

Regular Board Meeting Agenda – 1:00 p.m.

**MONDAY, NOVEMBER 27th, 2023**

**Acknowledgement of the Land**

*Horizon School Division is located on the traditional land of the Blackfoot Confederacy, Treaty 7 territory and the home of the Métis Nation of Alberta. 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.*

**Audited Financial Statement Presentation**

**A – ACTION ITEMS**

<ul style="list-style-type: none"> <li>A.1 Agenda</li> <li>A.2 Minutes of the Organization Meeting held on Monday, October 23<sup>rd</sup>, 2023</li> <li>A.3 Minutes of Regular Board Meeting held Monday, October 23<sup>rd</sup>, 2023</li> <li>A.4 November 2023 Payment of Accounts</li> <li>A.5 Second &amp; Final Reading of Policy GCN – Teacher Summative Evaluation</li> <li>A.6 Second &amp; Final Reading of Policy HICA – On and Off-Site Activities</li> <li>A.7 Second &amp; Final Reading of Policy JHF – Welcoming, Caring, Respectful, Safe Learning Environment</li> <li>A.8 First Reading Policy JC – Gifts and Donations</li> <li>A.9 Annual Education Results Report (AERR)</li> <li>A.10 Audited Financial Statement</li> <li>A.11 ATA MOU</li> </ul>	<p><b>ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4 ENCLOSURE 5 ENCLOSURE 6</b></p> <p><b>ENCLOSURE 7 ENCLOSURE 8 PRESENTATION Handout</b></p>
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**D – DISCUSSION ITEMS**

<ul style="list-style-type: none"> <li>D.1 Christmas Concerts Attendance</li> </ul>	<p><a href="#">LINK (School)</a> <a href="#">LINK (Colonies)</a></p>
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**I – INFORMATION ITEMS**

<ul style="list-style-type: none"> <li>I.1 Superintendent’s Report – Dr. Wilco Tymensen</li> <li>I.2 Trustee/Committee Report             <ul style="list-style-type: none"> <li>I.2.1 Zone 6 Report – Marie Logan</li> <li>I.2.2 Facilities Meeting Report – Bruce Francis</li> <li>I.2.3 Administrator’s Report – Maxwell Holst</li> </ul> </li> <li>I.3 Associate Superintendent of Finance and Operations – Phil Johansen</li> <li>I.4 Associate Superintendent of Human Services – Karen Rancier</li> <li>I.5 Associate Superintendent of Learner Services Report – Terri-Lynn Duncan</li> </ul>	<p><b>ENCLOSURE 9</b></p> <p><b>ENCLOSURE 10 ENCLOSURE 11</b></p>
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**C – CORRESPONDENCE**

- C.1 Notice of Change
- C.2 News Release – Mandatory Holocaust education for Alberta student
- C.3 Joint ATA and Horizon release regarding ATA bargaining

**ENCLOSURE 12**

**DATES TO REMEMBER**

- |  |
|--|
| • December 1 – Policy Meeting (8:30am – 12pm)      |
| • December 5 – SIVA Recertification                |
| • December 8 – U of L Career Fair                  |
| • December 20 – ASBA Zone 6 Meeting                |
| • December 26 – January 1 – Division Office Closed |
| • January 16 – Administrator’s Meeting             |
| • January 29 – Board Meeting                       |

The Board of Trustees of Horizon School Division held its Organizational Meeting of the Board on Monday, October 23, 2022, commencing at 1:00 p.m. in the Eric Johnson Room.

TRUSTEES PRESENT: Marie Logan, Bruce Francis, Blair Lowry, Derek Baron, Blair Lowry, Jennifer Crowson, Maxwell Holst, Mandy Court

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

VIA Zoom: Heather Camerson, Taber Times

## MINUTES

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

Philip Johansen, Associate Superintendent, called the meeting to order at 1:00 p.m.

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

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

BOARD CHAIR  
ELECTED  
135/23

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

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

BOARD VICE-CHAIR  
ELECTED  
136/23

## **Marie Logan, Chair, assumed Chair of the Meeting**

### 4. **2023-2024 Trustee Committees**

The Board approved the 2023-2024 Trustee Committee representatives as attached to these minutes.

### 5. **2023-2024 Board Representation**

The Board approved the 2023-2024 Board Representation as attached to these minutes.

### 6. **Approved Board Meeting Dates for 2023-2024**

The Board approved the Board Meeting Dates for the 2023-2024 term as attached to these minutes.

### 7. **2023-2024 Trustee School Liaison**

The Board approved the 2023-2024 Trustee School Liaisons as attached to these minutes.

**8. 2023-2024 School Visits**

The board discussed school visitations (see attached)

**9 Trustee Contact Information**

The board updated contact information (see attached)

**10. Trustee Remuneration**

The Board requested zone comparisons for trustee allowances so that a discussion could be had at the November Board meeting

**11. Staff Mileage Reimbursement Rate**

Moved by Bruce Francis that the Horizon School Division adjust their mileage rate to reflect the Canada Revenue Agency automobile allowance rates and adopt an average of the two CRA rates as their mileage reimbursement.

STAFF MILEAGE  
APPROVED  
137/23

**12. Adjourn Organizational Meeting**

Moved by Derek Baron that the Organizational Meeting Adjourn.

Carried Unanimously

ADJOURNMENT  
138/23

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Chair

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Secretary

**Horizon School Division  
Trustee Committees  
(2023 - 2024 SCHOOL YEAR)**

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

<b>A.T.A. Negotiating/Liaison Committee (3 – one acting as chair)</b> Marie Logan – Chair Bruce Francis Derek Baron	<b>Audit Committee (3)</b> Marie Logan Bruce Francis Mandy Court
<b>Budget Committee</b> All members of the Board	<b>C.U.P.E./Support Staff Negotiating Liaison Committee (3 – one acting as chair)</b> Blair Lowry – Chair Mandy Court Maxwell Holst
<b>Facilities Committee (3 – one acting as chair)</b> Bruce Francis – Chair Derek Baron Blair Lowry	<b>Hutterian Brethren Board Representative (1)</b> Mandy Court
<b>Policy Committee (2)</b> Maxwell Holst Mandy Court	<b>Public Relations Committee and Friends of Horizon (2)</b> Jennifer Crowson Marie Logan
<b>Transportation</b> All members of the Board	

**2023-2024 School Year  
Board Representation**

<p align="center"><b>Administrative Council Meetings</b> One member of the Board on a monthly rotation.</p> <table border="1"> <tr><td>November 14, 2023</td><td>Maxwell Holst</td></tr> <tr><td>December 12, 2023 (tentative)</td><td>Marie Logan</td></tr> <tr><td>January 16, 2024</td><td>Blair Lowry</td></tr> <tr><td>February 13, 2024</td><td>Bruce Francis</td></tr> <tr><td>March 12, 2024</td><td>Derek Baron</td></tr> <tr><td>May 14, 2024</td><td>Jennifer Crowson</td></tr> <tr><td>June 10, 2024</td><td>Derek Baron</td></tr> </table>	November 14, 2023	Maxwell Holst	December 12, 2023 (tentative)	Marie Logan	January 16, 2024	Blair Lowry	February 13, 2024	Bruce Francis	March 12, 2024	Derek Baron	May 14, 2024	Jennifer Crowson	June 10, 2024	Derek Baron	<p align="center"><b>ASBA Zone 6 Director (1 + alternate)</b> Mandy Court Marie Logan (alternate)</p>
November 14, 2023	Maxwell Holst														
December 12, 2023 (tentative)	Marie Logan														
January 16, 2024	Blair Lowry														
February 13, 2024	Bruce Francis														
March 12, 2024	Derek Baron														
May 14, 2024	Jennifer Crowson														
June 10, 2024	Derek Baron														
<p align="center"><b>ASBA Rural Caucus (1)</b> Marie Logan</p>	<p align="center"><b>Council of School Councils</b> At least one member of the Board to attend meetings on rotation.</p> <table border="1"> <tr><td>March 6, 2024</td><td>Bruce Francis</td></tr> <tr><td>May 1, 2024</td><td>Blair Lowry</td></tr> </table>	March 6, 2024	Bruce Francis	May 1, 2024	Blair Lowry										
March 6, 2024	Bruce Francis														
May 1, 2024	Blair Lowry														
<p align="center"><b>TEBA (1)</b> Marie Logan Bruce Francis (alternate)</p>															

**HORIZON SCHOOL DIVISION  
Board of Trustees Board Meeting Dates (2023-2024)**

Monday, November 27, 2023
Monday, January 29, 2024
Monday, February 26, 2024
Monday, March 26, 2024
Monday, April 22, 2024
Tuesday, May 28, 2024
Monday, June 24, 2024
Monday August 26, 2024
Monday, September 23, 2024
Monday, October 28, 2024

**Horizon School Division  
Board of Trustees School Responsibilities**

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

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

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

Hays School – Hays  
Horizon M.A.P. School - Vauxhall  
Vauxhall Elementary School – Vauxhall  
Vauxhall High School – Vauxhall  
Copperfield Colony School

**Bruce Francis (Ward 3 – Taber)**

Dr. Hamman School - Taber  
Midland Colony School  
Cameron Farms Colony School  
Evergreen Colony School  
W.R. Myers High School (includes Sr. High Mennonite Program) - Taber

**Blair Lowry (Ward 3 – Taber)**

Central School – Taber  
D.A. Ferguson Middle School (includes Jr. High Mennonite Program) - Taber  
L.T. Westlake School – Taber  
Taber Christian Alternative School – Taber  
Taber Christian Alternative High School - Taber  
Kingsland Colony School

**Maxwell Holst (Ward 3 – Taber)**

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

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

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

**Mandy Court (Ward 5 – Milk River/Coutts)**

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

**BOARD OF TRUSTEES SCHOOL VISITS**

<b>2023-2024</b>				
<b>Spring/Fall 2023</b> Taber Christian High School L.T. Westlake School ACE Place Maintenance Building <b>October 23, 2023</b> - Taber Christian School <b>November 27, 2023</b> – Dr. Hamman School		<b>Winter/Spring 2024</b> <b>January 29, 2024</b> – W.R. Myers High School <b>February 26, 2024</b> – D.A. Ferguson Middle School <b>March 25, 2024</b> – Barnwell School <b>April 22, 2024</b> –		
<b>2022-2023</b>				
<b>December 1, 2022</b> Hays School Vauxhall Elementary School Vauxhall High School Horizon MAP Copperfield Colony School		<b>Spring 2023</b> Central School		
<b>2021-2022</b>				
<b>SUGGESTION IS TO POSTPONE BOARD TOURS AT THIS TIME DUE TO PANDEMIC</b>				
<b>2020-2021</b>				
<b>BOURD TOURS POSTPONED DUE TO PANDEMIC</b>				
<b>2019-2020</b>				
<b>NO BOARD TOURS SCHEDULED IN FIRST SEMESTER, TOURS POSTPONED IN SECOND SEMESTER DUE TO PANDEMIC</b>				
<b>2018-2019</b>				
<b>September 19, 2018</b> Kingsland Sunnysite Warner	<b>October 11, 2018</b> Armada Colony Enchant Colony Enchant School Lomond Colony Lomond School	<b>Spring 2019*</b> Delco Fairlane Hillridge Oaklane Prairie Home	<b>Spring 2019*</b> Arden T. Litt Barnwell School Chamberlain School Evergreen Colony Midland Colony	<b>Spring 2019*</b> D.A. Ferguson
<b>2017-2018</b>				
<b>NO BOARD TOURS SCHEDULED</b>				
<b>2016-2017</b>				
<b>Dec 5, 2016</b> ACE Place Dr. Hamman LT Westlake Taber Christian Taber Mennonite		<b>June 12, 2017</b> Bluegrass Colony Elm Spring Colony Gold Spring Colony Miltow Colony		
<b>2015-2016</b>				
<b>Nov 2, 2015</b> Arden T Litt Chamberlain School Hillridge Colony Oaklane Colony	<b>Dec 2, 2015</b> Hays School Horizon MAP Vauxhall Elementary Vauxhall High	<b>April 4, 2016</b> Milk River Elementary Erle Rivers High School Warner School		
<b>2014-2015</b>				
<b>Oct 28, 2014</b> Delco Colony Kingsland Colony		<b>Nov 4, 2014</b> Bluegrass Colony Elmspring Colony Sunnysite Colony		



### Board Contact Information

NAME	ADDRESS	PHONE (Res)	PHONE (Bus/Cell)	EMAIL
<b>Marie Logan - Chair</b> Ward 1 Lomond/Enchant	Box 249 Lomond , AB T0L 1G0	403.792.3696	403.485.8585	<a href="mailto:marie.logan@horizon.ab.ca">marie.logan@horizon.ab.ca</a>
Jennifer Crowson Ward 2 Vauxhall/Hays	Box 293 Vauxhall, AB T0K 2K0		403.308.8610	<a href="mailto:jennifer.crowson@horizon.ab.ca">jennifer.crowson@horizon.ab.ca</a>
<b>Bruce Francis – Vice-Chair</b> Ward 3 Taber	41 Prairie Sunset Ave Taber, AB T1G 0E7	403.223.9115	403.382.7441	<a href="mailto:bruce.francis@horizon.ab.ca">bruce.francis@horizon.ab.ca</a>
Blair Lowry Ward 3 Taber	5714 – 47 Street Taber, AB T1G 1E2	403.223.1404		<a href="mailto:bllowry@gmail.com">bllowry@gmail.com</a>
Maxwell Holst Ward 3 Taber	4445 – 57 Avenue Taber, AB T1G 0C5		587.220.0844	<a href="mailto:maxwell.holst@horizon.ab.ca">maxwell.holst@horizon.ab.ca</a>
Derek Baron Ward 4 Warner/Grassy Lake	Box 61 Warner, AB T0K 2L0	403.642.3914	403.642.7832	<a href="mailto:derek.baron@horizon.ab.ca">derek.baron@horizon.ab.ca</a>
Mandy Court Ward 5 Milk River	Box 465 Milk River, AB T0K 1M0	403.647.2912	403.647.7421	<a href="mailto:mkcourt13@gmail.com">mkcourt13@gmail.com</a>

# Horizon School Division



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

The Board of Trustees of Horizon School Division held its Regular Board meeting on Monday, October 23<sup>rd</sup>, 2023, beginning at 1:27p.m.

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

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

VIA ZOOM: Heather Camerson, Taber Times

## **ACTION ITEMS**

<b>A.1</b>	Moved Mandy Court by that the Board approve the agenda.  Carried Unanimously	AGENDA APPROVED 139/23
<b>A.2</b>	Moved Blair Lowry by that the Board approve the Minutes of the Regular Board Meeting held Monday, September 25 <sup>th</sup> , 2023, as provided by Enclosure #1 of the agenda.  Carried Unanimously	BOARD MEETING MINUTES APPROVED  140/23
<b>A.3</b>	Moved by Jennifer Crowson that the Board approve the October 2023 Payment of Accounts in the amount of \$4,109,964.53 as provided in Enclosure #2 of the agenda.  Carried Unanimously	PAYMENT OF ACCOUNTS APPROVED 141/23
<b>A.4</b>	Moved Blair Lowry by that the Board approve the Locally Developed Course, Book of Mormon Part A.  Carried Unanimously	LOCALLY DEVELOPED COURSE APPROVED 142/23
<b>A.5</b>	Moved Mandy Court by that the Board approved the first reading of Policy GCN – Teacher Summative Evaluation as provided in Enclosure 3 of the agenda.  Carried Unanimously	POLICY GCN APPROVED  143/23

<b>A.6</b>	<p>Moved by Jennifer Crowson that the Board approved the first reading of Policy HICA – On and Off-site Activities as provided in Enclosure 4 of the agenda.</p> <p style="text-align: right;">Carried Unanimously</p>	<p>POLICY HICA APPROVED</p> <p>144/23</p>
<b>A.7</b>	<p>Moved by Derek Baron that the Board approved the first reading of Policy JFH – Welcoming, Caring, Respectful, and Safe Learning Environment as provided in Enclosure 5 of the agenda.</p> <p style="text-align: right;">Carried Unanimously</p>	<p>POLICY JFH APPROVED</p> <p>145/23</p>

## **DISCUSSION ITEMS**

### **D.1 REMEMBRANCE DAY CEREMONY ATTENDANCE**

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- Members of the Board of Trustees and the Senior Leadership Team will attend Remembrance Ceremonies throughout the Division.

## **INFORMATION ITEMS**

### **I.1 SUPERINTENDENT’S REPORT**

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- View Dr. Wilco Tymensen, Superintendent’s October 2023 Report [here](#).

### **I.2 TRUSTEE/COMMITTEE REPORT**

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#### **I.2.1 ASBA Zone 6 Report**

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

- Zone 6 Budget B was approved
- The following were elected at the ASBA zone Annual General Meeting:
  - Roisin Gibb – chair
  - Christine Light – vice chair
  - Greg Long – Labour rep.
  - Marie Logan – Edwin Parr chair
  - Lorelei Bexte – SAPDC
  - Lori Hodges – Comprehensive Health rep.
  - Carla Gimba – Language rep.
- October 12<sup>th</sup> meeting with the Minister of Education received positive feedback
- Next meeting – November 15<sup>th</sup>

#### **I.2.2 Facilities Meeting Report**

Vice Chair, Bruce Francis, provided an update regarding Facilities Department summer work:

- Photos of Milk River School project were shared
- WRM phase 2 is in the initial pre-planning stage
- 2024-2025 CMR (Capital Maintenance & Renewal) Plan was submitted

#### **I.2.3 Administrator’s Meeting Report**

Trustee, Mandy Court, provided a summary/discussion from the October Administrator’s Meeting.

### **I.3 ASSOCIATE SUPERINTENDENT OF FINANCE AND OPERATIONS**

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- Philip Johansen, Associate Superintendent of Finance and Operations shared a summary for the month of October:
  - Prepare for Auditors
    - Year-end information
  - Insurance renewal for the upcoming year
  - Fall budget update

### **I.4 ASSOCIATE SUPERINTENDENT OF HUMAN SERVICES REPORT**

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- View Karen Rancier, Associate Superintendent of Human Services' October 2023 Report [here](#).

### **I.5 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT**

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- View Terri-Lynn Duncan, Associate Superintendent of Learner Services' October 2023 Report [here](#).

Moved by Mandy Court that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

146/23

#### **COMMITTEE ITEMS**

Moved by Blair Lowry that the Board meet in Committee.

