

Regular Board Meeting Agenda – 1:00 pm

Tuesday, May 30, 2023

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	
A.2	Minutes of Regular Board Meeting held Monday, April 24, 2023	ENCLOSURE 1
A.3	May 2023 Payment of Accounts	ENCLOSURE 2
A.4	2023-24 Budget	
A.5	2023-24 IMR	ENCLOSURE 3
A.6	2023-24 Fee Schedule	<u>ENCLOSURE 4</u>
A.7	Three-Year Educational Plan	ENCLOSURE 5
A.8	Second & Final Reading Policy IFGA – Interrogation/Search of Students and Seizure of Property	ENCLOSURE 6
A.9	Second & Final Reading Policy IHCE – Student Illness/Injury	ENCLOSURE 7
A.10	Second & Final Reading Policy IHCF – Supervision of Students	ENCLOSURE 8
A.11	Second & Final Reading IHCG – Head Lice	ENCLOSURE 9
A.12	First Reading Policy IHEB – Child Abuse and Neglect	ENCLOSURE 10
A.13	First Reading Policy IKA – Fundraising	ENCLOSURE 11
A.14	First Reading Policy EEA – Student Transportation	ENCLOSURE 12
A.15	First Reading Policy IC – Student Attendance Area	ENCLOSURE 13
A.16	Delete Policy IHCH – Student Accident Insurance	ENCLOSURE 14
A.17	L.T. Westlake School Caretaking Tender	
A.18	Dr. Hamman School Caretaking Tender	
A.19	Chamberlain School Caretaking Tender	

D. Discussion Items

D.1	Administrator’s Meeting Trustee Representation (Sept 12 and Oct 10)	
D.2	Employee Recognition Awards (<i>handout</i>)	

I - Information Items

I.1	Superintendent’s Report – Dr. Wilco Tymensen	ENCLOSURE 15
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 – Dr. Wilco Tymensen
- I.3 Associate Superintendent of Finance and Operations – Phil Johansen
- I.4 Associate Superintendent of Human Resources – Robbie Charlebois
- I.5 Associate Superintendent of Learner Services Report – Terri-Lynn Duncan

ENCLOSURE 17
ENCLOSURE 18

I – Correspondence

- C.1 AB Ed Field Services Letter re: 3-Year Educational Plan & AERR
- C.2 Southwest Collegiate Institute

ENCLOSURE 19

Dates to Remember

• June 4 – 6 – ASBA SGM
• June 14 – Administrator's Meeting (VHS)
• June 26 – Board Meeting
• June 27 – Last day for students (may be earlier if school has 950/1000 hours)
• June 29 – Last day for all staff (may be earlier if they have reached their assigned time)
• June 29 – Induction Program
• July 2 – 5 – CSBA - Banff
• August 21 – New Teacher Orientation
• August 22 – Bargaining Meeting
• August 23-24 - VTRA
• August 25 – Division Wide PD Day (Teacher's only)
• August 28 – Board Meeting
• September 4 – Stat Holiday – Labour Day
• September 12 – Administrator's Meeting

Horizon School Division

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The Board of Trustees of Horizon School Division held its Regular Board meeting on Monday, April 24th, 2023, beginning at 1:00 p.m.

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

ALSO IN ATTENDANCE: Dr. Wilco Tymensen, Superintendent of Schools
Phil Johansen, Associate Superintendent of Finance & Operations
Terri-Lynn Duncan, Associate Superintendent of Learner Services
Sheila Laqua, Recording Secretary

REGRETS: Robbie Charlebois, Associate Superintendent of Human Services

ACTION ITEMS

A.1	Moved Derek Baron by that the Board approve the agenda with the following additions: D.3 – Edwin Parr Banquet attendance D.4 – Taber School Visit Carried Unanimously	AGENDA APPROVED 59/23
A.2	Moved by Maxwell Holst that the Board approve the Minutes of the Regular Board Meeting held Monday March 27, 2023, as provided by Enclosure #1 of the agenda. Carried Unanimously	BOARD MEETING MINUTES APPROVED 60/23
A.3	Moved by Jennifer Crowson that the Board approve the April 2023 Payment of Accounts in the amount of \$4,065,717.07 as provided in Enclosure #2 of the agenda. Carried Unanimously	PAYMENT OF ACCOUNTS APPROVED 61/23
A.4	Moved by Mandy Court that the Board approve second reading of Policy HNG – Animals in the School as provided in Enclosure #3 of the agenda. Carried Unanimously	SECOND READING OF POLICY HNG APPROVED 62/23
	Moved by Mandy Court that the Board approve final reading of Policy HNG – Animals in the School as provided in Enclosure #3 of the agenda. Carried Unanimously	FINAL READING OF POLICY HNG APPROVED 63/23

A.5	Moved by Maxwell Holst that the Board approve second reading of Policy HNI – Use of Visual Media in the Classroom as provided in Enclosure #4 of the agenda. Carried Unanimously	SECOND READING OF POLICY HNI APPROVED 64/23
	Moved by Maxwell Holst that the Board approve final reading of Policy HNI – Use of visual Media in the Classroom as provided in Enclosure #4 of the agenda. Carried Unanimously	FINAL READING OF POLICY HNI APPROVED 65/23
A.6	Moved by Derek Baron that the Board approve second reading of Policy IECB – International Students as provided in Enclosure #5 of the agenda. Carried Unanimously	SECOND READING OF POLICY IECB APPROVED 66/23
	Moved by Derek Baron that the Board approve final reading of Policy IECB – International Students as provided in Enclosure #5 of the agenda. Carried Unanimously	FINAL READING POLICY IECB APPROVED 67/23
A.7	Moved by Jennifer Crowson that the Board approve first reading of Policy IFGA – Interrogation/Search of Students and Seizure of Property as provided in Enclosure #6 of the agenda. Carried Unanimously	FIRST READING OF POLICY IFGA APPROVED 68/23
A.8	Moved by Bruce Francis that the Board approve first reading of Policy IHCE – Student Illness/Injury as provided in Enclosure #7 of the agenda. Carried Unanimously	FIRST READING OF POLICY IHCE APPROVED 69/23
A.9	Moved by Blair Lowry that the Board approve first reading of Policy IHCF – Supervision of Students as provided in Enclosure #8 of the agenda. Carried Unanimously	FIRST READING OF POLICY IHCF APPROVED 70/23
A.10	Moved by Mandy Court that the Board approve first reading of Policy IHCG – Head Lice as provided in Enclosure #8 of the agenda. Carried Unanimously	FIRST READING OF POLICY IHCG APPROVED 71/23

DISCUSSION ITEMS

D.1 GRADUATION DATES & ATTENDANCE

- Board Members, along with Sr. Administration will be attending graduation ceremonies over the months of May and June.

D.2 EDUCATION WEEK (MAY 1-5, 2023)

- May 1-5, 2023, has been designated as Education Week by the ATA. A token of appreciation will be delivered to each school to show appreciation for all that they do and to recognize the importance of their role in education.

D.3 EDWIN PARR BANQUET ATTENDANCE

- Members of the Board, along with Sr. Administration will be attending the Edwin Parr Banquet on May 17, 2023. This event is to honour outstanding 1st year teachers throughout Zone 6.

D.4 SCHOOL VISITS

- The board will be touring Taber Schools prior to their board meetings for the next 8 months.

INFORMATION ITEMS

I.1 SUPERINTENDENT'S REPORT

Wilco Tymensen, Superintendent, shared the following April 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 mentioned the budget video was sent, the changes to MELT, the five recommendations of the Career Task Force, and the engagements with Party Leaders that started with Premier. The upcoming Speakers Corners is May 1st on National Anti-Racism.
- VP Shali Bazuik indicated the draft budget, bylaw amendments and resolutions were sent. The updated bulletin will come out on June 2, 2023. The May 31 deadline for regular position statements for the FGM might be extended for one week. The FGM will be back at the Westin downtown.
- Dr. Vivian Abboud presented the key details of the budget that will be discussed at the SGM.
- South Alberta Comprehensive Health will do a presentation at the September meeting.
- On May 17 the ASBA Zone 6 meeting will be at the Horizon board room starting after lunch – time not decided. The Edwin Parr Awards evening will have the banquet room at the Heritage Inn open at 4:30. The dinner will be at 6:00 pm.
- Next meeting is May 17, 2023.

I.2.2 Facilities Meeting Report

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

- Second DRAFT 2023-2024 IMR
- Milk River Ridge Capital Project
 - Ward Brothers fully mobilized the week of March 27, setting up their construction fencing and beginning demolition
 - New construction and modernization is scheduled for completion in December 2024.
- Current IMR Projects were reviewed
- 3 Caretaking tenders will close at the end of this week

I.2.3 Administrator's Meeting Report

Superintendent, Wilco Tymensen, provided a summary of the Administrator's Meeting for the month of April 2023:

- Morning focus - Threat Assessment Refresher
- Afternoon focus - worked on planning and human resources documentation for next year

I.3 ASSOCIATE SUPERINTENDENT OF FINANCE AND OPERATIONS

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

- **CURRENT FISCAL YEAR**

Last month a projection was presented to the board that indicated Horizon is likely to have a surplus by the end of the year when approval for the use of reserves had been granted in the amount of about \$800,000. If we do not use the excess funds, our funding next year will be reduced. The primary drivers of this surplus are:

- Lower absenteeism than budgeted,
 - Approved positions not being filled in a timely manner,
 - Unspent decentralized allocations.
- Additional items that we have been approved or are investigating include:
 - New sheds for Dr. Hamman,
 - Painter Van,
 - Courier Van
 - Technology Van
 - Sealing and repainting parking lots
 - Tables and chairs for large events with a trailer.
- **BUDGET 2023 - 2024**
 - The budget planning for next year continues. Decentralized budgets will be sent out to schools soon. There is a significant increase in the need for assistants for high needs students. We are needing to keep some contingency to deal with the results of collective bargaining.
- **AUDIT**
 - The audit will be going to tender in the next month.

I.4 ASSOCIATE SUPERINTENDENT OF HUMAN SERVICES REPORT

- [View report here.](#)

I.5 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

- [View report here.](#)

CORRESPONDENCE

- No discussion came from the correspondence.

Moved by Mandy Court that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED
72/23

COMMITTEE ITEMS

Moved by Derek Baron that the Board meet in Committee.

Carried Unanimously

COMMITTEE
73/23

Moved by Blair Lowry that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED
74/23

Marie Logan, Chair

Sheila Laqua, Executive Secretary

PAYMENT OF ACCOUNTS REPORT
Board Meeting - May 30, 2023

General	April 25/23		239667.77
General	May 2/23		1405118.01
General	May 9/23		557228.81
U.S.	May 9/23		1843.37
General	May 10/23		19886.94
General	May 16/23		137313.33
General	May 24/23		506,709.42

"A" Payroll	April 2023	Teachers	1,693,995.02
		Support	623,274.09
"B" Payroll	April 2023	Casual	6,496.95
		Subs	62,820.91

Total Accounts			5,254,354.62
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Board Chair _____

PJ:dd			
May 24, 2024			

Estimated 2022-23 IMR allocation \$490,849
 Estimated carry-over \$400,000
 Estimated CMR Funding \$250,667

Total funding available \$1,141,516

2023-24 IMR List

School	Requested by	Description	IMR	CMR
Contingency		Allowance for emergent items such as failed boilers, water heaters, furnaces, sewer system failures, urgent health and safety requirements, urgent barrier free requirements HAZMAT abatement items etc.	\$150,000	
Ace Place	School Admin	Convert existing washroom into shower space and provide washer / dryer set up for school and caretaking use		\$72,000
		Replace four Roof top units. Existing units are nearing the end of their life cycle. Replacement will add reliability and add energy efficiency	\$89,000	
		Add Ace Place facility to the BCMS system, add access control to the main entrance and rear door	\$36,000	
Ardent T. Litt	Facilities	Insulate cavity between brick and main building using spray foam insulation. Drill a hole through the mortar every 24", inject foam and remortar when complete. Approximately 3000 sq. feet	\$24,000	
	Facilities	Replace twinned 120,000 BTU furnace feeding the main school.	\$18,000	
Barnwell School		Replace existing door access system to align with division standard system. Existing infrastructure and key cards can be utilized. New head end equipment and set up will be required		\$15,500
Central School	Facilities	Seal skylights removing existing panels and providing new sealant for each joint. Re-assemble and provide 86% UV protective coating to block heating. Replace panels as is needed	\$42,000	
	Facilities	Replace condenser and heat exchanger coils throughout to improve annual fuel utilization efficiency percentage. Heavy corrosion of coils was discovered during the last third party system inspection	\$44,000	
	Facilities	Replace existing mechanical access system with new board owned patented key system throughout the facility. Main building and outbuilding	\$12,000	
Chamberlain School	School admin	Replace carpet flooring in the office and Kindergarten / pre-Kindergarten spaces	\$28,000	
	Facilities	Excavate collapsed drainage culvert, replace and back fill. Remove temporary drainage pump. Leave sump pit as backup	\$34,000	
Dr. Hamman	School admin	There are two storage rooms on the upper level on each side of the gymnasium stage. There is currently no access to these rooms. Provide a stairwell on the back side of the stage to access these rooms		\$45,000
Enchant School	Facilities	Provide keyless access system to three sets of doors.		\$28,000
	Facilities	Replace Gymnasium ventilation and purifying system located on the roof. Replace existing curb, install new vapor sleeve before replacing unit	\$62,000	
	Facilities	Replace existing mechanical access system with new board owned patented key system throughout the facility. Main building and outbuilding	\$12,000	
Hays School	School admin	Replace bank of old lockers with new	\$0	
	School admin	Air conditioning in four classrooms. Individual ductless split units in each classroom equaling town tons each will suffice	\$15,000	

