



# Horizon School Division

---

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

The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Monday, April 27<sup>th</sup>, 2020 beginning at 1:45 p.m. in the Eric Johnson Room.

TRUSTEES IN ATTENDANCE: Marie Logan, Board Chair  
Bruce Francis, Board Vice-Chair  
Derek Baron, Jennifer Crowson, Blair Lowry, Rick Anderson, Christa Runka

ALSO IN ATTENDANCE: Dr. Wilco Tymensen, Superintendent of Schools  
Phil Johansen, Associate Superintendent of Finance & Operations  
Amber Darroch, Associate Superintendent of Learner Services  
Cole Parkinson, Taber Times  
Sheila Laqua, Recording Secretary

## ACTION ITEMS

- |     |  |   |
|-----|--|---|
| A.1 | Moved by Blair Lowry that the Board approve the agenda with the following addition:<br>A.12 – Eliminate unused School Code for Warner Hockey School<br>Carried Unanimously   | AGENDA<br>APPROVED                                    |
| A.2 | Moved by Derek Baron that the Board approve the <a href="#">Minutes of the Regular Board Meeting, held Monday February 24<sup>th</sup>, 2020</a> as provided by Enclosure #1 of the agenda.<br>Carried Unanimously   | 26/20<br>BOARD MEETING<br>MINUTES APPROVED            |
| A.3 | Moved by Jennifer Crowson that the Board approve the <a href="#">Minutes of the Special Board Meeting, held Thursday, March 11<sup>th</sup>, 2020</a> as provided by Enclosure #2 of the agenda.<br>Carried Unanimously  | 27/20<br>SPECIAL BOARD<br>MEETING MINUTES<br>APPROVED |
| A.4 | Moved by Bruce Francis that the Board approve the <a href="#">Minutes of the Special Board Meeting, held Tuesday, March 23<sup>rd</sup>, 2020</a> as provided by Enclosure #3 of the agenda.<br>Carried Unanimously  | 28/20<br>SPECIAL BOARD<br>MEETING MINUTES<br>APPROVED |
| A.5 | Moved by Christa Runka that the Board approve the <a href="#">March/April 2020 Payment of Accounts</a> in the amount of as provided in Enclosure #4 of the agenda.<br>Carried Unanimously  | 29/20<br>PAYMENT OF<br>ACCOUNT APPROVED               |
| A.6 | At the request of, and based on, discussions with the Taber Society for Christian Education and parents of Taber Christian School, and in accordance with the 2009 Master Agreement between the Board of Trustees of the Horizon School Division and the Taber Society for | 30/20<br>TABER CHRISTIAN<br>HIGH SCHOOL<br>APPROVED   |



## **DISCUSSION ITEMS**

### **D.1 BILL 5 – SCHOOL RESERVES AND TEBA**

---

- Bill 5 – 2 changes that impact Education
  - Freezes Board reserves - From September 1, 2020 through August 31, 2022, funds captured in a board's operational reserves, as shown in the annual Audited Financial Statements, will require ministerial approval before they can be spent.
  - Changes to TEBA Ratification – Bill 5 adds 1 provincial school division board member to the TEBA executive so that the GOA does not have quorum and then gives the TEBA executive the ability to vote on the central Memorandum of Agreement. Individual School Boards will no longer have the ability to vote on central matter items. Bill 5 will also ensure that a trustee member will serve as vice chair and that long-standing concerns around quorum at board meetings are addressed.

### **D.2 BOARD RECOGNITION – EDUCATION WEEK**

---

- School Staff will be recognized when classes resume. TBD

### **D.3 PANDEMIC (COVID 19)**

---

**Continuity of Learning** - Since classes were cancelled effective March 16 has been the full focus of the Learner Services team. We quickly adjusted our language to include remote teaching, emergency teaching or at-home learning rather than online learning or distance learning. A fully developed distance/online learning program is much more complex than what we are able to offer in this COVID-19 context. For example, a high school course offered through ADLC would typically demand at least 10 hours of student study per week, but Alberta Education's guideline is 3 hours of work per week per high school course. Teachers have evaluated which essential curriculum outcomes they needed to cover from March 16 until the end of the year and are designing activities for at home based on those reduced hours of instruction.

Support for parents is being extended by teachers as well as the At-Home Learning page on the Horizon website. Our counselling team is sharing a weekly wellness update. From an inclusive education point of view, specialized services continue to be extended to students and their parents at home and a Continuity of Inclusive Education document has been developed and shared internally. Examples include our Speech-Language Pathologist JoAnn Hill providing continuing speech therapies through video sessions or Laura Elliott, our Behaviour Consultant, working with parents who reach out for help with their children when struggling with difficult behaviour. Assessment guidelines have been provided to schools to help determine how to provide ongoing feedback and year end grades.

### **D.4 NEW FUNDING FRAMEWORK**

---

- Superintendent, Wilco Tymensen shared the New Funding Framework, that will be in place September 1<sup>st</sup>, 2020, with the Board of Trustees. [Click here](#) for presentation.

### **D.5 EMPLOYEE RECOGNITION**

---

- Employees who will be receiving their 5, 10, 15, etc. recognition awards will have their awards presented to them when classes resume. TBD

## INFORMATION ITEMS

### **I.1 SUPERINTENDENT'S REPORT**

---

Wilco Tymensen, Superintendent shared the following March/April 2020 Update with the Board:

- March Report ([click here](#))
- April – Focus was primarily on Covid-19 Planning

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

---

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

Marie Logan, Zone Chair, provided the following summary of the April Zone 6 ASBA Meeting:

- Interviews for the Edwin Parr nominees will be held on May 4 using Google Hangout. All Zone 6 meetings will be done by Zoom until further notice. Since the Edwin Parr evening has been cancelled, Boards are asked if they would purchase a \$100.00 gift certificate to go with the bell Zone 6 will send to the Board. The gift certificate and bell can be presented to the nominee by the Board according to their time schedule.
- Those in attendance heard reports from: Nicole Williams, Chief of Staff Office of the Education Minister; Ron Taylor; ASBA President Lori Jess; and ASBA executive director Dr. Vivian Abboud.
- Next meeting –May 20, 2020

#### **I.2.1 Facilities Report**

Bruce Francis, Facilities Committee Chair, provided a summary to the Board on the work undertaken by the Maintenance Department for the month of April 2020:

- Capital Project
  - D.A. Ferguson Middle School/W.R. Myers
    - Occupancy of the 2 story section in the next 3-4 days
- On Sunday April 19, 2020 the radiant heating system mounting equipment in the D.A. Ferguson gym collapsed causing a catastrophic failure. The full length of mounted radiant panels fell from the wall onto the gymnasium floor rupturing the heating lines which saturated approximately one third of the gymnasium floor. The preliminary consensus is that the gym floor is a complete loss and will require replacement.
- 2020-2021 IMR Draft is currently being worked on

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

The April 2020 Administrator's Meeting summary was provided by Wilco Tymensen:

- Monthly administrators meetings have become daily emergent meetings via zoom conferencing. Following the Easter break, meetings have been reduced to every Wednesday.
  - Recent discussion items have focused on budget, and staffing.
- Updates will be provided to the Board at their regular monthly meeting.

