

Regular Board Meeting Agenda  
Monday, November 25<sup>th</sup>, 2019 – 1:15 p.m.

**Audited Financial Statement Presentation – Darren Adamson (Avail)**

**A – Action Items**

A.1 Agenda	
A.2 Minutes of Organizational Meeting held Monday, October 28 <sup>th</sup> , 2019	
A.3 Minutes of Regular Board Meeting held Monday, October 28 <sup>th</sup> , 2019	
A.4 November 2019 Payment of Accounts Summary	
A.5 Audited Financial Statement	
A.6 2019-2020 Budget – Fall Update	
A.7 First Reading Policy HIAE - School Fees	
A.8 Second and Final Reading Policy FD – Disposal of Division Property	
A.9 Second and Final Reading Policy GC – Superintendent of Schools	
A.10 Second and Final Reading Policy GCNO – Evaluation of Family Liaison Counsellors	
A.11 Second and Final Reading Policy HGBG – Home Education	
A.12 Second and Final Reading Policy IFH – Formal Parent-Student Appeals and Dispute Resolution	
A.13 Second and Final Reading Policy IGAA – Use of Physical Restraints	
A.14 Second and Final Reading Policy IO – Student Records	
A.15 Second and Final Reading Policy JFCH – Illicit and Controlled Substances and Medial Management	
A.16 Second and Final Reading Policy JHF – Welcoming, Caring, Respectful and Safe Learning Environments	
A.17 Second and Final Reading Policy JMA – School Councils	
	<b>ENCLOSURE 1</b>
	<b>ENCLOSURE 2</b>
	<b>ENCLOSURE 3</b>
	<b>ENCLOSURE 4</b>
	<b>ENCLOSURE 5</b>
	<b>ENCLOSURE 6</b>
	<b>ENCLOSURE 7</b>
	<b>ENCLOSURE 8</b>
	<b>ENCLOSURE 9</b>
	<b>ENCLOSURE 10</b>
	<b>ENCLOSURE 11</b>
	<b>ENCLOSURE 12</b>
	<b>ENCLOSURE 13</b>
	<b>ENCLOSURE 14</b>

**D – Discussion Items**

D.1 Christmas Concert Attendance	<b>ENCLOSURE 15</b>
D.2 Three Year Education Plan (Tabled until December 16, 2019)	

**I - Information Items**

I.1 Superintendent’s Report – Wilco Tymensen	
• Education Ministry Budget	
I.2 Trustee/Committee Reports	
I.2.1 ASBA Zone Meeting Report – Marie Logan	
I.2.2 Facilities Meeting Report – Bruce Francis	
I.2.3 Administrator’s Meeting – Bruce Francis	
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	
	<b>ENCLOSURE 16</b>
	<b>ENCLOSURE 17</b>

### **C-Correspondence**

- C.1 News Release: Building Alberta's Skilled Workforce
- C.2 News Release: Building Schools for the Future
- C.3 News Release: Analyzing P3 Approach for Much-Needed Schools
- C.4 Calgary Herald: [Adriana LeGrange: It's surprising CBE can't find savings...](#)
- C.5 News Release: Seeking Input on Education Choice
- C.6 Vauxhall Advance: [Provincial Budget & Rising Insurance Rates Project a Larger Deficit for Horizon](#)
- C.7 Edmonton Journal: [School voucher resolution signals thread to Alberta public education, NDP says](#)
- C.8 Seeking Albertans' Input on Employment Rules
- C.9 Survey – Alberta's Tobacco and Smoking Reduction Act

**ENCLOSURE 18**

### **Dates to Remember**

- |   |
|---|
| • November 26 Bargaining - ATA                                      |
| • December 2 – Bargaining - CUPE                                    |
| • December 10 – Administrator's Meeting                             |
| • December 12 – School Board Visits – ERHS, MRE & River Road Colony |
| • December 16 – Board Meeting                                       |
| • December 21 – January 6 – Christmas Holidays                      |
| • December 25 – January 1 – Division Office Closed                  |
| • January 13 – Colony Elder's Meeting                               |
| • January 14 – Administrator's Meeting                              |
| • January 27 – Board Meeting  |

# Horizon School Division

6302 – 56 Street Taber, Alberta T1G 1Z9  
Phone: (403) 223-3547 1-800-215-2398 FAX: (403) 223-2999  
[www.horizon.ab.ca](http://www.horizon.ab.ca)

The Board of Trustees of Horizon School Division held its Organizational Meeting of the Board on Monday, October 28<sup>th</sup>, 2019 commencing at 1:00 p.m. in the Eric Johnson Room.

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

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

## MINUTES

### 1. **Call to Order**

Philip Johansen, Associate Superintendent, called the meeting to order at 1:02 p.m.

### 2. **Nominations and Election for Chair of the Board**

Philip Johansen called for nominations from the floor for the position of Board Chair.

Bruce France nominated Marie Logan for the position of Board Chair.

Marie Logan accepted the nomination.

Philip Johansen called for nominations. No further nominations were made.

Marie Logan was declared to be the Chair of the Board of Trustees of Horizon School Division until the next Organizational Meeting of the Board.

BOARD CHAIR  
ELECTED  
270/19

### 3. **Nominations and Election for Vice-Chair of the Board**

Philip Johansen called for nominations from the floor for the position of Board Vice-Chair.

Derek Baron nominated for the position of Board Vice-Chair.

Bruce Francis accepted the nomination.

Philip Johansen called for nominations. No further nominations were made.

Bruce Francis was declared the Vice-Chair of the Board of Trustees of Horizon School Division until the next Organizational Meeting of the Board.

BOARD VICE-CHAIR  
ELECTED  
271/19

## Chair Marie Logan assumed Chair of the Meeting

**4. Approve Trustee Committees for 2019-2020**

The Board approved the 2019-2020 Trustee Committee representatives as attached to these minutes.

**5. Trustee Administrator's Meeting Responsibility for 2019-2020**

The Board approved the Trustee representative for the 2019-2020 Administrator's Meetings as attached to these minutes.

**6. Approve Trustee School Responsibilities for 2019-2020**

The Board approved the Trustee School Responsibilities for the 2019-2020 term of office as attached to these minutes.

**7. Trustee Remuneration**

The Board of Trustees reviewed Trustee Remuneration and made the motion that the remuneration remain unchanged for the 2019-2020 term of office

**8. Approved Board Meeting Dates for 2019-2020**

The Board approve the Board Meeting Dates for the 2019-2020 term of office as attached to these minutes.

**9. School Visits**

**10. Adjourn Organizational Meeting**

Moved by Jennifer Crowson that the Organizational Meeting Adjourn.

Carried Unanimously  
ADJOURNMENT  
272/19

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Chair

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Secretary

**Horizon School Division  
Trustee Committees  
(2019-2020 SCHOOL YEAR)**

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**Board Chair – Marie Logan  
Board Vice-Chair – Bruce Francis**

<p><b>A.T.A. Negotiating/Liaison Committee</b> Marie Logan Derek Baron Christa Runka</p>	<p><b>Audit Committee</b> Marie Logan Bruce Francis Christa Runka</p>
<p><b>Budget Committee</b> All members of the Board</p>	<p><b>C.U.P.E./Support Staff Negotiating Liaison Committee</b> Rick Anderson – Chair Blair Lowry Jennifer Crowson</p>
<p><b>Facilities Committee</b> Bruce Francis – Chair Derek Baron Blair Lowry</p>	<p><b>Hutterian Brethren Board Representative</b> Rick Anderson</p>
<p><b>Indigenous</b> Jennifer Crowson Rick Anderson – alternate</p>	<p><b>Policy Committee</b> Rick Anderson Christa Runka</p>
<p><b>Public Relations Committee and Friends of Horizon</b> Marie Logan Jennifer Crowson</p>	<p><b>Transportation</b> All members of the Board</p>
<p><b>Administrative Council Meetings</b> One member of the Board on a monthly rotation</p>	<p><b>ASBA Zone 6 Director</b> Marie Logan Christa Runka - alternate</p>
<p><b>Council of School Councils</b> One member of the Board to attend meetings on rotation</p>	<p><b>TEBA</b> Marie Logan Bruce Francis - alternate</p>

**Horizon School Division**  
**Board of Trustees Administrator's Meeting Representation (2019-2020)**

Tuesday, September 10, 2019	Rick Anderson
Tuesday, October 8, 2019	Blair Lowry
Tuesday, November 12, 2019	Bruce Francis
Tuesday, December 10, 2019	Christa Runka
Tuesday, January 14, 2020	Derek Baron
Tuesday, February 11, 2020	Bruce Francis
Tuesday, March 10, 2020	Christa Runka
Tuesday, May 12, 2020	Blair Lowry
Tuesday, June 9, 2020	Marie Logan

**COSC Representation**  
**2019-2020**

Wednesday, November 13, 2019	Rick Anderson
Wednesday, February 12, 2020	Jennifer Crowson
Wednesday, April 29, 2020	Jennifer Crowson

**Horizon School Division  
Board of Trustees School Responsibilities (2019-2020)**

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**Marie Logan (Ward 1 – Lomond/Enchant)**

Enchant School – Enchant  
Lomond Community School – Lomond  
Armada Colony School  
Enchant Colony School  
Hillridge Colony School  
Lomond Colony School

**Jennifer Crowson (Ward 2 – Hays/Vauxhall)**

Hays School – Hays  
Horizon MAP School - Vauxhall  
Vauxhall Elementary School – Vauxhall  
Vauxhall High School – Vauxhall  
Copperfield Colony School

**Bruce Francis (Ward 3 – Taber)**

Dr. Hamman School - Taber  
Midland Colony School  
Cameron Farms Colony School  
Evergreen Colony School  
W.R. Myers High School - Taber

**Blair Lowry (Ward 3 – Taber)**

Central School – Taber  
D.A. Ferguson Middle School - Taber  
L.T. Westlake School – Taber  
Taber Christian Alternative School – Taber  
Kingsland Colony School

**Rick Anderson (Ward 3 – Taber)**

ACE Place Learning Centre - Taber  
Barnwell School – Barnwell  
Taber Mennonite School – Taber  
Fairlane Colony School  
Oaklane Colony School  
Prairiehome Colony School

**Derek Baron (Ward 4 – Warner/Grassy Lake)**

Chamberlain School – Grassy Lake  
Warner School – Warner  
Arden T. Litt Centre for Learning – Grassy Lake  
Bluegrass Colony School  
Delco Colony School  
Sunnysite Colony School

**Christa Runka (Ward 5 – Milk River/Coutts)**

Erle Rivers High School – Milk River  
Milk River Elementary School – Milk River  
River Road Colony School  
Elmspring Colony School  
Gold Spring Colony School  
Miltow Colony School

**Horizon School Division  
Board of Trustees Board Meeting Dates (2019-2020)**

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Monday, September 30, 2019
Monday, October 28, 2019
Monday, November 25, 2019
Monday, December 16, 2019
Monday, January 27, 2020
Monday, February 24, 2020
Monday, March 23, 2020
Monday, April 27, 2020
Wednesday, May 27, 2020
Monday, June 22, 2020



# Horizon School Division No. 67

6302 – 56 Street Taber, Alberta T1G 1Z9  
Phone: (403) 223-3547 1-800-215-2398 FAX: (403) 223-2999  
[www.horizon.ab.ca](http://www.horizon.ab.ca)

The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Monday, October 7<sup>th</sup>, 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, Rick Anderson, Christa Runka

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

REGRETS: Amber Darroch, Associate Superintendent of Learner Services

## **ACTION ITEMS**

- |     |  |  |
|-----|--|--|
| A.1 | Moved by Blair Lowry that the Board approve the agenda with the following addition:<br>A.12 DAF/WRM Gymnasium Acoustical Treatment<br>Carried Unanimously  | AGENDA<br>APPROVED<br>273/19                   |
| A.2 | Moved by Jennifer Crowson that the Board approve the <a href="#">Minutes of the Regular Board Meeting, held Monday, October 7<sup>th</sup>, 2019 as</a> provided by Enclosure #1 of the agenda.<br>Carried Unanimously | BOARD MEETING<br>MINUTES APPROVED<br>274/19    |
| A.3 | Moved by Bruce Francis that the Board approve the <a href="#">October 2019 Payment of Accounts</a> in the amount of \$2,703,663.72 as provided in Enclosure #2 of the agenda<br>Carried Unanimously                    | PAYMENT OF<br>ACCOUNT APPROVED<br>275/19       |
| A.4 | Moved by Derek Baron that the Board approve the second reading of Policy AD – Educational Philosophy as provided in Enclosure #3 in the agenda.<br>Carried Unanimously   | SECOND READING<br>POLICY AD APPROVED<br>276/19 |
|     | Moved by Rick Anderson that the Board approve the final reading of Policy <a href="#">AD – Educational Philosophy</a> as provided by Enclosure #3 in the agenda.<br>Carried Unanimously                                | FINAL READING<br>POLICY AD APPROVED<br>277/19  |

- |      |  |  |
|------|--|--|
| A.5  | Moved by Bruce Francis that the Board approve the second reading of Policy BBA – School Board Powers and Duties as provided in Enclosure #4 in the agenda.<br><br>Carried Unanimously                              | SECOND READING<br>POLICY BBA<br>APPROVED<br>278/19 |
|      | Moved by Jennifer Crowson that the Board approve the final reading of Policy <a href="#"><i>BBA – School Board Powers and Duties</i></a> as provided by Enclosure #4 in the agenda.<br><br>Carried Unanimously     | FINAL READING<br>POLICY BBA<br>APPROVED<br>279/19  |
| A.6  | Moved by Christa Runka that the Board approve the second reading of Policy BBF – School Board Ethics and Code of Conduct as provided in Enclosure #5 in the agenda.<br><br>Carried Unanimously                     | SECOND READING<br>POLICY BBF<br>APPROVED<br>280/19 |
|      | Moved by Blair Lowry that the Board approve the final reading of Policy <a href="#"><i>BBF – School Board Ethics and Code of Conduct</i></a> as provided by Enclosure #5 in the agenda.<br><br>Carried Unanimously | FINAL READING<br>POLICY BBF<br>APPROVED<br>281/19  |
| A.7  | Moved by Derek Baron that the Board approve the second reading of Policy BCE – Board Organization and Committees as provided in Enclosure #6 in the agenda.<br><br>Carried Unanimously                             | SECOND READING<br>POLICY BCE<br>APPROVED<br>282/19 |
|      | Moved by Bruce Francis that the Board approve the final reading of Policy <a href="#"><i>BCE – Board Organization and Committees</i></a> as provided by Enclosure #6 in the agenda.<br><br>Carried Unanimously     | FINAL READING<br>POLICY BCE<br>APPROVED<br>283/19  |
| A.8  | Moved by Rick Anderson that the Board approve the second reading of Policy BD – Board Meetings as provided in Enclosure #7 in the agenda.<br><br>Carried Unanimously   | SECOND READING<br>POLICY BD APPROVED<br>284/19     |
|      | Moved by Christa Runka that the Board approve the final reading of Policy <a href="#"><i>BD – Board Meetings</i></a> as provided by Enclosure #7 in the agenda.<br><br>Carried Unanimously                         | FINAL READING<br>POLICY BD APPROVED<br>285/19      |
| A.9  | Moved by Jennifer Crowson that the Board approve the second reading of Policy BF – Policy Development as provided in Enclosure #8 in the agenda.<br><br>Carried Unanimously  | SECOND READING<br>POLICY BF APPROVED<br>286/19     |
|      | Moved by Bruce Francis that the Board approve the final reading of Policy <a href="#"><i>BF – Policy Development</i></a> as provided by Enclosure #8 in the agenda.<br><br>Carried Unanimously                     | FINAL READING<br>POLICY BF APPROVED<br>287/19      |
| A.10 | Moved by Blair Lowry that the Board approve the second reading of Policy BFD – School Administrative Procedures as provided in Enclosure #9 in the agenda.<br><br>Carried Unanimously                              | SECOND READING<br>POLICY BFD<br>APPROVED<br>288/19 |

	Moved by Rick Anderson that the Board approve the final reading of Policy <a href="#">BFD – School Administrative Procedures</a> as provided by Enclosure #9 in the agenda.	FINAL READING POLICY BFD APPROVED 289/19
	Carried Unanimously	
A.11	Moved by Jennifer Crowson that the Board approve the first reading of <a href="#">Policy IGAA – Use of Physical Restraints</a> as provided by Enclosures #10 in the agenda.	FIRST READING POLICY IGAA APPROVED 290/19
	Carried Unanimously	
A.12	Moved by Bruce Francis that the Board accept the tender from Roust Acoustics to install acoustical panels in the gymnasiums at W.R. Myers High School and D.A. Ferguson Middle School and request Ministry permission to utilize deferred capital allocation from interest of capital projects and IMR funding for any remaining costs.	ACOUSTICAL INSTALLATION APPROVED  291/19
	Carried Unanimously	

## **DISCUSSION ITEMS**

### **D.1 D.A Ferguson Modernization Plaque**

Discussion held on the wording to be used on the modernization plaque.

### **D.2 MLA Visit**

Grant Hunter will be attending the January 2020 Board Meeting.

## **INFORMATION ITEMS**

### **I.1 Superintendent's Report**

Wilco Tymensen, Superintendent, shared the following October 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.
- 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 begun. 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 student's awards night
  - VHS student's awards night
  - ATA induction banquet
  - TMS fall harvest banquet
  - 5 by 5 coalition
  - All candidates forum

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

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

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

- Zone 6 fees will be reduced for the 2019-2020 school year
- Elections will take place that the November meeting
- Zone 6 School Board shared their Division updates

### **I.2.1 Facilities Report**

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

- Capital Project – DAF/WRM – partial modernization
- Insurance pricing increase 274% from last year
- 2018-19 IMR projects complete
- 2019-2020 IMR budget remains the same as last year

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

Blair Lowry, Trustee, provided the following summary of the September Administrator's Meeting:

- Discussion on Dialogue vs Discussion
- Communication protocol
- Student Threat & Bussing Scenarios
- Secretary Schedules
- Emergency School Closure Policy and Procedures

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

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

- Preparing for Budget
  - 1.2-million-dollar deficit for current year
- Insurance
  - Rate increase

### **I.4 Associate Superintendent of Learner Services Report**

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

Amber Darroch, Associate Superintendent

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

Robbie Charlebois, Director of Learning (Inclusive Education)

Angela Miller, Clinical Team Lead

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#### **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.

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

Anita Richardson, Associate Superintendent of Programs and Human Services shared the following October 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

#### **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.

**Correspondence**

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

**COMMITTEE ITEMS**

Moved by Jennifer Crowson that the Board meet in Committee. Carried Unanimously	COMMITTEE 292/19
Moved by Rick Anderson that the meeting reconvene. Carried Unanimously	RECONVENE 293/19
Moved by Bruce Francis that the meeting adjourn. Carried Unanimously	MEETING ADJOURNED 294/19

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Marie Logan, Chair

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Sheila Laqua, Executive Secretary





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**HORIZON SCHOOL DIVISION****POLICY HANDBOOK****Policy Code:** HIAE**Policy Title:** Fees**Cross Reference:****Legal Reference:** *Education Act S.13, 57,*  
School Fees and Costs  
Regulation**Adoption Date:** June, 2017**Amendment or Re-  
affirmation Date:**

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**POLICY**

THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION BELIEVES THAT PARENTS AND INDEPENDENT STUDENTS HAVE SHARED RESPONSIBILITY FOR COSTS IN RESPECT TO ANY MATTER PROVIDED FOR UNDER THE EDUCATION ACT AND REGULATIONS. THE BOARD AUTHORIZES SCHOOLS TO LEVY SCHOOL FEES AND COSTS AS PER THIS POLICY.

**DEFINITIONS**

Activity fees: Transportation, admission, accommodation, and other charges for field trips or special events (including in-school clinicians & presenters) usually associated with curriculum. Additional examples include fees for swimming and skating.

Alternative program fees: Amounts charged under Section 19(5) of the Education Act, a program (not an individual course) that emphasizes a specific culture, religion, or subject matter or uses a particular teaching philosophy, including sports-related academies. Fees classified here are in addition to fees charged to students who are not in an alternative program.

Basic Instructional supplies fees: means a school fee charged by the jurisdiction to offset, in whole or in part, the costs of bulk supply purchases. "School Fees Regulation" has eliminated fees associated with what was previously termed basic instructional supplies

Early childhood services fees: school fees in respect to an early childhood services program offered to a child who, as of September 1, is younger than 6 years of age. These fees also include early childhood services programs that provide greater hours of instruction than required (475 hours per year).

Extracurricular fees: Fees from clubs, sports teams, intramurals, or other programs designed to broaden scholastic experience. Includes charges for materials, activities, and travel associated with the club/team, etc

## Horizon School Division Policy HIAE Fees - Continued

Fees for optional courses: means a school fee charged by the school for student enrolment in non-core course options, such as band, fine arts, career and technology studies. They represent fees for course items, materials, or events available at or sponsored by a school, which are not required for core instruction, as provided for by Alberta Education funding and include:

- Personal property materials – the costs for supplies and materials provided by the school for the exclusive use of the student, which becomes the personal property of the student at the end of the instructional period, e.g. raw materials for major student projects in Career and Technology Foundations (CTF) and Career and Technology Studies (CTS), fine arts, etc.
- Optional items and activities within school/courses, such as enhanced CTF/CTS supplies, and/or course related excursions.
- Extension of regular program or special program costs – charges which may be made for rental/purchase of equipment/facilities for extension of regular or special program charges which have been approved by the Superintendent, such as physical education 20 and 30, and.
  - The majority of students registered in a band program are expected to supply their own instruments; in the case of large instruments provided by the District, an annual rental fee may be assessed.

Non-curricular goods and services fees: Fees charged to parents in exchange for goods or services common to most students or a cohort within the population, including locker rental, locks, student ID, uniforms, gym strip, library, agendas, student union, insurance, graduation ceremony fees charged to all graduating students, parent-teacher associations, and fitness fees not associated with curriculum.

Non-curricular travel fees: Travel, accommodation, & admission associated with extended (overnight) optional non-curriculum travel for arts, athletic events, international travel;

Technology user fees: fees associated with rental of personal devices such as graphing calculators, laptops, chromebooks, tablets or other electronic devices

Transportation fees: a transportation fee under the School Transportation Regulation, which are for regular bus service to and from school (excluding field trips).

Tuition fees: In accordance with section 13 of the Education Act, A board may charge tuition fees in respect of an individual who attends a school operated by the board and who is not a resident student of the board or any other board or the Government.

Other fees to enhance education: Fees related to provide additional support to students toward educational programs not described or covered by the preceding fee categories. Examples may include additional exam preparation fees, tutoring, and summer school.

## **REGULATIONS**

1. Horizon schools shall not charge any fees or costs for textbooks, workbooks, or photocopying, printing, or paper supplies.
2. Fees charged to parents and independent students will be transparent (see individual school fee schedules on the jurisdiction's website).

## Horizon School Division Policy HIAE Fees - Continued

- 2.1. Schools shall not charge any fee or cost
  - 2.1.1. That is not set out in the board's reviewed fee schedule
  - 2.1.2. That exceeds the amount set out in the board's reviewed fee schedule
  - 2.1.3. That exceeds the amount that the board estimates to be the projected cost of providing for the subject matter of the charge, or
  - 2.1.4. That is not clearly expressed in the reviewed fee schedule to connect to specific goods or specific service or learning experience that is calculated to benefit students.
- 2.2. The Board shall publish its reviewed fee schedule on its website.
3. The Board will
  - 3.1. consult with school councils prior to setting, increasing, or decreasing school fees or costs
  - 3.2. demonstrate to school councils the need to charge school fees or costs, including the amounts
  - 3.3. communicate the circumstances under which school fees or costs may be waived or refunded
  - 3.4. communicate the process a parent must follow to request a school fee or cost be waived or refunded
- ~~4. The Board shall establish, and submit a schedule of fees and costs, as required, for approval by the Minister.~~
  - ~~4.1. Ministerial approval does not apply to:~~
    - ~~4.1.1. Educational, cultural or recreational trips inside or outside its district or division; or~~
    - ~~4.1.2. Non-curricular travel~~
- ~~5. The Board shall provide an annual statement, to the Minister, that demonstrates that the fees and costs collected by it have been spent for the purpose for which they were collected.~~
4. Transportation Fees for students who are eligible for transportation funding must not exceed the average difference per student between
  - 4.1. the estimated cost to the board of transporting those students, and
  - 4.2. the funding received by the board under the Education Grants Regulation in respect of the transportation of those students.
5. Transportation Fees for students who are not eligible for transportation funding must not exceed the estimated average cost per student to the board for transporting those students.
6. It is the Principal's responsibility to ensure fees are safeguarded and proper records are maintained.
7. Disputes and concerns between parents, and/or independent students, and the board shall be resolved as per policy IFH: Formal Parent/Student Appeals

## Horizon School Division Policy HIAE Fees - Continued

8. Such fees may include a security deposit.

8.1. A security deposit may be collected and refunded each school year, less any deductions for damage or loss.

9. Parents shall be informed of the school fees before the commencement of school each fall, at the time of registration, or in advance of registration.

9.9.1. School fees may be modified throughout the school year with approval of the board.

10. If school fees are not paid or a waiver obtained,

10.1. A principal may prohibit a student from participating in the benefit the fees would have provided

11. The Board may direct that students are exempt from payment of fees.

11.1. A parent or independent student may apply to the principal for a waiver of the fees (see Appendix: Waiver).

12. The school shall be responsible for the collection of school fees and the subsequent submission to Division Office.

13. If an off-site activity or event is cancelled and funds are returned to the school or the jurisdiction, the principal must distribute the funds to parents and independent students who paid the costs in accordance with amounts paid.