	Facilities	Conduct a thermal image scan of the total roofing systems. Remove both layers of cap sheet, insulation and vapor barrier. Replace with same and seal roof. Budget price	\$59,349	
Horizon MAP	Facilities	Add a BCMS monitoring and control system to the facility. Access control to be added to the main door only		\$28,000
		Replace Exterior finish for the main building and portable classrooms with metal finishes. Replace flashing on modular classroom windows	\$54,000	
L.T. Westlake	Facilities	Replace BCMS head end equipment with structure ware upgrade and add access control to three sets of doors. Additionally, add a flow meter to the main water line to satisfy insurance requirements		\$62,000
		Replace existing mechanical access system with new board owned patented key system throughout the facility. Main building and outbuilding	\$9,000	
Lomond School	School admin	Replace sections of side walk and concrete pads around perimeter of building. Existing concrete has heaved and / or damaged creating tripping conditions	\$35,000	
Vauxhall Elementary School		Remove existing pavers along the front of the main building, repair base and replace with new pavers	\$18,500	
	Facilities	Replace existing mechanical access system with new board owned patented key system throughout the facility. Main building and outbuilding	\$15,000	
Vauxhall High School	School admin	Refinish gymnasium floor. Complete sanding, line painting and refinishing floor.	\$45,000	
	School admin	Additional heat medium required in the library space. Options: Add booster pump to existing, add ductless split	\$10,000	
	Facilities	Replace existing mechanical access system with new board owned patented key system throughout the facility. Main building and outbuilding	\$22,000	
W.R. Myers				
DA Ferguson	Facilities	Expand existing perimeter heating system in the DAF gymnasium to include full perimeter of the gym	\$28,000	
Warner school		Add concrete swail to rain water litre discharge points to move water away from builndg. Add concrete pads to (three) rear egress points, Repair existing concrete side walk along the front of the building as needed	\$29,000	

Total expected IMR / CMR expenditure \$890,849 \$250,500
IMR / CMR Variance \$0 \$167



assurance plan

horizon⁺ school division

vision *(desired future)*

students will gain the knowledge and skills to be contributing citizens and the desire to develop as life-long learners.

mission *(our approach to reaching our desired future)*

engaging and empowering all learners

horizon is a learning community that

values

continual improvement;
inclusion and respecting diversity;
fostering effective relationships;
welcoming, caring, respectful, and
safe learning environments;
collaboration; and
accountability

2023 -
2026

The Horizon School Division is a rural jurisdiction situated between the cities of Medicine Hat and Lethbridge spanning from Coutts on the Canada/US border to Lomond in the County of Vulcan. The Division provides education services to approximately 3500 students and consists of 20 schools of various grade configurations in the communities of Barnwell, Enchant, Grassy Lake, Hays, Lomond, Milk River, Taber, Vauxhall, and Warner, plus two Christian Alternative School, and three Outreach schools. Additionally, there are 19 Hutterian Brethren schools scattered throughout the Division as well as one elite sport academy (Vauxhall Academy of Baseball). Horizon serves, a substantial population of Low German-speaking Mennonite families. As a result, a significant percentage of Horizon's student population are English Language Learners.



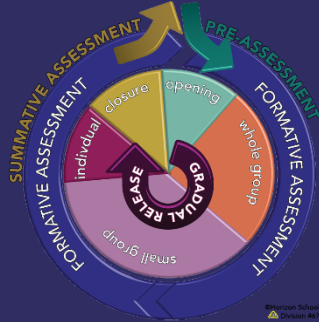
our strategic priorities

quality teaching and optimum learning

response to intervention

Wellness and well-being

quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	Strategies
<p>Student Growth & Achievement</p> <p>Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>	<ul style="list-style-type: none"> • The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort), and Diploma Examinations. <ul style="list-style-type: none"> o Overall and specific course results for all students o Overall and specific course results for self-identified First Nations, Métis and Inuit; and English Second Language students • High school completion rate of students within three and five years of entering Grade 10. <ul style="list-style-type: none"> o Overall and for for self-identified First Nations, Métis and Inuit; and English Second Language students • Teacher, parent, and student agreement that students model the characteristics of active citizenship. <ul style="list-style-type: none"> o Overall and specific group results • Teacher, parent, and student agree that students are engaged in learning at school <ul style="list-style-type: none"> o Overall and specific group results 	<ul style="list-style-type: none"> • Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment <ul style="list-style-type: none"> o Parent, and student agreement that children are able to read and write at the level that is expected of them at school. o Overall and specific group • Parent satisfaction that their children have grown in their ability to do math. • Parent, and student agreement that children will be prepared for the next grade level <ul style="list-style-type: none"> o Overall and specific group results 	<ul style="list-style-type: none"> • Literacy <ul style="list-style-type: none"> o Support schools with the division-wide assessment practices (Provincial gr.1-4 Literacy and Numeracy screening assessments, as well as Fountas and Pinnell) and follow up intervention. o Promote the Horizon Literacy Framework as a reference tool for instructional support for strong literacy practices and optimal learning. o Support K-6 ELAL curriculum implementation • Numeracy <ul style="list-style-type: none"> o Promote the Horizon Numeracy Framework as a reference tool for instructional support for strong numeracy practices and optimal learning. o Extend a balanced approach to math instruction in K-6 with the support of rich tasks, math embedded in literature, and math workstations. o EDC Research Partnership Program Grant: (Building equity in middle years with number talks) o Support K-6 Math curriculum implementation • Curriculum Achievement <ul style="list-style-type: none"> o Horizon Instructional Model  <ul style="list-style-type: none"> o Support high school redesign principles and preparation for future curriculum implementation through Instructional Coach. o Foster discussions about challenging strong academic learners, and deep and transfer learning. <ul style="list-style-type: none"> • Assessment <ul style="list-style-type: none"> o Build on key assessment principles to increase teacher conceptual understanding of assessment.
<p>Teaching & Leading</p> <p>refers to analyzing the learning context; attending to local and societal considerations; and applying the</p>	<ul style="list-style-type: none"> • Teacher, parent, and student satisfaction with the overall quality of basic education. <ul style="list-style-type: none"> o Overall and specific group results 	<ul style="list-style-type: none"> • Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes. 	<ul style="list-style-type: none"> • Learning <ul style="list-style-type: none"> o Professional development for Administrators as per PD plan. o Support new principals

<p>appropriate knowledge and abilities to make decisions resulting in quality teaching, and optimum learning. Public assurance occurs when teachers and leaders demonstrate their respective professional practice standards.</p>	<ul style="list-style-type: none"> o Student belief that school is interesting o Students belief they are motivated to do their best at school o Parent, and student satisfaction that they know what their child(ren) must be able to do in order to be successful in school <ul style="list-style-type: none"> ▪ Overall and specific group results 	
	<ul style="list-style-type: none"> o Parent and student belief that students have a plan for life beyond high school. <ul style="list-style-type: none"> ▪ Overall and specific group results o Parent and student belief that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning <ul style="list-style-type: none"> ▪ specific group results 	<ul style="list-style-type: none"> ● Life plan <ul style="list-style-type: none"> o Take a coordinated approach with CALM teachers, career counsellors, off campus coordinator and career transitions to strengthen post school planning o Support Dual Credit and career exploratory opportunities. o Multijurisdictional partnership proposal for Collegiate program
	<ul style="list-style-type: none"> o Percent of parents who feel the school keeps them informed about their child's progress and achievement o Percent of parents who are satisfied with the communication they receive from their child's school 	<ul style="list-style-type: none"> ● Communication <ul style="list-style-type: none"> o Schools will review communication practices and explore ways to enhance communication o Promoting Early learning programs through Social Media (e.g. Tik Tok, Facebook).
	<ul style="list-style-type: none"> o Percent of staff who felt that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice o I receive feedback at work that helps me grow and develop. o Percentage of staff satisfied with the professional development opportunities provided by the school and division o Executive summary of Joint Horizon/ATA PD activities 	<ul style="list-style-type: none"> ● Continual improvement <ul style="list-style-type: none"> o Principals will develop comprehensive school professional learning plans that focus on three year education plan priorities and the teaching quality standard.
	<ul style="list-style-type: none"> o Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities) o Percent of students who feel connected and have a sense of belonging at school o Percent of staff who feel that the school is an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected and safe. 	<ul style="list-style-type: none"> ● Inclusion and respecting diversity <ul style="list-style-type: none"> o Jurisdictional focus on health and wellness as it relates to leadership, guidance, data, and strategic planning. o Support K-6 PEW curriculum implementation

response to intervention

Domain	Provincial Measures	Horizon Measures	Strategies
<p>Learning Supports refers to the mobilization of resources required to demonstrate shared, system-wide responsibility for all children. Public assurance occurs when resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<ul style="list-style-type: none"> ● Teacher, parent and student agreement that learning environments are welcoming, caring, respectful, and safe. <ul style="list-style-type: none"> ○ Overall and specific group results ● Teacher, parent, and student agreement that students have access to the appropriate supports and services at school. <ul style="list-style-type: none"> ○ Overall and specific group results 	<ul style="list-style-type: none"> ● Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. <ul style="list-style-type: none"> ○ Parent, and student satisfaction with children’s ability to learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential school <ul style="list-style-type: none"> ▪ Overall and specific group results ● Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education. <ul style="list-style-type: none"> ○ Parent, and student agreement that students receive the help and support they require at school <ul style="list-style-type: none"> ▪ Overall and specific group results ○ Student satisfaction that learning needs are being met at school 	<ul style="list-style-type: none"> ● Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) <ul style="list-style-type: none"> ○ Horizon’s Indigenous committee has a strategic action plan. ○ Schools create annual Indigenous Learning Plans to build student and teacher efficacy. ○ Promote and implement use of culturally appropriate resources and professional learning tools for educators to develop foundational knowledge of FNMI culture, tradition, history, ways of knowing and learning. ○ Utilize elders to connect learning to culture in a holistic way ● Collaborative Response <ul style="list-style-type: none"> ○ Utilize a response to intervention framework within all schools that includes a universal benchmark assessment, a pyramid of intervention, and regular collaborative response team meetings that includes a focus on engagement, transitions, attendance, and re-entry. ○ Reduce stigma associated with mental health through staff training (IE. GotoEducator), student engagement (IE. Headstrong) and parent/community programming delivered by the Family Connections Program. ● Early Learning <ul style="list-style-type: none"> ○ Build capacity of Kindergarten staff (Hanen training, social and literacy skills. speech and language centers).
<p>Governance Public assurance occurs when the division demonstrates stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.</p>	<ul style="list-style-type: none"> ● Teacher and parent satisfaction with parental involvement in decisions about their child’s education. <ul style="list-style-type: none"> ○ Overall and specific group results ● Budget-Actual Comparison: “Total Expenses” line from Schedule 12 (“Unaudited Schedule of Variance Analysis”) comparing and explaining the difference in the amount budgeted, the 	<ul style="list-style-type: none"> ● Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities and community agencies. <ul style="list-style-type: none"> ○ Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges ● Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations 	<ul style="list-style-type: none"> ● Resource Management <ul style="list-style-type: none"> ○ Transparent budgeting and reporting process ○ Collaborative partnerships to leverage expertise, learning, and cost efficiencies ● Stakeholder engagement <ul style="list-style-type: none"> ○ Engage school councils at both school and divisional levels with regard to strategic planning and budgeting ○ Enhance student engagement to lend their voice to jurisdiction initiatives

	actual spent and the variance (in both amount and %).	under the School Councils Regulation, section 12. o Percent of staff who feel the school is cohesive and supportive of one another o Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school.	and promote student leadership opportunities beyond school.
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wellness and well-being

	Horizon Measures	Strategies
•	<ul style="list-style-type: none"> • Local measures that indicate the percent of staff that agree <ul style="list-style-type: none"> o My opinions and suggestions are considered at work. o My supervisor shows appreciation for extra effort made by employees. o My workload is appropriate for the time I am assigned. o I can handle stress effectively and can bounce back from difficult situations 	<ul style="list-style-type: none"> • Leverage partnership with EdCan and build momentum for action based on Guarding Minds survey results and EdCan well-at-work report • Utilize wellness steering committee, admin advisory committee, and staff advisory committee to capture staff voice and create advice and recommendations to superintendent for potential action • Develop and implement communication plan regarding wellness and well-being work • Mental Health in Schools Pilot focused on school leader wellness, and staff and student wellness



further information

The Education Plan for the Horizon School Division commencing (September 2022) was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the Education Plan for 2022-2023 to 2025-2026 on May 31, 2022.