Carried Unanimously

COMMITTEE

147/23

Moved by Derek Baron that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

148/23

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Marie Logan, Chair

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Sheila Laqua, Executive Secretary

**PAYMENT OF ACCOUNTS REPORT**  
**Board Meeting - November 27, 2023**

General	October 24/23		235280.16
U.S.	October 24/23		7775.55
General	October 31/23		1084889.9
General	November 7/23		150227.88
"A" Payroll	October 2023	Teachers	1,740,133.40
		Support	652,799.17
"B" Payroll	October 2023	Casual	13,076.43
		Subs	95,419.25
<b>Total Accounts</b>			<b>3,979,601.74</b>
<b>Board Chair</b>	_____		
<b>PJ:dd</b>			
<b>November 14/2023</b>			

<b>Policy Code:</b>	GCN
<b>Policy Title:</b>	Teacher Summative Evaluation
<b>Cross Reference:</b>	GCAD GCM GCMA
<b>Legal Reference:</b>	Alberta Teacher Growth, Supervision & Evaluation Policy, <del>AR3/99</del> Certification of Teachers, <del>AR4/99</del> Practice Review of Teachers, Teaching Quality Standard (Ministerial Order #001/13) Education Act
<b>Adoption Date:</b>	April 20, 1999
<b>Amendment or re-affirmation Date:</b>	August 26, 2019

**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT SUMMATIVE EVALUATION IS A JUDGEMENTAL PROCESS DESIGNED TO FACILITATE DATA ABOUT A TEACHER'S ACTIONS, JUDGEMENTS, AND DECISIONS AS THEY RELATE TO THE BEST EDUCATIONAL INTERESTS OF STUDENTS AND OPTIMUM LEARNING IN ORDER TO MAKE WELL-INFORMED AND FAIR EMPLOYMENT AND/OR CERTIFICATION DECISIONS DECISIONS ABOUT THE COMPETENCE OF AN EMPLOYEE. ~~THIS POLICY OPERATES UNDER THE ASSUMPTION THAT AN EVALUATION PROCESS MAY BE INITIATED TO GENERATE THE DATA FOR MAKING WELL-INFORMED AND FAIR EMPLOYMENT AND/OR CERTIFICATION DECISIONS.~~

**DEFINITIONS**

Evaluation – means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by a principal, superintendent, or designate in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the teaching quality standard.

Evaluator – is typically the school principal but may include vice-principal, associate superintendent of human services, superintendent and/or designate.

**GUIDELINES**

1. ~~Principals~~ Evaluators shall not commence summative evaluations of substitute teachers.
- ~~2. Teachers eligible for permanent certification are responsible for communicating with the Human Resource department to commence the permanent certification process.~~
  - ~~2.1 Teachers eligible for permanent certification are required to have two final evaluation reports. In the case of probationary teachers, the principal and Associate Superintendent or designate's reports shall meet this requirement.~~
  2. Probationary teachers shall be evaluated as per the evaluation framework (see Appendix A).
    - 2.1 The evaluator shall consider the best interests of the students, staff, the teacher, the teaching profession and the school system during the evaluation.
    - 2.2 The pPrincipals and superintendent or designate Division Office evaluators are encouraged to ~~should~~ co-observe a lesson as part of the evaluation of probationary teachers.

3. Teacher should be informed of their right to secure the assistance of a peer to mentor them during the evaluation process at the commencement of the evaluation.

~~3.~~

4. Teachers eligible for permanent certification are responsible for communicating with the Human Resource department to commence the permanent certification process.

4.1 A recommendation by the evaluator that a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract must be supported by the findings of two or more evaluations of the teacher.

~~REGULATIONS~~

~~1. Teachers shall undergo a summative evaluation, conducted by the principal, associate superintendent, and/or designate(s):~~

~~1.1 upon being given a probationary teaching contract,~~

~~1.2 when on the basis of information received through supervision, the principal has reason to believe the teacher may not be meeting the Teaching Quality Standard,~~

~~1.3 for the purposes of gathering information related to a specific employment decision;~~

~~1.4 for the purposes of assessing the growth of the teacher in specific areas of practice, and/or~~

~~1.5 at the written request of a teacher.~~

## Policy GCN - Summative Evaluation of Professional Staff - Continued

4.1.1 Typically, the two evaluations will include one from the principal and one from the associate superintendent of human services or designate.

### REGULATIONS

1. Teachers shall undergo a summative evaluation, conducted by an evaluator:
  - 1.1 at the written request of a teacher;
  - 1.2 for the purposes of gathering information related to a specific employment decision;
  - 1.3 for the purposes of assessing the growth of the teacher in specific areas of practice, upon being given a probationary teaching contract;
  - 1.4 when on the basis of information the evaluator has reason to believe the teaching of the teacher may not be meeting the Teaching Quality Standard; and/or
  - 1.5 for purposes of making recommendations under the Certification of Teachers Regulation.
2. Evaluations shall be based on information gathered through multiple observations based on established criteria, frequent conferencing, reviews of documents, reports and plans, assessment records, and/or other data appropriate to the teacher's assignment ~~gathered in accordance with the Code of Professional Conduct.~~
3. Evaluations ~~may consist of a review of all aspects~~ of a teacher's professional competence shall be based on the Teaching Quality Standard (Appendix AB).
  - 3.1 Probationary teacher's evaluation shall consist of all aspects of the ~~teacher's professional competence based on the~~ Teaching Quality Standard.
  - 3.2 Continuing contract teacher's evaluation may consist of all or some aspects of the Teaching Quality Standard as determined by the evaluator.

~~3.1~~

~~3.2 The principal shall consider the best interests of the students, staff, the teacher, the teaching profession and the school system during the evaluation.~~
4. At the commencement of the evaluation, the teacher must receive written notification (Appendix BC), explicitly communicating:
  - 4.1 the reasons for and purposes of the evaluation;
  - 4.2 the process, criteria, and standard to be used ~~for the evaluation, including a copy of the policy of the Horizon School Division pertaining to their evaluation;~~
  - 4.3 ~~the teacher shall be informed of his/her right to secure the assistance of a mentor or peer to work with him/her at any or all times throughout the evaluation process;~~

4.4.3 the timelines to be applied; and



## Policy GCN - Summative Evaluation of Professional Staff - Continued

4.54.4 the possible outcomes of the evaluation.

~~5. A teacher may, at anytime in the process, appeal the procedures of the evaluation to the superintendent who shall, if the superintendent deems the teacher's reason to be valid, direct a remedy that maintains the integrity of the evaluation process and is fair to the teacher being evaluated.~~

~~6. Teachers, at their discretion, shall be allowed to contribute data during the evaluation process through personal portfolios or other material or information of their choosing.~~

~~5. The Upon completion of the evaluation, the evaluator must provide the teacher with a copy of the completed evaluation report mid and final evaluation report generated during the evaluation process~~

~~7.5.1 -The report shall-should~~ be signed by both parties.

~~7.5.1.1~~ The teacher's signature evidences that the report has been received for review.

~~7.2 Evaluators shall provide the teacher with a copy of the mid and final evaluation report.~~

~~7.35.2~~ The ~~principal evaluator~~ shall place a copy of the notice of evaluation (see sample in Appendix BC); ~~notice of remediation, if applicable; mid-evaluation and final the mid evaluation report; and final~~ evaluation report in the teacher's personnel file ~~located at Division division Officeoffice.~~

### 6. Principal evaluations

~~6.1 Principal mid evaluation reports will be based on a minimum of three (3) classroom observations and final evaluation reports will be based on a minimum of three (3) further classroom observations.~~

~~6.1.1 Principals shall provide tTeachers with a mid-evaluation report. For probationary teachers this report should be provided -within five (5) months of commencing the evaluation, which normally correlates to January 31-for probationary teachers.~~

~~8-6.1.2 Principals shall provide teachers with a final-evaluation report. For probationary teachers this report should be provided within eight (8) months of commencing the evaluation, which normally correlates to April 30.~~

~~9. Superintendent or designate evaluations shall provide teachers with one evaluation report within eight (8) months of commencing the evaluation, which normally correlates to April 30. The principal's report will be based on a minimum of three (3) classroom observations.~~

~~7.~~

~~7.1 Superintendent or designate evaluations typically occur at the same time as principal evaluations of probationary teachers.~~

~~7.2 Superintendent or designate evaluations typically occur after a principal evaluation of continuing contract teachers contains a finding that the teacher is not meeting the Teaching Quality Standard.~~

~~10. A final evaluation report shall be provided to the teacher within eight (8) months of commencing the evaluation, which correlates to April 30 for probationary teachers.~~

~~8. If the evaluator is of the opinion that the teacher is not meeting the teaching quality standard the evaluator should provide the teacher with a notice of remediation stating that the teacher is not currently meeting the~~

## Policy GCN - Summative Evaluation of Professional Staff - Continued

### Teaching Quality Standard.

~~10.1 The final report shall be based on the Teaching Quality Standard and contain descriptive assessments in the major competency areas, which may include areas of strength, directions for growth, and recommendations.~~

~~9. Where, as a result of the evaluation, the evaluator determines that a change in the behaviour or practice of a teacher is required, the evaluator must: remediation is necessary to raise the quality of a continuing teacher's instruction to an acceptable level, the report shall make clear the expectations and opportunities for improved practice and set a reasonable time line for improvement.~~

~~9.1 provide to the teacher a notice of remediation (see sample notice of remediation; Appendix D);~~

~~9.2 make clear the behaviours or practices that do not meet the teaching quality standard;~~

~~9.3 make clear what remediation strategies the teacher is advised to pursue;~~

~~10.2 provide a reasonable timeframe to address the deficiencies; and~~

~~9.4~~

~~9.5 and may stipulate that the remediation strategies stated in that notice replace the obligation of the teacher to develop and implement an annual teacher professional growth plan.~~

~~10.3 The final evaluation report shall state whether the teacher meets the Teaching Quality Standard and expectations of the principal.~~

~~10.4 Final reports submitted by the principal or designate shall be based on a minimum of six (6) classroom observations throughout the school year and shall be done in consultation with an Associate Superintendent or designate.~~

~~10.5 Final reports submitted by the associate superintendent or designate shall be based on a minimum of three (3) classroom observations throughout the school year.~~

~~11. The evaluation shall be used:~~

~~11.1 to make an employment decision;~~

~~11.2 for closure of the probationary period;~~

~~11.3 to extend the probationary contract for a subsequent year;~~

~~11.4 to initiate a remediation plan, in the case of continuing contract teachers;~~

~~11.5 to make a recommendation to the superintendent to terminate the teacher;~~

~~11.6 to make another recommendation which the principal believes are in the best interests of the teacher and/or school;~~

~~11.7 to make another action deemed appropriate by the superintendent.~~

~~12.10. The superintendent, upon receipt of the principal's evaluator's report, shall take whatever action he/she believes is required.~~

## Policy GCN - Summative Evaluation of Professional Staff - Continued

~~13.11.~~ The teacher shall be given the opportunity to append additional comments to all written reports pertaining to his/her evaluation within one month of receiving the report.

~~14.~~ In the event that remediation is necessary, the continuing contract teacher being evaluated shall receive a Notice of Remediation from the principal (Appendix C) and the following steps shall be taken:

~~14.1~~ A program of improvement will be undertaken by the teacher and a reasonable time line for improvement will be set.

~~14.2~~ At the end of the time allotted, a subsequent evaluation by the Associate Superintendent or designate shall commence.

~~15.~~ The second summative evaluation, in the case of continuing contract teachers, shall consist of:

~~15.1~~ an evaluation conducted by a certified teacher such as an associate superintendent, chosen by the superintendent, who is independent of the staff of the school in which the teacher works; and

~~15.2~~ the same practices and procedures as outlined in this policy.

~~16.~~ This policy does not restrict a school board or superintendent,

~~16.1~~ from taking disciplinary or other action, as appropriate, where the superintendent has reasonable grounds for believing that the actions, practices, or conduct of a teacher endanger the safety of students, constitute a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school board, or

~~16.2~~ from taking any action or exercising any right or power under the Education Act.

12. The evaluation shall be used by the superintendent to:

12.1 make an employment decision;

12.2 close the probationary period;

12.3 extend the probationary contract for a subsequent year, with the approval of the teacher;

12.4 terminate the teacher; and/or

12.5 to make any appropriate recommendation which the evaluator or superintendent believes is in the best interests of the teacher and/or school.

13. This policy does not restrict the evaluator

13.1 from taking disciplinary or other action, as appropriate, where the principal or superintendent has reasonable grounds for believing that the actions, practices, or conduct of a teacher endanger the safety of students, constitute a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school board; or

13.2 from taking any action or exercising any right or power under the *Education Act*.

## APPENDIX A: EVALUATION FRAMEWORK

### Probationary Teacher

#### Commencement of evaluation

##### 1. Two evaluations undertaken

##### a. Principal evaluation

##### i. Issue “notice of evaluation”

1. One notice of evaluation is acceptable if it identifies that both principal and superintendent or designate will be commencing simultaneous evaluations

##### ii. Meet to discuss evaluation process and draft evaluation plan

##### iii. Minimum of 3 observations

1. Evaluations may include pre and/or post conference

##### iv. Issue notice of remediation, if applicable, and/or mid-evaluation report

##### v. Minimum of 3 more evaluations

1. Evaluations may include pre and/or post conference

##### vi. Issue final evaluation report

##### b. Superintendent or designate evaluation

##### i. Issue “notice of evaluation”

1. One notice of evaluation is acceptable if it identifies that both principal and superintendent or designate will be commencing evaluations

##### ii. Meet to discuss evaluation process and draft evaluation plan

##### iii. Minimum of 3 observations

1. Evaluations may include pre and/or post conference

2. Issue notice of remediation, if applicable

##### iv. Issue final evaluation report

##### 2. Evaluation reports specify whether teacher meets Teaching

Quality Standard

- a. Evaluation reports do not include recommendation for employment
3. Principal and Associate Superintendent of Human Services discuss evaluation reports so that Associate Superintendent of Human Services may make recommendation to Superintendent

Continuing Contract Teacher

Ongoing supervision brings to light competence concerns that warrant commencement of evaluation

1. Two evaluations undertaken sequentially, if applicable
2. Principal evaluation as per above is completed first
  - a. If final evaluation is that teacher meets Teaching Quality Standard the evaluation process ends and principal returns to supervision process
  - b. If final evaluation is that teacher does not meet Teaching Quality Standard the evaluation process continues and superintendent or designate commences stage two of supervision process
3. Superintendent or designate commences evaluation as per above
4. Principal and Associate Superintendent of Human Services discuss evaluation reports so that Associate Superintendent of Human Services may make recommendation to Superintendent

**Appendix AB: The Teaching Quality Standard**

## APPENDIX BC: SAMPLE NOTICE OF EVALUATION

[DATE]

[TEACHER'S NAME]

[SCHOOL NAME]

[EVALUATOR'S NAME]

[EVALUATOR'S POSITION]

Dear [Teacher's Name]:

This letter serves as the official notification of my intention to become involved in the Horizon School Division's evaluation of your professional practice. This evaluation will comply with Alberta Education Policy 2.1.5; *Accountability in Education: Teacher Growth, Supervision, and Evaluation* and Horizon Policy GCN; *Summative Evaluation of Professional Staff* and will be in addition to the evaluation performed by your school's administration.

### Reason for Evaluation

As a probationary teacher, it is necessary to gather information for the purpose of making an employment decision. As such, this evaluation will seek to ensure that your professional practice meets the expectations of the Province and the Horizon School Board, and specifically Alberta Education Teaching Quality Standard, and will entail a review of the entire scope of your practice. This evaluation process is a formal process of gathering information and evidence over a period of time and uses the application of reasoned judgment by the jurisdiction in determining whether or not your teaching exceeds, meets, or does not meet the Teaching Quality Standard. I look forward to meeting with you for a pre-conference and sharing the evaluation plan for my portion of the evaluation process.

This evaluation will include multiple classroom observations based on established criteria and frequent conferencing. A mid-year evaluation report will be submitted to you on or before January 31, 2024 from your school Principal. I will complete a minimum of three formal classroom observations and you will receive a final written evaluation report on or before May 1, 2024.

This evaluation will assess your performance and provide recommendations that I believe are in the best interest of you as a teacher, and the jurisdiction. It will determine whether your practice meets or does not meet the Teaching Quality Standard and assist in determining your future contract status. It may outline a remediation plan by which you can improve your practice but will not contain a recommendation to the Superintendent regarding further employment and change to your contract status.

You shall be given the opportunity to append additional comments to the evaluation report, and may appeal the process of the evaluation to the Superintendent at any time. I also invite you to seek assistance from your profession and in particular ATA member Services at any time, if you so desire.

Time will be provided during the pre-conference if you have any questions regarding the contents of this memo, but feel free to contact me prior should you so wish. Please sign and date both copies of this letter and return one to me during our pre-conference, the other is for your records. I wish you all the best as the school year begins and I look forward to our pre-conference.

Sincerely,

Reason for Evaluation

As a probationary teacher it is necessary to gather information for the purpose of making an employment decision. As such, this evaluation will seek to ensure that your professional practice meets the expectations of the Province and the Horizon School Board, and specifically the Teaching Quality Standard. It will entail a review of the entire scope of your practice, however a successful evaluation does not guarantee a position. This evaluation process is a formal process of gathering information and evidence over a period of time and uses the

## Policy GCN - Summative Evaluation of Professional Staff - Continued

~~application of reasoned judgment by the jurisdiction in determining whether or not your teaching exceeds, meets, or does not meet the Teaching Quality Standard. I would also like to inform you at this time that the Principal of your school will also be in contact with you to discuss their portion of the evaluation process. I look forward to meeting with you for a pre-conference and to draft the evaluation plan for my portion of the evaluation process. I have attached a copy of the Discussion Guide: Criteria for the Evaluation of Teaching Performance in order to provide insight into our discussion during this meeting. I will share a Google Doc version ASAP for you to complete digitally.~~

~~I will be contacting you by email in early September to arrange a date and time for our pre-conference meeting.~~

~~This evaluation will assess your performance and provide recommendations which I believe are in the best interest for you as a teacher, and the jurisdiction. It will determine whether your practice meets or does not meet the Teaching Quality Standard and assist in determining your future contract status. It may outline a remediation plan by which you can improve your practice but will not contain a recommendation to the Superintendent regarding further employment and change to your contract status.~~

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

~~For your personal reference I have also included, within this notice, a copy of section 196 of the Education Act, the Declaration of Rights and Responsibilities for Teachers from the Alberta Teacher's Association, and the Teacher's Code of Professional Conduct. I also invite you to seek assistance from your profession and in particular ATA member Services, if you so desire.~~

~~Time will be provided during the pre-conference if you have any questions regarding the contents of this memo, but feel free to contact me prior should you so wish. Please sign and date both copies of this letter and return one to me during our pre-conference, the other is for your records. I wish you all the best as the school year begins and I look forward to our pre-conference.~~

[NAME] and [POSITION]

[DATE]

cc. Personnel File

Enc.

Policy 2.1.5: Accountability in Education: Teacher Growth, Supervision, and Evaluation

Policy GCN: Teacher Summative Evaluation.