14. Generally speaking, progressive action with regard to failure to pay fees will entail the following: \_

14.1. Letter from the school

14.2. Letter from Central Office

14.3. Collection agency (in exceptional cases where warranted)

~~14.4. Progressive action is utilized with the final step implemented in exceptional cases where it is satisfied that this action is warranted.~~

### **Appendix: Waiver**

No eligible child is ever denied access to an education in Horizon because of an inability to pay school fees. **If you can't afford the following fees,**

- Basic Instructional supplies fee
- Early Childhood Services
- Fees for optional courses
- Technology User Fees

If any of the following situations apply to your family you may apply for a waiver:

- **We receive assistance from Provincial Social Services**
  - You must provide a photocopy of **one** of the following documents:
    - A currently dated Social Services Benefit Card showing applicant's & student(s) names, or
    - A current letter from Social Services verifying you are in receipt of assistance & the children listed are covered as your dependents
- **We are low income but not on Provincial Social Services**
  - You must provide a photocopy of **one** of the following documents:
    - The Alberta Child Health Benefit card and letter of confirmation of renewal for the current year (DO NOT send Alberta Personal Health Card), or
    - A copy of your current Alberta Health Benefit card with all children's names and card expiry date (DO NOT send Alberta Personal Health Card)
- **We are Government Sponsored Conventional Refugees**
  - You must provide a photocopy of **both** of the following documents:
    - Parent(s) "Confirmation of Residency" papers indicating Convention Refugee and a current Citizenship & Immigration cheque stub, and
    - Copy of current dated "Interim Federal Health Certificate of Eligibility" for applicant and children
- **We have Treaty Status living below an income threshold based on family size (see appendix: waiver below).**
  - You must provide a photocopy of **all** of the following documents:
    - Parent(s) Status Card **and** Notice of Assessment for parents/guardians (this is the only situation where any form of income tax papers will be accepted)
    - Treaty Status cards for each of the children (or a letter from your band verifying each child has treaty status)
- **Independent Students**
  - You must provide a photocopy of one the following documents:
    - A recent pay stub and a receipt for rent or a letter from your landlord indicating you are paying rent, or
    - A letter from your parent confirming you are an independent student living away from home
    - Alberta Child Health Benefit income guidelines
  - \* For information regarding the Alberta Child Health Benefit, please call 310-0000 then dial 780-427-6848 (toll free) or visit the website at [www.employment.alberta.ca/FCH/2076.html](http://www.employment.alberta.ca/FCH/2076.html). Please note it can take several weeks to receive coverage.

### **Procedure to Request Waiver of Fees**

Step 1: Be sure you have the appropriate documents as noted above and if not, apply.

Step 2: Complete a Fee Waiver Application form (see below – available at your child's school or on the Horizon website at [www.horizon.ab.ca](http://www.horizon.ab.ca)).

## Horizon School Division Policy HIAE Fees - Continued

Use only one form per family listing all of your children.

Step 3: Attach the documentation indicated for your situation (applicant's name must be on documentation).

Step 4: Mail it to the address on the front of the form or drop it off at your child's school.

### **Checklist for completing Waiver Application**

- Read the information section below and policy HIAE.
- Fill out the parent and student information sections.
- Sign and date the application.
- Attach a photocopy of supporting documents (see information section below). Copies will not be returned.
- Place this form and attached documents into an envelope, marked "Confidential – Waiver Form" on the envelope, and deliver to the office of your child's school or you can mail it to the address on the front of this form.

### **Information Regarding Waiver Application**

- Complete only one application form per family, listing all names of your children attending Horizon schools.
- It is recommended you submit your application as soon as possible, only complete waiver applications will be processed.
- Please allow 4 – 6 weeks for processing. After 7 weeks, if you have not received a reply from Horizon, please call 403-223-3547
- Applications may be mailed to the address on the waiver or dropped off at your child's school
- Application for Waiver of Fee forms must be completed annually.
- If you have any questions, please phone your school or division office at 403-223-3547.
- Applications without proper documentation will not be processed.

### **Additional Financial Hardship Provisions**

If you do not meet the criteria above, you may declare a financial hardship to your school principal. Your principal will work with you and the Associate Superintendent of Finance and Operations to either come up with a manageable payment schedule, or decide to waive part or all of your fees.

### **If you are unable to pay the following fees**

- non-curricular goods and services fees
- activity fees, or
- extracurricular fees

you may submit a waiver or declare a financial hardship to your school principal. While there is no guarantee that these fees will be waived, your principal will work with you to either come up with a manageable payment schedule, or possibly decide to waive part or all of your fees.



# Application for Waiver of Fees

APPLICATION DEADLINE DECEMBER 1

PLEASE READ BOTH SIDES

OFFICE USE ONLY  
 approved

PRIOR TO FILLING OUT FORM and complete Section A and either B or C

<b>SECTION A: PARENT/GUARDIAN</b>			
Last Name		First Name	
Street Address	City	Province	Postal Code
Home Telephone No	Business Telephone No.	Email address:	
<b>Number of people residing in household: No. adults _____ No. children _____</b>			

Name of Child(ren) (Include all)	School(s) Attending

**SECTION B: CONFIDENTIAL FINANCIAL INFORMATION : Please Choose one of the following:**

- I have attached a copy of an **OPTION C FORM** (equivalent to the last notice of assessment from Canada Revenue Agency for **ALL** adults in the household. Option C's may be obtained at no charge by calling Canada Revenue Agency at **1-800-959-8281**. **PLEASE DO NOT SEND NOTICE OF ASSESSMENT**)
- I have attached a copy of an August or later Social Services Health benefits card (**must list the students as your dependants**)
- I have attached a copy of my Alberta Works Health benefit card **WITH** proof of eligibility letter (**must list the students as dependants**)
- I am an independent student and have attached the Declaration of Independence form signed by the school principal

**SECTION C: EXCEPTIONAL CIRCUMSTANCES Please refer to information on the back of this form**

- My circumstances are exceptional and I have provided the necessary documents as **outlined on the back of this form**

*The personal information contained in this form is collected under the authority of the Education Act and the Freedom of Information and Protection of Privacy Act for the purposes noted. If you have any questions about this collection, please contact the school principal.*

*In signing this form:*

- *I understand that financial and other information provided is confidential, subject to the above information sharing;*
- *I certify that the information given in this application and in any documents attached is up to date, correct and complete.*

\_\_\_\_\_  
 Parent/Guardian (Print Name)

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date

## EXCEPTIONAL CIRCUMSTANCES

Check **Section C** on front if there are exceptional circumstances that are affecting your ability to pay your fee(s). In order to be considered for exceptional circumstances all of the following criteria must be met:

- 1) Provide a detailed letter explaining your circumstances
  - 2) Attach supporting documents that substantiate your claim such as the following:
    - Photocopies of your current reporting card and cheque stub for Employment
    - Insurance Benefits (name and amount received must be visible)
    - Letter from your present employer stating your current gross income
    - Letter from school/university you are attending full time or a photocopy of your student loan
    - A current statement from Social Services certifying that the applicant is on social assistance and the student(s) is/are dependent(s) of the applicant
    - Resettlement assistance program documents
  - 3) Waiver must also be signed by Principal(s) of your child(ren)'s school(s)
  - 4) Final decision rests with the Associate Superintendent, Finance and Operations
- 

The following chart of family income levels outlines how the waiver of fees will be determined

<u># of Adults and Children Per Household</u>	<u>100% Waiver</u>	<u>50% Waiver</u>
1 person	<\$20,449	\$20,449 -27,265
2 persons	<\$25,456	\$25,456- 33,941
3 persons	<\$31,294	\$31,294 - 41,725
4 persons	<\$37,996	\$37,996 - \$50,662
5 persons	<\$43,095	\$43,095 - \$57,460
6 persons	<\$48,605	\$48,605 - \$64,806
7 or more persons	<\$54,114	\$54,114 - \$72,151

Statistics Canada information used as a guideline

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Sign and mail the completed application form with supporting document(s) to:

**Horizon School Division  
Associate Superintendent, Finance & Operations  
6302 – 56th Street  
Taber, Alberta T1G 1Z9**

<b>Mark “CONFIDENTIAL” on the envelope</b>
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Or return completed form with copies of relevant documents to your child's school:

**\*\*You are liable for your school fees until which time you have been notified by our office with an approval notification. It is our goal to process your fee waiver within 3 weeks of the receipt date. If you have submitted a fee waiver and have not heard back with a reasonable time frame please contact our office at 403-223-3547.**



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**HORIZON SCHOOL DIVISION****POLICY HANDBOOK**

<b>Policy Code:</b>	FD
<b>Policy Title:</b>	Disposal of Division Property
<b>Cross Reference:</b>	
<b>Legal Reference:</b>	<i>Education Act S.192, 201, Disposition of Property Regulation 3/2001</i>
<b>Adoption Date:</b>	December 18, 1996
<b>Amendment or Re-affirmation Date:</b>	September 29, 2009 November 30, 2017

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SHALL FOLLOW THE PROCEDURES OF THIS POLICY WHEN DISPOSING OF SURPLUS, UNSERVICEABLE, AND/OR OBSOLETE REAL OR PERSONAL PROPERTY BELONGING TO THE SCHOOL DIVISION.

**DEFINITIONS****Real Property:**

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

**Personal Property:**

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

**Obsolete/unserviceable:**

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

**GUIDELINES**

1. When personal property is surplus to the needs of one school/facility, the division will endeavor to extend its usefulness through internal transfer of the item(s) prior to the final disposition.
2. Every attempt shall be made to dispose of surplus property at “fair market value.”
  - 2.1. Where property has no “fair market value” it shall be disposed of in the most efficient and cost effective manner.
3. No Horizon owned material or equipment may be directly sold or disposed of by any school, or the maintenance department because
  - 3.1. all goods that are purchased or received as donations by a school/jurisdiction are the legal property or responsibility of the Horizon Board of Trustees; and
  - 3.2. the authority to dispose of these items is vested in the Superintendent of Finance and Operations or designate.

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

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

**REGULATIONS**

1. The disposition/sale of real property over \$50,000 and personal property that has a value of more than \$10,000 shall be undertaken by the Associate Superintendent – Finance and Operations subject to Alberta Disposition of Property Regulation.
2. The following steps will be followed in disposing of real property that has a value of less than \$50,000.
  - 2.1. Sale will be conducted by the Associate Superintendent – Finance and Operations;
  - 2.2. At least two or more current independent appraisals of the market value of the property is required;
  - 2.3. Property must be sold via public tenders, a public auction, real estate broker, or any other method with Minister approval;
  - 2.4. The disposal of the real property must be advertised for a minimum of 10 business days in any manner that is commercially reasonable and likely to be seen by the community members and potential buyers.
  - 2.5. The board may only sell property if the bid, tender, or offer is reasonable, in the opinion of the board with regard to the appraisals it received
    - 2.5.1. In regard to real property, the Minister approves the sale after the bid, tender, or offer is received.
3. Personal property that has a value of less than \$10,000.00 may be disposed of/sold in consultation with the Associate Superintendent – Finance and Operations and with final approval of the Associate Superintendent – Finance and Operations. The following steps will be taken by the school administrator, department manager/supervisor/coordinator to dispose of personal property:
  - 3.1. If under \$1,000.00 estimated value:
    - 3.1.1. A process for sale or disposition of the personal property, and the finalization of transactions, shall be determined in consultation with the Associate Superintendent – Finance and Operations
      - 3.1.1.1. Books classified as obsolete/unserviceable may be donated to charitable organizations or disposed of through recyclers to the maximum extent possible.
      - 3.1.1.2. Equipment and furniture classified as obsolete/unserviceable shall be disposed of in as efficient, practical and environmentally friendly manner as possible.
  - 3.2. If estimated value is between \$1,000.00 and \$10,000:
    - 3.2.1. Seek and obtain approval of the Associate Superintendent – Finance and Operations to dispose/sell;
    - 3.2.2. Advertise within the Division the item(s) for disposal stating the estimated value;
    - 3.2.3. If not disposed of within the Division, advertise publicly requests for sealed tenders or

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

- arrange for a public auction;
  - 3.2.4. Highest bid need not necessarily be accepted or if auctioned, reserve bid may be established;
  - 3.2.5. Credit of the funds obtained through the disposition will be determined in conjunction with the Associate Superintendent – Finance and Operations.
  - 3.2.6. Seek permission of the Associate Superintendent – Finance and Operations to finalize disposal/sale.
4. Revenues generated from the sale or disposal or division real property and personal property over \$10,000 shall be returned to the Capital Reserve Account.
- 4.1. Revenues generated from the sale or disposal or division personal property with a value less than \$10,000 shall be credited to the school via their decentralized account.

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**HORIZON SCHOOL DIVISION****POLICY HANDBOOK**

<b>Policy Code:</b>	GC
<b>Policy Title:</b>	Superintendent of Schools
<b>Cross Reference:</b>	
<b>Legal Reference:</b>	Education Act, S. 222, Superintendent of Schools Regulation, FOIPP Act
<b>Adoption Date:</b>	May 28, 1997
<b>Amendment or Re-</b>	June 12, 2008
<b>affirmation Date:</b>	January 28, 2014

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT THE SUPERINTENDENT IS THE CHIEF EXECUTIVE OFFICER OF THE BOARD AND THE ADMINISTRATIVE HEAD OF ALL COMPONENTS OF THE SCHOOL SYSTEM. THE SUPERINTENDENT IS ALSO THE CHIEF EDUCATION OFFICER OF THE DIVISION AND IS ULTIMATELY RESPONSIBLE FOR THE PROGRAM AND SERVICES FOR STUDENTS. THIS RESPONSIBILITY MAY BE DELEGATED, BUT THE SUPERINTENDENT SHALL REMAIN WHOLLY ACCOUNTABLE TO THE BOARD AND SHALL REPORT DIRECTLY TO IT.

**GUIDELINES**

1. The Superintendent of Schools shall meet the Superintendent Leadership Quality Standard (Attachment A)
  - 1.1. Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

**REGULATIONS**

1. The Superintendent/CEP evaluation process:
  - 1.1. Provides for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent. The written report will affirm specific accomplishments and will identify growth areas. Some growth goals will address areas requiring improvement while others will identify areas where greater emphasis is required due to changes in the environment.
  - 1.2. Complies with Form 4 and Form 5 of the Superintendent of Schools Regulation. These forms require that the contract between the Board and the Superintendent includes performance evaluation criteria and processes and, at minimum, provision for regular written evaluation of the Superintendent's performance.
  - 1.3. Highlights the key role of the Superintendent as the Chief Education Officer for the Division to enhance student achievement and success for all children.
  - 1.4. Recognizes that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed primarily by other senior administrators, e.g., fiscal responsibility.

**Policy GC – Superintendent of Schools, Cont’d.**

- 1.1. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide (Attachment B) identifies the source of the evidence in advance, while the indicators describe expectations in regard to that evidence.
- 1.2. Meets contractual requirements in that the Superintendent and Board came to a mutual agreement relative to the comprehensive evaluation process to be followed.
- 1.3. Is aligned with and based upon the Superintendent’s roles and responsibilities. The Board policy is consistent with the evaluation document.
- 1.4. Is linked to the Division’s goals. The Strategic Planning and Reporting section directly links the Superintendent’s performance to the Strategic Planning process, which includes the Division’s goals.
- 1.5. Sets out standards of performance. The competencies and indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
- 1.6. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration the previous evaluation, and an assessment of the Superintendent’s success in addressing identified growth areas.
- 1.7. Uses multiple data sources. Objective data such as audit reports, Alberta Education monitoring reports, and student achievement data are augmented with subjective data provided in surveys.
- 1.8. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.
- 1.9. Ensures Board feedback is provided regularly. Such feedback will be timely, provided annually, supported by specific examples, and will focus on areas over which the Superintendent has authority.

**2. Timelines for Evaluations**

- 2.1. Evaluations will be conducted in accordance with this policy.
  - 2.1.1. Each year’s evaluation will be based on evidence from August 1 to June 15.
  - 2.1.2. According to the following schedule:

<b>EVALUATION</b>	<b>REPORT DELIVERED TO SUPERINTENDENT</b>
First Year	June 30
Second Year	June 30
Third Year	June 30
Fourth Year	June 30

**Policy GC – Superintendent of Schools, Cont’d.**

Fifth Year	No evaluation, given that if the board intends to reappoint the superintendent, the board shall, not less than 6 months before the contract ends, and no more than 12 months before the contract ends give to the Minister, in the form and containing the information required by the Minister, notice of its intention to reappoint the superintendent.
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**3. Criteria for Evaluations**

3.1. The criteria for the first evaluation will be those set out in Attachment B, the Performance Assessment Guide, and Attachment C, Interview Guide, CEO Leadership Practices.

3.2. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s).

3.2.1. Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues or external realities.

3.2.2. The Role Expectation “Attachment C, Interview Guide, CEO Leadership Practices” will only be included in the first and fourth evaluations.

3.2.2.1. Data relative to leadership practices will be collected by a mutually agreed upon internal or external individual by interviewing all principals and direct reports. “Direct reports” are defined to be those individuals who report directly to the Superintendent on the Division’s organizational chart.

4. The Superintendent will provide an evidence document which will be made available to the Board approximately one (1) week prior to the evaluation workshop.

4.1. The purpose of the evidence document is to provide proof that the competencies and indicators identified in Attachment B have been achieved.

4.1.1. Therefore evidence will be organized under each competency.

4.1.2. The Board will assess during the evaluation session whether or to what extent the Superintendent has achieved each competency.

4.1.3. The Board and the Superintendent will be present during the evaluation session.

4.1.4. The Superintendent will be invited to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood.

4.1.5. The Superintendent may leave the room when the Board develops the growth goals/areas for emphasis and the conclusion section.

4.1.6. The evaluation report will reflect the corporate Board position.

**ATTACHMENT A**

**SUPERINTENDENT LEADERSHIP QUALITY STANDARD**

## ATTACHMENT B

<b>PERFORMANCE ASSESSMENT GUIDE</b>		
<b>COMPETENCY</b>		<b>e.g. Evaluation Evidence</b>
<p><b>Building Effective Relationships</b></p> <p><i>A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.</i></p>	<p>Achievement of this competency is demonstrated by indicators such as:</p> <ol style="list-style-type: none"> <li>a) collaborating with community and provincial agencies to address the needs of students and their families;</li> <li>b) employing team-building strategies and using solution-focused processes to resolve challenges;</li> <li>c) building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members;</li> <li>d) modeling ethical leadership practices, based on integrity and objectivity;</li> <li>e) establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and</li> <li>f) facilitating the meaningful participation of members of the school community and local community in decision-making.</li> </ol>	<ul style="list-style-type: none"> <li>• Monitors progress relative to providing a welcoming, caring, respectful and safe learning environment.</li> <li>• Crisis Response Manual</li> <li>• Implements procedures for emergencies as required.</li> <li>• Provides analyses of crisis response incident reports.</li> <li>• Implements the requirements of Occupational Health and Safety and Emergency Preparedness legislation, including required staff professional development.</li> <li>• Complies with legislative requirements to appoint attendance officer for the Division.</li> <li>• Attendance correspondence</li> <li>• Expulsion hearings and follow-up correspondence</li> <li>• Incident reports                         <ul style="list-style-type: none"> <li>○ Accident</li> <li>○ Facilities</li> <li>○ Transportation</li> </ul> </li> <li>• Board observations</li> </ul>

<b>PERFORMANCE ASSESSMENT GUIDE</b>		
<b>COMPETENCY</b>		<b>e.g. Evaluation Evidence</b>
<p><b>Modeling Commitment to Professional Learning</b></p> <p><i>A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching, and learning.</i></p>	<p>Achievement of this competency is demonstrated by indicators such as:</p> <ol style="list-style-type: none"> <li>a) communicating a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership;</li> <li>b) collaborating with teachers, principals, school jurisdiction leaders and other superintendents to build professional capacities and expertise;</li> <li>c) actively seeking out feedback and information from a variety of sources to enhance leadership practice;</li> </ol>	<ul style="list-style-type: none"> <li>• Attends professional learning opportunities</li> <li>• Active in College of Alberta School Superintendent activities</li> <li>• Models commitment to personal and professional growth</li> <li>• Board observations</li> </ul>



	<p>d) seeking and critically-reviewing educational research and applying it to decisions and practices, as appropriate;</p> <p>e) providing leadership to support school authority research initiatives, where appropriate; and</p> <p>f) engaging teachers, principals, school jurisdiction leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system.</p>	
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**PERFORMANCE ASSESSMENT GUIDE**

<b>COMPETENCY</b>		<b>e.g. Evaluation Evidence</b>
<p><b>Visionary Leadership</b></p> <p><i>A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.</i></p>	<p>Achievement of this competency is demonstrated by indicators such as:</p> <p>a) ensuring that the vision is informed by research on effective learning, teaching and leadership;</p> <p>b) promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;</p> <p>c) promoting in the school community a common understanding of and support for the school authority’s goals, priorities, and strategic initiatives; and</p> <p>d) ensuring that the vision expressed in the school authority’s education plan is responsive to the ongoing review of the school authority’s achievements, meets all requirements identified in provincial legislation, and incorporates the school community’s perspectives</p>	<ul style="list-style-type: none"> <li>• Ensures there is measurable improved student achievement over time as anticipated in the Strategic Plan.</li> <li>• Conducts an analysis of student success and ensures principals develop action plans to address concerns.</li> <li>• Identifies trends and issues related to student achievement to inform the Strategic Planning Process.</li> <li>• Develops initiatives to foster student achievement.</li> <li>• Ensures parents and students are satisfied with levels of achievement.</li> <li>• Meets Alberta Education’s expectations re: 3YEP and AERR format, process and content.</li> <li>• Board observations</li> </ul>

**PERFORMANCE ASSESSMENT GUIDE**

<b>COMPETENCY</b>		<b>e.g. Evaluation Evidence</b>
<p><b>Leading Learning</b></p> <p><i>A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for</i></p>	<p>Achievement of this competency is demonstrated by indicators such as:</p> <p>a) fostering in the school community equality and respect with regard to rights as provided for in the <i>Alberta Human Rights Act</i> and the <i>Canadian Charter of Rights and Freedoms</i>;</p> <p>b) providing learning opportunities,</p>	<ul style="list-style-type: none"> <li>• Division wide PD aligns with 3YEP</li> <li>• Provides for training of administrators and the development of leadership capacity within the Division</li> <li>• Board observations</li> </ul>

**Policy GC – Superintendent of Schools, Cont’d.**

<p><i>student success and continuous improvement.</i></p>	<p>based on research-informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles;</p> <p>c) ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study;</p> <p>d) promoting collegial relations, collaboration, critical thinking and innovation in the school community;</p> <p>e) ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students;</p> <p>f) building principals’ and school jurisdiction leaders’ capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and</p> <p>g) ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.</p>	
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**PERFORMANCE ASSESSMENT GUIDE**

<p><b>COMPETENCY</b></p>		<p><b>e.g. Evaluation Evidence</b></p>
<p><b>Ensuring First Nations, Métis and Inuit Education for All Students</b></p> <p><i>A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.</i></p>	<p>Achievement of this competency is demonstrated by indicators such as:</p> <p>a) supporting staff in accessing the professional learning and capacity-building needed to meet the learning needs of First Nations, Métis, Inuit and all other students;</p> <p>b) engaging and collaborating with neighbouring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students;</p> <p>c) understanding historical, social,</p>	

	<p>economic, and political implications of:</p> <ul style="list-style-type: none"> <li>• treaties and agreements with First Nations;</li> <li>• legislation and agreements negotiated with Métis; and</li> <li>• residential schools and their legacy;</li> </ul> <p>d) aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and</p> <p>e) pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.</p>	
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**Superintendent Evaluation Evidence**

**PERFORMANCE ASSESSMENT GUIDE**

<b>COMPETENCY</b>		<b>e.g. Evaluation Evidence</b>
<p><b>School Authority Operations and Resources</b></p> <p><i>A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.</i></p>	<p>Achievement of this competency is demonstrated by indicators such as:</p> <ol style="list-style-type: none"> <li>a) providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;</li> <li>b) ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan;</li> <li>c) delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;</li> <li>d) providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;</li> <li>e) establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts;</li> <li>f) respecting cultural diversity and appreciating differing perspectives expressed in the school community;</li> <li>g) recognizing student and staff accomplishments; and</li> <li>h) implementing programs and procedures for the effective management of human resources</li> </ol>	<ul style="list-style-type: none"> <li>• Ensures all collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.</li> <li>• Ensures recognized accounting principles are being followed.</li> <li>• Ensures adequate internal financial controls exist and are being followed.</li> <li>• Quarterly financial statements</li> <li>• Auditor's Report/Management Letter</li> <li>• Expends school-based funds as per approved budgets.</li> <li>• Informs the Board annually about incurred liabilities.</li> <li>• Informs the Board immediately regarding pending litigation.</li> <li>• Superintendent confidential reports on litigation and incurred liability</li> <li>• Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes.</li> <li>• Fosters high standards of instruction and professional</li> </ul>

**Policy GC – Superintendent of Schools, Cont’d.**

	<p>in support of mentorship, capacity-building and succession planning.</p>	<p>improvement (Teaching Quality Standard).</p> <ul style="list-style-type: none"> <li>• Follows Board personnel policies.</li> <li>• Models high ethical standards of conduct.</li> <li>• Superintendent’s ongoing reports re: personnel-related actions (e.g. staff professional development, orientation, discipline, evaluation, recognition and supervision)</li> <li>• Ensures the Strategic Planning process involves appropriate stakeholder input and results in high stakeholder satisfaction.</li> <li>• Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.</li> <li>• Develops short and long-range plans to meet the needs of the Division and provide for continuous improvement.</li> <li>• Ensures “key results” identified by the Board are achieved.</li> <li>• Develops the Strategic Plan and budget according to a timeline which ensures the Board’s ability to provide direction, revise priorities and is approved within Alberta Education timelines.</li> <li>• Planning process</li> <li>• Community consultation information</li> <li>• Three-Year Education Plan</li> <li>• Budget process and timelines and approved expenditures</li> <li>• Capital Plan</li> <li>• Alberta Education Monitoring Reports</li> <li>• Board observations</li> </ul>
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**PERFORMANCE ASSESSMENT GUIDE**

<b>COMPETENCY</b>		<b>e.g. Evaluation Evidence</b>
<p><b>Supporting Effective Governance</b></p> <p><i>A superintendent of schools as referred to in the Education Act, as chief executive officer of the board and chief education officer of the school authority, provides the board</i></p>	<p>Achievement of this competency is demonstrated by indicators such as:</p> <ol style="list-style-type: none"> <li>a) establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;</li> <li>b) ensuring that all students and staff are provided with a welcoming, caring, respectful and safe</li> </ol>	<ul style="list-style-type: none"> <li>• Reflects commitment to provision of timely information in Board and Committee agendas/meetings and honours the Board’s roles and responsibilities.</li> <li>• Keeps the Board adequately informed.</li> <li>• Makes appropriate</li> </ul>