Marie Logan, Board Chair

Parents, students, and staff provided feedback and input regarding, vision, mission, strategic priorities, and values. School councils and staff are engaged in discussions regarding school and division plans. Parents and staff contribute further as members of the council of school councils, division committees and via school and division wide surveys. The division is committed to providing opportunities to engage parents, students, and staff and incorporate their perspectives.

Capital Plan

<https://www.horizon.ab.ca/download/388372>

Audited Financial Statement

<https://www.horizon.ab.ca/download/374690>

Budget

<https://www.horizon.ab.ca/download/392104>

Horizon School Division

6302 – 56 Street

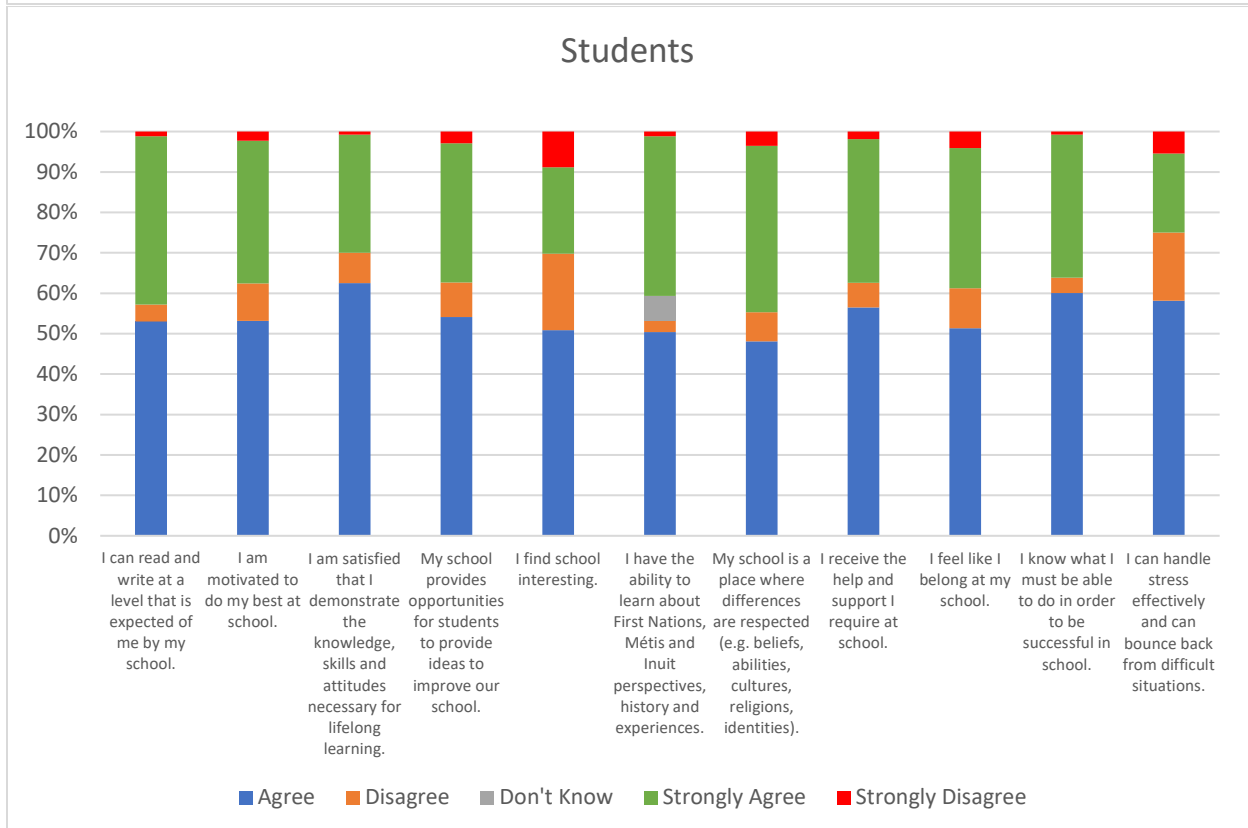
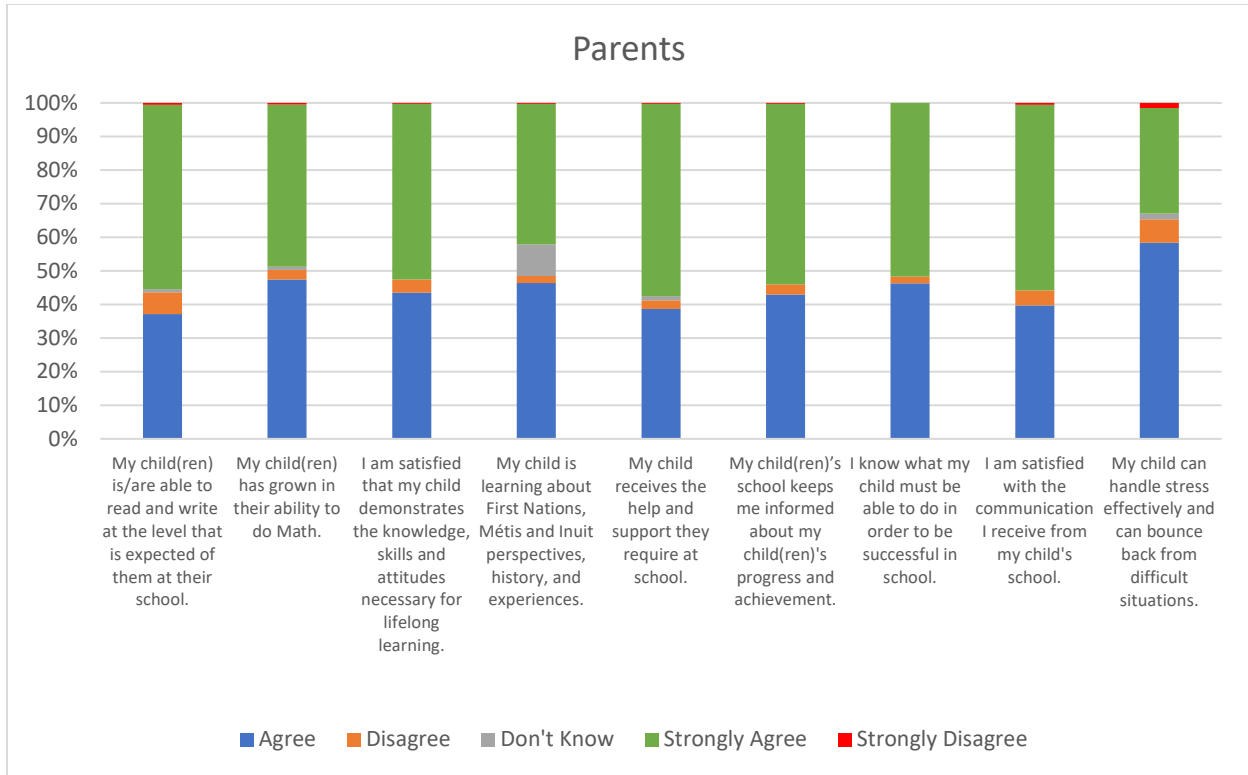
Taber, AB T1G 1Z9

Phone: (403) 223-3547

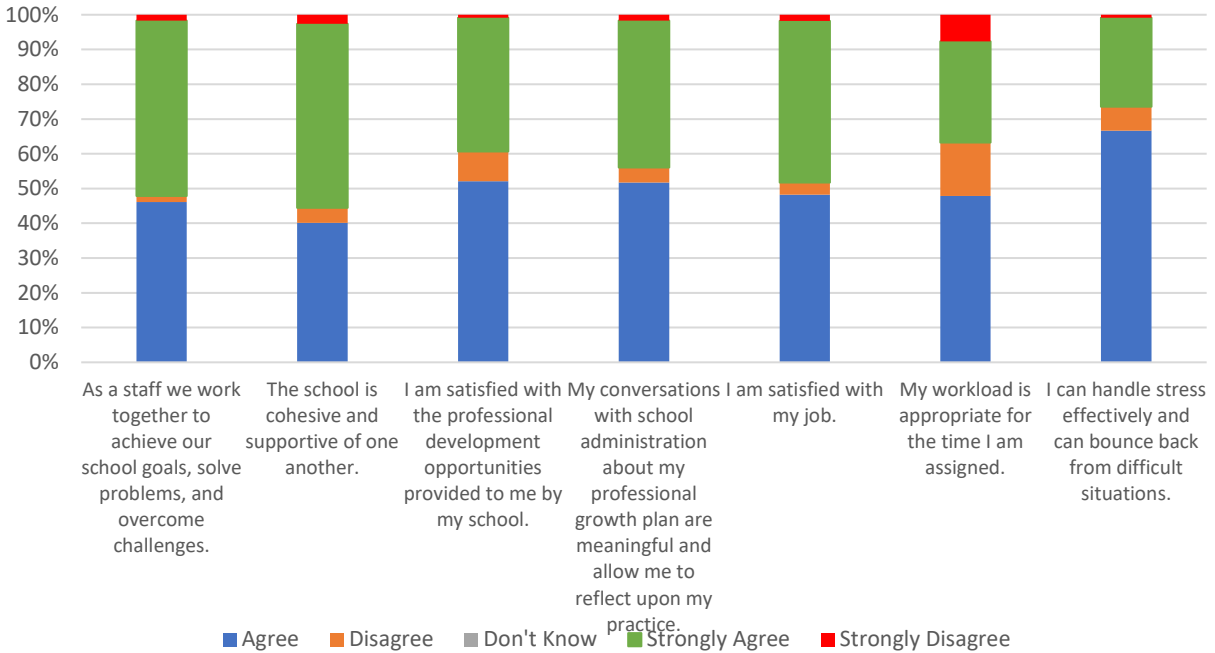
<https://www.horizon.ab.ca/>

Horizon Assurance Survey Results

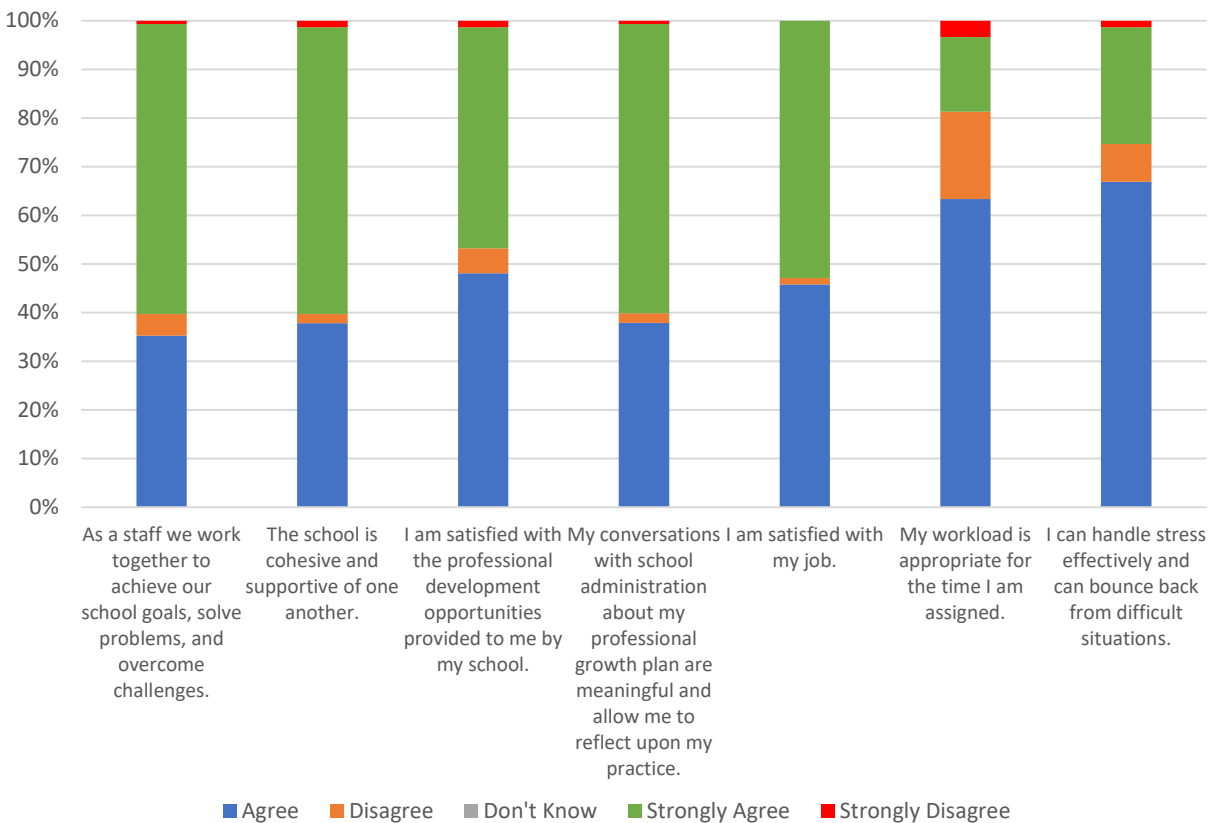
- 390 parents
- 1475 students
- 117 support staff
- 156 teachers



Support Staff



Teachers



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~~ aprovied 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- ~~February 21/02;~~
affirmation Date: ~~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 SBoard office superintendent 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.

