

# ***Erle Rivers High School Student Handbook 2020- 2021***



Exambank Username: **erlerivershs**

Exambank Password: **erhs**

# Erle Rivers High School (Gr. 6-9) 2020-2021 School Year Calendar



Aug-20				
M	T	W	T	F
				1
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Instructional Days 1 M-Th 1 F 3

Sep-20				
M	T	W	T	F
		1	2	3
H 7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Instructional Days 19 M-Th 16 F 3

Oct-20				
M	T	W	T	F
			1	2
5	6	7	8	9
H 12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Instructional Days 20 M-Th 16 F 4

Nov-20				
M	T	W	T	F
2	3	4	5	6
9	10	H 11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Instructional Days 18 M-Th 15 F 3

Dec-20				
M	T	W	T	F
		1	2	3
7	8	9	10	11
14	15	16	17	18
H 21	H 22	H 23	H 24	H 25
H 28	H 29	H 30	H 31	

Instructional Days 13 M-Th 11 F 2

Jan-21				
M	T	W	T	F
				H 1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	R 28	G 29

Instructional Days 19 1st Sem. M-Th 16 F 3  
0 2nd Sem. M-Th F 0

Feb-21				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
H 15	H 16	H 17	18	19
22	23	24	25	26

Instructional Days 15 M-Th 12 F 3

Mar-21				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Instructional Days 21 M-Th 18 F 3

Apr-21				
M	T	W	T	F
			R 1	H 2
H 5	H 6	H 7	H 8	H 9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Instructional Days 16 M-Th 13 F 3

May-21				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
H 24	25	26	27	28
31				

Instructional Days 19 M-Th 16 F 3

Jun-21				
M	T	W	T	F
		1	2	3
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Instructional Days 13 M-Th 11 F 2

	Sem. 1	Sem. 2	Total
Instructional Days	90	84	174
Non-Instructional Days	12	14	26
Total Days			200

## Symbols Legend:

- ☀ First Day of School (1-12)
- 🌅 Last day of 1st Semester
- 📅 First day of 2nd Semester
- 📋 Report Card
- 🌙 Last Day of School (Jr. High)
- 👤 PAT Grades 6, 9
- 🏠 Planning for Student Support Day (All Schools) - no students

- H Division Wide Holiday - no students, no staff
- ♥ Division Wide Time Free From Instruction (TFFI) - no students
- ♦ Division Wide Teacher PD Day - no students
- ⌘ Division Wide Joint Horizon/ATA PD day - no students
- ✖ Division Wide Unassigned Teacher Time - no students, no staff
- 🌙 School Based Time Free From Instruction (TFFI) - no students
- 🌙 School Based PD Day (All Schools) - no Students
- 🌙 School Based PD Day, 1/2 day - No Students
- ✖ School Based Unassigned Teacher Time - no students, no staff
- 📅 School Based Parent/Teacher Interviews - no students
- 📅 School Based Parent/Teacher Interviews - after school
- J School Based PD Day (Junior High) - No Gr. 6-9 Students

1st Sem.	M-TH	75	F	15
2nd Sem.	M-TH	<u>70</u>	F	<u>14</u>
Total Instructional Days		145	29	174

Achievement Exams	Gr. 9*	Gr. 6*
English Language Arts Part A	May 3	May 5
English Language Arts Part B	June 14	June 14
Science	June 17	June 17
Social Studies	June 18	June 18
Mathematics Part A	June 15	June 15
Mathematics Part B	June 15	June 15

\* Window periods approved by AB Education are draft 190830

Date	Holidays & Observances
September 7, 2020	Labour Day
October 12, 2020	Thanksgiving Day
November 1, 2020	Daylight Savings Ends
November 11, 2020	Remembrance Day
December 25, 2020	Christmas Day
December 28, 2020	Boxing Day
January 1, 2021	New Year's Day
February 15, 2021	Family Day (Alberta)
February 16-19, 2021	Teachers Convention
March 14, 2021	Daylight Savings Begins
April 2, 2021	Good Friday
April 5, 2021	Easter Monday
May 24, 2021	Victoria Day
June 21, 2021	National Indigenous Peoples Day
July 1, 2021	Canada Day

APPROVED: FEBRUARY 25, 2020

# Erle Rivers High School (Gr. 10-12) 2020-2021 School Year Calendar



Aug-20				
M	T	W	T	F
				1
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
Instructional Days 1 M-Th 1 F 0				

Sep-20				
M	T	W	T	F
	1	2	3	4
H 7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
Instructional Days 19 M-Th 18 F 3				

Oct-20				
M	T	W	T	F
				1
5	6	7	8	9
H 12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
Instructional Days 20 M-Th 18 F 4				

Nov-20				
M	T	W	T	F
2	3	4	5	6
9	10	H 11	12	13
16	17	18	19	20
23	24	25	26	27
30				
Instructional Days 18 M-Th 15 F 3				

Dec-20				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
H 21	H 22	H 23	H 24	H 25
H 28	H 29	H 30	H 31	
Instructional Days 13 M-Th 11 F 2				

Jan-21				
M	T	W	T	F
				H 1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
Instructional Days 19 1st Sem. M-Th 16 F 3				
0 2nd Sem. M-Th F 0				

Feb-21				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
H 15	H 16	H 17	18	19
22	23	24	25	26
Instructional Days 15 M-Th 12 F 3				

Mar-21				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
Instructional Days 21 M-Th 18 F 3				

Apr-21				
M	T	W	T	F
			R 1	H 2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
Instructional Days 16 M-Th 13 F 3				

May-21				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
H 24	25	26	27	28
31				
Instructional Days 19 M-Th 16 F 3				

Jun-21				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
Instructional Days 17 M-Th 15 F 2				

	Sem. 1	Sem. 2	Total
Instructional Days	90	88	178
Non-Instructional Days	14	8	22
Total Days	200		

1st Sem. M-Th 75 F 15  
2nd Sem. M-Th 74 F 14

Total Instructional Days 169 29 178

## Symbols Legend:

- First Day of School (1-12)
- Last day of 1st Semester
- First day of 2nd Semester
- Diploma Exam
- Last Day of School (Jr. High & Sr. High)
- Report Card
- Planning for Student Support Day (All Schools) - no

- Division Wide Holiday - no students, no staff
- Division Wide Time Free From Instruction (TFFI) - no students
- Division Wide Teacher PD Day - no students
- Division Wide Joint Horizon/ATA PD day - no students
- Division Wide Unassigned Teacher Time - no students, no staff
- School Based Time Free From Instruction (TFFI) - no students
- School Based PD Day (All Schools) - no Students
- School Based PD Day, 1/2 day - No Students
- School Based Unassigned Teacher Time - no students, no staff
- School Based Parent/Teacher Interviews - no students
- School Based Parent/Teacher Interviews - after school

Gr. 12 Diploma Exams	Jan.	Jun.
English LA 30-1 Pt. A	11	10
English LA 30-2 Pt. A	11	10
Social 30-1 Pt. A	12	11
Social 30-2 Pt. A	12	11
English LA 30-1 Pt. B	21	18
English LA 30-2 Pt. B	21	18
Social 30-1 Pt. B	22	22
Social 30-2 Pt. B	22	22
Math 30-1	20	16
Math 30-2	20	16
Biology 30	25	23
Chemistry 30	26	24