**Policy GC – Superintendent of Schools, Cont’d.**

<p><i>with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the Education Act and other provincial legislation.</i></p>	<p>learning environment that respects diversity and fosters a sense of belonging;</p> <p>c) ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;</p> <p>d) ensuring that the board’s plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;</p> <p>e) ensuring that the board’s fiscal and resource management is in accordance with all statutory, regulatory and board requirements;</p> <p>f) supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;</p> <p>g) implementing board policies and supporting the regular review and evaluation of their impact;</p> <p>h) ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;</p> <p>i) facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development;</p> <p>j) building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends;</p> <p>k) supporting the board in its engagement with the school community to develop a vision of a preferred future for student success;</p> <p>l) facilitating ongoing public communication about the board’s</p>	<p>recommendations to the Board on matters under consideration.</p> <ul style="list-style-type: none"> <li>• Responds in a timely manner to requests from the Board.</li> <li>• Works harmoniously with the Board.</li> <li>• Supports Board decisions and policies.</li> <li>• Action sheets</li> <li>• Board agenda packages</li> <li>• Board meetings</li> <li>• Committee meetings</li> <li>• Superintendent e-mails and phone calls re: urgent issues</li> <li>• Board observations</li> <li>• Facilitates the development, implementation and assessment of Board policy.</li> <li>• Collaborates with others in the development and implementation of Board policy.</li> <li>• Identifies policy issues and ensures currency of policy.</li> <li>• Monitors and assesses the impact of Board policy</li> <li>• Board Policy Handbook</li> <li>• Summary of past year revisions with description of impetus for policy change</li> <li>• Board observations re: process and implementation</li> <li>• Ensures Division compliance with all Alberta Education and Board mandates.</li> <li>• Effectively manages time and resources.</li> <li>• Ensures contracted services (e.g. fiscal, labour and legal) meet quality expectations of the Board.</li> <li>• Ensures that appropriate procedures are in place for the management of critical events and emergencies and implements procedures as required.</li> <li>• Organizational chart</li> <li>• Superintendent’s calendar</li> <li>• Board agenda packages</li> <li>• Alberta Education Monitoring Reports</li> <li>• Emergency Preparedness</li> <li>• Board observations</li> </ul>
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**Policy GC – Superintendent of Schools, Cont’d.**

	<p>operations and the achievement of its goals and priorities; and</p> <p>m) promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.</p>	<ul style="list-style-type: none"> <li>• Ensures information is disseminated to inform appropriate publics.</li> <li>• Facilitates effective home-school relations.</li> <li>• Manages conflict effectively.</li> <li>• Works cooperatively with the Board Chair and the media to represent the Board’s view/positions.</li> <li>• Promotes positive, public engagement in the Division.</li> <li>• Maintains visibility in the Division (visits schools, attends meetings, and establishes school and community contacts).</li> <li>• Complies with FOIP legislation.</li> <li>• Superintendent’s bulletin</li> <li>• Division newsletter</li> <li>• Media releases</li> <li>• Media coverage</li> <li>• Accountability reports</li> <li>• Satisfaction survey results</li> <li>• Superintendent’s calendar</li> <li>• FOIP requests</li> <li>• Provides clear expectations and direction.</li> <li>• Provides effective educational leadership.</li> <li>• Establishes and maintains positive, professional working relationships with staff and government departments.</li> <li>• Unites people toward common goals.</li> <li>• Develops processes that are aligned with goals and results.</li> <li>• Demonstrates a high commitment to the needs of students.</li> <li>• Has a well-established value system based on integrity.</li> <li>• Empowers others.</li> <li>• Effectively solves problems.</li> <li>• Exercises leadership consistent with the Board’s stated vision and values.</li> <li>• Report of interviews with principals</li> <li>• Report of interviews with “direct reports”</li> <li>• External feedback</li> </ul>
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**Policy GC – Superintendent of Schools, Cont'd.**

		• Board observations
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**ATTACHMENT C**

**INTERVIEW GUIDE: CEO LEADERSHIP PRACTICES**

Perceptions of Principals and Superintendent “Direct Reports”

1. What evidence can you cite to support or refute the following?
  - a. the Superintendent provides clear expectations and direction?
  - b. the Superintendent provides effective educational leadership?
  - c. the Superintendent establishes and maintains positive, professional working relationships with staff?
  - d. the Superintendent unites people toward common goals?
  - e. the Superintendent develops processes that are aligned with goals and results?
  - f. the Superintendent demonstrates a high commitment to the needs of students?
  - g. the Superintendent has a well-established value system based on integrity?
  - h. the Superintendent empowers others?
  - i. the Superintendent effectively solves problems?
  - j. the Superintendent exercises leadership consistent with the Board’s stated vision and values?
2. What does the Superintendent do, if anything, which helps you do your job?
3. What does the Superintendent do, if anything, that makes doing your job more difficult?

Note: This form will be used to collect data for the first and fourth evaluation only.



**POLICY HANDBOOK**

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT SUMMATIVE EVALUATION IS A JUDGEMENTAL PROCESS DESIGNED TO FACILITATE DECISIONS ABOUT THE COMPETENCE OF AN EMPLOYEE. THIS POLICY OPERATES UNDER THE ASSUMPTION THAT AN EVALUATION PROCESS MAY BE INITIATED TO GENERATE THE DATA FOR MAKING WELL-INFORMED AND FAIR EMPLOYMENT DECISIONS.

**DEFINITIONS**

**Family School Liaison Program Employees** includes:

- Family School Liaison Counsellors,
- Child and Youth Care Workers,
- Family Connections Project Coordinator, and
- Family Connections workers.

**REGULATIONS**

1. Family School Liaison program employees shall undergo an evaluation, conducted by the Clinical Team Leader or designate in collaboration with school principal(s):
  - 1.1 as part of the probationary period within their contract,
  - 1.2 when on the basis of information received through supervision, the Clinical Team Leader has reason to believe that the competence of the Family School Liaison program employee may not be meeting the expectations of the Clinical Team Leader or standards of their governing body if certified, or the College of Alberta Psychologists and the Canadian Counselling and Psychotherapy Association if not registered,
  - 1.3 for the purposes of gathering information related to a specific employment decision,
  - 1.4 for the purposes of assessing the growth of the Family School Liaison program employee in specific areas of practice, and/or
  - 1.5 at the written request of a Family School Liaison program employee.
2. Evaluations shall be based on information gathered through observations, conferences with the Clinical Team Leader or designate, reviews of documents, reports and plans, and other data gathered in accordance with the Code of Ethics of their governing body if registered or the College of Alberta Psychologists and Canadian Counselling and Psychotherapy Association, if not registered, and the Board's Employee Code of Conduct.

**Horizon School Division**  
**Policy GCNO –Family School Liaison Program Employee Evaluation**

3. Evaluation shall consist of a review of all aspects of a Family School Liaison program employee's performance based on their performance expectations (Do we include as Appendix A?).
4. At the commencement of the evaluation, the Family School Liaison program employee must receive written notification (Appendix B), explicitly communicating:
  - 4.1 the reasons for and purposes of the evaluation,
  - 4.2 the process, criteria, and standard to be used for the evaluation, including a copy of the policy of the Horizon School Division pertaining to their evaluation,
  - 4.3 the timelines to be applied, and
  - 4.4 the possible outcomes of the evaluation.
5. A Family School Liaison program employee may, at any time in the process, appeal the procedures of the evaluation to the superintendent who shall, if the superintendent deems the Family School Liaison program employee's reason to be valid, direct a remedy that maintains the integrity of the evaluation process and is fair to the Family School Liaison program employee being evaluated.
6. Family School Liaison program employees, at their discretion, shall be allowed to contribute data to the evaluation process through personal portfolios or other material or information of their choosing.
7. The mid and final evaluation report generated during the evaluation process shall be signed by both parties.
  - 7.1 The Family School Liaison program employee's signature evidences that the report has been received for review.
  - 7.2 The Clinical Team Leader or designate shall provide the Family School Liaison program employee with a copy of the mid and final evaluation report.
  - 7.3 The Clinical Team Leader or designate shall place a copy of the notice of evaluation (see sample in Appendix B), mid-evaluation and final evaluation report in the Family School Liaison program employee's personnel file at Division Office.
8. Family School Liaison program employees shall be provided with a mid-evaluation report by January 31.
9. A final evaluation report shall be provided to the Family School Liaison program employee and the Superintendent by April 30.
  - 9.1 The final evaluation report shall state whether the Family School Liaison program employee meets the performance expectations of the Clinical Team Leader and standards of their governing body if certified, or the College of Alberta Psychologists and the Canadian Counselling and Psychotherapy Association if not registered.

**Horizon School Division**  
**Policy GCNO –Family School Liaison Program Employee Evaluation**

10. The evaluation shall be used to make an employment recommendation to the Superintendent, which may include:
  - 10.1 closure of the probationary period,
  - 10.2 extending the probationary contract for a subsequent year,
  - 10.3 offering the Family School Liaison program employee a contract,
  - 10.4 making a recommendation to the superintendent to terminate the Family School Liaison program employee,
  - 10.5 making another recommendation which the Clinical Team Leader believes are in the best interests of the Family School Liaison program employee and/or school, and/or
  - 10.6 another action deemed appropriate by the superintendent.
11. The superintendent, upon receipt of the Clinical Team Leader's report, shall take whatever action he/she believes is required.
12. The Family School Liaison program employee shall be given the opportunity to append additional comments to all written reports pertaining to his/her evaluation.
13. In the event that remediation is necessary, the Family School Liaison program employee being evaluated shall receive a Notice of Remediation (Appendix C) and the following steps shall be taken.
  - 13.1 A program of improvement will be undertaken by the Family School Liaison program employee and a reasonable time line for improvement will be set out by the Clinical Team Leader or designate.
  - 13.2 At the end of the time allotted, the evaluation will resume.
14. This policy does not restrict a school board or superintendent,
  - 14.1 from taking disciplinary or other action, as appropriate, where the superintendent has reasonable grounds for believing that the actions, practices, or conduct of a Family School Liaison Counsellor endanger the safety of students, constitute a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school board, or
  - 14.2 from taking any action or exercising any right or power under the *School Act*.

**Horizon School Division  
Policy GCNO –Family School Liaison Program Employee Evaluation**

**APPENDIX A PERFORMANCE EXPECTATIONS**

**Horizon School Division  
Policy GCNO –Family School Liaison Program Employee Evaluation**

**APPENDIX B: SAMPLE NOTICE OF EVALUATION**

[DATE]  
[FAMILY SCHOOL LIAISON EMPLOYEE NAME]

Dear [FAMILY SCHOOL LIAISON EMPLOYEE NAME]:

This letter serves as the official notification of my intention to commence the evaluation of your practice. This evaluation will comply with Horizon Policy GCO; Family School Liaison Program Employee Evaluation.

Reason for Evaluation

As a new Family School Liaison Program Employee it is necessary to gather information for the purpose of making an employment decision during the probationary period of your contract. As such, this evaluation will seek to ensure that your practice meets the expectations of the Horizon School Board, and specifically Policy GCO; Family School Liaison Program Employee Evaluation. It will entail a review of the entire scope of your practice. This evaluation process is a formal process of gathering information and evidence over a period of time and uses the application of reasoned judgment by the jurisdiction in determining whether or not your practice exceeds, meets, or does not meet the expectations as outlined in Policy GCO; Family School Liaison Program Employee Evaluation. I look forward to meeting with you for a pre-conference and to discuss the evaluation process with you.

I will be contacting you in the near future to arrange a date and time for our pre-conference meeting.

This evaluation will assess your competence and provide recommendations which I believe are in the best interest for you as a Family School Liaison Program Employee, and the jurisdiction. It will determine whether your practice meets or does not meet the expectations of the Clinical Team Leader, standards of your governing body if certified, or the College of Alberta Psychologists and the Canadian Counselling and Psychotherapy Association if not registered and assist in determining your future contract status. It may outline a remediation plan by which you can improve your practice. The evaluation will be forwarded to the Superintendent so that he is able to make decisions about further employment and changes to your contract status.

You shall be given the opportunity to append additional comments to the evaluation report, and may appeal the process of the evaluation to the superintendent at any time.

For your personal reference I have also included, within this notice, a copy of

Time will be provided during the pre-conference if you have any questions regarding the contents of this memo, but feel free to contact me prior should you so wish. I wish you all the best as the school year begins and I look forward to our pre-conference.

[NAME] and [POSITION]

[DATE]

cc.  
Personnel File

Enc.  
Policy GCNO: Family School Liaison Employee Evaluation.  
standards of your governing body if certified, or  
standards of the College of Alberta Psychologists and the Canadian Counselling and Psychotherapy Association if  
not registered



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**HORIZON SCHOOL DIVISION****POLICY HANDBOOK**

<b>Policy Code:</b>	HGBG
<b>Policy Title:</b>	Home Education
<b>Cross Reference:</b>	IE
<b>Legal Reference:</b>	Education Act, 20, Alberta Education, Home Ed. Policy 1.1.2 Reg. 145/2006
<b>Adoption Date:</b>	April 27, 1995
<b>Amendment or Re-</b>	June 20, 2000
<b>Affirmation Date:</b>	April 19, 2007 January 23, 2019

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION ACKNOWLEDGES THAT A PARENT OR GUARDIAN HAS THE RIGHT UNDER SECTION 20 OF THE *EDUCATION ACT* TO PROVIDE HOME EDUCATION FOR THEIR CHILD(REN). THE BOARD WILL SUPPORT PARENTS WISHING TO HOME EDUCATE WITH THE JURISDICTION IF THE HOME EDUCATION PROGRAM MEETS THE REQUIREMENTS OF PROVINCIAL REGULATION.

**DEFINITIONS**

Home education programs are those for which the parent assumes responsibility for programming and instruction by providing a notification of intent to home educate, and the jurisdiction has agreed, in writing to the parent, to supervise the home education program.

Blended programs are those for which the responsibility for programming and instruction is shared between parent(s) and school.

**REGULATIONS**

1. A parent who intends to provide a home education program through Horizon School Division must notify the superintendent or designate of that intention using the Alberta Education “Home Education Regulation Notification Form” (attached).
  - 1.1. A notification of intention to home educate form is required for each school year.
  - 1.2. Horizon School Division home education students are registered at their designated school.
2. The Superintendent or designate shall review and respond to notification of intention to home educate not more than 15 days after the date on which notification is received.
  - 2.1. The Superintendent will typically only approve home education programs for resident students.
  - 2.2. Before home education notices are approved, the division office designate responsible for the administration of home education must be satisfied that:
    - 2.2.1. the home education program provided by the parent meets the requirements of this policy and the Home Education Regulation;

**Policy HGBG – Home Education, Cont’d.**

- 2.2.2. reasonable consistency exists between the proposed program of instruction and the provincial Program of Studies or Learning Outcomes as identified in the Home Education Regulation; and
    - 2.2.3. an acceptable written learning plan has been submitted by the parent.
  - 2.3. The Board shall authorize payment to a parent, an amount of not less than 50% of the home education program funding, to defray the costs incurred by the parent for programs of study, instructional materials or other resources necessary and related to the home education program as per Alberta Education regulation, upon submission and approval of detailed receipts.
    - 2.3.1. Reimbursement shall be at minimum based on a prorated amount equivalent to the timeframe the student is registered as a home education student.
    - 2.3.2. If a parent chooses to use distance learning materials, the board is entitled to use the portion attributed to the parent to pay for those materials.
  - 2.4. Reimbursement will not occur for
    - 2.4.1. personal remuneration for the parent; or
    - 2.4.2. pay for travel costs or other expenses usually required to be paid by a parent of a student who is enrolled in a school operated by a school operated in the province as a whole.
  - 2.5. When a parent registers for home education and opts to return to a school within Horizon, or commences a home education program part way through a school year, parents will be reimbursed for expenses incurred up to a prorated amount based on the months the student was registered for home education.
3. When a student is accepted into a home education program, the principal of the designated school, with guidance from a division office designate, is responsible for providing the parent with written confirmation of
  - 3.1. registration information;
  - 3.2. provision of supervision for the proposed program;
  - 3.3. duration of the program for which supervision has been undertaken;
  - 3.4. plans for monitoring and assessment;
  - 3.5. procedures to be followed in arranging access to school resources, services and facilities; and
  - 3.6. advice regarding program components.
4. It is the responsibility of the parent to develop, administer and manage a home education program, including activities that will enable the student to achieve the outcomes that are appropriate for that program: either the Alberta Programs of Study or the learning outcomes contained in the schedule included in the Home Education Regulation.
  - 4.1. Parents are expected to provide the division with a written description of the program which



## Policy HGBG – Home Education, Cont'd.

must include:

- 4.1.1. a list of the activities selected by the parent and an explanation as to how those activities will enable the student to achieve the ultimate goals set out in the home education program;
  - 4.1.2. the instructional methods and resources to be used;
  - 4.1.3. the means of conducting evaluations of the student's progress; and
  - 4.1.4. the name of the person instructing the home education program, if not the parent.
- 4.2. The cost of learning materials, including courses taken through the Alberta Distance Learning Centre, for home education will be paid by the jurisdiction on behalf of the parent, using the parent component of the home education funding. Should expenses exceed the parents component of the home education funding, parents will be expected to pay additional costs.
- 4.2.1. Schools will be responsible for supplying required text or workbook resources and for the recovery of those resources once the student has completed the course of study.
  - 4.2.2. Any instructional materials, other than materials that cannot be used again, purchased by a parent with funding received must be returned to the board within one year following the student's completion of the course to which the materials relate if the board requests those materials within that year.
- 4.3. The cost of learning materials for the home component of blended programs including courses taken through the Alberta Distance Learning Centre will be paid by the jurisdiction on behalf of the parent, using the parent component of the home education funding.
- 4.3.1. Costs for parents wishing to access home education or blended programming during the summer months will not be covered by the division.
5. A parent providing a home education program must, at regular intervals, conduct an evaluation of the progress of their child(ren) including:
- 5.1. record of student activities and dated samples of work;
  - 5.2. records of methods and dates of evaluation; and
  - 5.3. ensuring the student is available for assessment by the division at least two (2) times annually.
    - 5.3.1. The division strongly supports having home education students write Alberta Provincial Achievement Tests. Students who do not write Alberta Provincial Achievement Tests will be assessed using an alternative assessment process at the discretion of the jurisdiction.
6. The division will;
- 6.1. facilitate student learning by offering assistance and advice to parents and principals providing home education programs;
  - 6.2. monitor and assess consistent with the Alberta Home Education Regulation and with the provisions for home education contained in provincial guides and bulletins;

**Policy HGBG – Home Education, Cont’d.**

- 6.2.1. The frequency and nature of monitoring and assessment will be developed in consultation with parents and with consideration of the nature of the learner.
- 6.2.2. Assessment procedures regarding the student’s progress will include the professional judgement of supervising teachers.
- 6.2.3. Parents will be provided a written report outlining the recommendations from the assessments.
- 6.2.4. Requests for evaluation of students who wish to qualify for credits and marks in senior high school subjects must be made through the school principal.
- 6.3. provide for and maintain student records and advise parents providing home education programs that they may view those records;
  - 6.3.1. Horizon managed records for home education students are to be maintained in accordance with division policy.
- 6.4. advise a parent providing a home education program of entries made in the records relating to the progress of the student; and
- 6.5. provide principals with an updated monthly report of how the student is doing in regards to completed assignments.
7. A student registered in a home education program may be given access to division facilities and activities if
  - 7.1. access is approved by the principal of the facility;
  - 7.2. access is compatible with the normal operations of the school and with its obligation to meet the educational needs of all students;
  - 7.3. school supervision or staff resources, as deemed necessary by the principal, can be provided;
  - 7.4. requirements established for other students are met (eg. accident insurance and completion of waiver/authorization forms); and
  - 7.5. requirements for parent volunteers are met.
8. The division may terminate the home education program by notice to the parent if
  - 8.1. the division determines that the student is not making reasonable progress in the activities selected by the parent or in achieving the ultimate goals set out in the home education plan, or
  - 8.2. the parent providing the home education program has not met the requirements of the Home Education Regulation.
9. Upon termination, the student shall be enrolled in their designated school.

ATTACHMENT A

HORIZON SCHOOL DIVISION

Supervising School - Information Guidelines for Home Education

**STRUCTURE OF THE HOME EDUCATION PROGRAM**

**School Secretary:**

1. Oversee S.I.S. record of home education students; and
2. Assist Division Office with fees.

**School Staff Assigned to Supervise Home Education:**

The principal shall designate a staff member to monitor/supervise a home education program and provide advice and assistance to the parent.

Sufficient time will be allotted to the supervising teacher to fulfill the duties listed in *Supervisory Functions Respecting Home Education*, support the home education parent, and permit a minimum of three visits per year.

The supervising teacher will be informed on the special characteristics of tutorial learning.

**EXTRA CURRICULAR**

The school at which the home education student registers is not obligated to provide opportunity for participation in school and extra-curricular events.

**PROGRAM TERMINATION**

1. A supervising teacher may recommend termination of a home education program if the supervising teacher determines that the student is not progressing toward the standards of education set by the Minister, or if the parent providing the home education program has not met the requirements of the Home Education Regulation.
2. The written recommendation to terminate the program will be provided to the parent and the Superintendent. The notice must contain reasons for the recommended termination, and give due consideration to the age, grade level, abilities of the student, student evaluations, and must inform the parent of their right to ask the Minister to review the decision to terminate the home education program.
3. The Superintendent or designate will determine whether the program shall be terminated.
4. When a program is terminated, the Superintendent or designate shall provide notification, in writing, to the student's parent (and the student if 16 years of age or older).

**SUPERVISORY FUNCTIONS RESPECTING HOME EDUCATION**

1. If requested by the parent, provision of professional assistance with the preparation of the written description of the student’s program as described in regulation four (4) of this policy and the Home Education Regulation.
2. Ensure the program developed by the parent is consistent with the Alberta Programs of Study or the Student Learning Outcomes contained in the Schedule included in the Home Education Regulation.
3. Inform the parent of the online location of all policies of the Board respecting Home Education matters.
4. Establish and oversee home education contracts and inform parents of contractual requirements.
5. Education and educational program counselling for parents and students involved in home education.
6. Maintain regular contact with each parent and student as to the success of the program.
7. Provide for and maintain records of evaluation of the progress of the student.
8. Provide opportunities for students at levels equivalent to Grades six and nine to write provincial achievement tests at the time designated by the Minister under the supervision of the school.
  - 8.1 Write provincial achievements tests or undergoes an approved alternative evaluation that reflects equivalent standards and meets the Student Learning Outcomes prescribed in the schedule.
  - 8.2 A student may be excused from provincial achievements tests or an alternative evaluation on the same basis as a student in a regular program.
9. Advise the student’s parents as to the progress of each student including:
  - 9.1 at least one evaluation of the progress of the student in each semester;
  - 9.2 eligibility for high school credit information, including eligibility to write the Grade 12 diploma examinations;
  - 9.3 student achievement relative to grade level, including recommendations on any matter that may assist the student in attaining higher level of achievement, where necessary; and
  - 9.4 achievement information.
10. Ensure regulations and guidelines are adhered to.



**Policy HGBG – Home Education, Cont’d.**

7. The address and telephone number of the student:

\_\_\_\_\_  
Street address or legal description (Area code) Telephone number

\_\_\_\_\_  
Community Province Postal Code

The address and telephone number of the parent (if different from the student’s):

\_\_\_\_\_  
Street address or legal description (Area code) Telephone number

\_\_\_\_\_  
Community Province Postal Code

8. The address where the education program is to be conducted (if different from the above):

\_\_\_\_\_  
Street address or legal description (Area code) Telephone number

\_\_\_\_\_  
Community Province Postal Code

9. The citizenship of the student and, if the student is not a Canadian citizen, the type of visa or other document by which the student is lawfully admitted to Canada for permanent or temporary residence, and the expiry date of that visa or other document:

\_\_\_\_\_

10. The estimated grade level of the student: \_\_\_\_\_

11. The name of the resident school board: \_\_\_\_\_

12. Education program and name of school or name of associate board or associate private school for the previous school year: \_\_\_\_\_

13. Is assistance required in preparing the home education program plan? (Check one)  Yes  No

14. Provide the name of the person(s) providing the home education program or instructing the home education program, if not the parent: \_\_\_\_\_

15. a) **For associate school boards** – please see note below:

If you wish to declare that you are an Aboriginal person, please specify:

Status Indian/First Nations  Non-Status Indian/First Nations  Métis  Inuit

*Alberta Education is collecting this personal information pursuant to section 33(c) of the Freedom of Information and Protection of Privacy (FOIP) Act as the information relates directly to and is necessary to meet its mandate and responsibilities to measure system effectiveness over time and develop policies, programs and services to improve Aboriginal learner success. Alberta school boards are also collecting this information pursuant to the same section in conjunction with section 2(1)(t) of the Student Record Regulation and for the same purposes.*

For further information or if you have questions regarding the collection activity, please contact the office of the Director, Aboriginal Policy, Policy Sector, Strategic Services Division, Alberta Education, 10155-102 Street, Edmonton AB, T5J 4L5, (780) 427-8501. If you have questions regarding the collection activity by your school board, please contact the School Board Superintendent.

## Policy HGBG – Home Education, Cont'd.

b) **For associate private schools (if private school is a Level 2 Accredited Funded Private School)** – please see note below:

If you wish to declare that you are an Aboriginal person, please specify:

- Status Indian/First Nations       Non-Status Indian/First Nations       Métis       Inuit

*Alberta Education is collecting this personal information pursuant to section 33(c) of the Freedom of Information and Protection of Privacy Act (FOIP Act) as the information relates directly to and is necessary to meet its mandate and responsibilities to measure system effectiveness over time and develop policies, programs and services to improve Aboriginal learner success.*

*Pursuant to section 13 and 14 of the Personal Information Protection Act (PIPA), Level 2 accredited private schools in Alberta are collecting this information in order to develop policies, programs and services to improve Aboriginal learner success.*

For further information or if you have questions regarding the collection activity by Alberta Education, please contact the office of the Director, Aboriginal Policy, Strategic Services Division, Alberta Education, 10155-102 Street, Edmonton AB, T5J 4L5, (780) 427-8501. If you have questions regarding the collection activity by the school, please contact the school principal.

### 16. Section 23 Francophone Education Eligibility Declaration

*Section 2 (1) of the Student Record Regulation states that:*

*The student record of a student must contain all information affecting the decisions made about the education of the student that is collected or maintained by a board, regardless of the manner in which it is maintained or stored including (s) if the parent of a student is eligible to have the student taught in the French language pursuant to section 23 of the Canadian Charter of Rights and Freedoms, a notation to indicate that and a notation to indicate whether the parent wishes to exercise that right.*

\*To  
be  
compl

Pursuant to Section 23 of the *Canadian Charter of Rights and Freedoms*:

Citizens of Canada

- whose first language learned and still understood is French; or
- who have received their primary school instruction in Canada in French have the right to have their children receive primary and secondary instruction in French; or
- of whom any child has received or is receiving primary or secondary school instruction in French in Canada, have the right to have all their children receive primary and secondary school instruction in the same language.

