ___ The Board believes that “in camera” meetings should be limited to discussions of issues of a sensitive or confidential nature in accordance with the following.

3.2.1 The Board will go in camera to protect the organization, its operations, economic interests, and delivery of its mandate from harm that could result from the release of certain information.

3.2.2 The board will go in camera to protect individuals or third parties when the release of certain information would be an unreasonable invasion of their personal privacy.

3.3 The Board will not meet privately to discuss issues in a manner that materially advances the issues towards a board’s final decision – because this deprives the public of the opportunity to observe the material part of the board’s decision-making process.

~~4. Organizational Meeting~~

~~4.1 The Organizational meeting shall be held in conjunction with:~~

- ~~a) the first Regular meeting of the Board following a general election of Trustees~~
- ~~b) the Regular meeting in October on years where no general election is held~~

~~4.2 Agenda items at this meeting shall include but not necessarily be limited to:~~

- ~~a) Election of Board Chairperson and Vice Chairperson; one shall be from a rural ward within the jurisdiction and one shall be from Ward 3, Taber,~~
- ~~b) Setting of regular Board meeting dates/time,~~
- ~~c) Banking arrangement,~~
- ~~d) Board compensation,~~
- ~~e) Appointment of Committees.~~

POLICY BD – Board Meetings, Cont’d.

4. Organizational Meeting

- 4.1 The Organizational meeting shall be held annually:
 - 4.1.1 in conjunction with the regular meeting in October on years where no general election is held
 - 4.1.2 in any year in which a general election takes place, must be held within 4 weeks following the date the statement of the results of that election is announced or posted.
- 4.2 Agenda items at this meeting shall include but not necessarily be limited to:
 - 4.2.1 Election of Board Chairperson and Vice-Chairperson; one shall be from a rural ward within the jurisdiction and one shall be from Ward 3, Taber,
 - 4.2.2 Setting of regular Board meeting dates/time,
 - 4.2.3 Banking arrangement,
 - 4.2.4 Board compensation,
 - 4.2.5 Appointment of Committees.

~~**POLICY BD – Board Meetings, Cont’d.**~~

5. Special Meetings (meetings other than the regularly scheduled meetings) may be called by the chairperson, a majority of trustees, or the Minister at any time, subject to the following conditions:

~~5.~~

65.1 The secretary of the board must give notice of the organizational meeting to each trustee as if it were a special meeting.

5.2 -Written notice stating agenda, date, time, and location, shall be sent by ~~registered~~ recorded mail 7 days before the meeting, or emailed or personally delivered at least 2 days prior to the meeting; or

65.23 Without notice if ~~e~~Every trustee waives right to notice of meeting;

65.34 –Unless every trustee is present, no business other than the notified business may be transacted.

6. Electronic Participation

6.1 A trustee may participate in a meeting of the board by electronic means or other communication facilities if the electronic means or other communication facilities enable the trustees participating in the meeting and members of the public attending the meeting to hear each other.

6.2 Trustees participating in a meeting of the board by electronic means or other communication facilities are deemed to be present at the meeting.

REGULATIONS

POLICY BD – Board Meetings, Cont’d.

1. Every meeting of the Board shall have an agenda prepared by the Superintendent of Schools in consultation with the Board Chairperson.

~~1.~~

~~1.1.1.~~ Any trustee desiring to place an item on the agenda shall contact the Superintendent at least five days before Board meeting.

~~1.2.~~ ~~1.2~~ The Agenda is to be in the hands of each trustee at least two days before the scheduled meeting.

~~1.3.~~ ~~1.3~~ The Agenda is to be approved at the meeting; late items may be added the day of the meeting by a 2/3 majority vote.

~~1.4.~~ ~~1.4~~ Individuals or groups wishing to make formal representation to the Board:

~~1.4.1.1.4.1~~ shall make their request at least 2 weeks prior to the Board meeting

~~1.4.2.1.4.2~~ shall advise the Board Chair and/or the Superintendent of the nature of the matter to be presented to the Board; and

~~1.4.3.1.4.2~~ may be granted by the Chair and/or the Superintendent an appointment time on the meeting agenda in which to make representation.

~~1.4.4.1.4.3~~ Public presentations to the Board shall be in accordance with the following:

~~1.4.4.1.1.4.3.1~~ the delegation may make its presentation in writing and/or orally;

~~1.4.4.2.1.4.3.2~~ the presentation shall be supported by a background/briefing document and a recommendation for action;

~~1.4.4.3.1.4.3.3~~ the delegation shall, during its meeting with the Board, observe the rules of parliamentary decorum;

~~1.4.4.4.1.4.3.4~~ the delegation shall be entitled to complete its presentation, within a maximum of 15 minutes, without questions or comments from the Board;

~~1.4.4.4.1.1.4.3.4.1~~ Should there be multiple requests to present on the same

e

_____ topic during the same Board meeting, the time available to

_____ each presenter will be determined by dividing the time

_____ available equally among the presenters at any particular meeting

~~meeting.~~

~~1.4.4.5.1.4.3.5~~ upon completion of the presentation, the Chair shall allow trustee questions of the delegation;

~~1.4.4.6.1.4.3.6~~ upon completion of the question period, the Chair shall inform the delegation that Board resolution of the matter may be deferred to a future meeting of the Board.

2. Petitions

2.1 A petition must be signed by at least the lessor of

POLICY BD – Board Meetings, Cont’d.

2.1.1 500 electors and

2.1.2 the number of electors that is equal to 25% of the number of funded students to the board

2.2 The following must be excluded in determining the number of petitioners on a petition:

2.2.1 a person whose signature appears on a page of the petition that does not contain an accurate statement of the purpose of the petition identical to the statement contained on all the other pages of the petition;

2.2.2 a person whose signature is not witnessed;

2.2.3 a person whose address is not set out or is incorrectly set out;

2.2.4 a person who is not an elector.

2.3 There must be attached to every petition a statement signed by an elector stating that

2.3.1 the elector represents the petitioners, and

2.3.2 the elector is the person to whom a board may direct any inquiries with respect to the petition.

2.4 If a petition is found to be insufficient, the board must proceed as if the petition had not been presented to the board.

2.5 If a petition is determined sufficient by the secretary of the board, the board must, within 30 days of the date of the written notification declaring the results of the determination of sufficiency and establish a committee to review the petition.

2.5.1 The committee must review the purpose of the petition and provide recommendations to the board in response to the purpose of the petition.

2.5.2 The secretary of the board must provide the elector with written notification of the outcome of the review within 90 days of the date of the written notification declaring the results of the determination.

2.5.3 This section does not apply to a petition received by a board under section 190 of the Education Act.

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POLICY BD – Board Meetings, Cont’d.
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3. The Chairperson shall conduct the meeting.

3.1 In the absence of the Chairperson, the Vice- Chairperson shall assume the chair.

~~2.~~ 3.2 Should neither be present and a quorum is in attendance, the Board shall appoint a temporary chairperson.

~~3.4.~~ The Chairperson shall conduct the meetings in an orderly and businesslike manner, providing opportunity for all trustees to discuss all issues presented and to assure that all items move efficiently to closure.

~~4.5.~~ Trustees desiring to speak shall address themselves to the Chairperson who may at his/her discretion limit the number of times a trustee shall speak to the same resolution.

POLICY BD – Board Meetings, Cont’d.

6. All business shall be conducted through motions, discussions and vote process with Robert's Rules of Order being the authority for procedure should questions arise, unless otherwise agreed to by the board.

6.1 All resolutions must be submitted to a board by the chair of the board or a trustee, and no seconder is required.

6.2 The chair of the board and every trustee present at a meeting of the board must vote for or against every question unless

6.2.1 in a specific case, the chair or a trustee is excused by resolution of the board from voting, or

6.2.2 the chair of the board or a trustee has a pecuniary interest in the matter and abstains from voting as required under the Education Act.

6.3 The secretary of the board must, whenever a recorded vote is requested by a trustee, record in the minutes the name of each trustee present and whether the trustee voted for or against the matter.

6.3.1 Notwithstanding subsection 5.3, the secretary of the board must, immediately after a vote is taken and on the request of a trustee, record in the minutes the name of that trustee and whether that trustee voted for or against the matter or abstained.

6.4 Each question must be decided by a majority of the votes of the trustees present;
6.4.1 in case of an equality of votes, the question must be decided in the negative;

6.4.2 a vote on a question must be taken by open vote;

5- 6.4.2.1 notwithstanding clause (c), with respect to the election of a chair of the board or a vice-chair of the board, if one or more trustees request that the vote be by secret ballot, the vote must be by secret ballot.

7. Once a motion is put to the question, each trustee shall vote on the question unless excused by virtue of pecuniary interest.

8. No act or proceeding of a board is binding unless it is adopted at a meeting at which a quorum of the board is present.

8.1 The quorum of a board is a majority of the number of trustees that are to be elected under the Education Act.

8.2 Notwithstanding 7.1, the Minister may order that when the number of trustees has fallen below the quorum the remaining trustees are deemed to be a quorum until elections are held to fill the number of vacancies required to achieve a quorum.

6-8.3 Notwithstanding 7.1, when the number of trustees at a meeting is less than a quorum because one or more trustees have declared a conflict of interest with respect to a matter

POLICY BD – Board Meetings, Cont’d.

before the board at the meeting, the Minister may order that the remaining trustees are deemed to be a quorum for the purpose of deciding that matter.

9 The Board is empowered to move to an in-camera session with a majority vote of the Board. Without restricting the right of the Board to meet in camera on any issue, in camera meetings shall normally be limited to matters related to:

7.

—~~79.1~~ ~~.1~~ Receiving of legal advice that is subject to solicitor-client privilege;

—~~79.2~~ ~~2~~ Security of the property of the school board;

—~~7.3-9.3~~ ~~3~~ Acquisition or disposal of land;

9.4 —~~7.4~~ ~~4~~ Considering personal information about an identifiable individual;

—~~79.5~~ ~~5~~ Labour relations or employee negotiations;

—~~79.6~~ ~~6~~ A law enforcement matter

—~~79.7~~ ~~7~~ Litigation or pending litigation, including matters before administrative tribunals;

—~~79.8~~ ~~8~~ Education or training of the members, so long as no decision-making is advanced;

—~~79.9~~ ~~9~~ Employee discipline;

—~~79.10~~ ~~10~~ Personnel administration;

79.11 ~~11~~ Disclosure of intimate, personal or financial information in respect of an employee or

—~~12~~ ~~12~~ prospective employee of the board or a pupil or his or her parent or guardian;

—~~79.12~~ ~~13~~ The consideration of a request for access for information under the FOIP Act, if the

—~~14~~ ~~14~~ school board is itself designated as the head of the local public body for the purposes of

—~~15~~ ~~15~~ the FOIP Act;

—~~79.13~~ ~~16~~ Studying a matter to build trustee understanding of an issue that may be coming before

—~~17~~ ~~17~~ the board (note: there cannot be “decision-making” type of discussions at this session);

—~~79.14~~ ~~18~~ Engaging in strategic planning activities;

POLICY BD – Board Meetings, Cont’d.

- ~~79~~.15 _____ Reviewing the functioning of the board and board development activities,
- ~~79~~.16 _____ Providing commentary to the superintendent and/or senior administration;
and
- ~~79~~.17 _____ Any other matter permitted or required by law or other matters typically
considered in

_____the public interest to be discussed in private.

~~8~~.10 _____ Minutes shall be kept of all meetings (excluding in-camera sessions) and shall include members present, resolutions, voting (names recorded if requested by Trustees), Trustees excused from voting by pecuniary interest, names of trustees who absent themselves for extended periods of time, and any other information deemed significant by the Board.

~~9~~.11 _____ Board Chairperson shall be empowered to make any other decisions required in regards to Board meeting conduct, procedure or protocol not covered by policy.

HORIZON SCHOOL DIVISION
POLICY HANDBOOK

Policy Code: BF
Policy Title: Policy Development
Cross Reference: BCE
Legal Reference: *Education Act*
Adoption Date: April 27, 1995
**Amendment or Re-
affirmation Date:** August 26, 2019

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES ONE OF ITS PRIMARY FUNCTIONS IS TO ESTABLISH POLICIES AND TO ASSIGN RESPONSIBILITY FOR THEIR EXECUTION AND IMPLEMENTATION. WRITTEN POLICIES SHALL CONSTITUTE A BASIC METHOD BY WHICH THE BOARD EXERCISES ITS LEADERSHIP IN THE OPERATION OF THE SCHOOL SYSTEM. IN FORMULATING POLICY, CAREFUL ANALYSIS OF THE SUBJECT WILL BE UNDERTAKEN, ALTERNATIVES WILL BE CONSIDERED, AND RELEVANT GROUPS WILL BE CONSULTED.

REGULATIONS

1. The Board shall assure that at minimum the following are invited to become members of the Policy Advisory Committee:
 - 1.1. Superintendent – Chairperson;
 - 1.2. Two trustees;
 - 1.3. One principal - selected by members of the Administrative Council;
 - 1.4. One teacher - selected by the ATA Local Council;
 - 1.5. One support staff member, selected from CUPE membership, and
 - 1.6. One parent - selected from members of the Division Council of School Councils.
2. Individual appointments to the Policy Advisory Committee shall be reviewed annually.
3. All policies shall be formatted using the following sections: policy, definitions, guidelines and regulations, and appendices.
4. The need for policy or policy revisions may be identified by the Board of Trustees, teachers, administrators, other employees of the Board, governmental agencies, pupils, parents or other interested persons or bodies.
5. This need shall be directed to the Superintendent of Schools. If warranted, the Superintendent or designate shall prepare a draft policy statement.