APPROVED: FEBRUARY 25, 2020

Date	Holidays & Observances
September 7, 2020	Labour Day
October 12, 2020	Thanksgiving Day
November 1, 2020	Daylight Savings Ends
November 11, 2020	Remembrance Day
December 25, 2020	Christmas Day
December 26, 2020	Boxing Day
January 1, 2021	New Year's Day
February 15, 2021	Family Day (Alberta)
February 16-19, 2021	Teachers Convention
March 14, 2021	Daylight Savings Begins
April 2, 2021	Good Friday
April 5, 2021	Easter Monday
May 24, 2021	Victoria Day
June 21, 2021	National Indigenous Peoples Day
July 1, 2021	Canada Day

## 2020-2021 Class Time Schedule

Period	TIME	Breaks
		Mon-Thurs
1	8:30 - 9:15 Fri 8:30-9:20	<b>MORNING:</b>  <b>To be determined by teachers as needed.</b>
2	9:15 - 10:00 Fri 9:22-10:12	
3	10:00- 10:45 Fri 10:23-11:13	
4	10:45 - 11:30 Fri 11:15--12:05	
5	11:30 - 12:15	
<b><i>Middle School Eating Break: 12:15-12:35 (Pit/ HS Lab) High School Social Break: 12:15-12:35 (Gym/ Learning Commons)</i></b>  <b><i>High School Eating Break: 12:35-12:55 Middle School Social Break: 12:35-12:55</i></b>  <b><i>Students may leave campus during this time, however, re-entry must be through front doors and hand-sanitizing is mandatory</i></b>		
6	12:55 - 1:40	<b>AFTERNOON:</b>  <b>To be determined by teachers as needed.</b>
AEP	1:40 - 2:30	
7	2:30 - 3:20	
<b>Dismissal Times will be staggered please adhere to them:</b>  <b>Grades 6/7 &amp; 8/9 @ 3:10</b> <b>Grades 7/8 &amp; 10 @ 3:15</b> <b>Grades 11 &amp; 12 @ 3:20</b>		

### Daily Schedule

There are 7 blocks in the schedule. Classes run as follows:

- Monday & Wednesday blocks 1-7 sequentially
- Tuesday & Thursday blocks 1-7 sequentially
- Friday classes are arranged into A (Monday/Wednesday classes) and B (Tuesday/Thursday classes) rotation

## WHAT'S NEW

What's New at Erle Rivers High School for the 2020-2021 School Year?

Welcome Back Comets & Novas! The staff at Erle Rivers is excited about working with students so that they have a successful school year after having last year cut short due to COVID-19. At ERHS we are a team that works closely with students, families, and communities to ensure that educational needs are being met. Although safety protocols have been implemented for the safety of our students, our goal remains to provide them memorable learning experiences. This year we would like to welcome Mrs. Lisa Fedunec as our high school math & science teacher and Ms. Zoe Kawalilak as our Grade 8/9 cohort teacher. We are happy to announce that we also have a PS III student joining our staff, Ms. Cailey Schatz, who will be working closely with the Grade 10's and the grade 7/8 class.

Our students have been cohorted for the 2020-21 school year in order to keep our class sizes smaller and allow for physical distancing, we hope these measures will assist us in keeping our students in the building this year.

Although there are protocols in place that limit some of the activities we are currently able to do with our students, as a staff, we are dedicated to looking for "outside of the box" ideas for maintaining some of the FUN aspects that are a part of our school traditions. We still plan on celebrating Erle Fest this year with friendly competition between cohorts and we hope to still have groups such as the Student's Union to help look for other ways to build school spirit. We want Fridays to still be the "Green Wave" and encourage staff and students to proudly wear their ERHS gear.

Once ASAA & Horizon School Division deem it is safe to begin school sports, we will once again strive to provide a quality athletics program for our students to be involved in. If you're able to volunteer as a coach please contact Mrs. Fedunec (our new Athletic Director) for information as to how you can help.

We ask for everyone's patience as we navigate a new school year with enhanced safety protocols. It's going to take some time and adjustments to ensure that the plans we have in place will meet the needs of our students. If at any time you have any questions, please feel free to contact the office or individual teachers if you're inquiring about your child's progress.

We hope everyone has a great year!

# ERLE RIVERS STAFF

## **Administrator**

Principal – Barbara Arend

## **Office Staff**

Secretary – Carol Swanson

## **Teachers**

Barbara Arend (Gr. 7/8 Art & Gym, HS CALM & ADLC)

Lisa Fedunec (High School Science & Math)

Karen Ellert Garber (Bio 30, Grade 7/8 Cohort)

Zoe Kawalilak (Grade 8/9 Cohort)

Kayla McPhillips (Middle School Math)

Kacie Neamtu (Social 30, Grade 10 Cohort)

Cailey Schatz (PS III student working in Gr.7/8 & 10)

Monti Toly (Grade 6/7 Cohort)

## **Support Staff**

Cheryl Stewart

## **Librarian**

Rita Lodermeier (Tuesday -Thursday am)

## **Counsellors**

Amy Davis (FSLC)

Darlene Fleming (Family Connections Worker)

Garth Mouland (Career)

Lisa Sowinski (FNMI)



**Student Services** (You may also get in contact with all of our support services by contacting the school.)

Academic & Career Counsellor

Garth Mouland is the Academic & Career Counsellor and provides students with a broad range of services including academic planning, credit checks, course selection and streaming, aptitude assessments, career exploration and research, post-secondary and scholarship applications, letters of reference, resumes, cover letters, and more. He provides individual counseling, classroom instruction, parent/student presentations, and information sessions. Garth also coordinates Job Shadow placements, Student for a Day sessions at Lethbridge College and the University of Lethbridge, and various other initiatives such as the "Job Shadow" program. He is available to meet with students and parents upon request. His email is: [garth.mouland@horizon.ab.ca](mailto:garth.mouland@horizon.ab.ca)

Family School Liaison Counsellor & Family Connections Worker

Amy Davis is the Family School Liaison Counsellor and provides support to children, youth, and families to support them in reaching their potential both academically and personally. Amy provides counselling services in various areas including peer/friendship issues, self-esteem, anger management, conflict resolutions, mentoring/positive role modeling, organizational and motivational checks, homework skills, attendance issues, behavior modification, grief and loss, depression, anxiety, violence, abuse, divorce, and many more. She also provides group counselling, classroom presentations, parent/school staff workshops, and connection and referrals to community agencies. Her contact information is as follows: [amy.davis@horizon.ab.ca](mailto:amy.davis@horizon.ab.ca).

This year we are excited to welcome Darlene Fleming to our school in the role of a Family Connections worker. This position has her working with students in classrooms on topics related to personal well-being. Her contact is [darlene.fleming@horizon.ab.ca](mailto:darlene.fleming@horizon.ab.ca).

First Nations, Métis, and Inuit Liaison Worker

Lisa Sowinski is the First Nations, Métis, and Inuit Liaison Worker and provides support to the First Nation, Métis and Inuit students and families. Lisa provides a link between home and school and connects them to appropriate resources or agencies if needed within the community. To reach out to Lisa, please contact: [lisa.sowinski@horizon.ab.ca](mailto:lisa.sowinski@horizon.ab.ca).