Ministerial Order #001/13: Student Learning

Teaching Quality Standard

Discussion guide: Criteria for the evaluation of teaching performance

Section 196 of the Education Act

Declaration of Rights and Responsibilities for Teachers

Code of Professional Conduct

Horizon Policy GAA: Employee Code of Conduct





## APPENDIX **ED**: Notice of Remediation

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### SECTION ONE

#### Introduction

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Name of Continuing Contract Teacher \_\_\_\_\_

Start Date for Current Position \_\_\_\_\_

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

### SECTION TWO

#### Notice of Remediation

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**Remediation MUST be completed prior to the conclusion of the evaluation period and MUST conclude with a final evaluation document. The Remediation Plan is to be completed by the employee in consultation with the evaluator.**

1. Behaviour and/or practices that do not meet the Teaching Quality Standard including changes required
  
2. Strategies for improvement towards achieving Teaching Quality Standard
  
3. Timeline

\_\_\_\_\_  
Evaluator's Name and Signature

\_\_\_\_\_  
Date

cc. Personnel File

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**HORIZON SCHOOL DIVISION****Policy Code:** HICA  
**Policy Title:** On-site and Off-site \_\_\_\_\_  
\_\_\_\_\_Activities**Cross Reference:** EEACAA, EEACAB, GBD, GFA, IHCD, IHCE, JHF**POLICY HANDBOOK****Legal Reference:** [Alberta Risk Managed Insurance consortium Activities Policy](#)**Adoption Date:** Nov. 27, 1996**Amendment or Re-** [May 29/00, May 30/02](#)**Affirmation Date** [June 8/06, May 19/09, Jan. 19/16](#)

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[March 22, 2021](#)

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SUPPORTS ~~MODERATE RISK STUDENT ON-SITE AND OFF-SITE ACTIVITIES FOR THE PURPOSE OF EDUCATING, COMPETING AND/OR PERFORMING PROVIDED THERE IS RISK MANAGEMENT AND ACTIVITIES DO NOT POSE UNNECESSARY RISK. FOR THE PURPOSE OF EDUCATING, COMPETING AND/OR PERFORMING PROVIDED SUCH ACTIVITIES HAVE EDUCATIONAL AND/OR ATHLETIC VALUE AND STUDENT WELFARE IS REASONABLY ASSURED.~~

**DEFINITIONS**

Activity – for the purpose of this policy, an activity refers to structured opportunities planned by the school board including but not limited to sports, cultural or artistic endeavours, community services or team building.

Alberta Risk Managed Insurance Consortium (ARMIC) – A multi-school divisional insurance consortium that procures insurance on behalf of Horizon.

Emergency Action Plan refers to a plan of action specifically devised to address the risk of an activity and to enable an appropriate and timely response in the event of an incident or injury.

Prohibited Activities are activities that carry an unreasonable risk and which ARMIC does not allow under the insurance program. Subscribers engaging in prohibited activities must secure additional, first payer insurance.

Risk Mitigation or Risk Management refers to the process of identifying, assessing, and alleviating risk factors to reduce the likelihood of a negative outcome.

SPHERes refers to the School Physical Activity, Health & Education Resource for Safety (SPHERes) guidelines published by the Injury Prevention Centre of the School of Public Health at the University of Alberta.

Sponsored Activity means an activity arranged by the school board.

Third Party Vendor means any third-party hosting or providing a venue for activities;

For proper planning and approval of any moderate (AMBER) risk activities whether on-site or off-site (see attachment A) field trip, or student travel, the activity organizers must first determine both the risk level and the destination classification (see **attachment B**).

Off-site: is defined as activities that take place off school property (e.g. other third party locations, or at another school)

On-site: is defined as activities that take place in the school or on school grounds

#### Risk Levels:

Risk levels (color coded as Green, Amber or Red) are based on the potential for injury or harm.

- Green = Low risk
- Amber = Moderate risk, may be approved with a proper risk management plan; and
- Red = High risk, prohibited.

Refer to “*Risk levels for school based activities, and student travel*”, (see **attachment A**), to determine the risk level of an activity.

If your activity is not listed, contact the principal. Note that “*Risk levels for school based activities, and student travel*” (**attachment A**) was developed to address risk factors. Many activities (both on-site and off-site) would have little to no risk. Field trips, off-campus activities or student travel that does not include physical activities or recreational pursuits will generally be considered low risk, and thus be labeled as green activities.

#### Destination Classifications:

Destination classifications are determined by the length of absence and distance travelled from the school (**attachment B**).

- Low Risk Activities
- Day trip in province
- Day trip out of province
- One overnight (not school competition) or two overnight (school competition) in province

One overnight (not school competition) or two overnight (school competition) out of province

## Policy HICA – *Off-Site Activities*, Cont'd.

- ~~• More than one overnight (not school competition) or more than two overnight (school competition) in province~~
- ~~• More than one overnight (not school competition) or more than two overnight (school competition) out of province~~
- ~~• Physical education class activities/Recess, intramural school activities~~
- ~~• Extra-curricular sports (Horizon Jr High Athletics/ASAA)~~
- ~~• International trips~~

### **GUIDELINES**

1. Risk management protects ARMIC, students, staff, volunteers, third parties and assets.
  2. The risk of injury or harm to students, staff, volunteers, or third parties and damage to assets should be considered for all operations.
  3. ARMIC's supports Subscriber's responsibility to implement the Alberta Education curriculum, and to provide activities specifically identified in the curriculum.
  4. ARMIC requires all Subscribers to follow the SPHEReS guidelines.
    - 4.1. SPHEReS Guidelines shall be used as the primary resource for assessing and mitigating risks associated with student activities.
  5. The school division is responsible for upholding ARMIC objectives, the Subscriber Agreement, and all ARMIC policies.
- ~~1.6. Amber activities and School sponsored off-site activities must be authorized by the principal, or as the case may be, the superintendent or designate.~~
- ~~2.6.1. Level of documentation, and authorization required shall be determined by the combination of both risk level, (Green or Amber) and destination, classification and classification (see "Risk level and destination classification: Planning guide" attachment B).~~

~~2.1. All High Risk (Red) activities are strictly prohibited regardless of destination~~

- 3.7. The division shall not sign waivers for services on behalf of parents, students, or staff provided by ~~the~~ third-party contractors.
- ~~4. Staff organizers off-campus trips to third party service providers shall acquire a certificate of insurance from the provider and request the addition of the Horizon School Division to their insurance when possible.~~

### **REGULATIONS**

1. Distance Limits for Elementary Students

## **Policy HICA – Off-Site Activities, Cont’d.**

- 1.1. Early learning off campus trips will only be approved for in-province day trips.
- 1.2. Elementary (Gr. 1 to 5) off campus trips will only be approved for in-province trips for a maximum of 2 overnight stays.
- 1.3. Junior high (Gr. 6 to 9) off campus trips will only be approved for in Canada trips. International trips are prohibited.
- 1.4. International trips
  - 1.4.1. Only senior high students or grade nine (9) students participating in senior high trips may be authorized to attend trips outside of Canada.
  - 1.4.2. International travel will not be approved for countries where the Canadian Government has determined official travel advisories (avoid non-essential travel, and avoid all travel).
    - 1.4.2.1. Countries where the risk level states, Exercise a high degree of caution; there are identifiable security concerns; travelers should be alert and vigilant to their surroundings) may receive approval depending on the unique circumstances of the identifiable security concerns.
  - 1.4.3. The “International Field Trip Planning Guide” (see **attachment E**) must be attached with the approval form (**attachment B**) when seeking permission for International Trips.
  - 1.4.4. A parent meeting that provides detailed information and opportunities for questions is a mandatory component early in the planning phase.
    - 1.4.4.1. Parent consent form (**attachment E2**) is mandatory).
  - 1.4.5. The supervisor for any off-site activities outside of North America is responsible for contacting the appropriate recommended health authority in Alberta to determine immunization for supervisors and students for travel to the area.
  - 1.4.6. All students participating in international trips must have their vaccinations up to date as recommended by the health authority. Students are to submit copies of these records to the teacher in charge. Upon return, the copies will be returned to the student.
  - 1.4.7. Adequate travel and health insurance must be obtained for each participant, including supervisors.
  - 1.4.8. Cancellation insurance is required.

## 2. Authorization to approve

## Policy HICA – *Off-Site Activities*, Cont’d.

2.1. Principals are authorized to approve non-prohibited (see attachment A) in province:

2.1.1. day trips;

2.1.2. trips that include 1 overnight stay; and

2.1.3. trips that include 2 overnight stays (school co/extra-curricular athletic/music competition/performance only).

2.2. All out of province trips and trips whose duration are greater than that specified in 2.1 require superintendent approval.

2.2.1. Field trip requests made to the superintendent should be submitted 2 months prior to ensure time for review, inquiry and final approval.

2.3. The principal must forward a copy of all field trip approval forms to the superintendent when such trips have students departing beyond jurisdictional boundaries.

2.3.1. The exception would be day trips for extra-curricular athletics (e.g. basketball, volleyball etc).

~~Off site activities for elementary students are limited to trips in Alberta.~~

~~Off site activities for elementary students outside the limits established in sections 4.1 will be considered on an individual basis if:~~

~~the principal supports the request;~~

~~the request is submitted to the superintendent four months before any commitment is made; and~~

~~the superintendent gives approval to proceed with planning.~~

~~Distance Limits for Junior High Students~~

~~Off site activities for Junior High students are limited to trips in Canada.~~

International Travel

~~Only senior high students or grade nine (9) students participating in senior high trips may be authorized to attend trips outside of Canada.~~

~~International travel will not be approved for countries where the Canadian Government has determined official travel advisories (avoid non-essential travel, and avoid all travel).~~

## Policy HICA – *Off-Site Activities*, Cont’d.

International travel will only be approved for countries where the Canadian Government travel risk level states, “Exercise normal security precautions; there are no significant security concerns”.

Countries where the risk level states, Exercise a high degree of caution; there are identifiable security concerns; travelers should be alert and vigilant to their surroundings) may receive approval depending on the unique circumstances of the identifiable security concerns.

The “*International Field Trip Planning Guide*” (see **attachment I**) MUST be attached with the “*field trip proposal form*” (see superintendent approval **attachment D**) when seeking permission for International Trips outside of Canada

A parent meeting that provides detailed information and opportunities for questions is a mandatory component early in the planning phase.

The supervisor for any off site activities outside of North America is responsible for contacting the appropriate recommended health authority in Alberta to determine immunization for supervisors and students for travel to the area.

All students participating in international trips must have their vaccinations up to date as recommended by the health authority. Students are to submit copies of these records to the teacher in charge. Upon return, the copies will be returned to the student.

Adequate travel and health insurance must be obtained for each participant, including supervisors.

Cancellation insurance is strongly encouraged.

### 3. Third Party Vendors:

3.1. In the event a school board chooses to use a third-party vendor to host an activity and/or provide specialized training, school boards must take the following steps:

3.1.1. ensure all instructors are appropriately certified;

3.1.2. ensure an appropriate number of chaperones; and

3.1.3. obtain a certificate of liability insurance.

3.2. In the event a third-party vendor refuses to provide a certificate of insurance, the school should consider avoiding the activity or choosing another vendor. Additionally, if the vendor requires a waiver of liability:

3.2.1. the school should consider avoiding the activity; and

3.2.2. schools cannot sign waivers on behalf of minors;

## Policy HICA – *Off-Site Activities*, Cont’d.

3.2.2.1. parents may choose to sign a waiver, but this does not stop the child from making a claim at a later date if they are injured.

### 4. Unlisted or Unique Activities:

4.1. If a school board wants to engage in an activity that is not identified in SPHEREs, every effort should be made to compare the elements of the activity to recognized activities to identify and assess the risks.

4.2. If any element of the activity is prohibited by ARMIC, the whole activity is considered prohibited.

4.3. If the board remains uncertain of the risk and whether the activity might be prohibited due to some of its elements, the board should seek guidance from the Risk Management Committee.

### 5. Prohibited Activities:

5.1. Certain activities are prohibited by ARMIC due to the high risk of injury to students, staff, volunteers, and third parties, and the negative impact on ARMIC members if there is a catastrophic claim. These activities are listed in **Appendix A**.

### 6. 1. Approval

6.1. The Board reserves the right to cancel any ~~Amber and/or off-site~~ activity if it deems that it is in the best interest and safety of the students to do so. Therefore, it is incumbent on the teacher-in-charge and the principal to consider all inherent risks, and in the case of high cost activities, to recommend to parents/guardians that they obtain travel cancellation insurance.

6.2. ~~Horizon personnel as approved by the principal must:~~ Staff shall

consult with and obtain the approval of the principal or superintendent in principle before discussing the intention of undertaking off-site activities with students;

6.2.1.

~~1.1.1. consult with and obtain the approval of the principal or superintendent in principle before discussing the intention of undertaking moderate risk (on-site and/or off-site) activities with students and parents~~

6.2.2. submit for approval a “field trip proposal form”;

6.2.2.1. (see principal approval – **attachment C1B**, “Physical Education Class Activities, and Staff Initiated Recess/Lunch/Intramural School Ground Activities Principal Approval Form (**attachment C2**), Extra-Curricular Sports (Horizon Jr. High Athletics/ASAA sports) Principal Approval Form (**attachment C3**) or



## Policy HICA – *Off-Site Activities*, Cont’d.

~~6.2.2.2.~~ superintendent approval – **attachment DB** that includes:

~~6.2.3.~~ no “Field trip proposal form” is required for low-risk day trips within the division;

~~1.1.2-6.2.3.1.~~ Teachers still require verbal approval from the principal and parent permission to take students off campus.

~~1.1.2.1.~~ a statement of purpose that explicitly defines instructional objectives or outcomes associated with the purpose.

~~1.1.2.2.~~ outlines intended lead-up and follow-up activities; and

~~1.1.2.3.~~ specifies any inherent risks and what actions will be taken to reduce those risks.

~~1.1.2.4.~~ No “Field trip proposal form” is required for low risk day trips within the province. Teachers still require verbal approval from the principal.

~~1.2.~~ Horizon personnel as approved by the principal must:

~~1.2.1.~~ meet the Safety Guidelines for Physical Activity in Alberta Schools ([https://education.alberta.ca/media/160206/sg\\_pa\\_final\\_2014.pdf](https://education.alberta.ca/media/160206/sg_pa_final_2014.pdf)) to minimize inherent risk, and assist teachers in focusing on safe instructional practices;

~~6.2.4.~~ where practically possible and if it would enhance the welfare of students, staff should have visited the location of the off-site activity prior to the trip and be familiar with the seasonal conditions at the time of the trip;

~~1.2.2.~~

~~1.2.3.~~ consult and meet **Policy EEACAA “Private Vehicles and Volunteer Drivers”** and **Policy EEACAB “Division-Owned Co-Curricular/Extra-Curricular Activity Vehicles”**;

~~6.2.5.~~ ensure that, at minimum, one of the supervising adults or resource persons has the training and/or knowledge appropriate for conducting the trip;

~~1.2.4.~~

~~6.2.6.~~ select appropriate volunteers for the activity, and provide volunteers with direction as to the requirements of the trip and their responsibilities, before the departure of the off-site activity;

~~1.2.5.~~

~~6.2.7.~~ ensure that the appropriate trip documentation, such as trip itinerary, supervisor and student responsibilities, emergency contacts, etc., accompanies the teacher-in-charge, and that a copy has been filed with the principal;

~~1.2.6.~~

~~6.2.8.~~ advise students regarding trip hazards and appropriate safety procedures; **and**

~~1.2.7.~~

~~6.2.9.~~ ensure that a precise attendance count is taken at all points of departure on the trip; and

~~1.2.8.~~

~~6.2.10.~~ file a student list with the school prior to departure.

~~1.2.9.~~

~~1.2.10.~~ in addition to the safety guidelines above, schools wishing to go on alpine skiing activities must review with, students, staff, and parents, and comply with the guidelines of **attachment K**.

~~6.3.~~ No moderate risk activity or off-site activity may proceed unless it has received the appropriate approval. Before approving an moderate risk or off-site activity, the principal or superintendent must be satisfied that:

## Policy HICA – Off-Site Activities, Cont'd.

~~1.3.~~

~~6.3.1.~~ all inherent risks have been considered and there are procedures in place for managing the key inherent risks of the activities and environment. If there is any doubt, the principal shall contact the superintendent for a second opinion;

~~1.3.1.~~

~~6.3.2.~~ the teacher understands the following policies and procedures defining the teacher's responsibilities and duty of care;

~~1.3.2.—~~

~~1.3.2.1.~~

~~The following policies should be reviewed:~~

~~6.3.2.1.~~ EEACAA – Private vehicles volunteer

~~1.3.2.1.1.~~

~~6.3.2.2.~~ EEACAB – Division owned co-curricular activity vehicles

~~1.3.2.1.2.~~

~~6.3.2.3.~~ GBD – First aid training

~~1.3.2.1.3.~~

~~6.3.2.4.~~ GFA – Volunteers

~~1.3.2.1.4.~~

~~6.3.2.5.~~ HICA – Off-site activities

~~1.3.2.1.5.~~

~~6.3.2.6.~~ IHCD – Concussion

~~1.3.2.1.6.~~

~~6.3.2.7.~~ IHCE – Student illness/injury

~~1.3.2.1.7.~~

~~6.3.3.~~ ~~the current SafetySPHERes -gGuidelines (See 1.2 (a) above) have been met or exceeded;~~

~~1.3.3.~~

~~6.3.4.~~ the students, teachers, staff, volunteers and parents/guardians will receive the appropriate information about the trip; and

~~1.3.4.~~

~~1.3.5.6.3.5.~~ arrangements are in place for covering all the financial matters, including a refund procedure, and an accounting for all expenditures.

~~1.4.—~~ The principal has the authority to approve any low risk/green, off-site activity, (see “Risk levels for school based activities, and student travel”, **attachment A**, and “Risk level and destination classification: Planning guide” **attachment B**) within Alberta that is a day trip, or that involves one overnight accommodation, or that involves two overnight accommodations and is in conjunction with a school competition. Approval for these trips should be obtained as early as possible prior to departure (see “Risk level and destination classification: Planning guide” **attachment B**).

~~1.4.1.—~~ The principal must forward a copy of the “field trip proposal form” (see **attachment C1**) to the superintendent when such trips have students departing beyond jurisdictional boundaries.