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

---

Phil Johansen, Associate Superintendent of Finance and Operations shared the following April 2020 summary to the Board:

- Budget – New Funding Model
  - Overall funding has increased
- Schools have been given their budgets with a return date of May 4

- Insurance – 1 month to decide which way to go – ASBIE, Local Broker or ARMIC
- Replacement of photocopier fleet
- Jason Miller’s last week with Horizon School Division. Kendall Olsen is the new Director of Finance.

**I.4 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT**

Amber Darroch, Associate Superintendent of Learner Services, shared the following April 2020 report with the Board:

To follow up on Continuity of Learning further, strategies to create a shared approach to at-home learning were discussed. Amber held ten school staff meetings last week with all schools including high school grades. Constant themes in all communications are keeping the workload guidelines in mind and reinforcing that no matter how students are able to adjust to learning at home, teachers will meet them wherever they are in their learning when students are able to return to school. This has always been our approach, and this fall we will be preparing to accommodate all students and their levels of readiness even more than ever. Horizon's counselling team is still actively engaging with families and also reinforcing the message that parents and students can do the best they can in this context and we support them unconditionally,

[Click here](#) for April Report

**I.4 EDWIN PARR NOMINEE**

- The Board of Trustees would like to congratulate Myranda Ekkel, a grade 1 teacher at Taber Christian School, for being nominated as this year’s Horizon School Division’s Edwin Parr recipient.
- Myranda is committed to providing a rich base of literacy and numeracy instruction and has a solid grasp of the Horizon Instructional Model. Her planning and assessment are organized and thorough. She has built a safe, caring, and inviting classroom with seamless transitions and strong classroom management skills. Myranda is respected by her peers, parents and the school community.

**CORRESPONDENCE**

**No Discussion Items** came forward from the Correspondence.

**COMMITTEE ITEMS**

Moved by Rick Anderson that the Board meet in Committee. Carried Unanimously	COMMITTEE 39/20
Moved by Bruce Francis that the meeting reconvene. Carried Unanimously	RECONVENE 40/20
Moved by Derek Baron that the meeting adjourn. Carried Unanimously	MEETING ADJOURNED 41/20

---

Marie Logan, Chair

---

Sheila Laqua, Executive Secretary

# **HORIZON SCHOOL DIVISION**

---

6302 – 56 Street Taber, Alberta T1G 1Z9  
Phone: (403) 223-3547 1-800-215-2398 FAX: (403) 223-2999

The Board of Trustees of Horizon School Division held a Special Board Meeting on Friday, May 15<sup>th</sup>, 2020 beginning at 8:00 a.m. and concluding at 10:00 a.m.

PRESENT VIA PHONE: Marie Logan, Board Chair  
Bruce Francis, Board Vice Chair  
Rick Anderson, Jennifer Crowson, Blair Lowry, Derek Baron, Christa Runka  
Sheila Laqua, Recording Secretary

## Waiver of Notice of Special Meeting and Special Meeting Agenda Attached

Moved by Blair Lowry that the Board approve the Special Meeting Agenda as contained in the Waiver of Notice of Special meeting. AGENDA APPROVED  
38/20

Carried Unanimously

Moved by Bruce Francis that the Board award the W.R. Myers Water Supply Sprinkler Connection Tender to Nitro Construction. W.R. MYERS TENDER  
APPROVED  
39/20

Carried Unanimously

Moved by Christ Runka that the meeting Adjourn. MEETING  
ADJOURNED  
40/20

Carried Unanimously

## **WAIVER OF NOTICE OF SPECIAL MEETING**

In accordance with the provision of policy BD: Board Meetings, we, the undersigned hereby waive notice of a Special Meeting held on Friday, May 15<sup>th</sup>, 2020 commencing at 8:00 a.m.

### **AGENDA**

1. W.R. Myers Supply Sprinkler Connections at W.R. Myers

**PAYMENT OF ACCOUNTS REPORT**

**Board Meeting - May 27, 2020**

<b>General</b>	<b>April 21/20</b>		<b>31506.52</b>
<b>General</b>	<b>April 29/20</b>		<b>1498935.66</b>
<b>General</b>	<b>May 5/20</b>		<b>64657.60</b>
<b>General</b>	<b>May 12/20</b>		<b>228561.17</b>
<b>General</b>	<b>May 20/20</b>		<b>115237.86</b>

<b>"A" Payroll</b>	<b>April 2020</b>	<b>Teachers</b>	<b>1,616,271.79</b>
		<b>Support</b>	<b>869,824.74</b>
<b>"B" Payroll</b>	<b>April 2020</b>	<b>Casual</b>	<b>1,722.16</b>
		<b>Subs</b>	<b>225.71</b>

<b>Total Accounts</b>			<b>4,426,943.21</b>
-----------------------	--	--	---------------------

**Board Chair** \_\_\_\_\_

<b>PJ:dd</b>			
<b>May 20/2020</b>			

---

**HORIZON SCHOOL DIVISION****POLICY HANDBOOK**

<b>Policy Code:</b>	IO
<b>Policy Title:</b>	Student Records
<b>Cross Reference:</b>	IFH, JB
<b>Legal Reference:</b>	Education Act S.56, 70 FOIPP Act; Youth Justice Act; Alberta Learning Regulations 225/2006; Public Health Act
<b>Adoption Date:</b>	June 25, 1997
<b>Amendment or Re-</b>	Feb. 10/98, Nov. 26/99,
<b>Affirmation Date:</b>	Apr. 19/07, Nov. 30/17 November 25, 2019

---

**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION EXPECTS PRINCIPALS AND DISTRICT ADMINISTRATORS TO PROVIDE FOR THE APPROPRIATE MANAGEMENT AND STORAGE OF AN OFFICIAL STUDENT RECORD FOR ALL STUDENTS INCLUDING THOSE ENROLLED IN AN EARLY CHILDHOOD SERVICES PROGRAM.