Off-campus Coordinator

Heather Brantner will be the Off-campus Coordinator liaison and will support the effective delivery of off-campus education courses and programs. Her email is [heather.brantner@horizon.ab.ca](mailto:heather.brantner@horizon.ab.ca). Her goal is to come to the school every couple of weeks.

### Snack Program

Research shows that students who are hungry have a difficult time paying attention in class. Hungry students don't learn. In order to help feed our student's brains, we also need to feed their belly's. This year we have had to make changes to our snack program to ensure that it is safe for students with COVID-19 protocols. We will be having a cart that will travel to classrooms first thing in the morning where students who would like a snack will be given one by a staff member. Snacks are also available throughout the day, however, they will need to visit the workroom (in the hallway with the mural) and a staff member will be happy to provide students with snacks that we have available. While trying to maintain healthy options, we will be limited to pre-packaged items for the safety of our students.

### Student Parking

The parking lot on the North side of the school is reserved for Staff & Visitor parking only. Students are encouraged to park their vehicles on the street on the west side of the school.

## **Communication**

### Off-Campus Policy

It is the belief of the Erle Rivers High School Staff that it is important for students to be responsible for their actions and behaviors. Staff will review the attendance and punctuality policies with students to ensure that they are aware of the expectations and responsibilities put upon them in these matters. It is understood that appropriate supervision will be provided by all staff when your child is on campus, however, we are not able to do this beyond the campus perimeter. If you do not want your child to leave the school premises during non-instructional times, we encourage you to discuss this with your children.

It is also important to note, that while we are adhering to COVID-19 protocols within the building and are ensuring that students physically distance themselves, sanitize, and wear masks, we are unable to ensure that students continue with these measures when they leave the building. If this is something of concern to you, please have a conversation with your child.

At the moment, the only entry into our school is through the main south doors. They are locked and students need to ring the bell to gain entry. Once inside, students are required to wear a mask and sanitize their hands.



## Student Communication

Uninterrupted instructional periods are important for student achievement. When classes are interrupted for phone calls, this can hinder the learning for students who can get distracted. In order to minimize classroom distractions, the office will be taking messages for students that will be given to them during break times. If your child needs to return your call, they will do so during their cohort break. We also request that you refrain from communicating with your child via text message during instructional times. Thank you for your support in reducing classroom disruptions so that we can optimize our learning time.

## Cell Phone and Electronic Device Policy

It is the policy of Erle Rivers High School that individuals have the right to work and learn in a safe, secure environment that respects privacy. Erle Rivers High School recognizes that teacher directed use of technology including cell phones, iPads, chromebooks and other electronic devices can have a tremendous positive impact on learning including: research, collaboration, and planning. In appropriate use of communication technologies interferes with individual rights and the learning environment for this reason, the use of technology at Erle Rivers High School will be regulated.

**Students will not be permitted to utilize their devices during Advisory or AEP periods.** Students who do not adhere to a teacher's reminder to put their devices away during these times will have them taken away for a period of time. If phones are removed during advisory, they will be held onto by their advisory teacher until lunch. If phones are removed during AEP, the AEP teacher will hold onto the phones until the end of the day.

## Acceptable Use in Class

Cell phones, iPods, iPads, and other electronic devices **are** allowed in classrooms **at the discretion of the staff member.** At certain times, some staff members may deem it appropriate for students to listen to music, retrieve or send email, access the Internet or use a specific program on their device. **You must always have the permission of that staff member to use your device in her or his class.**

Cell phones **MUST NOT** enter the change rooms. Students should keep their cell phones in their lockers during gym classes.

There is to be **NO** recording, calling or messaging of any kind during class time (this includes labs, library, gym, pit, hallways, etc.).

Students may not send any type of text message, photo, internet or application data, or access any social media sites during class time.

Students may not “check” or retrieve any type of text message, internet or application data, or any kind of social media during class time.

At ERHS a wireless network has been provided for students to use. Electronic devices may be used at any time in the morning, after school, during breaks and at lunch time.

Images, voice or video recordings of any type may not be created at any time without the permission of those included in the file. Also, if an electronic device is used to bully any students, it may be confiscated, and disciplinary action will occur based on the discipline policy.

### Consequences

If students are not following these guidelines they may be asked to stop using or turn off the device. If they do not comply or if a staff member deems it appropriate, the phone may be kept until the end of the day or it will be taken to an administrator.

Remember that if any staff member who has been hired by the Horizon School Division 67 asks students for their cell phone due to inappropriate use, they must comply with this reasonable request.







## **Student Dress Code**

It is the policy of Erle Rivers High School that students are encouraged to dress in accordance with the school dress code because good social judgment includes knowing what is appropriate to wear. The following standards must be adhered to at school and school dances:

Dress should be clean, neat, and modest and will not include, be transparent or contain profane gestures, inappropriate language, or advertising of alcohol or illegal substances. Logos, pictures, or words should not promote drinking, sex, drugs, profanity, weapons or any other subjects inappropriate for school.

No boots are permitted in the gym. This includes work boots, cowboy boots, or anything the teacher deems unacceptable footwear. We want to preserve our flooring so that it is in proper condition for our physical education classes and our athletics programs, for this reason, students will be asked to remove footwear if it is not appropriate.

Usually, a change of clothing is required for physical education classes for the health and hygiene of the students. Due to our COVID-19 protocol, we are currently having

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Golf 										
X- Country 										
Volleyball 										
Basketball 										
Badminton 										
Track/Field 										



# SchoolCashOnline

For safety and efficiency reasons, Horizon School Division 67 would like to reduce the amount of cash & checks coming into our school. Please join the thousands of parents who have already registered and are enjoying the convenience of paying ONLINE! It takes less than 5 minutes to register. Follow these step-by-step instructions to begin to receive email notifications regarding upcoming events involving your child(ren).

NOTE: If you require assistance, select the *SUPPORT* option in the top right hand corner of the screen.

## Step 1: Register

a) If you have not registered, please go to the *School Cash Online* home page <https://horizon.schoolcashonline.com/> and select the "Get Started Today" option.

b) Complete each of the three Registration Steps  
\*For Security Reasons your password, requires 8 characters, one uppercase letter, one lowercase letter and a number.



## Step 2: Confirmation Email

A registration confirmation email will be forwarded to you. Click on the link provided inside the email to confirm your email and *School Cash Online* account. The confirmation link will open the *School Cash Online* site prompting you to sign into your account. Use your email address and password just created with your account.



## Step 3: Find Student

This step will connect your children to your account.

- Enter the School Board Name.
- Enter the School Name.
- Enter Your Child's First Name, Last Name and Birth Date.
- Select *Continue*.
- On the next page confirm that you are related to the child, check in the Agree box and select *Continue*.
- Your child has been added to your account.

## Step 4: View Items or Add Another Student

If you have more children, select "Add Another Student" and repeat the steps above. 8 children can be added to one parent account. If you do not wish to add additional children, select "View Items For Students" option. A listing of available items for purchase will be displayed.

