



# **Board Meeting**

# **Agenda Package**

**January 15, 2020**

☞ *New Horizons Charter School Society* ☞

**NEW HORIZONS CHARTER SCHOOL SOCIETY  
BOARD OF DIRECTORS' MEETING  
JANUARY 15, 2020**

**AGENDA**

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*Vision: New Horizons School will enable gifted students to strive for excellence in a positive academic learning environment that fosters social and emotional support for each student.*

- |    |  |            |         |
|----|--|------------|---------|
| 1. | <b>Call to Order</b>                           | N. Pasemko | 7:00 pm |
| 2. | <b>Statement of Territorial Acknowledgment</b> | N. Pasemko | 7:01 pm |

*The Board of Directors of the New Horizons Charter School Society respectfully acknowledges that the land on which we meet is Treaty 6 territory, a traditional home, gathering place, and travelling route for diverse Indigenous Peoples, including Cree, Saulteaux, Blackfoot, Nakota, and Sioux, as well as the homeland of the Métis Nation. We recognize our responsibility as Treaty members and honour the heritage and gifts of the First Peoples of this land.*

- |    |  |              |         |
|----|--|--------------|---------|
| 3. | <b>Adoption of Agenda</b>  | N. Pasemko   | 7:02 pm |
| 4. | <b>Disclosure of Conflict of Interest</b>  | N. Pasemko   | 7:03 pm |
| 5. | <b>Approval of Minutes</b>   | N. Pasemko   | 7:04 pm |
|    | 5.1 December 11, 2019 – attachment   |              |         |
| 6. | <b>Administration Reports</b>  |              | 7:05 pm |
|    | 6.1 Principal's Report – attachment  | T. Zarowny   |         |
|    | 6.2 Superintendent's Report – attachment   | D. Lindquist |         |
| 7. | <b>Board Reports</b>   |              | 7:20 pm |
|    | 7.1 Board Chair's Report   | N. Pasemko   |         |
|    | 7.2 Committee Reports  | N. Pasemko   |         |
| 8. | <b>New Business</b>  |              | 7:35 pm |
|    | 8.1 Quarterly Financial Report – attachment  | V. Tong      |         |
|    | 8.2 Draft School Calendar for 2020-21 – attachment   | D. Lindquist |         |
|    | 8.3 Review of Board Policy #210 (Welcoming, Caring, Respectful, and Safe Learning and Working Environments) and Related Elements of Student Code of Conduct – attachment | D. Lindquist |         |

9.	<b>Board Work Plan – attachment</b>	N. Pasemko	8:45 pm
10.	<b>The Association of Alberta Public Charter Schools</b>	N. Pasemko	8:50 pm
11.	<b>Receipt of Reports</b>	N. Pasemko	8:55 pm
12.	<b>Correspondence Sent</b>	N. Pasemko	8:56 pm
13.	<b>Correspondence Received</b>	N. Pasemko	
	13.1 Bill 201, Protection of Students with Life-Threatening Allergies Act		
14.	<b>In Camera</b>	N. Pasemko	8:58 pm
15.	<b>New Business (cont'd.)</b>	N. Pasemko	9:15 pm
	15.1 Matters Arising from In Camera Meeting		
16.	<b>Adjournment</b>	N. Pasemko	9:30 pm

**Next Board Meeting – 7:00 p.m., Wednesday, February 12, 2020**

**December 11, 2019, 7:00 p.m.**

Board Members Present at Call to Order:

Nicole Pasemko  
CHAIR

Dan Hanson  
DIRECTOR

Shari Morin  
SECRETARY

Vincent Tong  
TREASURER

Jason Clarke  
DIRECTOR

Ijeoma Ukiwe  
DIRECTOR

Administration Present:

Dean Lindquist  
SUPERINTENDENT

Tracy Leigh  
SECRETARY-TREASURER

Ted Zarowny  
PRINCIPAL

Members Present:

Lori Vigfusson  
ASSISTANT PRINCIPAL

**1. Call to Order**

Chair Pasemko called the meeting to order at 7:06 p.m.

**2. Statement of Territorial Acknowledgment**

*The Board of Directors of the New Horizons Charter School Society respectfully acknowledges that the land on which we meet is Treaty 6 territory, a traditional home, gathering place, and travelling route for diverse Indigenous Peoples, including Cree, Saulteaux, Blackfoot, Nakota, Sioux, as well as the homeland of the Métis Nation. We recognize our responsibility as Treaty members and honour the heritage and gifts of the First Peoples of this land.*

**3. Adoption of Agenda**

*Motion 2019-12-11-01*

*Moved that the agenda for the Board Meeting of December 11, 2019 be adopted as presented.*

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*Moved: Director Morin  
Seconded: Director Clarke  
Carried*

**4. Disclosure of Conflict of Interest:**

None

**5. Approval of Minutes**

**5.1 Minutes of November 20, 2019**

*Motion 2019-12-11-02 Moved that the Board Meeting minutes of November 20, 2019 be approved as presented.*

*Moved: Director Ukiwe*

*Seconded: Director Morin*

*Carried*

**6. Administration Reports**

**6.1 Principal's Report**

Principal Zarowny indicated that admission for 2020-2021 is now open. The new modular is scheduled for occupancy on January 6, 2020.

**6.1.1 AEP / AERR**

Principal Zarowny spoke to the combined Annual Results Report for 2018-19 and Three Year Education Plan for 2019-20 to 2021-22, as previously provided by email. Discussion followed.

*Motion 2019-12-11-03 Moved that the Annual Results Report for 2018-19 and Three Year Education Plan for 2019-20 to 2021-22 be received as presented.*

*Moved: Director Hanson*

*Seconded: Director Clarke*

*Carried*

**6.2 Superintendent's Report**

Superintendent Lindquist spoke to the Superintendent's Report, as presented in the meeting handout.

## **7. Board Reports**

### **7.1 Board Chair's Report**

Nothing to report.

### **7.2 Committee Reports**

Specific committee reports were not available. Communication with members is being made.

## **8. New Business**

### **8.1 Counsellor's Report**

Vice Principal Vigfusson spoke to the Counsellor's Report, as attached to the agenda for the meeting. Discussion followed.

### **8.2 Class Size Report**

Principal Zarowny spoke to the Class Size Report, as attached to the agenda for the meeting.

### **8.3 Stakeholder Forum 2020**

Superintendent Lindquist spoke to the upcoming Stakeholder forum, as attached to the agenda for the meeting. Discussion followed and consensus was reached on the following:

- Administration to confirm date, tentatively looking at February 3, 2020
- Facilitators will be Principal Zarowny, Vice Principal Vigfusson and Superintendent Lindquist
- Discussion topics:
  1. In what way has New Horizons School improved, stayed the same or declined in the last three years and what can New Horizons School do to improve in the future?
  2. What are the attitudes and behaviors that will make students successful at work when they finish school?