**REGULATIONS****Record Content**

1. The Principal shall be responsible for maintaining accurate and complete records for each student and for ensuring that policies and procedures established by the Board relating to student records and the FOIPP Act are complied with.
2. The student record of a student must contain all information affecting the decisions made about the education of the student that is collected or maintained by a Board, regardless of the manner in which it is maintained or stored, including
  - 2.1. the student's name as registered under the *Vital Statistics Act* or, if the student was born in Canada but outside Alberta, the student's name as registered in that province or territory, or as shown on the documents under which the student was lawfully admitted to Canada, and any other surnames by which the student is known;
  - 2.2. the student identification number assigned to the student by the Minister and any student identification number assigned to the student by a Board or early childhood services program private operator;
  - 2.3. the name of the student's parents;
  - 2.4. proof of guardianship of the student and any documents evidencing limits on the guardianship of the student
  - 2.5. the birth date of the student;
  - 2.6. the gender of the student;
  - 2.7. the addresses, email addresses, and telephone numbers of the student and of the student's parents;
  - 2.8. the board of which the student is a resident student;

- 2.9. the citizenship of the student and, if the student is not a Canadian citizen, the type of document pursuant to which the student is lawfully entitled to remain in Canada, and the expiry date of that document;
- 2.10. the names of all schools attended by the student in Alberta and the dates of enrolment, if known;
- 2.11. an annual summary or a summary at the end of each semester of the student's achievement or progress in the courses and programs in which the student is enrolled;
- 2.12. the results obtained by the student on any:
  - 2.12.1. diagnostic test administered by the board or an early childhood services program operator,
  - 2.12.2. provincial assessments conducted by or on behalf of the Province; and
  - 2.12.3. standardized tests under any testing program administered by the board to all or a large portion of the students or to a specific grade level of students.
- 2.13. any accommodation or exemption in respect of a provincial assessment under a program established by the Minister;
- 2.14. in relation to any formal intellectual, behavioural or emotional assessment or evaluation administered individually to the student by a board
  - 2.14.1. the name of the assessment or evaluation,
  - 2.14.2. a summary of the results of the assessment or evaluation,
  - 2.14.3. the date of the assessment or evaluation
  - 2.14.4. the name of the individual who administered the assessment or evaluation,
  - 2.14.5. any interpretive report relating to the assessment or evaluation, and
  - 2.14.6. any action taken as program planning as a result of the assessment, evaluation or interpretive report,
- 2.15. In relation to any independent formal intellectual, behavioural or emotional assessment or evaluation requested by the student's parent and administered to the student by an independent party.
  - 2.15.1. the name of the assessment or evaluation,
  - 2.15.2. a summary of the results of the assessment or evaluation,
  - 2.15.3. the date of the assessment or evaluation,
  - 2.15.4. the name of the individual who administered the assessment or evaluation,
  - 2.15.5. any interpretive report relating to the assessment or evaluation, and
  - 2.15.6. any action taken as program planning as a result of the assessment, evaluation or interpretive report,
- 2.16. any health information that the parent of the student or the student wishes to be placed on the student record;
- 2.17. an annual summary of the student's school attendance;
- 2.18. information about any suspension of more than one day or expulsion relating to the student or the student's rights pursuant to the Act, which must be recorded and retained on the student record for a minimum period of one year and a maximum period of 3 years following the date of the suspension or expulsion after which the information must be removed from the student's record.

- 2.19. if the parent of the student is eligible to have the student taught in the French language pursuant to section 23 of the *Canadian Charter of Rights and Freedoms*, a notation to indicate such and a notation to indicate whether the parent wishes to exercise that right.
- 2.20. if the parent or the student wishes to provide information that the student is of aboriginal ancestry, a notation indicating whether the student is Status Indian/First Nations, Non-Status Indian/First Nations, Métis or Inuit.
3. A board may include in a student record any information where inclusion of the information in the student record would, in the opinion of the Principal, Director of Learning, or Family School Liaison Program Clinical Team Leader, be
  - 3.1. in the public interest; or
  - 3.2. necessary to ensure the safety of students and staff.
4. If an individualized program plan is specifically devised for a student, the current plan and any amendments to the plan must be placed on the student record of that student in addition to all previous school year end individualized program plans.
5. A student record must not include:
  - 5.1. Any information contained in
    - 5.1.1. notes and observations prepared by and for the exclusive use of a teacher, teacher's assistant, counsellor or principal, and that are not used in program placement decisions;
    - 5.1.2. a report or an investigation record relating to the student under the *Child, Youth and Family Enhancement Act*; or
    - 5.1.3. counselling records relating to the student that is or may be personal, sensitive or embarrassing to the student, unless regulation 3 of this policy applies.
  - 5.2. Any information that identifies a student as a young person as defined in the *Youth Justice Act* or the *Youth Criminal Justice Act (Canada)* and all information relating to the student in that capacity.
6. Notwithstanding regulation 2, 3 and 4, the Principal, Director of Learning, or Family Liaison Program Clinical Team Leader may exclude from a student record a test instrument or any part of it, but where there is an appeal before the board with respect to a test, a test result or an evaluation of a student based on a test or a test result, the persons referred to in section 23(2) of the Education Act may review a test instrument as if it were part of the student record.
7. The Principal shall ensure that the information referred to in this section is updated annually.

### **Student Transfer**

8. If a student transfers schools in Alberta, the Board from which the student transfers shall, on receipt of a digital request in PASI, send the original student record containing the information referred to in regulation 2 and 4 to that school.
9. If a student transfers schools between provinces or elsewhere, Horizon Schools shall make a digital

request if possible and if not possible, a written request for the student's cum file (see Attachment A – sample request for cum file). On receipt of a digital request in Alberta Student Link, Horizon schools shall approve the transfer of the digital student record.

### **Record Transfers and Retention**

10. A school shall keep a student record containing the information referred to in regulations 2 and 4 for 7 years after the student ceases to attend a school operated by the Board or until the student record has been forwarded to another school.
11. The board may choose to retain a student record for more than 7 years if a longer retention period is authorized by a resolution of the board.

### **Disposal and Destruction of Student Record**

12. The school Principal shall dispose of or destroy student records that are no longer required once digitized.
13. Student records shall be disposed of or destroyed in a manner that maintains the confidentiality of the information in the record.
14. A board shall dispose of information referred to in regulation 5 relating to a student in the same manner as student records are to be disposed of under regulation 13.

### **Access to Student Record**

15. The Principal shall ensure that the persons who, under the Education Act, are entitled to review the student record of a student are informed that they are entitled to review the student record.

### **Disclosure of Information**

16. The Principal shall ensure that the contents of a student record are only disclosed
  - 16.1. in accordance with sections 56 and 70 of the Education Act;
  - 16.2. to an employee of the Board if the information is necessary for the performance of the duties of the employee;
  - 16.3. to the Minister if the information is necessary for the performance of the duties of the Minister;
  - 16.4. with the written consent of
    - 16.4.1. the parent if the student is under 16 years of age, or
    - 16.4.2. the student or the parent if the student is 16 years of age or older;
  - 16.5. in accordance with regulation 8 and 9 of this Regulation;
  - 16.6. in accordance with any other regulation under the Act.
  - 16.7. in accordance with the Freedom of Information and Protection of Privacy Act.