## **Course Enrollment and Credit Completion**

A student must have earned a passing mark in all prerequisite courses, before he/she can take the course to follow. For instance, if a student fails English 20-1, he/she must either repeat English 20-1 and pass it to go on to English 30-1, or he/she must take English 20-2 to enter into English 30-2.

A student who has earned a final mark of 45-49%, will be permitted to downgrade a level and take the course at the next grade level; upon successful completion of the course, he/she will be given retroactive credit for the prior course. For instance, a student receives a final mark of 45% in English 20-1, he/she will be allowed to take English 30-2. If the student passes English 30-2, then he/she will be given retroactive credit for English 20-2. No credit will be given for English 20-1.

### **Picking the Right Math Stream**

-1 Stream	<ul style="list-style-type: none"><li>· If you want to study mathematics or sciences at college, university, or technical institute and go onto a related career</li><li>· For students who plan to enter post-secondary programs such as engineering, mathematics, sciences, some business studies, or other programs that require advanced level math skills</li><li>· Is a co-requisite for Math 31 (calculus)</li></ul>
-2 Stream	<ul style="list-style-type: none"><li>· For students wishing to study at the post-secondary level in diverse fields, including arts programs, civil engineering technology, medical technologies, nursing and some apprenticeship programs. This path will fulfill most students' needs. Mathematics-2 is designed with a great deal of flexibility, so that the student can switch sequences in Grade 11 or Grade 12 if his or her interests change.</li></ul>
-3 Stream	<ul style="list-style-type: none"><li>· Is for students who want to apprentice to a trade or enter the workforce directly after high school. It is designed to meet the entrance requirements for apprentices in most trades programs, specifically levels one to three.</li></ul>

## Credit Requirements

At Erle Rivers we strive to ensure our high school students are in good academic standing for graduation. For this reason, we maintain the expectation that students enroll in a minimum number of courses so that we can support them in the goal of achieving their Alberta High School Diploma.

For the 2020/2021 year we expect each student to enroll in the minimum credit load as follows:

Each grade 10 student is expected to carry a full schedule within the school day which will result in a minimum of 40 credits by the end of the year.

Each grade 11 & 12 student will be given the opportunity to elect for a spare or a distance learning class based upon approval from an administrator if the student is in good standing.

## Academic Misconduct / Malpractice Guidelines, Expectations and Consequences

It is important that the work students are credited for at Erle Rivers High School is indeed their own work and has been created under acceptable conditions with the use of appropriate resources. With this basic principle in mind, the following is intended to provide all high school students with the information needed to ensure they do not engage in activities that bring into question their academic integrity.

## **Graduation Requirements 2020 - 2021**

In order to participate in the graduation ceremonies hosted by ERHS, a student must have attended ERHS for his/her grade 12 year and must meet the following requirements:

Alberta Learning – High School Diploma requirements:

English 30-1/30-2

Social 30-1/30-2

10 credit minimum in Science

10 credit minimum in Math

10 credits in CTS and/or Fine Arts and or PE 20/30

10 credits in any other 30 level courses



CALM (3 credit minimum)

PE 10 (3 credit minimum)

**\*\*Note:** A student who is on track to receive a Certificate of Achievement will also be eligible for participation in graduation. (Guide to Education)

## 2. Horizon School Division #67

A student must earn a total of 100 credits as a minimum.

(Policy IECD – Assignment of High School Courses)

## 3. ERHS

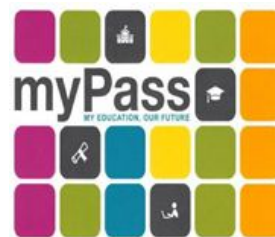
**A student must have a minimum grade of 50% in all courses and/or credits required for a High School diploma by April 30 of that school year to be eligible for participation in graduation ceremonies. For students enrolled in ADLC courses required for graduation, 50% of their course content must be completed and they must be passing by April 30 of that school year to be eligible to participate in graduation ceremonies.** Additionally, attendance and lates must be in good standing. A student who has been repeatedly absent in a class without due cause may be ineligible to participate in graduation.

If a student does not meet the requirements for participation in graduation, the student and the parent(s) will be directly informed, however, discussion to avoid this situation will be held prior to April. Should the student and/or parent(s) consider the decision not to be fair, he/she has the right to appeal the school's decision to the superintendent.

## myPass

myPass is an Alberta Education secure self-service website for Alberta students to:

- ✓ View diploma exam results and request rescores
- ✓ Register to write a diploma exam
- ✓ Order high school transcripts
- ✓ View progress towards a credential (diploma or certificate)
- ✓ View and print a Detailed Academic Report (DAR)
- ✓ Order additional copies of an awarded credential
- ✓ View student personal information

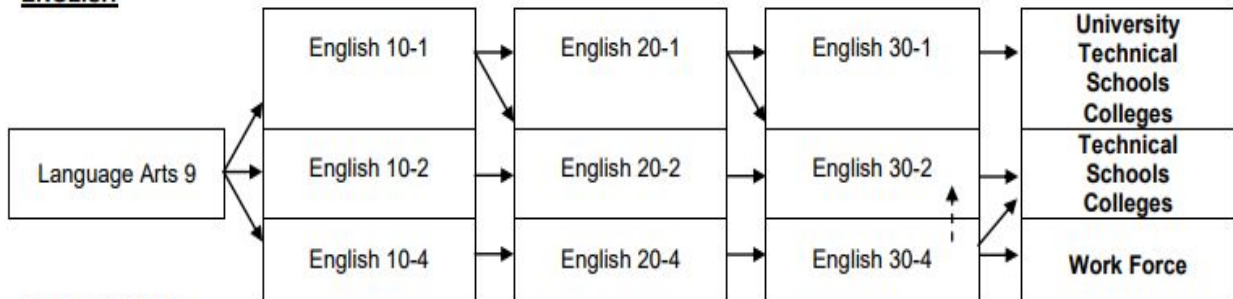


If you have not signed up for myPass please see Mrs. Swanson. NOTE: Diplomas marks are no longer mailed and can only be viewed through your Alberta Education myPass account

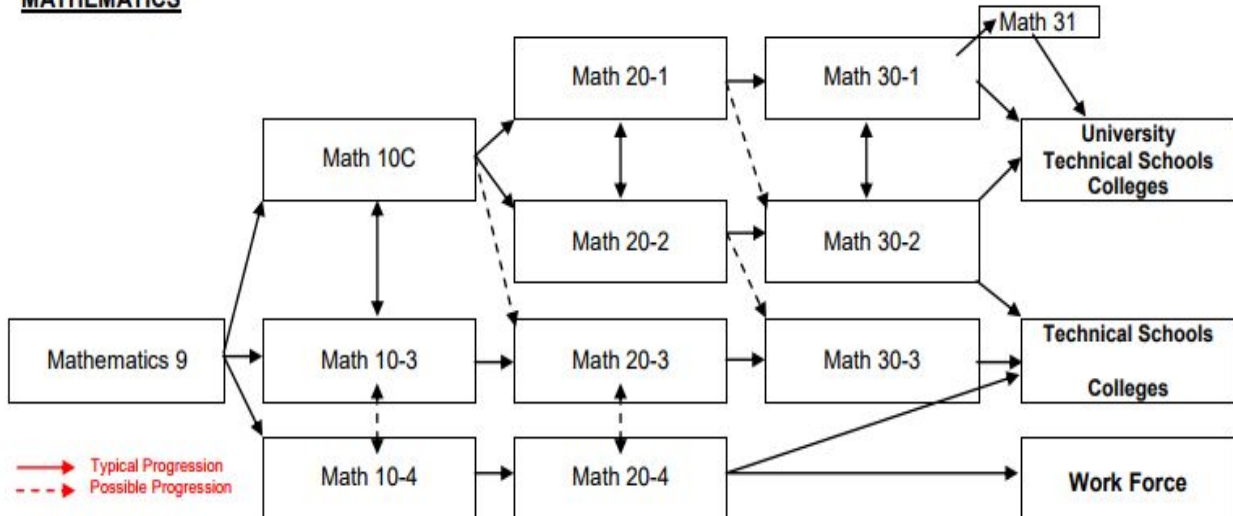
## CORE COURSE SEQUENCES & TRANSFER POINTS