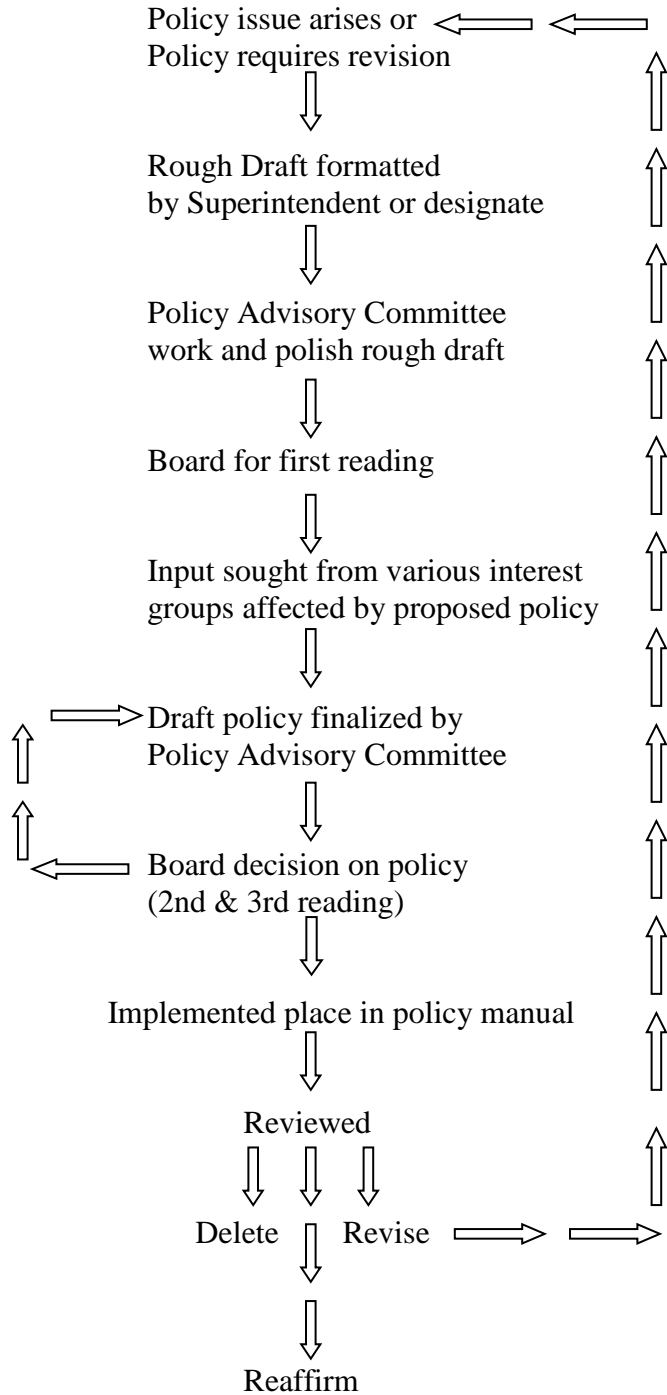
Policy BF - Policy Development, Cont'd.

6. The draft policy shall be presented to the Policy Advisory Committee who will approve/revise it before it is circulated for wider response.
7. The draft shall be circulated to all principals and any other person or groups directly affected by the policy who shall be invited to provide additions, deletions or other revisions to the draft policy.
8. The draft policy along with all input received shall be referred to the Policy Advisory Committee who shall revise the policy based on the input received and their own personal judgment for presentation to the Board.
9. The Board shall:
 - 9.1. approve the policy at which time it shall become official Board policy and be distributed as required;
 - 9.2. refer the policy back to committee for further work; or
 - 9.3. reject the policy.
10. The Board may exclude steps 5 - 7 and deal with the policy directly if:
 - 10.1. The policy is exclusive to Board operation and governance;
 - 10.2. The revision does not change policy intent or procedure.
11. All policies shall be reviewed at least once every 5 years and reaffirmed, revised or deleted. Policy development is a continuous process.

Policy BF - Policy Development, Cont'd.

Policy BF - Policy Development, Cont'd.

Policy Development Flow Chart



HORIZON SCHOOL DIVISION

Policy Code: BFD
Policy Title: School Administrative Procedures

POLICY HANDBOOK

Cross Reference: BF
Legal Reference: *Education Act 60(1)(a)*
Adoption Date: November 27, 1996
Amendment or Re-affirmation Date: October 24, 2001, April 19, 2011

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION DELEGATES RESPONSIBILITY TO SCHOOLS FOR THE DEVELOPMENT OF LOCAL ADMINISTRATIVE PROCEDURES. ADMINISTRATIVE PROCEDURES MUST BE IN HARMONY WITH CURRENT PROVINCIAL AND/OR DIVISION POLICIES, GUIDELINES, AND REGULATIONS.

REGULATIONS

1. School administrative procedures shall be developed for the purpose of providing guidance in the operation of the school.
2. Opportunity shall be provided for input from staff, students, parents and public.
3. The School Council shall serve in an advisory capacity in evaluating input and proposed administrative procedures development and/or revision.
4. All local school administrative procedures shall be available to the Superintendent's office and the Principal shall be prepared to provide the rationale for each administrative procedures .
5. Each school shall publish a school handbook in order that staff, students and parents are aware of school administrative procedures.

HORIZON SCHOOL DIVISION

POLICY HANDBOOK

Policy Code:	IGAA
Policy Title:	Use of Physical Restraints
Cross Reference:	IG, IGA, HGB
Legal Reference:	Education Act, MO 038-2019 and 039042- 2019
Adoption Date:	May 28, 1997
Amendment or Re-	February 12, 2002
affirmation Date:	January 19, 2016

POLICY

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

DEFINITION

Physical Restraint – Any method of using physical contact for restricting or immobilizing another person’s freedom of movement. ~~Does not include physical escort or providing physical guidance.~~

- Physical restraint is considered to be emergency or safety procedures aimed at stopping behaviour that may result in immediate harm to an individual or others.
- Physical restraint does not include
 - physical escort, which may involve temporarily touching or holding of the hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a child/student who is beginning to act out or is slightly agitated to walk to a safe location.
 - Temporary physical contact for purposes such as moving a student away from danger or breaking up a fight is not considered physical restraint-
 - Physical guidance or the prompting of a child/student when teaching a skill
 - Safety restraints or harnesses used for the safe transportation of a child/student in a vehicle when recommended by an appropriate health professional (e.g., physiotherapist, etc.).

Time-out – behavioural intervention used to stop the future frequency of problem behaviour, by changing the amount of reinforcement available to an individual.

- Positive reinforcement strategies include, but are not limited to praise, encouragement, reward for positive behaviour, etc.
- For time-out to be effective, the child/student must perceive the learning environment they are regularly part of as more reinforcing than when they are in time-out.
- Time-out is often used inaccurately to refer to strategies or spaces intended for other purposes (not reducing or stopping the future frequency of problem behaviour by changing the amount of reinforcement), such as calming a child/student or in situations where a child/student is located in a physical space separate from their peers.
- There are a variety of other reasons that a child/student may be located in a separate space from their peers for periods of time (not considered time-out), such as:

POLICY IGAA – Use of Physical Restraints, Cont’d.

- when a child/student requests to be in a separate location for a brief period of time to help them self-regulate their behaviour (e.g., using a sensory room);
- when independent work in a quiet space is occurring, when periods of individualized one-on-one instruction are taking place; or
- when a distraction-free environment is necessary for short periods of time for specific purposes.
- Based on the degree of separation of a child/student from the learning environment, there are two main types of time out: *non-exclusion time-out* (within the classroom) and *exclusion time-out* (separate space outside the classroom).
- Decisions on the use and type of time-out used require an individualized approach that considers:
 - the individual learning needs of the child/student;
 - why a child/student acts in a certain way or what is behind the ~~inappropriate-challenging~~ behaviour
 - the child’s/student’
 - relevant information provided by other members of the student’s learning team; and
 - input from parents/guardians.

Seclusion is the involuntary confinement or isolation of a person, alone in a room or area from which the person cannot freely exit or is physically prevented from leaving.

Seclusion room means a room, structure or enclosure in a school operated by a school authority, the primary purpose or use of which involves the involuntary confinement or isolation of a student where the student is prevented or incapable of evacuating from the room, structure or enclosure without the assistance of another person because security measures are not under the student’s control.

GUIDELINES

1. In accordance with the Education Act, parents have a responsibility to take an active role in their child’s educational success.
2. In addition to parents/guardians and teachers, members of the learning team include the child/student, where appropriate, and other school authority staff. When required, the learning team may also include specialized professionals, community agencies and service providers that work collaboratively to meet the child’s/student’s learning needs.
3. Time-out, and physical restraint are procedures that require an individualized approach within the context of a positive learning environment. Key elements of an individualized approach to supporting positive behaviour include:
 - 3.1. strong collaboration between the home and school;
 - 3.2. professional supports and expertise;
 - 3.3. appropriate staff training;
 - 3.4. an understanding of individual child’s/student’s behaviour;
 - 3.5. a problem-solving approach; and

- 3.6. data-informed/evidence-based decision-making.
4. School staff are expected to employ positive and proactive means of engaging a child/student before the use of time-out and to help prevent the use of physical restraint.
5. An effective way of understanding a child's/student's problem behaviour is by recognizing that behaviour has an underlying reason.
6. A physical restraint is not a behavioral management strategy; it is a crisis management technique/procedure.
- ~~6. Physical restraints are not designed to reduce the frequency or severity of negative behaviours but to ensure the safety of students and/or staff.~~
- 6.1. The least restrictive measure which is likely to be effective to control the situation should be used.
- 6.2. These interventions should only be used in emergency situations where safety is an issue.
- 6.3. If physical restraint is to be used within a school, it is required that trained and appropriately certified professionals are consulted on the use of physical restraint as a general safety procedure or an emergency measure prior to their use.
- ~~—All staff members who may, as part of their regular responsibilities, be required to use physical restraint procedures, shall be properly trained in these procedures prior to implementation of the plan.~~
- 6.4.
- ~~—~~
7. Recurrent use of physical restraint is not to be a regular part of a child's/student's educational program. However, if the use of these procedures are agreed to as a safety, emergency or crisis measure by parents/guardians, this agreement is to be noted in a safety or crisis management plan developed for the child/student. This safety or crisis management plan is to be noted and attached to the child's/student's Instructional Support Plan (ISP).
- ~~7. When it is determined that there is a reasonable probability that incidents requiring the use of physical restraint will be repeated, then a Behavior Support Plan must be developed in consultation with:~~
- ~~7.1. the parent;~~
- ~~7.2. school staff;~~
- ~~7.3. the administration of the school;~~
- ~~7.4. school liaison staff~~
- ~~7.5. district Psychologist and/or Behaviour Specialist; and~~
- ~~7.6. the Superintendent or designate.~~

~~8. Whenever possible a second adult should be present when students are being restrained.~~

~~9.8. When a crisis no longer exists the child/student no longer presents an immediate threat to themselves or others, the student must be released. Thus, staff should release a student who, upon examination, the child is no longer a threat to self or others.~~

10.9. The superintendents shall designate at least two school authority staff that are responsible for training and oversight of the use of physical restraint in schools.

10.1.9.1. The designated school authority staff shall acquire training in conflict de-escalation, crisis de-escalation, non-violent crisis intervention and implementing positive behaviour interventions to facilitate defusing conflict and crisis situations.

10. When a Behaviour Support Plan includes the use of physical restraint it should stipulate that

11.10.1. The use of physical restraint is a crisis management technique.

~~11.1. The plan shall outline, in strict behavioral terms, when and how physical restraint procedures are to be used.~~

11.2.10.2. The least restrictive physical restraint procedure which will be effective shall be used in the plan.

11.3.10.3. The informed consent of the parent or guardian must be obtained in writing prior to implementation of the program. ~~This consent may be terminated at any time upon submission of written notice by the parent.~~ In the event that parental consent is refused it may be necessary to involve them in determining alternate options that are equally protective of the child/student and staff safety.

REGULATIONS

1. Schools shall not use a seclusion room.
2. This policy is to be shared with parents when time-out, and/or physical restraints are being discussed as becoming part of their behavior plan.
3. Time-out
 - 3.1. Positive and proactive behaviour management strategies are to be employed before the use of time-out in learning environments.
 - 3.2. Before the use of any form of time-out in a learning environment, it is important to employ and assess the effectiveness of positive and proactive means of engaging the child/student in learning and in appropriately interacting with others.
 - 3.3. Time-out interventions are to be accompanied by positive behaviour approaches to reinforce and increase appropriate behaviour.

POLICY IGAA – Use of Physical Restraints, Cont'd.