HORIZON SCHOOL DIVISION

POLICY HANDBOOK

Policy Code:	IHEB
Policy Title:	Child Abuse and Neglect
Cross Reference:	<u>GAA, IFGA</u>
Legal Reference:	Child, Youth and Family Enhancement Act (2004), Responding To Child Abuse Handbook (2005)Alta. Gov't, <u>Teacher Code of Conduct</u>
Adoption Date:	June 25, 1997
Amendment or Re-affirmation Date:	June 12, 2008, April 15, 2014

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION ~~BELIEVE-EXPECTS~~ THAT ALL SCHOOL PERSONNEL OPERATE UNDER A “DUTY OF CARE” TO STUDENTS AND MUST FULFILL THAT DUTY AS IT RELATES TO THE STUDENTS’ SAFETY AND WELL-BEING. IT IS THE POLICY OF THE HORIZON SCHOOL DIVISION THAT ALL SCHOOL PERSONNEL COOPERATE WITH CHILD INTERVENTION PERSONNEL IN CARRYING OUT THEIR DUTIES IN SITUATIONS OF CHILD ABUSE AND NEGLECT. WHILE SCHOOL BOARD PERSONNEL SHOULD CO-OPERATE WITH THESE AGENCIES, THEY MUST FIRST AND FOREMOST ACT IN THE BEST ~~EDUCATIONAL~~ INTERESTS, SAFETY, AND WELL-BEING OF STUDENTS.

DEFINITIONS

Child abuse: is defined by the Child, Youth, and family Enhancement Act and can include: neglect (lack of necessities of life, or adequate care and supervision); emotional abuse, physical abuse, and/or sexual abuse.

- Neglect is any lack of care that causes serious harm to a child's development or endangers the child in any way. Failure to meet the child's day-to-day basic physical needs includes not providing adequate nutrition, clothing, shelter, health care, appropriate supervision and protection from harm. Emotional neglect is not meeting the child's ongoing emotional needs for affection and a sense of belonging.
- Emotional abuse is verbal attacks on a child's sense of self, repeated humiliation or rejection, exposure to violence, drugs, alcohol abuse, severe conflict, forced isolation, restraint or causing a child to be afraid much of the time. Emotional abuse is usually part of a pattern of how the child is being treated.
- Physical abuse is the intentional use of force on any part of a child's body that results in injuries. It may be a single incident or a series or pattern of incidents.
- Sexual abuse is the improper exposure of a child to sexual contact, activity or behaviour. It includes any sexual touching, intercourse, exploitation or exposure and can be perpetrated by anyone, including a parent or guardian, caregiver, extended family, friend, neighbour or stranger.

GUIDELINESREGULATIONS

1. Background

~~1.1. The Division recognizes its legal obligation and moral responsibility to work collaboratively with those involved in investigating suspected cases of child abuse or neglect. Principles of cooperation, collaboration and coordination are paramount in their working relationships between school personnel and Child Intervention Services’ Caseworkers. The Division acknowledges that the safety, supervision and well-being of its students are of paramount concern.~~

1. Obligation to Report

1.1. Section 4 of the Child Youth and Family Enhancement Act (2004) outlines the legal obligation to report to Child Intervention Services.

1.1.1. Any person who has reasonable and probable grounds to believe that a child is in need of intervention shall forthwith report the matter.

1.1.2. It is mandatory for all school personnel to report every case where there are reasonable and probable grounds of suspected abuse.

1.2. S.1.1 of the Code of Professional Conduct for Teachers and Teacher Leaders outlines obligations to report to the commissioner

1.2.1. in addition to other reporting required by law, report to the Commissioner the conduct of another teacher or teacher leader who is alleged to cause or to have caused psychological, emotional, physical or sexual harm or abuse to a student.

1.3. Policy GAA states, “in addition to other reporting required by law, report to the Superintendent the conduct of another employee who is alleged to cause or have caused psychological, emotional, physical or sexual harm or abuse to a student.”

2. Confidentiality

~~2.1. Any matters pertaining to child abuse and neglect shall be handled in the greatest manner of confidentiality.~~

3. Recording of Information

~~3.1. Written records of suspected child abuse and/or neglect must be kept separate and secure and disclosed only to police or caseworkers from Child Intervention Services. Once the case has been investigated and concluded by the appropriate authorities, the written records shall be destroyed or provided to the Caseworker.~~

~~3.2. Disclosures should be recorded in the child’s own words. The record should consist of observed facts (i.e. behavior, actions, comments, physical marks, persons involved). School personnel should act on the information that the child discloses without interviewing or probing for more information.~~

1.3.1. No action lies against staff reporting unless the reporting is done maliciously or without reasonable and probable grounds for the belief.

1.3.2. Staff do not need permission before making a direct report.

1.3.3. It is the responsibility of the person who has recognized issues of concern or received reports regarding the child to notify a Child Intervention Services Caseworker via Child and Family Services Crisis Unit (1-800-638-0715), The Child Abuse Hotline (1-800-387-5437) or the police.

1.3.3.1. Notification must come from the person who received the information firsthand and not from a third party.

1.4. Staff shall notify the principal when they report abuse.

2. Reporting Procedures

Policy IHEB - *Child Abuse and Neglect, Cont'd.*

2.1. The staff member may choose to have the Principal present during the report.

2.2. Teachers do not need specific permission from a Principal before making a report directly to Child Intervention Services.

2.3. Principal shall not direct a teacher not to report if the teacher believes abuse exists.

2.4. Staff should be prepared to provide the following information to caseworkers or police:

2.4.1. Information about yourself

2.4.1.1. How you know the child and their family.

2.4.1.2. How long you have known them.

2.4.1.3. What you saw, heard or believe may be happening, or what someone else told you.

2.4.1.4. Whether the child or family knows you are calling.

2.4.1.5. Anyone else you know who could provide information about the child or family.

2.4.1.6. If you are willing to assist the child and family going forward.

2.4.2. Information about the child or youth

2.4.2.1. Their name, age, gender, address and phone number.

2.4.2.2. Any concerns for the child's immediate safety.

2.4.2.3. Whether the child or youth is with you or somewhere else right now.

2.4.2.4. What other support people the child has in their life.

2.4.2.5. Whether they go to child care or school, and the name and location if they do.

2.4.2.6. The child's cultural identity (for example, Indigenous, African, European, etc.).

2.4.2.7. Any medical conditions, behavioural or development concerns that you are aware of.

2.4.2.8. What the child may have told you about the abuse, including when and where they said it happened and how long it has been going on.

2.4.3. Information about the parents or guardians

2.4.3.1. The parents' or guardians' names, approximate ages and address.

2.4.3.2. Where they live, work or go to school.

2.4.3.3. Any information about their family relationships and supports.

2.4.3.4. Any information about their cultural connections or supports.

2.4.3.5. Any strengths that they may have.

2.4.3.6. Whether there are any professionals or agencies supporting the family.

2.4.3.7. their ability to understand English or any other communication issues.

2.4.3.8. Whether they know about the concern or are involved in it.

2.4.3.9. Anything about the situation or the parents or guardians that would cause a threat for an investigator.

2.4.4. Information about the abuser

2.4.4.1. The abuser's name, approximate age and address.

Policy IHEB - *Child Abuse and Neglect, Cont'd.*

2.4.4.2. What they look like.

2.4.4.3. The vehicle they drive and the license plate number.

2.4.4.4. Where they live, work or go to school.

2.4.4.5. Anything about the situation that would cause a threat for the child, youth or an investigator.

2.5. The principal and superintendent are to be informed when staff become aware of child abuse allegations against students, staff, or volunteers.

2.6. In the event that threats are made against school personnel or the child as a result of reporting suspected child abuse, the principal is advised to call the police.

3. Recording of Information

3.1. The information on which a report is made is considered confidential and shall not be disclosed under other legislation.

3.2. Written records of suspected child abuse and/or neglect must be kept separate and secure and disclosed only to police or Child Intervention Services caseworker. Once reported, the written records shall be destroyed.

3.3. School personnel should record information that the child discloses without interviewing or probing for more information.

3.3.1. Information should be recorded in the child's own words.

4. Notification of Parents

4.1. Staff shall not notify parents about abuse investigation.

4.1.1. It is the responsibility of the investigative team to determine when to notify parents.

4.1.2. The Principal should clarify with the investigator when contact with the parents will be made, particularly when

4.1.2.1. the child is being apprehended, or

4.1.2.2. his/her return home delayed.

4.2. If parents inquire the abuse investigation interview or apprehension, the principal should inform the parents of their legal right to cooperate, maintain confidentiality, and provide the investigator's name and telephone number to the parents.

4.5. Identification of Investigators

5.1. Investigators shall be required to identify themselves.

5.2. ~~The Principal~~Staff should ask the Caseworker or police officer :

Policy IHEB - *Child Abuse and Neglect, Cont'd.*

5.2.1. to present identification; ~~cards,~~

5.2.1.1. Caseworkers carry both an employee identification card with photograph and a letter of authority to investigate under the *Child, Youth and Family Enhancement Act*.

5.2.1.2. Peace Officers (Royal Canadian Mounted Police or Municipal Police) who investigate a suspected incident under the *Criminal Code of Canada* or the *Child Youth and Family Enhancement Act* carry identification cards.

5.2.2. to explain the nature of the investigation being conducted; and

5.2.3. to state their reasons for conducting the interview in the school.

5.3. School principal or designate must fill out the form IHEB (Attachment A) when authorities request;

5.3.1. Information;

5.3.2. access to investigate or interview; or

5.3.3. access to apprehend.

5.4. Attachment A should not be placed in the student record / uploaded in to the PASI cum file and should be destroyed after 1 year.

5.5. Staff are expected to cooperate with those involved in investigating suspected cases of child abuse.

~~4.1. to explain the nature of the investigation being conducted, and to state their reasons for conducting the interview in the school. Caseworkers carry both an employee identification card with photograph and a letter of authority to investigate under the *Child, Youth and Family Enhancement Act*. Peace Officers (Royal Canadian Mounted Police or Municipal Police) who investigate a suspected incident under the *Criminal Code of Canada* or the *Child Youth and Family Enhancement Act* carry identification cards. Special constables are provided with appropriate authority. In all cases the school principal or designate must fill out the form IHEB (Attachment A) when authorities request information, access to investigate or interview, or access to apprehend. Such requests should not be placed in the student record and should be destroyed after 1 year.~~

5.6. Access to Students

6.1. Caseworkers or police may request permission to interview the child on school premises.

6.1.1. As a general rule, caseworkers should not use school premises for ongoing case interviews.

6.1.2. The Caseworker must communicate what authority they have (i.e. an apprehension order

Policy IHEB - *Child Abuse and Neglect, Cont'd.*

for the child) in order to enter the premises, remove a child from a classroom and commence an interview with the child.

6.1.3. Caseworkers have the authority to transport a child to any place in order to complete the investigation without parental approval or notification.

6.2. School personnel ~~are requested to facilitate~~ should cooperate with caseworkers and police requesting access to a student at school by Caseworkers and/or police for the purpose of investigating allegations of abuse or neglect.

~~Caseworkers and/or the police may request access to a student at school in order to conduct the preliminary interview and investigation. The Caseworker must consider the needs of the student and needs of the school regarding access issues.~~

6.3. ~~When~~ If the caseworker or police needs access to a student during school hours, the reasons should be discussed with the Principal to make appropriate arrangements during school hours.

5.1-6.4. ~~Unless the~~ Caseworker or police has should have an apprehension order for the child in hand, the caseworker has no automatic right to enter the premises, when they remove a child from a classroom and commence an interview with the child (Section 19, Child, Youth and Family Enhancement Act). school. While there is no automatic right for a caseworker to utilize school space and education time to interview a student, co-operation is encouraged.