(note: requirements for post-secondary institutions vary greatly between programs. These diagrams are intended to be used as a guide, and students should check with institutions regarding program requirements in grade 11.)

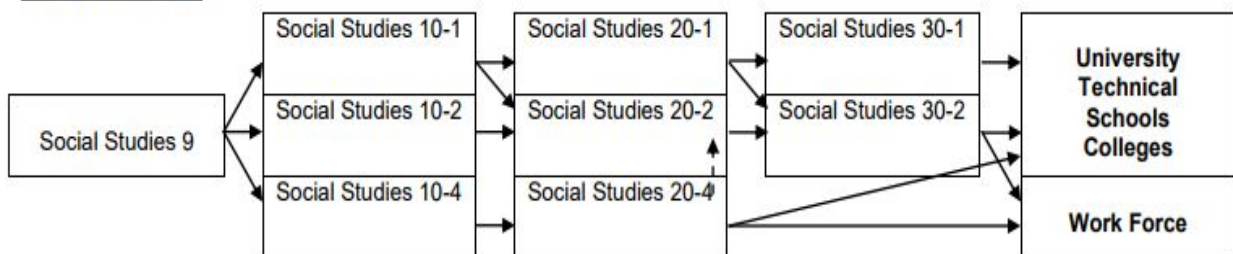
### ENGLISH



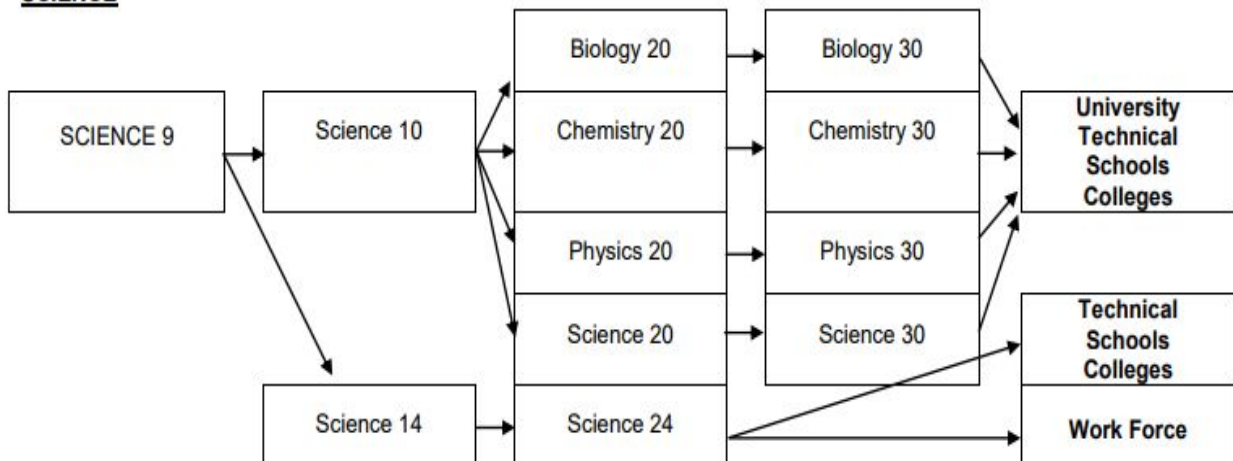
### MATHEMATICS



### SOCIAL STUDIES



### SCIENCE



have

## **High School Flexibility Project**

### **Academic Enrichment Period:**

AEP will occur in the afternoon at 1:50 pm, Monday to Thursday. AEP addresses a number of areas such as student choice/responsibility for their learning, time during the school day for academic assistance/tutoring; time to catch up on missed assignments; collaborative time with other students for group work and/or tutoring; enrichment; extra time to grasp concepts; time to assist with community or school events and/or activities.

Students will be kept in their cohorts during AEP for semester one, however, there will be flexibility for students to contact their teachers for assistance when needed.

High school students are expected to attend and make individualized choices to enhance their learning during AEP Time although this time will also be used for informational sessions regarding post-secondary opportunities. Attendance will be taken daily during AEP.

### **Advisory:**

Erle Rivers High School recognizes the importance of each student. Staff within the school is unwavering in their efforts to demonstrate their concern for each student. As a result, each student feels valued as a member of the school community. The importance of positive relationships is never underestimated and these relationships are recognized as a cornerstone of success.

Upon entry into Erle Rivers High School, each student is assigned a teacher advisor whose role is to provide support and guidance for the student throughout his or her school career. The advisor advocates on behalf of the student, communicates with the parent or guardian, and provides a caring, supportive relationship to assist the student with goal setting and course planning with a career focus.

For the 2020-2021 school year, Advisory groups will be replaced with Cohort groups. Cohort groups will participate in various challenges that may occur throughout the year.

## **Student Attendance & Punctuality**

Erle Rivers High School believes that regular and punctual attendance is a critical factor in the educational success of students. The responsibility for regular attendance lies with the student and the parent. Students must also accept the consequences of their actions should they choose not to accept this responsibility. Students have an obligation to contribute to, as well as benefit from, the learning experience. Irregular attendance curtails a student's ability to contribute, and often hinders the progress of the class.

Parents are encouraged to have high expectations for attendance and to resist excusing students for anything other than those reasons deemed excusable in the School Act.

### Excused Absences

The only excusable absences, according to the School Act, are those related to the student's health, religious holidays, suspensions from school and field trips. Erle Rivers High School recognizes that students may be absent for other legitimate reasons. Excusable absences beyond those stated will be at the discretion of the principal.

Students are required to have their parents or guardians clear an absence for the following school day. Absences can be cleared by parents calling/emailing the **SCHOOL OFFICE** or by the student bringing a note from his/her parents to the office. Often students have more than one teacher and providing information to the office ensures that all teachers are notified and it is put into our attendance system. Failure to have an absence cleared means that the student was truant. **We will continue to utilize the School Messenger system to call home when students have unexcused absences or lates. In order to avoid having these phone calls, communication with school staff is important.**

### Unexcused Absences/ Lates

All absences that are unverified by a parent/guardian will be considered unexcused.