In Alberta, parents can only exercise this right by enrolling their child in a French first language (Francophone) program offered by a Francophone Regional authority.

A. According to the criteria above as set out in the *Canadian Charter of Rights and Freedoms*, are you eligible to have your child receive a French first language (Francophone) education? (Please place an X in the appropriate box.)

- Yes       No       Do not know

B. If yes, do you wish to exercise your right to have your child receive a French first language (Francophone) education?

- Yes       No

## PART B Declaration by Parent

I/We, \_\_\_\_\_, the parent(s) of \_\_\_\_\_ the student, declare to the best of my/our knowledge that the home education program and the activities selected for the home education program will enable the student (check as applicable):

- to achieve the outcomes contained in the Alberta Programs of Study.  
 to achieve the outcomes contained in the Schedule included in the *Home Education Regulation*.

In addition, I/We understand and agree that the instruction and evaluation of my/our child's progress is my/our responsibility and that the associate board or private school will supervise and evaluate my/our child's progress in accordance with the *Home Education Regulation*.

**Policy HGBG – Home Education, Cont’d.**

I/We understand and agree that the development, administration and management of the home education program is our responsibility.

Parents who provide home education programs acknowledge that there are implications when they choose to use programs different from the Alberta *Programs of Study*:

- 1. Students may not apply to a high school principal for high school credits.
- 2. Students may not receive an Alberta High School Diploma.

Any student in a home education program may write a high school diploma examination. However the diploma examination mark achieved will stand alone and will not result in a final course mark unless accompanied by a recommendation for credit by a high school principal. A final course mark requires both a school awarded mark and a diploma examination mark. Arrangements to write diploma examinations should be made well in advance of the writing date by contacting the associate school board or associate private school for assistance or Learner Assessment Branch at 780-427-0010.

\_\_\_\_\_  
Signature(s) of Supervising Parent(s) or Legal Guardian(s)

\_\_\_\_\_  
(mm / dd / yyyy)

**PART C Associate School Board or Associate Private School Notification of Acceptance**

As per Section 2(3) of the *Home Education Regulation* the associate board or associate private school must reply in writing to the parent not more than 15 school days after the date on which it is notified whether it agrees to supervise or continue to supervise the Home Education Program.

This agreement  is accepted  is not accepted by the  is provisionally accepted by

\_\_\_\_\_  
(Print the name, address and phone number of the associate board or private school)

\_\_\_\_\_  
Signature of Superintendent or Principal

\_\_\_\_\_  
(mm / dd / yyyy)

**PART D Requirements for the Home Education Program for Components of the Program that Do Not Follow the Alberta Programs of Study**

If portions of the student program will enable the student to achieve the outcomes contained in the Schedule included in the Home Education Regulation, please attach according to this Form the required written description of the Home Education Program for a student who is following the *Schedule of Learning Outcomes for Students Receiving Home Education Programs That Do Not Follow the Alberta Programs of Study*:

- 1. Describe in the home education program plan, the instructional method to be used, the activities planned for the program and how the instructional method and the activities will enable the student to achieve the learning outcomes contained in the Schedule.
- 2. Identify the resource materials, if different from provincially authorized materials, to be used for instruction.
- 3. Describe the methods and nature of the evaluation to be used to assess the student’s progress, the number of evaluations and how the evaluation addresses the learning outcomes in Question 1.
- 4. Describe the associate board or associate private school facilities and services that the parent wishes to use.



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**HORIZON SCHOOL DIVISION**

<b>Policy Code:</b>	IFH
<b>Policy Title:</b>	Formal Parent/Student Appeals and Dispute Resolution
<b>Cross Reference:</b>	IGD, HGB
<b>Legal Reference:</b>	Education Act 41, 42, 43
<b>Adoption Date:</b>	May 28, 1997, February 21, 2002
<b>Amendment or Re-</b>	March 9, 2006, November 17, 2009
<b>Affirmation Date:</b>	February 24, 2015, December 19, 2017

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**POLICY HANDBOOK****POLICY**

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

**GUIDELINES**

1. Where a decision of an employee of the Board, or failure to make a decision, significantly affects the education of a student, or of a child enrolled in an early childhood services program then either (a) the parent of the student, and/or (b) the student, if 16 years of age or older, may within a reasonable time, from the date that the parent or student was informed of the decision as prescribed by regulation, appeal that decision to the next administrative level if they have followed the dispute resolution steps within this policy. For the sake of this policy, the levels shall be:
  - 1.1. Teacher (who made the decision)
  - 1.2. Principal
  - 1.3. Superintendent
  - 1.4. School Board (for acts, things, or exercises that the Board has not delegated the power to make such decisions to the Superintendent)
2. The Board may establish one or more committees for the purposes of carrying out the Board's responsibility under this policy.
3. A Board may make any decision that it considers appropriate in respect of the matter that is appealed to it under this section.
4. Under Section 43 of the Education Act, the only matters on which the Minister of Education will consider appeals are:
  - 4.1. the provision of specialized supports and services to a student in accordance with section 11(4) of the Education Act or to a child enrolled in an early childhood services program
  - 4.2. the expulsion of a student

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

- 4.3. which Board is responsible for the student or child enrolled in an early childhood services program
- 4.4. access to or accuracy or completeness of a student record
5. The parties at each level are encouraged to resolve the matter informally at that level prior to proceeding to a formal appeal.
6. The party receiving the appeal shall be certain the appeal is at the appropriate level and that the decision has been mutually discussed and understood by both parties before initiating formal appeal

**REGULATIONS**

1. Every decision must be directed toward the educational interests of the student and must consider the impact of the decision on the total population of students served and the availability of resources.
2. In the event that a decision of a teacher is appealed, the first step is for the teacher who made the decision to convene a formal meeting that includes all of the parties to the decision. The purpose of the meeting is to examine and clarify all of the aspects of the decision, and attempt, through a negotiation process, to reach a conclusion that is satisfactory to the parties.
3. Should a satisfactory resolution not be attainable, the employee to whom the appeal is directed shall, within two work days following the conclusion of the negotiation process:
  - 3.1. confirm, amend, or withdraw the decision; and
  - 3.2. inform the appellant of the decision, the right to further appeal, and to whom the appeal should be made.
4. If, after the first appeal, the decision remains unacceptable to the appellant, the appellant may appeal to the next level in the organization (typically the principal). The appeal must be lodged within five workdays of receiving the results of the last appeal. The person to whom the appeal is made shall, after consulting (where possible) with the original decision-maker and the appellant:
  - 4.1. support, amend, or overturn the decision;
  - 4.2. provide the appellant and the original decision-maker with the decision within five work days of receiving the appeal, and
  - 4.3. notify the appellant of the right to further appeal, and to whom the appeal should be made.
5. Appeals to the Superintendent must be lodged in writing within ten workdays of receiving the results of the last appeal.
  - 5.1. The last decision-maker must present, in writing to the Superintendent, the history of the

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

appeal to date and his/her reasons for the decision taken.

- 5.2. The Superintendent shall, after consulting (where possible) with the original decision-maker and the appellant:
  - 5.2.1. support, amend, or overturn the decision;
  - 5.2.2. provide the appellant and the original decision-maker with the decision within ten work days of receiving the appeal, and
  - 5.2.3. notify the appellant of the right to Board appeal, if applicable.

6. Some decisions of the Superintendent may be appealed to the Board.

6.1. A notice of appeal to the Board shall be submitted in writing by the appellant, to the attention of the Secretary-Treasurer, within ten workdays of receiving the results of the last appeal and briefly set forth the reasons for the appeal.

6.2. Appeals will be heard by the Board at a regular Board meeting, whenever possible, which allows the appellant and the Superintendent, or designate, whose decision is being appealed, sufficient notice and time to prepare for the presentation.

6.3. The Secretary-Treasurer, upon receipt of a Notice of Appeal to the Board, will:

6.3.1. advise the Superintendent or designate of the request for a hearing;

6.3.2. schedule the hearing

6.3.3. advise the appellant of the following:

6.3.3.1. date, time and place of the hearing;

6.3.3.2. the right to have a resource person(s) present;

6.3.3.3. the right to examine the student’s school cumulative record, upon request, prior to the hearing, if applicable;

6.3.3.4. the right to present any information pertaining to the appeal, including expert medical, psychological and educational testimony;

6.3.3.5. the opportunity to decide whether or not the student will be present at the appeal hearing during the presentation of evidence, if applicable;

6.3.3.6. the expectation, if applicable, that matters under appeal must be specific to the student represented by the appellant unless authorized, in writing, by the other individuals to speak on their behalf; and

6.4. Parents, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents. Witnesses may make representations on behalf of the district administration.

6.5. The Superintendent will supply the Board, in writing, with his/her decision with regard to the appeal and any other material deemed pertinent. The Board may request the parent and/or the student, and any employees who have made decisions on the matter under appeal, to appear before it to present their positions.

6.6. The matter would normally be discussed in the committee of the whole before being acted upon by the Board.

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

- 6.7. The Board reserves the right to make its decision at a subsequent Board meeting. The parties to the appeal will be advised when the decision will be made. The Board decision will be made in open session.
- 6.8. After the Board has made its decision, the appellant and each person to whom an appeal has been made must be informed of the decision in writing forthwith. The appellant will be informed that the decision of the Board is final, except in regard to those matters listed in Section 43 of the Education Act,
  - 6.8.1. With respect to the exceptions listed in Section 43 of the Education Act, a person may request, in writing, that the Minister of Education review decisions of the Board.
7. The appeal hearing will be conducted in accordance with the following guidelines:
  - 7.1. The Board Chair will outline the purpose of the hearing, which is to provide:
    - 7.1.1. an opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological and educational data and may be presented by witnesses;
    - 7.1.2. the Board with the means to receive information and to review the facts of the dispute; and
    - 7.1.3. a process through which the Board can reach a fair and impartial decision.
  - 7.2. Minutes of the proceedings will be recorded for the purpose of the Board’s records.
  - 7.3. The Superintendent, who made the decision under appeal will explain the decision and give reasons for the decision.
  - 7.4. The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by administration.
  - 7.5. Administration will have an opportunity to respond to information presented by the appellant.
  - 7.6. Board members will have the opportunity to ask questions of clarification from both parties.
  - 7.7. The parties to the appeal will not have the right to cross-examine each other or any witnesses who may be called.
  - 7.8. The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have legal counsel in attendance.
  - 7.9. If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
  - 7.10. The Board decision and the reasons for that decision will be communicated to the appellant by telephone and confirmed in writing following the hearing, with a copy provided to the Superintendent.

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**HORIZON SCHOOL DIVISION****POLICY HANDBOOK**

<b>Policy Code:</b>	IGAA
<b>Policy Title:</b>	Use of Physical Restraints
<b>Cross Reference:</b>	IG, IGA, HGB
<b>Legal Reference:</b>	Education Act, MO 042-2019
<b>Adoption Date:</b>	May 28, 1997
<b>Amendment or Re- affirmation Date:</b>	February 12, 2002 January 19, 2016

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**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.

- 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 challenging behaviour
  - the child’s/student’s
  - 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

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

- 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 procedure.
  - 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.
  - 6.4. 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.
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).
8. When the child/student no longer presents an immediate threat to themselves or others, the student must be released.
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.
  - 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
  - 10.1. The use of physical restraint is a crisis management technique.
  - 10.2. The least restrictive physical restraint procedure which will be effective shall be used in the plan.
  - 10.3. The informed consent of the parent or guardian must be obtained in writing prior to implementation of the program. 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.
  - 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 challenging behavior) prior to implementing these procedures.
  - 3.8. When a child/student displays 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.



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

- 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 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 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:
  - 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, 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. safety features and specifications of the space are detailed.
- 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 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

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

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 exclusion time-out is used, it is expected that:

3.13.1. the details associated with the use of exclusion time-out are documented and regularly evaluated to determine effectiveness and appropriateness of the time-out intervention for the child/student;

3.13.2. documented information includes but is not limited to:

3.13.2.1. positive and proactive or alternative strategies attempted prior to the use of time-out in the space;

3.13.2.2. behaviour resulting in the use of time-out;

3.13.2.3. duration of time-out;

3.13.2.4. frequency of time-outs; and

3.13.2.5. objectively reported behaviour observed while in time-out.

3.13.3. documented information 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

3.13.4. 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.

4.2. If physical restraint is used, it is 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 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 after each incident involving the use of physical restraint with their child.

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

- 4.5.1. Reasonable efforts to reach the parent/guardian are 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
- 4.7. Recurrent use of physical restraint is not to be a regular part of a child's/student's educational program.,
  - 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.
  - 4.7.2. 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.
  - 4.7.3. 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.
  - 4.7.4. 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:
    - 4.7.4.1. 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;
    - 4.7.4.2. including specific positive, preventative and proactive supports as part of an IPP;
    - 4.7.4.3. including appropriate safety or emergency measures as part of the IPP;
    - 4.7.4.4. providing training for staff in the use of physical restraint;
    - 4.7.4.5. involving parents or guardians and, where appropriate, the child/student in the discussions and development of the IPP;
    - 4.7.4.6. consulting with appropriate professional experts, as needed; and
    - 4.7.4.7. seeking written informed consent from parents or guardians on the emergency or safety measures to be implemented.
- 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:
  - 4.8.1. interventions used prior to the implementation of physical restraint;
  - 4.8.2. attempts to de-escalate the situation and stop the dangerous behaviour;
  - 4.8.3. behaviour resulting in the use of physical restraint;
  - 4.8.4. duration of physical restraint;
  - 4.8.5. child's/student's behaviour while being physically restrained;
  - 4.8.6. physical restraint techniques used;
  - 4.8.7. injuries to self or others and damage to property, if applicable;
  - 4.8.8. names of school staff involved in the implementation of the physical restraint; and

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

- 4.8.9. efforts, including methods used, to notify parents/guardians, including dates and times.
- 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)*).
  - 4.9.1. After each incident where there is use of physical restraint:
    - 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;
    - 4.9.1.2. 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
    - 4.9.1.3. the superintendent or equivalent school jurisdiction leader is to be notified as soon as possible after the incident occurs.
- 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.
- 4.11. After each incident where there is use of physical restraint, it is required that:
  - 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;
  - 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
  - 4.11.3. 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: \_\_\_\_\_

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**HORIZON SCHOOL DIVISION****POLICY HANDBOOK**

<b>Policy Code:</b>	IO
<b>Policy Title:</b>	Student Records
<b>Cross Reference:</b>	IFH, JB
<b>Legal Reference:</b>	Education Act S.56, 70 FOIPP Act; Youth Justice Act; Alberta Learning Regulations 225/2006; Public Health Act
<b>Adoption Date:</b>	June 25, 1997
<b>Amendment or Re-</b>	Feb. 10/98, Nov. 26/99,
<b>Affirmation Date:</b>	Apr. 19/07, Nov. 30/17

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION EXPECTS PRINCIPALS AND DISTRICT ADMINISTRATORS TO PROVIDE FOR THE APPROPRIATE MANAGEMENT AND STORAGE OF AN OFFICIAL STUDENT RECORD FOR ALL STUDENTS INCLUDING THOSE ENROLLED IN AN EARLY CHILDHOOD SERVICES PROGRAM.

**REGULATIONS****Record Content**

1. The Principal shall be responsible for maintaining accurate and complete records for each student and for ensuring that policies and procedures established by the Board relating to student records and the FOIPP Act are complied with.
2. The student record of a student must contain all information affecting the decisions made about the education of the student that is collected or maintained by a Board, regardless of the manner in which it is maintained or stored, including
  - 2.1. the student's name as registered under the *Vital Statistics Act* or, if the student was born in Canada but outside Alberta, the student's name as registered in that province or territory, or as shown on the documents under which the student was lawfully admitted to Canada, and any other surnames by which the student is known;
  - 2.2. the student identification number assigned to the student by the Minister and any student identification number assigned to the student by a Board or early childhood services program private operator;
  - 2.3. the name of the student's parents;
  - 2.4. proof of guardianship of the student and any documents evidencing limits on the guardianship of the student
  - 2.5. the birth date of the student;
  - 2.6. the gender of the student;
  - 2.7. the addresses, email addresses, and telephone numbers of the student and of the student's parents;
  - 2.8. the board of which the student is a resident student;

- 2.9. the citizenship of the student and, if the student is not a Canadian citizen, the type of document pursuant to which the student is lawfully entitled to remain in Canada, and the expiry date of that document;
- 2.10. the names of all schools attended by the student in Alberta and the dates of enrolment, if known;
- 2.11. an annual summary or a summary at the end of each semester of the student's achievement or progress in the courses and programs in which the student is enrolled;
- 2.12. the results obtained by the student on any:
  - 2.12.1. diagnostic test administered by the board or an early childhood services program operator,
  - 2.12.2. provincial assessments conducted by or on behalf of the Province; and
  - 2.12.3. standardized tests under any testing program administered by the board to all or a large portion of the students or to a specific grade level of students.
- 2.13. any accommodation or exemption in respect of a provincial assessment under a program established by the Minister;
- 2.14. in relation to any formal intellectual, behavioural or emotional assessment or evaluation administered individually to the student by a board
  - 2.14.1. the name of the assessment or evaluation,
  - 2.14.2. a summary of the results of the assessment or evaluation,
  - 2.14.3. the date of the assessment or evaluation
  - 2.14.4. the name of the individual who administered the assessment or evaluation,
  - 2.14.5. any interpretive report relating to the assessment or evaluation, and
  - 2.14.6. any action taken as program planning as a result of the assessment, evaluation or interpretive report,
- 2.15. In relation to any independent formal intellectual, behavioural or emotional assessment or evaluation requested by the student's parent and administered to the student by an independent party.
  - 2.15.1. the name of the assessment or evaluation,
  - 2.15.2. a summary of the results of the assessment or evaluation,
  - 2.15.3. the date of the assessment or evaluation,
  - 2.15.4. the name of the individual who administered the assessment or evaluation,
  - 2.15.5. any interpretive report relating to the assessment or evaluation, and
  - 2.15.6. any action taken as program planning as a result of the assessment, evaluation or interpretive report,
- 2.16. any health information that the parent of the student or the student wishes to be placed on the student record;
- 2.17. an annual summary of the student's school attendance;
- 2.18. information about any suspension of more than one day or expulsion relating to the student or the student's rights pursuant to the Act, which must be recorded and retained on the student record for a minimum period of one year and a maximum period of 3 years following the date of the suspension or expulsion after which the information must be removed from the student's record.



- 2.19. if the parent of the student is eligible to have the student taught in the French language pursuant to section 23 of the *Canadian Charter of Rights and Freedoms*, a notation to indicate such and a notation to indicate whether the parent wishes to exercise that right.
- 2.20. if the parent or the student wishes to provide information that the student is of aboriginal ancestry, a notation indicating whether the student is Status Indian/First Nations, Non-Status Indian/First Nations, Métis or Inuit.
3. A board may include in a student record any information where inclusion of the information in the student record would, in the opinion of the Principal, Director of Learning, or Family School Liaison Program Clinical Team Leader, be
  - 3.1. in the public interest; or
  - 3.2. necessary to ensure the safety of students and staff.
4. If an individualized program plan is specifically devised for a student, the current plan and any amendments to the plan must be placed on the student record of that student in addition to all previous school year end individualized program plans.
5. A student record must not include:
  - 5.1. Any information contained in
    - 5.1.1. notes and observations prepared by and for the exclusive use of a teacher, teacher's assistant, counsellor or principal, and that are not used in program placement decisions;
    - 5.1.2. a report or an investigation record relating to the student under the *Child, Youth and Family Enhancement Act*; or
    - 5.1.3. counselling records relating to the student that is or may be personal, sensitive or embarrassing to the student, unless regulation 3 of this policy applies.
  - 5.2. Any information that identifies a student as a young person as defined in the *Youth Justice Act* or the *Youth Criminal Justice Act (Canada)* and all information relating to the student in that capacity.
6. Notwithstanding regulation 2, 3 and 4, the Principal, Director of Learning, or Family Liaison Program Clinical Team Leader may exclude from a student record a test instrument or any part of it, but where there is an appeal before the board with respect to a test, a test result or an evaluation of a student based on a test or a test result, the persons referred to in section 23(2) of the Education Act may review a test instrument as if it were part of the student record.
7. The Principal shall ensure that the information referred to in this section is updated annually.

### **Student Transfer**

8. If a student transfers to another school in Alberta, the Board from which the student transfers shall, on receipt of a written request from that school (see attachment A - sample request for cum file), send the original student record containing the information referred to in regulation 2 and 4 to that school.
9. If a student transfers to a school outside Alberta, the Board from which the student transfers shall, on

receipt of a written request from that school, send a copy of the student record containing the information referred to in regulations 2 and 4 to that school.

### **Record Transfers and Retention**

10. A school shall keep a student record containing the information referred to in regulations 2 and 4 for 7 years after the student ceases to attend a school operated by the Board or until the student record has been forwarded to another school.
11. If a student transfers from a school in Alberta to a school outside Alberta, the Board that operates the school from which the student transfers shall keep the student record for at least 7 years after the date the student could be expected to have completed grade 12 if the student had not transferred from the school
12. The board may choose to retain a student record for more than 7 years if a longer retention period is authorized by a resolution of the board.

### **Disposal and Destruction of Student Record**

13. The school Principal shall dispose of or destroy student records that are no longer required to be kept under regulation 10 thru 12.
14. Student records shall be disposed of or destroyed in a manner that maintains the confidentiality of the information in the record.
15. A board shall dispose of information referred to in regulation 5 relating to a student in the same manner as student records are to be disposed of under regulation 13.

### **Access to Student Record**

16. The Principal shall ensure that the persons who, under the Education Act, are entitled to review the student record of a student are informed that they are entitled to review the student record.

### **Disclosure of Information**

17. The Principal shall ensure that the contents of a student record are only disclosed
  - 17.1. in accordance with sections 56 and 70 of the Education Act;
  - 17.2. to an employee of the Board if the information is necessary for the performance of the duties of the employee;
  - 17.3. to the Minister if the information is necessary for the performance of the duties of the Minister;
  - 17.4. with the written consent of
    - 17.4.1. the parent if the student is under 16 years of age, or
    - 17.4.2. the student or the parent if the student is 16 years of age or older;
  - 17.5. in accordance with regulation 8 and 9 of this Regulation;

- 17.6. in accordance with any other regulation under the Act.
- 17.7. in accordance with the Freedom of Information and Protection of Privacy Act.
18. A Principal shall disclose information contained in a student record to the Department of Justice and Solicitor General or its designate when requested by the Department or its designate for the purpose of administering the *Youth Justice Act or the Youth Criminal Justice Act (Canada)* or carrying out any program or policy under either Act.
19. A medical officer of health may by notice in writing require a school board, an operator of a private school or of a charter school, an operator of an early childhood services program or a provider of a child care program to provide to the medical officer of health, in the form and manner and within the time specified in the notice, the information set out in regulation 18.1 that is in its custody or within its control, for the purpose of contacting a parent or guardian of a student or child, or contacting an independent student, regarding voluntary health programs, including immunization, hearing, vision, speech and dental health programs, and for the purpose of communicable diseases control.
  - 19.1. For the purposes of regulation 18, a medical officer of health may require the following information to be provided:
    - 19.1.1. the name, address, postal code, date of birth and sex, and the grade level, if applicable, of a student or child and the school, attended by the student;
    - 19.1.2. the name, address, postal code, telephone number and electronic address
      - 19.1.2.1. of the parent or guardian of a child or a student other than an independent student, or
      - 19.1.2.2. of an independent student;
    - 19.1.3. any other information prescribed in the regulations.  
  
for the purpose of contacting a parent or guardian of a student, or contacting an independent student, respecting voluntary health programs, including immunization, hearing, vision, speech and dental health programs, and for the purpose of communicable diseases control.
  - 19.1.4. A school who receives a notice under regulation 18 shall comply with it.
20. A board shall, at the written request of a Regional authority for a Francophone Education Region, disclosed,
  - 20.1. the name, address, date of birth, gender and school of a student whose parent has been noted under regulation 2.19 as being eligible to have the student taught in the French language pursuant to Section 23 of the Canadian Charter of Rights and Freedoms, and
  - 20.2. the name, address and telephone number of the student's parent to the superintendent or to a person designated by the superintendent for the purpose of contacting the parent of the student and advocating for minority language education rights.
21. A board or an accredited private school supervising a home education program for a student shall notify the student's resident board of
  - 21.1. the student's name, address, date of birth, sex and school, and
  - 21.2. the name, address and telephone number of the student's parent

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

22. A person who is entitled to review a student record under 56 of the Education Act may review a student record only in the presence of a staff member.
23. A person who is entitled to review a student record under 56 of the Education Act may request a copy of the student record from the school, and the school shall provide, or on request shall send, the copy to the person on receiving payment for it at the rate prescribed by the Board.
24. Where a student record contains
  - 24.1. a test, a test result or an evaluation of a student that is given by a person who has a recognized expertise or training in respect of that test or evaluation, or

24.2. information relating to a test, test result or evaluation referred to in regulation 23.1,

A person who is entitled to review a student record under 56 of the Education Act are entitled to the things referred to in regulation 24.

25. If regulation 23 applies, a person who is entitled to review a student record under 56 of the Education Act are entitled

- 25.1. to review the test, test result or evaluation referred to in regulation 23.1 or information referred to in regulation 23.3, and
- 25.2. to receive from a person who is competent to explain and interpret it an explanation and interpretation of that test, test result, evaluation or information.

26. If a person reviewing a student record referred to in regulation 23 so requests, the board shall ensure that a person who is competent to explain and interpret the test, test result, evaluation or information is available to explain and interpret that test, test result, evaluation or information.
27. If, on examining a student record, a person is of the opinion that the student record contains inaccurate or incomplete information, that person may request the board to rectify the matter.
  - 27.1. If the principal is of the view that the student record is accurate and complete and that appropriate access has been provided, he shall notify the parent or student, in writing, of his decision and of the right to appeal in accordance with policy IFH.

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

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

## Success in School for Children and Youth in Care

October 2010

Success in School for Children and Youth in Care – Provincial Protocol Framework (PPF) is a joint initiative between Alberta Education and Children and Youth Services (CYS) to support improved school outcomes and high school completion rates for children and youth in provincial government care. The PPF will guide the work of those involved with children and youth in care to support school success. Success plans are child focused, collaborative, flexible, and allow open communication between partnerships to support the needs of the child.