### **8.4 NHS 25<sup>th</sup> Anniversary Celebration**

Vice Principal Vigfusson spoke to the NHS 25<sup>th</sup> Anniversary Celebration, as attached to the agenda for the meeting.

**8.5 March Retreat Date**

Superintendent Lindquist spoke to setting a date for the March Retreat. Discussion followed and consensus was reached to hold the retreat on March 14, 2020.

*Motion 2019-12-11-04 Moved that the New Business Reports be received as presented.*

*Moved: Director Morin  
Seconded: Director Hanson  
Carried*

**9. Board Work Plan**

The Board reviewed the Work Plan for 2019-20, as attached to the agenda package for the meeting.

**10. The Association of Alberta Public Charter Schools (TAAPCS)**

Vice Chair Hanson spoke to the TAACPS, as presented at the meeting.

**11. Correspondence Sent**

- None

**12. Correspondence Received**

- IMR Grant

**13. In Camera**

No In Camera meeting was held.

**14. New Business (con't)**

**14.1 Matters Arising from In Camera Meeting**

n/a

**13. Adjournment**

Chair Pasemko adjourned the meeting at 9:50 p.m.

*Next Board Meeting: January 15, 2020 7:00 p.m.*

# Principal's Report To the Board of Directors

January 15, 2020  
7:00 p.m.  
New Horizons School

## 1. Modular Update

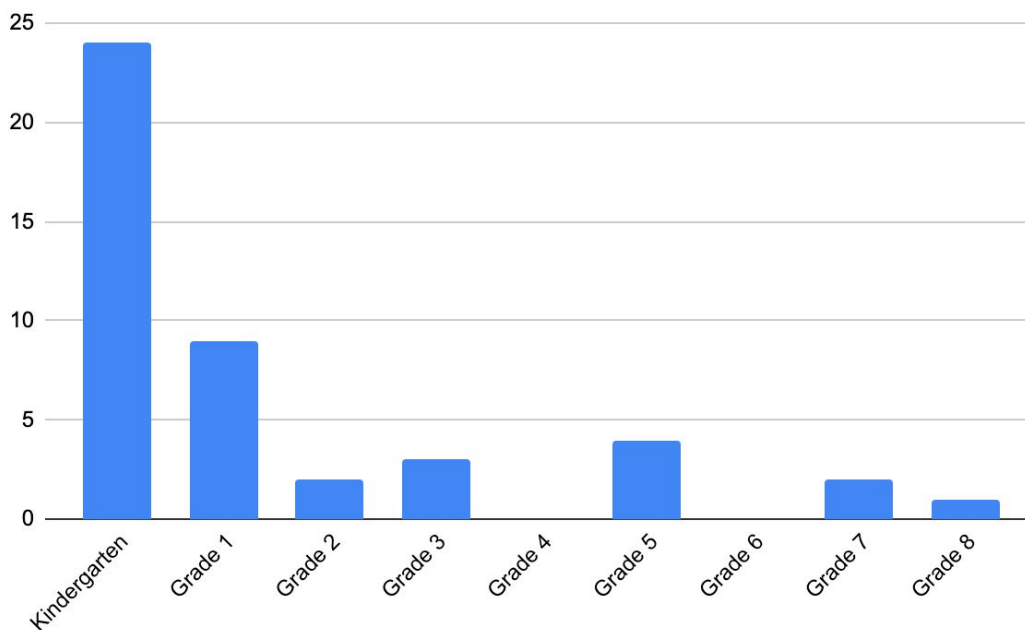
### Information:

- The new modular has passed final inspection and is ready for occupancy.
- At the time of the writing of this report, only a few items on the school's end remains to be done such as projector installation and audio installation.
- Ms. Servold's Grade 6 class will move into the new modular and join Ms. Dinel's grade 6 class in the new wing.
- Ms. Araujo will move into Ms. Servold's current grade 6 classroom.

## 2. Intake for 2020-2021 Update (to January 7)

Total Applications to January 7			
2020-2021	2019-2020	2018-2019	2017-2018
46	51	41	29

Application Distribution to January 7





**MEMORANDUM**

Date January 15, 2020

To: Board of Directors

From: Dean Lindquist - Superintendent

Re: January Superintendent Report

25<sup>th</sup> Anniversary Celebration

An update about planning for the 25<sup>th</sup> anniversary celebration will be provided as part of the January agenda. To date we have received confirmation from the Minister of Education and School Founder Mrs. Coleen Taylor. We are awaiting confirmations from the Mayor of Strathcona County and our two MLA representatives for Sherwood Park and Strathcona-Sherwood Park.

We have also heard back from several other invited guests. To date we have 9 positive responses from former board members, former administrators or other invited guests. I have resent email invitations as a reminder to register.

Modular Classroom Update

Occupancy has been approved for the new modular. Mr. Zarowny, in his Principal Report, will review which classroom will be moving into the modular classroom and the anticipated timeline for completing this move. Having access to this new modular provides the school, once again, with full access to the Learning Commons for the remainder of the school year.

We continue to await word from the Ministry about our 2020/21 modular request for two additional modular classrooms. Once we learn if our modular request is approved, we can begin work on preparing for increasing the school by one classroom in order to accommodate two grade 8 classes for the 2020/21 school year. If we are not approved for either one or two modular classrooms, we will need to develop a longer-term plan to address our student population growth and need for additional classroom space.

**Recommendations:**

It is recommended that the Board receive this report as information.



Dean Lindquist



Tracy Leigh  
Secretary Treasurer  
Phone: 780-416-2353  
Email: [tleigh@newhorizons.ca](mailto:tleigh@newhorizons.ca)

**MEMORANDUM**

January 15, 2020

To: Board of Directors  
From: Tracy Leigh – Secretary Treasurer  
Subject: Quarterly Financial Report

**Background:**

Attached for the information of the Board of Directors is the Quarterly Financial Report for the period ended November 30, 2019.

In keeping with Board Resolution 2017-11-22-05, the Audit Committee reviewed the Quarterly Financial Report prior to its presentation to the Board of Directors. Audit Committee Chair Tong will present the Report to the Board; he and Secretary Treasurer Leigh will be prepared to speak to it and to respond to questions that Directors may have.

**Recommendations:**

It is recommended that the Quarterly Financial Report for the period ended November 30, 2019 be received as information.

A handwritten signature in blue ink that reads "Tracy Leigh".