The most common reason for an unverified absence is that a student has arrived late for a class and did not ensure that the absence was changed to a late. It is a STUDENT'S RESPONSIBILITY to ensure the record is accurate BEFORE leaving class. Once again, appropriate communication with staff members is important.

Being punctual is an important life skill. We expect students to learn this skill and by being punctual for their classes. This means that students shall be in class, with their appropriate supplies, prepared to commence learning activities when the bell rings signaling the beginning of the instructional period. It is important to note that attendance in Advisory is MANDATORY and absence rules also apply to this class.

An unexcused late between classes can be avoided by having a conversation with the teacher prior to leaving the classroom so that they are informed in advance that may be late.

**Students must be in attendance at school on the day of special events or team sports events. Absent students will not be allowed to participate in the function even if it is outside of school hours.**

In the case that a student's lack of punctuality becomes a chronic issue, a parent meeting with the course teacher and administration will occur.

### Procedure for Chronic Absenteeism:


- 5 absences (beyond school event absence) will result in notification being emailed home and/or a teacher will make contact with parents of attendance concern.
- 8 absences (beyond a school event absence) will result in a parent meeting with the course teacher and administration to discuss the creation of a plan for student success.

## Report Cards and Parent-Teacher-Interviews

There are 4 reporting periods per school year (2 per semester). The report card will indicate the student's achievement in each subject and a record of his/her attendance. Parents should realize that the report card has limited value in reporting student progress. In order to obtain a full picture of the progress of a student, parents and students should attend parent-teacher-interviews, which are held in October and April. We will be determining the best format for this to happen once the school year has begun, however, parents are welcome to call their child's teacher at any time. High School parents are also encouraged to visit the PowerSchool website where they can check on student progress. If you require more information or need a login for PowerSchool please contact the school at any time.

### Middle School Assessments

All Horizon students in Grades 6-9 will be assessed using an outcomes-based report card. The Horizon outcomes-based report card is tied directly to the Alberta curriculum, which is also outcomes-based. The provincially mandated curriculum describes what a child is expected to know and be able to do each year, in each subject. The new report card will tell you if a child has met these specific expectations. It focuses on clear descriptions of how well a child has acquired the key knowledge, skills, and attitudes in each subject. There are no letter grades or percentages on the new report card. Instead we use four levels of achievement: Teachers will be using this scale for their assessment practices within the classroom this year and you will see this communicated on their course outlines.

The following terms describe how often the student is meeting the achievement indicators:			
1	2	3	4
NOT YET	BEGINNER	APPRENTICE	EXPERT
The student demonstrates <b>little</b> understanding and/or <b>limited</b> skills.	The student demonstrates <b>some</b> understanding and/or <b>basic</b> skills.	The student demonstrates <b>good</b> understanding and/or <b>practical</b> skills.	The student demonstrates <b>deep</b> understanding and/or <b>excellent</b> skills.
Below Expectations		Meeting Expectations	
			
IE	INSUFFICIENT EVIDENCE of student learning is available to report		
ADAPTED	Learning program is ADAPTED as outlined in an Individualized Support Plan or English Language Learning Benchmark.		
NA	This Strand is NOT APPLICABLE due to programming or this content not being taught this reporting period.		

## **Student Awards**

Every fall, ERHS dedicates a night to recognizing academic excellence amongst our students. A reception is held and student awards and bursaries are handed out. High School Awards are determined based upon the highest academic percentage except for the following:

**Erle Rivers High School Bright Futures Award:** Grade 12 award for highest blended in academics, athletics, and leadership (school and community). Demonstrates a commitment to learning (attendance, etc.)

**Erle Rivers High School Student Leadership (replaces President Cup):** Grade 10-12 award for student who had held a position of leadership, had a positive and was innovative in leadership.

As the middle school report cards are assessed using outcomes, the following criteria will be used to determine the recipients of the awards for each middle school grade level:

**Top Academic:** In recognition of

- Acquiring the most consistent (blue) average in Core Subjects.
- Acquiring the most consistent average (blue) in Work Habits & Citizenship.
- Has demonstrated consistent attendance in class.

**Second-Top Academic:** In recognition of

- Acquiring the second-most consistent (blue) average in Core Subjects.
- Acquiring the most consistent average (blue) in Work Habits & Citizenship.
- Has demonstrated consistent attendance in class.

**Erle Rivers Middle School Bright Future Award:** In recognition of

- Dedication to academics demonstrated
- Participation in School Activities (Sports, Student Council)
- Demonstrates Kindness, Empathy, Works well with peers & adults
- Community Involvement can be a consideration.



## **Welcoming, Caring, Respectful, and Safe Learning Environments Student Behavior and Discipline**

*Please see the following link to review the Horizon Safe and Caring Policy. If you have any questions or concerns regarding this policy, please contact the school.*

<http://www.horizon.ab.ca/view.php?action=documents&id=3>

*(School Act, Section 12)*

A student shall conduct him/herself so as to reasonably comply with the following code of conduct:

- a) be diligent in pursuing his/her studies;
- b) attend school regularly and punctually;
- c) cooperate fully with everyone authorized by the board to provide education programs and other services;
- d) comply with the rules of the school;
- e) account to his/her teachers for his/her conduct;
- f) respect the rights of others

Students at ERHS are expected to adhere to our code of conduct. During a School Advisory Council meeting in January 2020 our school detention plan was shared and discussed with parents. The following detention policy is supported by our School Advisory Council.

### **Student Harassment Policy (HSD Policy IFAA)**

Horizon School Division is committed to providing a safe and caring learning environment in which all individuals are treated with respect and dignity. Harassment is a form of discrimination. This policy has been developed to prevent harassment. For the purposes of this policy, harassment is synonymous with the terms intimidation, bullying, taunting, teasing and bugging.

#### **Definition of Harassment.**

Harassment includes behavior which may be verbal, physical, deliberate, unsolicited or unwelcome; it may be one incident or a series of incidents. Harassment may include:

- (a) verbal abuse or threats;
- (b) negative remarks, jokes, innuendoes, or taunts about a person's body, attire, age, gender, ethnic or national origin, socio-economic status,

- religion;
- (c) displaying of pornographic, racist, or other offensive or derogatory pictures;
- (d) practical jokes which cause awkwardness or embarrassment;
- (e) sexual invitations, requests, or demands, whether indirect or explicit;
- (f) inappropriate gestures;
- (g) intimidation to participate in unlawful or unethical activity or to participate in activities which contravene school and/or board policy;
- (h) unwelcome physical contact; and/or
- (i) coercing or influencing third parties to harass others.

The behavior need not be intentional in order to be considered harassment; it is sufficient that the offender knows, or ought to reasonably know that the behavior is offensive and unwelcome. Any student who willingly makes a false claim of harassment or intentionally provokes harassment shall be subject to appropriate disciplinary action.

