

Regular Board Meeting Agenda – 1:00 pm

Monday, April 24, 2023

Regrets: Robbie Charlebois

NOTE: Time Sensitive Agenda Items

2:00 pm ATA bargaining committee meeting (Marie, Bruce, Derek, Phil, Wilco)

Acknowledgement of the Land

Horizon is located on the traditional land of the Blackfoot Confederacy and on Treaty 7 territory and the home of the Métis Nation of Alberta Zone 3. We honor the Blackfoot people and the diverse Indigenous peoples whose ancestors have marked this territory for centuries, a place that has welcomed many peoples from around the world to make their home here. Together we call upon all our collective communities to build a stronger understanding of all peoples who dwell on this land we call home.

A – Action Item

A.1 Agenda	<p>ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4 ENCLOSURE 5 ENCLOSURE 6</p> <p>ENCLOSURE 7 ENCLOSURE 8 ENCLOSURE 9</p>
A.2 Minutes of Regular Board Meeting held Monday, March 27 th , 2023	
A.3 April 2023 Payment of Accounts	
A.4 Second & Final Reading Policy HNG – Animals in School	
A.5 Second & Final Reading Policy HNI – Use of visual Media in the Classroom	
A.6 Second & Final Reading Policy IECB – International Students	
A.7 First Reading Policy IFGA – Interrogation/Search of Students and Seizure of Property	
A.8 First Reading Policy IHCE – Student Illness/Injury	
A.9 First Reading Policy IHCF – Supervision of Students	
A.10 First Reading IHCG – Head Lice	

D. Discussion Items

D.1 Graduation Dates & Attendance	ENCLOSURE 10
D.2 Education Week (May 1 – 5, 2023)	

I - Information Items

I.1 Superintendent’s Report – Wilco Tymensen	ENCLOSURE 11
I.2 Trustee/Committee Report	
I.2.1 Zone 6 Report – Marie Logan I.2.2 Facilities Meeting Report – Bruce Francis I.2.3 Administrator’s Meeting – Wilco Tymensen	
I.3 Associate Superintendent of Finance and Operations – Phil Johansen	ENCLOSURE 12 ENCLOSURE 13
I.4 Associate Superintendent of Human Resources – Robbie Charlebois	
I.5 Associate Superintendent of Learner Services Report – Terri-Lynn Duncan	

I – Correspondence

- | | |
|--|---------------------|
| C.1 News Release: Supporting youth pursuing careers in the trades | ENCLOSURE 14 |
| C.2 Alberta News: Reducing the school bus driver shortage in Alberta | |
| C.3 Minister LaGrange letter re: Joint Use Agreement extension | |

Dates to Remember

- | |
|---|
| • May 1 – 5 – Education Week “Learning Uplifts All” |
| • May 3 – COSC Meeting (10:00am – 2:00pm) – Trustee Blair Lowry to attend |
| • May 9 – Administrator’s Meeting |
| • May 17 – ASBA Zone 6 Meeting (held at Horizon School Division) |
| • May 17 – Edwin Parr Banquet and Awards (Heritage Inn – Taber) |
| • May 23 – Board of Trustees School Visits – Taber Schools |
| • May 25 – Secretary’s Meeting |
| • May 30 – Board Meeting |
| • June 4 – 6 – ASBA SGM |
| • June 14 – Administrator’s Meeting (VHS) |
| • June 26 – Board Meeting |

Horizon School Division

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The Board of Trustees of Horizon School Division held its Regular Board meeting on Monday, March 27th, 2023, beginning at 12:30 p.m.

TRUSTEES IN ATTENDANCE: Marie Logan - Board Chair, Bruce Francis – Vice Chair
Derek Baron, Blair Lowry, Jennifer Crowson, Maxwell Holst

VIA ZOOM: Mandy Court, Trustee

ALSO IN ATTENDANCE: Dr. Wilco Tymensen, Superintendent of Schools
Phil Johansen, Associate Superintendent of Finance & Operations
Robbie Charlebois, Associate Superintendent of Human Services
Terri-Lynn Duncan, Associate Superintendent of Learner Services
Sheila Laqua, Recording Secretary
Ian Croft, Taber Times Reporter

ACTION ITEMS

A.1	Moved by Blair Lowry that the Board approve the agenda. Carried Unanimously	AGENDA APPROVED 43/23
A.2	Moved by Jennifer Crowson that the Board approve the Minutes of the Regular Board Meeting held Monday, February 27 th , 2023, as provided by Enclosure #1 of the agenda. Carried Unanimously	BOARD MEETING MINUTES APPROVED 44/23
A.3	Moved by Derek Baron that the Board approve the March 2023 Payment of Accounts in the amount of \$as provided in Enclosure #2 of the agenda. Carried Unanimously	PAYMENT OF ACCOUNTS APPROVED 45/23
A.4	Moved by Maxwell Holst that the Board approve second reading of Policy HNA – Lord’s Prayer as provided in Enclosure #3 of the agenda. Carried Unanimously	SECOND READING OF POLICY HNA APPROVED 46/23

	Moved by Maxwell Holst that the Board approve final reading of Policy HNA – Lord’s Prayer as provided in Enclosure #3 of the agenda. Carried Unanimously	FINAL READING OF POLICY HNA APPROVED 47/23
A.5	Moved by Derek Baron that the Board approve second reading of Policy HNB – Controversial Issues in the Classroom as provided in Enclosure #4 of the agenda. Carried Unanimously	SECOND READING OF POLICY HNB APPROVED 48/23
	Moved by Derek Baron that the Board approve final reading of Policy HNB – Controversial Issues in the Classroom as provided in Enclosure #4 of the agenda. Carried Unanimously	FINAL READING OF POLICY HNB APPROVED 49/23
A.6	Moved by Jennifer Crowson that the Board approve second reading of Policy HND – Remembrance Day as provided in Enclosure #5 of the agenda. Carried Unanimously	SECOND READING OF POLICY HND APPROVED 50/23
	Moved by Jennifer Crowson that the Board approve final reading of Policy HND – Remembrance Day as provided in Enclosure #5 of the agenda. Carried Unanimously	FINAL READING POLICY HND APPROVED 51/23
A.7	Moved by Bruce Francis that the Board approve first reading of Policy HNG – Animal in School as provided in Enclosure #6 of the agenda. Carried Unanimously	FIRST READING OF POLICY HNG APPROVED 52/23
A.8	Moved by Blair Lowry that the Board approve first reading of Policy HNI – Use of Visual Media in the Classroom as provided in Enclosure #7 of the agenda. Carried Unanimously	FIRST READING OF POLICY HNI APPROVED 53/23
A.9	Moved by Maxwell Holst that the Board approve first reading of Policy IECB – International Students as provided in Enclosure #8 of the agenda. Carried Unanimously	FIRST READING OF POLICY IECB APPROVED 54/23
A.10	Moved by Bruce Francis that the Board approve the 2023-2026 Three-Year Capital Plan. Carried Unanimously	2023-26 THREE-YEAR CAPITAL PLAN APPROVED 55/23

DISCUSSION ITEMS

D.1 NEW TRANSPORTATION MODEL

- Discussion was held regarding the new transportation model. Details as per enclosure #9 in the agenda.

INFORMATION ITEMS

I.1 SUPERINTENDENT'S REPORT

Wilco Tymensen, Superintendent, shared the following March 2023 report with the Board:

- [View report here.](#)

I.2 TRUSTEE/COMMITTEE REPORT

I.2.1 ASBA Zone 6 Report

Marie Logan, Zone 6 Rep, provided a summary from the Zone 6 meeting.

- ASBA President Marilyn Dennis spoke to the Minister of Education about transportation and that she looked forward to continued collaboration. She also mentioned that ASBA appreciated the early release of the Funding Manual.
- Dr. Vivian Abboud indicated the Speakers Corner on Strategic Thinking is now on TLC. Upcoming Speakers Corners are April 24th on ASBA Services – Ask Your Consultant and May 1st on National Anti-Racism.
- South Alberta Comprehensive Health would like to do a presentation on vaping, tobacco and cannabis.
- Lethbridge School Division has submitted a proposed resolution for Fully Funded Full –Time Kindergarten for the FGM. The document has more information from Alberta Health Services and some current data from the University of Lethbridge.
- Next meeting is April 19, 2023.

I.2.2 Facilities Meeting Report

Vice Chair, Bruce Francis, provided a summary of the Facilities Department focus for the month of March 2023:

- Three-year Capital Plan
- 2023-24 IMR - First DRAFT
- Milk River Capital Project
 - The tender closed January 20, 2023; on February 16, we were formally notified that the tender has been awarded to Ward Brothers of Lethbridge. A formal startup meeting is set to occur on site March 30, 2023
 - Ward brothers is set to mobilize the week of the 27, setting up construction fencing, preparing the lay-down yard, office trailer and temporary storage facilities.
 - Officially, new construction and modernization is scheduled for completion September 2024.
- W.R. Myers Modernization
 - Design work is complete for the WRM washroom upgrades. However, with the announcement of a potential upcoming modernization of WR Myers (phase 2), the

project is suspended. The design will be incorporated into the capital project once awarded.