### “Working Together” Structure

1. Core team identification

- a. The school point person and the caseworker will identify a team, including the care provider and the child or youth in care to support and promote their educational achievement, while respecting the need for dignity and confidentiality.
  - i. Key point person’s role – to communicate and organize planning, and oversee effective implementation of the plan
  - ii. The core team will identify alternatives or interventions if there are signs the child or youth in care is at risk of being suspended, expelled, or of dropping out of school

2. Registration procedures

- a. The caseworker will provide the school with a minimum one-day notice before the child or youth in care attends. The school authority will place the student in an appropriate educational program within one week. Provisions for joint determination of temporary educational arrangements if exceptional circumstances delay school placements.
- b. Expectations for information sharing to facilitate appropriate educational programming
- c. An outline of individual and joint roles and actions that support positive transitions

3. Planning for and supporting school success

- a. The core team will meet to collaboratively develop and implement a holistic, strength-based and culturally appropriate Success in School Plan for each child and youth in care within eight weeks of registration or receiving in-care status.

- b. They will meet at least once more in the school year to review the effectiveness of the plan, make revisions as necessary and to celebrate accomplishments of the child or youth in care.
- c. The core team will communicate with each other in between meetings as necessary.
- d. The Success in School Plan is attached to any existing Instructional Student Plan (ISP), but also includes
  - i. Information to clarify roles and responsibilities of core team members
  - ii. Cultural supports as appropriate
  - iii. Goals and strategies across multiple domains, with reference made to other existing plans as appropriate and to avoid duplication

#### 4. Transition Planning

- a. Placement moves (home and school) should be avoided or minimized wherever possible. When moves must occur, the partners will work together to:
  - i. Engage in careful planning and timing of transitions to maintain educational program continuity for the student and preserve positive team working relationships
  - ii. Consider the educational needs of the the child or youth in care, as well as opportunities for farewells and closure.
  - iii. Provide advance notification of pending transitions, where possible

#### 5. Celebrating Success

Encouragement and celebration play an important role in the educational success for all children and youth but are especially important for those in care.

#### 6. Concluding in care status

A child or youth's in-care status may end for a number of reasons, including the youth turning 18, the child or youth returning to the care of a parent or private guardian, or being adopted. The regional partners acknowledge that the determination to conclude in-care status of children/youth is the purview of the caseworker as directed by the Child, Youth and Family Enhancement Act.

The School Authority will:

- a. Continue with the Success in School Plan to the end of the school year as appropriate with transition planning for supporting future educational success
- b. Support youth in care turning 18 years of age to complete high school, and transition into the workforce or post-secondary opportunities
- c. Provide the youth in care information regarding the Advancing Futures Bursary program

For additional information, please visit

<https://education.alberta.ca/children-and-youth-in-care/?searchMode=3>

**Q & A**

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

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

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

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

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

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



**Attachment A - Sample Request for Cum File**

[Horizon school name]  
[Horizon school address],  
[Horizon school phone number], [Horizon school fax number]  
[Horizon school url]

[school name - from which student is coming]  
[school address – from which student is coming],

**RELEASE OF STUDENT RECORD**

The following student(s) have transferred from your school into [school name], in [town], Alberta.

Student name	Grade	Date of Birth	ASN
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Horizon School Division is formally requesting the release of the student record. Please send, as soon as possible, the cumulative records and any pertinent information and / or confidential files that may apply to the above student(s).

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

Principal’s Signature [principal name]	Date

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

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

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**HORIZON SCHOOL DIVISION**

<b>Policy Code:</b>	JFCH
<b>Policy Title:</b>	Illicit & Controlled Substances & Medical Management
<b>Cross Reference:</b>	IFGA, IGD, JHF
<b>Legal Reference:</b>	Education Act, Criminal Code Access to cannabis for medical purposes regulation, Protection of Students with Life Threatening Allergies Act
<b>Adoption Date:</b>	May 28, 1997
<b>Amendment or Re-affirmation Date:</b>	June 12, 2008 February 25, 2014 January 23, 2019

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**POLICY HANDBOOK****POLICY**

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

**DEFINITIONS**

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

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

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

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

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

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

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

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

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

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

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

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

## **GUIDELINES**

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

## **REGULATIONS**

Policy JFCH: Illicit & Controlled Substances & Medical Management – Cont'd

1. All jurisdiction premises, shall be alcohol; tobacco; cannabis; and illicit and restricted drug free environments on a 24 hour per day basis.
2. During a staff's working hours, whether on the division's premises or while conducting employment-related activities off the division's premises, including during meal periods, scheduled breaks, on field trips, during extra-curricular activities, and on-call shifts, no staff shall:
  - 2.1. Use, consume, possess, distribute, sell or be under the influence of illicit drugs;
  - 2.2. Use, consume, possess, distribute, sell or be under the influence of restricted drugs;
  - 2.3. Use, consume, possess, distribute, sell or be under the influence of alcohol, unless authorized by the division for a specific limited purpose; or
  - 2.4. Use, consume, possess, distribute, sell or be under the influence of any other intoxicants, whether a controlled or uncontrolled substance.
3. Staff shall not, under any circumstance, consume alcohol or use, consume, ingest, or inhale illicit drugs, restricted drugs or other intoxicants while in care and control of or responsible for any division vehicle or equipment, or while using the staff member's personal vehicle for work-related purposes.
4. Students shall not be in possession or use illicit drugs, restricted drugs, alcohol, tobacco, cannabis, their products, and/or paraphernalia including but not limited to cigarettes, cigars, cigarillos, electronic cigarettes, vapes, spit tobacco, snus, snuff, or any other kind of tobacco product, cannabis, and/or hookah/shisha/waterpipes on school jurisdiction premises and/or during school sponsored activities.
5. If a staff member is called back after regular working hours to perform work-related duties and has been consuming alcohol or using drugs or other intoxicants, it is the staff's responsibility to:
  - 5.1. Ensure that he or she does not perform any employment duties, including operating a motor vehicle, while under the influence of alcohol, illicit drugs, restricted drugs, medication, or any other intoxicant or substance, if impairment has resulted;
  - 5.2. Notify the staff member's supervisor of the circumstances immediately; and
  - 5.3. Confirm directly or through the staff member's supervisor that a responsible staff member who is not under the influence of alcohol, drugs, or intoxicants will perform the required task.
6. The legal use of medication in compliance with physician directions is permitted at work only if it does not impair the staff member's ability to perform his or her work effectively and in a safe manner. Staff are required to disclose to Human Resources the use of medication, which may reasonably be expected to affect their work performance or the safe execution of their duties. The division is committed to accommodating staff's necessary use of medication to the extent reasonably possible without suffering undue hardship.

7. Principals may apply to the Superintendent to designate an outdoor area where staff may smoke tobacco if smoking off school property creates a safety concern or concern regarding respect for neighbors' property.
  - 7.1. With principal approval, tobacco may be brought onto school premises for gifting to Indigenous people.
  - 7.2. With principal approval, non-tobacco smudging may occur on school premises as part of Indigenous ceremonies.
8. Parents and visitors under the influence of intoxicants; illicit and restricted drugs; alcohol; or cannabis; will generally be asked to leave the premises for the safety of the whole school.
9. Horizon reserves the right to conduct unannounced searches for alcohol, cannabis, or illicit and restricted drugs where there are reasonable grounds to believe students/staff are in possession while on jurisdiction premises.

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

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

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

**Contravention of this Policy**

1. The division views the rules contained in this policy to be of the utmost importance. This is a zero-tolerance policy; any deviation from the above terms will result in confiscation and/or disciplinary

## Policy JFCH: Illicit & Controlled Substances & Medical Management – Cont'd

action that may include expulsion (student) or immediate termination (staff). All employees will be made aware of this policy via a “Drug and Alcohol Policy Acknowledgement” as notification that any resulting dismissal will be considered as “dismissal for just cause” and not subject to notice or pay in lieu of notice.

2. As indicated above, any student or staff member suffering from a drug or alcohol dependence is required to disclose the addiction, and the division recognizes its responsibility to assist and accommodate students and employees suffering from such a condition. However, if a student or staff member neglects or refuses to disclose a drug or alcohol dependence to the division, in violation of this policy, the division will be forced to deal with breaches of this policy based on the understanding that the student or staff member is not suffering from a drug or alcohol dependence, but has simply disregarded this policy, in which case immediate and strict disciplinary action will be taken. Further, failure to disclose a drug or alcohol dependence is itself a violation of this policy.
3. Notwithstanding the foregoing, any and all disciplinary action under this policy that is taken by the division against a student and/or staff member will comply with the *Education Act* and the terms of any applicable collective agreement or contract then in place.
  - 3.1. If a student or staff is suspected of being in contravention of this policy, the first consideration shall be for the safety and well-being of the student, staff, and other individuals.
    - 3.1.1. If deemed necessary, medical help shall be sought.
    - 3.1.2. Student or staff contravention of this policy will be immediately reported to the principal/supervisor.
    - 3.1.3. In the case of students, an attempt shall be made immediately to contact the parent(s)/guardian(s).
    - 3.1.4. Unauthorized drugs will be confiscated
    - 3.1.5. The Principal/Supervisor will notify and consult with the police if the drug is suspected to be illegal or restricted, and hand over the drug to the police as soon as possible.
    - 3.1.6. A student may be suspended/expelled for violation of this policy as per policy IGD: suspension and expulsion of students.
      - 3.1.6.1. All cases of possession and/or use of restricted and illicit drugs, cannabis, or alcohol on school premises, shall result in the application of standard student suspension procedures.
      - 3.1.6.2. A principal shall normally make a recommendation for expulsion to the Board of Trustees when a student distributes, or sells illicit and/or restricted drugs.
      - 3.1.6.3. A principal may also make a recommendation for expulsion to the Board of Trustees when a student repeatedly contravenes this policy.
  - 3.2. Principals/supervisors should immediately notify the Superintendent or designate and arrange to escort staff home who report to work intoxicated or under the influence of alcohol, cannabis, or drug.

### **Post-Violation Return to Work/School**



## Policy JFCH: Illicit & Controlled Substances & Medical Management – Cont'd

1. Seeking voluntary assistance for drug or alcohol dependence will not jeopardize an employee's employment with the division, so long as the employee continues to cooperate and seek appropriate treatment for his or her disclosed problem and is able to treat and control the problem to facilitate a return to work within the reasonably foreseeable future.
2. Any employee violating this policy who is subsequently authorized and accepted by the division to return to the workplace shall receive a Return to Work Letter outlining conditions of the return to the workplace which will normally include, but is not limited to, the following:
  - 2.1. Requirement to continue treatment, counselling, and assistance programs or procedures recommended by the employee's advising physician or addiction counsellor;
  - 2.2. Express obligation to immediately cease performance of duties and notify a supervisor in the event the employee finds themselves under the influence at any time during work hours following a return to the workplace;
  - 2.3. Requirement to provide written medical confirmation that the employee has any condition under control and is able to safely return to the workplace without danger to the employee or others;
  - 2.4. Requirement to provide reasonably regular updates from the employee's physician or addiction counsellor confirming that the employee continues to follow recommended treatment programs and continues to be fit for performance of duties without danger to themselves or others; and
  - 2.5. An express warning to the employee that future violations of the policy will lead to further discipline and serious consideration of immediate termination for just cause.
3. Staff suffering from drug or alcohol dependence who fail to co-operate with assistance or treatment programs or engage in repeated infractions of this policy, will be subject to the normal disciplinary sanctions, up to and including immediate termination for just cause.

### **Employee Assistance in the Administration of Student Medication**

1. The primary responsibility for the administration of prescribed medication rests with the individual student, his/her parents/guardians and/or the appropriate medical personnel. It is appropriate, however, for employees to assist in the administration of medication if necessary for the student to attend school, and if requested and authorized by the parents/guardian.
  - 1.1. It is the responsibility of the parent/guardian to inform the school of their child's medical condition if the condition requires regular medication or medication/personal care in special or emergency situations.
  - 1.2. Students with potential medical problems are to be identified annually during registration.
  - 1.3. If an identified medical condition may require: the administration of medication during school hours or while attending school sponsored events, and/or emergency intervention at school, parents/guardians will be required to complete the Illicit & Controlled Substances & Medical Management *Plan* (Attachment 2).

Policy JFCH: Illicit & Controlled Substances & Medical Management – Cont'd

- 1.4. The *Illicit & Controlled Substances & Medical Management Plan* (Attachment 2) is valid only for the school year. It is the responsibility of the parent/guardian to renew the form annually and update during the school year to reflect any change in the student's medication or medical condition.
- 1.5. Identification of students requiring medication shall respect the student's right to privacy.
- 1.6. The school principal shall be responsible for:
  - 1.6.1. The safe storage of medication, and disposal of any medication left at the school for which the *Illicit & Controlled Substances & Medical Management Plan* has been completed.
  - 1.6.2. Ensuring procedures are in place to ensure each student receives the correct medication.
  - 1.6.3. Ensuring a system to record dispensing of medication is in place.
  - 1.6.4. Instructions provided by parents and physicians relating to student medication are made known to appropriate staff and followed with reasonable care.
  - 1.6.5. Ensuring that procedures are in place for making staff aware of the identity of students with serious or life-threatening conditions who are attending the school.
  - 1.6.6. In-service is provided for all staff members who may be in a position of responsibility of students with serious or life-threatening conditions. In-service will include a review of the appropriate emergency procedures.
  - 1.6.7. Staff are aware of and have access to Horizon School Division Medical Conditions handbook (Attachment 3) that describes treatment of students with asthma, diabetes, epilepsy, and anaphylaxis.
- 1.7. Any medication needing to be returned to parents/guardians must be picked up personally by parents/guardians at the school.
2. When receiving and storing medication in connection with a student's prescription the label on the container must include:
  - 2.1. patient's name
  - 2.2. name of prescribing health care practitioner
  - 2.3. name of licensed producer
  - 2.4. daily equivalent quantity prescribed
  - 2.5. expiry date of the patient's registration

**Protection of Students with Life-threatening Allergies Act**

1. Upon enrollment, parents and students shall be asked to supply information on life threatening allergies, if any, and
2. Schools shall also implement a risk reduction plan that shall include

## Policy JFCH: Illicit & Controlled Substances & Medical Management – Cont'd

- 2.1. mandatory regular training on dealing with life-threatening allergies for all school staff whether or not the school has a student with a life-threatening allergy.
- 2.2. each school shall maintain a file for every student who has an anaphylactic allergy including emergency procedures, any current treatments, copies of any prescriptions, any instructions from health professionals and a current emergency contact list.
- 2.3. information for employees and others who on a regular basis are in direct contact with a student who has an anaphylactic allergy regarding the type of allergy, monitoring and avoidance strategies and appropriate treatments,
- 2.4. provisions for and information regarding storage for epinephrine auto-injectors, where necessary.
- 2.5. a communication plan for the dissemination of information on life-threatening allergies to parents, students and employees;
3. Effective January 1, 2020, schools shall ensure that a minimum of one epinephrine auto-injector is maintained in accordance with the regulations in each school.
4. Preauthorized administration of medication
  - 4.1. An employee may be preauthorized to administer or supervise student administration of medication in response to an anaphylactic reaction, and may do so, if
    - 4.1.1. the information maintained in the student's file under 2.2 remains current, and
    - 4.1.2. consent has been given by the parent or student, as applicable, in the manner prescribed by the regulations.
  - 4.2. Parents and students are responsible for ensuring that the information maintained under 2.2 remains current.
5. Effective January 1, 2020, emergency administration of medication
  - 5.1. Even if not preauthorized to do so under section 4.1, an employee may administer an epinephrine auto-injector or other medication prescribed to a student for the treatment of an anaphylactic reaction if the employee has reason to believe that the student is experiencing an anaphylactic reaction.

### **Acknowledgment**

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

**ATTACHMENT 1**

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**Illicit & Controlled Substances & Medical Management**  
***ACKNOWLEDGEMENT***

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

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

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

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

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

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

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

\_\_\_\_\_  
Employee signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Employee Name

**ATTACHMENT 2**



**Horizon School Division  
Policy JFCH  
Medical Management Plan**  
Medical Conditions and Disabilities Information

*(To Be Completed by Parent/Legal Guardian or Independent Student)*

***This plan is for the 20\_\_\_\_/20\_\_\_\_ School Year***

<b>STUDENT’S LEGAL LAST NAME:</b>		<b>STUDENT’S LEGAL FIRST NAME:</b>		<b>STUDENT’S LEGAL MIDDLE NAME:</b>	
<b>STUDENT ALIAS (Student goes by):</b>					
<b>AB ED Student ID Number:</b>					
<b>Grade:</b>		<b>Age:</b>		<b>Date of Birth:</b>	
<b>Name of Medical Condition/Health Concern: (please specify if any allergies are life threatening)</b>					
<b>Date of Last Review of Plan:</b>					
<b>Homeroom Teacher:</b>			<b>Room:</b>		
<b>Parent/Guardian Name:</b>					
<b>Phone (Home):</b>		<b>Phone (Work):</b>		<b>Phone (Cell):</b>	
<b>Address:</b>					
<b>Parent/Guardian Name:</b>					
<b>Phone (Home):</b>		<b>Phone (Work):</b>		<b>Phone (Cell):</b>	
<b>Address:</b>					
<b>Name(s) and contact phone numbers of Physician(s)/Health Care Provider(s):</b>					
<b>Emergency Response:</b>					
Emergency Contact #1: _____ (Name/Relationship)					
Phone (Home): _____		Phone (Cell) _____		Phone (Cell) _____	
Emergency Contact #2: _____ (Name/Relationship)					
Phone (Home): _____		Phone (Cell) _____		Phone (Cell) _____	

**Horizon School Division**  
***Medical Management Plan (Continued)***  
Medical Conditions and Disabilities Information

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<b>STUDENT'S LEGAL LAST NAME:</b>	<b>STUDENT'S LEGAL FIRST NAME:</b>	<b>STUDENT'S LEGAL MIDDLE NAME:</b>
<p>Describe the medical condition(s) that require attention/assistance, include current treatment, and signs or situations that indicate an emergency response is needed. If condition is an allergy, please specify what the student is allergic to and whether the allergies are life threatening</p>          <p>List the steps to take in the event of an emergency related to this condition (include treatment other than medication which is appropriate when symptoms appear):</p>		
<p><b>SYMPTOMS:</b> List symptoms of the condition that this student is experiencing or may experience and strategies for managing these symptoms:</p>		
<p><b>MONITORING:</b> List signs or symptoms that may indicate the condition is not under control or that medication needs to be adjusted. Identify specific steps that the student or teacher should take to monitor this condition:</p>		

**Horizon School Division**  
***Medical Management Plan (Continued)***  
Medical Conditions and Disabilities Information

STUDENT'S LEGAL LAST NAME:	STUDENT'S LEGAL FIRST NAME:	STUDENT'S LEGAL MIDDLE NAME:
<b>MEDICATIONS:</b> Provide copies of any prescriptions and/or information about medications this student is taking, including dosage and location for any medications to be given at school. List any current or possible side effects of this/these medication(s):  <b><u>Name of Medication:</u></b>  <b>Prescribed Dosage Amount:</b>  <b>Frequency of Dosage (When to Use):</b>  <b>Possible Side Effects (if any):</b>    <b>Medication Start Date:</b> _____ <b>Medication Completion Date:</b> _____  <b>Location of Medication at school:</b> _____  <b>NOTE: Medications administered at school <u>MUST</u> be contained within the original prescription container, complete with current label.</b>		
<b>SPECIAL INSTRUCTIONS FOR STORAGE OF MEDICINE and/or EPINEPHRINE auto injectors:</b>     		
<b>THIS MEDICATION IS TO BE (Check one):</b> NOTE: A staff member may be preauthorized to administer or supervise student administration of medication in response to an anaphylactic reaction, and may do so, if (a) the information maintained in this plan remains current, and consent has been given by the parent or student, as applicable.  <input type="checkbox"/> Self-administered by the student or under the supervision of a staff member <input type="checkbox"/> Administered to the student under the direction of a staff member <input type="checkbox"/> Administered by the following staff member: _____ <input type="checkbox"/> Used only when the following symptoms appear (describe below): _____		
<b>TRIGGERS AND RESTRICTIONS:</b> List any foods, activities, situations, etc. that this student should avoid:          		

**Horizon School Division**  
**Medical Management Plan (Continued)**  
 Medical Conditions and Disabilities Information

<b>STUDENT’S LEGAL LAST NAME:</b>	<b>STUDENT’S LEGAL FIRST NAME:</b>	<b>STUDENT’S LEGAL MIDDLE NAME:</b>
-----------------------------------	------------------------------------	-------------------------------------

**ACCOMMODATIONS AND SPECIAL CONSIDERATIONS**

List any adaptations or strategies that will assist this student in participating as fully as possible:

List strategies that reduce the risk of exposure to anaphylactic causative agents in classrooms and school common areas:

Risk	Strategies to Avoid Allergen	Who is responsible

**COMMUNICATION PLAN**

For the dissemination of information on life-threatening allergies to all parents, students and employees

<b>Independent Student Signature (if applicable)</b>	<b>Independent Student Name (PLEASE PRINT) (if applicable)</b>	<b>Date</b>
<b>Parent/Guardian Signature</b>	<b>Parent/Guardian Name (PLEASE PRINT)</b>	<b>Date</b>
<b>Physician/Health Care Provider Signature</b>	<b>Physician/Health Care Provider Name (PLEASE PRINT)</b>	<b>Date</b>
<b>Principal Signature</b>	<b>Principal Name (PLEASE PRINT)</b>	<b>Date</b>

Personal information is collected under the authority of the *Education Act* and *Alberta’s Freedom of Information and Protection of Privacy Act (FOIP)*. This information will be used to respond to the identified medical need of the student named above. It will be treated in accordance with the privacy protection provisions of the FOIP Act.

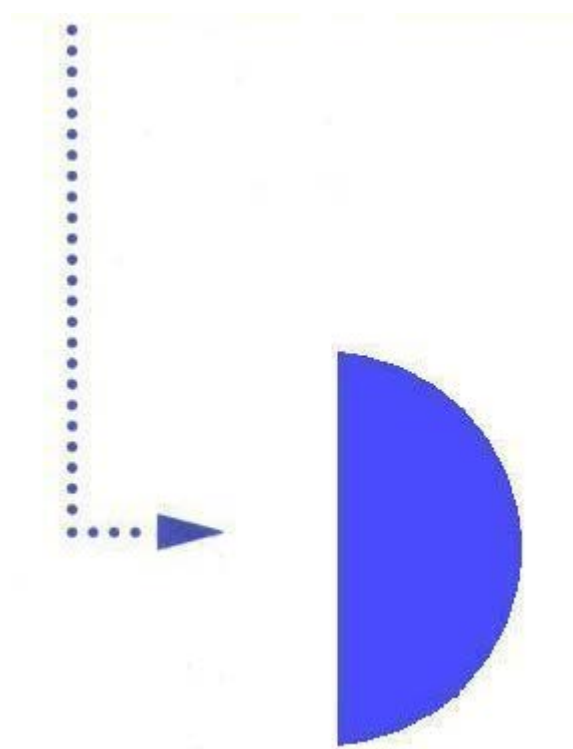


## ATTACHMENT 3



### Medical Conditions Handbook

<http://www.learnalberta.ca/content/inmdict/html/index.html>



- Allergies/  
Anaphylaxis
- Asthma
- Epilepsy
- Diabetes

# **ALLERGIES/ ANAPHYLAXIS**

**A**n allergy is the body's overreaction to usually harmless substances called allergens. The most common allergens are pollen, dust, insect bites, molds, pets, and a variety of foods. Certain foods, such as peanuts, nuts, seafood and milk, may cause severe reactions. Any kind of food can be an allergen to some people.

Allergens enter the body through the nose, eyelids, bronchial passage, digestive system or even the skin. These allergens stimulate the body to produce allergic antibodies which coat certain cells in the lining of the respiratory tract, skin and the gastro-intestinal tract. When one of the allergens again enters the body, the reunion of the allergen and the allergic antibodies stimulates these cells to release chemical mediators. These are usually histamines, which cause symptoms such as sneezing, runny nose, hives, itchy eyes and wheezing.

Studies indicate that one in every five students has a major allergy. As children mature, they may outgrow certain sensitivities only to have them replaced by others. The tendency to become allergic is usually inherited and remains throughout the person's life.

## **RECOGNIZING ALLERGIES**

Symptoms include:

- excessive throat clearing, chronic cough
- wheezing, runny nose, sneezing, sniffing
- itchy puffy eyes, dark circles under the eyes
- intermittent hearing loss
- frequent brief absences from school
- inconsistent behaviour or spells of hyperactivity and irritability in a usually well-adjusted student
- disruptive behaviour
- lethargy and sleepiness which may be a result of allergic reactions, antihistamines or lack of sleep
- occasional decrease in attention span and lack of concentration
- headaches
- weakness and pallor
- listlessness and withdrawal from classroom activities
- learning difficulties, particularly with reading and listening skills
- itchiness, rashes, hives

# Recognizing an Extreme Reaction

## Severe Allergies: Anaphylaxis

### **General Information**

Anaphylaxis is a growing public health issue. While anaphylaxis has the potential to cause death, fatalities are rare and usually avoidable. Measures must be in place to reduce the risk of accidental exposure and to respond appropriately in an emergency.

Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an offending substance. Reactions usually occur within two hours of exposure, but in rare cases can develop hours later. Specific warning signs as well as severity and intensity of symptoms can vary from person to person and sometimes from attack to attack in the same person.

An anaphylactic reaction can involve any of the following symptoms, which may appear along with or in any combination, regardless of the triggering allergen:

**Skin:** Hives, swelling, itching, warmth, redness, rash

**Respiratory (breathing):** wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing

**Gastrointestinal (Stomach):** nausea, pain/cramps, vomiting and diarrhea

**Cardiovascular (heart):** pale/blue color, weak pulse, passing out, dizzy/lightheaded, shock

**Other:** anxiety, feeling of “impending doom”, headache, uterine cramps in females

If an allergic person expresses any concern that a reaction might be starting, the person should always be taken seriously. When a reaction begins, it is important to respond immediately, following instructions in the person’s Anaphylaxis Emergency Plan (attached). The cause of the reaction can be investigated later. The most dangerous symptoms of an allergic reaction involve breathing difficulties caused by swelling of the airways or a drop in blood pressure indicated by dizziness or lightheadedness, or feeling faint or weak.

**Both can lead to death if untreated.**

### **Guiding Principles**

1. This portion of the Medical Conditions Handbook defines standards and procedures required for the management of students and staff at risk of severe allergic reactions while they are the responsibility of the school system, recognizing that this responsibility is shared among the individual, parents/guardians/guardians, the school system and health care providers.
2. The purpose is to minimize the risk of exposure of students with severe allergies to potentially life-threatening allergens without depriving the student with severe allergies of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school.
3. The District recognizes the dangers faced by students and staff with severe reactions to certain allergens. While the District cannot guarantee an allergen-free environment, the District will take reasonable steps to ensure a safe environment for students with life-threatening allergies, further to the goal of maintaining an appropriate learning environment for all students.