### **Code of Conduct**

It is the belief of Erle Rivers High School that good student behaviour is a necessary condition for a safe and effective learning environment. Therefore, there are guidelines for behaviour. These guidelines are based upon the consideration for safety, respect of others, and the provision of an environment conducive to learning and personal growth. All students of Erle Rivers School are expected at all times to:

1. Treat all school staff, fellow students, parents, members of the community, and guests of the school with courtesy and respect
2. Display a spirit of honesty, integrity, and responsibility
3. Comply with the school rules and make efficient use of their school time
4. Refrain from disruptive behaviour that would deny any other student their right to obtain full benefit of their education experience
5. Attend school regularly and punctually
6. Be neat and clean in appearance and dress in a manner which is appropriate to the standards of the school
7. Refrain from tobacco use on the school grounds/premises. The use and possession of alcoholic beverages and/or illicit narcotics/drugs at school, or at a school sponsored activity is strictly prohibited.
8. Refrain from the use of improper, profane, or obscene language
9. Respect the property and rights of others

10. Refrain from the willful destruction, damage, or loss of school property or the property of others

We believe that this expected behavior will enhance the learning experience and aid the student in reaching his or her full potential. It further protects and enhances the rights of the individual to learn. In an effort to provide a clear and consistent message to all students, the school has developed a discipline plan.

Students at ERHS are expected to adhere to our code of conduct. During a School Advisory Council meeting in the winter 2020 our school detention plan was shared and discussed with parents. The following detention policy is supported by our School Advisory Council.

### **Detention Policy**

If an ERHS student is engaging in behaviour that goes against our code of conduct and expectations, the following steps will occur:

- 1.) First incident: Lunch time detention. Food will be available for students who are in detention but did not bring lunch to school. Not having lunch is not a reason for missing detention. If a student misses a detention, they will be receiving a half-day in-school suspension on the day they missed.
- 2.) If a student receives a second lunch detention, parents will be notified of the infraction and the behaviours that have been happening.
- 3.) Once a student receives 3 detentions, the next step will be to receive a full day in-school suspension. (We hope that students have learned about the impact of their actions and will not get to this step.)

We want our school to be a safe and caring environment without negative behaviours impacting learning.

## What is Bullying?

It is not always easy to know when your student is involved in a bullying circumstance. Sometimes what we think is bullying is actually conflict or students being mean or rude. This chart provides some guidelines in helping to determine whether an incident your child was involved with could be considered bullying. At Erle Rivers High School we believe that all students should be able to feel safe at our school, if you believe that your child is being bullied, please contact school administration so that we can provide the support your student needs to resolve the problem.

CONFLICT	RUDE	MEAN	BULLYING
Occasional	Occasional	Once or Twice	Is REPEATED
Not planned; in the heat of the moment	Spontaneous; unintentional	Intentional	Is planned and done on purpose
All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
All parties want to work things out	Based in thoughtlessness, poor manners or narcissism	Based in anger; impulsive cruelty	The bully is trying to gain control over the target
All parties will accept responsibility	Rude person accepts responsibility	Behavior often regretted;	The bully blames the target
An effort is made by all parties to solve the problem			The target wants to stop the bully's behavior; the bully does not
Can be resolved through mediation	Social skill building could be of benefit	Needs to be addressed/ should NOT be ignored	CANNOT be resolved through mediation

Source: Jennifer Astles, DASA Newsletter, January 2014, TST BOCES

## Alcohol and Drug Discipline Protocol

Consistent with Horizon School division drug policy:

When student conduct includes inappropriate use, distribution or sale of illicit substances that impact the climate of the school, whether or not the conduct occurs within the school building or during the school day, such conduct can result in removal from ERHS. Each situation will be dealt with on a case-by-case scenario.

<https://www.horizon.ab.ca/download/218600>

## Planning for Post-Secondary

Students can earn a maximum of \$2500 toward their post-secondary education through Alexander Rutherford Scholarships. Below is a list of criteria for qualifying.

### Alexander Rutherford 2020-21 Academic Year

Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• Average of 75.0% to 79.9% in <b>five</b> subjects - \$300</li> <li>• Average of 80% or higher in <b>five</b> subjects - \$400</li> </ul>	<ul style="list-style-type: none"> <li>• Average of 75.0% to 79.9% in <b>five</b> subjects - \$500</li> <li>• Average of 80% or higher in <b>five</b> subjects - \$800</li> </ul>	<ul style="list-style-type: none"> <li>• Average of 75.0% to 79.9% in <b>five</b> subjects - \$700</li> <li>• Average of 80% or higher in <b>five</b> subjects - \$1,300</li> </ul>
<b>Average is calculated from 5 designated subjects (Option/CTS courses may also be considered).</b>		
<b>One of:</b> <ul style="list-style-type: none"> <li>• English 10-1, 10-2</li> <li>• Français 10, 13 or 10-2</li> </ul>	<b>One of:</b> <ul style="list-style-type: none"> <li>• English 20-1, 20-2</li> <li>• Français 20, 23 or 20-2</li> </ul>	<b>One of:</b> <ul style="list-style-type: none"> <li>• English 30-1, 30-2</li> <li>• Français 30 or 30-2</li> </ul>
<b>At least two of:</b> <ul style="list-style-type: none"> <li>• Mathematics 10C</li> <li>• Science 10</li> <li>• Social Studies 10-1 or 10-2</li> <li>• A language other than one used above in Grade 10</li> </ul>	<b>At least two of:</b> <ul style="list-style-type: none"> <li>• Mathematics 20-1, or 20-2</li> <li>• Chemistry 20</li> <li>• Physics 20</li> <li>• Science 20</li> <li>• Biology 20</li> <li>• Social Studies 20-1 or 20-2</li> <li>• A language other than one used above in Grade 11</li> </ul>	<b>At least two of:</b> <ul style="list-style-type: none"> <li>• Mathematics 30-1, 30-2 or 31</li> <li>• Science 30</li> <li>• Social Studies 30-1 or 30-2</li> <li>• Biology 30</li> <li>• Chemistry 30</li> <li>• Physics 30</li> <li>• A language other than one used above in Grade 12</li> </ul>
<b>Any two courses</b> with minimum three credit value at Grade 10 level (1000 or 4000 series) including those listed above and combined introductory CTS courses.	<b>Any two courses</b> with minimum three credit value at Grade 11 level (2000 or 5000 series) including those listed above and combined intermediate CTS courses.	<b>Any two courses</b> with minimum five credit value at Grade 12 level (3000, 6000 or 9000 series) including those listed above and combined advanced CTS courses.

#### Notes:

- French and Français are not the same course and not interchangeable.
- A course cannot be repeated after a higher level course has been taken in the same sequence. Averages are not rounded up for scholarship purposes.
- The value of the scholarship is calculated on the overall average in five designated courses as listed under each grade level.
- All courses listed on an official Alberta Transcript of High School Achievement are acceptable (excludes Driver's Education), and only marks obtained before the start of post-secondary study can be used.
- Courses with a 'Pass' on a high school transcript are equivalent to a 50% mark.
- CALM course can be taken in any grade, but the final mark will be calculated in Grade 11.

#### Career and Technology Studies (CTS) Courses

Three one credit modules can be combined and used as an option at the Grade 10 and Grade 11 level. Five one credit modules can be combined and used as an option at the Grade 12 level (as of April 2006).

To be combined:

- All courses must be from the same level i.e. Introductory, Intermediate or Advanced,
- Courses can be from different subject areas, e.g. computer courses with welding courses, and
- Marks will be averaged at the appropriate level.