~~1.4.1.1.—~~ Exception: Trips into Lethbridge do not need to be forwarded to the superintendent

~~1.5.—~~ Approval for all moderate/amber risk activities (this includes alpine skiing and/or snowboarding) or other overnight trips (e.g. those involving more than 1 night

## Policy HICA – *Off-Site Activities, Cont’d.*

- accommodation, or in the case of school competitions, those involving more than 2-night accommodation) shall be obtained from the superintendent at least two months prior to departure (see “*Risk level and destination classification: Planning guide*” **attachment B**).
- ~~1.4.2. “Teacher/Leader Qualifications Assessment Form” (see **attachment E**) must accompany the “field trip approval form” when seeking superintendent approval for moderate risk/Amber activities)~~
- ~~1.4.3. . Some K-12 Physical Education class AMBER activities can be approved annually by the principal. See *Principal Approval: Physical Education Class Activities, and Staff Initiated Recess/Lunch/Intramural School Ground Activities Approval Form (attachment C2)*.~~
- ~~1.4.4. Some K-12 recess/lunch/intramural on-site AMBER activities that take place on the school grounds can be approved annually by the principal. See *Principal Approval: Physical Education Class Activities, and Staff Initiated Recess/Lunch/Intramural School Ground Activities Approval Form (attachment C2)*~~
- ~~1.4.5. Some extra-curricular AMBER sports (Horizon Jr High Athletics/ASAA sports) to be approved annually by the principal. See *Principal Approval: Extra-Curricular Sports Approval Form (Horizon Jr. High Athletics/ASAA sports) Approval Form (attachment C3)*~~

### 2.7. Supervision

- 7.1. A supervision plan is to be developed and implemented.
- 7.2. The plan should clearly indicate the supervision arrangements and responsibilities at the various locations and venues, including supervision of student travel to and from venues and locations.
- 7.3. The level and type of supervision which needs to be provided during a particular activity should be based on an assessment of numerous factors, including but not limited to:
- 7.3.1. nature and location of the activity (prior inspection of the location may be required to identify potential dangers);
- 7.3.2. number of students involved;
- 7.3.3. age and maturity of students;
- 7.3.4. qualifications and experience of the adult supervisors, including ability to provide first aid; and
- 7.3.5. travel to and from the venue.
- 7.4. The school should:
- 7.4.1. inform parents or caregivers about the location, cost, mode of travel and supervision arrangements, activities to be undertaken and dismissal times; and
- 7.4.2. obtain permission from parents or caregivers.

## Policy HICA – *Off-Site Activities, Cont’d.*

7.5. Every time a student or group of students change activities (for example, if a number of different activities are undertaken over the course of a weekly school sports program), the consent of a parent or caregiver should be sought.

7.6. Facilities or equipment should be appropriately supervised based on risk level of the activity, skill level of the participant, maturity of the participant and the participant’s ability to monitor the risk to themselves (see categories below) following initial skill instruction and after all safety concerns have been emphasized.

7.6.1. **Constant visual supervision** means that a supervisor is physically present and watching the specific activity in question.

7.6.2. **On-site supervision** entails supervisor presence but not necessarily the constant viewing of one specific activity.

7.6.3. **Proximity supervision** means that the supervisor could be in the gymnasium or room while another activity is taking place in an area nearby the gymnasium or room. Note that in-the-area supervision is not adequate for Pre-Kindergarten/ECS Program students.

7.7. The number of supervisors will vary according to risk level of the activity, skill level of the participant, maturity of the participant and the participant’s ability to monitor the risk to themselves the age and maturity of the students and the nature of the activity. As a guide, the acceptable standard of supervision for ~~all~~ most off-site activities:

~~2.1.~~

7.7.1. \_\_\_\_\_ for students in kindergarten, is one adult to 5 students;

~~2.1.1.~~

7.7.2. \_\_\_\_\_ for students in grades 1 to 3, is one adult to 8 students;

~~2.1.2.~~

7.7.3. \_\_\_\_\_ for students in grades 4 to 9, is one adult to 10 students; and

~~2.1.3.~~

2.1.4. 7.7.4. \_\_\_\_\_ for students in grades 10 to 12, is one adult to 15 students.

~~2.2. 7.8.~~ Where off-site activities include overnight stays, ~~additional supervision should be provided~~ and consideration should be given to include both female and male supervisors.

7.9. Additional supervision must be considered for off-site activities involving:

~~2.3.~~

7.9.1. \_\_\_\_\_ increased risks;

~~2.3.1.~~

7.9.2. \_\_\_\_\_ skill level of the participant ~~large numbers of students;~~ and

~~2.3.2.~~

7.9.3. \_\_\_\_\_ maturity of the participant and the participant’s ability to monitor the risk to themselves ~~participation of students with special needs;~~

~~2.3.3.~~

~~2.3.4.~~ crowded venues;

## Policy HICA – *Off-Site Activities*, Cont’d.

~~2.3.5. trips that are new to the sponsoring school community; or~~

~~2.3.6. for overnight trips, if members of the same family group are supervising students.~~

~~2.4. Staff Teachers and responsible parents are preferred as supervisors.~~

~~2.5. Depending on the nature of the activity, consideration should be given to having a supervisor who is trained in first aid and proper first aid equipment should be available.~~

~~2.5.1. A certified first aider must be present on all moderate risk activities~~

### ~~3. Safety Guidelines~~

~~3.1. The standards set out in the appropriate Safety Guidelines (See 1.2(a) above) must be met or exceeded for all off-site activities.~~

~~7.10.~~

#### ~~4.1. Distance Limits for Elementary Students~~

~~4.1.1.1. Off-site activities for elementary students are limited to trips in Alberta.~~

~~4.2. Off-site activities for elementary students outside the limits established in sections 4.1 will be considered on an individual basis if:~~

~~4.2.1. the principal supports the request;~~

~~4.2.2. the request is submitted to the superintendent four months before any commitment is made; and~~

~~4.2.3.1.1.1. the superintendent gives approval to proceed with planning.~~

#### ~~5.1. Distance Limits for Junior High Students~~

~~5.1.1.1. Off-site activities for Junior High students are limited to trips in Canada.~~

#### ~~6.1. International Travel~~

~~6.1.1.1. Only senior high students or grade nine (9) students participating in senior high trips may be authorized to attend trips outside of Canada.~~

~~6.2.1.1. International travel will not be approved for countries where the Canadian Government has determined official travel advisories (avoid non-essential travel, and avoid all travel).~~

~~6.2.1. International travel will only be approved for countries where the Canadian Government travel risk level states, “Exercise normal security precautions; there are no significant security concerns”.~~

~~6.2.2.1.1.1. Countries where the risk level states, Exercise a high degree of caution; there are identifiable security concerns; travelers should be alert and vigilant to their surroundings) may receive approval depending on the unique circumstances of the identifiable security concerns.~~

## Policy HICA – *Off-Site Activities*, Cont'd.

~~6.3.1.1. The “International Field Trip Planning Guide” (see **attachment I**) MUST be attached with the “field trip proposal form” (see superintendent approval **attachment D**) when seeking permission for International Trips outside of Canada~~

~~6.4.1.1. A parent meeting that provides detailed information and opportunities for questions is a mandatory component early in the planning phase.~~

~~6.5.1.1. The supervisor for any off-site activities outside of North America is responsible for contacting the appropriate recommended health authority in Alberta to determine immunization for supervisors and students for travel to the area.~~

~~6.6.1.1. All students participating in international trips must have their vaccinations up to date as recommended by the health authority. Students are to submit copies of these records to the teacher in charge. Upon return, the copies will be returned to the student.~~

~~6.7.1.1. Adequate travel and health insurance must be obtained for each participant, including supervisors.~~

~~6.7.1.1.1. Cancellation insurance is strongly encouraged.~~

### ~~7. Activity Duration and Substitute Costs~~

~~7.1. Student absence is NOT to exceed three school days unless written permission has been provided by the Superintendent of Schools.~~

### ~~8. Activity Duration and Substitute Costs~~

~~8.1. The cost of providing substitutes for staff is the responsibility of the individual school involved.~~

### 9.8. Parent Permission

8.1. Parents/Guardians must be informed in writing of the following information about off-site activities (see sample “*Parent/Guardian Consent/Risk Acknowledgement Form*” **attachment FC**):

#### 9.1.

8.1.1. the purpose and educational objectives of the off-site activity;

#### 9.1.1.

8.1.2. the name of the teacher-in-charge and a contact telephone number;

#### 9.1.2.

8.1.3. the date(s) of the trip;

#### 9.1.3.

8.1.4. the destination and, where possible, a map of the area;

#### 9.1.4.

8.1.5. a detailed itinerary, setting out the general nature and number of activities;

#### 9.1.5.

8.1.6. departure and return times;

#### 9.1.6.

## Policy HICA – *Off-Site Activities*, Cont’d.

~~8.1.7.~~ mode of transportation;

~~9.1.7.~~

~~8.1.8.~~ financial arrangements;

~~9.1.8.~~

~~8.1.9.~~ safety precautions;

~~9.1.9.~~

~~8.1.10.~~ level of supervision;

~~9.1.10.~~

~~8.1.11.~~ the date of the parent meeting, if one is being held;

~~9.1.11.~~

~~8.1.12.~~ any risks associated with the activity, including official government travel advisories (official information and advice from the Government of Canada on situations that may affect their safety and well-being abroad);

~~9.1.12.~~

~~8.1.13.~~ a reminder that parents or guardians must inform the teacher-in-charge about any relevant medical conditions of the student including proof of immunization, if required (individuals in charge should be aware of students with **Policy IHCD: Medication to Students/Medical Conditions including attachment A: Medical Management Plan**);

~~9.1.13.~~

~~8.1.14.~~ emergency procedures to be followed in the event of injury, illness or unusual circumstances;

~~9.1.14.~~

~~8.1.15.~~ the need for additional medical coverage and cancellation insurance -for out-of-province or out-of-country trips;

~~9.1.15.~~

~~8.1.16.~~ any other relevant information about the trip which may influence the parent’s or guardian’s decision to withhold permission, such as foreseen exposure to a controversial museum exhibit/material; and

~~9.1.16.~~

~~8.1.17.~~ the standard of conduct expected of students and that a student may be sent home from activities at parent’s expense if the behavior of the student is unacceptable;

~~9.1.17.~~

~~9.1.18. — Parents must be informed that~~

~~8.1.18.~~ the superintendent reserves the right to cancel, and/or end trips early if the superintendent feels the risks are too great; and;

~~9.1.18.1.~~

~~9.1.18.2.~~~~8.1.19.~~ the jurisdiction does not accept responsibility for any lost travel deposits or costs due to cancelled trips by either the jurisdiction or third party travel company for events beyond its control, including but not limited to instability in a destination country, acts of God, war (whether declared or undeclared), terrorist activities, incidents of violence, public health issues or quarantine, strikes, government restrictions, fire or severe weather conditions that make it impossible or unreasonable to conduct the trip.

## Policy HICA – *Off-Site Activities*, Cont’d.

~~9.2.8.2.~~ One permission form is acceptable for a series of off-site activities or a number of distinct activities within the community, as long as all activities meet the requirements of 8.1 above and parents are notified of the activity within a reasonable time prior to the activity taking place.

~~9.3. — When an off-site activity includes students from two or more schools:~~

~~9.3.1. the principal of each school involved must approve the participation of their students; and~~

~~9.3.2. — students from all the schools are accountable to the teacher in charge.~~

### ~~10.9.~~ Student’s Responsibility

9.1. Each student participating in an off-site activity must:

~~10.1.~~

9.1.1. comply with the rules of the school and the requirements of the school’s student code of conduct;

~~10.1.1.~~

9.1.2. fulfill all the preparatory requirements at an appropriate level of performance;

~~10.1.2.~~

9.1.3. dress appropriately according to the type of off-site activity;

~~10.1.3.~~

9.1.4. cooperate fully with everyone authorized by the Board to provide education programs and other services;

~~10.1.4.~~

9.1.5. participate in a responsible and cooperative manner during the trip;

~~10.1.5.~~

9.1.6. account to the teacher in charge for their conduct;

~~10.1.6.~~

9.1.7. respect the rights of others; and

~~10.1.7.~~

~~10.1.8.~~9.1.8. carry out all follow-up procedures in an appropriate manner.

### ~~11.10.~~ Volunteers

~~11.1.10.1.~~ Volunteers are expected to know the details of the off-site activity and their specific duties and authority prior to departure (see **Policy GFA**).

10.2. Volunteers must:

~~11.2.~~

10.2.1. submit a criminal record if required (see **Policy GFA**);

10.2.2. consent/acknowledge risk/provide applicable medical information (see “*Volunteer Consent/Risk Acknowledgement Form*” **attachment GD**);

~~11.2.1. —~~

~~11.2.2. provide medical information (see “*Volunteer Medical Information Form*” **attachment H**)~~

10.2.3. support and follow the school code of conduct;

~~11.2.3.~~

10.2.4. report any inappropriate conduct to the teacher-in-charge;



**Policy HICA – *Off-Site Activities*, Cont’d.**

~~11.2.4.~~

10.2.5. adhere to the schedule or itinerary;

~~11.2.5.~~

10.2.6. dress appropriately according to the type of off-site activity; and

~~11.2.6.~~

~~11.2.7.~~10.2.7. fulfill their duties during assigned time.

~~11.3. A criminal record check may be required of any volunteer (see **Policy GFA**).~~

Prohibited Activity	Description
<u>Aerial Gymnastics (excluding cheerleading)</u>	<u>A stunt in which the gymnast turns completely over in the air without touching the apparatus with his or her hands</u>
<u>Aerial Parks</u>	<u>Parks which have various structures or layouts usually with ropes and bridges elevated by manmade structures or in a forested area</u>
<u>Air travel other than by commercial airline</u>	
<u>American Gladiator style events</u>	<u>An athletic competition game show where contestants, referred to as "contenders", competed against the show's titular Gladiators in a series of physical games called "events" with the goal to be crowned the Grand Champion</u>
<u>Auto racing</u>	<u>Auto racing is a motorsport involving the racing of automobiles for competition</u>
<u>Axe throwing</u>	
<u>Bobsledding</u>	
<u>Boxing</u>	<u>Contact is prohibited</u>
<u>Bungee jumping</u>	<u>The activity of leaping from a high place while secured by a long nylon-cased rubber band around the ankles</u>
<u>Canoeing – water greater than Class II</u>	<u>Refer to Paddle Canada’s Paddling Association Risk Management Requirements – Annex C- International River Classification System.</u>
<u>Caving</u>	<u>Also known as spelunking - the exploration of caves</u>
<u>Crazy Carpet on a slope of greater than five meters in height or with an incline of greater than 30 degrees</u>	
<u>Demolition derbies</u>	<u>A competition in which typically older cars are driven into each other until only one is left running</u>
<u>Demolition of derelict vehicles, equipment or buildings</u>	
<u>Diving – High Platform</u>	<u>Diving from a platform 5m or above.</u>
<u>Diving into or sliding on foam, mud, ice or snow</u>	<u>Any of these activities irrespective of method used or height of the activity</u>
<u>Drag Racing</u>	<u>A race between two or more cars over a short distance, usually a quarter of a mile, as a test of acceleration</u>
<u>Dunk Tanks</u>	<u>An attraction at a carnival or similar event in which contestants throw balls at a target with the aim of triggering a mechanism that causes a seated person to drop into a tank of water</u>
<u>Excursions during or immediately after extreme weather or geological events (earthquakes, floods, hurricanes, etc.)</u>	
<u>Excursions to regions with political or civil instability</u>	
<u>Excursions to war zones – imminent or existing</u>	

<u>Extreme Sports (recreational activities perceived as involving a high degree of risk. These activities often involve speed, height, a high level of physical exertion, and highly specialized gear)</u>	
<u>Fencing</u>	<u>The sport of fighting with swords, especially foils, épées, or sabres, according to a set of rules, in order to score points against an opponent</u>
<u>Float Rides (example – a parade float)</u>	
<u>Go-Karting</u>	
<u>Hang Gliding</u>	<u>The sport of launching oneself from a cliff or a steep incline and soaring through the air by means of a hang glide</u>
<u>Hay Rides</u>	
<u>Hiking in hazardous areas</u>	<u>Hiking in areas where the inherent risk of injury is higher due to the difficulty of the terrain or exposure to rapidly changing conditions that increase risks to a level which cannot be adequately managed</u>
<u>Horse jumping</u>	
<u>Hot air balloon rides (tethered and untethered)</u>	
<u>Ice climbing</u>	
<u>In flight air school hours (i.e. flying solo)</u>	
<u>Inflatable Activities (Including Bouncy Castles Sumo Suits and Hamster Balls)</u>	
<u>Kayaking – In moving water greater than Class II</u>	<u>Refer to Paddle Canada’s Paddling Association Risk Management Requirements – Annex C- International River Classification System.</u>
<u>Kick Boxing</u>	<u>Contact is prohibited</u>
<u>Laser Tag</u>	
<u>Martial Arts – with full contact</u>	<u>Contact is prohibited</u>
<u>Mechanical bull riding or simulated mechanical rodeo events</u>	
<u>Moto-cross (motorized or BMX bicycle)</u>	
<u>Motorcycling of any nature</u>	
<u>Mountain Biking – Back Country</u>	<u>Biking in remote areas with no access to communication and health care.</u>
<u>Mountain Biking (Trail, Enduro and All-mountain Riding, Freeride and Downhill)</u>	<u>Trail Mountain Biking is more aggressive type of cross-country riding. It generally means riding less fire roads and easy tracks and replacing them with more technical single tracks both up and down.</u>

	<p><u>Enduro and all-mountain riding is faster, steeper and more aggressive, involving bigger drops and jumps. Unexpected terrain hazards are involved.</u></p> <p><u>Freeride and Downhill: This level of mountain biking is designed for the advanced and extreme riders involving high speed, technical sections and massive drops. Generally held in mountain biking parks.</u></p>
<u>Mountaineering</u>	
<u>Moving water programs in</u>	<u>Refer to Paddle Canada's Paddling Association Risk Management Requirements</u>
<u>Activity</u>	<u>Description</u>
<u>waters greater than Class II</u>	<u>(Annex C- International River Classification System).</u>
<u>Off road/All-Terrain vehicles</u>	
<u>Orbing/Zorbing (human hamster ball)</u>	<u>An extreme sport in which a person is strapped inside a very large plastic ball and rolled down a hillside</u>
<u>Paintball</u>	
<u>Parasailing and paragliding</u>	
<u>Parkour</u>	<u>The activity or sport of moving rapidly through an area, typically in an urban environment, negotiating obstacles by running, jumping and climbing.</u>
<u>Performances involving/including open flames</u>	<u>Open flame devices are defined as candles, torches, butane burners or any other flame producing device</u>
<u>Personal watercraft ("Seadoos")</u>	
<u>Pyrotechnics</u>	<u>Pyrotechnics is the science and craft of using self-contained and self-sustained exothermic chemical reactions to make heat, light, gas, smoke and/or sound</u>
<u>Racing of watercraft</u>	<p><u>Competition using water vessels or waterborne vessels. Watercraft are vehicles used in water, including boats, ships, hovercraft and jetskis.</u></p> <p><u>Watercraft usually have a propulsive capability (whether by sail, oar, paddle or engine) and hence are distinct from a simple device that merely floats, such as a log raft.</u></p>
<u>Rifle Ranges or other activities involving firearms</u>	<u>A place for practicing shooting with rifles and/or firearms</u>
<u>Rock climbing (wall climbing is permitted)</u>	<u>The sport or activity of climbing rock faces, especially with the aid of ropes and special equipment.</u>
<u>Rocketry</u>	<u>Use of model rockets designed to reach low altitudes and be recovered by a variety of means.</u>
<u>Rodeo event participation</u>	<u>American style professional rodeos generally comprise the following events: tie-down roping, team roping, steer wrestling, saddle bronc riding, bareback bronc riding, bull riding and barrel racing.</u>
<u>Scuba diving - Open Water</u>	<u>Open water - any natural body of water, rivers, lakes, and oceans</u>
<u>Ski Jumping</u>	<u>Descending from a specially designed ramp on skis.</u>