Tracy Leigh – Secretary Treasurer

Attachment

New Horizons Charter School Society  
Budget vs Actual at November 30, 2019

Function	DESCRIPTION	Account No	2018-19 Budget	End of Q1 Actual Results	Budget Residual	% of Budget Residual	2019 -20 Budget	End of Q1 Actual Results	Budget Residual	% of Budget Residual
<b>REVENUES</b>			<b>\$ 3,712,871.63</b>	<b>\$ 1,044,918.76</b>	<b>\$ 2,667,952.87</b>	<b>72%</b>	<b>\$ 4,044,290.78</b>	<b>\$ 1,069,729.51</b>	<b>\$ 2,974,561.27</b>	<b>74%</b>
	Alberta Education		\$ 3,581,588.73	\$ 881,052.83	\$ 2,700,535.90	75%	\$ 3,542,971.33	\$ 878,811.94	\$ 2,664,159.39	75%
	Alberta Infrastructure		\$ -				\$ 373,638.59	\$ 93,409.65	\$ 280,228.94	75%
	Other Government of Alberta		\$ -	\$ -	\$ -		\$ -	\$ 5,425.00	\$ (5,425.00)	
	Other Alberta School Jurisdictions		\$ -	\$ 1,031.85	\$ (1,031.85)		\$ 18,182.91	\$ 1,670.73	\$ 16,512.18	91%
	Fees		\$ 66,492.50	\$ 57,638.00	\$ 8,854.50	13%	\$ 84,450.00	\$ 75,480.00	\$ 8,970.00	11%
	Sales & Services		\$ 34,790.40	\$ 5,409.80	\$ 29,380.60	84%	\$ 13,641.87	\$ 6,615.34	\$ 7,026.53	52%
	Investments		\$ 5,000.00	\$ (810.88)	\$ 5,810.88	116%	\$ 5,500.00	\$ 1,884.76	\$ 3,615.24	66%
	Gifts		\$ 25,000.00	\$ 5,000.00	\$ 20,000.00	80%	\$ 5,906.08	\$ 3,708.51	\$ 2,197.57	37%
	Fundraising		\$ -	\$ 1,061.75	\$ (1,061.75)		\$ -	\$ 2,723.58	\$ (2,723.58)	
	Amortization		\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
<b>EXPENDITURES</b>			<b>\$ 3,688,749.06</b>	<b>\$ 961,743.77</b>	<b>\$ 2,727,005.29</b>	<b>74%</b>	<b>\$ 4,147,508.56</b>	<b>\$ 952,615.60</b>	<b>\$ 3,194,892.96</b>	<b>77%</b>
	Salary Certificated		\$ 1,720,398.00	\$ 428,544.22	\$ 1,291,853.78	75%	\$ 1,945,254.00	\$ 467,501.47	\$ 1,477,752.53	76%
	Salary Non-Certificated		\$ 314,210.00	\$ 66,947.02	\$ 247,262.98	79%	\$ 394,069.00	\$ 100,012.65	\$ 294,056.35	75%
	Honorariums		\$ 2,500.00	\$ -	\$ 2,500.00	100%	\$ -	\$ -	\$ -	
	Benefits Certificated		\$ 414,452.00	\$ 84,115.99	\$ 330,336.01	80%	\$ 428,822.00	\$ 96,384.64	\$ 332,437.36	78%
	Benefits Non-Certificated		\$ 89,916.00	\$ 11,252.36	\$ 78,663.64	87%	\$ 124,877.00	\$ 25,472.26	\$ 99,404.74	80%
	Prof. & Tech. Services		\$ 511,297.67	\$ 135,122.13	\$ 376,175.54	74%	\$ 362,881.47	\$ 75,345.09	\$ 287,536.38	79%
	Communications		\$ 22,500.00	\$ 4,177.01	\$ 18,322.99	81%	\$ 26,275.00	\$ 4,653.09	\$ 21,621.91	82%
	Utilities		\$ 59,500.00	\$ 11,187.90	\$ 48,312.10	81%	\$ 70,500.00	\$ 11,697.39	\$ 58,802.61	83%
	Bussing		\$ 8,000.00	\$ 787.40	\$ 7,212.60	90%	\$ 11,000.00	\$ 958.08	\$ 10,041.92	91%
	Student Transportation		\$ 125,598.96	\$ 2,218.74	\$ 123,380.22	98%	\$ 117,273.00	\$ 4,121.25	\$ 113,151.75	96%
	Fees Expense		\$ 58,571.25	\$ 11,007.68	\$ 47,563.57	81%	\$ 68,695.00	\$ 8,324.00	\$ 60,371.00	88%
	Insurance		\$ 26,150.00	\$ 6,235.62	\$ 19,914.38	76%	\$ 26,161.00	\$ 9,502.41	\$ 16,658.59	64%
	Supplies/Materials		\$ 286,355.18	\$ 95,549.05	\$ 190,806.13	67%	\$ 131,381.47	\$ 30,582.80	\$ 100,798.67	77%
	Text, Library & Media		\$ 20,500.00	\$ 3,253.68	\$ 17,246.32	84%	\$ 22,000.00	\$ 6,658.62	\$ 15,341.38	70%
	Travel		\$ 3,950.00	\$ 1,464.55	\$ 2,485.45	63%	\$ 7,100.00	\$ 7,365.81	\$ (265.81)	-4%
	Amortization		\$ 18,500.00	\$ 98,197.06	\$ (79,697.06)	-431%	\$ 405,269.62	\$ 101,394.84	\$ 303,874.78	75%
	Bank Charges		\$ 6,350.00	\$ 1,683.36	\$ 4,666.64	73%	\$ 5,950.00	\$ 2,641.20	\$ 3,308.80	56%
	<b>Surplus (Deficit)</b>		<b>\$ 24,122.57</b>	<b>\$ 83,174.99</b>	<b>\$ 59,052.42</b>	<b>245%</b>	<b>\$ (103,217.78)</b>	<b>\$ 117,113.91</b>	<b>\$ (220,331.69)</b>	<b>213%</b>

## MEMORANDUM

Date January 15, 2020

To: Board of Directors

From: Dean Lindquist - Superintendent

Re: 2020/2021 School Year Calendar

### **Background:**

The attached document presents a draft school calendar for the 2020/2021 school year. Administration's intent is to present a draft calendar to the Board for initial discussion and adoption in principle. Following this initial consideration by the Board, it is recommended that the draft calendar be presented for discussion and feedback to the School Council and school staff, with a view toward adoption at the February 2019 meeting of the Board of Directors.

Key features of the draft proposed calendar address the following pieces of legislation, regulation and collective agreement articles:

1. Section 60 of the Province of Alberta Education Act establishes that "a board shall determine and make publicly available for each school year the days, dates and number of days of school operation."
2. As per the Funding Manual for School Authorities, and to allow for a balanced program that leads to the student learning outcomes outlined in the Ministerial Order on Student Learning, schools are required to ensure that Grade 1 to Grade 9 students have access to a minimum of 950 hours of instruction per year in each grade.
3. As per the Funding Manual for School Authorities, ECS operators shall provide access to a minimum of 475 hours of instruction for each child during a school year.
4. According to Article 4.13 of the collective agreement with the Alberta Teachers' Association, "Teachers will render service for the number of teaching days designated by the Board up to 200 teaching days, commencing the opening day of school in each school year, exclusive of vacation periods, weekends and general holidays of the Province of Alberta."