## **RESPONSIBILITIES**

### **Parent/Guardian Responsibilities**

1. Advise the principal and home-room teacher about the student's severe allergy when the allergy is diagnosed, at the beginning of each school year, or when the student changes schools;
2. Provide and keep emergency information current;
3. Assist the principal by asking the student's medical doctor to complete the Anaphylaxis Emergency Plan form when the student is first registered or re-registered with the Horizon School Division, or when the student's severe allergies change;
4. Provide the principal with a recent photograph of the student;
5. Provide the student with a Medic Alert bracelet or other suitable identification;
6. Provide the student with a case containing at least one unexpired injector or other medication as prescribed by a physician and ensure that the student has the injector or medication readily available, while at school, on off-campus programs, off-site activities or at other school events and activities;
7. Check expiry dates of medication and injectors and replace them as necessary;
8. Provide snacks and lunches for the student;
9. Assist the principal by supporting the provision of educational information about severe allergies to other parents/guardians/guardians and the school community; and
10. Advise the school bus driver of the student's severe allergies.

### **Student Responsibilities**

#### **Students with severe allergies must:**

1. Eat only foods brought from home unless authorized by the parents/guardians in writing;
2. Wash their hands before eating;
3. Learn to recognize symptoms of a severe allergic reaction;
4. Promptly inform a teacher or an adult as soon as accidental ingestion or exposure to an allergen occurs or symptoms of a severe allergic reaction appear;
5. Keep an injector or medication handy at all times; and
6. When age appropriate, know how to use an injector or take medication.

### **Principal Responsibilities**

1. The principal is responsible for planning the coordination and management of students who have life-threatening allergies.
2. The principal must:
  - a) advise the parents/guardians of the student with severe allergies of the Horizon Medical Conditions Handbook and provide them with a copy;
  - b) consult and advise the parents/guardians of the student with severe allergies, the school council and the school community of any school specific procedures regarding severe allergies;
  - c) request that the parents/guardians sign the Authorization to Administer Medication;
  - d) advise all staff members of students who have potentially life threatening allergies as soon as possible; and
  - e) request the consent of the parent to post the student's photo and display the Emergency Care Plan.
3. The principal is encouraged to involve parents/guardians in all phases of planning.
4. The principal must ensure that an emergency plan:
  - a) is developed for each student with severe allergies in cooperation with the parents/guardians, the student's physician and where the principal deems it necessary, the public health nurse, and
  - b) is kept in a readily accessible location at the school and includes emergency contact information.

## Policy JFCH: Illicit & Controlled Substances & Medical Management – Cont'd

5. With the consent of the parent or guardian, the principal may post a photograph of the student with severe allergies with a description of the allergy and the student's emergency response protocol in a central but not public location at the school.
6. The principal must ensure:
  - a) that all teaching staff and non-teaching staff be aware of the emergency response protocol and receive annual training, or more frequently if required, in the recognition of severe allergic reactions and the use of injectors;
  - b) that all members of the school community including substitute teachers, student teachers and volunteers have appropriate information about severe allergies, including background information on allergies, anaphylaxis and safety procedures; and
  - c) that all off-site activity services providers are notified of the student's severe allergy, if necessary.
7. With the consent of the parent, the principal and the classroom teacher must ensure that:
  - a) the student's classmates are provided with information on severe allergies in a manner that is appropriate for the age and maturity level of the students, and that
  - b) strategies to reduce teasing and bullying are incorporated in this information.
8. The principal must ensure that:
  - a) a school severe allergies emergency response protocol is developed including provision for the collection and storage of injectors, education of all parties, procedures to be followed, location of the medication, photographs of students, and off-campus, off-site, and lunch program procedures;
  - b) any injectors provided by parents/guardians and which are not in the student's possession are stored in a covered, secure and accessible location at the school; and
  - c) all teaching staff, including substitute teachers, and non-teaching staff, and student teachers are aware of the location of the injectors.
9. The principal must ensure that an individual student Anaphylaxis Emergency Plan form:
  - a) is developed for each student with severe allergies in cooperation with the parents/guardians, the student's physician and, where the principal deems it necessary, the public health nurse;
  - b) includes emergency contact information and procedures; and
  - c) is kept in a readily accessible location at the school.

**Sample letters and communications templates are available for the use by principals in the *Anaphylaxis: A Handbook for School Boards Manual*.**

### **Teacher Responsibilities**

1. The classroom teacher of a student with severe allergies must:
  - a) discuss anaphylaxis with the class, in age-appropriate terms;
  - b) avoid allergenic foods and substances for classroom events;
  - c) facilitate communication with other parents/guardians;
  - d) leave information about students with severe allergies in an organized, prominent and accessible format for substitute teachers;
  - e) discuss anaphylaxis in appropriate terms with student teachers, guest speakers and volunteers who are in the classroom, and explain the school rules and the school's emergency response protocol;
  - f) ensure that the emergency response protocol and appropriate medication is taken on off-site activities; and
  - g) ensure that appropriate and knowledgeable adults accompany off-site activities.

### **Lunch Supervisor Responsibilities**

1. The lunch supervisor of a student with severe allergies must:

Policy JFCH: Illicit & Controlled Substances & Medical Management – Cont'd

- a) know the school's emergency response protocol;
- b) encourage students not to share or trade food;
- c) encourage the student with severe allergies to eat only what he/she brings from home;
- d) reinforce hand-washing before and after eating;
- e) follow school policies for reducing risk in classrooms and common areas; and
- f) encourage an empathetic understanding of severe allergies and the seriousness of the consequences.

# How to use the EpiPen® Epinephrine Auto-Injector

# Comment utiliser l'auto-injecteur d'adrénaline EpiPen®



1.



Grasp unit with black tip pointing downward and pull off grey activator cap.

---

Tenir l'unité avec le bout noir pointant vers le bas et enlever le bouchon activateur gris.

---

2.



Jab black tip firmly into outer thigh so it "clicks" AND HOLD on thigh approximately 10 seconds.

---

Enfoncer brusquement le bout noir dans la cuisse jusqu'à un « dé clic » ET MAINTENIR l'unité dans cette position pendant environ 10 secondes.

---

3.



Seek medical attention.

---

Obtenir des soins médicaux.

---

AVAILABLE THROUGH YOUR PHARMACIST  
DISPONIBLE CHEZ VOTRE PHARMACIEN

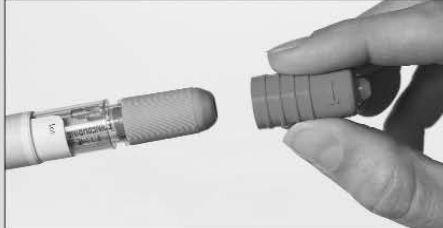


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www.epipen.ca

**Twinject: Easy to use, easy to carry your back-up dose.**



**FIRST DOSE: AUTO-INJECTED**



**ONE**  
PULL off GREEN end cap to see a GREY cap.  
**Never put thumb, finger or hand over the GREY cap.**

**TWO**  
PULL off RED end cap.  
Numbered caps are for memory purposes only, and order is not important.



**INJECT**  
Place GREY cap against mid-outer thigh. Press down firmly. Hold against thigh while slowly counting to ten. Injects through clothes. Remove auto-injector.

**PREPARE FOR SECOND DOSE.  
SEEK EMERGENCY MEDICAL HELP IMMEDIATELY.**

**SECOND DOSE, IF NEEDED: MANUAL**



Unscrew and remove GREY cap. **Beware of exposed needle.** Holding BLUE hub at needle base, remove syringe from barrel.



Slide collar off plunger. **PAUSE. If symptoms have not improved in about 10 minutes since first dose, inject second dose.**



Insert needle into mid-thigh (at least 5 cm/2 in from first injection site) and push plunger down completely.

**SEEK EMERGENCY MEDICAL HELP IMMEDIATELY.**

Twinject 0.3 mg Auto-Injector (0.3 mL Epinephrine Injection, USP, 1:1000) and Twinject 0.15 mg Auto-Injector (0.15 mL Epinephrine Injection, USP, 1:1000) are indicated for emergency treatment of severe allergic reactions (Type 1) including anaphylaxis to: stinging insects, biting insects, allergen immunotherapy, foods, latex, other allergens, and drugs. (Please see Product Monograph for full indication.) Epinephrine can also be used in the treatment of anaphylaxis of unknown cause, exercise-induced anaphylaxis, or anaphylactoid reactions.

Epinephrine should be used with caution in patients with cardiac arrhythmias, coronary artery or organic heart disease, hypertension, or in patients who are on medications that may sensitize the heart to arrhythmias. In patients with coronary insufficiency or ischemic heart disease, epinephrine may precipitate or aggravate angina pectoris as well as produce potentially fatal ventricular arrhythmias. Epinephrine use should be avoided in patients with organic brain damage. Administer with caution to elderly or hyperthyroid individuals, pregnant women, individuals with cardiovascular disease or diabetes.

Adverse reactions include transient, moderate anxiety; feelings of over stimulation; apprehensiveness; restlessness; tremor; weakness; shakiness; dizziness; sweating; an increase in pulse rate; the sensation of a more forceful heartbeat; palpitations; pallor; nausea and vomiting; headache, and/or respiratory difficulties.

**More than 2 sequential doses of epinephrine should only be administered under direct medical supervision.**



P030803E

**Twinject™**  
auto-injector  
(epinephrine injection USP 1:1000)  
Twice the confidence.



## During a Reaction to a Sting or Bite:

### **DO**

notify parents—call an ambulance if the student experiences difficulty breathing, faintness, pallor, swelling in other areas or generalized itching



have the student lie down and remain in a prone position—however, if breathing is difficult, the student should be seated



flick out the stinger with your fingernail



put an ice pack on the sting or bite site.

### **DO NOT**

squeeze the stinger, as this will inject the remaining venom.

## **CLASSROOM MANAGEMENT**

- Meet with the parents and the student early in the year to determine the student's individual needs and plan a program to avoid contact with known allergens.
- Inform all appropriate school personnel of the student's condition.
- Have parents supply an antihistamine or an adrenalin kit (EpiPen or Ana-Kit) to have on hand. Be familiar with any treatment the student may be using; e.g., bronchodilators, antihistamines, adrenalin kits, (EpiPen or Ana-Kit). If the student is on a daily or seasonal medication routine, remind the student to take any prescribed medication.
- Be familiar with the specific substances to which the student is allergic. (This may include certain odours—chemicals, tobacco and other smoke, cosmetics, perfumes; heavily chlorinated pools; dust, chalk dust; cold air; paints; markers; clay; playdough; animals, animal dander from another student's clothes; plants; insect stings or bites; foods—especially nuts, seafood and dairy products; drugs; preservatives and colouring additives.)
- Expect participation in regular classroom activities. However, allow exemptions if they are in the student's best interest. Make any necessary adjustments for participation in outdoor activities or classes where environmental factors or materials could cause reactions; e.g., art, home economics, chemistry or woodworking. Seat the student in a well-ventilated area.
- Explain allergies to the class and suggest ways they can show support and encouragement.
- Encourage the students with food allergies to avoid swapping lunches.
- Keep furred and feathered pets out of the classroom so an allergic student can avoid contact.

# **CONTACTS**

## **Alberta Children's Asthma Clinic**

Telephone: (403) 943-7328

Fax: (403) 943-7527

## **Alberta Lung Association**

Telephone: 1-800-661-LUNG

(780) 488-6819

Fax: (780) 488-7195

## **Allergy/Asthma Information Association**

### **Edmonton Branch**

Telephone: (780) 456-6651

Fax: (Same)

## **Asthma Teaching Clinic**

Telephone: (780) 735-4353

Fax: (780) 735-4048

## **Chinook Health Region**

### **Community Health**

Taber: Telephone: (403) 223-4406

Fax: (403) 223-8733

Vauxhall: Telephone: (403) 654-2232

Fax: (403) 654-2134

Milk River: Telephone: 1-866-647-3430

Fax: (403) 647-3435

**\*The term "parent(s)" refers to parents or legal guardians.**

## **References**

1. Anaphylaxis: A Handbook for School Boards, Canadian School Boards Association
2. Allergy Anaphylaxis Informational Response Kit, Alberta Education
3. Anaphylaxis in Schools and Other Settings, Canadian Society of Allergy and Clinical Immunology  
[http://aaia.ca/en/Anaphylaxis\\_3rd\\_Edition.pdf](http://aaia.ca/en/Anaphylaxis_3rd_Edition.pdf)  
<http://aaia.ca/en/aboutAnaphylaxis.htm>

\*The term "parent(s)" refers to parents or legal guardians.

Adapted from Alberta Education, Special Education Branch, Awareness Series, "Allergies".

# ASTHMA

**A**sthma is a chronic disease that causes the airways in the lungs to become constricted, leading to breathing difficulties. A variety of factors may cause the muscles of the airways to tighten and the linings of these passages to swell and produce extra mucus. As the narrowing increases, breathing becomes more difficult, ranging from persistent coughing to laboured wheezing.

An asthma attack or episode may last from a few minutes to several days and may be triggered by any of the following:

- air pollution
- allergies: pets, pollen, molds, dust mites, foods, drugs
- animals
- art or craft supplies, fresh paint
- aspirin
- carpets
- cold air
- cosmetics, perfumes
- dust
- emotions: excitement, fear, anger, laughter
- environmental factors: pollens, molds, grasses, weeds, trees, flowers
- exercise, overexertion
- tobacco and other smoke
- viral infections: colds, flu strains
- weather.

Asthma is the most chronic disease of childhood. As many as 10 to 20 per cent of students may have asthma at some time. Asthma can be controlled and students with asthma should be capable of participating in most school activities. Although asthma is not a psychological disorder, it may be triggered by emotional factors.

# RECOGNIZING ASTHMA

Symptoms include:

- laboured breathing
- tightness in the chest
- chest discomfort and excessive breathlessness after exertion, inability to exercise
- recurring, persistent cough
- wheezing
- inexplicable agitation
- hunched-over posture, tight neck and shoulder muscles
- paleness, sweatiness

## **During an attack**

### ***DO***

give the student a bronchodilator treatment



if symptoms remain, give another bronchodilator treatment and notify parents



if symptoms persist for more than five minutes, give a third bronchodilator treatment and call an ambulance



encourage the student to relax and breathe slowly



if the student requests a drink, allow a warm drink



remain calm and speak gently to the student.

### ***DO NOT***

leave the student alone



make the student lie down



allow the student to go home alone.

# CLASSROOM MANAGEMENT

- Meet with the parents and the student early in the year to determine the student's individual needs and inform all appropriate school personnel of the student's condition. Get specific information on any treatment the student is using, for example, what medication is being taken and what relaxation techniques are effective.
- Prepare an action plan containing documentation for each student with asthma. It should include the location of medications and specific emergency procedures for both mild and severe attacks.
- Have parents provide a bronchodilator that is available at all times, in and out of the classroom. It should be carried by the student.
- Familiarize yourself with relievers (bronchodilators), preventers (anti-inflammatory inhalers) and peak flow metres.
- Respect the student's knowledge of asthma. Decide ahead of time what will be done if the student perceives an attack is starting. Encourage the student to take control by using preventative measures to avoid serious attacks. It may be necessary for the student to:
  - leave class and find a place to relax with supervision
  - use a bronchodilator
  - drink warm fluids.
- If the asthma is allergy-triggered and the offending source has been determined, make the classroom as comfortable as possible by removing the cause of the attacks.
- Expect the student to participate in as many classroom activities as possible and in exercise programs to improve physical fitness. However, exercise is a trigger for many students. To avoid reactions, these students require medication administered 30 minutes prior to exercise, a slow warm up, short bursts of activity and a slow cool down. Be aware of students who need pre-exercise medication and, if necessary, remind them to take it. They may also require further medication during exercise.
- An asthma attack may be frightening for those unfamiliar with the condition. Explain asthma to the class and suggest ways they can show support and encouragement.
- Inform parents if the student appears to be taking more medication than usual.

# CONTACTS

## **Alberta Lung Association**

Telephone: 1-800-661-LUNG  
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\*The term "parent(s)" refers to parents or legal guardians.

Adapted from Alberta Education, Special Education Branch, Awareness Series, "Asthma".

# EPILEPSY

**E**pilepsy is a disorder of the brain—it is not a disease nor is it a mental disorder. It is characterized by recurring seizures of varying severity which are caused by uncontrollable electrical discharges in the brain cells.

Cells working together in the brain communicate by means of electrical signals. When a particular group of cells sends abnormal discharges of electrical energy to different parts of the brain, a seizure results.

The brain controls motor movements, thought, sensations and emotions. It also regulates the involuntary functions of the heart, lungs, bowels and bladder. Some disruption of any or all of these functions may occur during an epileptic seizure.

The frequency of seizures varies greatly from one individual to another. Medication is sometimes able to reduce the number of seizures or eliminate them entirely. While the student is growing, it may be difficult to find the right level of medication and it may take time for the student to adjust to medication, particularly during growth spurts.

There are two main categories of seizures. If the whole brain is involved, the seizure is considered to be generalized. If the excessive electrical discharge is limited to one part of the brain, the seizure is partial.

# RECOGNIZING A GENERALIZED SEIZURE

There are two types of generalized seizures—convulsive (formerly called Grand Mal) and non-convulsive (formerly called Petit Mal).

A convulsive seizure may last from two to five minutes. Symptoms include:

- muscles stiffening and jerking
- some breathing difficulty
- saliva forming around the mouth.

Non-convulsive seizures may last from 5 to 15 seconds. Symptoms include:

- brief interruptions of consciousness
- staring spells
- small muscular facial movements
- irregular eye movements
- confusion

## **During a Generalized Seizure:**

### ***DO***

notify parents—call an ambulance if the seizure lasts more than five minutes



turn the student on the side to allow saliva to flow freely from the mouth



ease the student to the floor



loosen tight clothing



cushion the head to soften the impact of the seizure



cover the student with a blanket



remove any hard, sharp or hot objects nearby



talk calmly and gently to the student



allow the seizure to run its course



let the student rest or sleep after the seizure.

### ***DO NOT***

put anything in the student's mouth



give the student anything to drink



restrain the student



allow the student to go home alone.



## **RECOGNIZING A PARTIAL SEIZURE**

Complete consciousness is not lost during a partial seizure. Symptoms include:

- inappropriate movements
- plucking at clothes, smacking lips
- aimless wandering
- confusion.

No first aid is required during a partial seizure. Talk calmly and gently to the student. Don't give the student anything to drink. A partial seizure may lead to a generalized seizure.

## **CLASSROOM MANAGEMENT**

- Meet with the parents and the student early in the year to determine the student's individual needs and discuss how a seizure will be handled should one occur in school.
- Inform all appropriate school personnel of the student's condition.
- Respect the student's knowledge of epilepsy. Some students are able to recognize the onset of a seizure.
- A seizure may be frightening to those unfamiliar with the condition. Explain epilepsy to the class and tell them what might happen during a seizure. Suggest ways they can show support and encouragement.
- Assign a student to act as a buddy to help the student who has experienced a seizure readjust to the classroom. After resting, most students can carry on as before.
- Usually students with epilepsy are able to participate in all classroom activities. A physician may limit participation in some situations involving physical activities.
- The student with epilepsy may experience some interruption of classroom learning and require additional assistance and support.
- Observe and record behavioral changes and frequency of seizures and inform parents of any episodes.

# **CONTACTS**

**To contact the nearest branch of Epilepsy Associations of Alberta:**

Telephone: 1-866-Epilepsy

## **Chinook Health Region**

### **Community Health**

Taber: Telephone: (403) 223-4406

Fax: (403) 223-8733

Vauxhall: Telephone: (403) 654-2232

Fax: (403) 654-2134

Milk River: Telephone: 1-866-647-3430

Fax: (403) 647-3435

\*The term "parent(s)" refers to parents or legal guardians.

Adapted from Alberta Education, Special Education Branch, Awareness Series, "Epilepsy".

# DIABETES

**D**iabetes results from the failure of the pancreas to produce the hormone insulin. Without insulin the body does not absorb sugar. The supply of insulin in the body may be stimulated by oral medication or may be replaced by injection. Diabetes can be controlled through planned eating, insulin supplementation and regular physical activity.

A student with diabetes can participate in all school activities; however, it may be necessary at times to help the student monitor food intake and activity. Students with diabetes may not fully understand the special needs and limitations of diabetes until about age 10. With support and encouragement, the student will gain increased confidence to assume responsibility for the condition.

Diabetes is the third largest cause of non-accidental death in North America. There are two types of diabetic emergencies school personnel may face—high blood sugar (hyperglycemia) and low blood sugar (hypoglycemia).

## **RECOGNIZING HIGH BLOOD SUGAR**

Symptoms occur gradually over a period of hours or days and are caused by overeating, lack of insulin, stress, injury or undiagnosed diabetes. They include:

- thirst
- frequent urination
- flushed, dry skin
- nausea and vomiting
- laboured breathing
- fruity odour to breath
- drowsiness, confusion
- eventual unconsciousness.

## **RECOGNIZING LOW BLOOD SUGAR**

Symptoms, which occur suddenly, are caused by too much insulin, delayed or skipped meals and increased exercise without extra food. Symptoms include:

- cold, clammy skin
- nervousness, trembling, shaking hands
- confusion, disorientation
- irritability, hostility
- lack of coordination, staggering
- difficulty speaking

- hunger
- abnormal pain
- blurred vision
- dizziness
- eventual unconsciousness

### **In an Emergency:**

#### **DO**

notify parents—if student is unconscious, call an ambulance



have sugar, pop or juice available at all times



give the student 10 mL (2 tsp.) sugar or 125 mL (4 oz.) juice or pop and repeat in 10 minutes if the student isn't better.

#### **DO NOT**

give food or drink if the student is unconscious



allow the student to go home alone.

## **Diabetes Management: Planning and Awareness**

Understanding implications of a child/student's Type 1 diabetes is important for getting to know the child/student, planning effective instruction and providing support as needed. For example, some child/student behaviour, such as an inability to concentrate may be a symptom of high or low blood sugar, which would require attention as outlined in an individual care plan. In addition, children/students with Type 1 diabetes require insulin by injection or by a pump during the school day or on school activities.

The following are planning considerations for schools and/or school authorities and additional information that may be required in an ICP for supporting children/students with Type 1 diabetes in schools:

- Identify the appropriate school staff to meet with the child/student, where appropriate, and parents/guardians prior to the start of the school year or at the time of registration to discuss how the school can support the child/student's needs related to Type 1 diabetes.
- Develop an ICP that aligns with related school authority policies and procedures, in collaboration with the child/student, where appropriate, parents/guardians, school staff and healthcare professionals.
- Collaborate and plan with parents/guardians and the child/student, where appropriate, for school activities such as field trips, extra-curricular activities, class parties, special events and other events that may require physical activity beyond what would occur during an average school day. As part of planning for such school activities:
  - notify parents/guardians, as early as possible, of changes in their child's regular schedule due to school activities or other situations so that they can plan and provide the appropriate medication, equipment or supplies; and

- discuss possible modifications to the ICP with parents as a result of school activities and include such modifications in the ICP.
- Provide a private and sanitary place to test blood and inject insulin. In consultation with child/student and parents/guardians, develop a sanitary disposal and clean-up routine.
- Enable a supportive environment for the child/student to manage their medical condition, including allowing for meals and snacks when needed.
- Collaborate with parents/guardians and the school and/or school authority team to identify and coordinate any needed consultation and services with community healthcare professionals.
- Develop a system for sharing information with relevant staff members, including substitute teachers, school volunteers and bus drivers about the child/student's condition, including key management strategies and considerations.
- Develop a system for regular communication between parents/guardians/caregivers.
- Provide training to appropriate staff.
- Raises awareness about Type 1 diabetes within the school community.

## **RESPONSIBILITIES**

### **Parent/Guardian Responsibilities**

1. educate their child about their diabetes and/or medical need(s) with the goal of the child taking primary responsibility for the management of their procedures or medications, where possible;
2. work with the appropriate healthcare professionals to attend to the medical needs of their child outside of school hours, when possible;
3. ensure that their child has and/or wears suitable identification (e.g., medical alert bracelet) while at school or on a school activity, wherever possible;
4. ensure that their child's condition is as stable as possible and that they follow the medically prescribed care prior to arrival at school;
5. notify the school of any changes to their child's medical needs at the earliest possible opportunity in writing;
6. provide sufficient up-to-date and accurate information on their child's condition, symptoms, treatments, potential side effects of any medication and potential risks associated with their child's medical condition in a timely manner;
7. confirm at the beginning of each school year, school term or at the time of registration, the status of their child's medical needs;
8. encourage their child to notify school staff when they experience symptoms of low or high blood sugar;
9. participate in the development and implementation of the Medical Management Plan (MMP) for their child, including carrying out any action agreed to;
10. assist the principal by supporting the provision of educational information about Type 1 diabetes to other parents and the school community;
11. provide any medication, equipment or other supplies necessary to support the diabetes management of their child in school. This includes ensuring that these items are appropriately labelled, maintained and/or replaced before their expiration date or when supply is low;
12. providing snacks and lunches for the child/student;
13. provide appropriately labelled meals and snacks and details on when their child needs to consume these during the school day; and
14. provide up-to-date contact information, including an alternate authorized emergency contact, to ensure that they or the alternate contact can be reached as needed.

## School Responsibilities

The principal of a school plays a crucial leadership role of school staff in the coordination of parents/guardians and other partners in the development of an MMP, to ensure the child/student is supported in a welcoming, caring, respectful and safe learning environment that enables the child/student to have access to meaningful and relevant learning experiences. In addition to relevant school administration and staff, key partners may include Alberta Health Services professionals (such as nurses, physicians, occupational therapists, physiotherapists, respiratory therapists, etc.), Alberta Children’s Services and Alberta Community and Social Services (Family Supports for Children with Disabilities) and other health practitioners.