<u>Skiing – Cross Country (Back Country)</u>	<u>Backcountry refers to remote, undeveloped rural areas or sparsely inhabited rural areas; wilderness</u>
<u>Skydiving</u>	<u>A sport in which a person jumps from an aircraft and falls for as long as possible before opening a parachute</u>
<u>Sledding – sledding on a slope of greater than five meters in height or with an incline of greater than 30 degrees</u>	
<u>Sleigh Rides</u>	
<u>Slip and Slide Devices</u>	
<u>Snorkeling – Open water</u>	<u>Open water - any natural body of water, rivers, lakes, and oceans</u>
<u>Snowmobiling</u>	<u>A sport in which a person operates motorized vehicle designed for winter travel and recreation on snow.</u>
<u>Stuntnastics</u>	<u>It combines dance, stunts, gymnastics, and music along with your imagination. It is a floor routine by putting together various creative and physical components, such as pyramid building or other formations.</u>

**Green/Low Risk—Activities permitted providing that established divisional policies and procedures are followed.**

<ul style="list-style-type: none"> <li>● Bowling</li> <li>● Court sports</li> <li>● Cross-country skiing (excluding backcountry) <ul style="list-style-type: none"> <li>○ Definition of Back Country: remote undeveloped rural area or sparsely inhabited rural areas; wilderness)</li> </ul> </li> <li>● Curling</li> </ul>	<ul style="list-style-type: none"> <li>● Fireworks Display/ (No participation by students, viewing only)</li> <li>● Fishing</li> <li>● Golf</li> <li>● Gymnasium programs <ul style="list-style-type: none"> <li>○ Safety Guidelines for Physical Activity in Alberta Schools)</li> </ul> </li> <li>● Hiking on trails</li> </ul>	<ul style="list-style-type: none"> <li>● Low risk of physical injury activities</li> <li>● Sports field programs (Safety Guidelines for Physical Activity in Alberta Schools)</li> <li>● Extra-curricular sports (cross country, volleyball, curling, basketball, badminton) under direct supervision of coach</li> </ul>
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**AMBER/Moderate Risk—Planning for risk reduction must be documented and plans must be followed.**

<ul style="list-style-type: none"> <li>● Amusement Parks</li> <li>● Archery (under qualified supervision)</li> <li>● Baseball (Hardball)</li> <li>● Ball Hockey</li> <li>● Bottle Rocketry</li> <li>● Broom Ball</li> <li>● Canoeing and kayaking up to and including class II: <ul style="list-style-type: none"> <li>○ Refer to Paddle Canada's Paddling Association Risk Management Requirements (Annex C).</li> </ul> </li> <li>● Cheerleading (aerobic)</li> <li>● Cycling (refer to Safety Guidelines for Physical Education Guidelines) (road, paved trail, gravel path)</li> <li>● Diving (under 5m)</li> <li>● Farm Field Trips as allowed by the Guide to Education</li> <li>● Handball</li> <li>● Field Hockey</li> <li>● Floor Hockey</li> <li>● Firearms Courses (NO live ammunition)</li> <li>● Football</li> <li>● Gymnastics (balance beam, bar, pommel horse, vault, rings)</li> </ul>	<ul style="list-style-type: none"> <li>● Horseback Riding <ul style="list-style-type: none"> <li>○ Vetted and Accredited—example trail riding)</li> </ul> </li> <li>● Hunter training <ul style="list-style-type: none"> <li>○ Capturing of wildlife using traps, crossbows. (Firearms are listed as red activity)</li> </ul> </li> <li>● Ice fishing</li> <li>● Ice hockey</li> <li>● Ice Skating</li> <li>● Lacrosse (field, box)</li> <li>● Martial Arts Training (No Contact Involved/No Weapons)</li> <li>● Mountain biking Cross-country <ul style="list-style-type: none"> <li>○ Cross-country courses and trails consist of a mix of rough forest paths and single track (also referred to as double track depending on width); smooth fire roads, and even paved paths connecting other trails</li> <li>○ Green and easy blue trails in Taber</li> </ul> </li> <li>● Orienteering</li> <li>● Ringette (ice)</li> <li>● Bottle Rockets</li> <li>● Roller blading/in line skating</li> <li>● Ropes courses (low 12 to 18 inches above the ground)</li> </ul>	<ul style="list-style-type: none"> <li>● Skating (outside)</li> <li>● Skating on ice surfaces that are not controlled or in an environment that where one can break through the ice. Skateboarding/skateboarding parks</li> <li>● Skiing (alpine) or Snowboarding</li> <li>● Slingshot</li> <li>● Softball</li> <li>● Swimming (in pool or controlled area, supervision required)</li> <li>● Track and Field—in field events: Include discuss, javelin, shot put, and high jump</li> <li>● Tobogganing, tubing, crazy carpet, and sledding on a slope of less than five metres in height or with an incline of less than 30 degrees</li> <li>● Wall climbing (in licensed facility)</li> <li>● Water Polo</li> <li>● Water Slides/Water Parks</li> <li>● Weightlifting</li> <li>● Wrestling</li> <li>● Rugby</li> <li>● Sailing</li> <li>● Scuba diving in swimming pool</li> <li>● Self Defense (No Weapons)</li> </ul>
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## RED/High Risk—Prohibited Activities

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>● Activities in Wilderness or Remote locations including hiking, biking, skiing and camping into the wilderness or remote areas</li> <li>● Aerial Parks</li> <li>● Air travel other than by commercial airline</li> <li>● American gladiator style events</li> <li>● Auto racing</li> <li>● Axe throwing</li> <li>● Axe training (learning how to handle and use an axe)</li> <li>● Boxing, kick boxing, or any martial arts with full contact blows or kicks</li> <li>● Bungee jumping</li> <li>● Canoeing and kayaking in water greater than class II</li> <li>● Caving</li> <li>● Demolition derbies</li> <li>● Diving from platform 5m or above</li> <li>● Diving into or sliding on foam, mud, ice, or snow             <ul style="list-style-type: none"> <li>○ Any of these activities irrespective of method used or height of the activity</li> </ul> </li> <li>● Drag racing</li> <li>● Dunk tanks</li> <li>● Excursions during or immediately after extreme weather or geological events (earthquakes, floods, hurricanes etc)</li> <li>● Excursions to war zones—imminent or existing</li> <li>● Excursions to regions with political or civil instability</li> <li>● Extreme Sports (recreational activities perceived as involving a high degree of risk. These activities often involve speed, height, a high level of physical exertion, and highly specialized gear)</li> <li>● Fencing</li> <li>● Float rides (e.g. parade)</li> <li>● Go Karting</li> <li>● Gymnastics (Aerial)             <ul style="list-style-type: none"> <li>○ A stunt in which the gymnast turns completely over in the air without touching the apparatus with his or her hands</li> </ul> </li> <li>● Hang Gliding</li> <li>● Hay and Sleigh Rides</li> </ul> | <ul style="list-style-type: none"> <li>● Hiking in hazardous areas             <ul style="list-style-type: none"> <li>○ Hiking in areas where the inherent risk of injury is higher due to the difficulty of the terrain or exposure to rapidly changing conditions that increase risks to a level which cannot be adequately managed</li> </ul> </li> <li>● Horse jumping</li> <li>● Hot air ballooning (tethered and untethered)</li> <li>● Ice climbing</li> <li>● Inflatable Activities (Including Bouncy Castles Sumo Suits and Hamster Balls)</li> <li>● Inflight air school hours (e.g. flying solo)</li> <li>● Kick boxing</li> <li>● Laser tag</li> <li>● Martial Arts with full contact</li> <li>● Mechanical bull riding, or simulated mechanical rodeo events</li> <li>● Motocross (motorized or BMX bicycle)</li> <li>● Motorecycling of any nature</li> <li>● Mountain Biking backcountry—with no access to communication and health care</li> <li>● Mountain biking (Trail, Enduro and All mountain Riding, Freeride and Downhill)             <ul style="list-style-type: none"> <li>○ Trail Mountain Biking is more aggressive type of cross country riding. It generally means riding less fire roads and easy tracks and replacing them with more technical single tracks both up and down.</li> <li>○ Enduro and all mountain riding is faster, steeper and more aggressive; involving bigger drops and jumps. Unexpected terrain hazards are involved.                 <ul style="list-style-type: none"> <li>▪ Think trails you can't ride up</li> </ul> </li> <li>○ Freeride and Downhill: This level of mountain biking is designed for the advanced and extreme riders involving high speed, technical sections and massive drops. Generally held in mountain biking parks/lift access</li> </ul> </li> <li>● Mountain biking Jumping</li> <li>● Mountaineering</li> <li>● Moving water programs in water greater than class II</li> <li>● Off road / All Terrain vehicles</li> <li>● Orbing/Zorbing (human hamster ball)</li> <li>● Paintball, or war games</li> <li>● Parasailing and paragliding</li> </ul> | <ul style="list-style-type: none"> <li>● Parkour             <ul style="list-style-type: none"> <li>○ The activity or sport of moving rapidly through an area, typically in an urban environment, negotiating obstacles by running, jumping and climbing.</li> </ul> </li> <li>● Performances involving/including open flames</li> <li>● Personal watercraft (“Seadoo”)</li> <li>● Pyrotechnics</li> <li>● Racing of watercraft</li> <li>● Rifle ranges or firearm activities</li> <li>● Rock climbing (wall climbing is moderate risk)             <ul style="list-style-type: none"> <li>○ Outside top rope or lead climbing</li> </ul> </li> <li>● Rocketry (use of model rockets designed to reach low altitudes and be recovered)</li> <li>● Rodeo event participation</li> <li>● Scuba diving and snorkeling in open water</li> <li>● Slip and slide devices</li> <li>● Ski jumping</li> <li>● Skiing—cross country (backcountry)             <ul style="list-style-type: none"> <li>○ Backcountry refers to remote, undeveloped rural areas or sparsely inhabited areas)</li> </ul> </li> <li>● Skydiving</li> <li>● Snowmobiling of any nature</li> <li>● Stuntnastics             <ul style="list-style-type: none"> <li>○ Combines dance, stunts, gymnastics, and music. floor routine putting together various physical components, such as pyramid building</li> </ul> </li> <li>● Swimming Open water             <ul style="list-style-type: none"> <li>○ Swimming in ocean, large lake and moving water</li> </ul> </li> <li>● Tobogganing, tubing, crazy carpet, bobsledding, and sledding on a slope of greater than five meters height or with an incline greater than 30 degrees</li> <li>● Track and Field (pole vaulting)</li> <li>● Trampoline</li> <li>● Ultralight plane flight</li> <li>● Water Skiing</li> <li>● Winter biathlon with live ammunition</li> <li>● Zip lining</li> </ul> |
|--|---|--|

# Policy HICA Attachment B - Field Trip Permission Form



**NOTES:**

Principals may approve in-province day trips and in-province trips that include the following durations

- trips with 1 overnight stay, or
- trips with up to 2 overnight stays (when the trip is band related or an extra curricular athletics game)

**OUT OF PROVINCE trips and IN-PROVINCE trips that are longer than duration above require SUPERINTENDENT approval**

Individual Requesting Approval:	School:
Destination:	Activity:
Departure Date:	Departure Time:
Return Date:	Return Time:
Grade Level (Please Circle): ECS 1 2 3 4 5 6 7 8 9 10 11 12	# of Male Students: # of Female Students:
This form covers a series of co-curricular/extra-curricular activities in the school year <input type="checkbox"/> Yes (See Attached Schedule) <input type="checkbox"/> No	
Names of primary supervisor(s) (Please Print):	
Number of additional female supervisors:	
Number of additional male supervisors:	

<p>Method of Transportation (check all that apply):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Walking</li> <li><input type="checkbox"/> School-Owned Bus/Van</li> <li><input type="checkbox"/> Public Transport</li> <li><input type="checkbox"/> Charter Bus (Company: _____)</li> <li><input type="checkbox"/> Rental Van (Company: _____)</li> <li><input type="checkbox"/> Volunteer Driver (staff/parent/other)</li> <li><input type="checkbox"/> Other: ( _____ )</li> </ul>	<p>Attachments Completed for this activity (Check off all that apply):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed Itinerary</li> <li><input type="checkbox"/> Parent Correspondence including student responsibilities</li> <li><input type="checkbox"/> Student medical information and emergency contact</li> <li><input type="checkbox"/> Parent/Guardian Consent/Risk Acknowledgement Form (attachment C)</li> <li><input type="checkbox"/> Volunteer Registration Form (Policy GFA)</li> <li><input type="checkbox"/> Volunteer Reference Check Form (Policy GFA)</li> <li><input type="checkbox"/> Volunteer Consent/Risk Acknowledgement Form (attachment D)</li> <li><input type="checkbox"/> Volunteer Automobile and/or Driver Authorization Form (attachment B policy EEACAA)</li> <li><input type="checkbox"/> Parent/Guardian Responsibility of Student Transportation for School Sponsored Events (attachment A policy EEACAA)</li> <li><input type="checkbox"/> International Field Trip (attachments E and E2)</li> </ul>
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Estimated Cost of Trip:
Equal access for all students assured: <input type="checkbox"/> Yes <input type="checkbox"/> No
Source(s) of Funding:

<input type="checkbox"/> Yes <input type="checkbox"/> No	Is the activity prohibited by ARMIC (see attachment A)?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Have the SPHEReS Guidelines been reviewed and fully implemented?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is the school board the most appropriate host or sponsor of the activity? (i.e. should the activity be sponsored by a community or parent association or should the decision to engage in the activity rest solely with parents?)
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the activity have a demonstrable educational benefit? Is the activity specifically mentioned in the Alberta Education curriculum? If yes, <ul style="list-style-type: none"> <li>• What is the purpose of the trip? What course/outcomes are being addressed?: _____</li> <li>_____</li> <li>_____</li> <li>• What activity(ies) will occur during the trip? (Attach a detailed trip itinerary) _____</li> <li>_____</li> <li>_____</li> <li>• How have the students been prepared for the trip? _____</li> <li>_____</li> <li>_____</li> </ul>
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the activity have to be practiced or can it be demonstrated to reach the learning outcome?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Are there safer alternatives that would achieve the same educational benefit? <ul style="list-style-type: none"> <li>• If yes, why is the safer alternative not being pursued? _____</li> <li>_____</li> </ul>

Yes  No Is First Aid and CPR support available?  
 Yes  No Is emergency communication available?  
 • Phone number for emergency communication: \_\_\_\_\_  
 Yes  No Are you utilizing third party vendor to host an activity and/or provide specialized training? If yes, name and phone number of Vendor: \_\_\_\_\_  
 Yes  No Does the instructor have liability insurance, as required by SPHEREs?  
**NOTE: please attach a certificate of liability insurance (proof of insurance) from the vendor.**  
 Yes  No are the facility instructors appropriately certified?  
 Yes  No Are the school instructors and supervisors of the activity qualified and have the appropriate certifications  
 Yes  No Is the activity appropriate for the age, abilities, and size of the student group?  
 Yes  No Has the equipment been inspected?  
 Yes  No Is a parent consent form required? If yes,  
 Yes  No have parents been informed in writing of all required information about off-site activities  
 • Describe the nature of communication provided to parents regarding the trip (attach parent communication): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Yes  No Has risk mitigation strategies been identified?  
 • List risks/hazards and risk mitigation strategies being taken to mitigate risks/hazards: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Supervisor Qualifications		
Formal Training		
I have taken the relevant formal training in to lead this activity	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, describe		
Relevant Personal Experience		
Do you have relevant personal and/or sport experience in the activity?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, please answer the following:		
Number of years of participation in the activity	Years:	
Days involved in the activity over the last three years	Days:	
Was this involvement as part of an organized group (club/team)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have you had a significant mentor in the activity/environment?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have you instructed/led this program/activity formally in the past?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Please answer the following		
Have you taught/led this same program/activity before with similar students?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have you taught/led this or other activities in a similar area/site?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have you instructed/led students in relevant technical skills?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have you instructed/led students in relevant safety procedures?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
When, if at all, were you last at/on the proposed site/route?	Date:	

For any gaps in personal or professional relevant training, knowledge, skills, health and fitness, and/or experience, what is your plan for addressing this area(s)?



Supervision Plan

- Identify the roles and responsibilities of supervisors (e.g., large and/or small group supervision, group management, discipline, night checks, activity instruction, other): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- When and how will volunteers be briefed regarding their roles, responsibilities and expectations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Emergency Action Plan

- Yes  No Have you reviewed and applied relevant board policies and the SPHERes Safety Guidelines?
- Yes  No  NA Have you acquired flight/travel/trip cancellation insurance?
- Yes  No  NA Have you acquired student and staff medical insurance?

- Location of first aid kit and automated external defibrillator (AED): \_\_\_\_\_
  - First Aid, is fully stocked and accessible:  Yes  NA
- Location of phone: \_\_\_\_\_
- Directions to facility: \_\_\_\_\_  
\_\_\_\_\_
- Facility phone number: \_\_\_\_\_
- Directions to hospital from location: \_\_\_\_\_  
\_\_\_\_\_
- What is the level of First Aid training within the group? (i.e., name and number of certified 1<sup>st</sup> aiders people with each relevant certification, who is the primary First Aider) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- What steps will be followed if a participant is ill or has a non-life-threatening injury? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of Teacher in charge (please print)	Date (year/month/day)	Signature
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**Important Notes:**

1. Trips that take students out of division act should be submitted to the superintendent All out of division field trips
2. The personal information contained on this form is collected under the authority of the School Act and the Freedom of Information and Protection of Privacy Act for the purpose of participating on school trips. If you have any questions about this form, please contact you school principal.
3. The Board reserves the right to cancel any site activity at any time.
4. Superintendent approval in principle must be acquired prior to student and parent communication
5. Prior to submitting this application form to the principal, the teacher in charge will have read through Policy HICA (Off-Site Activities)
6. Prior to signing this application, the principal will review the application form in light of Policy HICA (Off-Site Activities) to ensure that the teacher in charge is aware of all requirements.
7. Once signed, the principal should forward this application to the Superintendent for approval.