I.2.3 Administrator's Meeting Report

Trustee, Derek Baron, provided a summary of the Administrator's Meeting for the month of March 2023:

- Provincial Budget 2023 Update
- HR Updates
- Migration of documents to Google sheets
- Horizon Help Desk Update
- Three-year Educational Plans
- Division/Administrator Professional Development 2023/24
- PD for Administrator's – 2024 symposium

I.3 ASSOCIATE SUPERINTENDENT OF FINANCE AND OPERATIONS

Philip Johansen, Associate Superintendent of Finance and Operations, shared the March 2023 summary:

Budget

- 2023-24 was a good news budget for us as there is a significant increase in funding for Horizon
- Funded the ATA collective agreement, therefore these funds are committed and not eligible for additional programming purposes.
- Transportation Funding increases \$495,00. However, this can only be spent on transportation and there is an increased obligation because transportation is provided for K-Gr 6 with 1km distance and Gr 7 – Gr 12 with 2km distance to their attending school.
- We have completed a high-level budget and there appears to be resources available to address classroom complexity, however we still need to work on the details, and support staff allocations.

Government Reporting Entity (GRE) Template

- The GRE is a significant financial report provided to the government annually for their year-end.
- This was completed and submitted this month.

Financial Projection

- A detailed projection of the current year was completed.
- Absenteeism is one of the big unknowns every year.
- 2021-2022 may have been a record year for absenteeism.
- Sep – Dec 2022 followed the previous year's pattern closely causing some concerns for the budget; however, levels have declined to normal for Jan – Feb 2023.

I.4 ASSOCIATE SUPERINTENDENT OF HUMAN SERVICES REPORT

- [View report here.](#)

I.5 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

- [View report here.](#)

I.6 FINANCIAL PROFILE MASTER 2018-2022

- The Horizon School Division Financial Reporting Profile summary was shared with the Board and can be found in the agenda (enclosures 14).

Moved by Derek Baron that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

56/23

COMMITTEE ITEMS

Moved by Maxwell Holst that the Board meet in Committee.

Carried Unanimously

COMMITTEE

57/23

Moved by Blair Lowry that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

58/23

Marie Logan, Chair

Sheila Laqua, Executive Secretary

Horizon School Division	Policy Code:	HNG
Policy Handbook	Policy Title:	Animals in Schools
	Cross Reference:	
	Legal Reference:	
	Adoption Date:	February 25, 2014
	Amendment or Re-affirmation Date:	

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT THE USE OF LIVE ANIMALS IN SCHOOLS IS A HIGHLY MOTIVATIONAL AVENUE FOR A VARIETY OF SIGNIFICANT LEARNING EXPERIENCES, AN EFFECTIVE SOURCE OF LEARNING AND CURRICULAR ENHANCEMENT AND MUST BE BALANCED AGAINST THE HEALTH AND SAFETY OF STUDENTS AND STAFF.

GUIDELINES:

1. The use of live animals for experimentation shall be avoided.
2. Humane and ethical treatment of live animals shall be a priority.

REGULATIONS:

1. With the approval of the principal, teachers may bring visiting animals into the schools for supplemental learning experiences for up to one school day at a time as long as the curriculum connections are described.
2. With the approval of the principal and the Superintendent or designate, teachers may bring animals into the school for therapeutic purposes.
- ~~3. With the approval of the principal, teachers may bring animals into the schools for longer stays for instructional purposes only. Curriculum connections for the use of animals in schools may include:~~
 - ~~3.1. The use of live animals as subjects for observations and data gathering~~
 - ~~3.2. Direct observation of adaptive characteristics~~
 - ~~3.3. Development of a sense of responsibility, kindness, and concern for other living beings~~
 - ~~3.4. Development of a healthy respect for the animals in our local environment~~
4. Prior to introducing an animal into a classroom, the teacher must ensure that the following conditions have been met:
 - 4.1. students and school personnel are not afraid of or allergic to that type of animal;

- 4.2. the animal is healthy;
- 4.3. the animal does not present aggressive behaviour towards the students or to school personnel; and
- 4.4. appropriate standards of hygiene and sanitation will be met.

POLICY HNG – *Animals in Schools, Cont’d.*

5. The teacher bringing the animal into the school must know the ~~past history~~history of the animal.
6. Only relatively small animals, which are easily confined or caged, ~~maintained and~~maintained and handled, may be kept in the classroom.
 - 6.6.1. Large animals such as dogs and cats may not be kept in the school.
7. The following are not permitted in schools either as visitors or as classroom animals:
 - 7.1. poisonous insects, arachnids, or reptiles;
 - 7.2. dangerous animals or reptiles; or
 - 7.3. rats.
8. The teacher must ensure that any animal that is kept in the classroom receives adequate care and is not abused or neglected in any way.
 - 8.1. The teacher is responsible for:
 - 8.1.1. ~~8.1.~~ determining the care and feeding requirements for animals kept in the classroom; ~~and~~
 - 8.2. The teacher is responsible for providing a suitable ~~cage~~ enclosure for the animal, feeding, cleaning and other duties connected to the accommodation of the animal.
 - 8.2.1. The teacher must ensure that any student who assists the teacher with the care of the animals in the classroom:
 - 8.2.1.1. ~~8.2.1.1.~~ is properly trained by the teacher; and
 - 8.2.1.2. ~~8.2.1.1.~~ is under ~~on-site~~ supervision by the teacher with the teacher present but not necessarily constantly viewing the activity.
 - 8.3. The teacher must ensure that there is a plan in place to provide care to animals:
 - 8.3.1. during weekends and holidays, and
 - 8.3.2. to provide a permanent home for the animal when classroom study is completed.
 9. If, in the opinion of the principal or the facilities manager, animal hygiene becomes a factor, approval to keep the animal in the school ~~is~~may be withdrawn and the animal ~~must~~may need to be taken from the school at the end of the school day.
 10. The teacher must be prepared to deal with the death of or injury to the animals kept in the classroom or animals brought to the class as visitors.

POLICY HNG – *Animals in Schools, Cont’d.*

10.1. In the event of the death of an animal kept in the classroom, the animal must be disposed of safely and in a manner that is sensitive to student emotions.

11. Animals are not permitted to roam freely in the school building or on the school grounds.

12. If animals are brought to a school to meet students, they must:

12.1. be on a leash and under control, and

12.2. in the case of animals that cannot be leashed under the control of a responsible adult who can control the animal.

13. The Horizon School Division does not permit dogs to be on school grounds without authorization.

14. Service animals are permitted with approval of the principal.

HORIZON SCHOOL DIVISION**Policy Code:**

HNI

Policy Title:

Use of Visual Media in the Classroom

Cross Reference:

HIB, HG, HNB

Legal References:**POLICY HANDBOOK****Adoption Date:**

December 8, 2005

Amendment or Re-affirmation Date:~~February 25, 2014~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT VISUAL MEDIA SHOWN DURING INSTRUCTIONAL TIME SHOULD- DIRECTLY RELATE TO CURRICULUM TOPICS, BE AGE ~~SUITABLE~~APPROPRIATE, CULTURALLY APPROPRIATE, CONSIDER COMMUNITY CONTEXT, AND HAVE CLEAR EDUCATIONAL BENEFITS.

DEFINITIONS:

~~Visual media~~ For the purposes of this policy visual media is defined as visual productions (e.g. TV shows, movies, commercials, ~~YouTube~~online video content, or other one-time images or video clips).

GUIDELINES:PROCEDURES

1. Teachers and counselling staff shall use professional judgment regarding age appropriateness and suitability as it relates to the school and community context.
2. Staff should consult with principal when there may be necessity to inform parents/seeking parent consent.
 - 2.1. When a principal deems it necessary, parents shall be informed of the nature of the visual media to be shown and its content prior to students viewing the visual media.
 - 2.2. Parents may exempt their students from watching visual media. In such cases the school shall provide excused student(s) with an alternative learning activity.
3. Staff should consult Policy HIB: Copyright regarding public performance licenses.

REGULATIONS:

1. The school shall adhere to Horizon Policy HIB Copyright and the Canadian Copyright Act.
2. Schools shall adhere to terms of service. Some providers such as Netflix have terms of service that do not allow for the public display of their streaming services.
3. Full length movies and documentaries shall only be shown in schools with the approval of the principal, unless it is an approved Alberta Education resource and/or available through Alberta Education's video streaming sites.

~~VISUAL MEDIA~~

~~1. Movies and documentaries shall only be shown in schools with the approval of the school principal, unless it is an approved resource by Alberta Education and/or available through Alberta Education's video streaming sites. Professional staff, in consultation with the principal, shall use professional judgment regarding suitability to age, culture, school and community context.~~

~~2.4. Professional staff~~Staff shall adhere to the following procedures when using visual media during instructional time:

~~2.1.4.1. m~~Movies and documentaries shown shall directly correlate to curriculum outcomes;

~~2.2.4.2. a~~all visual media shown should ~~only be shown if it has~~have obvious educational value;
and

~~2.3. a~~all visual media ~~should~~should be previewed prior to showing it.