17. A Principal shall disclose information contained in a student record to the Department of Justice and Solicitor General or its designate when requested by the Department or its designate for the purpose of administering the *Youth Justice Act or the Youth Criminal Justice Act (Canada)* or carrying out any program or policy under either Act.
18. A medical officer of health may by notice in writing require a school board, an operator of a private school or of a charter school, an operator of an early childhood services program or a provider of a child care program to provide to the medical officer of health, in the form and manner and within the time specified in the notice, the information set out in regulation 18.1 that is in its custody or within its control, for the purpose of contacting a parent or guardian of a student or child, or contacting an independent student, regarding voluntary health programs, including immunization, hearing, vision, speech and dental health programs, and for the purpose of communicable diseases control.
  - 18.1. For the purposes of regulation 18, a medical officer of health may require the following information to be provided:
    - 18.1.1. the name, address, postal code, date of birth and sex, and the grade level, if applicable, of a student or child and the school, attended by the student;
    - 18.1.2. the name, address, postal code, telephone number and electronic address
      - 18.1.2.1. of the parent or guardian of a child or a student other than an independent student, or
      - 18.1.2.2. of an independent student;
    - 18.1.3. any other information prescribed in the regulations.

for the purpose of contacting a parent or guardian of a student, or contacting an independent student, respecting voluntary health programs, including immunization, hearing, vision, speech and dental health programs, and for the purpose of communicable diseases control.
    - 18.1.4. A school who receives a notice under regulation 18 shall comply with it.
19. A board shall, at the written request of a Regional authority for a Francophone Education Region, disclosed,
  - 19.1. the name, address, date of birth, gender and school of a student whose parent has been noted under regulation 2.19 as being eligible to have the student taught in the French language pursuant to Section 23 of the Canadian Charter of Rights and Freedoms, and
  - 19.2. the name, address and telephone number of the student's parent to the superintendent or to a person designated by the superintendent for the purpose of contacting the parent of the student and advocating for minority language education rights.
20. A person who is entitled to review a student record under 56 of the Education Act may review a student record only in the presence of a staff member.
21. A person who is entitled to review a student record under 56 of the Education Act may request a copy of the student record from the school, and the school shall provide, or on request shall send, the copy to the person on receiving payment for it at the rate prescribed by the Board.
22. Where a student record contains

22.1. a test, a test result or an evaluation of a student that is given by a person who has a recognized expertise or training in respect of that test or evaluation, or

22.2. information relating to a test, test result or evaluation referred to in regulation 23.1,

A person who is entitled to review a student record under 56 of the Education Act are entitled to the things referred to in regulation 24.

23. If regulation 23 applies, a person who is entitled to review a student record under 56 of the Education Act are entitled

23.1. to review the test, test result or evaluation referred to in regulation 23.1 or information referred to in regulation 23.3, and

23.2. to receive from a person who is competent to explain and interpret it an explanation and interpretation of that test, test result, evaluation or information.

24. If a person reviewing a student record referred to in regulation 23 so requests, the board shall ensure that a person who is competent to explain and interpret the test, test result, evaluation or information is available to explain and interpret that test, test result, evaluation or information.

25. If, on examining a student record, a person is of the opinion that the student record contains inaccurate or incomplete information, that person may request the board to rectify the matter.

25.1. If the principal is of the view that the student record is accurate and complete and that appropriate access has been provided, he shall notify the parent or student, in writing, of his decision and of the right to appeal in accordance with policy IFH.

### **Information Sharing for Administrators, Classroom Support Teachers, Classroom Teachers, and Family School Liaison Counsellors**

27. Student information may be shared among administrators, classroom support teachers, classroom teachers, and Family School Liaison Counsellors in order to support the successful academic, social/emotional and physical development and well-being of students. See the attached Protocol for Student Information Sharing.

## Success in School for Children and Youth in Care

October 2010

Success in School for Children and Youth in Care – Provincial Protocol Framework (PPF) is a joint initiative between Alberta Education and Children and Youth Services (CYS) to support improved school outcomes and high school completion rates for children and youth in provincial government care. The PPF will guide the work of those involved with children and youth in care to support school success. Success plans are child focused, collaborative, flexible, and allow open communication between partnerships to support the needs of the child.

### “Working Together” Structure

#### 1. Core team identification

- a. The school point person and the caseworker will identify a team, including the care provider and the child or youth in care to support and promote their educational achievement, while respecting the need for dignity and confidentiality.
  - i. Key point person’s role – to communicate and organize planning, and oversee effective implementation of the plan
  - ii. The core team will identify alternatives or interventions if there are signs the child or youth in care is at risk of being suspended, expelled, or of dropping out of school

#### 2. Registration procedures

- a. The caseworker will provide the school with a minimum one-day notice before the child or youth in care attends. The school authority will place the student in an appropriate educational program within one week. Provisions for joint determination of temporary educational arrangements if exceptional circumstances delay school placements.
- b. Expectations for information sharing to facilitate appropriate educational programming
- c. An outline of individual and joint roles and actions that support positive transitions

#### 3. Planning for and supporting school success

- a. The core team will meet to collaboratively develop and implement a holistic, strength-based and culturally appropriate Success in School Plan for each child and youth in care within eight weeks of registration or receiving in-care status.

- b. They will meet at least once more in the school year to review the effectiveness of the plan, make revisions as necessary and to celebrate accomplishments of the child or youth in care.
- c. The core team will communicate with each other in between meetings as necessary.
- d. The Success in School Plan is attached to any existing Instructional Student Plan (ISP), but also includes
  - i. Information to clarify roles and responsibilities of core team members
  - ii. Cultural supports as appropriate
  - iii. Goals and strategies across multiple domains, with reference made to other existing plans as appropriate and to avoid duplication

#### 4. Transition Planning

- a. Placement moves (home and school) should be avoided or minimalized wherever possible. When moves must occur, the partners will work together to:
  - i. Engage in careful planning and timing of transitions to maintain educational program continuity for the student and preserve positive team working relationships
  - ii. Consider the educational needs of the the child or youth in care, as well as opportunities for farewells and closure.
  - iii. Provide advance notification of pending transitions, where possible

#### 5. Celebrating Success

Encouragement and celebration play an important role in the educational success for all children and youth but are especially important for those in care.

#### 6. Concluding in care status

A child or youth's in-care status may end for a number of reasons, including the youth turning 18, the child or youth returning to the care of a parent or private guardian, or being adopted. The regional partners acknowledge that the determination to conclude in-care status of children/youth is the purview of the caseworker as directed by the Child, Youth and Family Enhancement Act.

The School Authority will:

- a. Continue with the Success in School Plan to the end of the school year as appropriate with transition planning for supporting future educational success
- b. Support youth in care turning 18 years of age to complete high school, and transition into the workforce or post-secondary opportunities
- c. Provide the youth in care information regarding the Advancing Futures Bursary program

For additional information, please visit

<https://education.alberta.ca/children-and-youth-in-care/?searchMode=3>

**Q & A**

Q. Describe the difference between the roles of the foster parent vs. that of the CFSA caseworker as it relates to communication with the school.

A. The CFSA caseworker has delegated authorities to act as the guardian of the child when temporary/permanent guardianship rests with the director. The caseworker must be involved in major educational decisions-specialized educational programming, expulsions, activities that require guardian consent etc.

The foster parent has sub delegated authority to be involved in day to day educational decisions and communication and is the primary regular contact for the school as it relates to the child’s challenges, conduct, and educational program.