## Pay Attention to Attendance: Keep Your Child On Track in Middle and High School

*Showing up for school has a huge impact on a student's academic success starting in kindergarten and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understand why attendance is so important for success in school and on the job.*

### DID YOU KNOW?

- Students should miss no more than 9 days of school each year to stay engaged, successful and on track to graduation.
- Absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other potentially serious difficulty.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.
- Missing 10 percent, or about 18 days, of the school year can drastically affect a student's academic success.
- Students can be chronically absent even if they only miss a day or two every few weeks.
- Attendance is an important life skill that will help your child graduate from college and keep a job.

### WHAT YOU CAN DO

#### **Make school attendance a priority**

- Talk about the importance of showing up to school everyday, make that the expectation.
- Help your child maintain daily routines, such as finishing homework and getting a good night's sleep.
- Try not to schedule dental and medical appointments during the school day.
- Don't let your child stay home unless truly sick. Complaints of headaches or stomach aches may be signs of anxiety.

#### **Help your teen stay engaged**

- Find out if your child feels engaged by his classes and feels safe from bullies and other threats. Make sure he/she is not missing class because of behavioral issues and school discipline policies. If any of these are problems, work with your school.
- Stay on top of academic progress and seek help from teachers or tutors if necessary. Make sure teachers know how to contact you.
- Stay on top of your child's social contacts. Peer pressure can lead to skipping school, while students without many friends can feel isolated.
- Encourage meaningful afterschool activities, including sports and clubs.

#### **Communicate with the school**

- Know the school's attendance policy – incentives and penalties
- Talk to teachers if you notice sudden changes in behavior. These could be tied to something going on at school.
- Check on your child's attendance to be sure absences are not piling up.
- Ask for help from school officials, afterschool programs, other parents or community agencies if you're having trouble getting your child to school.



Date: September 2, 2020

Dear Parent/Guardian:

Horizon School Division is committed to providing safe learning environments for all students, staff, school visitors and community members.

When students' behaviours pose a potential threat to safety or serious harm, the Southwest Alberta Regional Violence Risk Threat Assessment (VTRA) Protocol helps Principals take steps to protect students' well-being. The protocol helps schools respond quickly to worrisome behaviours and/or threatening incidents such as: possession of a weapon or a replica weapon, bomb threats or plans, verbal, written or electronic (internet, text) threats to kill or injure oneself or others or other threats of violence, fire setting.

The Southwest Alberta Regional VTRA Protocol outlines how a school responds immediately to threatening behaviour. The purpose of the VTRA protocol is to support students and their families in addressing these worrisome behaviours. We believe that students demonstrating such behaviours require a team to support them. Principals may first bring together a School Threat Assessment Team, which ideally includes the Principal/Vice-Principal, a school-based clinician/jurisdictional lead, and police. If the situation is serious, the Principal may also consult with the Superintendent of Schools, and call in members of the Community Threat Assessment Team. This community team may include representatives of community agencies who work with us to keep our schools safer such as local police, children's mental health organizations or Human Services. Parents and guardians will be notified as soon as possible in the Stage I-VTRA process. If parents/guardians cannot be reached, or if they choose not to provide consent, but a concern for safety still exists due to threatening behaviour, the threat assessment may still proceed. Personal information shared throughout this process will respect and balance each individual's right to privacy with the need to ensure the safety of all.

As always, student safety is our first priority. If you have any questions regarding Horizon School Division, Southwest Alberta Regional VTRA Protocol, please contact Angela Miller at 403-634-9767 or [angela.miller@horizon.ab.ca](mailto:angela.miller@horizon.ab.ca)

Sincerely,

Mrs. Barb Arend  
Erle Rivers High School



**The Horizon School Division is committed to creating and maintaining safe and caring school environments in which students, staff, parents, and others feel safe. Any threat of violence will not be tolerated by Horizon School Division schools.**

# **Student Threat Assessment**

***Fair Notice and Process***



**horizon<sup>+</sup>**  
**school division**

**6302-56 Street • Taber, AB • T1G 1Z9  
Phone: 403-223-3547 Fax: 403-223-2999**

# Student Threat Assessment:



## What behaviours initiate a Student Threat Assessment?

A Student Threat Assessment will be initiated when behaviours include, but are not limited to: serious violence or violence with intent to harm or kill, verbal/written threats to harm/kill others, Internet website/MSN threats to harm/kill others, possession of weapons (any object that is used, or intended to be used, to threaten or harm another person, including replicas), bomb threats and fire setting.

## Duty to Report

To keep school communities safe and caring, staff, parents, students, and community members must report all threat related behaviours.

## What is a threat?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet or made by gesture. Threats must be taken seriously, investigated and responded to.



**Horizon School Division Policy link:**

**<http://horizon.ab.ca/documents/general/IFC.pdf>**

**Go to [www.horizon.ab.ca](http://www.horizon.ab.ca) Click on “Board”. Click on “Policy Manual.” Click on “I-Students.” Scroll down to policy code IFCI and click on this link to view the Threat Assessment Protocol.**



# Fair Notice and Process

## What is a Threat Assessment Team?

A threat assessment team is a multidisciplinary group of people which may include the Clinical Team Leader (CTL)/Psychologist, Principal, Family School Liaison Counsellor (FSLC) and Police. Other individuals may be included on this team as necessary.

## What is the purpose of a Student Threat Assessment?

The purpose of a Student Threat Assessment is to:

- Ensure the safety of students, staff, parents and others.
- Ensure a full understanding of the context of the threat.
- Begin to understand the factors that contribute to the threat makers' behaviour.
- Be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker.
- Promote the emotional and physical safety of all.

## What happens in a Student Threat Assessment?

The Process:

- All threat making behaviour(s) by a student(s) shall be reported to the principal who will activate the protocol for the initial response.
- Once the team has been activated, interviews may be held with the student(s), the threat maker, parents and staff to determine the level of risk and develop an appropriate response to the incident.
- Intervention plans will be developed and shared with parents, staff and students as required.

**If you have further questions please contact our Threat Assessment Leader (CTL) Angela Miller at 403-634-9767**



## Can I refuse to be a part of the Student Threat Assessment process?

It is important for all parties to engage in the process. However, if for some reason there is a reluctance to participate in the process, by the threat maker or parent/guardian, the threat assessment process will continue in order to ensure a safe and caring learning environment for all.

# Horizon School Division

## Mission Statement:

Horizon is a 21st century inclusive learning community that engages and empowers all learners for success.

## Vision

Passionately engaged learners who confidently pursue continual improvement now and in the future as contributing global citizens.

## Beliefs

We believe in and support...

- Foundations of learning:
  - Parent and community engagement
  - Governance
  - Leadership
  - Professional learning
  - Research and evidence
- Essential learning conditions:
  - Effective teaching
  - Effective learning environments
  - Effective supports and services
- Inclusive education
- Passionately engaged learners



## Statement of Values

We value...

- Safe, caring, and inclusive learning environments
- Student-centered decision making
- Purposeful collaboration and partnerships
- Quality staff and programs throughout our rural schools
- Commitment
- Accountability, sustainability, and fiscal responsibility
- Ethical, transparent practices

**horizon<sup>h</sup>**  
**school division**

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**Taber, Alberta T1G 1Z9**  
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