~~4.3.~~

~~2.4. The school shall adhere to Horizon Policy HIB Copyright and the Canadian Copyright Act for all visual media~~

~~2.5. Professional staff should to the best of their ability and with guidance from the principal consider age, culture, and community context when showing visual media.~~

~~2.6. Professional staff will use their professional judgment as to whether the principal should be consulted regarding the necessity for parent permission. When a principal deems it necessary, parents shall be informed of the nature of the visual media to be shown and its content prior to students viewing the visual media~~

POLICY HNI – *Use of Visual Media in the Classroom, Cont’d.*

~~2.6.1. Parents may exempt their students from watching visual media. In such cases the school shall provide the student(s) with an alternative learning activity~~

~~3.5.~~ Age-appropriate visual media may be shown to students in school for entertainment purposes during ~~out-of-class time~~ non-instructional time and with the approval of the school principal as per policy HIB.

~~4. During field trips, extra-curricular activities and other off campus activities including travel, visual media may be shown in accordance with copyright laws and procedures outlined in (2) of this policy.~~

~~5. Schools will adhere to terms of service. Some providers have terms of service that do not allow for the public classroom display of their streaming videos.~~

HORIZON SCHOOL DIVISION
POLICY HANDBOOK

Policy Code: IECB
Policy Title: International Students
Cross Reference:
Legal Reference: *Education Act, S. 3,12*
Adoption Date: April 23, 1997
**Amendment or Re-
affirmation Date:** ~~June 24/98, Dec. 13/01~~
~~May 19, 2009~~
~~November 30, 2017~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT THE INCLUSION OF INTERNATIONAL STUDENTS ~~FROM FOREIGN COUNTRIES~~ ENHANCES THE LEARNING EXPERIENCES OF RESIDENT STUDENTS. THE ~~DIVISION BOARD~~ APPROVES OF INTERNATIONAL EXCHANGE PROGRAMS THAT ALLOW STUDENTS TO LEARN HOW TO COMMUNICATE AND , COLLABORATE WITH DIVERSE CULTURES, LEARN MORE ABOUT INTERNATIONAL COMMUNITIES, BECOME GLOBAL CITIZENS AND , ENHANCE RESPECT AND TOLERANCE FOR FOSTER GOODWILL, PROMOTE GLOBAL AWARENESS AND EDUCATION AND, CULTIVATE AN APPRECIATION FOR DIVERSITY. ADMISSION OF FOREIGN STUDENTS IS SUBJECT TO THE CONDITION THAT FACILITIES AND RESOURCES ARE AVAILBALE TO ACCOMOMODATE SUCH STUDENTS.

DEFINITIONS:

Exchange student is an international student who is part of a reciprocal arrangement which allows a student from Horizon School Division to temporarily reside in the exchange student's province or country, either in the same school year or subsequent school year.

International Student is defined as a student who ~~is~~ does not have a right of access to education under Section 3 of the Education Act.

GUIDELINES:

1. Admission of international students is subject to the available resources and accommodations.
2. Mandatory medical Insurance will be purchased by the school division on behalf of the international student as part of the application fee.

REGULATIONS:

1. ~~Division Office~~The superintendent or designate in consultation with the principal shall be responsible for determining if adequate resources facilities and ~~recourses~~ accommodations exist ~~within st~~ to accommodate international students at a schools.
 - 1.1. -The decision to accept or reject an application rests with the superintendent or designate and is subject to consideration of the individual circumstances of the applicant and his/her suitability for a program in the Division;

2. The number of visiting and international exchange students permitted in any one school shall be determined by the superintendent or designate ~~Division Office~~ in consultation with the principal.
- ~~3. Students, not eligible for Alberta Education funding shall typically be assessed a tuition fee which equals Alberta Education funding for resident students.~~
- ~~4. Where an international exchange student is part of a reciprocal exchange agreement and is approved for full student funding by Alberta Education, a tuition fee shall not be assessed.~~
- ~~5. International students who want to attend school in Horizon School Division, may apply in one of three ways:~~

Policy IE CB, *International Students*, Cont'd.

3. Students, not eligible for Alberta Education funding shall typically be assessed a tuition fee which equals Alberta Education funding for resident students.

4. Where an international exchange student is part of a reciprocal exchange agreement and is approved for full student funding by Alberta Education, a tuition fee shall not be assessed.

5. International students who want to attend a division school may apply in one of three ways:

5.1. ~~Horizon School~~the dDivision's International Student Program application fForm, available on ~~our~~ the division's website;:-

~~5.1.~~

~~5.1.1. The decision to accept or reject an application rests with the Superintendent or designate and is subject to consideration of the individual circumstances of the applicant and his/her suitability for a program in the Division;~~

5.2. ~~via an external~~ Outside agency International Student Programs agent or agency as reviewed and approved by the SSuperintendent ~~or designate; or~~:-

5.3. ~~d~~Directly to a school as part of an Alternative Program with ~~procedures reviewed and approved~~ aled by the Superintendent.

5.3.1. Schools shall submit a copy of all application information to the superintendent or designate when international students apply directly to a school.

6. International students who want to attend a division school should ~~Complete the following application procedures steps~~:

6.1. ~~submit a~~ Registration form;

~~6.1.6.2. submit a ~~H~~homestay application ~~and student and parent contract~~;-~~

~~6.2.6.3. provide a ~~s~~Statement of reason for the application ~~and~~; the nature and extent of the program expected;:-~~

~~6.3.6.4. provide pPersonal ~~student~~ information (gender, age, current grade, language(s) spoken and level of proficiency, home contact, ~~information including parent/guardian names~~, study permit/student visa, names of custodial parent ~~/or~~ guardian in Canada where applicable);:-~~

~~6.4.6.5. provide a Academic records to assist with educational programming;:-~~

~~6.5.6.6. pay all fees ~~are to be forwarded to the school division at minimum two (2) weeks prior to the student's arrival~~;-~~

~~6.6.6.7. in the case of an exchange student, documentation required by Alberta Education to qualify for full funding ~~by Alberta Education~~; and-~~

~~6.7.6.8. vaccination records and immigration records documenting proof of measles immunity ~~or and~~ any other immunity ~~the recommended by the division's~~ health region ~~identifies and~~~~

Policy IECB, *International Students*, Cont'd.

~~communicates as important for the overall health of the school.~~

~~6.8.—In the case of international students admitted directly through the school, a copy of the application is to be forwarded to Division Office (to the attention of the Superintendent).~~

~~7.—Medical Insurance will be purchased by the school division on behalf of the international student.~~

HORIZON SCHOOL DIVISION	Policy Code:	IFGA
	Policy Title:	Interrogation/Search of Students and Seizure of Property
POLICY HANDBOOK	Cross Reference:	IFGB, IHEB, JFCH, JHF
	Legal Reference:	
	Adoption Date:	May 28, 1997
	Amendment or Re-affirmation Date:	August 27, 2013

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION ~~BELIEVES-RECOGNIZE THEIR THAT SCHOOLS RESPONSIBILITY TO PROVIDE A WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENT MUST MAINTAIN ORDER AND DISCIPLINE IN THE SCHOOL AND ON THE SCHOOL GROUNDS AS THEY HAVE A RESPONSIBILITY TO PROVIDE A WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENT THAT RESPECTS DIVERSITY AND FOSTERS A SENSE OF BELONGING. FROM TIME TO TIME IN ORDER TO AND RECOGNIZE THAT STAFF MAY FIND IT DISCHARGE THAT DUTY, IT IS~~ NECESSARY TO CONDUCT STUDENT SEARCHES AND SEIZURE OF PROPERTY. ~~FURTHER, THE BOARD EXPECTS THAT ALL SCHOOL PERSONNEL WILL STAFF, STUDENTS, AND PARENTS/GUARDIANS TO~~ COOPERATE WITH POLICE ~~OFFICERS~~ IN CARRYING OUT THEIR DUTIES AS THEY RELATE TO ~~STUDENTS IN THE~~ THE SAFETY OF SCHOOLS.

DEFINITIONS

S“school property used by a student”²² means a desk, locker, school storage area or any other school article or object ~~used by a provided to a student by the division~~ including ~~Horizon School Division~~ electronics and electronic storage information resources.;

S“student articles and objects”²² means articles or objects ~~now owned by Horizon School Division~~ that are used by students either on school board premises or during off-site activities including but not limited to backpacks, clothing, purses, suitcases, tote bags, and personally owned digital devices.;

R“reasonable grounds for search”²² means there is reasonable cause to suspect that a student has violated the law, school rules, or the *Student Contract for the Use of Division Electronic Technology Resources and Computer Networks*. Additionally, reasonable cause can include reason to believe there is a threat to persons, property or the learning environment, or evidence that there has been an act of violence including bullying. Reasonable cause can be derived from information received from a credible student or person, and/or information from more than one person, and/or a staff member’s own observations.

DEFINITION

Faith based articles – are not considered weapons unless they are unsecured/unsealed and used to inflict or threaten bodily harm or to intimidate a person.

GUIDELINES

- 1 The following guidelines and regulations do not apply to a School Resource Officer during the performance of normal police duties ~~unless the officer becomes involved in the interrogation and/or search of a student.~~

- 2 Random and arbitrary searches of students, school property used by students or student articles and objects including random and arbitrary canine searches are prohibited.

Policy IFGA, *Interrogation/Search of Students and Seizure of Property*, Cont'd.

3 Students who carry faith-based articles that could be construed as being a weapon must inform the principal. Staff who carry faith-based articles must inform their supervisor.