6. — Notification of Parents

~~6.1. — The responsibility for notifying parents about an investigation is that of the investigator. Parent notification by the investigator normally follows an initial contact with the child, i.e. before there is an opportunity for the child to be spirited away, punished for "telling", or pressured into changing his/her story.~~

~~6.2. — The Principal should clarify with the investigator when contact with the parents will be made, particularly when an investigation commences near the end of a school day, as the child may have been apprehended or his/her return home delayed because the investigation is still incomplete. If the investigator has not yet contacted the parents and they call the Principal indicating that the child has not yet returned home, the Principal will provide the investigator's name and telephone number to the parents.~~

7. — Police Notification

~~7.1. — In all cases of child sexual abuse or physical abuse, which may or may not cause bodily harm, Child Intervention Services is required to notify the police, who will investigate to determine whether charges should be laid.~~

8. — Interviewing on School Property

~~8.1. — The investigating team may request permission from the Principal to interview the child on school premises. School personnel are expected to cooperate with the request. If appropriate, the investigating team should give advance notice to the school Principal of their need to visit the school and/or conduct an interview on school premises. The Caseworker must communicate what authority they have (i.e. an apprehension order for the child) in order to enter the premises, remove a child from a classroom and~~

Policy IHEB - *Child Abuse and Neglect, Cont'd.*

~~commence an interview with the child. There is no automatic right for a Caseworker to utilize school space and education time to interview a student.~~

~~9. Joint Interviews; Child Intervention and Police~~

~~9.1. Joint interviews involving both Caseworkers and police may occur during an investigation, but are not requirements. Decisions about joint interviews are worked out collaboratively between the Caseworker and police. Caseworkers have the authority to transport a child for the purposes of an investigation without Parental Approval or notification, and communicate that they are taking the child from the school to an interview setting such as the Police Station or Child Intervention Services office.~~

10.7. Presence of School Personnel during Investigative Interview.

~~10.1.7.1.~~ The ~~Principal~~principal fulfills his/her responsibility for the safety and protection of the students by cooperating and assisting with Child Intervention and police investigations.

7.2. It is recommended that interviews be conducted in private unless the Child Intervention Services' Caseworkers or child specifically requests that a pPrincipal or designate be present or the child otherwise demonstrates that she/hethey requires the supportive but non-participating presence of a familiar school employee.

~~10.2. The investigator(s) and school personnel will together determine the appropriateness of having a school representative present during the interview. The School personnel may participate in the interview by providing comments or answering questions when specifically requested by the investigating team.~~

7.3. No child is required or pressured to make a statement or provide information that he/she isthey are not prepared to reveal.

~~10.3.~~

8. Interviewing of School Personnel

8.1. Where the allegation involves staff as the suspected offender, the investigating team should inform the principal.

8.1.1. School officials should not interview or advise the suspected offender until after consulting with the investigators.

8.2. Child Intervention or police authorities investigating a complaint of child abuse may wish to interview staff who may have specific information pertinent to the investigation. The Principal should assist the investigators by identifying and facilitating these contacts.

8.3. Potential informants should be advised that informants may be required to give evidence under oath in court and to produce relevant documents, it is recommended that information provided to the investigator be summarized in writing by the informant immediately after the interview and retained for possible future reference.

~~10.4. Recognizing the principles outlined above, there may be other instances where school personnel and investigators may agree and determine that a school representative should be present during the interview.~~

Policy IHEB - *Child Abuse and Neglect, Cont'd.*

~~10.5. Where an employee of the jurisdiction participates in an interview, including merely being present, they are then a candidate to be and eligible to be subpoenaed for court.~~

~~10.6.— Detecting and investigating cases of child abuse becomes more complex when the child has special needs. A child with developmental disabilities, for example, might not recognize abuse or might be incapable of articulating what abuse has occurred. In such cases, the teacher's recognition of sudden changes in behavior, emotional responses or signs of physical abuse might result in the initial report to Child Intervention. The teacher's report should explain the special needs of the child, and the teacher should be available to assist the child and the Caseworkers as needed.~~

~~11.9. Suspected Abuse by Staff or OOther Students~~

~~9.1. Abuse by school personnel or another student is not covered by the Child, Youth and Family Enhancement Act.~~

~~9.2. Should staff suspect such abuse, they shall immediately make a report to the principal or superintendent.~~

~~9.2.1. Where allegations involve suspected abuse by other students, the investigating team should contact the appropriate supervisory officer and proceed with the investigation in co-operation with school board officials and, if appropriate, the child and parents/guardians. There is no legal requirement of school personnel to notify police of a potential or suspected crime.~~

~~11.1.9.2.2. If there is abuse, the parent/guardian should be the person reporting the matter to police. If the school's investigation establishes the allegation as fact, the school will take immediate action to ensure the safety of the victim, consistent with Sections 36 and 37 of the *Education Act*, and Horizon School Division Policy IFCI Threat Assessment Protocol.~~

~~12.— Interviewing of School Personnel~~

~~12.1.— Where the allegation involves a school employee as the suspected offender, the investigating team should contact the appropriate supervisory officer and proceed with the investigation in co-operation with school board officials and, if appropriate, the child and parents/guardians. School officials should not interview or advise the suspected offender until after consulting with the investigators. There is no legal requirement of school personnel to notify police of a potential or suspected crime. If there was abuse, the parent/guardian should be the person reporting the matter to the police.~~

~~12.2. Child Intervention or police authorities investigating a complaint of child abuse or neglect from whatever source may wish to interview teachers or other school personnel having regular contact with the student or having other specific information pertinent to the investigation. The Principal will assist the investigators by identifying and facilitating these contacts.~~

~~12.3. Potential informants should be advised that the Child, Youth and Family Enhancement Act, 2004 provides explicit protection against legal action "unless reporting is done maliciously or without reasonable and probable grounds for the belief". Since informants may be required, subsequently, to give evidence under oath in court and to produce relevant documents, it is recommended that~~

Policy IHEB - *Child Abuse and Neglect, Cont'd.*

~~information provided to the investigator be summarized in writing by the informant immediately after the interview and retained for possible future reference. Ideally a copy of the notes should also be forwarded to the caseworker.~~

~~13. — Medical Examination~~

~~13.1. — When suspected child abuse or neglect is reported, the investigator will determine whether a medical examination is required. If it is required, the investigator will coordinate arrangements for the child to be seen by a medical doctor; this may be a practitioner in private practice, or one associated with a hospital.~~

~~14. — Intervention and Treatment Approaches~~

~~14.1. When child abuse or neglect is confirmed, the primary role of Child Intervention Services is protection of the child. The department has a range of options for crisis intervention and for long term management and its overall role is to access and coordinate appropriate treatment. Crisis intervention options include apprehension and temporary placement of the child with relatives, friends or in a public or private resource (e.g., receiving home, children's centre) or provision of emergency homemaker services. Long term options include psychological, social work and psychiatric assessments to determine needs; supportive counselling from community resources; assignment of a family support worker or family aide; placement of the child in a foster home or treatment facility.~~

~~15. — Child Intervention Role in School Inservices~~

~~15.1. — The Ministry of Human Services encourages its workers to participate in scheduled inservice sessions for schools located within each District Office's catchment area.~~

~~16.10. Information Feedback to Schools~~

~~16.1.10.1. — Once the initial response to a report is completed, Caseworkers should ensure the school pPrincipal and the school personnel who made the report are informed and given all information they need to provide education services to the child.~~

~~16.2. Caseworkers will be in a position to keep the Principal apprised of significant developments regarding students who have status with the Department of Children's Services; this information may be shared with staff on a "need to know" basis.~~

~~17. — Use of District Personnel~~

~~17.1.10.2. — The resolution of the complex issues in any case of child abuse and/or neglect does not end with reporting the matter to Child Intervention. Effective case management plans include provision for case-monitoring and follow-up in which schools and District personnel may be involved with schools.~~

REGULATIONS

~~1. — Obligation to Report~~

Policy IHEB - *Child Abuse and Neglect, Cont'd.*

- ~~1.1. Section 4 of the Child Youth and Family Enhancement Act (2004) outlines the legal obligation to report. The Act also prescribes penalties and sanctions for those who fail to report.~~
- ~~2. **Reporting Procedures**~~
 - ~~2.1. Any staff member who has reasonable and probable grounds to believe that a child is in need of intervention shall forthwith report the matter to a Child Intervention Services Caseworker.~~
 - ~~2.2. The staff member may choose to have the Principal present during the report. However, teachers do not need specific permission from a Principal before making a report directly to Child Intervention Services. Further, no Principal can direct a teacher not to report if the teacher believes abuse exists.~~
 - ~~2.3. It is not the duty of school personnel to assess the severity of the abuse.~~
 - ~~2.4. It is possible that allegations of child abuse may be made against teachers, other students, or other school personnel. In all such cases, the Principal and the superintendent of schools must be informed, and the School Board will be required to act immediately consistent with the allegations, facts, and circumstances.~~
 - ~~2.5. After the initial report is made, the staff member ensures that the form, (IHEB – Attachment B), is completed and submitted to the appropriate investigating Caseworker.~~
 - ~~2.6. In the event that threats are made against school personnel or the child as a result of reporting suspected child abuse, the Principal is advised to call the police.~~

Form IHEB – Attachment A



HORIZON SCHOOL DIVISION
REQUEST FOR ACCESS/DISCLOSURE OF INFORMATION

Freedom of Information and Protection or Privacy Act

PUBLIC BODY REQUESTING ACCESS/INFORMATION

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

hereby requests:

Disclosure of student information.

The information requested may be generally described as:

Access to the student to interview at the school.

Permission to take the student away from the school to interview.

Location of interview: _____

Apprehension of the student from the school as per:

Apprehension Order **OR** Serious and Imminent Danger

Estimated parent contact time _____

This information is required by this public body pursuant to:

(Reference to a Federal or Provincial Statute by Section or Description of Purpose)

Name and Title of Requesting Official #1 Office Phone Number Cellular Phone
Number

Signature of Requesting Official #1

Date

Photo Identification

Name of Supervisor

Name and Title of Requesting Official #2 Office Phone Number Cellular Phone
Number

Signature of Requesting Official #2

Date

Photo Identification

Name of Supervisor

*A copy of this page of the document can be given to the requesting official, if requested.

FOR HORIZON SCHOOL DIVISION USE ONLY

• Is this student identified as Special Needs/ESL? Yes No
If yes, was this information shared with the requesting official?
 Yes No If no, why not: _____

• Disclosure of student information as requested is:
 N/A Approved Denied Reason if denied: _____

• Access to the student to interview at the school as requested is:
 N/A Approved Denied Reason if denied: _____
Indicate the time of access (if applicable): _____

School staff present during interview with student: Yes No
If yes, _____
Name of School Staff Member Position of School Staff Member

~~If yes, reason why staff present: _____~~

• Request to take the student away from the school to interview as requested is:
 N/A Approved Denied Reason if denied: _____
Indicate the time the student is taken (if applicable): _____
Indicate the time the student is returned to school (if applicable): ÷ _____

• Request to apprehend the student from the school as requested is:
 N/A Approved
Indicate the time the student is apprehended from the school (if applicable): _____
Apprehension order document shown: Yes N/A

Additional comments:

Name of Principal or Administrative Designate Date

Signature of Principal or Administrative Designate

***This document should be shredded after one year.**

*This completed document may qualify for exception under *Section 19* of the *Freedom of Information and Protection of Privacy Act*

Form IHEB—Attachment B

**CONFIRMATION OF REPORT TO CHILD INTERVENTION SERVICES
REGARDING SUSPECTED ABUSE/NEGLECT**

As required by Section 1 (2) of The Child, Youth and Family Enhancement Act CYFEA, the following report has been made.

1. Name of Student: _____ Date of Birth: _____
Other names (if applicable) _____
Student's Address: _____ Telephone: _____
Name of Parents/Guardians: _____ Telephone: _____
_____ Telephone: _____
Address: _____

2. ~~Specific Concerns and Observations:~~

3. Suspected: Physical Neglect _____ ~~Physical Abuse~~ _____
 Emotional Abuse _____ ~~Sexual Abuse~~ _____

4. ~~Reported to:~~
A. ~~Child Abuse Hotline: (1-800-387-5437)~~ _____

OR
B. ~~Sun Country Child and Family Services (223-7921)~~ _____
If B is checked, specify:

Name of Caseworker/investigator _____
5. Name of person making report: _____
Date of report: _____
Staff signature: _____ School: _____
Name of Caseworker to who report was forwarded: _____
Date report was forwarded: _____

***This document should be shredded after one year.**
**This completed document may qualify for exception under Section 19 of the Freedom of Information and Protection of Privacy Act*

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code: IKA
Policy Title: ~~Student~~ Fund Raising
Cross Reference:
Legal Reference:
Adoption Date: June 25, 1997
**Amendment or Re-
affirmation Date:** ~~June 21, 2011~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION ENDORSES ~~THE~~ EXTRA-CURRICULAR AND CO-CURRICULAR SCHOOL ACTIVITIES CONDUCTED IN THE DIVISION SCHOOLS, AND ~~RECOGNIZES SUPPORTS REASONABLE FUNDRAISING THAT TO CARRY OUT SUCH ACTIVITIES MAY REQUIRE FUNDING. IN ADHERENCE WITH THE FOLLOWING GUIDELINES, THE BOARD SUPPORTS REASONABLE AND NEEDFUL STUDENT FUND RAISING.~~

DEFINITION

Fundraising: is any activity to generate funds by a school or school related organization for the benefit of the school, students, the school community, or other worthy cause that includes a solicitation of present or future donations of cash or non-cash gifts, whether the solicitation is explicit or implied.