- 3.4. Exclusion time-out is a more restrictive procedure than non-exclusion time-out and may only be used after other supports have been utilized
- 3.5. Staff involved in the use of time-out procedures are required to have an understanding of
 - 3.5.1. behaviour-change principles;
 - 3.5.2. have the necessary training and experience;
 - 3.5.3. give careful consideration to the range of potential interventions available; and
 - 3.5.4. be aware of potential risks for their use.
- 3.6. The appropriate level of professional and/or specialized expertise (e.g., qualified professionals trained in function-based approaches to managing problem behaviour) is to be sought in planning and implementing time-out procedures.
- 3.7. Principals must ensure that school staff who implement time-out procedures have completed the relevant training (professional learning in implementing positive behaviour interventions and supports, as well as in function-based approaches to understand the reasons for inappropriate-challenging behavior) prior to implementing these procedures.
- 3.8. When a child/student displays inappropriate-challenging behaviour that negatively affects their learning or the learning of others on an ongoing or recurrent basis:
 - 3.8.1. it is essential to involve parents/guardians in planning to address the ongoing behaviour;
 - 3.8.2. a functional behaviour assessment (FBA) is to be conducted, with the support of an appropriately trained and certified professional (e.g., qualified professionals trained in function-based approaches to managing problem behaviour), as required;
 - 3.8.3. educational assessments, including specialized assessments, are to be conducted, as required, and used to inform educational planning for the child/student.
 - 3.8.3.1. Parental/guardian consent is required for specialized assessments.
 - 3.8.4. an individualized program plan (IPP) including the child's/student's learning outcomes, behaviour plan and required learning supports and services may need to be developed with parental/guardian involvement; and
- 3.9. Prior to the implementation of time-out, rules, expectations and how the time-out process is to occur are to be explained to the child/students and parents/guardians in a way that they will understand.
- 3.10. Staff considering the use of time-out are to ask the following questions prior to implementing a time-out procedure:
 - 3.10.1. Does the child/student understand the reason for the time-out?
 - 3.10.2. Does the child/student have the ability and opportunity to stop the inappropriate-challenging behaviour and demonstrate appropriate behaviour?
 - 3.10.3. Does the child/student understand expectations for a successful return to activities with the classroom or common learning environment?
 - 3.10.4. How will the decision to use time-out be communicated to the parents/guardians?
- 3.11. If exclusion time-out in a separate dedicated space is to be used as a behaviour reduction strategy for a child/student who displays inappropriate-challenging behaviour that negatively affects their learning or the learning of others on an ongoing or recurrent basis, it is expected that prior to its use:

POLICY IGAA – Use of Physical Restraints, Cont'd.

- 3.11.1. parents/guardians, and where appropriate, children/students, are provided with opportunities for meaningful involvement in discussions and decision-making regarding the use of such time-out intervention;
- 3.11.2. informed written parental/guardian consent is obtained and documented in the child's/student's individualized program plan (IPP). If parents/guardians do not support the use of exclusion time-out ~~in a separate dedicated space~~, involve them in determining if alternative options are possible and include these in the child's/student's IPP;
- 3.11.3. a behaviour plan is developed and included in the child's/student's IPP;
- 3.11.4. a documented plan is in place should the child/student refuse to go to the designated space;
- 3.11.5. a plan and/or process is outlined for moving the child/student to the space should physical guidance or physical transporting/relocating the child/student be necessary;
- ~~3.11.6. prior approval of the school and school authority leader is obtained for use of the space;~~
- 3.11.6. safety features and specifications of the space are detailed; ~~and~~
- ~~3.11.7.~~
- 3.12. Multi-use spaces within the school, such as a library, principal's office, etc., are better utilized instead of dedicated time-out rooms. If a separate, dedicated space is used for exclusion time-out, it is expected that:
 - 3.12.1. the safety and security of the child/student is paramount;
 - 3.12.2. the child/student is visible and supervised at all times while in the space;
 - 3.12.3. there is strict adherence to the child's/student's privacy and safety rights;
 - 3.12.4. the space is large enough for an average adult to freely move around, stand upright, and lie on the floor fully extended, without touching the walls;
 - 3.12.5. the space is well-lit, well-ventilated and adequately heated at a suitable temperature;
 - 3.12.6. the space allows for exit should there be an emergency;
 - 3.12.7. the space is not overly stimulating;
 - 3.12.8. the space is unlocked and does not have a passive locking mechanism;
 - 3.12.9. the space does not contain items that may be harmful to children/students; and
 - 3.12.10. should the child/student need to be physically transported to the space, appropriately trained staff are present and required to carry out the transportation of the child/student.
- 3.13. When ~~a multi-use space exclusion time-out~~ is used ~~for exclusion time-out~~, it is expected that:
 - 3.13.1. the details associated with the use of exclusion time-out are documented and regularly evaluated ~~use of the space is documented each time and continually evaluated~~ to determine effectiveness and appropriateness of the time-out intervention for the child/student;
 - ~~3.13.2. detailed information associated with the use of time-out in the space is documented and regularly reviewed as part of determining the appropriateness of the intervention;~~
 - 3.13.3.3.13.2. documented information includes but is not limited to:
 - ~~3.13.3.1.3.13.2.1.~~ positive and proactive or alternative strategies attempted prior to the use of time-out in the space;
 - ~~3.13.3.2.3.13.2.2.~~ behaviour resulting in the use of time-out;
 - ~~3.13.3.3.3.13.2.3.~~ duration of time-out;
 - ~~3.13.3.4.3.13.2.4.~~ frequency of time-outs; and

~~3.13.3.5.3.13.2.5.~~ objectively reported behaviour observed while in time-out.

~~3.13.4.3.13.3.~~ documented information ~~regarding the use of the space~~ is transparently disclosed with the learning team in accordance with applicable privacy legislation (e.g., Freedom of Information and Protection of Privacy Act (FOIP), Personal Information Protection Act (PIPA)); and

~~3.13.5.3.13.4.~~ documented information associated with the use of the space for exclusion time-out is to be reported to a central administration or equivalent within the school authority for the purpose of reviewing frequency of use, planning and oversight.

4. Physical Restraints

4.1. Physical restraints may only be used as a last resort when a child's/student's behaviour poses significant imminent danger of serious physical harm to themselves or others ~~and not considered behavior management procedures.~~

4.2. If physical restraint is used, it is ~~expected~~ required that:

4.2.1. procedures are conducted in a manner that reduces harm to a child/student and others;

4.2.2. there is continual visual and aural monitoring of any child/student throughout the period of physical restraint;

4.3. Physical restraint is not used:

4.3.1. as punishment, discipline or to force compliance;

4.3.2. to stop a child/student who is engaged in destructive behaviour such as damaging property, unless there is a risk to the safety of the child/student or others;

4.3.3. as substitutes for appropriate educational support; and

4.3.4. when a known medical, physical, psychological or other condition would make the use of physical restraint dangerous for a child/student.

4.4. When the use of physical restraint is being considered for a child/student as a pre-planned safety, emergency or crisis measure, it is ~~expected~~ required that parents/guardians are involved in the development of these plans and provide their informed consent.

4.4.1. Where appropriate, children/students should also be involved.

4.5. Parents/guardians are to be informed as soon as possible ~~before end of the school day~~ after each incident involving the use of physical restraint with their child.

4.5.1. Reasonable efforts to reach the parent/guardian are ~~expected~~ required to be made and documented before the end of the school day.

4.6. Physical restraint is to be used only in emergency or exceptional situations where:

4.6.1. the behaviour of a child/student poses imminent danger of harm to self or others;

4.6.2. less restrictive interventions are not possible or have been ineffective at ending such imminent danger or harm; and

~~4.6.3. when the threat of imminent danger can be diminished by using physical restraint.~~

~~4.7. Physical restraint shall NOT exceed that required to control the student and shall be employed only until such time as the student has gained self control.~~

4.7. Recurrent use of physical restraint is not to be a regular part of a child's/student's educational program, ~~except where otherwise agreed to by parents/guardians. In such cases, this exception is to be noted in the child's/student's IPP and a behaviour plan is to be developed and included in the IPP.~~

~~4.8.—~~

4.8.1.4.7.1. Physical restraint is to only be used for dangerous behaviour, not disruptive behaviour. Dangerous behaviour is behaviour that is likely to cause injury or harm to self or others.

4.8.2.4.7.2. The principle of using the least restrictive and/or least intrusive option is to guide the use of physical restraint. Physical restraint is only to be employed as a last resort after less restrictive methods have been attempted, where possible.

4.8.3.4.7.3. Physical restraint is to be used only for as long as necessary and be discontinued when the child/student no longer presents an immediate threat to themselves or others.

4.8.4.4.7.4. In addition to the above, when a child/student has a history of engaging in crisis-level behaviour or a child's/student's behaviour can be reasonably predicted to pose a danger, it is expected that the following actions will be undertaken:

4.8.4.1.4.7.4.1. conducting a functional behavioural assessment (FBA) with the assistance of an appropriately trained professional (e.g., qualified professionals trained in function-based approaches to managing problem behaviour) to inform educational planning for the child/student;

4.8.4.2.4.7.4.2. including specific positive, preventative and proactive supports as part of an IPP;

4.8.4.3.4.7.4.3. including appropriate safety or emergency measures as part of the IPP;

4.8.4.4.4.7.4.4. providing training for staff in the use of physical restraint;

4.8.4.5.4.7.4.5. involving parents or guardians and, where appropriate, the child/student in the discussions and development of the IPP;

4.8.4.6.4.7.4.6. consulting with appropriate professional experts, as needed; and

4.8.4.7.4.7.4.7. seeking written informed consent from parents or guardians on the emergency or safety measures to be implemented ~~that are protective of the child/student and staff, and include these in the child's/student's IPP.~~

4.9.4.8. As soon as possible after each instance where physical restraint is used, detailed information regarding the use is to be documented and regularly reviewed for frequency of use and appropriate educational planning for the child/student. Documented information can be captured in an incident report that includes but is not limited to the following elements:

4.9.1.4.8.1. interventions used prior to the implementation of physical restraint;

4.9.2.4.8.2. attempts to de-escalate the situation and stop the dangerous behaviour;

4.9.3.4.8.3. behaviour resulting in the use of physical restraint;

4.9.4.4.8.4. duration of physical restraint;

4.9.5.4.8.5. child's/student's behaviour while being physically restrained;

4.9.6.4.8.6. physical restraint techniques used;

4.9.7.4.8.7. injuries to self or others and damage to property, if applicable;

4.9.8.4.8.8. names of school staff involved in the implementation of the physical restraint;

and

4.9.9.4.8.9. efforts, including methods used, to notify parents/guardians, including dates and times.

POLICY IGAA – Use of Physical Restraints, Cont’d.

4.10.4.9. Documented information regarding each use of physical restraint is to be disclosed in accordance with applicable privacy legislation (e.g., *Freedom of Information and Protection of Privacy Act (FOIP)*, *Personal Information Protection Act (PIPA)*).

4.10.1.4.9.1. After each incident where there is use of physical restraint:

4.10.1.1.4.9.1.1. the principal is to be notified as soon as possible after the incident and on the same school day on which the incident occurred;

4.10.1.2.4.9.1.2. the principal is expected to notify the child’s/student’s parents/guardians as soon as possible after the incident and on the same school day during which the incident occurred; and

4.10.1.3.4.9.1.3. the superintendent or equivalent school jurisdiction leader is to be notified as soon as possible after the incident occurs.

4.11.4.10. Documented information regarding each use of physical restraint is to be reported to a central administration or equivalent within the school authority for purposes of reviewing frequency of use, planning, oversight and identifying issues and/or practices that require further attention.

4.12.4.11. After each incident where there is use of physical restraint, it is ~~expected~~required that:

4.12.1.4.11.1. a debriefing session with all involved staff occur within three days of the incident. The purpose of this debriefing session is to help determine the cause of the behaviour and what preventative actions could be implemented in the future to avoid the use of physical restraint. When possible, appropriate expertise should be involved in the debriefing session; ~~and~~

4.11.2. an opportunity to de-brief with parents/guardians and the student, where appropriate, is provided as soon as possible after the incident; ~~and-~~

4.12.2.4.11.3. A review of the IPP, where one has been previously created, occurs and the plan is updated to prevent and reduce occurrence.



Attachment A
Horizon School Division
Physical Intervention Incident Report

Complete in duplicate

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

School: _____ Student Name: _____
Address: _____
Name of Parent/Guardian: _____
Telephone: _____

DETAILS OF INCIDENT

Date of Incident: _____ Time: _____ Location: _____

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

Efforts, including methods used, to notify parents/guardians, including dates and times _____

Please provide explanation if parent/guardian was not contacted: _____

Does this student have an ISP? _____ Yes _____ No

Are time-out, and/or physical restraint part of the ISP? _____ Yes _____ No

If yes, circle all that apply above)

What physical intervention was implemented (time-out, and/or physical restraint) _____

Physical restraint techniques used _____

Names of school staff involved in the implementation of the physical restraint _____

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

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

Teacher/supervisor in charge when intervention occurred? _____

Interventions used prior to the implementation of physical restraint _____

Attempts to de-escalate the situation and stop the dangerous behaviour _____

POLICY IGAA – Use of Physical Restraints, Cont'd.