34 SCHOOLS

3.14.1 The Board delegates to the pPrincipal or designate, the authority to question, conduct a search, and seize school property used by a student and student articles and objects if reasonable grounds for search have been established.

~~3.2 — Principals or designate will carry out searches and seizures of personal effects as outlined within this policy as agents of the board. Only if the relationship between the informer and the police is such that the exchange between the informer and the accused is materially different from what it would have been had there been no such relationship should the informer be considered a state agent.~~

3.34.2 Schools must remain cognizant of their obligations with regard to respecting student's right of privacy and ensure that they adhere to FOIP with regards to collected, used, or disclosure of personal information during search and seizures. ~~School officials shall attempt at all times to ensure the student's right of privacy.~~

3.44.3 The pPrincipal or designate shall inform the students of this policy when search and/or seizures are conducted.

45 POLICE

4.15.1 The principal or designate ~~shall~~may request police involvement if the search and/or seizure of property is associated with criminal activity.

4.25.2 If a member of local law enforcement requests access to a student or access to student information ~~at school~~, the principal or designate will request that the member fill out the form Public Body Requesting Access/Information (Attachment A).

4.35.3 When a warrant is produced, or when the police are in the process of an arrest, the school is required by law to cooperate ~~with them~~. ~~A member of the teaching staff, preferably the~~The principal or designate shall be, must always be with present when police officers ~~within the school~~are executing a warrant within school property.

REGULATIONS

1 SEARCH

1.1 Searches may only be conducted by the school principal or designate in the presence of another employee or volunteer.

1.2 All searches must be carried out in a reasonable manner, respect the privacy of the student, be minimally intrusive, and be conducted in a sensitive manner and take into consideration the age and gender of the student.

Policy IFGA, *Interrogation/Search of Students and Seizure of Property*, Cont'd.

1.3 When the principal and/or designate questions and searches students, and/or seizes personal effects, the principal or designate ~~shall~~ should verbally ~~state to the~~ share the following with the student ~~the following~~:

1.3

1.3.1 that the principal and/or designate have the duty to maintain order and discipline, consider the health and safety of all students, have reason to believe the student broke school rules and pursuant to their authority as ~~p~~Principal and/or designate will conduct a search.

1.4 When conducting a search of “student articles and objects” the principal or designate ~~shall~~ should ensure ~~strive to have~~ the student ~~is~~ present during the search ~~(unless not possible and search is urgent)~~.

1.5 When conducting a search of “school property used by the student” it may be preferable that the student be present during the search, but ~~it is not necessary~~ not required.

1.6 If a student uses a personal lock on his/her locker, the student must file either the combination or a duplicate key with the office. ~~I, and if~~ the student has not done so the school has the authority to remove the lock during a search and shall not be responsible for replacing ~~a lock which the school removes~~ the lock if it is destroyed.

1.7 Principals or designate may ask the student to do any one or more of the following during a ~~s~~Search of a student’s person ~~may ask the student to do any one or more of the following~~:

1.7.1 ~~e~~Empty out their pockets, and any other articles and objects belong to or used by the student;

1.7.2 ~~s~~Shake out their clothing;

1.7.3 ~~r~~Roll up their sleeves, waist bands or pant cuffs;

1.7.4 ~~r~~Remove belts, head coverings, hats, overcoats, jackets, scarves, mitts, gloves, socks or shoes, and any other accessories; ~~and~~.

1.7.5 ~~a~~All Horizon School Division employees and volunteers are prohibited from conducting a strip search of students under any circumstances.

2 NOTICE:

2.1 Principals must ensure that school handbooks (or otherwise appropriate notice) advise students and parents that the following are subject to search and seizure: “school property used by a student” and “student articles and objects” (Attachment A).

3 RECORD

3.1 The person conducting the search must document the search in writing and include the following information:

Policy IFGA, *Interrogation/Search of Students and Seizure of Property*, Cont'd.

3.1.1 the name of the student;

3.1.2 the person doing the searching, and the employee or volunteer witness to the search;

3.1.3 the date(s), location, time of day;

~~3.1.4~~ what was searched; ~~and~~

~~3.1.4.3.1.5~~ the results of the search (what was being looked for and what was found);

~~3.1.5.3.1.6~~ police and/or parents/guardians contacted;

~~3.1.6.3.1.7~~ disciplinary measures resulting from the search, if any; ~~-and~~

~~3.1.7.3.1.8~~ ~~and~~ any other relevant information

~~3.1.8.3.2~~ A Student Search Report must be completed whenever a search is conducted (Attachment B).

4 STORAGE AND DISPOSAL

4.1 If a teacher or principal has confiscated unauthorized material other than ~~alcohol, drugs, tobacco~~ illicit and controlled substances or weapons, the teacher or principal must ensure that the unauthorized material is kept in a secure location and returned the time to the student at the end of the school day an appropriate time, or, in the case of a parent or guardian, at a time that is mutually agreeable.

4.2 If a student is found in possession of illicit and controlled substances ~~alcohol, drugs, or tobacco~~, the principal will dispose of the confiscated item(s) by and may contacting local law enforcement for legally authorized disposal where appropriate.

~~The principal or designate will ensure that appropriate provisions are made for student discipline in accordance with school and school division policy.~~

4.3 If a student is found in possession of firearms, ~~-or imitation firearm,s~~ or an explosive substance at the school, on the school grounds, or at a school authorized activity, the principal or designate must ~~immediate~~ immediately contact local law enforcement for management of item(s) and their legally authorized disposal. ~~The principal or designate will ensure that appropriate provisions are made for student discipline in accordance with school and school division policy.~~

5 REFUSAL TO COMPLY

5.1 ~~In cases where~~ If a student refuses to cooperate with a search request made in accordance with ~~these guidelines~~ this policy, the ~~school administrator~~ principal or designate will notify:

Policy IFGA, *Interrogation/Search of Students and Seizure of Property*, Cont'd.

- 5.1.1 ~~Notify~~ the student that failure to comply ~~will~~may result in disciplinary action; ~~and~~.
- 5.1.2 ~~Notify~~ the student's parents ~~to~~, explain the situation and may request a parent ~~administration conference~~meeting.

6 POLICE

6.1 When ~~the p~~Police request to interview or search a student (other than when a warrant is presented or an officer is in the process of an arrest), the ~~p~~Principal ~~and/or~~or designate ~~shall~~should:

6.1.1 ~~m~~Make the student aware of his/her rights ~~especially that of~~to declining to answer any questions if he/she so chooses, and their ~~ir~~ right to refuse to consent to being searched by the police;

~~6.1.2~~ Prior to an interview or a search, the Principal shall attempt to contact the parents/guardians of the student prior to the interview or search;

~~6.1.2~~6.1.2.1 If the Principal is unable to contact the parent prior to an interview or a search, the parent shall be notified as soon as possible afterwards.

~~6.1.3~~ bBe present ~~or appoint a designate to be present~~ if a parent/~~or a guardian of a minor~~ is not present during the interview or search; ~~and~~.

~~6.1.3~~6.1.3.1 If ~~such is a request to interview or search is~~ not acceptable to parents/guardians, the ~~p~~Principal or designate may ~~demand~~task that the interview/search be done off the school premises and/or outside school hours.

6.1.4 Notwithstanding Regulation ~~2~~6.1.2, the principal or designate shall provide police access to the student, property of a student, or personal information regarding the student without informing the parent in the following circumstances:

6.1.4.1 when a police officer is in immediate pursuit after the commission of an offense;

6.1.4.2 when the police officer is in possession of a search warrant or subpoena; or

~~6.1.4.3~~ when the police officer possesses blanket powers of search as defined by legislation (e.g. drug offenses).

~~6.1.4.3~~

HORIZON SCHOOL DIVISION
POLICY HANDBOOK

Policy Code: IHCE
Policy Title: Student Illness/Injury
Cross Reference: IHCF, GCAD, GCAG, GCAGB, IHCD
Legal Reference: School Act, Sec. 13, 15
Adoption Date: May 28, 1997
Amendment or Re-affirmation Date: ~~February 21/02;~~ January 20/15; April 19/16

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT STAFF STAND IN PLACE OF PARENTS/GUARDIANS (IN LOCO PARENTIS) WITH REGARD TO STUDENTS. IF A STUDENT SUSTAINS AN INJURY DURING A SCHOOL RELATED ACTIVITY OR BECOMES ILL AND REQUIRES MEDICAL ATTENTION, THE CARE THAT SHALL BE EXTENDED BY A TEACHER IS THAT WHICH A REASONABLE AND PRUDENT PARENT WOULD PROVIDE UNDER SIMILAR CIRCUMSTANCES. HOWEVER, ONLY THE PARENT OR LEGAL GUARDIAN OF A DEPENDENT STUDENT CAN PROVIDE CONSENT FOR MEDICAL TREATMENT.

GUIDELINES:

1. Staff should refer to policy IHCD if a concussion is suspected.
2. Internal medication must not be given to any student unless the parents or, in the case of an independent student, the student has previously given written authorization for a school staff member to do so as per Policy JFCH.

REGULATIONS:

1. Schools shall make provision for the temporary care and supervision of students who become sick or injured at school.
2. If an accident occurs or a student becomes ill, the supervisor in charge becomes responsible for taking prudent action in dealing with the injured or sick student.