The specifics of the calendar are as follows:

1. The draft calendar provides for 192 days of school operation. Of these, 180 are instructional days and 12 are non-instructional days. By comparison, the 2020/21 calendar for Elk Island Public Schools includes 192 days of school operation, of which 181 are instructional days.
2. The draft calendar is designed to be consistent, in substantial measure, with the calendars of Elk Island Public Schools (EIPS), although not necessarily in perfect alignment. The Elk Island Catholic

Schools calendar was not available at this time. The need for consistency is prompted by our school's agreement with EIPS with respect to bus transportation services and by an acknowledgment that some families with children enrolled in our school have other children who are enrolled in EIPS or EICS schools.

3. As outlined in greater detail below, three of the non-instructional days are identified as days-in-lieu for "... parent teacher meetings related to report cards and Individual Program Plans," as per the collective agreement with the Alberta Teachers' Association.
4. Of the 180 instructional days in the proposed calendar, 170 are full days and 10 provide for early dismissal on staff meeting days. When combined with the school's current daily schedule, this generates a total of 965 hours of instructional time, which is above the minimum of 950 hours specified in the Funding Manual.
5. Classes for students begin on September 1, 2020 and conclude on the June 25, 2021. These start and end dates are consistent with EIPS.
6. The draft calendar includes a Fall Break in November (incorporating one in-lieu day), a two-week Christmas Break with students returning January 6, and a Spring Break (incorporating one in-lieu day) that begins on Friday, March 26, with classes resuming on Monday, April 6.
7. Additional holidays (i.e. those not included in other vacation periods) are Labour Day, Thanksgiving Day, Family Day, Good Friday, Easter Monday, and Victoria Day.
8. The proposed calendar includes 12 non-instructional days.
9. Intake Day (1) - a day on which prospective students will be assessed for possible enrolment at New Horizons School; scheduled for March 5, 2021.
10. Days in lieu of parent-teacher conferences (3) - as per the collective agreement with the Alberta Teachers' Association.

**Recommendations:**

The following recommendations are presented for the consideration of the Board of Directors:

1. That the draft calendar for the 2020-21 school year be approved in principle.
2. That the draft calendar be presented to the School Council and school staff for discussion and feedback and that, giving consideration to the feedback received, it be presented to the Board of Directors for final approval at the February 2020 Board meeting.

Respectfully,



Dean Lindquist

# DRAFT

## 2020 - 2021 School Calendar

August '20						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September '20						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October '20						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November '20						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December '20						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January '21						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April '21						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May '21						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June '21						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July '21						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- School Closed/ Holidays
- Day in Lieu of PT Conferences (school closed for students and staff)
- First and Last Day of School for Students
- PD / Organizational Day School Closed for Students
- Early Dismissal / Staff Meeting

Important Dates	
Organizational /PD Days	August 28, 31
Classes Begin for Students	September 1
Labour Day	September 7
Professional Development Day	October 9
Thanksgiving Day	October 12
Fall Break	November 9-13
Days in Lieu of P/T Conferences	November 13, February 12 & March 26
Christmas Break	December 23 – January 5
Classes Resume	January 6
Professional Development Day	January 29
Teachers' Convention	February 4, 5
Family Day	February 15
Intake Day	March 5
Spring Break	March 29 – April 5
Good Friday	April 2
Easter Monday	April 5
Classes Resume	April 6
Professional Development Day	May 7
School Closed	May 21
Victoria Day	May 24
Final Day for Students	June 25
Organizational Day	June 29

Operational and Instructional Days		
Month	Days of School Operation	Days of Student Instruction
August	2	0
September	21	21
October	21	20
November	17	16
December	16	16
January	18	17
February	19	16
March	20	18
April	19	19
May	19	18
June	20	19
<b>Total</b>	<b>192</b>	<b>180</b>

Instructional Hours			
Type of Day	Days	Minutes / Day	Hours / Year
Regular	170	325 (+1 min/day)	920.83
Early Dismissal	10	265 (+1 min/day)	44.17
Total		-----	965

School Vision
<i>Enabling gifted students to strive for excellence in a positive academic learning environment that fosters social and emotional growth for each student.</i>

## MEMORANDUM

Date January 8, 2020

To: Board of Directors

From: Dean Lindquist - Superintendent

Re: Required Annual Review of Policy 210 and the Student Code of Conduct

### **Background:**

The Board has a legislated responsibility to provide students with a welcoming, respectful and safe learning environment.

Section 33 (2) of The Education Act states:

A board shall establish, implement and maintain a policy respecting the board's obligation under subsection (1)(d) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour.

Section 33 (3) provides the following as direction for establishing the code of conduct. Section 33 (3) states:

A code of conduct established under subsection (2) must (a) be made publicly available, (b) be reviewed every year, (c) be provided to all staff of the board, students of the board and parents of students of the board, (d) contain the following elements: (i) a statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful and safe learning environments; (ii) one or more statements that address the prohibited grounds of discrimination set out in the Alberta Human Rights Act; (iii) one or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day or by electronic means; (iv) one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and individual circumstances, and which must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour, and (e) be in accordance with any further requirements established by the Minister by order.

The current policy and code of student conduct is publicly available on the district web site under Quick Links. This fulfills the requirement established in 33 (3) a) of the Act. To meet requirements of annually reviewing the policy and code of conduct, as established in Section 33(3) b) of the Act, Policy 210 and the Student Code of Conduct are attached to this memorandum for your consideration.

Administration has reviewed both Policy #210 and the Student Code of Conduct. It is in the opinion of the administration that both documents meet the requirements established in Section 33 of the Education Act.

Administration asks the Board to review Policy #210 and the Student Code of Conduct and if they concur with administration's recommendation, they approve it. If the Board does not concur with administration's



recommendation, it is advisable that the Board direct the Policies, Guidelines & Bylaws Committee to undertake a further review.

Prior to this year, the School Act required a resolution of the Board to confirm that the policy and code of student conduct were reviewed. With the Education Act it requires annual review but is silent on the process of verifying the review. As such, it is recommended that we continue with the practice of utilizing board resolution confirming the review.

**Recommendations:**

It is recommended that the Board acknowledge through resolution the following:

1. The Board affirms that Policy 210 (Welcoming, Caring, Respectful, and Safe Learning and Working Environments) received its annual review and the Board confirms that the policy is compliant with the requirements of the Education Act.
2. The Board affirms that the Student Code of Conduct was reviewed by administration and the Board and confirm that it is compliant with the requirements set out in Section 33 (3) (a-e) of the Education Act and Board Policy 210.



Dean Lindquist

**POLICIES**

Approved: 2018-02-28

Amended:

Policy: #210

Section: School Operations

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**#210 Welcoming, Caring, Respectful, and Safe Learning and Working Environments****POLICY STATEMENT**

The Board of Directors is committed to providing students and staff with a welcoming, caring, respectful, and safe learning and working environment that fosters a sense of belonging, nurtures a positive sense of self, respects diversity, and promotes well-being in all its aspects.