1. The principal (or designate) should: strive for full participation of children/students with Type 1 diabetes in all aspects of the school and its activities;
  - (a) ensure that school staff, volunteers and other appropriate personnel are familiar with the Guidelines for Supporting Students with Type 1 Diabetes in Schools;
  - (b) establish school policy and/or procedures that align with school authority policy and/or administrative regulations/procedures for children and students with Type 1 diabetes;
  - (c) support and monitor children/students with Type 1 diabetes in accordance with the school authority and school policies and procedures;
  - (d) communicate to parents/guardians the appropriate process and provide appropriate forms for notifying the school of the medical condition and/or medical needs of the child/student and the process for developing an MMP;
  - (e) co-create the MMP with the child/student, where appropriate, parents/guardians, school staff and appropriate healthcare professionals;
  - (f) initiate and coordinate meetings for the development, implementation and regular review of the MMP;
  - (g) ensure that an emergency plan for responding to medical emergencies is included in the child/student’s MMP;
  - (h) keep a copy of the MMP in the child/student record and maintain records according to school authority record retention guidelines;
  - (i) ensure that the child/student’s MMP is readily accessible to those who need to reference it, while preserving and ensuring the privacy, confidentiality and security of the information;
  - (j) ensure that all school staff, volunteers and other personnel (e.g., bus drivers) that need the information for the performance of their duties and the safety of the child/student are aware of the child/student’s medical need(s) and how to respond to those medical needs in an emergency;
  - (k) ensure that relevant school staff, bus drivers and volunteers participate in necessary training and have access to resources on diabetes education for supporting the specific medical needs of individual children/students in accordance with the school and/or school authority’s policies and procedures and the child/student’s MMP;
  - (l) notify the parents/guardians if the child’s/student’s picture and emergency response plan will be displayed and in what manner it will be displayed to inform staff who need to have access to the information to serve the best interest of the child/student;
  - (m) notify off-site activity service providers (e.g., swimming lessons, etc.) of the child’s/students Type 1 diabetes;
  - (n) if the child/student is not allowed to carry their medication, equipment and/or supplies, ensure that they are readily accessible to the child/student at all times; and
  - (o) debrief after the occurrence of emergencies to determine if improvements to the daily/routine management plan and/or emergency plan are necessary.

2. The teacher should:

- (a) strive for full participation of children/students with Type 1 diabetes in all aspects of the school and its activities;
- (b) be familiar with the Guidelines for Supporting Students with Type 1 Diabetes in Schools;
- (c) participate in training provided by the school or school authority on Type 1 diabetes;
- (d) co-create the MMP with the child/student, where appropriate, parents/guardians, school staff and appropriate healthcare professionals;
- (e) support the implementation of the MMP by creating a welcoming, caring, respectful and safe learning environment for the child/student;
- (f) support and monitor children/students with Type 1 diabetes and support personnel providing direct supports to the child/student with Type 1 diabetes in accordance with the school authority and school policies and procedures, and according to the child/students MMP;
- (g) with the consent of the parents/guardian’s, the principal, provide classmates with information on Type 1 diabetes and strategies to support acceptance and understanding in a manner that is appropriate for the age and maturity of the children/students; and
- (h) maintain ongoing communication with parents/guardians about their child and any planned changes to regular school day schedule and or special events involving food or physical activity (e.g., field trips, athletic events, class parties, etc.) and any observed changes to the child/students well-being.

## **CONTACTS**

Students with diagnosed diabetes are often referred by a medical doctor to a metabolic training centre. If this service is unavailable or if you require more information, contact:

**Canadian Diabetes Association**

Telephone: 1-800-563-0032

**Canadian Diabetes Association, Lethbridge Branch**

Telephone: 327-4114

Fax: (403) 488-0105

**Chinook Health Region - Community Health**

Taber: Telephone: (403) 223-4406

Fax: (403) 223-8733

Vauxhall: Telephone: (403) 654-2232

Fax: (403) 654-2134

Milk River: Telephone: 1-866-647-3430

Fax: (403) 647-3435

\*The term “parent(s)” refers to parents or legal guardians.

Adapted from Alberta Education, Special Education Branch, Awareness Series, “Diabetes” and Guidelines for Supporting Students with Type 1 Diabetes in Schools.

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**HORIZON SCHOOL DIVISION****POLICY HANDBOOK**

<b>Policy Code:</b>	JHF
<b>Policy Title:</b>	Welcoming, Caring, Respectful, and Safe Learning Environments
<b>Cross Reference:</b>	EBCB, GCAG, HGB, HNB, IFCJ, IFCL, IFGA, IG, IGAA, IGD, IHEB, IO, JB, JFCH
<b>Legal Reference:</b>	<i>Education Act</i> S.31
<b>Adoption Date:</b>	June 19, 2001
<b>Amendment or Re-affirmation Date:</b>	April 17, 2008; January 20, 2015; March 30, 2016, March 20 <sup>th</sup> , 2018

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**POLICY**

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

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

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

**Bullying**

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

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

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

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

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



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

### **Discrimination**

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

### **Harassment**

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

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

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

### **Violence**

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

### **Independent student**

Means a student who is

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

## **GUIDELINES**

1. The *Canadian Human Rights Act*, and *Alberta Human Rights Act* protect individuals from discrimination.
  - 1.1. No person shall discriminate or exhibit an intention to discriminate against a person or a class of persons, or is likely to expose a person or a class of persons to hatred or contempt because of the race, religious beliefs, color, gender, 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.
2. The *Canada Labour Code* protects staff from sexual harassment.
  - 2.1. Every employee is entitled to employment free of sexual harassment.
  - 2.2. Every employer shall make every reasonable effort to ensure that no employee is subjected to sexual harassment.
  - 2.3. The employer will take such disciplinary measures as the employer deems appropriate against any

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

person under the employer's direction who subjects any employee to sexual harassment.

3. The *Criminal Code* protects individuals from violence including physical and sexual assault.
4. The *Education Act* protects individuals from bullying behavior.
  - 4.1. A student, as a partner in education, has the responsibility to refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.
  - 4.2. No person shall
    - 4.2.1. disturb or interrupt the proceedings of a school,
    - 4.2.2. disturb or interrupt the proceedings of a school meeting or board meeting,
    - 4.2.3. loiter or trespass in a school building or on property owned by a board, or
    - 4.2.4. conduct themselves in a manner detrimental to the safe operations of a school.
5. The Board's regulations are founded on the following principles:
  - 5.1. Parents have a right and a responsibility to make decisions respecting the education of their children as per the *Education Act*;
  - 5.2. The rights and needs of all students, staff, and families need to be respected
  - 5.3. All Students, staff, and families have the right to:
    - 5.3.1. Be treated with dignity;
    - 5.3.2. Be open about who they are, including expressing their identity without fear of discrimination and/or harassment;
    - 5.3.3. Have the right to privacy and confidentiality; and
    - 5.3.4. Are actively included in the collaborative decision-making process that supports their rights and needs.
6. The contents of this policy and school policies regarding code of conduct shall apply:
  - 6.1. on school property at any time;
  - 6.2. during school hours;
  - 6.3. at any time and at any place during activities associated with the school, e.g. during co and extra-curricular activities, bussing, and;
  - 6.4. at any time or place, provided school administration deems the behaviour or incident to be injurious to the physical or mental well-being of others in the school or the incident occurs by electronic means.
7. Principals shall ensure that all school policies and procedures are consistent with and adhere to the philosophy and intent of this welcoming, caring, respectful, and safe learning environments policy.
8. Supervisory and performance evaluation actions and processes undertaken in good faith in accordance with Horizon School Division policy and procedures, the *Education Act*, or Ministerial Orders do not fit under the definition of bullying, discrimination, or harassment.
9. The Board will reaffirm this policy on an annual basis.

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

### REGULATIONS

1. The Board expects that all trustees, employees, students, parents, volunteers, visitors, and contractors shall show responsibility, understanding, sensitivity and concern for the well being of others and actively participate in maintaining a welcoming, caring, respectful, and safe learning environment.
  - 1.1. The Principal shall:
    - 1.1.1. Ensure staff know their professional responsibility when dealing with discriminatory attitudes and behaviours, and creating caring, respectful and safe learning environments;
    - 1.1.2. Address requests for supports on a case-by-case basis;
    - 1.1.3. Ensure staff are inclusive, and respectful of all members of the school community;
  - 1.2. Staff shall:
    - 1.2.1. Act in loco parentis, that is to say, as responsible caring parents in relation to students. In exercising their authority under the *Education Act*, staff must always consider the educational interests and fundamental rights of students.
    - 1.2.2. When needed or requested, help students and/or their family identify and access appropriate resources and supports along the continuum of supports within or beyond the school;
    - 1.2.3. Comply with Section 58.1 of the *Education Act* as it relates to notice to parents; and
    - 1.2.4. Utilize provincial and locally approved, by division office, teaching and learning resources that respect Canada's diversity.
  - 1.3. Counsellors shall
    - 1.3.1. Ensure parents are informed and have provided consent prior to children receiving ongoing counseling.
  - 1.4. The jurisdiction adopts the intent of Section 31 of the *Education Act* and additional expectations as the foundation for standards of student conduct in the jurisdiction. At minimum, the jurisdiction expects that a student shall:
    - 1.4.1. attend school regularly and punctually;
    - 1.4.2. be ready to learn and actively engage in and diligently pursue the student's education;
    - 1.4.3. ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
    - 1.4.4. respect the rights of others in the school;
    - 1.4.5. refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;
    - 1.4.6. comply with the rules of the school and the policies of the board;
    - 1.4.7. co-operate fully with everyone authorized by the board to provide education programs and other services;
    - 1.4.8. be accountable to the his/her teachers and other school staff for his/her conduct;
    - 1.4.9. positively contribute to his/her school and community;
    - 1.4.10. account to school staff and bus drivers for their conduct;
    - 1.4.11. dress safely and appropriately for all school-sponsored activities.
  - 1.5. A student may be suspended or expelled from school as per Section 36 and 37 of the *Education Act* and Policy IGD Suspension and Expulsion of Students

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

- 1.6. Parents play a vital role in developing student behaviour and conduct. It is the jurisdiction's expectation that parents shall:
  - 1.6.1. review the school's code of conduct with their child(ren);
  - 1.6.2. act as the primary guide and decision-maker with respect to the child's education;
  - 1.6.3. take an active role in the child's educational success, including assisting the child in complying with section 2 above;
  - 1.6.4. ensure that the child attends school regularly;
  - 1.6.5. ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment;
  - 1.6.6. cooperate and collaborate with school staff to support the delivery of specialized supports and services to the child;
  - 1.6.7. encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school; and
  - 1.6.8. engage in the child's school community.
- 1.7. The school bus is an extension of the school. As such student conduct should reflect school expectations. Given that the school bus is a unique environment, the following code of conduct applies.
  - 1.7.1. The bus driver is in full charge of the bus and students must obey his or her directions promptly and respectfully.
  - 1.7.2. Parents are responsible for the proper conduct of their child(ren) prior to boarding at the beginning of the day, and at the time of departure from the school bus at the end of the day.
  - 1.7.3. Students/parents should inform the bus driver when absence is expected from school.
  - 1.7.4. Students must remain seated during the entire trip. Designated seats may be assigned for which students will be held responsible.
  - 1.7.5. Students are expected to be on time and waiting at their designated stop prior to the arrival of the bus. Frequent lates may result in students being left behind, but only after the bus driver has warned the students/parents that the bus will not continue to wait.
  - 1.7.6. Unnecessary conversation with the driver is prohibited.
  - 1.7.7. Students shall not extend or throw anything out of bus windows.
  - 1.7.8. Students shall pass in front of the bus at stopping points if they have to cross the roadway.
  - 1.7.9. Students shall not be permitted to bring objects into the bus which may cause injury or damage to any part of the bus and its occupants. Special circumstances may be allowed subject to prior approval from the bus driver.
  - 1.7.10. Restitution will be expected for any willful damage.
  - 1.7.11. Students are prohibited from playing electronic audio equipment on a bus if it is audible to anyone other than the student.
  - 1.7.12. For students with special needs, the parent and school administration shall inform the bus driver of special circumstances and/or concerns prior to the student's initial use of the bus.
2. This policy covers inappropriate behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.
3. The Board prohibits bullying, harassment, discriminatory, and violent behaviours
  - 3.1. The Board expects students and staff to adhere to this policy and their schools' code of conduct.
  - 3.2. Policy IG addresses student discipline, taking into account the student's age, maturity, and individual circumstances. When discipline is required, support will be provided for students who are impacted by inappropriate behavior, as well as for students who engage in inappropriate behaviour.

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

4. The Board encourages students and expects staff to report all incidents of bullying, discrimination, harassment, or violence regardless of the identity of the respondent or offender. Reports should be made promptly to a trusted adult, the Principal, the individual's supervisor, or the Superintendent.
  - 4.1. The Board expects all reported incidents of bullying, harassment, discrimination, or violence to be investigated in a timely and respectful manner as per Appendix A.
5. Individuals engaging in bullying, discriminating, harassing, and/or violent behaviour and those willingly making false claims regarding such behaviour may be subject to appropriate disciplinary action up to and including expulsion, termination, and/or criminal prosecution.
6. Following any incident of bullying, discrimination, harassment, and/or violence, the Superintendent or designate or school principal will evaluate the level of potential harm and implement appropriate action (i.e. Threat Assessment, Bullying Protocol, parent contact, etc.).
  - 6.1. The Superintendent or Principal may contact the police who may lay a charge when conduct is considered a criminal offense, governed by the Criminal Code, or is believed to contravene the *Education Act* and warrants such action.
7. The Superintendent or designate shall ensure that the Handbook for the Prevention and Management of Critical Incidents is reviewed regularly and revised as required.
  - 7.1. All staff shall adhere to the procedures outlined in the Horizon School Division Handbook for the Prevention and Management of Critical Incidents.
  - 7.2. Critical incident reports shall be completed and filed with the Superintendent or designate immediately following an incident. (See Handbook for the Prevention and Management of Critical Incidents p. 115)
8. The Superintendent will review annually, and revise as required the school division safety plan.
9. Principals shall review annually, and revise as required a school safety plan.
10. Schools shall have measures in place to prevent bullying, discrimination, harassment, and violence, which may include one or more of the following:
  - 10.1. school policy that shall be available to students, parents, and staff;
  - 10.2. a program designed to develop and maintain a positive school climate;
  - 10.3. conflict resolution programs;
  - 10.4. access to a counsellor or family school liaison counsellor;
  - 10.5. curricular instruction; and/or
  - 10.6. special presentations on relevant topics.
11. To support the rights and needs of all students/staff including those who identify as, or are perceived to be, transgender or transsexual persons, jurisdiction staff shall adhere to the following recommended practices wherever possible and appropriate:

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

### 11.1. Official Records and Communication

- 11.1.1. School shall maintain student records in a way that respects student's privacy and confidentiality and is in compliance with Alberta's privacy legislation and Student Record requirements.
- 11.1.2. School staff may use a student's chosen (i.e., preferred) name on report cards or other school issued documents, provided the student has requested this. Parents shall be informed in compliance with Alberta's privacy legislation and Student Record requirements.
- 11.1.3. Students will be informed of any limitations regarding their chosen name and gender identity or gender expression in relation to official school records that require legal name and designation;
- 11.1.4. Students should be advised that a legal name change is required if they desire their official Alberta Education documents to reflect their new name.

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

11.3. **Student Organizations** - Support the establishment of all voluntary student organizations including clubs that promote non-discrimination such as a Gay-Straight Alliance, or anti-bullying club, as per Section 35.1 of the *Education Act*, where interest by one (1) or more students has been expressed; For clarity the following Sections of Section 35.1 of the *Education Act* have been included.

35.1(1) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall

(a) permit the establishment of the student organization or the holding of the activity at the school, and

(b) designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.

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

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

11.3.1. Notification shall otherwise be consistent with the usual practices relating to notifications of other student organizations and activities.

11.4. **Disclosure:** Horizon School Division may disclose personal information only if it is authorized to do so under legislation that governs such disclosure, which, depending on the circumstances, may include the *Freedom of Information and Protection of Privacy Act*, the *Education Act*, the *Children First Act*, and the *Child, Youth and Family Enhancement Act*.

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

11.5. **Gender-Segregated Activities** – To the extent possible, schools should reduce or eliminate the practice of using gender to segregate students for the sole purpose of creating two groups within curricular activities. Schools may continue to offer gender specific courses (e.g. Physical Education, Health and Life Skills). Requests for accommodations will be addressed on a case by case basis.

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

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

11.6.2. All students who desire increased privacy, regardless of the reason (e.g. medical, religious, cultural, gender identity, gender expression) shall, to the best extent possible, be provided with accommodations, that best meet their individual needs and privacy concerns.

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

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

11.6.2.3. Students seeking accommodations should request such accommodations from school administration. Solutions be addressed on a case-by-case basis and may involve conversations with parents/guardians.

**APPENDIX A**

**PROCEDURE**

**Reporting**

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

**Mediation**

1. Can come before a formal investigation
2. Mediation is a process by which a neutral third party helps the people involved in the complaint reach a solution that is acceptable to both parties.
3. The mediator must be acceptable to both parties
4. Either party has the right to refuse mediation



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

5. The mediator may be from within the school or jurisdiction or from outside
6. The mediator must not otherwise be involved in the complaint
7. Both parties have the right to be accompanied and assisted during the mediation sessions by someone with whom they feel comfortable.

### **Formal Complaint**

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

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

accused of bullying, discriminating, harassing, or violence with an opportunity to respond to the complaint.

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

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

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

1. It is your responsibility to change your behavior if it is not in alignment with a welcoming, caring, respectful, and safe learning environment.
2. You are encouraged to contact your union or professional association for advice and support.
3. Keep written notes of any conversations where someone suggests that your actions are not in alignment with a welcoming, caring, respectful, and safe learning environment (record the conversation and date, how you felt, and what you did, if anything). Also make notes of your version of the alleged incident(s), the date(s) it/they occurred, and who else, if anyone, was present.
4. You have the right
  - 4.1. to be informed of the complaint
  - 4.2. to be given a written statement of the official allegations, and to respond to them
  - 4.3. to have a person of your choice accompany you during the process
  - 4.4. to be informed about the progress of the complaint
  - 4.5. to receive fair treatment
5. If the investigation shows that you did bully, harass, discriminate, and/or commit violence, you will be expected to change your behavior. You may also be subject to disciplinary action.

### **Decision**

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

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

- 2.2.2. a formal request to talk to or meet parents/guardians;
  - 2.2.3. a written reprimand, recorded in their student record;
  - 2.2.4. a suspension;
  - 2.2.5. a transfer; and/or
  - 2.2.6. a recommendation for expulsion
- 2.3. Staff may receive
  - 2.3.1. a verbal reprimand identifying the inappropriate behavior;
  - 2.3.2. a written reprimand, recorded in his/her personnel file;
  - 2.3.3. a fine;
  - 2.3.4. a suspension, with or without pay;
  - 2.3.5. a transfer;
  - 2.3.6. a demotion; and/or
  - 2.3.7. dismissal/termination.
3. Corrective action, remedies, and changes in work/learning environment may be instituted for the complainant and/or respondent during the mediation, investigation, or upon the conclusion of the investigation.
4. When the investigation reveals bullying, discrimination, harassment, and/or violence occurred, the incident and the discipline that is imposed on the respondent will be recorded in the respondent's file.
5. When the investigation is closed, the principal, supervisor, or Superintendent shall make a full report indicating:
  - 5.1. that the respondent is guilty or not guilty of the allegation;
  - 5.2. that the respondent is disciplined or that other action be taken;
  - 5.3. whether the matter has been referred to an appropriate outside agency (e.g., Child Welfare, police services, or the Alberta Human Rights Commission);
  - 5.4. whether administrative or other changes were made in order to avoid re-occurrence; and/or
  - 5.5. that the complainant deliberately and knowingly made false allegations in an attempt to cause harm to the respondent, and what specific sanctions were imposed on the complainant.
6. The principal, supervisor, or Superintendent shall communicate the decision to the complainant and respondent. Any sanctions imposed by the principal, supervisor, or Superintendent will be set out in the written notification.

### **Unsubstantiated complaints**

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

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

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

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

### **Confidentiality**

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

### **Retaliation**

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

shall be subject to disciplinary measures.

### **Appeal/Grievance**

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

### **Further Complaints**

1. This policy does not preclude the complainant (staff or student) from making a complaint regarding the bullying, discriminatory, harassing, and/or violent behaviour directly to other agencies, associations, boards, commissions, unions, or seek redress through the Civil Courts.

## COMPLAINT FORM

### YOUR CONTACT INFORMATION (You are the complainant)

Your first name:		Your last name:	
Mailing address:			
Town or city:		Postal code:	
Home phone number: <i>(include area code)</i>	Work phone number: <i>(include area code)</i>	Cell phone number: <i>(include area code)</i>	Fax number: <i>(include area code)</i>
At which number(s) can we reach you during the day? Home          Work          Cell			
Your e-mail address, if any, by which you authorize us to send you personal information related to your complaint:			

If any of your contact information changes during the complaint process, it is your responsibility to inform us, otherwise your complaint could experience a delay or even be closed.

### YOUR COMPLAINT

Please check one of the following: <input type="checkbox"/> I am the person who was bullied/harassed and/or discriminated against <input type="checkbox"/> My child, under 18, was bullied/harassed and/or discriminated against
--

### INDIVIDUAL YOUR COMPLAINT IS AGAINST

(This is the respondent)

If there is more than one respondent, you must file a separate complaint against each one.

Name of School Division Employee:
-----------------------------------

**In what school/jurisdiction facility did the alleged discrimination happen?** (If the events took place outside a school/school facility please indicate the location)

School/School Jurisdiction Facility:
--------------------------------------

**When did the alleged discrimination take place?** (The alleged discrimination has to be less than one year old, but exceptions may apply):

Start date (dd/mm/yyyy):	Last date (dd/mm/yyyy):
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<p><b>What type of complaint is this?</b></p> <input type="checkbox"/> <b>Bullying/Harassment:</b> repeated and hostile or demeaning behavior where the behaviour is intended by the individual to cause harm, fear or distress to another individual in the school community. It includes improper conduct that is directed at and offensive to or humiliates another individual, and that the individual knew or ought reasonably to have known would cause offence or harm. It comprises objectionable act(s), comment(s) or display(s) that demean, belittle, or cause personal humiliation or embarrassment, and any act of intimidation or threat.
--

**Discrimination:** negative differential treatment of a person on the basis of the prohibited grounds of discrimination set out in the Canadian and Alberta Human Rights Act.

**I have a reasonable basis to believe that the respondent discriminated against me/my child based on one or more of the following ground(s) of discrimination**

(Please check only the ones that apply to your situation):

- |  |   |
|--|---|
| <input type="checkbox"/> Race                | <input type="checkbox"/> Age                |
| <input type="checkbox"/> Religious Beliefs   | <input type="checkbox"/> Ancestry           |
| <input type="checkbox"/> Colour              | <input type="checkbox"/> Place of Origin    |
| <input type="checkbox"/> Gender              | <input type="checkbox"/> Marital Status     |
| <input type="checkbox"/> Gender Identity     | <input type="checkbox"/> Source of Income   |
| <input type="checkbox"/> Gender Expression   | <input type="checkbox"/> Family Status      |
| <input type="checkbox"/> Physical Disability | <input type="checkbox"/> Sexual Orientation |
| <input type="checkbox"/> Mental Disability   |   |

**Please explain your situation by answering the following questions in the space provided. You may also choose to answer these questions using a separate document (maximum three (3) pages). If you have any supporting documents, keep them with you. You may be asked for them at a later date during the process.**

How and when were you/your child bullied/harassed or treated differently, based on each ground of discrimination you have identified?

- If more than one thing happened, list each one starting from the first event.
- Summarize (include information about what led up to the complaint, what happened, the date it happened, who was involved, where it took place, and who witnessed it).

How did these events have a negative effect on you/your child?

- Please describe any negative effect you/your child suffered and any loss, hurt, humiliation or distress that you/your child experienced as a result of the bullying/harassment or unfavourable treatment.

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

If you are making a complaint of discrimination, please indicate why you think the prohibited ground(s) of discrimination indicated above was/were the reason you/your child were treated unfavourably?

Briefly describe the steps you have taken to resolve the situation?

What would you like to have happen in order to resolve your complaint?



### AGREEMENTS

Your consent to each of the following statements and your signature are needed for the school division to accept your complaint:

- The information in this Complaint Form is true to the best of my knowledge and belief.
- I authorize the school division to collect my personal complaint information (such as the information about me in this complaint form) and use it to process my complaint of discrimination. This will include sharing my complaint with the respondents.
- I authorize anyone (such as an employer, service provider, witness) who has information needed to process my complaint to share it with the school division. The school division can obtain this information by talking to witnesses or asking for written records. Depending on the nature of the complaint, these records could include personnel files or employer data, medical or hospital records, and financial or taxpayer information.

All formal bullying/harassment and/or discrimination complaints must be made in writing on the school divisions' complaint form. You can make a complaint to the school division at any time, however the school division may take no action if: your complaint is:

- More than one (1) year old.
- Before a court or tribunal, or has been heard by a court or tribunal
- Not a matter covered under the Alberta Human Rights Act; or
- Frivolous, vexatious or dishonest.

**Please print, sign and date the form before submitting.**

Complainant's signature \_\_\_\_\_ Date \_\_\_\_\_

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**HORIZON SCHOOL DIVISION****POLICY HANDBOOK**

<b>Policy Code:</b>	JMA
<b>Policy Title:</b>	School Councils
<b>Cross Reference:</b>	JG
<b>Legal Reference:</b>	PIPA Education Act, Sec. 55, School Councils Regulation
<b>Adoption Date:</b>	June 25, 1997
<b>Amendment or Re- affirmation Date:</b>	Jan. 19/99, May 30/02 Apr. 19/07, <b>Nov. 30/17</b>

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**POLICY**

THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION RECOGNIZES THE VALUE OF PARENTS AND THE COMMUNITY TO BE ENGAGED IN THE EDUCATION OF CHILDREN, AND EXPECTS SCHOOLS EXCEPT HUTTERIAN COLONY BRETHERN SCHOOLS, TO ESTABLISH A SCHOOL COUNCIL IN ACCORDANCE WITH THE SCHOOL COUNCILS REGULATIONS AND THIS POLICY.