2.1. The nature and extent of the injury or illness should be ascertained.

~~2.1.2.2.~~ 911 should be called if required.

~~2.2.2.3.~~ First aid and/or assistance within one's competence should be rendered by the best qualified person immediately available.

~~2.3.2.4.~~ The ~~p~~Principal shall be notified as soon as possible.

2.5. Parents/guardians of students shall be notified as soon as possible and advised of the situation ~~and subsequent action should be taken in accordance with their wishes.~~

~~2.4.~~

~~3. In the event of student illness or injury, where it is determined that in the best interests of the student that he/she not remain at school, parents will be contacted and requested to come to the school to transport their child home or to an appropriate medical location.~~

~~3.1. As warranted, the patient may be accompanied by a staff member or another adult or transported to the hospital or doctor's office by private vehicle or ambulance.~~

~~3.1.1. Each School Principal shall be responsible to endeavor to have a staff vehicle at the school each school day for the purposes outlined in the policy statement.~~

Policy IHCE - *Student Illness and Accidents, Cont'd.*

3. In the event of student illness or injury, where it is determined that in the best interests of the student that he/she does not remain at school, parents will be contacted and requested to come to the school to transport their child home or to an appropriate medical location.

3.1. As warranted, the student may be accompanied by a staff member or another adult or transported to the hospital or doctor's office by private vehicle or ambulance.

3.1.1. Each School Principal shall be responsible to endeavor to have a staff vehicle at the school each school day for the purposes outlined in the policy statement.

3.1.2. Normally, only designated emergency response vehicles, designed and equipped for this purpose, would be used to transport students and/or staff in emergency situations, however, a staff vehicle may be used when the school Principal deems it more appropriate to do so.

~~3.1.2.~~

3.2. Further, students will not be dismissed from the school until a parent/guardian or emergency contact has provided consent.

4. If the student requires immediate medical attention and the parent cannot be contacted, the employee or agent of the Board shall:

4.1. arrange for the transportation of the student to a medical facility;

4.2. attend or arrange for another employee's attendance with the student at the medical facility;

4.3. provide the health care provider with the student's health care number; ~~and~~

4.4. upon arrival at the practitioner or facility, advise those in authority that he or she is not the parent of the student;

4.5. refrain from providing any consent for medical treatment of the student;

4.6. remain with the student until:

~~4.4.~~

4.6.1. relieved by the parent;

~~4.4.1.~~

4.6.2. relieved by another employee;

~~4.4.2.~~

4.6.3. the student is discharged by the practitioner or medical facility and is taken back to the school or placed in the care of a responsible adult; or

~~4.4.3.~~

4.4.4.4.6.4. _____ advised by a medical practitioner that there is no further need to remain as the treatment and safety of the student has been undertaken by the medical facility or institution; ~~and.~~

~~4.5. —upon arrival at the practitioner or facility, advise those in authority that he or she is not the parent of the student;~~

~~4.6. —refrain from providing any consent for medical treatment of the student; and~~

4.7. advise the principal of the situation and action taken.

5. The school shall require employee(s) or agent(s) of the Board who observed the accident or were involved in providing first aid or obtaining medical services for the student to provide the principal with documentation:

5.1. student accidents on the ~~District~~-division reporting system, paying careful attention to time(s) and observation of the student; and-

5.2. the ~~appropriate~~ accident form (attachment A) should be filled out and submitted to the ~~p~~Principal who in turn shall submit a copy to the Associate S~~Board office~~uperintendent of Finance and Operations.

~~6. —In dealing with an injury or illness to a student, first aid treatment administered by the teacher is administered in compliance with the Emergency Medical Act, Chapter E-7.~~

~~6. —~~

~~7. —Internal medication must not be given to any student unless the parents or, in the case of an independent student, the student has previously given written authorization for a school staff member to do so as per Policy JFCH.~~

~~8.7.~~ All staff and ~~authorized supervisors~~volunteers are protected by the Board's liability insurance when acting within the scope of their duties as approved by the school administration.



School Accident Report Form

Name of Student: _____

Age: _____ Grade: _____

School: _____ Teacher in charge: _____

Time of Accident: Hour _____ Day _____ Month _____ Year _____

Location accident occurred Place: _____

Nature of Injury *(Please Describe)*: _____

Treatment Given or Measures Taken:

Names:
First Aider(s) or others providing assistance: _____

Nurse/Doctor (if known): _____

Other Person: _____

Name of Parents: _____ Parents Notified: Yes No

Witness(es) to Accident: _____

Cause of Accident *(Please Describe)*: _____

Further Particulars: _____

What supervision if any was in effect? _____

Accident insurance – is the student covered? _____

Date Submitted: _____

Name: _____

Position: _____

Signature: _____

Attachment to Policy IHCE – Student Illness/Injury

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code: IHCF
Policy Title: Supervision of Students
Cross Reference: HCE,HICA,GCAD,GCAG, JHF
Legal Reference: *Education Act, S. 7, 9*
Adoption Date: May 28, 1997
Amendment or Re- February 21, 2002
affirmation Date: February 24, 2015

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION ~~IS COMMITTED TO EXPECTS~~ PRINCIPALS TO ENSURE THAT STUDENTS ARE ADEQUATELY SUPERVISED WHILE AT SCHOOL, OR SCHOOL SPONSORED ACTIVITIES TO FACILITE THE PROVISION OF ~~PROVIDING~~ A WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENT. ~~THE BOARD BELIEVES THAT IT IS THE RESPONSIBILITY OF THE PRINCIPAL TO ENSURE THAT STUDENTS ARE ADEQUATELY AND ACTIVELY SUPERVISED WHILE ATTENDING SCHOOL AND/OR SCHOOL SPONSORED/AUTHORIZED ACTIVITIES.~~

REGULATIONS

1. It is the responsibility of the pPrincipal, in consultation with the staff, to develop a supervision schedule. ~~The schedule shall include supervision to fulfill responsibilities for supervision:~~
 - 1.1 ten minutes prior to the commencement of school;
 - 1.2 both within the school facility and on school grounds,
 - 1.3 during at-recesses,
 - 1.4 during lunch time, and to ensure
 - 1.5 during the loading and unloading of school buses on school premises,
 - ~~1.6~~ 1.6 that maintains orderly dismissal and dispersal at the end of the school day, and;
 - ~~1.2~~ both within the school facility and on school grounds;
 - ~~1.3~~ during the loading and unloading of school buses on school premises; and
 - ~~1.4~~ 1.7 during all co-curricular and extra-curricular activities, including off-site activities.
2. The pPrincipal, in consultation with the staff, shall establish written procedures and a supervision schedule to be followed while carrying out supervision responsibilities. Such procedures shall:
 - 2.1 be consistent with the age and mental ability of the student(s) and the nature of the activity in which the students are involved;
 - 2.2 ensure reasonable and prudent coverage and visibility for all designated areas of the school building, school grounds, school sponsored/authorized activity;

2.3 reviewed ~~annually~~regularly by the principal and staff; and

2.4 posted and maintained on file at the school.

~~3.—Supervisors shall:~~

~~3.1—report all accidents or incidents of a serious nature to the principal or designate at the earliest possible opportunity, providing relevant information, in writing, as required;~~

Policy IHCF – *Supervision of Students, Cont’d.*

3. Supervisors shall:

3.1 report all accidents or incidents of a serious nature to the principal or designate at the earliest possible opportunity, providing relevant information, in writing, as required;

3.2 principals shall inform the superintendent and appropriate division office personnel of accidents and incidents;

3.2.3 ~~a~~ Attempt to contact the student’s parents in case of an accident, ~~but failing to do so~~; and

3.2.4 shall take whatever steps are necessary to care for the student.

4. An appropriate supervisor to student ratio shall be provided for school-sponsored/ authorized activities occurring off site.
5. Both professional and support staff may be assigned non-instructional supervision responsibilities. Student teachers at the PS-III level may be included in the supervision schedule. Student teachers at the Ed 2500, PS-I and PS-II level should only be used to accompany and assist other staff assigned to supervision duties.
6. Staff shall engage in active supervision, ensuring they are present and visible throughout the entire supervision period. When students are outside of the school building before or after school and at scheduled breaks, it is expected supervisors will be outside with them. Active supervision implies moving constantly throughout the designated area and interacting directly with students.
7. School procedures should be established to ensure orderly entrance and exit of the school building at the beginning and end of the school day.
8. Except when performing outside supervision, teachers and support staff assigned to students or classrooms should ensure they are present at the entrance to their classrooms prior to the commencement of each class to provide supervision for students in the hallway and while they are entering the room.
9. Bullying or other harassing behaviour is not tolerated at any time, and it is expected school staff encountering such incidents while on supervision will take immediate, appropriate steps to intervene in accordance with Board policy.

HORIZON SCHOOL DIVISION
POLICY HANDBOOK

Policy Code: IHCG
Policy Title: Head Lice
Cross Reference:
Legal Reference:
Adoption Date: May 30, 2002
**Amendment or Re-
affirmation Date:** January 27, 2005;
December 20, 2014

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT HEAD LICE IN SCHOOLS ARE A NUISANCE AND NOT A HEALTH HAZARD AS THEY DO NOT TRANSMIT DISEASE. THE BOARD, THEREFORE, BELIEVES THAT OUTBREAKS OF HEAD LICE IN SCHOOLS SHOULD BE MINIMIZED THROUGH EDUCATION AND SUPPORT FOR STUDENTS AND FAMILIES.