In accordance with this commitment, the Board does not condone behaviours that constitute bullying, harassment, sexual harassment, discrimination, or violence, and expects allegations of such behaviours to be investigated and addressed in a timely and thorough manner, as warranted by the circumstance.

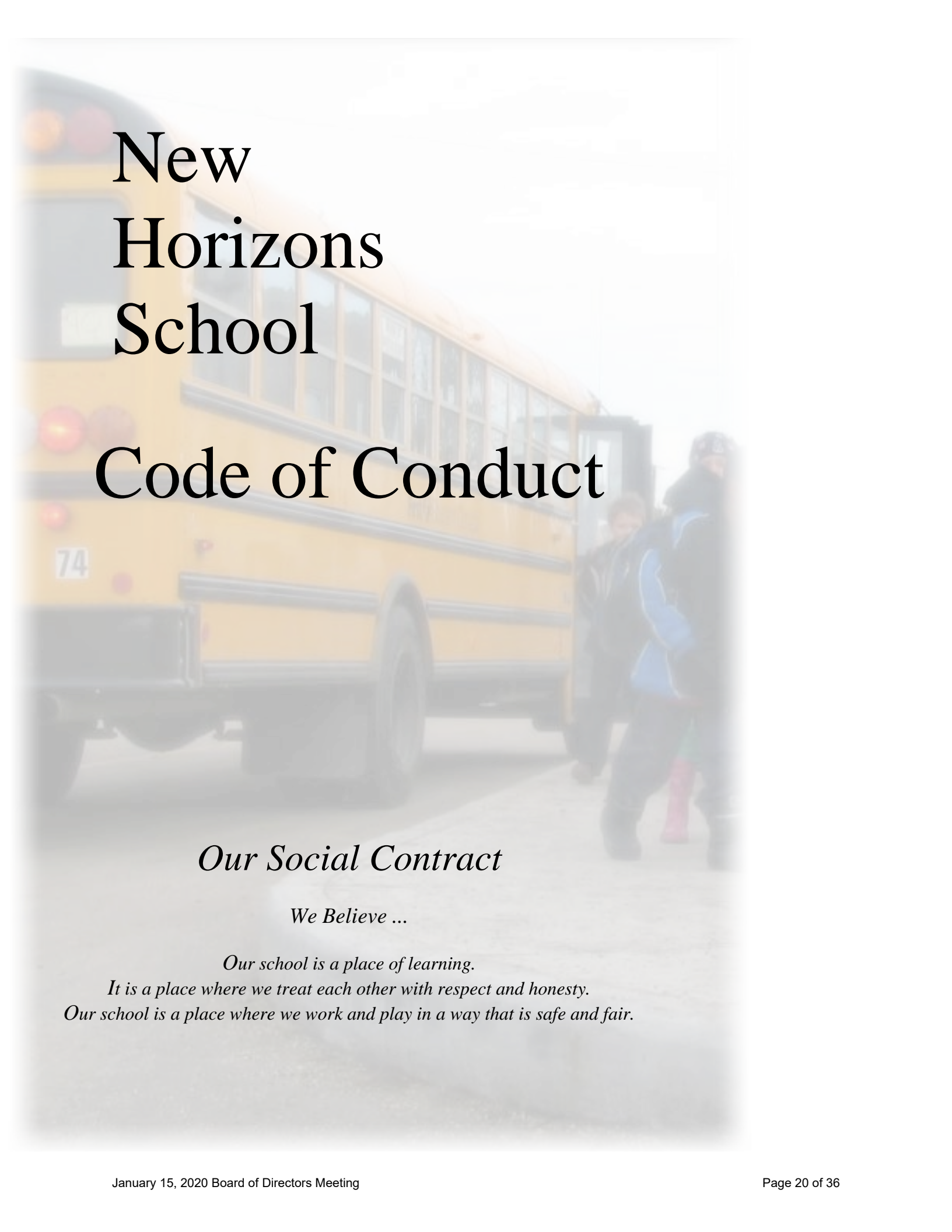
Further, the Board affirms the rights, as expressed in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each student enrolled in the school and each staff member employed by the New Horizons Charter School Society. Accordingly, the Board believes that the school environment must be free from discrimination based on 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.

The Superintendent is responsible for the development and implementation of practices and procedures that are consistent with this policy.

**DEFINITIONS**

1. In this policy, “bullying” means repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear, or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation.
2. In this policy, “harassment” means unwelcome verbal or physical conduct, including conduct that relates to discrimination. Usually, it must be repeated to constitute harassment, but single acts can be harassing if they are severe, or involve obvious power imbalance. Harassment is insulting, demeaning or intimidating. Examples of harassment include, but are not limited to, the following: verbal or physical abuse; threats; derogatory remarks; jokes; innuendo or taunts about appearance or beliefs; display or electronic transfer of pornographic, racist or offensive images; and condescension that undermines self-confidence or is an unreasonable invasion of one’s person. Harassment can be bullying or outright physical assault. The behaviour giving rise to a complaint need not be intentional in order to be considered harassment; it is sufficient that the offender knows, or ought reasonably to know, that the behaviour is offensive and unwelcome.
3. In this policy, “sexual harassment” means any unwelcome behaviour that is sexual in nature. Unwanted sexual advances, unwanted requests for sexual acts, and other verbal or physical conduct of a sexual nature constitute sexual harassment when the harasser knows or ought to know that it is unwelcome. Sexual harassment includes such things as unwanted touching (e.g. pinching, patting, rubbing); leering, sexist, or “dirty” jokes; the display of sexually suggestive material; derogatory or degrading comments; sexually suggestive gestures; and unwelcome propositions, innuendos, demands or inquiries of a sexual nature.
4. In this policy, “discrimination” means the unjust or prejudicial treatment of a person or class of persons because of the 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 of that person or class of persons.
5. In this policy, “violence” means the threatened, attempted, or actual conduct of a person that is intended to cause, causes, or is likely to cause injury to a person or damage to property. Examples include, but are not limited to, the following: destroying property, throwing objects at others, verbal or written threats that express an intent to inflict harm, physical attacks, or any other act that would arouse fear in a reasonable person in the circumstance.

1. The school principal is responsible to develop and implement a *Student Code of Conduct* that includes, at a minimum:
  - a. A statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful, and safe learning environments.
  - b. One or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day, or by electronic means.
  - c. One or more statements about the consequences of unacceptable behaviour. The statement(s) must take into account the student's age, maturity, and individual circumstances, and must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.
2. This policy and the associated *Student Code of Conduct* shall be reviewed annually, with the review to be confirmed by Board resolution. Following confirmation, the policy and *Student Code of Conduct* shall be posted or re-posted publicly on the school website.
3. A website link to this policy, the associated administrative procedure, and the *Student Code of Conduct* shall be displayed in a place clearly visible to students in the school.