Q. Describe the various legal statuses under the *Child, Youth and Family Enhancement Act* and the guardianship authority attached to each.

A. Involvement with children and families occurs in various ways under the *Child, Youth and Family Enhancement Act* as listed below:

- Permanent Guardianship – sole guardianship rests with the Director under the *Child, Youth and Family Enhancement Act* and is primarily carried out by the assigned caseworker within certain authorities delegated to a supervisory or management level.
- Temporary Guardianship – guardianship is shared between the Director and the parent for the term of the Temporary Guardianship Order. The caseworker will be the primary contact for guardianship consents/issues and may involve the parent in meetings and educational decisions.
- Custody Agreement with Guardian – although the Director has custody and provides a placement of a child, the parent is the guardian.
- Supervisions Order/Enhancement Agreement with Guardian – In the above noted legal statuses; the Director is involved providing supports and services to families where the child/youth remains in parental care and guardianship.
- Enhancement Agreement with Youth – for youth aged 16 – 18; the Director may enter into an Enhancement Agreement directly with the youth where it is deemed necessary and appropriate for the youth to live apart from their guardian. Normally this involves providing supports for independent living. The parent still remains the guardian.
- Support and Financial Assistance Agreement – this allows the Director to remain involved with and provide supports to youth aged 18 – 22 who was in the care/guardianship to the Director prior to their 18<sup>th</sup> birthday. (Primarily this would include financial and placement supports). As the youth is an adult, guardianship consent is no longer required.

**Attachment A - Sample Request for Cum File**

[Horizon school name]  
[Horizon school address],  
[Horizon school phone number], [Horizon school fax number]  
[Horizon school url]

[school name - from which student is coming]  
[school address – from which student is coming],

**RELEASE OF STUDENT RECORD**

The following student(s) have transferred from your school into [school name], in [town], Alberta.

Student name	Grade	Date of Birth	ASN
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Horizon School Division is formally requesting the release of the student record. Please send, as soon as possible, the cumulative records and any pertinent information and / or confidential files that may apply to the above student(s).

I understand that the information is confidential and that the information is protected as outlined by the Freedom of Information Privacy and Protection Act.

\_\_\_\_\_  
Principal’s Signature  
[principal name]

\_\_\_\_\_  
Date

*In accordance with the Alberta Education Student Record Regulations, “the student record of a student must contain all information affecting the decisions made about the education of the student that is collected or maintained by a board, regardless of the manner in which it is maintained or stored” [2(1)]*

*“if a student transfers to another school in Alberta, the board from which the student transfers shall, on receipt of a written request from that school, send the original student record” [8(1)] “if a student transfers to a school outside Alberta, the board from which the student transfers shall, on receipt of a written request from that school, send a copy of the student record” [8(2)]*

# School Name

## 2021-2022 School Year Calendar

Aug-21				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
♥	23	♥	24	♦
♥	30	♥	31	

Instructional Days 0 M-Th 0 F 0

Sep-21				
M	T	W	T	F
		🌞	1	2
H	6	7	8	9
	13	14	15	16
	20	21	22	●
	27	28	29	Π

Instructional Days 19 M-Th 16 F 3

Oct-21				
M	T	W	T	F
				1
	4	5	6	7
H	11	12	13	14
	18	19	20	21
●	25	26	27	28
				29

Instructional Days 19 M-Th 14 F 5

Nov-21				
M	T	W	T	F
1	☒	2	☒	3
☒	8	☒	9	10
	15	16	17	18
	22	23	24	25
	29	30		

Instructional Days 20 M-Th 17 F 3

Dec-21				
M	T	W	T	F
		1	2	3
	6	7	8	9
	13	14	15	16
H	20	H	21	H
H	27	H	28	H

Instructional Days 13 M-Th 10 F 3

Jan-22				
M	T	W	T	F
3	4	5	6	7
10	☒	11	☒	12
17	18	19	20	☒
☒	24	☒	25	☒
			27	28
				31

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

Feb-22				
M	T	W	T	F
		1	2	3
	7	8	9	10
	14	15	16	17
H	21	H	22	H
	28			

Instructional Days 15 M-Th 12 F 3

Mar-22				
M	T	W	T	F
		1	2	3
♦	7	8	9	10
	14	15	16	17
	21	22	23	24
	28	29	30	31

Instructional Days 21 M-Th 18 F 3

Apr-22				
M	T	W	T	F
				1
☒	4	☒	5	☒
☒	11	☒	12	☒
H	18	H	19	H
	25	26	27	28

Instructional Days 15 M-Th 12 F 3

May-22				
M	T	W	T	F
2	◀	3	◀	4
9	10	11	12	13
16	17	18	19	20
H	23	24	25	26
	30	31		

Instructional Days 21 M-Th 17 F 4

Jun-22				
M	T	W	T	F
		1	2	3
	6	7	8	9
☒	13	☒	14	☒
☒	20	21	☒	☒
☒	27	☒	☒	☒

Instructional Days 20 M-Th 16 F 4

	Sem. 1	Sem. 2	Total
Instructional Days	90	94	184
Non-Instructional Days	11	5	16
Total Days		200	

- 🌞 First Day of School (1-12)
- 📅 Last day of 1st Semester
- 📅 First day of 2nd Semester
- 🌞 Last Day of School (Elem.)
- 📅 Last Day of School (Jr. High & Sr. High)
- ◀ PAT Grades 6, 9
- ☒ PAT & Diploma Exams
- ☒ Diploma Exams
- R Report Card
- Π 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 Teacher/Support Staff 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

1st Sem.	M-TH	73	F	17
2nd Sem.	M-TH	76	F	18
Total Instructional Days		149	35	184

Elementary (enter manually):	M-TH		F	
Total Instructional Days				0

Date	Holidays & Observances
September 6, 2021	Labour Day
October 11, 2021	Thanksgiving Day
November 7, 2021	Daylight Savings Ends
November 11, 2021	Remembrance Day
December 25, 2021	Christmas Day
December 26, 2021	Boxing Day
January 1, 2022	New Year's Day
January 6, 2022	Epiphany
February 21, 2022	Family Day (Alberta)
February 24-25, 2022	Teachers Convention
March 12, 2022	Daylight Savings Begins
April 15, 2022	Good Friday
April 18, 2022	Easter Monday
May 23, 2022	Victoria Day
May 26, 2022	Ascension
June 5, 2022	Pentecost
June 21, 2022	National Indigenous Peoples Day
July 1, 2022	Canada Day