## Principal to Complete this Section.

The following checklist MUST be filled in by the principal in consultation with the staff member responsible for the field trip.  
This form MUST be attached to the Field Trip Proposal Form

✓ = Met  
X = Not Met  
? = Need More Information

### Check off if criteria are met

- Administrative process respected (e.g., proposal submitted to appropriate administrator in time to be considered)
- Field trip accessibility/eligibility policy addressed (e.g., equal access; voluntary participation, if appropriate; alternative activity for non-participants)
- Educational value of the trip is evident (e.g., goals and student learning outcomes stated)
- Trip is appropriate for the students (e.g., age/grade, preparation, and follow-up)
- Duration of the trip is appropriate and can be accommodated in the school calendar
- Destination or route adequately assessed (through pre-visit or other data collection) and appears appropriate
- Itinerary and activities are outlined and fit the objectives
- The group appears adequately prepared for trip (e.g., knowledge, skills, attitudes, fitness, clothing, equipment)
- Information to be given parents is appropriate for the type/duration of trip
- Parent information meeting date is planned, if holding one is appropriate for the trip
- Parental consents to be collected (e.g., consent to attend, acknowledgement of risk, consent to secure medical treatment)
- Relevant student health and medical information to be secured from parents
- Additional insurance needs addressed, if relevant
- Budget and financial arrangements appropriate
- Transportation arrangements acceptable
- Plan in place to seek appropriate parental consents if private vehicles are to be used
- Number and gender (s) of supervisors and supervision plan are appropriate for group, activities and sites/areas
- Plan to ensure all participants are clear re: behavioral expectations and consequences
- If overnighting, accommodations arrangements are acceptable, (e.g., hygiene, potable waters, food preparation)
- Teacher/leader is competent to instruct/lead the particular group in the identified activity(ies) and environment(s)
- Plan in place to brief supervisors re: trip purpose, logistics, roles/responsibilities, safety plan, emergency plan, etc.
- Safety plan is appropriate (i.e., procedures for managing the key inherent risks of the activities, environments and participants)
- Emergency plan is in place to deal with injured/ill/lost/stranded participant(s) (e.g., training, kits, communications equipment, EMS access, back-up transportation)
- Confirmation of the presence of appropriate alternative contingency plan(s)
- Destination contact and phone number (e.g., outdoor centre, camp, local authority(ies))
- List of documents teacher will carry (e.g., trip plan, permits, passenger manifestos, medical conditions and emergency contacts of participants)
- Office to receive copy of finalized trip plan, signed parental consent forms, passenger manifestos, and names of no-shows
- Other relevant information unique to the particular trip. Specify:

**Comments:**

**Administrator to Complete the section below**  
(information relates to the skill of the individual in charge)

Formal training/courses	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High
Comments:			
First Aid/CPR	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High
Comments:			
Applicable Activity Experience	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High
Comments:			
Instruction/Leadership Experience	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High
Comments:			
Familiarity with Site/Area Route	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High
Comments:			
Interpersonal "Soft" Skills	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High
Comments:			
Degree to Which Gaps are Addressed	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High
Comments:			
Overall Qualifications for the Proposed Activity	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High
Comments:			

Name of Principal in charge (please print)	Date (year/month/day)	Signature
--	-----------------------	-----------

**Important Notes:**

1. Trips that take students out of the division are required to be submitted to the superintendent for information purpose.
2. OUT OF PROVINCE trips and IN-PROVINCE trips that are longer than duration below require SUPERINTENDENT approval
  - trips with 1 overnight stay, or
  - trips with up to 2 overnight stays (when the trip is band related or an extra curricular athletics game)
3. The superintendent reserves the right to cancel, and/or end trips early if the superintendent feels the risks are too great.

Superintendent approval (if required)	Date (year/month/day)	Signature
---------------------------------------	-----------------------	-----------

**SCHOOL NAME:** \_\_\_\_\_

To the Parent(s)/Guardian(s) of: \_\_\_\_\_

Please read and provide permission for your child to attend this activity by signing and returning to school

If you have questions, please ask your child's teacher.

**ACTIVITY INFORMATION**

Your child's class is going to \_\_\_\_\_  
(ACTIVITY AND LOCATION)  
on \_\_\_\_\_, A detailed agenda of the day's activities is attached.  
(TIME AND DATE)

Students will be transported to the activity by \_\_\_\_\_  
(TYPE OF VEHICLE AND NAME OF DRIVER)

**SCHOOL RESPONSIBILITIES**

The school will make every reasonable effort to ensure students are safe by ensuring supervisors are qualified, and prepared for emergencies, and students are adequately supervised

If parents are concerned about their child's safety please contact \_\_\_\_\_  
(TEACHER'S NAME AND CONTACT INFO)

**STUDENT RESPONSIBILITIES**

Students are expected to behave the same as in school, and follow all rules and directions from adults while on the bus and on the field trip.

**EMERGENCY INFORMATION**

Are there any changes to your child's medical information that we should be aware of (Different from the information you have already provided us?).

Yes  No , If yes, describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ELEMENTS OF RISK AND CONSENT/ACKNOWLEDGEMENT OF RISK**

**WARNING: BY SIGNING THIS DOCUMENT YOU ARE ACKNOWLEDGING ELEMENTS OF RISK AND MAY BE WAIVING CERTAIN LEGAL RIGHTS.**

1. My child wishes to participate in the "Activity" described above. I understand the Activity, and I give permission for my child to go on the activity.
2. I agree that activities include risk and that students may get hurt, property may get lost and or damaged and that this may not be the school's fault.
3. I know I have the right to ask for information about the risks of this activity should I have concerns.
4. I voluntarily accept the risks of this activity and give permission for my child to go on the activity.

5. I hold the school harmless and take full responsibility for any injury, loss, damage or death resulting from the activity when such injury, loss, damage, or death is not due to negligence.
6. I understand that the school's insurance may not cover all costs, and that I will be financially responsible
7. My child knows and agrees that they will follow the rules and listen to adults while on the activity and I will pay for the costs if they don't (e.g. pay to send them home, or I will pick them up at the activity).
8. I know that the school may cancel the trip if there are safety concerns and agree that I may be responsible for costs associated with a cancellation.
9. (*Applicable only when travel outside Alberta is involved*) I agree that it is my responsibility to get extra insurance (e.g. medical, trip cancellation) for my child.

As a parent/guardian I hereby acknowledge that I have read the information and that my questions have been answered by the school.

I understand the information regarding this activity including the day's agenda, activities, risks, costs, and transportation.

Given all the information provided I give permission for my child to participate in the activity by signing.

Parent 1: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent 2: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_



HORIZON SCHOOL DIVISION
Policy Code: HICA Attachment D
Volunteer Consent/Risk Acknowledgement Form

VOLUNTEER NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

1. Select either (i) or (ii) (to be completed by school)

(i) [ ] I will be given the opportunity to participate in the following program or activity (please specify program):

- a) Name of the Service Provider (If Applicable):
b) Location:
c) Date:
d) Teacher/Coach/Leader in Charge:

(ii) [ ] I will be given the opportunity to participate in the following series of off-site activities for the following program (please specify program):

a) See attached list of activities, dates, location, service provider, and supervisor in charge

2. Expectations for Volunteers

Volunteers are part of the supervision of off-site activities and are expected to:

- Review and comply with the requirement of Policy GFA Volunteers;
Have qualifications appropriate for the off-site activity;
Know the details of the off-site activity and their specific duties and authority prior to departure;
Exhibit positive behaviour, participate as a school team member and be an acceptable role model;
Support and follow the school code of conduct;
Report any inappropriate conduct to the teacher/coach/leader in charge;
Adhere to the schedule or itinerary;
Dress appropriately for the off-site activity;
Fulfill their duties as supervisors for the duration of the off-site activity, including evening and weekends;
Notify the principal of any new criminal charges at the time the charge is made, subsequent to #2 above;
Maintain confidentiality to ensure that the dignity and worth of students, parents, volunteers and school staff is honored;
Ensure that any information collected, used, generated and stored by Horizon School Division including student, instructional, financial, or administrative information is strictly confidential and not used beyond volunteer duties

3. Consent and Acknowledgement of Risk

3.1. Potential hazards and risks of the off-site activity may include but are not limited to financial loss, illness, injury or death. I acknowledge the existence of known risks and potential unknown risks and I voluntarily assume the risks which may include but are not limited to: (to be completed by school)

Four horizontal lines for text entry.

3.2. I am satisfied that I have been informed of my right to obtain as much information about this program or activity as I feel necessary, including information beyond that provided to me by the School or Board to the extent that I require and am not, in any way relying solely upon information provided by the Horizon School Division respecting the nature and extent of the risks and hazards associated with the program or activity.

- 3.3. I freely and voluntarily assume the risks and hazards inherent in the nature of the program or activity and understand and acknowledge that I, as a volunteer, may suffer personal and potentially serious injury due to an unforeseeable or fortuitous event.
- 3.4. If required, I will participate in any preparatory sessions associated with this activity or program.
- 3.5. I acknowledge that it is my responsibility to advise the Horizon School Division of any medical or health concerns which may affect my participation in that stated program or activity.
- 3.6. I consent that the Horizon School Division, through its employees, agents and officers at the school may secure such medical advice and services as those individuals, in their sole discretion, may deem necessary for my health and safety and that I shall be financially responsible for such advice and services.

**4. Volunteer Medical Information (for out of division overnight field trips)**

4.1. Allergies: \_\_\_\_\_

4.2. Health/Medical Conditions (include signs/symptoms) indicating an emergency response is required and steps required in event of emergency related to this condition: \_\_\_\_\_

\_\_\_\_\_

4.3. Medications Taken in relation 4.2 (Name, Reason, Dosage) \_\_\_\_\_

\_\_\_\_\_

4.4. List Triggers that could activate above medical condition \_\_\_\_\_

\_\_\_\_\_

4.5. Medical Treatment Restrictions (if any) eg. Blood Transfusions \_\_\_\_\_

\_\_\_\_\_

4.6. Emergency Contact:

Name \_\_\_\_\_ Phone \_\_\_\_\_

The personal information contained on this form is collected under the authority of the Education Act, and the Freedom of Information and Protection of Privacy Act for the purpose of participating on school trips. If you have any questions about this form, please contact your school principal.

I understand and consent to the above as described herein:

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guarding signature [if volunteer is under 18 years of age]:

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Horizon School Division  
Policy HICA  
(Attachment E)  
*International Field Trip Planning Guide  
Superintendent Approved***

	<b>Yes</b>	<b>No</b>
• Destination countries are socially and economically unstable (a potential for civil strife exists)	<input type="checkbox"/>	<input type="checkbox"/>
• Travel advisories for destination countries is (check <a href="http://travel.gc.ca/travelling/advisories">http://travel.gc.ca/travelling/advisories</a> )		
• Exercise normal security precautions	<input type="checkbox"/>	
• Exercise a high degree of caution	<input type="checkbox"/>	
• Avoid non-essential travel	<input type="checkbox"/>	
• Avoid all travel	<input type="checkbox"/>	
• Health warnings or vaccination requirements exist	<input type="checkbox"/>	<input type="checkbox"/>
• Good hospitals/medical facilities/emergency care may be unavailable or difficult to access in the destination countries	<input type="checkbox"/>	<input type="checkbox"/>
• Non-commercial or unlicensed transportation will be used	<input type="checkbox"/>	<input type="checkbox"/>
• Non-commercial or unlicensed accommodations will be used	<input type="checkbox"/>	<input type="checkbox"/>
• The proposed schedule occurs during a time of the year when extreme weather may be a concern	<input type="checkbox"/>	<input type="checkbox"/>
• We will be in some locations where parents and students will not have access to each other via phone or will be in locations where home contacts will not always be possible	<input type="checkbox"/>	<input type="checkbox"/>
• We will travel in areas that may lack access to fresh, clean water and/or basic plumbing	<input type="checkbox"/>	<input type="checkbox"/>
• We are travelling with one or more students/supervisors who have a severe allergy, medical issue, or who take medication (possesses a Medical Management Plan – attachment A, policy IHCD)	<input type="checkbox"/>	<input type="checkbox"/>

**For each item above in which you answered “yes”, you MUST provide a detailed written explanation for**

- The circumstances for your trip that caused you to choose “yes” as an answer, and
- The plan you have in place to mitigate any risk created by these circumstances

• Has all the information regarding the various locations to be visited been obtained?  **Yes**       **No**

If no, provide comment: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



- If applicable, have local sources been contacted for the local perspective on the location or activities?  Yes  No

If no, provide comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Is a local guide appropriate under the circumstances?  Yes  No

If no, provide comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Have passports been obtained for students?  Yes  No

If no, provide comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Who is responsible for passports once students arrive at their destination?

\_\_\_\_\_  
\_\_\_\_\_

- Has informed consent forms been obtained from parents?  Yes  No

If no, provide comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Have appropriate insurance requirements been met?  Yes  No

If no, provide comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- What are the sleeping arrangements?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Parent/Guardian and Staff Consent Form for International Travel

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### ***Preamble***

Horizon School Division supports international travel as a valuable opportunity for students to develop a deeper understanding of the global society, historical events and the impact those have on our collective development of a world citizen viewpoint. However, there are occasions when international travel must be considered in the light of security concerns that exist in various parts of the world. In these situations we feel it is important that all participants in the trip are given the opportunity to decide if they want to continue with their personal commitment to be involved in the event.

To allow all participants to have the background information necessary for that decision the administration of the school, in conjunction with supporting documentation from the trip provider, will provide an addendum to this consent form that outlines the following: the complete itinerary of the trip including destinations, accommodation arrangements and “in country travel” structures; the current levels of concern around the security of all aspects of the trip and the cancellation cost structure if the decision is made to not participate in the trip. With that background information this consent form will allow the school to ensure that each participant is fully knowledgeable about the trip and has made a decision that meets their needs and expectations.

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### ***Section One***

As a parent/guardian or staff member, I have received and fully understand the information relative to the proposed international trip. As part of this information package I fully understand the itinerary, the destination points, the accommodation arrangements and the travel structures inside the country(s) we will be visiting. I have also been informed as to any trip advisories by the Canadian government and how that may change in the timeframe leading up to the departure date.

Yes

No

Comments:

---

### ***Section Two***

As a parent/guardian or staff member, I fully understand and have considered all security concerns around this proposed international trip.

Yes

No

Comments:

---

***Section Three***

I have also received and fully understand the information and financial impact around cancellation procedures relative to this international trip. I also accept that I will face some financial costs in the event of that I decide to cancel my participation in the event.

Yes

No

Comments:

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***Section Four***

In accord with all of the information provided to me I wish to continue my participation in the international trip and will affix my signature to this document to confirm that position.

Yes

No

Comments:

---

School and Destination: \_\_\_\_\_

Signature(s): \_\_\_\_\_

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## HORIZON SCHOOL DIVISION

**Policy Code:**

JHF

**Policy Title:**

Welcoming, Caring, Respectful,  
and Safe Learning Environments

## POLICY HANDBOOK

**Cross Reference:**

EBCB, GCAG, HGB, HNB,  
IFCJ, IFCL, IFGA, IG, IGAA,  
IGD, IHEB, IO, JB, JFCH

**Legal Reference:**

*Education Act S.31*

**Adoption Date:**

June 19, 2001

**Amendment or Re-**

~~April 17, 2008;~~

**affirmation Date:**

~~January 20, 2015;~~

~~March 30, 2016;~~

~~March 20<sup>th</sup>, 2018~~

~~November 25, 2019~~2023

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### POLICY

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

### DEFINITIONS

#### Welcoming, Caring, Respectful, and Safe Learning Environments

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

#### Bullying

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

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

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

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

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

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

### **Discrimination**

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

### **Harassment**

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

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

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

### **Violence**

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

### **Independent student**

Means a student who is

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

## **GUIDELINES**

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

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

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

3. The *Criminal Code* protects individuals from violence including physical and sexual assault.
4. The *Education Act* protects individuals from bullying behavior.
  - 4.1. A student, as a partner in education, has the responsibility to refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.
  - 4.2. No person shall
    - ~~4.2.1.~~ 4.2.1. disturb or interrupt the proceedings of a school;<sup>5</sup>
    - ~~4.2.2.~~ 4.2.2. disturb or interrupt the proceedings of a school meeting or board meeting;<sup>5</sup>
    - ~~4.2.3.~~ 4.2.3. loiter or trespass in a school building or on property owned by a board;<sup>5</sup> or
    - 4.2.4. conduct themselves in a manner detrimental to the safe operations of a school.
5. The Board's regulations are founded on the following principles:
  - 5.1. Parents have a right and a responsibility to make decisions respecting the education of their children as per the *Education Act*.<sup>5</sup>
  - 5.2. The rights and needs of all students, staff, and families need to be respected.
  - 5.3. All Students, staff, and families have the right to:
    - ~~5.3.1.~~ 5.3.1. ~~b~~Be treated with dignity;
    - ~~5.3.2.~~ 5.3.2. ~~b~~Be open about who they are, including expressing their identity without fear of discrimination and/or harassment;
    - ~~5.3.3.~~ 5.3.3. ~~h~~Have the right to privacy and confidentiality; and~~d~~
    - 5.3.4. ~~a~~Are actively included in the collaborative decision-making process that supports their rights and needs.
6. The contents of this policy and school policies regarding code of conduct shall apply:
  - 6.1. on school property at any time;
  - 6.2. during school hours;
  - 6.3. at any time and at any place during activities associated with the school, e.g. during co and extra-curricular activities, bussing<sup>5</sup> and<sup>5</sup>
  - 6.4. at any time or place, provided school administration deems the behaviour or incident to be injurious to the physical or mental well-being of others in the school or the incident occurs by electronic means.

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

7. Principals shall ensure that all school policies and procedures are consistent with and adhere to the philosophy and intent of this welcoming, caring, respectful, and safe learning environments policy.
8. Supervisory and performance evaluation actions and processes undertaken in good faith in accordance with Horizon School Division policy and procedures, the Education Act, or Ministerial Orders do not fit under the definition of bullying, discrimination, or harassment.
9. The Board will reaffirm this policy on an annual basis.

### **REGULATIONS**

1. The Board expects that all trustees, employees, students, parents, volunteers, visitors, and contractors shall show responsibility, understanding, sensitivity and concern for the ~~well-being~~well-being of others and actively participate in maintaining a welcoming, caring, respectful, and safe learning environment.

- 1.1. The Principal shall:

- ~~1.1.1.~~ 1.1.1. eEnsure staff know their professional responsibility when dealing with discriminatory attitudes and behaviours, and creating caring, respectful and safe learning environments;

- ~~1.1.1.~~

- ~~1.1.2.~~ 1.1.2. aAddress requests for supports on a case-by-case basis; and

- ~~1.1.2.~~

- ~~1.1.3.~~ 1.1.3. eEnsure staff are inclusive, and respectful of all members of the school community;

- 1.2. Staff shall:

- ~~1.2.1.~~ 1.2.1. aAct in loco parentis, that is to say, as responsible caring parents in relation to students. In exercising their authority under the *Education Act*, staff must always consider the educational interests and fundamental rights of students.