Behaviour resulting in the use of time-out, and/or physical restraint _____

Duration of time out, and/or physical restraint _____

Child's/student's behaviour while being physically restrained _____

Injuries to self or others and damage to property, if applicable _____

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

Cause and contributing factors of the event: _____

Name of person completing the form: _____

Signature of person completing the form: _____

Signature of Principal: _____ Date: _____

DIVISION OFFICE FOLLOW UP

Date: _____ Reviewed by: _____

Recommendations (from debriefing with parents and staff – determine cause of the behaviour and what preventative actions could be implemented in the future to avoid the use of physical restraint): _____

Signature: _____

Guidelines for Time-out

in Alberta Schools

For more information regarding this content visit: www.alberta.ca/education

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Foreword

Alberta Education is committed to ensuring welcoming, caring, respectful and safe learning environments for all children/students and staff. School authorities, school staff, parents/guardians and children/students all have a role to play in creating these learning environments.

Schools that have a positive school-wide culture promote positive behaviour in children/students, which can reduce occurrences of challenging behaviours that negatively affect teaching and learning.

There are a variety of strategies and approaches to promote and encourage positive and respectful behaviour in children/students. It is important that teachers, school/school authority leaders and parents/guardians have a common and shared understanding of these strategies and approaches, and work together collaboratively to contribute to safe and caring learning environments.

This document aims to provide clarity on the use of time-out in schools by outlining expectations for their use, in order to minimize the inappropriate use of these procedures while ensuring that the safety, security and well-being of all members of the school community are maintained. It intends to clarify the meaning of these procedures within a school context and provide a common set of expectations on when and how they are to be used, in addition to evidence-informed practices.

This document also provides guidance for school authorities in developing or revising their policy and/or procedures on the prevention and use of time-out in schools. The goal of providing such guidance is to help ensure welcoming, caring, respectful, inclusive and safe learning environments for all children/students and staff.

This document is to be used in conjunction with other information provided by Alberta Education to enable welcoming, caring, respectful and safe learning environments such as Positive Behaviour Supports, Social-Emotional learning, Restorative Practices, Mental Health and Trauma-Informed Practices. Resources for additional information on these topics are included at the end of this document.

Within the context of a number of possible behaviour interventions, it is important for school authorities to have a well-defined approach for the use of time-out in schools. This will help prevent misuse and ensure that the well-being, safety and dignity of all children and students are preserved.

The Learning Support Team

There are at least three core partners on any child's/student's learning support team: the child/student, the parent/guardian and the teacher. A parent/guardian may include the primary caregivers of a child such as parents, legal guardians, foster parents, grandparents, elders and other applicable family members or relatives.

In consultation with the principal, this core team consults on and shares information relevant to the child's/student's education and works together to plan, implement, monitor and evaluate programming, supports and services.

Parents/guardians and teachers are important members of a child's/student's learning support team. In accordance with the *Education Act*, parents have a responsibility to take an active role in their child's educational success. Parents/guardians are key partners in their child's education and members of their child's learning support team.

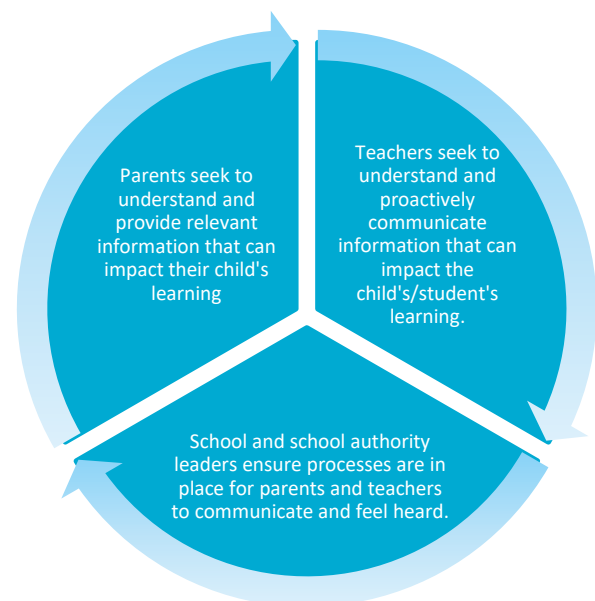
In addition to parents/guardians and teachers, members of the learning support team include the child/student, where appropriate, and other school authority staff such as educational assistants, other support, etc., who understand the child's/student's strengths and needs. When required, the learning support team may also include specialized professionals, including but not limited to mental health and social service professionals, community agencies and service providers, cultural resource people, liaison workers and elders that work collaboratively to meet the child's/student's learning needs.

All members of a school community have a role to play in supporting a child's/student's learning and in creating safe and caring learning environments.

Fostering Effective Relationships

Positive relationships are critical to an effective learning support team. Parents/guardians and school staff need to invest time and energy into building and maintaining these relationships.

Engaging all members of the learning support team is important for building strong home-school partnerships and in ensuring positive learning outcomes. Meaningfully involving partners takes time, and requires trust and action that conveys an understanding that parents/guardians are partners in their child's



education. Strong, positive relationships help foster an atmosphere of openness and partnership within the learning support team and allows for transparent sharing of information and perspectives that affect a child's/student's learning.

Fostering effective relationships also calls for an awareness of other community agencies, service providers or non-educational systems that the child/student may be involved with, for example, the justice and health systems, or Family Supports for Children with Disabilities (FSCD). School authorities are expected to continue working collaboratively with community and provincial organizations or agencies to support children/students in their schools. Working together intentionally and collaboratively across systems as much as possible can be useful in building positive relationships, problem solving and providing the necessary supports and interventions.

Positive Behaviour Supports

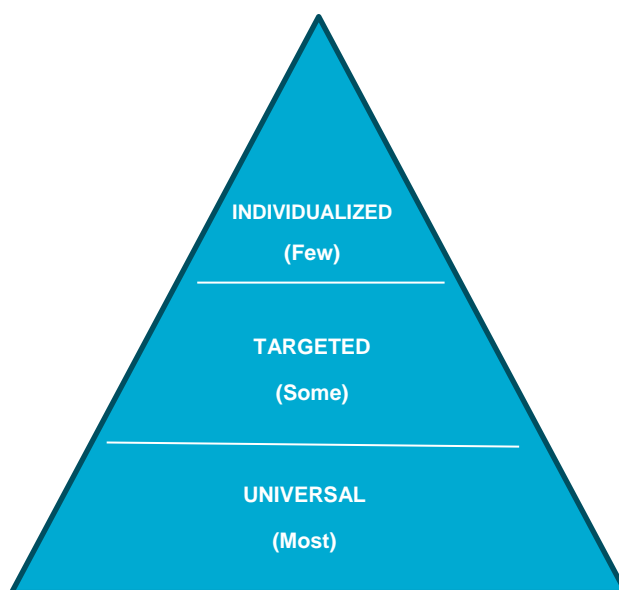
Positive behaviour supports is a school-wide collaborative effort to design and implement strategies, practices and interventions for promoting positive social and communication skills. It is also useful for teaching, coaching and reinforcing skills required for academic and social success. It involves universal, targeted and intensive or individualized behaviour supports.

All children/students benefit from universal supports, which are sufficient to maintain positive behaviour for most children/students.

Some children/students will benefit from additional targeted supports to help maintain positive behaviour.

A smaller number of children/students who may not respond to universal and targeted supports will benefit from intensive individualized supports.

Additional information, including specific strategies for implementing positive behaviour supports at the universal, targeted and individual levels are included in the Resources section of this document.



An Individualized Approach

Each child/student is unique and therefore requires an individualized approach to managing challenging behaviour. Time-out is a behavioural intervention that requires an individualized approach within the context of a positive school-wide and classroom environment.

Key elements of an individualized approach to supporting positive behaviour in schools include:

- strong collaboration between the home and school;
- professional supports and expertise;
- appropriate staff training;
- an understanding of individual child's/student's behaviour;
- a problem-solving approach; and
- data-informed/evidence-based decision-making.

School staff are expected to employ positive and proactive means of engaging a child/student before the use of time-out. An individual behaviour support plan is useful for taking an individualized approach to supporting a child's/student's positive behaviour.

An individual behaviour support plan is essential for a child/student with complex behavioural needs that may result in or have resulted in the need for crisis or safety management procedures in school. The focus of the individual behaviour support plan is mostly on preventive and proactive strategies, but responsive strategies can also be included in the plan. Preventative and proactive strategies, supports and services are designed to increase and maintain behaviour that is appropriate to the learning environment, while responsive strategies include crisis management strategies that may be utilized in the event of the occurrence of behaviour that has the potential to put the safety of the child/student or others at risk.

Additional information on using individual behaviour support plans is included in the Resources section of this document.

A Function-based Approach

A variety of environmental factors can predict, cause, prevent and/or maintain appropriate and challenging behaviours in school. To effectively support children/students who display challenging behaviour and help them develop new and more positive behaviour, it is necessary to understand why a particular child/student behaves in the manner they do and how other factors (e.g., social, community, family, etc.) can affect the child's/student's behaviour. Behaviour interventions and crisis or safety management procedures are to be implemented in a culturally sensitive and contextually appropriate manner.

An effective way of understanding a child's/student's problem behaviour is by recognizing that behaviour has an underlying reason. A functional behavioural assessment (FBA) is an effective process for identifying environmental conditions that predict and maintain problem behaviour¹. It provides information that is useful for selecting appropriate interventions to address problem behaviour and teaching appropriate replacement behaviour or skills. Specialized expertise and/or additional training is required to properly conduct and implement an FBA. Resources on using a function-based approach to problem behaviour and functional behavioural assessments are included at the end of this document.

Time-Out

What is Time-out?

The term "time-out" is a shortened form of a behavioural management strategy known as time-out from positive reinforcement. It is a behavioural intervention that involves reducing or limiting the amount of reinforcement that is available to an individual for a brief period of time in order to decrease or stop a predefined challenging behaviour.

The primary purpose of time-out is to reduce or stop the future frequency of problem behaviours by changing the amount of reinforcement that is available to an individual. Positive reinforcement is an event that follows a behaviour and increases the likelihood that the behaviour will be repeated.

The appropriate use of time-out as a behavioural intervention can be an effective method of reducing problem behaviours that negatively impact children/student learning and the classroom environment. However, time-out is not a go-to intervention for all challenging behaviour. Inappropriately used, time-out can be harmful and ineffective at reducing the problem that one is attempting to address.

It is important for school authorities to have a well-defined and evidence-based approach on the use of time-out in schools. This will help prevent misuse and ensure that the well-being, safety and dignity of children/students are preserved.

The learning environment must be a welcoming, safe and caring one where children/students benefit from a variety of positive reinforcements and instructional strategies. Positive reinforcement strategies include, but are not limited to praise, encouragement, reward for positive behaviour, etc. For time-out to be effective, the child/student must perceive the learning environment they are regularly part of as more reinforcing than when they are in time-out.

¹ Filter, K. J., & Alvarez, M. (2012). Functional behavioural assessment: A three-tiered prevention model.

Before the use of any form of time-out in a learning environment, it is important to employ and assess the effectiveness of every possible positive and proactive means of engaging the child/student in learning and in appropriately interacting with others.

What is not Time-out?

Time-out is not a universal intervention for challenging behaviour; rather, strategies are to be employed based on the child's/students' individual needs. Time-out may not be appropriate or effective for all children/students; it is only one of many behavioural management strategies to manage the frequency, severity and intensity of problem behaviours. Each child/student is unique and may require alternative strategies to assist them in managing challenging behaviour.

The term "time-out" is often used inaccurately to refer to strategies or spaces intended for other purposes, such as calming a child/student or in situations where a child/student is located in a physical space separate from their peers. However, the primary purpose of time-out is to reduce or stop the future frequency of problem behaviour by changing the amount of reinforcement that is available to an individual. There are a variety of other reasons that a child/student may be located in a separate space from their peers for periods of time, such as:

- when a child/student requests to be in a separate location for a brief period of time to help them self-regulate their behaviour (e.g., using a sensory room);
- when independent work in a quiet space is occurring, when periods of individualized one-on-one instruction are taking place; or
- when a distraction-free environment is necessary for short periods of time for specific purposes.

These situations are not considered time-out from positive reinforcement.

Time-out is not the same as seclusion or physical restraint. Whereas time-out is considered a behaviour reduction strategy for the purposes of reducing or stopping future instances of problem behaviour, seclusion and physical restraint are considered to be emergency or safety procedures aimed at stopping behaviour that may result in immediate harm to an individual or others. Further information is found in the *Standards for Seclusion and Physical Restraint in Alberta Schools* document.

Types of Time-out

Based on the degree of separation of a child/student from the learning environment, there are two main types of time out: non-exclusion time-out and exclusion time-out.

Non-exclusion Time-out (time-out within the classroom or other instructional setting)

This type of time-out is also referred to as inclusion time-out or inclusionary time-out. It does not involve the removal of the child/student from the learning environment or instructional setting. When the problem behaviour occurs, access to positive reinforcement is removed for a period of time within the instructional or learning environment. Non-exclusion time-out is considered a less restrictive form of time-out.

Exclusion Time-out (time-out in a separate space outside of the classroom or instructional setting)

This type of time-out is also referred to as exclusionary time-out. It involves removing the child/student from the reinforcing activity to another fully or partially enclosed part of the immediate instructional setting or to another supervised location within the school (for example, the library, the principal's office, counsellor's office or another classroom), provided other sources of reinforcement are not available in these other locations. The child/student is not allowed to participate in or observe the reinforcing activity. Seclusion rooms are not to be used for exclusion time-out.

For the purposes of this document, exclusion time-out is a more restrictive procedure than non-exclusion time-out and may only be used after other supports have been utilized.