# New Horizons School

## Code of Conduct

### *Our Social Contract*

*We Believe ...*

*Our school is a place of learning.*

*It is a place where we treat each other with respect and honesty.*

*Our school is a place where we work and play in a way that is safe and fair.*



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# INTRODUCTION

## New Horizons Code of Conduct

### Purpose

The purpose of this code of conduct is to provide a welcoming, caring, respectful, and safe learning environment. In creating this environment, this code of conduct reflects the need for an appropriate balance between individual and collective rights, freedoms, and responsibilities.

### Scope

The expectations in the code of conduct are in effect in the following circumstances:

- on school premises,
- on the school bus,
- during activities that are off school premises and that are organized or sponsored by the school,
- behaviour beyond these times when it affects the safe, caring or orderly environment of the school.
  - Such expectations include website postings, blogs, text messages by or about students or staff using electronic devices, and other means that negatively affect other members of the school community and student learning.
  - Such expectations also include the times arriving to and from school, and during lunch hour times when junior high students leave the school premises.



# *Our Social Contract*

*We Believe ...*

*Our school is a place of learning.*

*It is a place where we treat each other with respect and honesty.*

*Our school is a place where we work and play in a way that is safe and fair.*

## **Major Infractions**

### ***Bottom Line Behaviors***

Major infractions are called *bottom line* behaviors. Minor infractions are those not identified in the *bottom line* behaviors. *Bottom line* behaviors include the following:

1. Any illegal activity ( eg. behaviors related to drugs and alcohol, weapons, theft, vandalism, etc.).
2. Use of tobacco in or on school property within one block of the school.
3. Habitual minor infractions.
4. Deliberately striking or pushing a teacher or another person in authority.
5. Swearing at a teacher or another person of authority.
6. Direct or persistent opposition to authority.
7. Uttering a threat to inflict serious bodily harm or harm to property (eg. saying “I’m going to kill you” even in jest; threats to injure, bomb threats).
8. Physical assault causing bodily harm (eg. hitting, pushing, kicking, fighting).
9. Retribution against a person who has reported an incident.
10. Conduct injurious to the physical or mental well-being of others in the school including, but not limited to bullying, fighting, false fire alarms, dangerous use of equipment, hate-motivated incidents. This includes harassment on any of the protected or prohibited grounds identified in the *Alberta Human Rights Act*. These prohibited grounds are identified below:
  - Race
  - Religious Beliefs
  - Colour
  - Gender
  - Mental Disability
  - Physical Disability
  - Ancestry
  - Place of Origin-Place of Birth
  - Family Status
  - Sexual Orientation

## Minor Infractions

Minor infractions of the code of conduct are those that are not identified as major infractions or *bottom line* behaviors.

Minor infractions are those behaviors which infringe upon the needs of others. Our **social contract** on page 2 expresses the kind of school community we want. Behaviors that go against our social contract are considered infractions.

***Please go to page 6 for examples of minor infractions and expected behavior.***

## Considerations

### ***Rising Expectations***

Rising expectations mean that students have varying levels of understanding as they grow older and more mature. Behavior expectations for students in primary grades may be different than what is expected as students become older and eventually enter Grade 9. Such differences in maturity levels will be reflected in both expectations and consequences for conduct.

### ***Students With Special Needs***

The application of this code of conduct will not discriminate against a student who can not meet a behavioural expectation because of a disability. Some students with certain types of special needs are unable to understand conduct expectations or rationally control their conduct. Differences resulting from such disabilities will be reflected in both expectations and consequences for conduct.

## Responding to Minor Infractions

### ***Making Mistakes: Minor Infractions***

We live in a human environment and face a diverse set of needs daily. Our job when we are together is treat each other in a way that respects the needs of others and reflects our *social contract*.

As we go through our days, there may be times when we interfere with the needs of others as we try to meet our own needs. We call these actions

*None of us are perfect. We all make mistakes, When we make a mistake and infringe on the needs of others, our job is to “fix up” the mistake.*

*“Fixing up” the mistake means to do something for the person that we hurt so that he or she feels ok again.*

**mistakes.** When this happens, the expectation is to “*fix up*” the mistake. Often, that involves making a *restitution* - saying or doing something that will make the person who was hurt feel ok once again. Students are expected to learn from their mistakes and not repeat the behavior.

Ideally, when we hurt others in some way, we should be able to recognize that and “fix up” the mistake on our own.

But that doesn’t always happen. When a person does not fix up the mistake by himself or herself, a teacher or supervisor may need to help. Below are some ways teachers may respond to minor infractions.

### ***Teacher Response to Minor Infractions***

Mistakes are learning opportunities. When students make a behavioral choice that infringes on the needs of others, teachers will help those students learn from their mistakes, find ways to makes amends with the person they hurt, and make a pan to do better.

Teachers may respond to minor infractions in several possible ways including the following:

- discussion
- problem solving
- helping with a restitution
- using a “planning sheet”
- providing an alternate work space
- “cool down” room and “think sheet”
- in-class consequences (loss of privilege, community service, etc.)
- suspending a student of one class period

***Depending on the severity and frequency of the behavior and parents will be notified.***

If the minor infractions keep repeating themselves, the infraction becomes a **bottom line** behavior and the student will be referred to the principal.

*“And now that you don't have to be perfect, you can be good.”*

— John Steinbeck

## Responding to Bottom Line Behaviors

Bottom Line behaviors have the automatic consequence of removal from the classroom group or school group for a period of time.

Depending on the frequency and severity of the infraction, a student may be removed from the group in the following ways:

- with an in-school suspension for a partial day, or full days,
- suspension from a certain courses for one or more days,
- out-of-school suspension to a maximum of five days,
- out-of-school suspension to a maximum of five days, or
- out-of-school suspension to a maximum of five days with the recommendation to the Board of Directors for expulsion.

As well, depending on the nature of the infraction, other measures may be taken.

- The RCMP may be notified.
- In the case of threats, students who utter threats may be expected to undergo a threat-risk assessment by a trained professional.

*“If you want to make a difference in someone's life, you don't need to be gorgeous, rich, famous, brilliant or perfect. you just have to care.”*

— Karen Salmansohn

## Expected Behavior

Identifying all possible infractions in a human environment such as our school is a difficult task and would take up many pages. The next few pages, therefore, identify **examples** of acceptable and examples of unacceptable behavior in relation to our code of conduct.