DEFINITIONS

Lice – tiny wingless insects ~~with 6 legs that live close to the scalp where they lay and attach their eggs,~~

- 2-4 mm long ~~and tan to greyish brown-white~~ in color (about the size of a sesame seed),
- ~~live on the human head (commonly found around ears, forehead and nape of neck) for up to a month~~
- ~~can survive 1 to 2 days without the warmth of a person's head~~
- ~~cannot fly or jump but move quickly and are difficult to see~~
- ~~head lice are considered inconvenient but not dangerous as they do not spread disease or reflect upon a person's hygiene.~~
- ~~head lice are contagious and will not go away without treatment~~

Nits – Eggs of lice,

- ~~look like tiny yellow or white dots~~ attached to the hair ~~shaft~~ close to the scalp.
- they can sometimes be mistaken for dandruff

GUIDELINES

~~1. — School principals, shall ensure that staff and parents are provided with best practice information on lice, including the importance of regular detection combing and how to do it, early in the school year, not just when there is thought to be an “outbreak.” (Attachment A—Head Lice Information, Attachment B—Head Lice Responsibility, Attachment C—Head Lice Detection Combing).~~

~~2.1. Staff and parents are encouraged to be vigilant regarding possible the prevention, identification, and treatment of head lice outbreaks and to communicate suspected cases to the school principal.~~

~~3. — Parents/guardians of all students in a classroom where an outbreak of do not need to be notified of head lice cases has occurred shall NOT be notified of the outbreak in the classroom.~~

~~2. Mas est schools will always may have some pupils with head lice at any one time.~~

~~2.1. Sending notification home frequently could cause unnecessary public alarm and unnecessarily use chemical lotions as an inappropriate prophylaxis.~~

2.2. When an active head-lice infestation is discovered, the person has probably been infested for several weeks with no symptoms.

~~3.1. An “alert letter” could be sent out every day of the school year and:~~

~~3.1.1. causes unnecessary public alarm~~

~~3.1.2. may convince parents, they and their children have head lice when they in fact do not (psychogenic itch), or decide to use chemical lotions as inappropriate prophylaxis “just in case”~~

Policy IHCG – *Head Lice*, Cont'd.

~~3.2. When an active head lice infestation is discovered, the person has probably been infested for at least 1 month.~~

~~3.2.1. Children can have head lice for several weeks with no symptoms.~~

~~3.2.2. There is no immediate risk on the day of detection.~~

~~3.3. Mis identification is very common,~~

3. AHS recommends that children should not be kept from school because of lice or nits.

3.1. It is not required that a student be removed from classes because of a head lice problem.

3.2. Exclusionary practices or sending students home/quarantine would often result in substantial time lost by children from school and missed time from work by parents while not effectively controlling head lice transmission.

~~3.4.~~

~~3.4.1. would often result in inappropriate exclusions from school. The resulting time lost by children from school and missed work by parents is substantial.~~

~~3.4.2. do not effectively control head lice transmission.~~

4. Schools will not take on the responsibility of checking heads for head lice. Rather parents are encouraged to utilize detection combing methods as an ongoing monitoring method (Attachment C – Detection Combing).

4.

~~Parents and staff can find more information about identification, prevention, and treatment of headlice via myhealth.alberta.ca.~~

~~5. If it is determined that a head lice problem exists, the school principal shall ensure that information regarding head lice including a treatment protocol is shared with the child's parent.~~

5.

~~6. It is not required that a student be removed from classes because of a head lice problem.~~

School principals may encourage parents to contact local public health personnel for information and assistance.**REGULATIONS**

7.

1. School principals, shall ensure that staff and parents are provided with best practice information on how to treat and prevent head lice, including the importance of regular detection combing and how to do it.

1.1. Information about head lice should be sent home early in the school year. (see Attachment A – Head Lice Information, Attachment B – Head Lice Responsibility, Attachment C – Head Lice Detection Combing).

2. If it is determined that a head lice problem exists, the school principal shall ensure that information regarding head lice including a treatment protocol is shared with the child's parent.

Policy IHCG – *Head Lice*, Cont’d.

- 2.1. School principals may encourage parents to contact local public health personnel for information and assistance.

Head Lice

What Are Head Lice?

Head lice, or the medical condition known as pediculosis, are a pesky problem that anyone can have at some point in their life. Most often infestations occur in children 3 to 11 years of age.

Head lice are not dangerous and they do not spread disease but they can and do spread from person to person. Having dirty hair does not cause head lice.

Head lice cannot fly or jump and you cannot get them from your pets.

While they may be **found anywhere on the head**, they prefer to live on the scalp along the neckline and behind the ears. When lice bite the scalp they cause itching.

How Do I Know If My Child Has Head Lice?

Children may say they have a tickling feeling on their head or may be very itchy on their scalp.

It can take up to 4-6 weeks for a person to experience itching.

The only way to be sure a person has an active case of lice is to find live lice.

Lice are not easy to see and can be hard to find. They are about the size of a sesame seed. They are usually greyish white or brown.

Nits are small, oval and blend into the color of the hair. Each nit is firmly attached to a hair. They cannot be washed out or flicked off like dandruff. Finding nits does not mean the individual has a current infestation and they should not be treated based on finding nits.



Head louse



Louse egg (nit) on hair

How Do I Check for Lice?

Detection combing is the recommended method to check for head lice.

Detection combing is an organized examination of the hair, from the scalp outwards, to find head lice. Finding lice by parting the hair and looking at the scalp is not particularly efficient and likely to miss many infestations

Please see Head-Lice-Detection Combing handout

For a demonstration on detection combing:
www.youtube.com/watch?v=je-cWdTrhFQ

Can My Child Attend School?

Once children are treated they can return to school because:

- Head lice do not spread disease
- Children can have head lice for several weeks with no symptoms.
- The presence of nits indicates a past infestation that may not be currently active
- Cases of head lice are often misdiagnosed

How can you prevent the spread of head lice?

- Teach your children how head lice are spread (by direct contact with the head of someone with an infestation) and to avoid this kind of activity.
- It is a good idea to teach your children not to share brushes, combs or head gear such as hats, bandanas etc.
- Check your child's head for live lice once a week all year long and daily during an outbreak.
- Head-to-head contact may be less if long hair is braided or tied back.



Head Lice: Who's Responsibility Are They?

Head Lice

Head lice or the medical condition known as pediculosis, are a pesky problem that anyone can have at some point in their life.

Head lice are not dangerous and they do not spread disease but they can and do spread from person to person.

Infection is common during school holidays as well as during the school year. Parents start to worry more about lice when children go back to school because they think the lice are being caught there.

Research indicates that most lice are caught from close family and friends in the home and community, not just from the school.

Head louse infection is a problem of the whole community, not just the schools. Co-ordinated efforts between parents, teachers, schools, public health and the community are necessary to control outbreaks of head lice.

Role and Responsibilities

Parents' Role:

- Be aware of the signs and the symptoms of infestation;
- Be familiar with the technique for examining hair for lice and nits;
- Examine their children's heads weekly for signs of infestation as part of routine hygiene;
- Notify the school when their child has lice and others who have come into contact with the child, that is, family members, neighbours, etc.;
- Carry out treatment on family members with live moving lice;
- Wash personal items such as combs, brushes, bedding and hats;
- Inform the school that treatment has been completed

School's Role:

- Schools should not take on the responsibility of checking heads for head lice as traditional methods of parting the hair and looking at the scalp is not efficient and many infestations may be missed.
- "Alert" letters should not be sent out. These can cause an "outbreak" of imaginary lice.
- Research indicates children who may have lice should not be excluded from school; if they do have lice, they will probably have been there for weeks already.
- The school should give best practice information on lice to parents and staff, including the importance of regular detection combing and how to do it. Provision of information should be on a regular basis throughout the year, not just when there is thought to be an "outbreak."

Public Health Role

- Providing Best Practice treatment guidelines to schools, to parents and community agencies upon request;
- Assisting school boards and schools to implement head lice policies and protocols;
- Consultation on difficult-to-treat cases of head lice

For more information contact:

**Your local Public Health Office
or your Physician
or
Health Link Alberta 1-866-408-5465**



Head Lice – Detection Combing

What is Detection Combing?

Detection Combing is an organized examination of the hair, from the scalp outwards, to find head lice. Finding lice by parting the hair and looking at the scalp is not particularly efficient and likely to miss many infestations.

How Do I Do Detection Combing?