Expectations on the use of Time-out

Time-out is a behavioural intervention that needs to be strategically planned, implemented and linked to positive behavioural management. If positive approaches are unsuccessful, and/or the use of time-out from positive reinforcement is being considered, the following is expected:

- **School Authority Policies and Procedures**
 - School authorities are to develop and implement written policies and/or procedures for the use of time-out within their schools. These policies and/or procedures are to be in alignment with provincial guidance on the use of time-out and clearly communicated to parents/guardians and school staff.
- **Positive and Proactive Strategies**
 - Positive and proactive behaviour management strategies are to be employed before the use of time-out in learning environments. See the resources included at the end of this document for additional information on positive behaviour supports and strategies.
 - Time-out interventions are to be accompanied by positive behaviour approaches to reinforce and increase appropriate behaviour.

- **Knowledgeable and Skilled Staff**

- School staff are to be provided with access to related professional learning in implementing positive behaviour interventions and supports, as well as in function-based approaches to understand the reasons for challenging behaviour, in order to manage problem behaviour on a regular basis.
- Staff involved in the use of time-out procedures are required to have an understanding of behaviour-change principles; have the necessary training and experience; give careful consideration to the range of potential interventions available; and be aware of potential risks for their use. This will help ensure the appropriate use and effectiveness of these procedures.
- The appropriate level of professional and/or specialized expertise (e.g., qualified professionals trained in function-based approaches to managing problem behaviour) is to be sought in planning and implementing time-out procedures.

Responsibilities for specific school authority staff on establishing schools with staff who are knowledgeable and skilled in the use of time-out procedures include, but are not limited to:

Superintendent or school authority leader	<ul style="list-style-type: none"> • Allocate resources to enable access to specialized expertise and related professional learning for schools.
Principal	<ul style="list-style-type: none"> • Create opportunities and support school staff in accessing professional learning opportunities in positive behaviour interventions and supports, and function-based approaches to problem behaviour. • Ensure that school staff who implement time-out procedures have completed the relevant training prior to implementing these procedures. • Facilitate access to the appropriate specialized expertise to support school staff in managing problem behaviour.
Teacher	<ul style="list-style-type: none"> • Participate in training on implementing positive behaviour supports and function-based approaches to problem behaviour. • Complete training on the use of time-out procedures prior to implementing time-out procedures. • Consult with the appropriate level of professional and/or specialized expertise to support managing problem behaviours.

- **Setting Expectations**

- Behaviour expectations are to be clearly and appropriately outlined and communicated to children/students and parents/guardians.
- Appropriate social skills are to be taught and modelled to children and students.
- Challenging behaviour(s) that may result in the use of time-out are to be clearly outlined and communicated to school staff, children/students and parents/guardians.

- **Understanding Individual Child/Student Behaviour**

- Decisions on the use and type of time-out used require an individualized approach that considers:
 - the individual learning needs of the child/student;
 - why a child/student acts in a certain way or what is behind the challenging behaviour (understanding the function/purpose of the behaviour), and whether the use of time-out will appropriately address the underlying reasons for the behaviour;
 - the child's/student's developmental age;
 - environmental and other external factors at play;
 - relevant information provided by other members of the child's/student's learning support team; and
 - input from parents/guardians.
- When a child/student displays challenging behaviour that negatively affects their learning or the learning of others on an ongoing or recurrent basis:
 - it is essential to involve parents/guardians in planning to address the ongoing behaviour and meet the child's/student's educational needs;
 - an FBA is to be conducted as early as possible, with the support of an appropriately trained and certified professional (e.g., qualified professionals trained in function-based approaches to managing problem behaviour), as required;
 - educational assessments, including specialized assessments, are to be conducted, as required, and used to inform educational planning for the child/student. Parental/guardian consent is required for specialized assessments. With parental/guardian consent obtained, information from such assessments is to be communicated to parents/guardians and used to guide decisions regarding educational programming and behaviour interventions;
 - an individualized support plan including the child's/student's learning outcomes, behaviour plan and required learning supports and services may need to be developed with parental/guardian involvement; and
 - the appropriate level of professional or specialized expertise (e.g., qualified professionals trained in function-based approaches to managing problem behaviour) and/or training is to be sought, as needed.

- **Appropriate use**

- Time-out is to be used in a reasonable manner, in accordance with the expectations articulated in this document and be appropriate for the child's/student's age and/or other characteristics.
- When utilized, time-out interventions are to use the least restrictive but most effective forms first, before more restrictive forms.

- **Implementing Time-out**

- Consider the desired outcomes, potential benefits and risks of implementing time-out and impacts on the learning environment prior to implementation.
- Prior to the implementation of time-out, rules, expectations and how the time-out process is to occur are to be explained to the child/student in a way that they will understand.
- Staff considering the use of time-out are to ask the following questions prior to implementing a time-out procedure:
 - Does the child/student understand the reason for the time-out?
 - Does the child/student have the ability and opportunity to stop the challenging behaviour and demonstrate appropriate behaviour?
 - Does the child/student understand expectations for a successful return to activities with the classroom or common learning environment?
 - How will the decision to use time-out be communicated to the parents/guardians?

- **Resolving Differences**

- School authorities are expected to make every reasonable effort to resolve concerns collaboratively with parents/guardians.
- Processes for resolving differences, filling complaints or making appeals are expected to be in place and communicated to parents/guardians and, where applicable, children/students.

Exclusion Time-out

- If exclusion time-out is to be used as a behaviour reduction strategy for a child/student who displays challenging behaviour that negatively affects their learning or the learning of others on an ongoing or recurrent basis, it is expected that prior to its use:
 - parents/guardians, and where appropriate, children/students, are provided with opportunities for meaningful involvement in discussions and decision-making regarding the use of such time-out intervention;

- informed written parental/guardian consent is obtained and documented in the child's/student's individual behaviour support plan (IBSP). If parents/guardians do not support the use of exclusion time-out, involve them in determining if alternative options are possible and include these in the child's/student's IBSP;
 - a behaviour plan is developed and included in the child's/student's instructional support plan (ISP);
 - a documented plan is in place should the child/student refuse to go to the designated space;
 - a plan and/or process is outlined for moving the child/student to the designated space should physical guidance or physical transporting/relocating the child/student be necessary;
 - safety features and specifications of the space are detailed; and
 - the space to be used meets building codes and fire codes.
- Seclusion rooms are not to be used for exclusion time-out. Multi-use spaces within the school, such as a library, principal's office, etc., are better utilized for exclusion time-out, provided other sources of reinforcement are not available in these spaces. For any space used for exclusion time-out, it is expected that:
- the safety and security of the child/student is paramount;
 - the child/student is visible and supervised at all times while in the space;
 - there is strict adherence to the child's/student's privacy and safety rights;
 - the space is large enough for an average adult to freely move around, stand upright, and lie on the floor fully extended, without touching the walls;
 - the space is well-lit, well-ventilated and at a suitable temperature;
 - the space allows for exit should there be an emergency;
 - the space is not overly stimulating;
 - the space is unlocked and does not have a passive locking mechanism;
 - the space does not contain items that may be harmful to children/students; and
 - should the child/student need to be physically transported to the space, appropriately trained staff are present and required to carry out the transportation of the child/student.

- **School Based Documentation**

- When exclusion time-out is used as a behaviour reduction strategy for a child/student who displays challenging behaviour that negatively affects their learning or the learning of others on an ongoing or recurrent basis, it is expected that:
 - the details associated with use of exclusion time-out in this context are documented in an IBSP and regularly evaluated to determine effectiveness and appropriateness of the time-out intervention for the child/student;
 - documented information includes but is not limited to:
 - positive and proactive or alternative strategies attempted prior to the use of time-out;
 - behaviour resulting in the use of time-out;
 - duration of time-out;
 - frequency of time-outs; and
 - objectively reported behaviour observed while in time-out; and
 - documented information is transparently disclosed with the learning support team in accordance with applicable privacy legislation (e.g., *Freedom of Information and Protection of Privacy Act (FOIP)*, *Personal Information Protection Act (PIPA)*).
- Documentation is required for the purposes of reviewing the frequency of use, planning, oversight and identifying issues and/or practices that require further attention.

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Resources

The following resources are provided for information purposes only. The links are not part of *Time-out in Alberta Schools*. Alberta Education bears no responsibility for the accuracy or content of the link. Users are responsible for evaluating the content and appropriate use of the information provided.

These resources are helpful for building a positive school-wide culture while reducing and preventing problem behaviours and provide additional relevant information:

Alberta Education: Behaviour and Social Participation,
<http://www.learnalberta.ca/content/ieptlibrary/lib05.html>

Alberta Education: Comprehensive School Health, <https://education.alberta.ca/comprehensive-school-health/what-is-comprehensive-school-health/>

Alberta Education: Inclusive Education <https://www.alberta.ca/inclusive-education.aspx>

Alberta Education: Inclusive Education Library, Behaviour and Social Participation,
<http://www.learnalberta.ca/content/ieptlibrary/lib05.html>

Alberta Education: Mentoring, <https://www.alberta.ca/student-mentoring.aspx>

Alberta Education: Response to Intervention, <https://www.alberta.ca/response-to-intervention.aspx>

Alberta Education: Restorative Practices, <https://www.alberta.ca/restorative-practices.aspx>

Alberta Education: Positive Behaviour Supports, <https://www.alberta.ca/positive-behaviour-supports.aspx>

Alberta Education: Social-Emotional Learning, <https://www.alberta.ca/social-emotional-learning.aspx>

Alberta Education: Social Participation, <https://www.alberta.ca/diverse-learning-needs.aspx>

Alberta Education: The Learning Team, <https://education.alberta.ca/media/3531893/learning-team-handbook-for-parents.pdf>

Alberta Education: Trauma Informed Practice, <https://www.alberta.ca/trauma-informed-practice.aspx>

Alberta Education: Welcoming, Caring, Respectful and Safe Learning Environments,
<https://www.alberta.ca/safe-and-caring-schools.aspx>

Alberta Education: Using Individual Behaviour Support Plans
http://www.learnalberta.ca/content/ieptlibrary/documents/en/bs/using_indiv_beh_supp_plan.pdf

References

The following Alberta Education documents serve as references and provide additional information:

Alberta Education: Leadership Quality Standard

<https://education.alberta.ca/media/3739621/standardsdoc-lqs- fa-web-2018-01-17.pdf>

Alberta Education: Ministerial Order on Student Learning

<https://www.alberta.ca/k-12-education-policies-and-standards.aspx>

Alberta Education: Teaching Quality Standard

https://education.alberta.ca/media/1626523/english-tqs-card-2013_3.pdf

Alberta Education: Revised Teaching Quality Standard

<https://education.alberta.ca/media/3739620/standardsdoc-tqs- fa-web-2018-01-17.pdf>

Alberta Education: Standards for Special Education,

<https://education.alberta.ca/media/1626539/standardsforspecialeducation.pdf>

Alberta Education: Standards for the Provision of Early Childhood Special Education

https://education.alberta.ca/media/3227597/2016-06-08_ ecs_specialedstds2006.pdf

Alberta Education: Superintendent Leadership Quality Standard

<https://education.alberta.ca/media/3739621/standardsdoc-lqs- fa-web-2018-01-17.pdf>

Additional Resources

The following resources are provided for information purposes only:

Positive Behavioural Interventions & Supports, <https://www.pbis.org/>

Loman, S. & Borgmeier C. Practical Functional Behavioural Assessment Training Manual for School-based Personnel,
https://www.pbis.org/common/cms/files/pbisresources/practicalfba_trainingmanual.pdf

Bain, K., Fulton, D., & Sautner, B. (2017). BOATS: Behaviour, Observation, Assessment, Teaching Strategies
https://docs.wixstatic.com/ugd/747229_d465e00039c34a5f913d39feda329c2f.pdf

GOVERNMENT OF ALBERTA
DEPARTMENT OF EDUCATION
MINISTERIAL ORDER (#042/2019)

Seclusion and Physical Restraint in Alberta Schools Standards

WHEREAS students are entitled to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self;

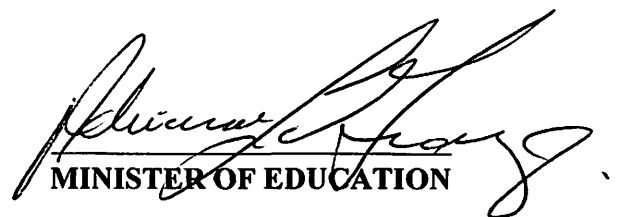
WHEREAS these standards will be a basis for school authorities to develop policies, procedures and practices on seclusion and physical restraint in schools; and

WHEREAS school authorities will be required to submit regular reports, on a per school basis, on the use of seclusion rooms and this information will be reviewed by Alberta Education for follow up with school authorities, as necessary.

I, Adriana LaGrange, Minister of Education, pursuant to section 18(2)(b) of the **Education Act**, hereby make the Order in the attached Appendix, being the Seclusion and Physical Restraint in Alberta Schools Standards Order.

This Order comes into effect on November 1, 2019.

DATED at Edmonton, Alberta, Oct 23, 2019.


MINISTER OF EDUCATION

Standards for Seclusion and Physical Restraint in Alberta Schools

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For more information regarding this content visit: www.alberta.ca/education

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Foreword

Alberta Education is committed to ensuring welcoming, caring, respectful and safe learning environments for all children/students and staff. School authorities, school staff, parents/guardians and children/students all have a role to play in creating these learning environments.