GUIDELINES

1. School fundraising shall adhere to the Income Tax Act, and Canada Revenue Agency requirements.
2. If schools conduct fund-raising activities that anticipate the provision of receipts for income tax purposes, they must comply with Policy JC: Gifts and donations.
3. All funds must be accounted for in accordance with Policy DFH: School Generated Funds.
4. Schools are encouraged to keep fund raising to a minimum and not to surpass need, recognizing that:
 - 4.1. the same community is being accessed all the time; and
 - 4.2. student fund-raising can be very time consuming and as such, may be a detriment to a student's schooling.

GUIDELINESREGULATIONS

1. Fund-raising activities must be compatible with the best interests of the students, the community in which the school is located and the communities which the school serves.
2. The principal must approve fund-raising activities that require student door to door canvassing, use the name of the school, are associated with a school activity, or serve the needs of the school.
 - 2.1. Before approving fund-raising activities, the principal must consider the following criteria:
 - 2.1.1. the impact of the activity on all concerned, especially the safety of the students, the school staff and any other persons who may be involved in the activity;

2.1.2. the requirements of the Charitable Fund-raising Act;

~~1. The Principal, in consultation with staff and School Council, shall be authorized to approve fund raising activities that serve a needful purpose for the school.~~

~~2. All funds must be accounted for in accordance with Policy DFH School Generated Funds.~~

~~3. Schools are encouraged to keep such projects to a minimum, recognizing that:~~

~~3.1. the same community is being accessed all the time; and~~

~~3.2. fund raising can be very time consuming and as such, may be a detriment to school studies~~

Policy IKA: Fund Raising Cont'd

2.1.3. the process for consultation and collaboration with groups or organizations outside the division, including parent groups; and

2.1.4. the process and plans for communicating the event to the school community, including reporting the financial results.

3. Where funds are raised by a school council or another school-related organization and donated to the school, it is the expectation of the Board that the decision about the manner in which the funds are to be raised and disbursed will be made collaboratively between the principal and the organization.

3.1. When a school parent or community group raises funds to donate to the school, responsibility for financial accounting, reporting, and liability remain with that group.

3.2. The final decision to accept a donation, whether of money or in kind, is the responsibility of the principal.

4. Fund-raised funds must be used for the purposes for which they were raised or an appropriate alternative.

4.1. Schools are required to maintain accounting records for each fund-raising activity and provide financial statements in a form set by the Minister demonstrating that the fundraising collected have been spent for the same purpose for which they were collected;

5. School fundraising shall be done in a transparent fashion.

5.1. Schools shall publicly disclose fundraising costs and revenue at the conclusion of the fundraising activity and conduct fundraising within acceptable legal parameters

6. Schools shall not:

6.1. fundraise without an identifiable use or need for the proceeds;

6.2. fundraise to purchase staffing;

6.3. purchase fundraising merchandise or services that do not increase fundraising revenue;

6.4. pay more than fair market value for fundraising merchandise or services;

6.5. enter into not-at-arm's length contracts with suppliers or service providers;

6.6. engage in commission-based fundraising remuneration or provide payment to fundraisers based on the amount or number of donations;

6.7. conduct deceptive fundraising practices;

6.8. fundraise for costs associated with textbooks, workbooks, photocopying, printing, or paper supplies;

6.9. compel students to participate in fundraising activities;

6.10. award prizes for participation beyond those of nominal monetary value; and

Policy IKA: Fund Raising Cont'd

6.11. conduct lotteries, casinos, bingos, raffles, pull tickets or other games of chance.

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code:	EEA
Policy Title:	Student Transportation
Cross Reference:	IC School Attendance Area, IFH Formal Appeal
Legal Reference:	<i>Education Act</i> , School Transportation Regulation
Adoption Date:	December 18, 1996
Amendment or Re- affirmation Date:	

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BOARD RECOGNIZE ITS RESPONSIBILITY TO PROVIDE ELIGIBLE BUS STUDENTS WITH TRANSPORTATION TO AND FROM THEIR DESIGNATED SCHOOLS AS PER THE EDUCATION ACT AND STUDENT TRANSPORTATION REGULATION.

DEFINITION

Designated School – the school a board directs a student to attend based on the student’s residence and the board’s attendance areas.

Eligible Bus Students – resident students enrolled in K to 6 who resides at least 1.0 km, and students enrolled in grades 7 to 12 who reside at least 2.0 km from their designated school as determined by the School Transportation Regulation.

Funded bus space – the division purchases seating on school buses by weighted load. As such, not all seating on a school bus is available for transporting students.

Resident student - means an individual who is entitled to have access to an education program under section 3 and who is a resident student as determined under section 4 of the Education Act.

GUIDELINES

1. The Board will attempt to pass a budget for transportation services that will provide optimum service to students in a safe and reliable environment while not exceeding the grant revenues and regulations provided by Alberta Education.
2. Where a trustee has indicated that she/he would like to be made aware, the Transportation Coordinator shall notify the trustee when a student(s) are being bussed out of the trustee’s attendance area.
3. The division will not grant permission to a neighboring division to transport students living within the Horizon School Division’s boundary to a school outside Horizon boundaries except under the following conditions:
 - 3.1. an appropriate educational program cannot be provided to the student by Horizon School Division;
 - 3.2. the costs of transporting the student to a school in Horizon is unreasonable;
 - 3.3. the length of a bus ride to a school in Horizon would be unreasonable; and

- 3.4. the well-being of the student would be seriously compromised by attending a school within Horizon School Division, as determined by the superintendent.
4. Parents wishing to have their child(ren) attend a non-designated school inside or outside of the division boundaries may be responsible for transporting their child(ren) to the school outside of Horizon boundaries or to the nearest bus stop servicing the school the child(ren) wishes to attend.
5. All students requiring bus services shall have arrangements confirmed with the Transportation Coordinator prior to the commencement of transportation.

REGULATIONS

Eligible Bus Students

1. Parents whose children attend their designated school and are eligible bus students shall indicate whether they would like transportation at the time of registration.
 - 1.1. The school shall forward the transportation request to the division transportation coordinator, who will work with the division’s transportation service provider to finalize the transportation request.
2. The division shall transport eligible bus students who reside more than 1.0 km (K-gr. 6) and/or more than 2.0 km (gr. 7-12) from their designated school consistent with Section 59 of the *Education Act* and the School Transportation Regulation.
 - 2.1. The maximum distance between the bus route stop and the student’s residence will also align with the 1.0 and 2.0 km distance requirement as defined by Alberta Education.
 - 2.2. The division shall not transport students who reside less than 1.0 km from their school unless the student is required to cross a major highway or the student has severe disabilities or delays as determined by the division.
3. Where sparsity and distance make it disadvantageous to use a school bus, the division may consider paying the parents to transport their children to and from school by paying the parents in accordance with Alberta Education Transportation grant regulations.

Non-Eligible Bus Students

4. Non eligible bus students residing less than 1.0 km (K-gr. 6) and/or less than 2.0 km (gr. 7-12), and/or students attending a non-designated school may be approved to access transportation if there is funded bus space available and there is no additional cost for transporting the non-eligible student.
5. Parents whose children are not eligible bus students but seeking to have their children transported shall complete a bus transportation request by June 1 preceding the commencement of the next school year and submit it to the school.
 - 5.1. The school shall forward the transportation request to the division transportation coordinator who shall determine whether transportation is possible.

6. Transportation requests for non-eligible bus students received by the division transportation coordinator after June 1 for the subsequent school year, or during the school year for the current year, may be consider with consideration of the factors listed under regulation 7.
 - 6.1. The transportation coordinator may defer considering non-eligible student transportation requests to September 15 of the subsequent year to ensure there is adequate space available for designated students who have priority over a non-designated student.
7. The review of a non-eligible bus student’s application for bussing services, shall be based on the following factors:
 - 7.1. the presence of a bus route that is available for transporting the student;
 - 7.2. the availability of funded bus space on an applicable bus route;
 - 7.3. whether there is additional cost invoiced by the division’s transportation service provider; and
 - 7.4. the practicality of providing bussing service
8. If a student is granted enrollment in a non-designated school but is not granted transportation, the parent of the student shall be responsible for ensuring the transportation of the student to and from the site of the school.
9. If a non-eligible bus student is granted transportation, the parent of the student shall be responsible for ensuring the transportation of the student:
 - 9.1. to and from the site of the school; or
 - 9.2. to and from a designated and approved school bus route stop within the attendance boundary of the non-designated school
10. Early learning students are not eligible to be transported to school
 - 10.1. There may be funding available for the parent to transport their own child if the child has a severe disability or delay is meets AB ED eligibility requirements.
11. Appeals will be as per Policy IFH with the levels of appeal for this policy being:
 - 11.1. Associate Superintendent of Finance and Operations;
 - 11.2. Superintendent; and then
 - 11.3. The Board.



Student Transportation Request - Registration Form Addendum
(1) Transportation request for eligible student to designated school
(2) Transportation request for non-eligible student to designated school
(3) Transportation request to non-designated school

This addendum forms part of the registration form when parents are registering their child in a non-designated school and/or requesting transportation services which they are not eligible for.

Definitions:

Designated School – the school a board directs a student to attend based on the students residence and the board’s attendance areas.

Non-Designated School – a school other than a student’s designated school that parents choose to register their students in.

Students eligible for transportation – K to gr. 6 students residing more than 1.0km from their designated school and gr. 7-12 students residing more than 2.0km from their designated school.

School Year: _____

School: _____

Student Name(s): _____

Complete Section 1, 2, or 3 below

- 1. **Transportation request for eligible student to designated school** YES NO
- 2. **Transportation request for NON-eligible student to designated school** YES NO
- 3. **Transportation request to NON-Designated School** YES NO

If YES for number 3 above, Reason for requesting that the child attend a non-designated school?

As per *Policy EEA Student Transportation*, parents making a request to have their child attend a non-designated school shall submit a registration form by June 1 preceding the commencement of the next school year. Such requests will not be processed before September 15 as the Board is unable to determine whether there is available funded bus space as we are obligated to wait to ensure late student registrations (students registering for their designated school) can be accommodated on the bus.

I/We understand that registration and transportation service eligibility and approval is outlined in *Policy IC School Attendance Areas and Policy EEA: Student Transportation* and understand that registration and transportation service may be revoked to accommodate students attending their designated schools and/or students eligible for transportation.

Signature of Parent or Guardian

Date

FOR SCHOOL ADMINISTRATION USE ONLY

ASN number: _____

Please **send a copy of (1) the student’s registration form and (2) this addendum**, to Horizon’s Transportation Coordinator at Division Office.

Principal Signature (Non-designated school)

Principal of designated school has been contacted

Signature of Transportation Coordinator

Date received by Transportation Coordinator

Note that seniority will be determined by the date received by the transportation coordinator

Parent wants to register their children in school

Parent wanting to enrol their **K-gr. 12 children** in a **designated school** shall complete a school registration from (available online at <https://www.horizon.ab.ca/parents-students/registration>). Parents need to drop form off at children's designated school

NOTES:

- K-gr. 12 children are guaranteed enrollment in their designated school

Principal determines grade and classroom for designated K-gr. 12 students and completes registration

Parent informs school as to whether they would like transportation to school (note children less than 1.0km from school will not normally be transported unless the student is required to cross a major highway or the student has severe disabilities or delays as determined by the division.)

Parent would like transportation for children.

Parents complete transportation request form (<https://www.horizon.ab.ca/board/policies-policy EEA>) and submit to school

School informs transportation coordinator of parents desire to seek transportation and forwards form to transportation coordinator

NOTE: Student is eligible for transportation (K-gr. 6 students residing more than 1.0 km and/or gr. 7-12 students residing more than 2.0km from designated school)

NOTE:

- Student is NOT eligible for transportation when not attending designated school or is a K-gr. 6 students residing less than 1.0 km or a gr. 7-12 student residing less than 2.0km from school.
- Transportation is not guaranteed and may be approved by the transportation coordinator conditional on
 - o student possesses server disability or delay as determined by division
 - o Student is required to cross major highway as determined by the division
 - o the presence of a bus route that is available for transporting the student;
 - o the availability of funded bus space on an applicable bus route;
 - o whether there is additional cost invoiced by the division's transportation service provider; and
 - o the practicality of providing bussing service
- The transportation coordinator may defer considering non-eligible student transportation requests to September 15 of the subsequent year to ensure there is adequate space available for designated students who have priority over a non-designated student

Transportation approved by transportation coordinator as board conditions met

Transportation request rejected as not eligible and conditions not met

Parent may seek appeal of transportation coordinator's decision as per Policy.