Gr. 12 Diploma Exams	Nov.	Jan.	Apr.	Jun.	Achievement Exams	Gr. 9*	Gr. 6*
English LA 30-1 Pt. A	2	11	4	13	English Language Arts Part A	Jan 11	May 3
English LA 30-2 Pt. A	2	11	4	13	English Language Arts Part B	Jan 21-29	June 14-25
Social 30-1 Pt. A	3	12	5	14	Science	Jan 21-29	June 14-25
Social 30-2 Pt. A	3	12	5	14	Social Studies	Jan 21-29	June 14-25
English LA 30-1 Pt. B	4	21	6	17	Mathematics Part A	Jan 21-29	June 14-25
English LA 30-2 Pt. B	4	21	6	17	Mathematics Part B	Jan 21-29	June 14-25
Social 30-1 Pt.B	5	24	7	22			
Social 30-2 Pt.B	5	24	7	22			
Math 30-1	8	20	8	20			
Math 30-2		20	8	20			
Physics 30	9	27	12	27			
Chemistry 30	8	26	11	24			
Biology 30	9	25	8	23			
Science 30			11	28			

\* Window periods approved by AB Education are draft 180905

APPROVED: DATE ENTERED BY HORIZON

**Associate Superintendent, Learner Services**  
**Report to the Board of Trustees – May 27, 2020**

---

Learner Services lead team members:

Amber Darroch, Associate Superintendent

Terri-Lynn Duncan, Assistant Superintendent, Learner Services

Angela Miller, Clinical Team Lead

---

**KEY ACTION AREA #1:**

**Strong core instruction that develops student competencies**

- Communication continues with schools regarding supports for teaching and learning in COVID-19 times. A weekly newsletter is being shared with teachers with tips, tricks and resources available to assist them.
- Amber Darroch has been meeting weekly with the staff at Chamberlain School and Arden T Litt Learning Centre to facilitate the 7 Habits of Highly Effective People. While it is so helpful to experience this training face to face on a more concentrated timeline, adjusting to online delivery has enabled the course to be put into practice from week to week.
- The College of Alberta School Superintendents (CASS) curriculum and assessment leaders have been meeting online weekly since classes were cancelled in March. This collaboration is benefitting Horizon as we align our strategies in supporting remote teaching and learning across the region.

**KEY ACTION AREA #2:**

**Response to Instruction and Intervention**

- The Inclusive Education Team has been attending Instructional Support Plan and Early Learning Plan meetings this past month. Schools are meeting virtually with parents, teachers, principals, Alberta Health Service and South West Regional Low Incidence Team have also attended if they were supporting the student. Many of these meetings are also transition meetings for the students so next year's teacher and possibly staff from the new school attend the meeting. The parents have expressed in many of the meetings how appreciative they are of the work and support that they have been receiving from the school and supporting partners.
- This month's Learning Support Meeting was held virtually on May 13, 2020. During the meeting, we discussed how to create virtual tours for the students with exceptional needs to prepare them for their possible return in the fall, creating social stories with their teacher and students from the class that they can read over the summer as well.

- Angela Miller and Amber participated in a Digital Threat Assessment full-day workshop highlighting many ways we can use what at-risk students may be sharing digitally to understand and respond to their needs.

**LEADERSHIP PRACTICES**

- A trend across a number of Southern Alberta school divisions is to make online registration available for parents during these COVID times when some may prefer to complete documents remotely rather than in the school office. An online registration tool is being deployed so that it can be provided *as an option* in Horizon schools by the end of May.
- The joint event for Alberta Education’s Jurisdiction Technology Contacts (JTC) and Alberta Technology Leaders in Education (ATLE) was held from May 6 through 8 and Amber participated in some sessions virtually.
- A number of CASS consultations have occurred over the past month as feedback related to school re-entry, distance learning, and other topics have been invited by Alberta Education.



**Horizon School Division: Instructional Coach Update**  
**Shea Mellow**  
*April/May 2020*

**April**

Principal Meetings	Whole-Staff Coaching	Individual Teacher Coaching	Additional PD Experiences
Horizon TEAMS meetings for all staff (14 Zoom offerings provided; 1 per each TEAM, based on grade level & teaching assignment)		21	8

**May**

Principal Meetings	Whole-Staff Coaching	Individual Teacher Coaching	Additional PD Experiences
1	2	22	5

As we are all too aware, these recent months have altered everyone’s ‘regular’ work patterns. I have been fortunate to find myself working alongside our incredible division leaders, glean

insight and supporting problem-solving where I can. Some brief highlights of these past couple of months include:

- focused professional learning with at-home learning opportunities and instructional tools and, in turn, supporting teachers as they dive into the required shifts in practice (Screencastify, Google Classroom, Hapara, CommonLit, Formative, etc.)
- intensive learning with new platform, Hapara, and development of guided staff learning about the potential this platform has to offer as an enriched digital learning platform for teachers to bridge gaps in the at-home learning environment and also enrich digital learning experiences for upcoming years
- amazing professional development as an influx of new opportunities becomes available in this 'new normal' of education (Rick Wormelli, Penny Kittle, Tiffanee Brown, CommonLit, Mathology, Hapara Champion Educators Course)
- increased opportunity to work one-on-one with teachers as they develop conceptual learning plans for upcoming instruction; valued time to connect and grow together
  - Colony teacher collaborative Hapara workspaces (thinking outside the box with colleagues)
  - Combining the Pieces (collaborating with keen educators on how we pull all of these new pieces together to build ultimate learning opportunities for our students)
  - Staff refreshers (returning to the basics of conceptual learning throughout the year and moving this into planning for future instruction)

### **Clinical Team Leader Family School Liaison Program Update:**

Trough the months of April and May our team has had to adapt and obtain PD in a new way of supporting students and their mental health and wellbeing. The FSLP team has adapted and came up with unique ways to provide support and resources.

- Our Family School Liaison Counsellors have moved to a tele-counselling method to support students and Families. From the moment classes were cancelled our counsellors started calling families to check in and to set up virtual counselling sessions with students and this offer was extended to parents as well. If students were not afit for telephone or Zoom counselling FSLC's were asked to have sessions with parents to help them support their children.
- The CTL with supporting resources from the FSLP team has created weekly wellness newsletters to provide resources, articles and videos for families and staff around support through our new reality.
- FSLC have been dropping off resource packages/ and wellness supplies to families' homes.
- FSLC's and CTL have been checking in with staff wellness and offering support where needed.

- CTL has been holding weekly meetings and supervision with the FSLP team to offer support and go through ethical decision making and problem solving models.
- CTL in collaboration with RCSD organized a tele counselling workshop and best practises for counsellors from all Southern Alberta School Divisions on May 13. The presenter is a Professor from Acadia University in the Masters in Education Counselling Program.
- The Family Connections Wellness Coaches have been putting together preventative mental health presentation videos available for staff to distribute to students. Wellness Coaches have been asked to work with FSLC's to connect with students who may not need counselling but may need a connection or check in.
- CTL has been attending school staff meetings through Zoom where possible to go over resources and check in with staff.
- The FSLP team has been posting articles and activities daily, for our FB page, mental health in Horizon.
- CTL and FSLC have been attending bi-monthly mental health meetings with RCSD to collaborate around ideas and best practises in counselling and mental health supports.
- In collaboration with Taber Mental Health and Addictions and AHS Mental Health, our FSLC team have been offering workshops for parents around different mental health topics. Our team has been connecting with parents to refer to the appropriate workshops and to date have referred 12 parents.
- CTL, FSLC and Amber attended a one day Digital Threat Assessment Workshop on May 19.
- CTL provided an Animal Assisted Therapy workshop for FSLC's to help work with clients virtually and integrate the students' pets.