Schools that have a positive school-wide culture promote positive behaviour in children/students, which can reduce occurrences of challenging behaviours that negatively affect teaching and learning.

There are a variety of strategies and approaches to promote and encourage positive and respectful behaviour in children/students. It is important that teachers, school/school authority leaders and parents/guardians have a common and shared understanding of these strategies and approaches, and work together collaboratively to contribute to safe and caring learning environments.

This document aims to provide clarity on the use of seclusion and physical restraint in schools by outlining requirements for their use, in order to minimize the inappropriate use of these procedures while ensuring that the safety, security and well-being of all members of the school community are maintained. It intends to clarify the meaning of these procedures within a school context and provide a common set of requirements on when and how they are to be used, in addition to other evidence-informed practices.

This document also provides guidance for school authorities in developing or revising their policy and/or procedures on the prevention and use of seclusion and physical restraint in their schools. The goal of providing such guidance is to help ensure welcoming, caring, respectful, inclusive and safe learning environments for all children/students and staff.

This document is to be used in conjunction with other information provided by Alberta Education to enable welcoming, caring, respectful and safe learning environments such as positive behaviour supports, social-emotional learning, restorative practices, mental health and trauma-informed practices. Resources for additional information on these topics are included at the end of this document.

Within the context of a number of possible behaviour interventions and safety measures, it is important for school authorities to have a well-defined approach for the use of seclusion and physical restraint in schools. This will help prevent misuse and ensure that the well-being, safety and dignity of all children and students are preserved.

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The Learning Support Team

There are at least three core partners on any child's/student's learning support team: the child/student, the parent/guardian and the teacher. A parent/guardian may include the primary caregivers of a child such as parents, legal guardians, foster parents, grandparents, elders and other applicable family members or relatives.

In consultation with the principal, this core team consults on and shares information relevant to the child's/student's education and works together to plan, implement, monitor and evaluate programming, supports and services.

Parents/guardians and teachers are important members of a child's/student's learning support team. In accordance with the *Education Act*, parents have a responsibility to take an active role in their child's educational success. Parents/guardians are key partners in their child's education and members of their child's learning support team.

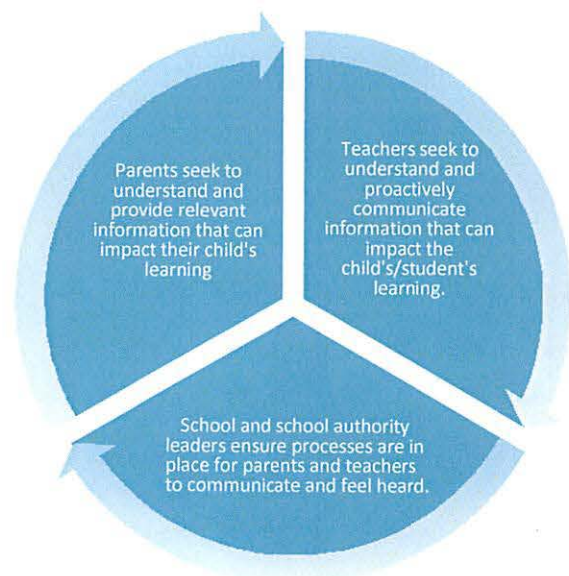
In addition to parents/guardians and teachers, members of the learning team include the child/student, where appropriate, and other school authority staff such as educational assistants, other support staff, etc., who understand the child's/student's strengths and needs. When required, the learning support team may also include specialized professionals, including but not limited to mental health and social service professionals, community agencies and service providers, cultural resource people, liaison workers and elders that work collaboratively to meet the child's/student's learning needs.

All members of a school community have a role to play in supporting a child's/student's learning and in creating safe and caring learning environments.

Fostering Effective Relationships

Positive relationships are critical to an effective learning support team. Parents/guardians and school staff need to invest time and energy into building and maintaining these relationships.

Engaging all members of the learning support team is important for building strong home-school partnerships and in ensuring positive learning outcomes. Meaningfully involving partners takes time, and requires trust and action that conveys an understanding that parents/guardians are partners in their child's education. Strong, positive relationships help foster an atmosphere of openness



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and partnership within the learning support team and allows for transparent sharing of information and perspectives that affect a child's/student's learning.

Fostering effective relationships also calls for an awareness of other community agencies, service providers or non-educational systems that the child/student may be involved with, for example, the justice and health systems, or Family Supports for Children with Disabilities (FSCD). School authorities are expected to continue working collaboratively with community and provincial organizations or agencies to support children/students in their schools. Working together intentionally and collaboratively across systems as much as possible can be useful in building positive relationships, problem solving and providing the necessary supports and interventions.

Positive Behaviour Supports

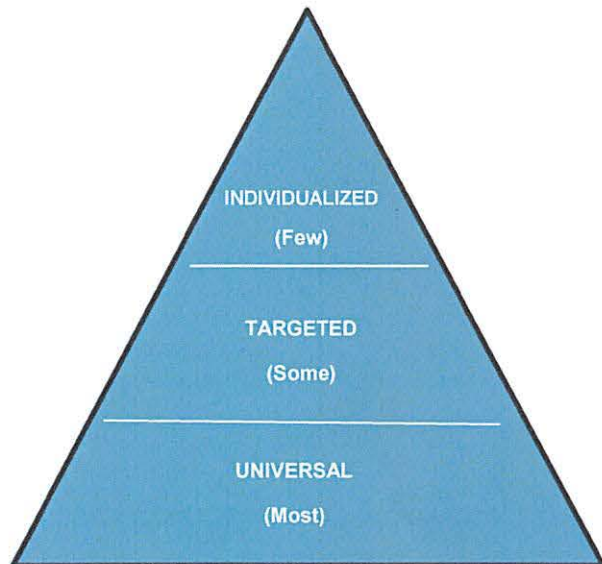
Positive behaviour supports is a school-wide collaborative effort to design and implement strategies, practices and interventions for promoting positive social and communication skills. It is also useful for teaching, coaching and reinforcing skills required for academic and social success. It involves universal, targeted and intensive or individualized behaviour supports.

All children/students benefit from universal supports, which are sufficient to maintain positive behaviour for most children/students.

Some children/students will benefit from additional targeted supports to help maintain positive behaviour.

A smaller number of children/students who may not respond to universal and targeted supports will benefit from intensive individualized supports.

Additional information, including specific strategies for implementing positive behaviour supports at the universal, targeted and individual levels are included in the Resources section of this document.



An Individualized Approach

Each child/student is unique and therefore requires an individualized approach to managing challenging behaviour. Seclusion and physical restraint are procedures that require an individualized approach within the context of a positive school-wide and classroom environment.

Key elements of an individualized approach to supporting positive behaviour in schools include:

- strong collaboration between the home and school;
- professional supports and expertise;
- appropriate staff training;
- an understanding of individual child's/student's behaviour;
- a problem-solving approach; and
- data-informed/evidence-based decision-making.

School staff are required to employ positive and proactive means of engaging a child/student to help prevent the use of seclusion or physical restraint. An individual behaviour plan is useful for taking an individualized approach to supporting a child's/student's positive behaviour.

A behaviour plan is essential for a child/student with complex behavioural needs that may result in or have resulted in the need for crisis or safety management procedures in school. The focus of the individual plan is mostly on preventive and proactive strategies, but responsive strategies can also be included in the plan. Preventative and proactive strategies, supports and services are designed to increase and maintain behaviour that is appropriate to the learning environment, while responsive strategies include crisis management strategies that may be utilized in the event of the occurrence of behaviour that has the potential to put the safety of the child/student or others at risk.

Additional information on using individual behaviour support plans is included in the Resources section of this document.

A Function-based Approach

A variety of environmental factors can predict, cause, prevent and/or maintain appropriate and challenging behaviours in school. To effectively support children/students who display challenging behaviour and help them develop new and more positive behaviour, it is necessary to understand why a particular child/student behaves in the manner they do and how other factors (e.g., social, community, family, etc.) can affect the child's/student's behaviour. Behaviour interventions and crisis or safety management procedures are to be implemented in a culturally sensitive and contextually appropriate manner.

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An effective way of understanding a child's/student's problem behaviour is by recognizing that behaviour has an underlying reason. A functional behavioural assessment (FBA) is an effective process for identifying environmental conditions that predict and maintain problem behaviour¹. It provides information that is useful for selecting appropriate interventions to address problem behaviour and teaching appropriate replacement behaviour or skills. Specialized expertise and/or additional training is required to properly conduct and implement an FBA. Resources on using a function-based approach to problem behaviour and functional behavioural assessments are included at the end of this document.

A Focus on Prevention

Preventing the use of seclusion and physical restraint and employing de-escalation strategies to defuse situations is a primary objective when dealing with challenging behaviour. The information above and the additional resources provided in this document are intended to provide information to help prevent the use of these procedures.

Positive and proactive means of engaging a child/student are to be utilized to help prevent the use of seclusion or physical restraint. A focus on decreasing the likelihood of behaviour that could endanger a child/student or others is key to preventing crisis or emergency situations.

Despite a focus on prevention, a crisis or safety management plan may be necessary in exceptional situations, where:

- a child/student displays behaviour that has the potential to put their safety or the safety of others at serious and imminent risk of physical harm; and
- de-escalation, preventative strategies or alternative interventions appear ineffective.

Seclusion and physical restraint are not the default crisis management approaches in such situations. However, they might be considered when alternative strategies are not possible or effective and where they can diminish the risk of harm.

The following sections provide further information on seclusion and physical restraint, not to encourage its use, but to provide clarity on its use as a potential crisis management approach.

Positive and proactive means of engaging a child/student are to be utilized to help prevent the use of seclusion or physical restraint.

¹ Filter, K. J., & Alvarez, M. (2012). Functional behavioural assessment: A three-tiered prevention model.

Seclusion and Physical Restraint

The purpose of this section is to provide school authorities with guidance, expectations and requirements on the use of seclusion and physical restraint in schools. Seclusion and physical restraint are measures of last resort and are to be used only as safety or crisis management procedures to manage child/student behaviour that appears or has the potential to be dangerous. Dangerous behaviour is behaviour that is likely to cause injury or harm to self or others.

Given the potential risks that arise from improper use, seclusion and/or physical restraint are recognized as emergency, safety or crisis management procedures in educational settings and not as behaviour management procedures. They may only be used as a last resort when a child's/student's behaviour poses significant imminent danger of serious physical harm to themselves or others. The use of seclusion or physical restraint is to be immediately discontinued when the child's/student's behaviour no longer poses such danger.

Seclusion and/or physical restraint are to never be used to punish or discipline children/students. Only staff who have received specific training on the particular procedure are to attempt physical restraint or seclusion. The goal is to increase and improve proactive behaviour interventions so that the use of seclusion and/or physical restraint is minimized or unnecessary. Seclusion and physical restraint are not considered interventions for teaching appropriate behaviour or classroom management approaches.

What is Seclusion?

Seclusion is the involuntary confinement or isolation of a person, alone in a room or area from which the person cannot freely exit or is physically prevented from leaving. This generally occurs in a room with a door that has a lock. The lock may be engaged, or if not engaged, the door is otherwise blocked or held shut.

Seclusion and time-out are not the same or synonymous with each other.

For the purposes of this document, time-out is a behaviour intervention for the purposes of reducing or stopping challenging behaviour in the long-term, while seclusion and physical restraint are emergency or safety procedures that are to be used in exceptional situations for immediately preventing harm to self or others. Further information on time-out is found in the *Time-out in Alberta Schools* document.

A seclusion room is defined as a room, structure or enclosure in a school operated by a school authority, the primary purpose or use of which involves the involuntary confinement or isolation

Seclusion and physical restraint are emergency procedures and measures of last resort.

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of a student where the student is prevented or incapable of evacuating from the room, structure or enclosure without the assistance of another person because security measures are not under the student's control. All seclusion environments are safe, humane and abide by all building, safety and fire codes, free of items that may be harmful to students, adequately lit, well-ventilated, and at a suitable temperature.

What is Physical Restraint?

Physical restraint is defined as any method of using physical contact for restricting or immobilizing another person's freedom of movement, physical activity, or normal access to their body. It is a personal restriction that serves as a means of controlling an individual's movement, reconstituting behavioural control, and establishing and maintaining safety for the individual and other individuals.

Physical restraint does not include physical escort, which may involve temporarily touching or holding of the hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a child/student who is beginning to act out or is slightly agitated to walk to a safe location. Such contact is often brief and directional and does not serve as an immobilization or a means for reconstituting behavioural control.

Temporary physical contact for purposes such as moving a child/student away from danger or breaking up a fight is not considered physical restraint. Physical restraint also does not include providing physical guidance or the prompting of a child/student when teaching a skill.

This document focuses on physical restraint, as other types of restraint, such as mechanical or chemical restraints are not to be used in school settings. Mechanical restraints do not include safety restraints or harnesses used for the safe transportation of a child/student in a vehicle when recommended by an appropriate health professional (e.g., physiotherapist, etc.).

Physical restraint and seclusion are often closely associated because physical restraint techniques are sometimes used when transporting an individual to a seclusion environment. However, one may occur without the other.