*All behaviors that are acceptable and unacceptable **are not** identified in the lists. Instead, on the next few pages are **examples** of what are considered **acceptable** and **unacceptable** behaviors. The list of the following examples was generated by the students, staff, and parents of New Horizons School.*

### Examples of Expected Behavior

#### **1. Our School Is a Place of Learning**

*Below are some examples of how we can support learning and some examples of how we can interfere with learning.*

##### **We can make a school a place of learning by**

- working diligently and to the best of our abilities
- behaving in ways that supports a positive learning environment for oneself and others
- keeping learning and playing environments such as classrooms and playgrounds tidy for others who use the space
- listening to instructions
- encouraging others
- helping others
- turning off cell phones and other electronic devices that can disrupt learning while in school

##### **We interfere with the learning in our school by**

- behaving in ways that disrupts the teaching and learning
- being unnecessarily absent or late
- not cleaning up messes that are made in the learning environment
- using learning time in inappropriate ways
- putting in minimal effort into learning activities and assessments
- plagiarism and copying from others
- giving all the answers

*“Learning is a treasure that will follow its owner everywhere.”*  
- Chinese Proverb

*“I am defeated, and know it, if I meet any human being from whom I find myself unable to learn anything.”* - George Herbert Palmer

## **2. Our School Is a Place Where We Treat Each Other With Respect**

*Below are some examples of how we can show respect and some examples of how we show disrespect.*

### **We can show respect by**

- avoiding abusive and offensive language such as put downs, racist comments, sexist comments, and swearing
- wearing clothing without words or images that are offensive to others, that doesn't reveal under-wear, and if wearing shorts or skirts, have hemlines that are below the fingertips when the arms are at one's side
- responding to instructions given from teachers, assistants, supervisors, and others who are working or volunteering at the school.
- resolving conflicts without hurting others
- seeking permission before touching someone's personal property, or the school's property including plants
- playing with people you both like and don't like
- listening to what others have to say
- speaking in a tone of voice that invites discussion

### **We show disrespect by**

- habitually neglecting to do one's duty
- saying or doing things that make others feel uncomfortable or hurt
- not obeying those with authority (school staff and supervisors)
- misusing school equipment and property
- laughing at the misfortune of others
- making fun of others when they have a comment or ask a question
- using an unfriendly tone of voice
- not tattling

*“Respect for the fragility and importance of an individual life is still the mark of an educated man.” - Norman Cousins*

### **3. Our School Is a Place Where We Treat Each Other With Honesty**

*Below are some examples of how we can show honesty and some examples of how we show dishonesty.*

#### **We can show honesty by**

- being responsible for our actions
- knowing that it's ok to make a mistake and trying to "fix things up"
- telling the truth when problem solving
- informing a school staff in a timely manner of incidents of bullying, harassment or intimidation
- avoiding blaming others for our mistakes
- telling the *whole* truth
- being true to what you say

#### **We can show dishonesty by**

- withholding important information when solving conflicts
- making up stories that are different than the truth when problem solving
- not taking responsibility for our actions
- falsely accusing others
- spreading false information
- exaggerating
- "setting others up"

### **4) Our School Is a Place Where We Work and Play in a Way That Is Fair**

*Below are some examples of how we can behave fairly and some examples of how we show can behave unfairly.*

#### **We can act fairly by**

- "playing by the rules"
- sharing when resources are lacking
- taking turns
- including others in games and activities
- congratulating others when they succeed

#### **We can act unfairly by**

cheating  
always wanting to be first  
not letting others be a part of the group (excluding others)

*"Honesty is like an icicle; if once it melts that is the end of it."*  
- Anonymous

*"Fairness is what justice really is."*

- Potter Stewart

*"Always tell the truth. Then you'll never have to remember what you said the last time."*  
- Sam Rayburn

*"Live so that when your children think of fairness and integrity, they think of you."*

- H. Jackson Brown, Jr.

being nice to some people and not others  
making up” rules  
bragging when we do better than others  
being a “sore loser”

**5) Our School is a Place Where We Work and Play in a Way that is Safe.**

*Below are some examples of how we can create a safe environment and examples of how we can create an unsafe environment.*

**We can create a safe environment by**

- using all equipment in a safe manner
- solving conflicts in a way that does not hurt others
- wearing shoes at all times
- being a positive role model
- being gentle in PE

**We can create an unsafe environment by**

- throwing things
- running in the halls
- pushing, hitting, and kicking others
- emotionally hurting others with put downs, racist comments, sexist comments, swearing, and threats
- bullying
- roughhousing
- picking on one person
- teasing and name-calling

*“Safety is understanding, it is an attitude of mind – it is not necessarily a simply following of rules or directions.”*  
- Garry Richards,



**Board of Directors – Work Plan for 2019-20**

<b>September</b>	<ul style="list-style-type: none"> <li>▪ Adopt Board Work Plan for 2019-20 <input type="checkbox"/></li> <li>▪ Set date for October Board meeting <input type="checkbox"/></li> <li>▪ Receive report on provincial achievement test results (closed meeting) <input type="checkbox"/></li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>▪ Complete Board Organizational Actions               <ul style="list-style-type: none"> <li>- Conduct Special General Meeting; hold Board elections <input type="checkbox"/></li> <li>- Elect Board executive officers (must be within one week of SGM) <input type="checkbox"/></li> <li>- Select members for Board standing committees <input type="checkbox"/></li> <li>- Set dates for Board meetings (motion required) <input type="checkbox"/></li> <li>- Notify Service Alberta of change in executive officers <input type="checkbox"/></li> <li>- Identify Board signing authorities <input type="checkbox"/></li> <li>- Sign Board Member Code of Conduct – Policy #101 <input type="checkbox"/></li> </ul> </li> <li>▪ Receive Accountability Pillar Results Report for October 2019 <input type="checkbox"/></li> <li>▪ Attend TAAPCS Annual General Meeting <input type="checkbox"/></li> <li>▪ Receive enrolment report for September 30, 2019 <input type="checkbox"/></li> <li>▪ Conduct initial orientation session for new Board members <input type="checkbox"/></li> <li>▪ Submit request to Alberta Education for modular classrooms <input type="checkbox"/></li> <li>▪ Set date for NHCS Society Annual General Meeting <input type="checkbox"/></li> <li>▪ Create Task Force to investigate establishment of New Horizons High School Program (as per Education Plan) <input type="checkbox"/></li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>▪ Conduct AGM of NHCS Society <input type="checkbox"/></li> <li>▪ Approve final Three-Year Education Plan 2019-2020 to 2021-22 <input type="checkbox"/></li> <li>▪ Approve revised budget for 2019-20 <input type="checkbox"/></li> <li>▪ Approve Annual Education Results Report 2018-19 <input type="checkbox"/></li> <li>▪ Approve Audited Financial Statement Year Ending Aug 31/19 <input type="checkbox"/></li> <li>▪ Receive Report #1 from School Council <input type="checkbox"/></li> <li>▪ Determine priorities, possible date for Stakeholder Forum <input type="checkbox"/></li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>▪ Receive Class Size Report for 2019-20 <input type="checkbox"/></li> <li>▪ Set date for March Board Planning Retreat <input type="checkbox"/></li> <li>▪ Receive Counsellor’s Report for 2018-19 School Year <input type="checkbox"/></li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>▪ Receive Quarterly Financial Report for Sep - Nov 2019 <input type="checkbox"/></li> <li>▪ Review Policy 210 and associated Student Code of Conduct <input type="checkbox"/></li> <li>▪ Approve school calendar for 2019-20 in principle <input type="checkbox"/></li> <li>▪ Stakeholder Forum – Gather input on possible Education Plan priorities <input type="checkbox"/></li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>▪ Provide final approval of school calendar for 2020-21 <input type="checkbox"/></li> <li>▪ Prepare breakfast for school staff <input type="checkbox"/></li> <li>▪ Receive mid-year progress report on Three-Year Education Plan 2018-21 <input type="checkbox"/></li> </ul>