You need:

1. *Plastic* fine-toothed comb. Available in most Drug Stores. Many combs sold as louse detection and removal combs are unsuitable for the purpose. Combs with flat-faced, parallel-sided teeth less than 0.3mm apart are appropriate. Metal combs are harsh and may pull hair out.
2. Good lighting
3. Ordinary comb

Steps

- Wash the hair well and then dry it with a towel. The hair should be damp. Detection combing dry hair can lead to static in the hair and lice can be repelled from the comb into the air as the comb is withdrawn from the hair.
- Make sure there is good light. Daylight is best.
- Comb the hair with an ordinary comb.
- Start with the teeth of the fine-toothed comb touching the skin of the scalp at the top of the head. Keep the comb in contact with the scalp as long as possible, draw the comb carefully towards the edge of the hair.
- Look carefully at the teeth of the comb in good light.
- Wipe the fine-toothed comb off on white tissue (like Kleenex or paper towel) to see any lice that may be caught in the comb
- Repeat the combing over and over again from the top of the head to the edge of the hair in all directions, working round the head.
- Do this for several minutes. It takes 10 to 15 minutes to do it properly for each head.
- If there are head lice, you will find one or more lice on the teeth of the comb.

2023 High School Graduation Dates

School	Date	Location	Time	Attending
VHS	May 12 – banquet	MB Church	5:30 pm	
	May 12 – ceremony	Vaux. Comm. Hall	7:30 pm	
WRM	May 26 – cap & gown	WRM Gym	5:00 pm	
WAR	May 26	Warner Gym	5:30 pm	
ERHS	June 2 – banquet	Civic Center	5:00 pm	
	June 2 – ceremony	ERHS Gym	7:30	
HMAP	June 2	Community Hall	TBD	
TMS	June 2 - banquet	WRM Gym	5:30 pm	
	June 2 - ceremony		7:00 pm	
ATL	June 3 – ceremony	Cham. School	11:00 am	
	June 3 – banquet	Luigi's	6:00 pm	
ACE	June 22	Taber Legion Park	5:00 pm	
TCHS	June 23 – ceremony	TCHS	7:00 pm	
	June 24 – banquet		5:30 pm	
LOM	June 27 – ceremony	TBD	4:00 pm	
	June 27 - banquet	TBD	5:30 pm	

Superintendents Progress Report

April 2023

The Superintendent Leadership Quality Standard:

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.

The Superintendent Leadership Quality Standard is described by the following competencies.

Building Effective Relationships

- Establishing a welcoming, caring, respectful and safe learning environment.

Modelling Commitment to Professional Learning

- Enhancing leadership, teaching, and learning.

Visionary Leadership

- A preferred future.

Leading Learning

- Promotes shared responsibility for student success and continuous improvement.

Ensuring First Nations, Metis, and Inuit Education for all students

- Establishing structures and providing the resources for schools.

School authority operations and resources

- Alignment with goals and priorities.

Supporting Effective Governance

- Providing the board with information, advice and support to fulfill governance role.

The last month included a one week shut down of schools due to Easter break. The following is a summary of meetings and activities that I have participated in over the last month.

- Meetings and conversations with principals and staff as needed and/or requested. Conversations have focused on:
 - off-campus excursions,
 - human resource issues including parental concerns
 - student discipline including suspension processes, and
 - assurance survey administration and results analysis
- Attended W.R. Myers staff meetings
- Conducted principal interviews for Chamberlain School and Arden T. Litt
- Partook in interviews for vice principal of Milk River Elementary School and Erle Rivers High School.
- Had the pleasure of visiting Hays School, Vauxhall Elementary School, Vauxhall High School, Horizon Mennonite Alternative Program and Copperfield Colony School as part of a Board tour
- Met individually with 5 vice principals and 2 assistant principals to discuss leadership aspirations and ways to provide leadership support.
- Met with both Associate Superintendents to go over their evidence of meeting the Leadership Quality Standard and associated competencies
- A number of other meetings, events, and professional learning activities were attended over the month. These include but are not limited to
 - Senior Administrative Leadership Team (SALT) meeting
 - Division Office staff meeting
 - Administrator meeting
 - College of Alberta School Superintendent (CASS) provincial executive meeting
 - Attended Dr. Hamman's land acknowledgement unveiling
 - Attended the jurisdiction's Resiliency Celebration which was organized by Horizon's Family Connections. I also had the privilege of welcoming everyone to the celebration.



Associate Superintendent of Human Services

Human Resources

- Congratulations to Amber Kallen, successful candidate for the temporary Principal position at CHA/ATL
- Congratulations to Kimberly Wright, successful candidate for the Vice Principal position at MRE/ERHS
- Round one of teacher postings went out on Tuesday April 18. Round one postings are available for continuing and probationary contract teachers to apply within Horizon.
- Welcome to Teraneal Ober, hired for the Wellness Coach position. Teraneal completed a practicum with Horizon School Division and will be working in Warner and Milk River schools.
- Robbie is taking negotiator/bargaining training in Edmonton through the Provincial Bargaining Coordination Office (PCBO)

Horizon Induction Program

- Congratulations to **ERINN McRAE**, from Taber Christian School
 - Erinn is The Horizon School Division [Edwin Parr](#) nominee for 2022-2023
 - The Edwin Parr Banquet will be hosted in Taber on May 17, 2023

Clinical Team Leader/FSLC/Wellness Coaches

- Resilience Program took place on Thursday April 20, 2023 at the Civic Centre in Taber
 - Partners included St. Pat's School, FCSS, and TCADS
 - Grade 4 & 5 students from across our school division and St. Pat's School participated in the program
 - 24 students were selected and invited to participate in the evening event
- Administrators completed a VTRA refresher course at the April Administrators meeting on April 19, 2023 - Angela Miller and Rylee Beland provided the refresher.

Indigenous Learning

- [April Indigenous Newsletter](#)
- The division-wide book study "Valley of the Birdtail" has 40 participants across the division and all demographics. The first zoom meeting took place on April 17.
- Schools are planning and scheduling events for National Indigenous People's Day in June.

- Robbie sits on the CASS Indigenous Action Committee and will be attending the CASS Annual Indigenous Gathering April 24-26

Low German Mennonite Programming

- No report available

Workplace Wellness

- Teacher focus group is planned for May 16 - communication has been sent requesting one teacher representative from each school and two colony teachers.
- FSLP staff, division office and maintenance staff focus group is planned for May 18
- Support Staff focus group is planned for May 24 - requesting one support staff representative from each school and two colony support staff
- The Mental Health in Schools Pilot
 - Partners - EdCan and Prairie Rose School Division
 - Administrators involved in planning the pilot modules
 - Shea Mellow
 - Rachelle Miller
 - Klaas Hoekstra

Student Leadership

- Robbie will be working with other division leads to organize a student leadership conference on May 10 2023
- The conference will take place at either the University or the College campus in Lethbridge

Horizon Leadership Development

- Day one and two of the Leadership Learning Cohort took place on March 16 and 31, 2023
- Positive feedback has been received thus far
- Day 3 is scheduled for May 2, 2023

Report completed by Robbie Charlebois, Associate Superintendent of Human Services

Associate Superintendent, Learner Services
Report to the Board of Trustees – April 24, 2023

Learner Services lead team members:

Terri-Lynn Duncan, Associate Superintendent
Dave LeGrandeur, Director of Learner Services
Coral James, Coordinator of Learner Services/Instructional Coach
Amanda Cayford, Instructional Coach

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- A small group of Colony Teachers came together with Johanna, Fleur and Terri-Lynn to talk about New Curriculum and report cards to create a report card that communicates the New Learning Concepts.
- Amanda was invited into a grade 5 classroom to model instructional strategies to make student thinking visible. Strategies from “Building Thinking Classrooms” and “Mastering Math Manipulatives” were used.
- A group of Kindergarten to grade three teachers met with Coral, Amanda and Terri-Lynn to talk about New Curriculum and report cards to create a report card that communicates the New Learning Concepts now that the teachers have had a year working with the learning outcomes, they would like to make a few changes on our current version of the report card.
- Amanda has worked with beginning teachers, 1 to 1, on effective assessment strategies and with how to use reporting software.
- Coral provided in-school training for a teacher and educational assistant on the UFLI (University of Florida Literacy Institute) phonological awareness resource, to be used as both whole class instruction and intervention for one-to-one.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- Developmental check-ups began at the end of March and will be complete by the end of April. For efficiency and to fill schedules for the day the following locations were combined:
 - Taber Elementaries and Barnwell students come to Division office.
 - Hays and Vauxhall students come to Vauxhall
 - Enchant students and Chamberlain students came to their individual schools.
 - Warner and Milk River students came to Milk River.
 - A total of 9 spring check-ups are scheduled, with help from School Staff (Principals, Learning Support Teachers, Learner Services team, Family School Connections: To date, we have screened 102 children through developmental check-ups, with at least 36 more students to attend in the next two weeks.
- Speech and language referrals for further assessments are booked for some of those students that

may need an assessment, due to a referral from our Speech and Language Pathologists. There is an increase in initial assessments. So far we have seen 102 students through the screening check-ups, and we will be completing more in-depth assessments with 59 students These will be completed by the middle of May.

- Central Grade 3 teachers met with Terri-Lynn to discuss the Alberta Education Early Years Assessments, the school spreadsheet with identified at- risk students based on their scores on the tests, as well as new resources provided to them and the success that they are seeing with students.
- Coral and Dave have met to go over initial Kindergarten and grade 1 support staff allocations.
- Dave is almost done meeting with all Learning Support Teachers and Principals for the Inclusive Education Spring Meetings to discuss student support needed for next year. There will likely be a request for an increase in support hours, as the division has had over the past year, 14 new students with complex needs.