Requirements on the use of Seclusion and/or Physical Restraint

While seclusion and physical restraint are two separate procedures, they share similar requirements for use. These requirements apply to unanticipated events where a child's/student's behaviour poses a danger of imminent harm to self or others or when, with parental/guardian consent, these procedures are being considered as pre-planned safety, emergency or crisis measures.

The use of seclusion and/or physical restraint may be necessary only in situations where a child's/student's behaviour poses significant imminent danger of serious physical harm to

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themselves or those around them. In such emergency or crisis situations, seclusion and physical restraint may be used as a last resort emergency or crisis procedure to maintain safety before contacting emergency responders, if necessary.

Within this context, if seclusion and/or physical restraint are to be used within a school/school authority, the following is required:

- **School Authority Policy and Procedures**
 - School authorities are to have written policies and/or procedures on the use of physical restraint and seclusion if they are to be used. Such policies and/or procedures are to:
 - clearly indicate that seclusion and physical restraint are only to be used as safety or crisis management procedures, not as behaviour management procedures;
 - be in alignment with provincial standards on the use of these procedures; and
 - be periodically reviewed for currency, relevance, accountability purposes and updated/revised accordingly.
 - School authority policies are to be developed in consultation with and shared with parents/guardians.
 - Safety or crisis management strategies for children/students are to promote the rights of all children/students to be treated with dignity and respect.
- **Prevention**
 - Preventative and positive behaviour supports are required to be in place to help prevent the use of seclusion or physical restraint. Seclusion or physical restraint are not substitutes for comprehensive, proactive and positive behaviour supports. They are measures of last resort in crisis situations. Appropriate educational supports and behavioural interventions are to be provided to children/students who need them in a safe and least restrictive environment.
- **Safety**
 - If seclusion and/or physical restraint are used, it is required that:
 - all seclusion environments are: safe, humane and abide by all building, safety and fire codes; free of items that may be harmful to students; and adequately lit, well-ventilated, and at a suitable temperature;
 - seclusion and/or physical restraint procedures are conducted in a manner that reduces harm to a child/student and others;
 - there is continual visual and aural monitoring of any child/student throughout the period of seclusion or physical restraint;
 - seclusion is not used when a child/student is engaging in severe self-injurious behaviours; and

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- for a child/student who is unable to adequately express themselves through speech alone, school staff who are able to communicate with the child/student are present at all times if seclusion is used with such a child/student.
- Seclusion and/or physical restraint are not used:
 - as punishment, discipline or to force compliance;
 - to stop a child/student who is engaged in destructive behaviour such as damaging property, unless there is a risk to the safety of the child/student or others;
 - as substitutes for appropriate educational support; and
 - when a known medical, physical, psychological or other condition would make the use of seclusion or physical restraint dangerous for a child/student.
- **Knowledgeable and Skilled Staff**
 - School staff are expected to be aware or have knowledge of provincial and local legislation on the use of emergency procedures (e.g., *Occupational Health and Safety Act*, *Occupational Health and Safety Regulation*, *Occupational Health and Safety Code*, *Alberta Fire Code*, etc.).
 - If seclusion and/or physical restraint are to be used within a school, it is required that trained and appropriately certified professionals (e.g., qualified professionals trained in function-based approaches to managing problem behaviour) are consulted on the use of seclusion or physical restraint as a general safety procedure or an emergency measure prior to their use.
 - If seclusion and/or physical restraint are to be used within a school, school authorities are to designate at least two staff members at the school and/or school authority level that are responsible for training for and oversight of the use of these procedures. This will help ensure the safety of children/students and staff within the school. The number of designated staff may increase depending on the size of the school authority.
 - School/school authorities are required to include among their staff, individuals with training in conflict de-escalation, crisis de-escalation, non-violent crisis intervention and implementing positive behaviour interventions to facilitate defusing conflict and crisis situations.
 - School staff are required to undertake training in implementing positive and proactive strategies to reduce the need for crisis response strategies.
 - Seclusion and physical restraint are to be implemented only by staff who have adequate knowledge and training in the use of these procedures.
 - School staff who work with a child/student in situations where there is a potential for imminent danger of serious harm to the child/student or others are required to have practical training in prevention and de-escalation strategies, recognizing situations where imminent harm is likely to occur and safely implementing crisis responses when warranted.

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Responsibilities for specific school authority staff on establishing schools with staff who are knowledgeable and skilled in the use of seclusion and/or physical restraint include, but are not limited to:	
Superintendent or school authority leader	<ul style="list-style-type: none">• Allocate resources to enable access to specialized expertise and related professional learning in implementing positive and proactive strategies to reduce the need for crisis response strategies.• Designate at least two school authority staff that are responsible for training and oversight of the use of seclusion and/or physical restraint in schools.• Monitor school authority policies and/or procedures and communicate requirements to all staff.
Principal	<ul style="list-style-type: none">• Create opportunities and support staff in accessing professional learning opportunities in implementing positive and proactive strategies to reduce the need for crisis response strategies.• Designate at least two school staff that are required to complete training and act as a school-wide resource on the use of seclusion and/or physical restraint in the school.• Ensure that school staff who work with a child/student in situations where there is potential for imminent danger of serious harm to the child/student or others, complete training in prevention and de-escalation strategies and in the appropriate use of seclusion and/or physical restraint.• Facilitate access to the appropriate specialized expertise to support school staff in managing problem behaviour.• Monitor school policies and/or procedures and communicate requirements to all staff.
Teacher	<ul style="list-style-type: none">• Participate in training on implementing positive and proactive strategies and function-based approaches to problem behaviour to reduce the need for crisis response strategies.• Complete relevant training on the appropriate use of seclusion and/or physical restraint prior to implementing these procedures.• Consult with the appropriate level of professional and/or specialized expertise to support managing problem behaviour in schools.

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- **Parental/Guardian Involvement**
 - When the use of seclusion and/or physical restraint is being considered for a child/student as a pre-planned safety, emergency or crisis measure, it is required that parents/guardians are involved in the development of these plans and provide their informed consent. Where appropriate, children/students should also be involved.
 - Parents/guardians are to be informed as soon as possible after each incident involving the use of physical restraint or seclusion with their child. Reasonable efforts to reach the parent/guardian are required to be made and documented before the end of the school day.
- **Crisis Intervention/Emergency Management**
 - Crisis or emergency management procedures within schools are required to be regularly reviewed by a central authority for accountability and emergency preparedness purposes.
 - Seclusion and/or physical restraint is to only be used for dangerous behaviour, not disruptive behaviour. Dangerous behaviour is behaviour that is likely to cause injury or harm to self or others.
 - The principle of using the least restrictive and/or least intrusive option is to guide the use of physical restraint and/or seclusion. Seclusion and/or physical restraint are only to be employed as a last resort after less restrictive methods have been attempted, where possible.
 - Seclusion and/or physical restraint are to be used only in emergency or exceptional situations where:
 - the behaviour of a child/student poses imminent danger of harm to self or others;
 - less restrictive interventions are not possible or have been ineffective at ending such imminent danger or harm; and
 - when the threat of imminent danger can be diminished by using seclusion or physical restraint.
 - Recurrent use of seclusion and/or physical restraint is not to be a regular part of a child's/student's educational program. However, if the use of these procedures are agreed to as a safety, emergency or crisis measure by parents/guardians, this agreement is to be noted in a safety or crisis management plan developed for the child/student. This safety or crisis management plan is to be noted and attached to the child's/student's Instructional Support Plan (ISP).
 - Seclusion and/or physical restraint are to be used only for as long as necessary and be discontinued when the child/student no longer presents an immediate threat to themselves or others.

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- In addition to the above, when a child/student has a history of engaging in crisis-level behaviour or a child's/student's behaviour can be reasonably predicted to pose a danger, it is required that the following actions will be undertaken:
 - o conducting a functional behavioural assessment (FBA) with the assistance of an appropriately trained professional (e.g., qualified professionals trained in function-based approaches to managing problem behaviour) to inform educational planning for the child/student;
 - o including specific positive, preventative and proactive supports as part of an ISP;
 - o including appropriate safety or emergency measures as part of the safety or crisis management plan;
 - o providing training for staff in the use of seclusion or physical restraint;
 - o involving parents or guardians and, where appropriate, the child/student in the discussions and development of the ISP and safety or crisis management plan;
 - o consulting with appropriate professional experts, as needed; and
 - o seeking written informed consent from parents or guardians on the emergency or safety measures to be implemented. If parents/guardians do not support the use of seclusion, involve them in determining if alternative options that are equally protective of the child/student and staff safety are reasonable, and include these in the child's/student's safety or crisis management plan.
- **Documentation**
 - As soon as possible after each instance where seclusion and/or physical restraint is used, detailed information regarding the use is to be documented and regularly reviewed for frequency of use and appropriate educational planning for the child/student. Documented information can be captured in an incident report that includes but is not limited to the following elements:
 - o interventions used prior to the implementation of seclusion and/or physical restraint;
 - o attempts to de-escalate the situation and stop the dangerous behaviour;
 - o behaviour resulting in the use of seclusion and/or physical restraint;
 - o duration of seclusion and/or physical restraint;
 - o child's/student's behaviour while being physically restrained or in seclusion;
 - o physical restraint techniques used;
 - o injuries to self or others and damage to property, if applicable;
 - o names of school staff involved in the implementation of the physical restraint and/or seclusion; and

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- efforts, including methods used, to notify parents/guardians, including dates and times.
- Documented information regarding each use of seclusion and/or physical restraint is to be disclosed in accordance with applicable privacy legislation (e.g., *Freedom of Information and Protection of Privacy Act* (FOIP), *Personal Information Protection Act* (PIPA)).
 - After each incident where there is use of seclusion and/or physical restraint:
 - the principal is to be notified as soon as possible after the incident and on the same school day on which the incident occurred;
 - the principal is required to notify the child's/student's parents/guardians as soon as possible after the incident and on the same school day during which the incident occurred; and
 - the superintendent or equivalent school jurisdiction leader is to be notified as soon as possible after the incident occurs.
 - Documented information regarding each use of seclusion and/or physical restraint is to be reported to a central administration or equivalent within the school authority for purposes of reviewing frequency of use, planning, oversight and identifying issues and/or practices that require further attention.
- **De-briefing**
 - After each incident where there is use of seclusion and/or physical restraint, it is required that:
 - a debriefing session with all involved staff will occur and be documented within three days of the incident. The purpose of this debriefing session is to help determine the cause of the behaviour and what preventative actions could be implemented in the future to avoid the use of seclusion or physical restraint. When possible, appropriate expertise should be involved in the debriefing session;
 - an opportunity to de-brief with parents/guardians and the child/student, where appropriate, is provided as soon as possible after the incident; and
 - a review of the individual behaviour plan, where one has been previously created, occurs and the plan is updated to prevent and reduce recurrence.
- **Resolving Differences**
 - School authorities are required to make every reasonable effort to resolve concerns collaboratively with parents/guardians.
 - Processes for resolving differences, filing complaints or making appeals are required to be in place and clearly communicated to parents/guardians and, where applicable, children/students.

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- U.S. Department of Education. (2012). Restraint and seclusion: Resource document. Washington, D.C.
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Resources

The following resources are provided for information purposes only. The links are not part of the *Standards for Seclusion and Physical Restraint in Alberta Schools*. Alberta Education bears no responsibility for the accuracy or content of the link. Users are responsible for evaluating the content and appropriate use of the information provided.