From: <[alberta.news@gov.ab.ca](mailto:alberta.news@gov.ab.ca)>

Date: Wed, May 6, 2020 at 11:48 AM

Subject: News Release: Update on student learning and school re-entry engagement

## **Update on student learning and school re-entry engagement**

May 06, 2020 [Media inquiries](#)

While teacher-directed at-home learning continues for the remainder of the 2019-20 school year, the province is engaging the education system on a re-entry plan.

With in-person classes cancelled, teachers continue to work from the at-home learning guidelines established on March 20, with subject matter and workload varying by grade level.

"I want to thank our teachers, school support staff, administrators, education partners and parents for quickly adapting to our current reality and helping ensure that their children continue to learn as best as possible under the circumstances. I know everyone is making the effort to connect students. I look forward to school returning when the time is right and health restrictions allow for it."

*Adriana LaGrange, Minister of Education*

Schools are using multiple approaches to deliver content to students. More than 90 per cent of school authorities are offering online learning, while about half are also emailing, telephoning and sending paper-based work to students.

School authorities and the government have provided about 60,000 devices, including laptops, Chromebooks, tablets and iPads, to students as they learn from home. School authorities have prioritized providing devices to students based on need, focusing on students who do not have access to devices, have complex needs, or are high school students. Additionally, the Métis Nation of Alberta, in partnership with Rupertsland Institute, has purchased more than 2,200 devices for self-identified Métis students across Alberta.

"We are proud to provide our Métis students with devices so they can continue to engage and succeed with online learning and the digital classroom in the months ahead. We believe that working in partnership with the College of Alberta School Superintendents and school authorities reflects a best practice where no child gets left behind in these unprecedented times."

*Lorne Gladu, CEO, Rupertsland Institute – Métis Centre of Excellence*

### **Supports for families and parents**

Recognizing that many families have questions about at-home learning, a provincial education helpline is now available to parents through which Alberta Education staff will address their questions and direct them to their school authorities, where applicable. The intent is to provide advice to families, particularly to parents of children with disabilities, who have questions about their child's program now that the traditional delivery process has changed. Parents can reach the helpline by calling 780-422-6548 (toll-free by dialing 310-0000, followed by the 10-digit phone number) or by emailing [studentsupport@gov.ab.ca](mailto:studentsupport@gov.ab.ca).

Additionally, more than 4,000 curriculum resources to support parents and students are available on the LearnAlberta.ca website. School authorities have also made various resources available on their own websites.

"The Alberta School Councils' Association believes that parents and guardians should have access to an independent, formal source of support and guidance when barriers prevent optimum learner success, especially for children with disabilities. The parent helpline will offer relief for families struggling to navigate a new learning environment. We appreciate working with Alberta Education and partners on re-entry planning, given the complexity of a return-to-school plan that must consider the wide impact of COVID-19."

*Brandi Rai, president, Alberta School Councils' Association*

### **Re-entry plan engagement**

No decisions have been made on school operations for the 2020-21 school year starting in September. The province is working with school authorities and education system partners on developing a comprehensive re-entry plan that considers three scenarios, which could exist by September. They are:

- Normal school operations are able to resume.
- Schools are partially re-opened, with some level of restrictions.
- Teacher-directed at-home learning continues.

The re-entry plan will prioritize the safety and well-being of our teachers, staff and students. In addition to the feedback gathered from the education system, the plan will honour collective

bargaining agreements, and will be informed by Alberta's Relaunch Strategy and advice provided by Alberta's chief medical officer of health.

"The challenge of reopening schools is very complex. We appreciate the efforts of the minister and department officials to meaningfully engage us on these important issues. The health and safety of students, teachers, staff, families and the broader community are paramount in these discussions. We are using input from provincial ATA teacher representatives and a recent COVID-19 related survey of over 2,000 teachers to share the views of the profession."

*Jason Schilling, president, Alberta Teachers' Association*

"We appreciate government's efforts to engage the Alberta School Boards Association and Alberta's 61 locally elected school boards on the re-entry plan. As these are early days in the planning process, school boards will continue to work with government and provide input on a safe and appropriate re-entry plan and timeline. School boards are eager to welcome staff and students back into schools as soon as it is safe to do so."

*Lorrie Jess, president, Alberta School Boards Association*

"The College of Alberta School Superintendents is pleased to be working with Alberta Education as together we develop a re-entry plan for the 2020-21 school year. We understand that students, teachers and staff are anxiously awaiting to return to class; however, any return to in-person schooling must prioritize a successful transition for our students while ensuring the health and wellness of everyone attending our schools."

*Bevan Daverne, president, College of Alberta School Superintendents*

This initiative is one element of Alberta's Relaunch Strategy that must be in place before Alberta can begin to safely remove public health restrictions. For more information, visit [alberta.ca/covid-19](https://alberta.ca/covid-19).

**Minister LaGrange Public Announcement**  
**May 6, 2020**

- In person classes cancelled for rest of year
- At home learning will continue
  - Schools use variety of approaches
  - 91% of authorities use online
  - 53% of authorities email
  - 47% of authorities send paper based
- 60,000 devices sent home based on need
- 2200 metis students received devices
- Thank you for stepping up
- Working on reentry plan
  - Do not know what health guidelines
  - What stage we will be on
  - Collaborating with partners
  - 3 scenarios
    - Open as much as possible under normal conditions
    - Generally open with some health restrictions (social distancing and PPE)
    - Teacher directed at home learning continues
  - Talked to partners and received excellent feedback
    - Will share reentry plan with partners and will seeking further input
    - No decisions made at this time
  - Proposals in reentry plan will require approval of CMOH, honor collective agreements, and align with economic relaunch plan
- Help line of parents has been established
  - 780-422-6548
  - Toll free 310-0000
  - Email [studentsupport@gov.ab.ca](mailto:studentsupport@gov.ab.ca)
- Thank you to parents and staff for efforts to keep students learning
- Message to graduating students
  - Received numerous emails about sadness of not having graduation ceremonies
  - You have come far and you have a lot to be proud of
  - There will be a time to celebrate but now is not the time
  - You have accomplished a lot. I encourage you to celebrate in your own way
- Q&A
  - Q: Studies say some kids fall behind in the summer months. What say to parents that learning is inadequate
    - A: Staff working hard to connect with all students, some have decided to not continue. Vast majority continue to learn. Don't anticipate great gaps as teachers working hard, but know there may be some. Working with boards regarding best way to address.
  - Q: Taiwan, use PPE, 1 case close down class, 2 cases shut down school. Is that being considered rather than entire province.
    - A: Yes that is a possibility in the future. Will be looking at regional measures as needed once we relaunch. Guided by CMOH. Lots of issues we are looking at including possibility of PPE on buses.