**GUIDELINES**

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

## **Policy JMA – School Councils – Continued**

### **REGULATIONS**

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

## Policy JMA – School Councils – Continued

council one or more persons who are:

- 5.1. parents of children enrolled in an Early Childhood Services program at the school
  - 5.2. not parents of students enrolled in the school but who have an interest in the school.
6. School councils or their members may not:
- 6.1. receive remuneration for services rendered;
  - 6.2. be incorporated under the Societies or Companies Act; or
  - 6.3. be charged a fee for the use of the school or school facilities for the purpose of holding a meeting of the school council.
  - 6.4. Raise funds or otherwise solicit donations in any manner that would require a gaming licence under the Gaming, Liquor and Cannabis Act.
7. School Councils are organizations subject to PIPA (Personal Information Protection Act) and, as such, must comply with the PIPA requirements for collection, use, and disclosure of personal information.
8. Each school council may make bylaws respecting the conduct of its business and affairs as per the School Councils Regulation.
- 8.1. Only persons who attend the establishment meeting and are (a) parents of students enrolled in the school, or (b) parents of children enrolled in an Early Childhood Services program at the school are entitled to vote on matters raised at the meeting.
  - 8.2. A school council must retain at the school a copy of the minutes for each meeting of the school council for at least 7 years and make them available to the board or the public on request.
9. School council s opportunity to provide advice on the development of the school’s
- 9.1. mission, vision and philosophy,
  - 9.2. policies,
  - 9.3. annual education plan,
  - 9.4. annual results report, and
  - 9.5. budget.
10. The chair of a school council must prepare and provide to the board by September 30 of each year a report
- 10.1. summarizing the activities of the school council in the previous school year, and

**Policy JMA – School Councils – Continued**

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

SCHOOL/COLONY	DATE	TIME	TRUSTEE/ADMIN. ATTENDING
Chamberlain	Tuesday, December 10th - German Concert	6:30PM	
Enchant	Tuesday, December 10th - German Program	7:00PM	
W.R. Myers	Tuesday, December 10th - Band Concert	7:00PM	
Taber Christian School	Wednesday, December 11th - Taber CRC	10:00AM	
Central	Thursday, December 12th - LGM Program	7:00pm	
Taber Christian School	Thursday, December 12th - Taber CRC	7:00PM	
D.A. Ferguson	Monday, December 16th	7:00PM	
Chamberlain	Tuesday, December 17th - school gym	6:30PM	
Warner School	Tuesday, December 17th - school gym	6:30 PM	
Enchant Colony	Wednesday, December 18th	1:00PM	
Delco Colony	Wednesday, December 18th	1:00PM	
Midland Colony	Wednesday, December 18th	1:00PM	
L.T. Westlake	Wednesday, December 18th - school gym	6:30PM	
Central	Wednesday, December 18th - school gym	7:00PM	
Enchant	Wednesday, December 18th - school gym	7:00PM	
Lomond School	Wednesday, December 18th - school gym	7:00PM	
Milk River Elementary	Wednesday, December 18th - civic centre	7:00PM	
Sunnysite	Wednesday, December 18th	TBD	
Gold Spring	<b>TBD</b> - December 18th or 19th	1:00PM	
Barnwell	Thursday, December 19th - school gym - Dress Rehearsal	1:00 PM	
Elmspring	Thursday, December 19th	1:00PM	
Hillridge	Thursday, December 19th	1:00PM	
Vauxhall Elementary	Thursday, December 19th - school gym - Dress Rehearsal	1:00PM	
Dr. Hamman	Thursday, December 19th - school gym	1:00PM	
Barnwell	Thursday, December 19th - school gym	6:30PM	
Dr. Hamman	Thursday, December 19th - school gym	6:30PM	
Copperfield	Thursday, December 19th - NO Concert - <b>Carolling</b>	7:00PM	
Hays	Thursday, December 19th - school gym	7:00PM	
Kingsland	Thursday, December 19th	7:00PM	
Vauxhall Elementary	Thursday, December 19th - school gym	7:00PM	



**Budget 2019 – 4 Year Expense Summary Table**

(in millions)

	2018-19 Actual	2019-20 Estimate	2020-21 Target	2021-22 Target	2022-23 Target
<b>Operating Expense by Ministries</b>					
Health	20,409	20,610	20,616	20,632	20,672
Kindergarten to Post-Secondary Education					
Kindergarten to Grade 12	8,223	8,223	8,223	8,223	8,223
Post-Secondary	5,392	5,117	4,976	4,866	4,756
Social Service Ministries	5,754	6,134	6,188	6,244	6,268
Other Ministries	8,656	8,115	7,332	7,214	7,174
<b>Total Operating Expense</b>	<b>48,434</b>	<b>48,199</b>	<b>47,335</b>	<b>47,179</b>	<b>47,095</b>
Disaster and Emergency Assistance	507	636	-	-	-
Capital Grants	1,952	2,086	1,957	1,999	2,024
Amortization/Inventory Consumption/Loss on Disposals	3,651	3,691	3,775	3,848	3,875
Debt Servicing	1,971	2,265	2,520	2,780	3,013
Pension Provisions	(190)	(337)	(375)	(324)	(248)
Expense before Crude by Rail and Contingency	<b>56,329</b>	<b>56,540</b>	<b>55,212</b>	<b>55,482</b>	<b>55,759</b>
Crude by Rail Provision	6	1,500	-	-	-
Contingency and Disaster and Emergency Assistance	-	680	750	750	750

Government is committed to providing public services to people with the greatest need. To that end, *Budget 2019* maintains or increases funding to core social services. *Budget 2019* maintains annual funding of:

- \$20.6 billion to provide health services.
- \$8.2 billion for kindergarten to grade 12 (K–12) education services.
- \$3.9 billion for community and social services.
- \$1.6 – \$1.7 billion for children’s services.
- \$638 million for seniors and housing services.

Government is taking a prudent approach to all government spending to ensure value for money and live within our means.

**Associate Superintendent, Learner Services**  
**Report to the Board of Trustees – November 25, 2019**

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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

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**KEY ACTION AREA #1:**

**Strong core instruction that develops student competencies**

- A division-wide professional learning day was held Monday, Nov 18 and it had a strong focus on student success and professional collaboration. Teacher, educational assistants, secretaries and library/learning commons facilitators all had sessions geared to their roles. Teacher feedback on the day indicates that collaboration time (Teachers Learning through Collaboration groups) is highly valued, and support staff applauded keynote speaker Rick Gilson, Executive Director from SAPDC (Southern Alberta Professional Development Consortium) for sharing messages of teamwork, collaboration, and making a difference.

**KEY ACTION AREA #2:**

**Response to Instruction and Intervention**

**LEADERSHIP PRACTICES**

- Amber hosted the provincial online meeting of curriculum leaders from various school divisions on November 1st.
  - Meetings with principals on their professional growth plans and school goals have continued this month.
  - Amber and Robbie, along with a number of Horizon principals and vice-principals, attended one-day Teacher Growth, Supervision and Evaluation workshop put on by the ATA.
- 

**FAMILY SCHOOL LIAISON PROGRAM REPORT**

Our counselling team, including the Family Connections Wellness Coaches funded through the Mental Health Capacity Building project, provide small group and class programming to help promote health,



wellness and social-emotional learning. These programs are research-based and geared to specific age levels. They include:

Second Step, Hope Squad, Kelso’s Choice, Peace Police recess program, Kimochis, and Superflex.

The FSLP team also helps identify students who may have families with limited funds for Christmas and refers them to the “Angel Tree Program”. Christmas gifts get distributed to these children and youth before the Christmas break. A drive for cold-weather coats and clothing is happening right now for families in need of winter clothes.

The counselling team also has a strong tradition of a mentorship program, pairing younger students with older ones. There are currently 16 grade 9-1 mentors for 16 mentees from DA Ferguson, LT Westlake, Dr Hamman and Central.

The Regional Headstrong event was October 30. We had 52 students participate out of 120 attendees from the southwest region. Hays, Enchant, Chamberlain, VES, Lomond, Barnwell, W.R.Myers and TMS students participated with the FSLP team accompanying them as well as Scott Petronech, Chamberlain Principal. Angela Miller was a co-MC for the event. Horizon will host the event October 29, 2020 in Taber.

#### SEPTEMBER/OCTOBER STATISTICS

	September	October
Number of students on current counsellor caseload this month	134	186
Total number of student contacts this month	687	1083
# of students served in presentations	1675	158
Total students served this month via client sessions, drop-in, small groups	379	421
Number of staff served in presentations/consultations	222	171
Number of suicide risk assessments completed	9	4
Number of VTRAs/worrisome behaviour completed	7	6

INSTRUCTIONAL COACH REPORT from Shea Mellow



October has been busy with active professional development for our Horizon staff in a multitude of facets! General statistics include:

**October**

Principal Meetings	Whole-Staff Coaching	Individual Teacher Coaching	Total School Visits	Additional PD Experiences
5	4	22*	15	3**

\* 8 of these are involved in a coaching cycle; this is at least the second time we've met

\*\* Inclusive of *Formative* PD (assessment), Southern AB Learning Coach meeting, and attending Ron Ritchhart (Creating Cultures of Thinking)

**Highlights**

<p><b>#1: Colony School Visit/Coaching:</b> Travelling with the principal of the Hutterite Schools, I was enlightened and inspired to learn more and set goals to provide more for this unique portion of our staff and students. Discussing the unique needs with one particular colony teacher, I was pleased to offer some suggestions which this teacher put into effect immediately. The success he saw that day shows great potential for future progress and success for this teacher, and ultimately, these students. With the other teacher, intentions to develop extensive 5-year ELA plans, which is unique to this context, but valuable for all colony contexts, is very conducive to conceptual learning. I'm eager to continue refining instruction with these teachers, with the intent of being beneficial to all colony teachers.</p>
<p><b>#2: Coaching Cycles:</b> Having the opportunity to proceed with a coaching cycle with 8 teachers thus far has shown great rewards. With limited budgets, we are being creative with meeting times and the benefits of returning to the work we started previously, shows continuity and real progress. I'm very excited to continue working with these cycles as I see real results coming from these concerted efforts.</p>
<p><b>#3: PD morning with staff of 4 schools:</b> Recently having the opportunity to address 4 elementary schools at once, with a requested focus on assessment within a conceptual classroom, there is real direction provided for so many staff. The organized effort of these administrators provided an opportunity to springboard a refined direction for so many teachers. Circulating around grade level groups after the presentation, I was able to narrow coaching to the specific needs of individual teachers, all at their own levels with implementing a new conceptual framework in their own classroom instruction. I felt a lot of positive energy as the teachers nodded along as we talked, and obviously understood the potential of refining instruction to facilitate conceptual learning for transfer, engagement, and enhanced assessment.</p>



**November 2019**

**November**

Principal Meetings	Whole-Staff Coaching	Individual Teacher Coaching	Total School Visits	Additional PD Experiences
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2	-	30*	10	3**
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\* 27 of these are involved in a coaching cycle; this is at least the second time we've met

\*\* Concept-based Literacy Lessons, Tiffanee Brown and Horizon PD, focusing on conceptual learning in middle school and grade-level meetings focusing on secondary ELA

### Highlights

**#1: The power of Formative:** There has been an increase in teachers becoming aware of the opportunity to enhance instruction and formative assessment through the use of Formative ([www.goformative](http://www.goformative)), an online tool our division is supporting and encouraging the use of in our classrooms. As I work with teachers, in-servicing on the many benefits of this tool, their eyes light up as they foresee the potential. This tool offers engaging experiences for students and allows teachers to collect data on whole-class and individual achievement and track progress. This data can be used to guide instruction and provide clarity for differentiation. Among many attributes, this is an excellent tool to use with ELL students as it offers many modes of delivery, including audio, text, video, etc. I look forward to continuing to promote the many benefits and ease of use of Formative.

**#2: Collaboration with other school divisions:** Working alongside Lethbridge School Division and Holy Spirit School Division has provided for some wonderful dialogue on coaching systems throughout other divisions. Within a small group of coaches meeting periodically throughout the year, we all gain insight in how to provide opportunities to our staff to enhance all of our schools. It has opened an opportunity to visit a school in Lethbridge which focuses on multi-level classrooms with a colleague in Horizon who is looking for supports when developing new routines and effective instruction for a new multi-level class she is teaching. This sort of collaboration is what education is all about and inspires the idea of teachers as the lead learners.

From: <[alberta.news@gov.ab.ca](mailto:alberta.news@gov.ab.ca)>

Date: Mon, Oct 28, 2019 at 1:45 PM

Subject: News Release: Building Alberta's skilled workforce

## **Building Alberta's skilled workforce**

October 28, 2019 [Media inquiries](#)

More Alberta students will gain valuable hands-on skilled trades experience and education as government increases funding to connect students with in-demand jobs.



*Registered Apprenticeship Program student Aurora Erickson demonstrates her welding skills following Premier Kenney's announcement that government will increase annual funding for CAREERS: The Next Generation to help more high school student apprentices secure paid internships.*

The Government of Alberta will triple the amount of annual funding to CAREERS: The Next Generation to more than \$6 million a year by 2022-23, providing 6,000 students with paid internships and skilled trades and technologies learning opportunities in elementary, junior high and high schools.

"Our Skills For Jobs plan is all about preparing young Albertans for great careers, and ensuring our future prosperity. We believe that a trade certificate has every bit as much value and merit as a university degree, and that apprenticeship learning deserves as much support as classroom programs. CAREERS: The Next Generation is a fantastic way of getting more young Albertans into trade apprenticeships."

*Jason Kenney, Premier of Alberta*

"A skilled workforce is the backbone of a prosperous economy. We need to encourage more youth to enter into the skilled trades to address both the looming skilled labour shortage and one of the highest youth unemployment rates Alberta has seen in decades. CAREERS: The Next Generation is a critical partner helping to make that happen by re-energizing skills development and renewing the Alberta Advantage. We promised Albertans that we would invest in skilled trades education so that our young people can choose careers that will provide secure, good-paying jobs."

*Demetrios Nicolaidis, Minister of Advanced Education*

The funding top-up will double the number of schools involved with CAREERS to 1,000 from 494, and quadruple the number of learning opportunities for students. Schools are offered age-appropriate programs, with high school students matched to employers via internships, apprenticeships, camps, workshops and mentoring.

"It's important for our students to have opportunities to explore their career choices beyond high school. By providing them with hands-on learning programs in areas such as technology and the trades, we are improving their future employability. I have heard from both school boards and industry stakeholders how valuable the Registered Apprenticeship Program and Career and Technology Studies are as an important first step to engage students, improve high school completion rates, and build a qualified and educated workforce."

*Adriana LaGrange, Minister of Education*

This investment will allow our organization to help thousands of Alberta youth explore career options and get a head start on their future through paid internships in high-demand occupations like the skilled trades. In partnership with schools, CAREERS provides real-world experience to help our youth make more informed career decisions and encourages them to pursue post-secondary education. CAREERS works closely with industry, linking youth to occupations that will help build a motivated, productive and innovative workforce and support Alberta's economic success."

*Jim Carter, board chair, CAREERS: The Next Generation*

## **Quick facts**

- CAREERS: The Next Generation, will double the number of schools where it provides programs:

- Students in 550 high schools and 450 elementary and junior highs will have access to apprenticeship learning, with internships available to the older students.
  - Currently, CAREERS programs are in 372 high schools and 122 junior high schools.
- In 2018 CAREERS helped place 1,567 high school students in paid internships with 816 employers in 247 communities.
- A majority of the student interns are part of the Registered Apprenticeship Program (RAP) and Career and Technology Studies (CTS), which allow high school students to fast-track their career in the trades.
- Since 1997, CAREERS has:
  - Connected more than 27,000 high school students to paid internships or mentoring opportunities for in-demand occupations such as millwright, welder or chef;
  - Grown from 57 employers in 1997 to 816 employers in 2018.
- Between 2010 and 2018, 72% of the high school Registered Apprenticeship Program participants continued their training.
- In 2018:
  - more than 13,700 new apprentices registered;
  - apprentices were learning at more than 10,100 employer sites around Alberta; and
  - about 9,300 individuals completed their programs.
- In the coming years, Alberta Labour projects some of the highest demand apprenticeship and skilled trades careers will be:
  - mechanics
  - industrial mechanics
  - millwrights
  - construction
  - oil and gas
- CAREERS has programs that target specific demographics, including Young Women in Trades and Technologies, and Indigenous Youth Career Pathways.
- Over the next five years, nearly 20,000 skilled trades workers are expected to retire. That number will grow to more than 45,000 in 10 years.

## **Related information**

- [CAREERS: the Next Generation](#)
- [Trades in high school](#)
- [My Trade Secrets](#)

From: <[alberta.news@gov.ab.ca](mailto:alberta.news@gov.ab.ca)>

Date: Fri, Nov 1, 2019 at 10:10 AM

Subject: News Release: Building schools for the future

## Building schools for the future

November 01, 2019 [Media inquiries](#)

Following through on its commitment to continue building new schools, the province has announced 25 new school projects.



*Minister LaGrange, Minister Panda and Minister Sawhney announce provincial school capital funding at Nose Creek School in Calgary.*

The Budget 2019 capital plan supports 15 new schools, including brand new high schools in Calgary, Edmonton, Leduc, Blackfalds and Langdon. Six schools are slated for replacement and four will receive modernization or additions. Together, the 25 projects will receive \$397 million.

“We made a promise to Albertans that our government will continue to build new schools, and we are doing exactly that. Through our significant investment in new schools, replacements, modernizations and infrastructure upkeep, our children will continue to learn in up-to-date and safe spaces. This will result in better success in our classrooms. The future is bright for Alberta students.”

*Adriana LaGrange, Minister of Education*

“These 25 projects confirm our government’s commitment to continue to build schools across the province. Alberta Infrastructure will continue to deliver key infrastructure projects to build prosperity for Albertans.”

*Prasad Panda, Minister of Infrastructure*

Budget 2019 also includes \$1.4 billion over four years to continue work on previously announced school projects across Alberta, which includes \$123 million for about 250 new modular classrooms to address the most urgent needs for additional space across the province. There are more than 60 projects underway in the province. Twenty-seven are expected to be open for the 2020-21 school year, and the remaining projects are in various stages of planning and construction.

The province will also provide \$527 million to school divisions for plant operations and maintenance to support the day-to-day upkeep of school facilities. Additionally, \$194 million will support the capital maintenance and renewal of existing school buildings through the Infrastructure Maintenance and Renewal Program.

“I am pleased that the government chose to make this announcement here in Calgary-North East. Students and families in my community will be relieved to hear that they will be getting the new high school we have needed for a long time. I’m proud that this critical funding was included in Budget 2019, as this was one of my first and most important motivations for why I wanted to represent Calgary-North East at the legislature.”

*Rajan Sawhney, Minister of Community and Social Services and MLA for Calgary-North East*

“On behalf of our students and the Calgary Board of Education, we would like to thank Minister LaGrange and Minister Panda for this important investment in school capital. We are pleased they chose to come to Calgary to make this provincial announcement and look forward to new CBE schools that will benefit students in north Calgary and in the growing community of Auburn Bay.”

*Marilyn Dennis, chair, Calgary Board of Education*

The 25 capital projects are:



<b>Community</b>	<b>School Authority</b>	<b>Project Type/Name</b>
*Beaumont	Conseil scolaire Centre Nord (Greater North Central Francophone Education Region)	new school (K-12)
*Blackfalds	Wolf Creek Public Schools	new high school (9-12)
Buffalo Head Prairie	Fort Vermilion School Division	Blue Hills Community School addition & modernization
Calgary – Auburn Bay	Calgary Board of Education	new elementary school (K-4)
Calgary – Auburn Bay	Calgary Board of Education	new middle school (5-9)
Calgary – north	Calgary Board of Education	new high school (10-12)
Carstairs	Chinook's Edge School Division	Carstairs Elementary School addition
Cochrane	Calgary Catholic School District	new elementary/junior high school (K-9)
Condor & Leslieville	Wild Rose School Division	David Thompson solution modernization/replacement
*Edmonton – south east	Edmonton Public Schools	new high school (10-12)
Edmonton – Windermere-Keswick	Edmonton Public Schools	new elementary/junior high (K-9)
*Edmonton – Heritage Valley Town Centre	Edmonton Catholic Schools	new high school (10-12)
Edmonton – Windermere/Keswick	Edmonton Catholic Schools	new elementary/junior high (K-9)
*Fort Chipewyan	Northland School Division	Athabasca Delta School modernization/replacement
*Grande Prairie	Peace Wapiti School Division	Harry Balfour School replacement
*Langdon	Rocky View Schools	new junior/senior high school (7-12)
*Leduc	Black Gold School Division Conseil scolaire Centre Nord	new high school (10-12)
Legal	(Greater North Central Francophone Education Region)	new elementary/junior high school (K-9)
Morinville	Greater St. Albert Catholic Schools	Morinville Community High School CTS modernization
Morrin	Prairie Land School Division Conseil Scolaire du Nord- Ouest	Morrin School replacement
Peace River	(Northwest Francophone Education Region)	École des Quatre-Vents replacement

*Red Deer	Red Deer Catholic Regional Schools	new middle school (6-9)
Smoky Lake	Aspen View Public Schools	H.A. Kostash replacement
*St. Albert	St. Albert Public Schools	Bellerose Composite High School addition & modernization
Whitecourt	Living Waters Catholic Schools	new elementary school (K-3)

\*Design funding

## Related information

- [Budget 2019](#)
- [Planning and building schools](#)

## Multimedia

- [Watch the news conference](#)

From: <[alberta.news@gov.ab.ca](mailto:alberta.news@gov.ab.ca)>

Date: Tue, Nov 5, 2019 at 1:01 PM

Subject: News Release: Analyzing P3 approach for much-needed schools

# Analyzing P3 approach for much-needed schools

November 05, 2019 [Media inquiries](#)

Five new Alberta schools have been earmarked for possible delivery using a public-private partnership (P3).

The Alberta government is developing the business case to move forward with a P3 approach to deliver new schools approved in the 2019 Capital Plan.

"As promised in our Fiscal Plan, we are investing in infrastructure that is financially sustainable, drives the economy and creates jobs. Alternative financing and public private partnerships are being closely considered where they can provide on-time and on-budget results."

*Prasad Panda, Minister of Infrastructure*

Government anticipates the business case will demonstrate these five schools project are suitable for P3 delivery. The next step will be issuing a Request for Qualifications to industry in spring 2020. Up until completion of market sounding the minister reserves the right to change the composition of this P3 bundle.

## Quick facts

- Alberta's 2019 Capital Plan invests \$397 million over five years for 25 new school projects, five of which are anticipated to be delivered through P3:
  - K-4 public school in Calgary, Auburn Bay
  - K-9 Catholic school in Cochrane
  - K-9 Francophone school in Legal
  - K-9 Catholic school and K-9 public school both in Edmonton, Windemere-Keswick
- Additional opportunities for P3 projects will be assessed as planning and design proceeds. School projects outside of the P3 bundle will be delivered through more traditional methods such as design-build. The government will work with school jurisdictions throughout the process.

- The MacKinnon Report recommended that “the government should refresh its policy on major procurements to look at how to achieve the best value for money for taxpayers, which should include exploring innovative partnerships.”
- Infrastructure has re-established a Public Private Partnership (P3) Office to work with other ministries to advance future P3 projects.
- Alberta’s P3 framework is a proven, cost-effective means of delivering long-term capital projects.
- Alberta has successfully used P3s to deliver 40 schools, ring roads in Calgary and Edmonton, and a water/wastewater treatment plant in Kananaskis Country. These P3 projects saved an estimated \$2.2 billion over the cost of delivering through more traditional methods.

## Related news

- [Building schools for the future](#) (Nov. 1, 2019)

# Seeking input on education choice

November 07, 2019 [Media inquiries](#)

A new online survey asks Albertans to identify opportunities to protect and enhance education choice.

Input from the survey, open until Dec. 6, will help inform future education legislation.

“We committed to Albertans that our government would introduce a Choice in Education Act to affirm that parents have the primary responsibility for the education of their children. Hearing what this means to Albertans is an important first step towards meeting this commitment.”

*Adriana LaGrange, Minister of Education*

The overall intent of the future legislation, expected to be introduced in the spring 2020 legislative session, will be to affirm and enhance choice within Alberta’s existing system.

“Alberta has a long and proud history of education choice. This choice is on display within a robust education system that includes public and separate schools, francophone schools, charter schools, independent schools, early childhood education, and home education. I ask Albertans to share their views with us to help improve on an already strong foundation.”

*Adriana LaGrange, Minister of Education*

Additionally, the government is engaging with stakeholders in the education system to hear various views on choice in education. This feedback will also help inform this future legislation.

## Related information

[Choice in education engagement](#)

# Seeking Albertans' input on employment rules

November 14, 2019 [Media inquiries](#)

## Government is engaging with the public on potential changes to support job creators and protect workers.

Albertans now have an opportunity to provide input on employment rules that directly affect them by taking a survey on topics like vacation time, general holiday pay and youth employment.

“We are committed to getting Albertans back to work, which is why we moved quickly to pass the *Open for Business Act* in the spring. Now we want to hear from the public on how we can continue to make Alberta’s employment rules simpler and more efficient. I encourage everyone to go online and submit their thoughts.”

*Jason Copping, Minister of Labour and Immigration*

The online survey on employment standards rules is available until Nov. 28. It includes questions on vacation time, general holiday pay, youth employment rules, hours of work averaging agreements, temporary layoff notices, group terminations, termination pay, administrative penalties, employees’ statements of earnings, and variances and exemptions to employment standards rules.

Feedback from the public will be used to inform potential changes to labour laws.

## Related information

- [Employment standards engagement](#)
- [Employment Standards](#)

----- Forwarded Message -----

From: "Vivian Abboud" <[VAbboud@asba.ab.ca](mailto:VAbboud@asba.ab.ca)>

Sent: Thursday, November 14, 2019 3:07:46 PM

Subject: Survey - Alberta's Tobacco and Smoking Reduction Act

Hello everyone,

Government has announced a review of Alberta's Tobacco and Smoking Reduction Act, and is seeking feedback from ASBA on perspectives related to tobacco, vaping and tobacco like policy in Alberta. Feedback from this survey will help inform ASBA in consultation with government on the current effectiveness of the Tobacco and Smoking Reduction Act and identify possible changes to help reduce harms related to the use of tobacco, vaping and tobacco like products.

Given government timelines on this review, we acknowledge the limited time for input, however given the importance of this topic, we wanted to ensure that your voice is heard on this emergent matter through this survey. Please submit one response for your school board. You may exit and continue this survey from the same device by clicking the emailed survey link. The deadline for this survey is 6 pm, Monday November 25th.

If there are any questions regarding this survey, please contact Chief Officer, Education Services, Steven Langer by email at: [slanger@asba.ab.ca](mailto:slanger@asba.ab.ca)<mailto:[slanger@asba.ab.ca](mailto:slanger@asba.ab.ca)>.

To begin the survey please click or tap the link: <https://www.surveymonkey.com/r/Q3H7WZK>

Thank you in advance for your participation in this review.

Best,

Vivian

Dr. Vivian Abboud  
Chief Executive Officer | Directrice générale  
Suite 1200, 9925 109 Street  
Edmonton, Alberta T5K2J8  
P 780.451.7101  
W [asba.ab.ca](http://asba.ab.ca)<<http://asba.ab.ca>>