These resources are helpful for building a positive school-wide culture while reducing and preventing problem behaviours and provide additional relevant information:

Alberta Education: Behaviour and Social Participation,
<http://www.learnalberta.ca/content/ieptlibrary/lib05.html>

Alberta Education: Comprehensive School Health, <https://education.alberta.ca/comprehensive-school-health/what-is-comprehensive-school-health/>

Alberta Education: Inclusive Education <https://www.alberta.ca/inclusive-education.aspx>

Alberta Education: Inclusive Education Library, Behaviour and Social Participation,
<http://www.learnalberta.ca/content/ieptlibrary/lib05.html>

Alberta Education: Mental Health in Schools, <https://www.alberta.ca/mental-health-in-schools.aspx>

Alberta Education: Mentoring, <https://www.alberta.ca/student-mentoring.aspx>

Alberta Education: Response to Intervention, <https://www.alberta.ca/response-to-intervention.aspx>

Alberta Education: Restorative Practices, <https://www.alberta.ca/restorative-practices.aspx>

Alberta Education: Positive Behaviour Supports, <https://www.alberta.ca/positive-behaviour-supports.aspx>

Alberta Education: Social-Emotional Learning, <https://www.alberta.ca/social-emotional-learning.aspx>

Alberta Education: Social Participation, <https://www.alberta.ca/diverse-learning-needs.aspx>

Alberta Education: The Learning Team, <https://education.alberta.ca/media/3531893/learning-team-handbook-for-parents.pdf>

Alberta Education: Trauma Informed Practice, <https://www.alberta.ca/trauma-informed-practice.aspx>

Alberta Education: Welcoming, Caring, Respectful and Safe Learning Environments,
<https://www.alberta.ca/safe-and-caring-schools.aspx>

Alberta Education: Using Individual Behaviour Support Plans,
http://www.learnalberta.ca/content/ieptlibrary/documents/en/bs/using_indiv_beh_supp_plan.pdf

References

The following Alberta Education documents serve as references and provide additional information:

Alberta Education: Leadership Quality Standard,
<https://education.alberta.ca/media/3739621/standardsdoc-lqs- fa-web-2018-01-17.pdf>

Alberta Education: Ministerial Order on Student Learning, <https://www.alberta.ca/k-12-education-policies-and-standards.aspx>

Alberta Education: Teaching Quality Standard,
https://education.alberta.ca/media/1626523/english-tqs-card-2013_3.pdf

Alberta Education: Revised Teaching Quality Standard,
<https://education.alberta.ca/media/3739620/standardsdoc-tqs- fa-web-2018-01-17.pdf>

Alberta Education: Standards for Special Education,
<https://education.alberta.ca/media/1626539/standardsforspecialeducation.pdf>

Alberta Education: Standards for the Provision of Early Childhood Special Education,
https://education.alberta.ca/media/3227597/2016-06-08_ecs_specialedstds2006.pdf

Alberta Education: Superintendent Leadership Quality Standard,
<https://education.alberta.ca/media/3739621/standardsdoc-lqs- fa-web-2018-01-17.pdf>

Additional Resources

The following resources are provided for information purposes only:

Positive Behavioural Interventions & Supports, <https://www.pbis.org/>

Loman, S. & Borgmeier C. Practical Functional Behavioural Assessment Training Manual for School-based Personnel,

https://www.pbis.org/common/cms/files/pbisresources/practicalfba_trainingmanual.pdf

Bain, K., Fulton, D., & Sautner, B. (2017). BOATS: Behaviour, Observation, Assessment, Teaching Strategies

https://docs.wixstatic.com/ugd/747229_d465e00039c34a5f913d39feda329c2f.pdf

HORIZON SCHOOL DIVISION

D.A. FERGUSON MIDDLE SCHOOL

OR

D.A. FERGUSON MIDDLE SCHOOL/

W.R. MYERS HIGH SCHOOL

THIS SCHOOL WAS OFFICIALLY
REDEDICATED IN MAY 2020
UPON COMPLETION OF A
PARTIAL MODERNIZATION

SUPPORTED BY ALBERTA EDUCATION, ALBERTA INFRASTRUCTURE,
AND THE COMMUNITY OF TABER

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SAHURI & PARTNERS ARCHITECTURE INC.

GENERAL CONTRACTOR

CLARK BUILDERS

Superintendents Progress Report

October, 2019

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: transportation, off-campus excursions, student and staff conduct and discipline, and guidance with regard to student and parental concerns.
- As the second vice president of the Collage of Alberta School Superintendents, September has included a number of CASS executive meetings. Meetings typically involve provincial education perspectives, discussions with the Ministry regarding future direction and sharing of perspectives. Discussions also included dialogue around the funding framework/assurance review being undertaken by ADM Gene Williams.
- College of Alberta School Superintendent – chief superintendent provincial teleconference
- Attended Safe Haven's Learning to Lead conference
- The following school were visited this month: ACE, DAF, ENC, TCS, TMS, VHS, VES, and WRM,

Personnel Management

- Principal Growth Planning Meetings as well as strategic and accountability sessions focused on school three year plans are underway.

Policy and Strategic Planning and Reporting

- No policy meetings have occurred this month. However, extensive review of policies due to legislative changes has occurred over the summer. Work continues with regard to implementation.
- Met with AB ED field services
- Given the growing issues related to vaping, I attended a Alberta Health Services (AHS) vaping information session. Horizon is strategically partnering with AHS to explore educational opportunities and best practices to address vaping concerns.

Fiscal Responsibility, Organizational Leadership and Management

- Collective bargaining with both the ATA and CUPE has began. Preparation of proposals is underway with bargaining meetings being scheduled.
- ASBA ASBIE teleconference

Communications and Community Relations

- A number of meetings and celebrations were attended over the last month. These include but are not limited to
 - Division Office staff meeting
 - Senior Administrative Leadership Team meeting
 - Administrator meeting
 - DAF students awards night
 - VHS students awards night
 - ATA induction banquet
 - TMS fall harvest banquet
 - 5 by 5 coalition
 - All candidates forum

Associate Superintendent, Learner Services
Report to the Board of Trustees – October 28, 2019

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

- Robbie has attended some Instructional Support Plan meetings with school teams and is supporting some teachers in planning instruction that can be accessible to all students regardless of level and ability.
- Amber, Robbie, Angela and other members of the Learner Services team are attending the final two days (Oct 28, 29) of a four day series on building collaborative culture in schools, called *Adaptive Schools*. The series includes group facilitation strategies to maximize collaboration to achieve the most positive outcomes for supporting students. A couple of these techniques were incorporated into the October Administrators' Meeting to help promote discussion, engagement, and mutual understanding.
- Instructional coach, Shea Mellow, continues to work with individual teachers and school staff on improving teaching and learning. She has built on the past foundations of the assessment coaching role and the tools/supports created. This work is being taken to the next level as teachers through upper grades also become engaged.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- Robbie has met with all LST's - a big part of the discussion was the role of the LST in supporting teachers with tier 1 and 2 strategies and classroom interventions.
- So far this year, four Violent Threat Risk Assessments have been completed with students. Another five less serious situations were investigated where students demonstrated worrisome behaviour. Coordinated supports for these students have been developed, implemented and monitored.

LEADERSHIP PRACTICES

- Horizon, through Robbie, hosted a session for CASS Zone 6 members to join an English Language Learner Q&A discussion with Mike Ettrich from Alberta Education. The group compiled a list of questions and were able to have face to face dialogue with Mike.
 - Robbie, Laura, Angela and her team attended a professional learning workshop on Relational Culture and making sense of anxiety.
 - Amber, Angela and Todd Ojala are consulting with Alberta Health Services to create a coordinated education campaign to help students, staff and the community learn about the health risks associated with vaping/e-cigarettes. The first steps will include a presentation to administrators at the November Administrators' Committee meeting which principals will be able to then present to their own school staff.
-

Associate Superintendent, Programs and Human Services Report to the Board of Trustees – October 28, 2019

Building Effective Relationships

- Participating in local bargaining process (ATA & CUPE) ongoing.
- Career Transitions – Chair of the board for second year.

Modeling Commitment to Professional Learning

- Attend CASS Professional Learning Events and CASSIX meetings

Visionary Leadership

- Meeting with high school principals to support Horizon Experiential Week spring 2020.

Leading Learning

- Ongoing support for Principals with staffing concerns and through evaluation process.

Supporting First Nations, Metis and Inuit Education for All Students

- Facilitating Indigenous Committee meeting to update the 3 year plan for Indigenous Education in Horizon
- Indigenous Ally work continuing in each school
- Division Indigenous Learning Commons located in WR Myers Library with interlibrary loans available across the division almost up and running.
- Eagle Spirit Nest Community Association (ESNCA).
 - Member of board of directors
- Professional learning opportunities for staff
 - Will facilitate several sessions pertinent to teachers related to actualizing the commitments of the TQS
 - Meeting with principals to support their vision of Indigenizing their school, classrooms and the curriculum
- Learning facilitated for students
 - Multiple cultural presentations in schools – dancers, drummers, moccasin making, beading, Elder presentations
 - Orange shirt Day celebrations

Sustaining Effective Instructional Leadership

- Participating in Professional Growth/ 3 Year Education Plan meetings with Principals
- Hosting Horizon Induction Program Sessions this year
- Will host a Leadership Cohort
- Evaluation Process for Probationary Teachers – worked with a committee of principals to update the supporting documents and process for evaluations to meet the requirements of the new TQS

School Authority Operations and Resources

- Facilitated collaborative resolution for supervision of Taber bus loop
- Ongoing staffing needs
- Developing jurisdiction approach to Indigenous resource purchases and dispersion through heading a working committee.

From: **EDC Minister** <Education.Minister@gov.ab.ca>
Date: Wed, Oct 2, 2019 at 4:07 PM
Subject: 2019/20 Minister's Youth Council
Student Engagement <EDC.StudentEngagement@gov.ab.ca>

To: Mrs. Marie Logan

Horizon School Division

Dear Mrs. Logan:

Alberta Education was thrilled to receive more than 200 applications for the Minister's Youth Council from junior and senior high school students across Alberta. Thank you for your support throughout the recruitment process. I admire Alberta students' passion for leadership and desire to make a difference in our education system.

I have the great pleasure of informing you that the following students from your school district have been selected for the 2019/20 Minister's Youth Council:

Kathryn Court, Erle Rivers High School
Josh Gardner, W.R Myers High School

Working at the provincial level, this 40-member council will share diverse student perspectives and provide input on education issues. Collectively, the council will bring a broad and diverse range of life experiences, knowledge and skills from across the province.

All council members have received phone calls from department staff and follow-up emails have also been sent. In the coming weeks, Alberta Education staff will contact council members and their parents with more details. All travel and accommodation arrangements and costs, as well as supervision, will be provided by the Government of Alberta.

Council members will attend three meetings in Edmonton at the [Bennett Centre](#): October 25 to 28, 2019; February 7 to 10, 2020; and May 1 to 4, 2020. Each meeting will begin Friday evening and end on Monday afternoon.

If you have any questions regarding the provincial student engagement strategy, please contact Rhonda Jessen, Manager, Strategic Engagement Branch, at rhonda.jessen@gov.ab.ca or 780-638-3153 (toll-free by first dialing 310-0000).

Sincerely,

Adriana LaGrange
Minister of Education

October 3rd, 2019

Kathryn Court
Erle Rivers High School

Re: 2019/20 Minister's Youth Council

Dear Kathryn,

On behalf of the Board of Trustees and Wilco Tymensen, Superintendent of Horizon School Division, I would like to congratulate you on being selected for the 2019/20 Minister's Youth Council.

We admire your passion for leadership and desire to make a difference in our education system. We are confident that your influence will greatly benefit those on the Council, as well as providing valuable feedback to the Minister about issues that affect all Alberta students. We are looking forward to hearing of your experience.

Sincerely,



Marie Logan
Board Chair, Horizon School Division

October 3rd, 2019

Josh Gardner
W.R. Myers High School

Re: 2019/20 Minister's Youth Council

Dear Josh,

On behalf of the Board of Trustees and Wilco Tymensen, Superintendent of Horizon School Division, I would like to congratulate you on being selected for the 2019/20 Minister's Youth Council.

We admire your passion for leadership and desire to make a difference in our education system. We are confident that your influence will greatly benefit those on the Council, as well as providing valuable feedback to the Minister about issues that affect all Alberta students. We are looking forward to hearing of your experience.

Sincerely,



Marie Logan
Board Chair, Horizon School Division

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

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

Date: Fri, Oct 18, 2019 at 9:00 AM

Subject: News Release: Class size reduction funding not effective: report

Class size reduction funding not effective: report

October 18, 2019 [Media inquiries](#)

An Alberta Education report shows that funding to reduce school class sizes – especially from kindergarten to Grade 3 – did not deliver results.

Over the last 15 years, Alberta has invested more than \$3.4 billion in the Class Size Initiative. Despite this significant investment, kindergarten to Grade 3 class sizes have only decreased on average by 1.4 students since 2003-04.

“Albertans elected us with a clear mandate to conduct an audit of class sizes and determine what happened to previous funding dedicated to class size reduction. This report demonstrates that we cannot continue to throw money at this problem, rather that we must look for new solutions while continuing to appropriately fund education.”

Adriana LaGrange, Minister of Education

The report highlights that, in general, school jurisdictions view the class size funding model as ineffective, and these dollars should be included with base instruction funding so that jurisdictions have flexibility to use funds to best support their unique needs.

It also identifies that there are many variables in a classroom – besides the number of students – that affect student success.

“The College of Alberta School Superintendents’ board of directors reviewed the 2019 Class Size Initiative Review and supports the suggestion that class size funding be rolled into base instruction funding, allowing school authorities the flexibility and local autonomy to make decisions to best support students in their respective jurisdictions.”

Bevan Daverne, president, College of Alberta School Superintendents

“We look forward to working with the minister to find solutions that address how to best meet the increasingly complex learning needs of our students. We are pleased that there is a funding framework review underway, as

this is something that school boards have been advocating to government for some time. It is critical that school boards have adequate, long-term, sustainable, and flexible funding.”

Lorrie Jess, president, Alberta School Boards Association

“As I make funding decisions, I will be looking through the lens of what is best for our students and what will be most effective in improving student learning. We owe it to parents and children to get better outcomes for the money that is being spent on education.”

Adriana LaGrange, Minister of Education

The province is working with education stakeholders to review the funding and assurance model for the education system, which will include an examination of the effectiveness of targeted grants such as the Class Size Initiative. A new funding model is expected to be in place for the 2020-21 school year.

Highlights

- Kindergarten to Grade 3 classes averaged 20.4 students in the 2018-19 school year, compared to 21.8 in 2003-04 (the last year before the Class Size Initiative) and 19.7 in 2004-05 (the first year of the initiative).
- Annual school year funding allocations to the Class Size Initiative started at \$90 million in 2004-05, growing to \$291 million in 2018-19.
- Targeted class size funding accounts for about four per cent of overall funding provided to school boards.
- The report is based on reviews of school board plans for spending the funding grant, interviews with school board and school leadership staff, a comparison of student and board-level outcome data against class size funding allocations, and a literature review of studies on class size impact on student success.

Related information

- [2019 Class Size Initiative Review](#)
- [Raw class size data](#)