- ~~1.2.1.~~

- ~~1.2.2.~~ 1.2.2. wWhen needed or requested, help students and/or their family identify and access appropriate resources and supports along the continuum of supports within or beyond the school;

- ~~1.2.2.~~

- ~~1.2.3.~~ 1.2.3. cComply with Section 58.1 of the *Education Act* as it relates to notice to parents; and

- ~~1.2.3.~~

- ~~1.2.4.~~ 1.2.4. uUtilize provincial and locally approved, by division office, teaching and learning resources that respect Canada's diversity.

- 1.3. Counsellors shall

- ~~1.3.1.~~ 1.3.1. eEnsure parents are informed and have provided consent prior to children receiving ongoing counseling.

- 1.4. The jurisdiction adopts the intent of Section 31 of the *Education Act* and additional expectations as the foundation for standards of student conduct in the jurisdiction. At minimum, the jurisdiction expects that a student shall:

- ~~1.4.1.~~ 1.4.1. attend school regularly and punctually;

- ~~1.4.1.~~

- ~~1.4.2.~~ 1.4.2. be ready to learn and actively engage in and diligently pursue the student's education;

- ~~1.4.2.~~



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

1.4.3. ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;

~~1.4.4.~~ respect the rights of others in the school;

~~1.4.4.~~

~~1.4.5.~~ refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;

~~1.4.5.~~

~~1.4.6.~~ comply with the rules of the school and the policies of the board;

~~1.4.6.~~

~~1.4.7.~~ co-operate fully with everyone authorized by the board to provide education programs and other services;

~~1.4.7.~~

~~1.4.8.~~ be accountable to the his/her teachers and other school staff for his/her conduct;

~~1.4.8.~~

~~1.4.9.~~ positively contribute to his/her school and community;

~~1.4.9.~~

~~1.4.10.~~ account to school staff and bus drivers for their ~~conduct;~~conduct; and

~~1.4.10.~~

1.4.11. dress safely and appropriately for all school-sponsored activities.

1.5. A student may be suspended or expelled from school as per Section 36 and 37 of the *Education Act* and Policy IGD Suspension and Expulsion of Students.

1.6. Parents play a vital role in developing student behaviour and conduct. It is the jurisdiction's expectation that parents shall:

~~1.6.1.~~ review the school's code of conduct with their child(ren);

~~1.6.1.~~

~~1.6.2.~~ act as the primary guide and decision-maker with respect to the child's education;

~~1.6.2.~~

~~1.6.3.~~ take an active role in the child's educational success, including assisting the child in complying with section 2 above;

~~1.6.3.~~

~~1.6.4.~~ ensure that the child attends school regularly;

~~1.6.4.~~

~~1.6.5.~~ ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment;

~~1.6.5.~~

~~1.6.6.~~ cooperate and collaborate with school staff to support the delivery of specialized supports and services to the child;

~~1.6.6.~~

~~1.6.7.~~ encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school; and

~~1.6.7.~~

1.6.8. engage in the child's school community.

1.7. The school bus is an extension of the school. As such student conduct should reflect school expectations. Given that the school bus is a unique environment, the following code of conduct applies.

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

- ~~1.7.1.~~ 1.7.1. The bus driver is in full charge of the bus and students must obey his or her directions promptly and respectfully.
  - ~~1.7.2.~~ 1.7.2. Parents are responsible for the proper conduct of their child(ren) prior to boarding at the beginning of the day, and at the time of departure from the school bus at the end of the day.
  - ~~1.7.3.~~ 1.7.3. Students/parents should inform the bus driver when absence is expected from school.
  - ~~1.7.4.~~ 1.7.4. Students must remain seated during the entire trip. Designated seats may be assigned for which students will be held responsible.
  - ~~1.7.5.~~ 1.7.5. Students are expected to be on time and waiting at their designated stop prior to the arrival of the bus. Frequent lates may result in students being left behind, but only after the bus driver has warned the students/parents that the bus will not continue to wait.
  - ~~1.7.6.~~ 1.7.6. Unnecessary conversation with the driver is prohibited.
  - ~~1.7.7.~~ 1.7.7. Students shall not extend or throw anything out of bus windows.
  - ~~1.7.8.~~ 1.7.8. Students shall pass in front of the bus at stopping points if they have to cross the roadway.
  - ~~1.7.9.~~ 1.7.9. Students shall not be permitted to bring objects into the bus which may cause injury or damage to any part of the bus and its occupants. Special circumstances may be allowed subject to prior approval from the bus driver.
  - ~~1.7.10.~~ 1.7.10. Restitution will be expected for any willful damage.
  - ~~1.7.11.~~ 1.7.11. Students are prohibited from playing electronic audio equipment on a bus if it is audible to anyone other than the student.
  - 1.7.12. For students with special needs, the parent and school administration shall inform the bus driver of special circumstances and/or concerns prior to the student's initial use of the bus.
2. This policy covers inappropriate behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.
  3. The Board ~~prohibits~~ expects students and staff to refrain from bullying, ~~harassment~~ harassing, ~~discriminatory~~ discrimination, and violent behaviours.
    - 3.1. The Board expects students and staff to adhere to this policy and their schools' code of conduct.
    - 3.2. Policy IG addresses student discipline, taking into account the student's age, maturity, and individual circumstances. When discipline is required, support ~~will~~ should be provided for students who are impacted by inappropriate behavior, as well as for students who engage in inappropriate behaviour.
  4. The Board encourages students and expects staff to report all incidents of bullying, discrimination, harassment, or violence regardless of the identity of the respondent or offender. Reports should be made promptly to a trusted adult, the Principal, the individual's supervisor, or the Superintendent.
    - 4.1. The Board expects all reported incidents of bullying, harassment, discrimination, or violence to be investigated in a timely and ~~respectful~~ reasonable manner as per Appendix A.

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

5. Individuals engaging in bullying, discriminating, harassing, and/or violent behaviour and those willingly making false claims regarding such behaviour may be subject to appropriate disciplinary action up to and including expulsion, termination, and/or criminal prosecution.
6. Following any incident of bullying, discrimination, harassment, and/or violence, the Superintendent or designate or school principal will evaluate the level of potential harm and implement appropriate action (i.e. ~~investigation, t~~Threat ~~a~~Assessment, ~~Bullying Protocol, parent contact~~discipline, etc.).
  - 6.1. The Superintendent or Principal may contact the police who may lay a charge when conduct is considered a criminal offense, governed by the Criminal Code, or is believed to contravene the *Education Act* and warrants such action.
7. The Superintendent or designate shall ensure that the ~~Handbook for the Prevention and Management of Critical Incidents~~Threat Assessment Protocol is reviewed regularly and revised as required.
  - ~~7.1. All staff shall adhere to the procedures outlined in the Horizon School Division Handbook for the Prevention and Management of Critical Incidents.~~
  - ~~7.2.7.1. Critical incident reports shall be completed and filed with the Superintendent or designate immediately following an incident. (See Handbook for the Prevention and Management of Critical Incidents p. 115)~~
8. The Superintendent will review annually, and revise as required the school division safety plan.
9. Principals shall review annually, and revise as required a school safety plan.
10. Schools shall have measures in place to prevent bullying, discrimination, harassment, and violence, which may include one or more of the following:
  - 10.1. school policy that shall be available to students, parents, and staff;
  - 10.2. a program designed to develop and maintain a positive school climate;
  - 10.3. conflict resolution programs;
  - 10.4. access to a counsellor or family school liaison counsellor;
  - 10.5. curricular instruction; and/or
  - 10.6. special presentations on relevant topics.
11. To support the rights and needs of all students/staff including those who identify as, or are perceived to be, transgender or transsexual persons, jurisdiction staff shall adhere to the following recommended practices wherever possible and appropriate:
  - 11.1. **Official Records and Communication**
    - 11.1.1. School shall maintain student records in a way that respects student's privacy and confidentiality and is in compliance with Alberta's privacy legislation and Student Record requirements.  
~~11.1.1.~~

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

~~11.1.2.~~ 11.1.2. School staff may use a student's chosen (i.e., preferred) name on report cards or other school issued documents, provided the student has requested this. Parents shall be informed in compliance with Alberta's privacy legislation and Student Record requirements.

~~11.1.3.~~ 11.1.3. Students will be informed of any limitations regarding their chosen name and gender identity or gender expression in relation to official school records that require legal name and designation.

~~11.1.3.~~ 11.1.4. Students should be advised that a legal name change is required if they desire their official Alberta Education documents to reflect their new name.

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

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

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

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

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

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

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

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

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

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

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

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

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

~~11.6.1.~~

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

~~11.6.2.~~

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

~~11.6.2.1.~~

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

~~11.6.2.2.~~

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

**APPENDIX A**

**PROCEDURE**

**Reporting**

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

**Mediation**

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

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

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

### **Formal Complaint**

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

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

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

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

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



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

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

### **Decision**

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

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

~~2.2.2.~~ a formal request to talk to or meet parents/guardians;

~~2.2.2.~~

~~2.2.3.~~ a written reprimand, recorded in their student record;

~~2.2.3.~~

~~2.2.4.~~ a suspension;

~~2.2.4.~~

~~2.2.5.~~ a transfer; and/or

~~2.2.5.~~

2.2.6. a recommendation for expulsion

2.3. Staff may receive

~~2.3.1.~~ a verbal reprimand identifying the inappropriate behavior;

~~2.3.1.~~

~~2.3.2.~~ a written reprimand, recorded in his/her personnel file;

~~2.3.2.~~

~~2.3.3.~~ a fine;

~~2.3.3.~~

~~2.3.4.~~ a suspension, with or without pay;

~~2.3.4.~~

~~2.3.5.~~ a transfer;

~~2.3.5.~~

~~2.3.6.~~ a demotion; and/or

~~2.3.6.~~

2.3.7. dismissal/termination.

3. Corrective action, remedies, and changes in work/learning environment may be instituted for the complainant and/or respondent during the mediation, investigation, or upon the conclusion of the investigation.

4. When the investigation reveals bullying, discrimination, harassment, and/or violence occurred, the incident and the discipline that is imposed on the respondent will be recorded in the respondent's file.

5. When the investigation is closed, the principal, supervisor, or Superintendent shall make a full report indicating:

5.1. that the respondent is guilty or not guilty of the allegation;

5.2. that the respondent is disciplined or that other action be taken;

5.3. whether the matter has been referred to an appropriate outside agency (e.g., Child Welfare, police services, or the Alberta Human Rights Commission);

5.4. whether administrative or other changes were made in order to avoid re-occurrence; and/or

5.5. that the complainant deliberately and knowingly made false allegations in an attempt to cause harm to the respondent, and what specific sanctions were imposed on the complainant.

6. The principal, supervisor, or Superintendent shall communicate the decision to the complainant and respondent. Any sanctions imposed by the principal, supervisor, or Superintendent will be set out in the written notification.

### **Unsubstantiated complaints**

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

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

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

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

### **Confidentiality**

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

### **Retaliation**

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

shall be subject to disciplinary measures.

### **Appeal/Grievance**

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

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

**Further Complaints**

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

## COMPLAINT FORM

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

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

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

### YOUR COMPLAINT

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

### INDIVIDUAL YOUR COMPLAINT IS AGAINST

(This is the respondent)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**AGREEMENTS**

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

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

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

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

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

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



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# HORIZON SCHOOL DIVISION

## POLICY HANDBOOK

**Policy Code:** JC  
**Policy Title:** Gifts and Donations  
**Cross Reference:** IKA  
**Legal Reference:**  
**Adoption Date:** June 25, 1997  
**Amendment or Re-  
affirmation Date:** ~~May 20, 2014~~

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### POLICY

THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION WELCOMES GIFTS OF PROPERTY OR SERVICE ~~TO INDIVIDUAL SCHOOLS OR THE DIVISION~~ IF THEY ARE APPROPRIATE, USEFUL AND MEET THE STANDARDS ~~SPECIFIED~~ EXPECTED BY THE BOARD OR ~~ALBERTA EDUCATION~~ SUPERINTENDENT.

### REGULATIONS

1. Gifts of property or service may include grants, scholarships, bequests and donations and usually refer to equipment or resource materials provided by or paid for by individuals, groups, businesses, organizations, or agencies.
2. Upon acceptance, a gift shall become the property of the Board and may:
  - 2.1. be transferred to any school in the division; or
  - 2.2. be sold or disposed of by the Board.
3. When a donor places a specific condition on the use of an unsolicited gift, the Board will endeavor to comply with the wishes of the ~~donor, but~~ donor but reserves the right to final decision over the use and disposal of that gift.
4. Maintenance, ~~repairs~~ repairs, and upkeep of all gifts are the responsibility of the user school or department.
5. Financial gifts, such as grants, scholarship, bequests, and donations should be tracked separately with all receipts and disbursements itemized.
6. All gifts shall be officially acknowledged by the ~~school or the Board~~ Division.
7. A gift may be refused if, in the opinion of the Superintendent or designate, it is unsafe, hazardous, unrelated to the advancement of education or would not be in the best interest of the Horizon School Division.
8. Financial gifts should be made payable to Horizon School Division and forwarded to Division Office for processing of Income Tax Receipts.
  - 8.8.1. Should a donation come in made out to a school, the school shall contact Division Office to seek direction regarding processing the donation.
9. If fundraising will include official receipts for income tax purposes for eligible donations in the form prescribed by Canada Revenue Agency (~~formerly Revenue Canada~~) Superintendent or designate approval is required prior to fundraising commencement.

~~10.—Official receipts for income tax purposes will be issued for certain gifts in accordance with the Income Tax Act and its regulations and this policy, as amended from time to time.~~

## Policy JC – *Gifts and Donations*, Cont'd.

10. Official receipts for income tax purposes will be issued for certain gifts in accordance with the Income Tax Act and its regulations and this policy, as amended from time to time.
11. Official receipts for income tax purposes will be issued to the individual or organization that made the gift, normally determined by the name on the cheque.
12. Official receipts for income tax purposes will only be issued for gifts with a value of \$25 or more.
13. Official receipts for income tax purposes for eligible donations in the form prescribed by Canada Revenue Agency (~~formerly Revenue Canada~~) will be issued by the Associate Superintendent of Finance and Operations or designate on behalf of the Horizon School Division. Schools may not issue income tax receipts.
14. The Horizon School Division will only issue income tax receipts for donations which are eligible for such receipts under the Income Tax Act, Interpretation Bulletins and Information Circulars. The following types of gifts cannot be considered as eligible for Income Tax Act deduction:
  - 14.1. the payment of a basic fee for admission to an event or program;
  - 14.2. the purchase of goods or services from a charity;
  - 14.3. a donation for which the fair market value of the advantage or consideration provided to the donor exceeds 80% of the value of the donation;
  - 14.4. a payment for a lottery ticket or other chance to win a prize;
  - 14.5. a court ordered donation;
  - 14.6. a gift in kind for which the fair market value cannot be determined;
  - ~~14.4.~~14.7. membership fees that give the donor an advantage that is more than 80% of the value of the membership (for example, the right to attend events, receive literature, or services);
  - ~~14.5.~~14.8. donations provided in exchange for advertising/sponsorship;
  - ~~14.6.~~14.9. gifts of services (for example, donated time, labour);
  - ~~14.7.~~14.10. gifts of promises (for example, gift certificates donated by the issuer, hotel accommodation);
  - ~~14.8.~~14.11. pledges;
  - ~~14.9.~~14.12. loans of property; and
  - ~~14.10.~~14.13. the lease of premises.

# AERR Summary

## NOTES:

- Overall Provincial Assurance Measures
  - 7/12 Provincial assurance measures are above provincial average (see overall summary on next page)
  - Full details are available via <https://datastudio.google.com/u/0/reporting/53b0257a-1b80-4bd8-b807-1e3929ebb832/page/8bo8>
- Provincial Achievement Tests
  - 6/11 schools did not write the gr. 6 PATs as they were using the new curriculum. The PAT is based on the old curriculum and schools utilizing new curriculum were exempt from writing.
  - 4/8 PAT courses have acceptable standard above provincial average
- Diploma Exams
  - 5/9 acceptable standard are above provincial average
  - 5/9 standard of excellence are above provincial average
  - 7/9 diploma exam average percents are above provincial average

PAT (gr. 6)	Acceptable Standard	Standard of Excellence	PAT (gr. 9)	Acceptable Standard	Standard of Excellence
English	77.2	9.9	English	72.7	8.2
Math	59.1	9.7	Math	44.7	6.6
Science	75.7	17.5	Science	62.7	12.3
Social	66.7	12.9	Social	52.1	10.9

Gr. 12	Acceptable Standard	Standard of Excellence	Ave Percent	Variance (from Province)
Eng 30-1	86.6	10.3	63.5	0.7
Eng 30-2	85.4	8.3	63.3	-1.3
Math 30-1	77.1	27.1	67.5	4.2
Math 30-2	67.9	30.4	65.3	5.3
Social 30-1	81.9	16	64.4	0.1
Social 30-2	73.2	3.1	56.7	-5
Biology	84.9	33.7	68.3	0
Chemistry	89.4	38.3	70.8	1.8
Physics	92	48	72	2.3

## Literacy

- 26% of gr. 1 students are considered at-risk with regard to word recognition and sounding out words as identified using government CC3 test. That number dropped to 19% in gr. 2.
- 36% of gr. 1 students are considered at-risk with regard to recognizing letter and number sounds as identified using government CC3 test. That number drops to 26% by gr. 2.

## Numeracy

- 33% of gr. 1 students are considered at-risk with regard to knowledge of the number system, basic number operations and proportional reasoning skills as identified using government numeracy test. That number dropped to 29% in gr. 2.