Decision overturned

Decision upheld

Transportation is approved

Transportation Coordinator shall (1) coordinate with parents and transportation service to transport student from designated bus stop to school or (2) may consider paying the parents to transport their children to and from school by paying the parents in accordance with Alberta Education Transportation grant regulations.

Parent wanting to enrol their **K-gr. 12 child(ren)** in **NON-designated school** shall complete a school registration from (available online at <https://www.horizon.ab.ca/parents-students/registration>). Parents need to drop form off at NON-designated school.

Parent drops off form for subsequent year

Parent drops off form for current year

NOTE: Principal decisions to accept the enrollment request is conditional on:

- Sufficient resources and facilities
- Teaching and support load of staff
- Projected enrollment of school
- Suitability of school programs and services
- Listed priority of enrollment
- Additional cost to school/division

NOTE: Form may not be considered until subsequent year at the discretion of the principal

Enrollment is NOT accepted

Enrollment is accepted

Principal determines grade and classroom for students and completes registration

Parent does NOT request transportation for children

Parent informs school that they would like transportation to school

Parents complete transportation request form (<https://www.horizon.ab.ca/board/policies-policy EEA>) and submit to school

School informs transportation coordinator of parents desire to seek transportation. School forwards form to transportation coordinator

Parent wanting to register their **early learning children** in school shall complete a school registration form (available online at <https://www.horizon.ab.ca/parents-students/registration>) and an early learning registration form (available online at <https://www.horizon.ab.ca/programs/early-childhood/horizon-early-learning-programs>) Parents need to drop form off at children's school

NOTES:

- Early learning program children have no right of access to education under the Education Act. As such, registration location is determined by the Horizon School Division.
 - Principal in consultation with Early Learning Coordinator outside of Taber
 - Early Learning Coordinator in consultation with principal inside Taber
- Consideration for placement includes but is not limited to:
 - exceptional learning needs of the student,
 - capacity limits within programs,
 - designated school for Kindergarten,
 - registered school of siblings,
 - morning or afternoon availability, and
 - double programming needs.
- Parents complete Early Learning Registration Form and submits to school.
 - Taber schools submit form to division Early Learning Coordinator.
 - Taber parents may submit form to Division Office
- Forms for Taber programs received prior to May 1 will be processed by the division Early Learning Coordinator in May and parents will be notified of their Early Learning Program location by June 1.
- Late registrations (after May 1) will be processed by the division Early Learning Coordinator upon receipt and students will be placed in program locations with available space.

Principal (Early Learning Coordinator in the case of Taber schools) determines early learning program location and completes registration

NOTES:

- Student is NOT eligible for transportation.
- There may be funding available for the parent to transport their child if the child has severe disability or delay.

LEGEND

- PARENT REQUESTS** (Yellow box)
- PARENT ACTIONS** (Orange box)
- GENERAL INFORMATION** (Light Green box)
- PRINCIPAL DECISIONS** (Light Blue box)
- PRINCIPAL ACTION** (Blue box)
- TRANSPORTATION COORDINATOR DECISIONS** (Light Orange box)
- TRANSPORTATION COORDINATOR ACTION** (Dark Orange box)
- SUPERINTENDENT/BOARD ACTION** (Grey box)
- Area highlighted in this color references Policy EEA (Light Blue background)
- Area highlighted in this color references Policy IFH (Light Green background)

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code: IC
Policy Title: School Attendance Areas
Cross Reference: EEA, EEAB
Legal Reference: Education Act S. 7, 9, 10, 59
School Transportation
Regulation
Adoption Date: April 23, 1997
**Re-affirmation or
Amendment Date**

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SHALL ESTABLISH ATTENDANCE BOUNDARIES FOR ALL SCHOOLS IN ITS JURISDICTION AND ENCOURAGES ALL STUDENTS TO ATTEND THE SCHOOL WITHIN THEIR ATTENDANCE AREA. THE BOARD DOES HOWEVER RECOGNIZE AND RESPECT PARENT’S SCHOOL OF CHOICE RIGHT GRANTED BY THE EDUCATION ACT.

DEFINITIONS

Designated School – the school a board directs a resident student to attend based on the student’s residence and the board’s attendance areas.

Early Learning Students – Students younger than 6 years of age as of September 1 who are placed in an early learning program.

Resident student - means an individual who is entitled to have access to an education program under section 3 and who is a resident student as determined under section 4 of the Education Act. Note that early learning students, are not entitled to have access to an educational program. As such, enrollment is at the discretion of the division.

GUIDELINES

1. The Board shall establish K-12 attendance boundaries for all schools and reserves the right to adjust these boundaries from time to time to make more efficient use of facilities.
 - 1.1. Prior to a Board vote on the proposed changes to K-12 attendance boundaries, notice shall be provided to schools, parents and stakeholders in the affected area, either by letter or by publication in a newspaper serving the area, and shall offer a means of response to the proposal
 - 1.2. Changes proposed for the beginning of any school year shall be communicated to affected parents prior to the commencement of the school year.
2. Parents wishing to enroll their child(ren) in school shall make written application for registration to the principal of the school they wish their child to attend.

Policy IC - School Attendance Areas - Continued

EARLY LEARNING ENROLLMENT

3. Parents wishing to enroll their early learning child(ren) in school shall make written application for registration to the principal of the school they wish their child(ren) to attend by May 1 preceding the commencement of the next school year.
 - 3.1. Taber schools should submit early learning registration forms to the division early learning coordinator.
 - 3.2. Taber parents wishing to enroll their early learning children may submit registration forms directly to division office.
 - 3.3. Early learning registration forms for Taber programs received prior to May 1 will be processed by the division early learning coordinator in May and parents will be notified of their early learning program location by June 1.
 - 3.4. Late early learning registrations (forms received by the division early learning coordinator after May 1) will be processed by the division Early Learning Coordinator upon receipt and students will be placed in program locations with available space.
4. Early learning program children have no right of access to education under the Education Act.
 - 4.1. The decision to enroll an early learning student in a school requested by the parent shall be at the discretion of the principal in consultation with the early learning coordinator, except in Taber where it is at the discretion of the early learning coordinator in consultation with the principal as per this policy's regulations.
 - 4.2. Consideration for early learning student placement includes but is not limited to:
 - 4.2.1. exceptional learning needs of the student,
 - 4.2.2. capacity limits within programs,
 - 4.2.3. designated school for Kindergarten,
 - 4.2.4. registered school of siblings,
 - 4.2.5. morning or afternoon availability, and
 - 4.2.6. double programming needs.

K-12 ENROLLMENT

5. Parents wishing to enroll their K-12 child(ren) in a school other than their designated school shall make written application for registration to the principal of the school they wish their child(ren) to attend by June 1 preceding the commencement of the next school year.
 - 5.1. A parent of a student enrolled in a school operated by a board shall not request that the student be enrolled in another school during a school year unless the board operating the other school consents.

Policy IC - School Attendance Areas - Continued

- 5.2. The decision to accept a parent's request to register their child in a non-designated school may be deferred by the principal to ensure there is adequate space available for designated students who have priority over a non-designated student.
6. Parents wishing to enroll their K-12 children in a non-designated school are not guaranteed enrollment in the non-designated school.
 - 6.1. Principals receiving requests from parents wishing to enroll their K-12 children in a non-designated school after June 1 for the subsequent school year, or during the school year for the current year, may consider such requests but are not mandated to do so, and may defer the decision about whether to accept the registration to a future year.
 - 6.2. The decision to enroll a resident non-designated K-12 student in a school requested by the parent shall be at the discretion of the principal as per this policy's regulations.
 - 6.2.1. The board does not normally enhance staffing or resources due to a parents request to enroll their child in a non-designated school or the decision to accept enrollment of the non-designated students.
7. The Board shall provide transportation to a school as outlined in Policy EEA Student Transportation.

REGULATIONS

1. Principals shall review attendance registration applications for students residing out of the school's attendance area using the following factors:
 - 1.1. sufficient resources to accommodate the child(ren);
 - 1.2. sufficient facilities to accommodate the child(ren) in the classroom/school
 - 1.3. the teaching, and support load of the staff;
 - 1.4. projected enrollment for the grade, class, and school;
 - 1.5. suitability of school programs and services;
 - 1.6. enrollment priority as per regulation 2; and
 - 1.7. whether there will be additional costs to the school and/or the division.
2. Enrollment priority shall be as follows:
 - 2.1. resident students living in the attendance area;
 - 2.2. resident students residing outside the attendance area who have severe disability or delays and who cannot be supported at their designated school;
 - 2.3. resident students residing outside the attendance area who have siblings in the school;

Policy IC - School Attendance Areas - Continued

- 2.4. All other resident students residing outside the attendance area
- 2.5. non-resident students.
3. Any changes or adjustments to attendance boundaries shall be made only after consideration of the following criteria:
 - 3.1. the current and projected student population within a five kilometer distance on either side of the attendance or transportation service area boundary;
 - 3.2. the impact on enrollment on the school or schools affected by the boundary change;
 - 3.3. the efficacy of providing transportation services to the affected area;
 - 3.4. the impact in both time and distance on any bus routes in the affected area;
 - 3.5. communication from parents and students within the affected area; and
 - 3.6. the superintendent's recommendation.

HORIZON SCHOOL DIVISION

Policy Code: IHCH
Policy Title: Student Accident Insurance

POLICY HANDBOOK

Cross Reference: IHCE
Legal Reference:
Adoption Date: September 29, 2009
Amendment or Re-affirmation Date:

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SHALL PROVIDE A GROUP PROGRAM OF LIMITED STUDENT ACCIDENT INSURANCE COVERAGE FOR ALL STUDENTS ENROLLED IN HORIZON SCHOOLS, WHO ARE PERMANENT RESIDENTS OF CANADA, THAT WILL APPLY DURING SCHOOL HOURS AND SCHOOL EVENTS OUTSIDE OF SCHOOL HOURS. THE BOARD SHALL MAKE AVAILABLE MORE EXTENSIVE COVERAGE FOR STUDENTS ON A VOLUNTARY "PARENTS TO PAY" BASIS.

REGULATIONS

1. The Division shall be responsible for annual application for group insurance.
2. The Division will provide for the distribution of insurance applications for parents to supplement the group plan with more extensive coverage. Both the submission of the application and premiums directly to the insurance company providing the more extensive plan shall be the responsibility of the parents.

Superintendents Progress Report

May 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 following is a summary of meetings and activities that I have participated in.

- Meetings and conversations with principals and staff as needed and/or requested.
Conversations have focused on:
 - Police incident, unrelated to the school, several blocks north of Central School that resulted in Central and D.A. Ferguson School exterior doors being locked for approximately 45 minutes.
 - School off-campus excursions,
 - human resource issues including teacher allocations, and mid year allocation increase processes
 - student dress code
 - custody issues
 - student discipline including suspension processes, and
 - assurance survey administration and results analysis
 - principal transitions (supporting new incoming principals)
- Finalized all vice and assistant principals evaluations and designations for the 2023-2024 school year. The list of assistant and vice principal's will remain unchanged for the 2023-2024 school year.

- Attended W.R. Myers and Hutterite colony school staff meetings
- Bargaining for both ATA and CUPE has commenced, the Bargaining Committee has met with once with both ATA and CUPE
- Evaluations of scholarship submissions is ongoing for the CASS, Enmax, and Taber Clinic scholarships.
- I had the opportunity to present the Board's education week gift cards to colony schools and Chamberlain School
- Work has begun with regard to analysis of the division assurance survey
- 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
 - Administrator meeting
 - Division Office staff meeting
 - Council of School Council meeting
 - College of Alberta School Superintendent (CASS) provincial executive meetings
 - College of Alberta School Superintendent , zone 6 (CASSIX) meeting
 - Attend Alberta School Board Association's local Edwin Par celebration
 - Milk River Ridge modernization
 - Present to Horizon Leadership Cohort
 - AB ED mental health meeting
 - Southwest Collaborative Services meeting
 - Career Transitions meeting
 - Intro to the Trades meeting
 - W.R. Myers election forum
 - Attend staff retirement celebrations



230530 Board Report

Associate Superintendent of Human Services

Human Resources

- 17 teaching positions have been filled thus far
- Support Staff postings have been going out as hours allocations have been communicated
- Celebratory retirement announcements and teacher transfers will be communicated mid June.

Horizon Induction Program

- The Celebration of Learning took place on May 5, 2023
- Dr. Rick Gilson from SAPDC was the guest speaker
- Each Induction participant brought an artifact of learning to share and/or demonstrate to the rest of the group
- There will be a planning and instruction workshop offered on June 29, 2023 to all beginning and new to Horizon teachers.