LEADERSHIP PRACTICES

- Terri-Lynn attended training in Adaptive schools this month. This Professional Development focuses on productive, practical set of ideas and tools for developing collaborative groups in becoming effective and better equipped to resolve complex issues around student learning. The work of the Adaptive Schools Seminars is to develop the resources and capacities of the organization and of individuals to cohesively respond to the changing needs of students and society.

TECHNOLOGY INFORMATION (Information will be shared as needed)

- Dave has arranged an internship for a technology student from Lethbridge College to work over the summer. The student will earn his hours to complete his IT Diploma and the team benefits from having an extra set of hands. The team will also look to employ a “summer student” to learn from and support the Tech team from mid-May through August.
-

From: **Alberta News** <alberta.news@gov.ab.ca>

Date: Fri, Mar 24, 2023 at 9:18 AM

Subject: News Release: Supporting youth pursuing careers in the trades

Supporting youth pursuing careers in the trades

March 24, 2023 [Media inquiries](#)

Alberta is partnering with two long-standing organizations to support opportunities for youth in the skilled trades and technology industries.

Budget 2023 invests a total of \$30.4 million over three years in CAREERS: The Next Generation and Skills Canada Alberta, as they empower youth to build rewarding careers in the skilled trades.

“Investing in the proven and complementary programs of CAREERS: The Next Generation and Skills Canada Alberta will help our youth discover engaging, high-demand careers that deliver an excellent quality of life and will keep our economic momentum going strong.”

Kaycee Madu, Minister of Skilled Trades and Professions

The apprenticeship learning model is a valuable form of work-integrated learning and a proven way to increase graduate readiness for the workplace.

Through targeted support for apprenticeship education, Alberta is helping students develop job-ready skills while strengthening the talent pipeline for business and industry.

“We are excited for Alberta’s youth in this year’s budget announcement. Enabling our next generation to discover their career passion and become productive, motivated and innovative participants in the workplace is critically important to Alberta’s economic success.”

Andy Neigel, president and CEO, CAREERS: The Next Generation

“On behalf of Skills Canada Alberta, I extend a profound thank you to Minister Madu and the Government of Alberta for continuing to support Alberta’s young people in their pursuit of excellence in the trades and technologies. Their success is good for our province. Their success makes Alberta prosperous. This continuation of funding allows us to provide a platform for students who are about to begin their education and career journey with the experience and skill development that only our competitions can provide them.”

Ray Massey, board president, Skills Canada Alberta

CAREERS: The Next Generation is a not-for-profit foundation that connects high school students with employers for participation in the Registered Apprenticeship Program (RAP). The organization also promotes apprenticeship education options for young Albertans.

Skills Canada Alberta is a not-for-profit organization that creates opportunities for young Albertans to explore careers in trades and technology. The organization also leads participation in the Skills Canada National Competition, to demonstrate Alberta's trades talent on the national and world stage.

In 2022, CAREERS connected 372 schools with 1,344 employers to arrange 2,430 internships for high school students interested in a career in the skilled trades. Skills Canada Alberta works with about 19,000 students in 200 Alberta communities annually.

Budget 2023 secures Alberta's future by transforming the health-care system to meet people's needs, supporting Albertans with the high cost of living, keeping our communities safe and driving the economy with more jobs, quality education and continued diversification.

Quick facts

- Through Budget 2023, the Government of Alberta is investing \$23.5 million in CAREERS: The Next Generation programs over three years.
- Through Budget 2023, the Government of Alberta is investing \$6.9 million in Skills Canada Alberta programs over three years.
- CAREERS: The Next Generation has arranged 34,163 internships since it was founded in 1997.
- Every year, approximately 700 youth from across the province compete in skilled trade and technology competitions with the support of Skills Canada Alberta.
- In addition to funding for CAREERS: The Next Generation and Skills Canada Alberta, Budget 2023 promotes opportunities in the skilled trades by providing \$10.7 million over three years to Women Building Futures.

Related information

- [Budget 2023](#)
- [Alberta 2030: Building Skills for Jobs](#)
- [Apprenticeship and Industry Training](#)
- [Skills Canada Alberta](#)
- [CAREERS: The Next Generation](#)

Multimedia

- [Watch the news conference](#)

From: **Alberta News** <alberta.news@gov.ab.ca>

Date: Thu, Apr 13, 2023 at 1:18 PM

Subject: News Release: Reducing the school bus driver shortage in Alberta

Reducing the school bus driver shortage in Alberta

April 13, 2023 [Media inquiries](#)

Alberta's government is removing mandatory entry level training (MELT) for Class 2 licensees to help alleviate bus driver shortages while maintaining safety on Alberta roads.

Alberta school boards have reported difficulty hiring and retaining new school bus drivers to provide safe transportation for students. Removing the MELT requirement for Class 2 drivers will make it easier for school boards and bus companies to hire and train drivers, helping to alleviate the ongoing school bus driver shortage.

Drivers must still obtain the S endorsement on their licence if they will be driving a school bus. To obtain the S endorsement, drivers must first complete the school bus driver improvement program. The S endorsement will be added to their licence after they successfully complete the school bus driver improvement program, which consists of classroom training, practical training and knowledge assessments.

“Alberta is an outlier on requiring MELT for Class 2 licences, as no other province or territory in Canada requires it for their bus drivers. Removing this requirement will make it easier for Albertans to obtain their Class 2 licence if they are able to demonstrate the required knowledge and skills during the knowledge and road test.”

Devin Dreeshen, Minister of Transportation and Economic Corridors

Effective April 23, Class 2 drivers will no longer need to take MELT when seeking their Class 2 licence. School bus drivers will still be required to possess an S endorsement on their licence. Drivers need the correct class of driver's licence for the type of school bus they will drive. The required class of licence for a school bus is decided by its designed seating capacity.

A new voluntary on-the-job training program for Class 2 and Class 4 school bus drivers will be available by the end of April to support drivers, ensuring they have the skills required to operate a school bus safely. Drivers will get hands-on experience in their work environment using equipment and experiencing real-life scenarios that occur as they do their job.

“Alberta’s student transportation leaders have been asking for this change since 2019. It safely allows us to provide individualized training based on competency instead of a time-based format that does not take existing skills into consideration. I applaud Alberta for listening to our concerns and am excited for the improvements our communities will feel.”

Raelene Miller, vice president, Southland Transportation Ltd.

“Alberta School Boards Association has been advocating for adjustments to MELT requirements as it has created hiring and retention challenges, resulting in school bus driver shortages and increased costs. We are pleased to see that school bus drivers will no longer require MELT and that specific training will remain in place to ensure the safety of students.”

Marilyn Dennis, president, Alberta School Boards Association

“The CASS board of directors is pleased that training, specific to transporting students on school buses, will replace MELT as this approach will help address driver shortages while maintaining safety.”

Scott Morrison, president, College of Alberta School Superintendents

“The Student Transportation Association of Alberta has been asking for changes since the implementation of the MELT program in 2019. This change will allow school divisions and contractors to provide individualized training based on competency instead of a time-based format that did not take existing skills into consideration. I applaud the Alberta government for listening to our concerns and we as an organization are excited to be able to work with all new drivers in providing a targeted training based on their skill level.”

David Shaw, president, Student Transportation Association of Alberta

“The ASBCA expresses its satisfaction with the modifications made to reduce the prescriptive nature of the MELT program. This change will enable contractors to expedite the on-boarding of new drivers and improve the quality of service to families in Alberta.”

Mark Critch, president, Alberta School Bus Contractors' Association

Transportation and Economic Corridors has also developed a new voluntary on-the-job training grant program for Class 1 drivers. Post-licensing training options will be created for industry by industry in partnership with the Alberta Motor Transport Association. This voluntary training program for licensed Class 1 drivers will be designed to provide participants with job-related skills, knowledge and competencies to meet the full scope of work performed by a commercial truck driver.

Both training programs (Class 1 and Class 2 licensees) will begin this year and are focused on helping alleviate labour shortages in key areas of the commercial driving industry within Alberta.

In March, Alberta's government introduced regulatory changes to student transportation, adding 33,000 students who are now eligible for government-funded busing services. Alberta's government is responding to this increased demand for busing services and bus drivers with additional student transportation funding, and by eliminating MELT for Class 2 drivers.

Quick facts

- On March 1, 2019, MELT became a new licensing requirement for Class 1 and Class 2 drivers in Alberta
- As of March 31, 2022, there were 147,134 Class 1 drivers and 24,699 Class 2 drivers in Alberta.
- Alberta is the only province in Canada to mandate MELT for Class 2 licence holders.

Related information

- [School Bus Driver Improvement Program](#)

Multimedia

- [Watch the news conference](#)



Office of the Minister

GOVERNMENT OF ALBERTA
DEPARTMENT OF EDUCATION
MINISTERIAL ORDER (#003/2023)

- 1 I, Adriana LaGrange, Minister of Education, pursuant to Section 53.1(4) of the *Education Act*, hereby make the following order:

The date by which a board must enter into a joint use and planning agreement with a municipality, as required by Section 53.1(2) of the *Education Act*, is extended to June 10, 2025.

- 2 This Order shall come into force on April 1, 2023.

DATED at Edmonton, Alberta, March 28, 2023.


MINISTER OF EDUCATION