## Required Alberta Education Assurance Measures - Overall Summary Fall 2023

Authority: 1045 The Horizon School Division

Assurance Domain	Measure	Horizon School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	85.8	87.2	87.2	84.4	85.1	85.1	n/a	Declined	n/a
	<a href="#">Citizenship</a>	86.5	87.3	87.9	80.3	81.4	82.3	Very High	Declined	Good
	<a href="#">3-year High School Completion</a>	77.8	80.7	81.1	80.7	83.2	82.3	Intermediate	Maintained	Acceptable
	<a href="#">5-year High School Completion</a>	85.5	89.8	87.6	88.6	87.1	86.2	Intermediate	Maintained	Acceptable
	<a href="#">PAT: Acceptable</a>	58.1	66.1	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	<a href="#">PAT: Excellence</a>	10.0	14.4	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	81.6	78.7	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	<a href="#">Diploma: Excellence</a>	19.3	18.7	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	90.5	91.8	92.2	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	90.5	91.3	91.3	84.7	86.1	86.1	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	87.9	89.3	89.3	80.6	81.6	81.6	n/a	Declined	n/a
Governance	<a href="#">Parental Involvement</a>	85.0	83.5	85.0	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## **ATA Collective Agreement Settlement**

### **Article 3.7 – Long Service Incentive**

- personal day in 25<sup>th</sup> and 30<sup>th</sup> year

### **Article 4 – Admin Allowance and Conditions of Practice**

4.5.2 Admin lieu days

### **Article 5 Substitute Teacher Conditions**

5.3.3 Subs follow 1.0 FTE teacher's schedule

- Principal may reasonably reassign duties

5.4 Subs compensation related to OHS training obligations

### **Article 6 Part Time Teachers**

6.2 Limit on FTE change within the school year for continuous PT teachers

6.3 Contiguous assignments for PT teachers

### **Article 14 Other Leaves**

14.9 Emergency leave to deal with unexpected, immediate AND dire incidents that are not anticipated personal matters

14.10 Deferred salary leave provision

14.11 Parental leave extension beyond maternity/parental leave at discretion of superintendent

### **Article 17**

17.1.2 Shortened notice period for policy changes

17.2.1 Computer provision for colony teachers

17.2.2 Internet allowance for colony teachers

### **LOU**

- PD fund guidelines
- substitute teacher travel allowance (colonies and schools further than 60km from Taber)

# Superintendents Progress Report

## November 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:
  - School off-campus excursions,
  - human resource issues including support staff concerns,
  - custody issues
  - student discipline including suspension processes,
  - assurance survey administration and results analysis including the completion of the division's Annual Education Results Report which can be accessed via <https://datastudio.google.com/u/0/reporting/53b0257a-1b80-4bd8-b807-1e3929ebb832/page/8bo8>
  - five school principal professional growth plan/three-year education plan meetings
- Bargaining for both ATA and CUPE continues with meetings having taken place between both Unions. A provincial Teachers' Employer Bargaining Association (TEBA) was also attended.
- Had the privilege of being a secret reading to the gr. 1 class at Warner School. A sincere

thank you to Ms. Laurie Hierath for the invite and opportunity to spend some time with her students.

- of A number of other meetings, events, and professional learning activities were attended over the month. These include but are not limited to
  - AB ED Annual Education Results Report (AERR) and Three Year Education Plan meeting
  - Alberta School Board Association (ASBA) Annual General Meeting (AGM)
  - College of Alberta School Superintendent (CASS) provincial executive meeting
  - College of Alberta School Superintendent (CASS) provincial conference
  - College of Alberta School Superintendent zone 6 (CASSIX) meeting
  - Senior Administrative Leadership Team (SALT) meeting
  - Administrator meeting
  - Division Office staff meeting
  - Policy meeting
  - W.R. Myers modernization meetings
  - Remembrance Day ceremony D.A. Ferguson/W.R. Myers
  - Colony elders meeting





231023 Board Report

## Associate Superintendent of Human Services

### **Human Services**

- Classroom Supervisor training occurred on the afternoon of Friday, November 17.
- Twenty-three (23) teachers under probationary contracts are being observed and provided with valuable feedback for celebration and growth through Principals and the Senior Administrator Leadership Team (SALT) members.
- Human Services (HS) is streamlining service to schools and increasing efficiency by having one HS team member assigned to support individual schools.

### **Professional Development and Meetings**

- Along with other Senior Leadership Team members, I attended the College of Alberta School Superintendents (CASS) conference in Calgary.
- Along with other Senior Leadership Team members, I've attended Professional Growth Plan Meetings (PGPMs) with individual Principals.
- Along with the respective Bargaining Team members, I've attended CUPE and ATA Bargaining sessions.

### **Clinical Team Leader/FSLC/Wellness Coaches**

- Inter-Pipeline provided a generous donation in the amount of \$4,000 to the Family Connections Program. The money will be directed towards the "Taber Back to School Community Backpack program".
- Alberta Health Services has provided an uplift in our three year standing contract in the amount of \$14,004 due to inflation.
- In-Town Families First evenings have finished up their three sessions that ran over the course of October. Some of our local agencies who helped out with evening festivities are Safe Haven, School Resource Officer Chris Nguyen, AHS
- Angela Miller organized a PD day for all Family School Liaison Counsellors and Wellness Coaches. The focus for the morning was a wellness session around how to be healthy and to show up for others. The groups will be divided in the afternoon for a session around play therapy strategies for the FSLC and emotional regulation strategies for the Wellness Coaches. The morning session will be hosted at the Helen Schuler Nature Center. True Balance Counselling has graciously offered their north and south boardroom for our team and will be providing refreshments.
- A new practicum student from Lethbridge College (Child and Youth Care Program) started in early November (Chelsey Mills) and will be with us in Vauxhall until mid December.
- Our Annual Sleeve the Stigma Program has started in our schools. This program is aimed at reducing mental health stigma through the schools and community by having students learn about stigma that surrounds mental health and how students can be advocates around mental health in their schools and community. At the end of this

program, students will design mental health related coffee sleeves that will be sold at The Loft throughout the community in the second last week of January.

- Referrals for the Lethbridge Family Services Angel Tree Program have started.
- The Wellness Coaches have all attended Mental Health Literacy training this month in order to provide a new mental health curriculum to their schools.
- Interviews were held for a new FSLC for Dr. Hamman and TCS.

### **Indigenous Learning**

- Indigenous Liaison Report - Lisa Sowinski
  - Supporting students through clothing and food provisions, attending and contributing to Individual Support Plan (ISP) meetings, applications to post-secondary institutions and trades programs, creating resumes and cover letters, finding tutors, attending field trips, and organizing Angel Tree names.
  - Supporting schools with Land Acknowledgements, Professional Development (PD) workshops, arranging for Elder visits, applying for grants, organizing Indigenous Kits and preparing vouchers for honorariums for Indigenous guests.
  - Supporting families by providing transportation to appointments, assisting with status registration forms and organizing the 2nd Annual Family Feast.

### **Workplace Wellness**

- On November 16, 13 of our Principals attended the second of six Mental Health in Schools (MHIS) sessions. Central School hosted 24 school and division leaders from Horizon and Prairie Rose School Divisions.

*Report completed by Karen Rancier, Associate Superintendent of Human Services*



**Associate Superintendent, Learner Services**  
**Report to the Board of Trustees – November 27, 2023**

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Learner Services lead team members:

Terri-Lynn Duncan, Associate Superintendent  
Dave LeGrandeur, Director of Learner Services  
Coral James, Coordinator of Learner Services/Instructional Coach  
Rita Gejdos, Instructional Coach  
Garth Moulard and Sharla Kane, Career Practitioners  
Heather Brantner, Off-campus Coordinator  
Helena Goertzen, Low German Mennonite Liaison

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**KEY ACTION AREA #1:**

**Strong core instruction that develops student competencies**

- The learning coaches have been working with individual teachers on a variety of topics. Planning with teachers, modeling resources and lessons and planning have all been used. The teacher-chosen topics have included: literacy (UFLI University of Florida Institute), literature circles, literacy screeners to inform instruction, use of data to inform instruction and Kindergarten play-based centres (eg. fine motor centres).
- The Coordinator of Learner Services has attended a half day of PLC (Professional Learning Community) with all teacher groups at Central School. Sharing of resources and actions have resulted from the PLC time. Plans are booked for return visits for collaboration.
- Teachers who are part of the Number Talks in the Middle Years were supported by the University of Lethbridge, Instructional Coaches and the Associate Superintendent of Learner Services in new Number Talks, the benefits of number talks in the classroom and being able to problem solve classroom scenarios in relation to Number talks. Number talks are short 10 minute daily activities that are aimed at building number sense in students and offer a bridge between conceptual understanding and mental math.
- Three Principals along with the Instructional Coaches and the Associate Superintendent led Administrators through Quality Teaching and Optimal learning activities. This learning allowed Principals time to discuss the importance of Assessment, Planning and Instructional Walkthroughs in their buildings.
- November 20, 2023 was our Division-Wide Professional Day for all staff. There was great learning for all staff and if you are interested in knowing what was offered for Educational Assistants, Teachers and Secretaries, please click on the links below.

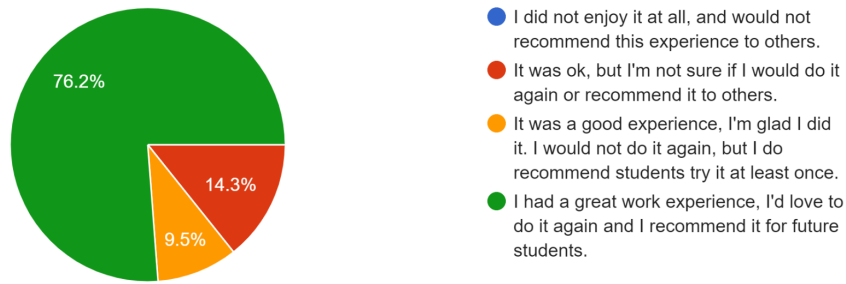
[Google Site for Educational Assistants and Session 4 all staff](#)

Teachers Learning Through Collaboration Sessions

- ELAA - Educational Liaison Association of Alberta is an event that is held at WR Myers and Vauxhall High School every year. Students from grades 9-12 join are invited to attend this event where post-secondary institutions come to share information. This happened on November 8 and Post Secondary Institutions complimented our Division on how engaged students were. 400 Students attended the event and we also had a grade 12 student from Warner school present to other students on STEM at the University of Alberta where she received a 6-week Internship in Parentology worth \$5000.00.
- 45 Grade nine students were part of this years "Take your Child to work Day" on November 1, 2023 and we had five participating schools with 29 local businesses taking part. We did a quick short survey and here are the results

Which of the following best describes your work experience day?

21 responses



- **A few quotes from their experience: Tell us about 1 new thing you learned at your work experience day.**
  - "I got to learn about what my dad does at work. I didn't know hardly anything he did beforehand, and learning about it made me happy." "How many options there are for jobs and opportunities."
  - "I learned that there is a job of getting health care to indigenous people"
  - "Kids are a hand full" "I learned about the odd transmissions that some Freightliner trucks have." "there are lots of things that can help you find a job" "Average wage of my dream job + requirements"

**KEY ACTION AREA #2:**

**Response to Instruction and Intervention**

- The Coordinator of Learner Services supported Dr Hamman with LST transition changes through some coaching with the new Learning Support Teacher and administration of level B assessments with a couple of students. Also, time has been spent with a new LST at HMAP to go over ISP (Individual Support Plan) expectations and when students should or shouldn't have an ISP in place.
- The Coordinator of Learner Services attended multiple fall Early Childhood Support Plan meetings at multiple schools. Also, spending time in the Early Learning programs has begun. This is to better understand the current needs, but also train new and existing assistants within the programs.
- Early Learning Educators recently had a meeting with one another. The Coordinator of Learner Services brought in the Occupational Therapist Jocelyn Byl to give a presentation on Toileting.

Additionally, staff collaborated on pre-numeracy manipulatives and how to implement them in a play-based environment.

## LEADERSHIP PRACTICES

- The Director of Learner Services collaborated with leads from Palliser and Livingstone Range School divisions to present at CASS regarding the application of the Mental Health Grant through Southwest Collaborative Support Services. Through the partnership between school divisions in the southwest we have been able to employ 2.5FTE “Wellness Companions” who work 12 months of the year and help the most vulnerable students and their families navigate the system outside of schools. This enables families to access supports through agencies outside of education to ensure higher levels of success for children when they are in school.
- Learning coaches along with the Associate Superintendent of Learner Services attended the pre-CASS conference day to engage in a variety of break-out sessions around pre-determined topics on curriculum and assessment. Sharing of multi-district strategies of the topics allowed reflection of current practice of our team and allows us to compare for celebrations and possible areas of improvement.
- The Coordinator of Learner Services attended a PD session on Early Learning and Kindergarten Indigenous resources. This slidedeck will be shared with Early Learning Educators and the Indigenous Allies group.
- The Director of Learner Services along with the Associate Superintendent of Learner Services joined colleagues from zone six for CASSIX this month. The ability to share and collaborate with each other is always beneficial.
- This month the University of Lethbridge, Dr. Richelle Marynowski and the Associate Superintendent of Learner Services presented to Alberta Government about the REsearch Network Grant and our practices to date with the our partnership between the University and teachers in Horizon, Westwinds and Peace Whapiti’s.

## TECHNOLOGY INFORMATION (Information will be shared as needed)

- Horizon School Division is pleased to welcome Troy Gidney to the Tech team! Troy started as a Tech Support Specialist on November 10th, 2023. He is a recent graduate of the Lethbridge College Information Technology program.
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October 23, 2023

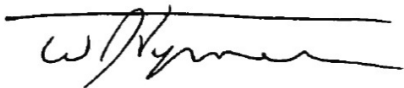
*Delivered by email: [lkalen@cupe.ca](mailto:lkalen@cupe.ca)*

Lee-Ann Kalen  
National Representative  
Canadian Union of Public Employees  
Lethbridge Area Office  
102, 3305 – 18 Ave N  
Lethbridge, Alberta T1H 5S1

**RE: Collective Bargaining Commencement**

This letter is to notify you of a change to members of the Horizon School Division Negotiating Subcommittee. At the Board's October 23, 2023 organizational meeting the Board has made a change to their CUPE negotiating committee. As such, trustee Maxwell Holst will be replacing trustee Jennifer Crowson.

Respectfully,



Dr. Wilco Tymensen  
Superintendent

Cc The Horizon School Division Board of Trustees  
Phil Johansen – Associate Superintendent of Finance & Operation  
Karen Rancier – Associate Superintendent of Human Services  
Lisa Astalos – Local CUPE president

# Mandatory Holocaust education for Alberta students

November 10, 2023 [Media inquiries](#)

As Alberta’s government continues its work to develop a new social studies curriculum, Holocaust education will be a mandatory component.

During the Second World War, Adolf Hitler and his Nazi government and military systematically targeted, arrested, abused and eliminated people they described as subhuman. At the top of their list were Jewish people. Between Jan. 30, 1933, and May 8, 1945, the Nazis killed about six million Jews in Europe. Every January, the world recognizes International Holocaust Remembrance Day, and the Jewish community additionally recognizes Holocaust Remembrance Day, or Yom HaShoah, each spring, reiterating the phrase “Never Again.”

Alberta’s government is ensuring students learn about the Holocaust and its important historical and contemporary significance throughout their education. Alberta Education will work with partners in the education and Jewish communities to explore where and when this content should be covered.

“I firmly believe we must do everything possible to combat rising antisemitism and educate young Albertans about the horrors of the Holocaust. Ensuring all students learn from one of history’s darkest chapters will help us confront hate and prevent similar atrocities from occurring.”

*Demetrios Nicolaidis, Minister of Education*

“Creating an anti-racist society starts at the school-age level and Holocaust education is an important tool in helping our students learn about the underlying ramifications of prejudice, racism and stereotyping. What is happening in our society today is an important warning around the need to teach the universal lessons of the Holocaust, and the consequences of bigotry

and hate. We applaud the province for helping to ensure that our youth will not only learn from but keep the memory of the Holocaust alive.”

*Adam Silver, CEO, Calgary Jewish Federation*

“This announcement comes at a time when antisemitism has spiked across Canada and around the world. It is crucial that the next generations learn about how hate surfaces. Whether it’s distortion of Holocaust history or misinformation about Hamas’s terrorist attacks, both are rooted in antisemitism, and this announcement demonstrates that the Alberta government is dedicated to fight hate in all its forms.”

*Stacey Leavitt-Wright, CEO, Jewish Federation of Edmonton*

“We very much appreciate that Premier Smith met us to say her goal is that every student in Alberta has a solid base of knowledge protecting them from Holocaust denial and distortion. Moreover, Minister Nicolaides met with our team discussing best practices across Canada and this announcement of mandatory and robust Holocaust education. We urge all provinces to follow suit.”

*Michael Mostyn, chief executive officer, B'nai Brith Canada*

“Education is crucial to ensuring our children learn the lessons of the past and are ready to stand up against hate today. Implementing mandatory Holocaust education will create a safer Alberta for all. We want to thank Premier Danielle Smith, Minister Nicolaides and the Alberta government for supporting the Jewish community and fighting antisemitism and hate.”

*Shimon Koffler Fogel, CEO, Centre for Israel and Jewish Affairs*

“The Holocaust is currently a mandatory topic in the senior high social studies curriculum and teachers would fully expect it to be incorporated in any forthcoming revision – we welcome consultations on how best to do this. The Holocaust is an event of singular importance in modern history that, sadly, embodies lessons that continue to resonate today. Coming to an understanding of the origins and horror of the Holocaust helps Alberta students to better understand the need to respect, affirm and defend the lives,



dignity and rights of all persons and so prepares them to become active citizens participating in Canada's democratic society.”

*Jason Schilling, president, Alberta Teachers' Association*

Alberta Education is in the process of engaging with education partners, curriculum specialists and teachers on the development of new K-12 social studies curriculum. As part of this process, Alberta Education will engage with the Calgary Jewish Federation, Jewish Federation of Edmonton and other Jewish organizations. Feedback from these engagement activities will be used to solidify when and where students learn about the Holocaust in draft social studies curriculum before it is released for further engagement.

## **Quick facts**

- In current K-12 social studies curriculum, students learn about injustices faced by those who historically were, and continue to be, marginalized, or who have experienced discrimination.
- In the current Grade 11 curriculum, students analyze ultranationalism as a cause of genocide, including study of the Holocaust.
- Renewed engagement on the social studies curriculum began in September with education specialists including teachers and those involved in curriculum writing.
- In early 2024, Alberta Education will begin public engagement with Albertans, where they will have the opportunity to provide feedback on key learnings within the K-12 social studies curriculum and view the draft K-6 social studies curriculum to provide additional feedback.

## **Media inquiries**

[Gabrielle Symbalisky](#)

## Joint Horizon and Alberta Teachers' Association Teacher Bargaining Release



**horizon**  
**school division**

The Horizon School Division and Horizon Local ATA No. 4 are delighted to announce that on November 9, 2023, we reached a Memorandum of Agreement for the Local Bargaining component of the 2020 – 2024 collective agreement.

We are both very pleased with the collegiality and positive collaboration shown as the Local and Board's Negotiating Teams were able to meet and reach this agreement over only a few days. The ATA Local will be meeting within the next two weeks (**or on November 20<sup>th</sup> at 3:30pm**) to discuss and vote on the agreement. Trustees will have the opportunity to ratify the MoA, following the teacher ratification, at their upcoming Board Meeting.

This successful round of bargaining speaks to the relationship between the parties and the focus placed on relationships in order to best support students, quality teaching and optimum learning.