<b>March</b>	<ul style="list-style-type: none"> <li>▪ Board Retreat – Identify priorities for upcoming Education Plan <input type="checkbox"/></li> <li>▪ Approve Three-Year Capital Plan for 2020-21 to 2022-23 <input type="checkbox"/></li> <li>▪ Receive Quarterly Financial Report for Dec 2019 – Feb 2020 <input type="checkbox"/></li> <li>▪ Administer Board-developed Stakeholder Survey <input type="checkbox"/></li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>▪ Provide provisional approval to Education Plan 2019-20 to 2021-22 <input type="checkbox"/></li> <li>▪ <input type="checkbox"/></li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>▪ Attend TAAPCS Spring General Meeting <input type="checkbox"/></li> <li>▪ Approve Budget for 2020-21 <input type="checkbox"/></li> <li>▪ Receive Accountability Pillar Results Report for May 2020 <input type="checkbox"/></li> <li>▪ Receive Board-developed stakeholder survey results <input type="checkbox"/></li> <li>▪ Consider salary adjustment for support staff, senior administration <input type="checkbox"/></li> <li>▪ Receive report from FANHS <input type="checkbox"/></li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>▪ Assess Board Work Plan progress for 2019-20 <input type="checkbox"/></li> <li>▪ Receive Quarterly Financial Report for Mar – May 2020 <input type="checkbox"/></li> <li>▪ Schedule SGM of NHCS Society (requires 21 days’ notice; must be on or before Oct 10) <input type="checkbox"/></li> <li>▪ Schedule September 2020 Board meeting <input type="checkbox"/></li> <li>▪ Set date for Summer Board Housekeeping Retreat <input type="checkbox"/></li> <li>▪ Receive Report #2 from School Council <input type="checkbox"/></li> </ul>
<b>Ongoing</b>	<ul style="list-style-type: none"> <li>▪ Consider proposals for new or amended Board policies <input type="checkbox"/></li> <li>▪ Receive recommendations from Board committees <input type="checkbox"/></li> </ul>
<b>Annually</b>	<ul style="list-style-type: none"> <li>▪ Negotiate collective agreement with ATA (as needed) <input type="checkbox"/></li> </ul>
<b>As Needed</b>	<ul style="list-style-type: none"> <li>▪ Meet with: <input type="checkbox"/></li> <li style="padding-left: 20px;">- County Council <input type="checkbox"/></li> <li style="padding-left: 20px;">- MLAs <input type="checkbox"/></li> </ul>



Dean Lindquist &lt;dlindquist@newhorizons.ca&gt;

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## Protection of Students with Life-Threatening Allergies Act

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EDC Deputy Minister &lt;EducationDeputyMinister@gov.ab.ca&gt;

Thu, Dec 19, 2019 at 2:34 PM

**To: Superintendents of Public, Separate, Francophone and Charter School Boards**  
**Accredited Funded Private School Authorities**  
**Accredited Private School Authorities**  
**Registered Private School Authorities**  
**First Nations Education Directors**

**Executive Directors of Stakeholder Associations**

Association canadienne-française de l'Alberta (ACFA)  
 Alberta Catholic School Trustees' Association (ACSTA)  
 Association of Independent Schools & Colleges in Alberta (AISCA)  
 Alberta School Boards Association (ASBA)  
 Association of School Business Officials of Alberta (ASBOA)  
 Alberta School Councils' Association (ASCA)  
 Alberta Teachers' Association (ATA)  
 College of Alberta School Superintendents (CASS)  
 Council of Catholic Superintendents of Alberta (CCSSA)  
 Fédération des parents francophones de l'Alberta (FPFA)  
 Fédération des conseils scolaires francophones de l'Alberta (FCSFA)  
 Public School Boards' Association of Alberta (PSBAA)  
 The Association of Alberta Public Charter Schools (TAAPCS)

Alberta Education is committed to ensuring students can learn in a welcoming, caring, respectful and safe learning environment.

On June 28, 2019, Bill 201, *Protection of Students with Life-Threatening Allergies Act* received Royal Assent, and it will come into force on January 1, 2020. The act applies to public and separate school divisions, Francophone regional authorities, private schools and charter schools.

The act contains guidance and requirements for supporting students with life-threatening allergies at school, such as the establishment of an anaphylaxis policy, including mandatory regular training on dealing with life-threatening allergies for all employees, risk reduction plans, maintaining files with medical information for

each student who has an anaphylactic allergy, maintaining a minimum of one epinephrine auto-injector in each school for emergency use and a section on emergency administration of medication.

The act is available at [www.qp.alberta.ca/documents/Acts/p30p6.pdf](http://www.qp.alberta.ca/documents/Acts/p30p6.pdf).

Also attached is a form to be used by school authorities in purchasing epinephrine auto-injector(s). The form allows for the authorization of a school employee to purchase epinephrine auto-injectors on behalf of the school. The authorized employee will have to present the form to their local pharmacy in order to obtain epinephrine auto-injector(s). School authorities and schools are expected to work with local pharmacies to acquire epinephrine auto-injector(s) for emergency use in schools. Epinephrine auto-injectors are expected to be available to schools when they resume in January 2020. Prior to this date, schools can provide the form to, and begin discussions with, their local pharmacies.

We continue to work alongside our colleagues in the Ministry of Health to provide common and consistent expectations to support children and students with medical conditions, such as life-threatening allergies, in schools across the province.

Additional information on this act, including links to resources to support implementation, can be found at <https://www.alberta.ca/students-with-medical-needs.aspx>. Thank you for your co-operation in making Alberta's schools a safe learning environment for children and students.

Sincerely,

Curtis Clarke, PhD

Deputy Minister of Education

Attachment:

1. Designation of Authorized School/School Authority Epinephrine Auto-Injector Purchaser Form

cc: Communications contacts at school divisions

This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the system manager. This message contains confidential information and is intended only for the individual named. If you are not the named addressee you should not disseminate, distribute or copy this e-mail.



**Designation of Authorized School-School Authority Epinephrine Auto-Injector purchaser Form.pdf**

212K