Clinical Team Leader/FSLC/Wellness Coaches

- Angela Miller and recently trained trainer in Assessment of Risk to Others (ARTO) formerly known as VTRA, Rylee Beland (FSLC) completed a threat assessment refresher for Administrators. The new fair notice brochure and other digital documentation was shared.
- The CTL completed the final growth planning reviews with all Family School Liaison Counsellors.
- The CTL and Robbie Charlebois organized meetings in June for all the staff on the Family School Liaison Program team around what went well this year and goals for the 2023-2024 school year.
- There were a total of 30 Spark Fair Champions that set up booths at the Agriplex and the Agriplex donated the facility for the day. There were approximately 300 students that attended which included: ACE Place, Hays, Vauxhall, Milk River, Warner, Barnwell, Grassy Lake, DAF, and Myers. Additionally, St. Mary's were invited and sent about 30 students.
- Mental Health Week ran from May 1- May 5, 2023 and our Wellness Coaches as well as our FSLC staff ran a week of activities around Animal Assisted Visits, Planting seeds, hats on for mental health, ice cream sundaes, friendship bracelets and free games.

- May 31 is our Headstrong celebration luncheon for all the students who participated in the Headstrong Summit in the Fall. The students from Hays, Chamberlain, Barnwell, Warner, Milk River and W.R. Myers will all have the opportunity to share what they did around school activities in addressing mental health stigma.
- TCAPS purchased 250 backpacks for our annual backpack program to be held August 22, 223

Indigenous Learning

- The Indigenous Allies went to [Blackfoot Crossing](#) on May 11.
 - Blackfoot Crossing is located on the Siksika Nation and was the original site for the signing of Treaty 7 in 1877
- The Steering Committee will meet in June to review the strategic plan
- Both students that were nominated for the ASBA Indigenous Student Awards for 2023 received honourable mentions - Congratulations to Kiera and Shaylee!
- [Kiera Van Der Ploeg](#) - *“A teenager from Vauxhall, Alberta is living out her dream of becoming an actress after having starred in her first major role.”*
- Indigenous Liaison Report - Lisa Sowinski
 - Supporting students and families with ISP and PATH meetings
 - Supporting families with letter writing, paperwork for band membership, appointments, forms, letters, phone calls, and status renewal card applications.
 - Working with schools to support activities and events for National Indigenous Peoples Day in June
 - Supporting families and schools with Jordan’s Principle applications
 - Working with the First Nations Health Consortium (FNHC)
 - Facilitated The Blanket Exercise for
 - DAF Grade 8 students
 - TMS all students
 - TCHS Grade 10 students

Low German Mennonite Programming

- Search continues to find a suitable candidate for the Mennonite Liaison position
- Mennonite Heritage Week September 11-15, 2023
 - Plans underway for activities and resources to acknowledge the week.

Workplace Wellness

- Teacher focus group on May 16 had 13 teacher representatives
- FSLP focus group on May 18 had 6 representatives
- Support Staff focus group on May 24
- Angela Miller and Shea Mellow sit on the Staff Wellness Steering Committee and supported facilitation of the focus groups.
- The Mental Health in Schools Pilot group met on May 23, 2023 to finalize planning modules for next year that will take place 6 days spread out over the school year.

- It has been a successful partnership with EdCan and Prairie Rose School Division thus far.

Student Leadership

- Student Leadership Conference took place on May 10, 2023
 - Warner school participated in the event

Horizon Leadership Development

- Final Meeting of the cohort takes place on June 2, 2023
- Cohort members will be presenting their leadership projects to the rest of the group

Report completed by Robbie Charlebois, Associate Superintendent of Human Services

Associate Superintendent, Learner Services
Report to the Board of Trustees – May 30, 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
Laura Elliott, Behaviour Consultant

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- Amanda and Taber Christian School Staff have completed their book study on Building Thinking Classrooms. Teachers have provided evidence of the positive impact of these instructional strategies and they are looking forward to implementing them again next year.
- Terri-Lynn and Coral have provided two training days for the UFLi resource which focuses on strong language instruction for grades K-3 and struggling readers.
- Amanda, Coral and Terri-Lynn have supported teachers in planning with the ELA and Math curriculum for grades K-6 during curriculum cafes. Teachers also had opportunities to reflect on the report card categories for next year.
- Amanda worked with a variety of teachers on how to effectively use the Viewsonic Viewboards.
- Amanda has been working with partners from Westwinds along side Dr. Richelle Marynowski at the University of Lethbridge to develop a numeracy screeners that will be used during the Number Talks research grant that we have been successful in receiving.
- Amanda and Coral have provided training on the resource Mastering Math Manipulatives for K-12. The intent is when resources are purchased for interested schools and teachers that in order to ensure that they are used to their full potential that the Learner Service Team needs to provide professional development to highlight and enhance the resource and it's potential for increased student achievement and engagement.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- Amanda has been invited into classrooms to observe instructional strategies currently in place. This allows for productive conversations during Collaborative Team Meetings (CTM) when suggesting alternative strategies to support student learning.
- The learner services team participated in the Jigsaw Retreat conference. This conference focused on how to plan and implement effective collaborative meetings to support all students. Three other schools in the district had Principals and Vice Principals also join because they want to look at refreshing the practices of Collaborative Response or starting the model in their schools.
- As Speech Language Pathologists JoAnn Hill and Jaelyn Belisle completed Speech and Language

assessments on students identified from the developmental check ups these past few months. Coral is looking at the results of these assessments, as it relates to Alberta Education coding and funding. This will help determine program requirements such as hours and staffing within the Early Learning programs in the division.

- Coral is starting to attend Early Childhood transition/year-end meetings at each school.
- Laura and Amanda plus Learning Support Teachers, principals and the learner service team worked together to support Developmental Check-ups throughout the Division.
- Dave concluded contextual meetings with principals and learning support teachers regarding their needs for support in the form of Educational Assistants for the 2023-24 school year. There has been an overall increase in EA hours at the school level due to an increase in students with severe needs for the 2023-24 school year.
- Laura continues to work with Teachers and Educational Assistants with supporting students that are struggling in a number of areas. She has made observations on students of concern and participated in follow up meetings with staff and parents.

LEADERSHIP PRACTICES

- Terri-Lynn and Dave attended CASSIX meetings in Medicine Hat last week. These opportunities to meet with colleagues are invaluable. We talked about inclusive practices, assessment, instruction and curriculum.
- Terri-Lynn met with Jason Kupery from Palliser to work on and discuss two grants for Dual Credit that could potentially bring in 150 000.00 toward Dual Credit opportunities for students and schools. Last year we were successful for one of the two grants being offered and it is my hope that we will receive both grants for the 2023-2024 school year.

TECHNOLOGY INFORMATION (Information will be shared as needed)

- The Technology Department will employ a Summer Computer Technician to support our team over the course of the summer (June - August). The summer student will ideally be a person studying in an IT diploma or computer science program. The individual will provide support with installations and removal of hardware while performing other duties to assist the team.
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April 12, 2023

Wilco Tymensen
The Horizon School Division
6302 - 56 Street
Taber AB T1G 1Z9

By email: wilco.tymensen@horizon.ab.ca, marie@wheatcrest.com

Dear Wilco:

Thank you for meeting to discuss The Horizon School Division's education plan on October 4, 2022, and annual education results report (AERR) on February 21, 2023. I appreciated learning about your accomplishments, challenges, and priorities for planning and reporting within your school authority. I value our dialogue focusing on your education plan and AERR documents and processes and how they support continuous improvement and provide assurance to your stakeholders.

The Horizon School Division has now completed and posted an education plan for the 2022/23 school year and an annual education results report for the 2021/22 school year.

We have now concluded our first full cycle of the Assurance Framework. As a reminder, all school authorities must align both their 2023/24 education plan, due May 31, 2023, and their 2022/23 AERR, due November 30, 2023, to the Assurance Framework planning and reporting requirements as outlined in sections B and L of the 2023-2024 Funding Manual. Alberta Education will continue to provide you and your staff with additional resources about planning and reporting in the System Assurance File Exchange on Education's extranet site. Education prepared these tools in response to common questions and comments from system leaders to help in the preparation of your education plan and annual results report.

If I can be of further assistance in your planning or reporting process, particularly as you continue to develop your education plan for 2023/24, please contact me at joe.clark@gov.ab.ca or 403-476-4780 (toll-free by first dialing 310-0000).

I trust that ongoing dialogue will support your priority areas of enhancing student literacy and promoting curriculum achievement.

Sincerely,

Joe Clark
Field Services Manager
South Services

cc: Marie Logan, Board Chair, The Horizon School Division
Cathy Rasmussen, Director, South Services
Corporate Records

NEWS RELEASE



For Immediate Release
April 28, 2023

Alberta Ministry of Education Funding Announcement will Take Career Development Program to Next Level

Lethbridge, AB-

Palliser School Division, Lethbridge School Division, Holy Spirit Catholic School Division, Horizon School Division, Westwind School Division, and Livingstone Range School Division are thrilled to receive over \$6M in funding from Alberta Education. This funding will help create the Southern Alberta Collegiate Institute in partnership with Lethbridge College and Career Transitions and will encourage students to find career pathways and build capacity in areas such as trades, agriculture and the medical profession.

The foundational programming this funding will support will have a significant influence on the lives of students with expansion of educational opportunities and career development programs. The proposal for the new collegiate emerged from the work of the Pathway Partnership of Southern Alberta. This group has been working collaboratively for several years to create opportunities for southern Alberta students to explore career opportunities, including dual credit programs.

Plans for this funding include creating a dedicated education space for secondary students at Lethbridge College. It will also further strengthen the partnership between Lethbridge College and the six school divisions involved. This opportunity will create more room for students to explore post-secondary options and experience hands-on, technical training.

“This announcement is fantastic news for our students and we are so pleased to be a part of the Southern Alberta Collegiate Institute”, says Jason Kupery, Director of Learning for Palliser School Division. “This collaboration with our neighbouring divisions and Lethbridge College, and Career Transitions will increase the scope of programs offered and give students meaningful, hands-on learning opportunities that will increase their skills and develop their interests. Career exploration is foundational to this Collegiate and we are very grateful for this opportunity to provide more avenues for our students to explore career possibilities”.

“Lethbridge College is pleased to see the approval of, and funding for, the Southern Alberta Collegiate Institute which will be located on our campus,” says Dr. Samantha Lenci, Provost and Vice President Academic, Lethbridge College. “We are grateful for the meaningful partnerships we have built with area school divisions, industry, and community organizations and we look forward to continuing to work together to support students of all ages through their educational journeys.”

“When coupled with the strong support from business and industry for career path experiences, this initiative with Lethbridge College and the other school divisions will showcase the optimal model for career pathways

that can be implemented on a larger scale,” said Lethbridge School Division Superintendent Dr. Cheryl Gilmore.

“Horizon School Division is grateful for its relationships with neighbouring school divisions and the Lethbridge College”, says Superintendent Dr. Wilco Tymensen. “It is programs such as this that demonstrate our collective commitment to all the children of Southwest Alberta. We remain committed to ongoing collaborative endeavours that enhance our children’s learning opportunities.”

Livingstone Range School Division Superintendent Darryl Seguin says, “This partnership is a great example of what can happen as neighbouring school divisions including post-secondary institutions work together and collaborate in providing a broad range of programming options for students. The Southern Alberta Collegiate Institute will better prepare our students to successfully transition to career paths that may not have been available to them otherwise. We are extremely grateful for the funding from Alberta Education.”

Students enrolled in the collegiate will have the opportunity to pursue career exploration and training in trades programs offered at Lethbridge College, including: Agricultural Equipment Technician, Automotive Service Technician, Heavy Equipment Technician, Parts Technician, Carpentry, Baking, Cooking, Electrical, Powerline Technician, Plumbing, Welding and Wind Turbine Technician.

To schedule an interview, or learn more about the Southern Alberta Collegiate Institute, please see the point of contact information:

Palliser School Division	Holy Spirit Catholic School Division	Horizon School Division	Lethbridge School Division
Wesley Lebeau P: (403) 328-4111 Ext. 201135 C: (403) 915-6835 wesley.lebeau@pallisersd.ab.ca	Anisha Gatner P: 403-327-9555 C: 403-634-4529 gatnera@holyspirit.ab.ca	Terri Lynn Duncan (403) 223-3547	Garett Simmons garrett.simmons@lethsd.ab.ca
Livingstone Range School Division	Westwind School Division	Lethbridge College	Career Transitions
Karly Bond bondk@lrsd.ab.ca	Rebecca Bultsma P: (403) 653-4991 C: (403) 634-8728 rebecca.bultsma@westwind.ab.ca	Tina Karst Work: 403-320-3202 ext. 5267 Mobile: 403-795-0465 tina.karst@lethbridgecollege.ca	Judy Stolk-Ingram 403-328-3996 judy.stolkingram@careersteps.ca

Media Assets: [Images and B-Roll of Students currently enrolled in the “Intro to Trades” program](#), courtesy of Palliser School Division