- Q: Sending back many businesses in coming weeks. How will these parents deal with their kids. Why are kids not going back to school.
  - A: Following CMOH guidelines at this time. Window of school year is fast closing. Focus now is strong relaunch strategy.
- Q: You said current approach is working. How do you know that?
  - A: Getting feedback from Superintendents. Staff are still working. Not ideal, but working well given the circumstance.
- Q: Scenario 2 – what is cost to implement? Will parents need to pay?
  - A: Looking at that now. Divisions have raised those issues too. Focus is on developing the plan so will know what the pieces we need to look at. Need to be nimble and flow between the 3 scenarios as conditions changes
- Q: If scenario 3 is to occur in Sept will the 12% cut continue
  - A: Currently funding restored in July. Funding profiles rolled out yesterday to divisions. Everyone will get increase from this year.
- Q: Are you looking at what Quebec doing and how impact us?
  - A: Each province makes own decisions as guided by CMOH. Focus is to create best plan for our students.
- Q: Which option are you favoring.
  - A: All like option 1, but don't know which will occur.
- Q: Can only do 10-20% of what normally do. Is there a concern if at-home continues for all of next year.
  - A: Always have concerns, but being proactive, and have continuity of learning plan. Know that early in next year there will be things that need to be addressed. Partners agree that need strong re-entry plan.
- Q: Return to school, feel left in the dark and not being included in consultation. What will social distancing look like.
  - A: Talking with ASCA which represents parents, hearing that all items you mentioned should be part of re-entry plan discussion. 15 major questions/discussion were sent to partners organizations. Encourage parents to work with school councils. Everything on the table, but no decisions made yet.
- Q: Premier last week mentioned considering summer programs. Is that still possibility?
  - A: Summer school is part of re-entry plan discussions. Some divisions do offer summer school. This summer, they would need to follow CMOH guidelines.
- Q: Assuming CMOH and staff have deadlines with regard to 3 scenarios. When will the scenarios be announced.
  - A: Pandemic does not follow our deadlines. No deadlines given to CMOH, she works independent from Education Ministry. Our plan will have details regarding all 3 scenarios. Will have plan in coming weeks so can be responsive.
- Q: Can make decisions the day before school starts to let staff and parents know which scenario is going.
  - A: Will have strong plan, and will share with general public, but will take guidance from CMOH. Will let parents know as quickly as possible but things change daily.

April 28, 2020

Ron Taylor, Director South Services

When Taber Christian School joined the Horizon School Division as an alternative program in 2009, the master agreement between the Taber Society for Christian Education and the Horizon School Division included the following clause:

“In accordance with section 21 of the School Act and the Alternative Programs Policy of the Board (Policy HGBHA), and subject to terms of this Agreement, the Board shall establish a Kindergarten to Grade 9 program of studies in the School, with the support of the Society, and such program shall be called the Taber Christian School Alternative Program (TCS Alternative Program) with the understanding that it is the intention of the Society to extend the program of studies up to and including the grade 12 level, in consultation with the Board.”

Since inception, Taber Christian School enrollment has grown from under 100 students in 2009 to 400 at the start of the 2019-2020 school year. The vast majority of these students do not remain in the Horizon School Division, opting instead to either drop out of school all together or access alternate religious schooling via other providers. In conversation with the Taber Society for Christian Education and parents of Taber Christian School students, the Board of Trustees of the Horizon School Division is of the belief that extending Christian based programming into a high school setting, will enhance high school completion and reduce Horizon’s dropout rate.

Collaborative discussions between the Taber Society for Christian Education, parents of Taber Christian School, and the Horizon School Division have led to a plan that would see a natural transition of grade 9 students into the new high school in 2020-2021. These 20 students would then progress to grade 11 in 2021-2022 and to grade 12 in 2022-2023. It is anticipated that the school enrollment would grow from 20 students in 2020-2021 to around 100 in 202-2023.

Given the utilization rate of Taber Christian School, it is not possible to contain the senior high alternative program within Taber Christian School. It is our intention to offer the

high school alternative program temporarily within the Christian Reform Church in Taber. This church which has recently added classroom space and a gymnasium is located at 3902 Heritage Drive, Taber, Alberta T1G 1A2. Taber Society for Christian Education is currently fundraising and intends to purchase land within the Town of Taber and build a standalone high school that they will maintain and the Horizon School Division will lease in order to operate the Taber Christian High School. Initial plans, prior to COVID-19 were to do extensive fundraising and have the new high school build and operational by September 2022, so that students could transition to a permanent location.

Board Motion 31/20 has been included for your reference:

"Moved by Blair Lowry that at the request of, and based on, discussions with the Taber Society for Christian Education and parents of Taber Christian School, and in accordance with the 2009 Master Agreement between the Board of Trustees of the Horizon School Division and the Taber Society for Christian Education, and in accordance with section 19 of the Education Act I would like to make a motion that the Board approve the establishment of Taber Christian High School commencing the 2020-2021 school year.

The establishment of a Christian High School would meet parent requests to be able to access Christian based educational programming within Horizon from k through gr. 12."

Given the Board motion, we are formally requesting the creation of a school code.

Should you have any questions, please feel free to reach out.

Respectfully,



Wilco Tymensen, Ed.D.  
Superintendent of Schools

Cc. Dan Ferguson, Field Services Manager, South Services

April 28, 2020

Ron Taylor, Director South Services

On February 6, 2018, the Superintendent met with parents and staff of Taber Mennonite School at the request of parents to discuss the viability of Taber Mennonite School's current location given the ever increasing enrollment (from 15 students to close to 100). During the meeting parents shared their perspectives regarding the school and spoke extremely positively about staff and the school's programming as it relates to meeting parental cultural desires and student learning needs. Conversations included parental concerns about overcrowding and lack of access to ideal space for option classes. Parents, school and senior administration expressed concerns about the school reaching its occupancy capacity and the ongoing request for new registrations. To address utilization capacity restrictions, the school has already been holding some classes at W.R. Myers High School.

During the meeting parents inquired whether the Board was open to relocating the school within the D.A. Ferguson Middle School/W.R. Myers High School complex once the D.A. Ferguson Middle School modernization is completed. Parents indicated that they would be supportive of such a move as it would allow the school's enrollment to continue to grow. Parents did not want new families or their younger children to be denied enrollment or access to educational programming that meets respects their cultural beliefs and desires due to utilization rate capacities at Taber Mennonite School's current location.

On March 1, 2018 the superintendent met with parents of Central Elementary School's Mennonite alternative program as these parents' children transition to Taber Mennonite School upon completing grade 5. Central's Mennonite parents echoed Taber Mennonite parent comments and concerns and strongly supported the relocation of Taber Mennonite School.

Discussions have been ongoing with the Board of Trustees of the Horizon School Division and parents. The board shared with parents that they were open to transferring students from Taber Mennonite School to D.A. Ferguson and/or W.R. Myers High School

upon the completion of the D.A. Ferguson Middle School modernization, scheduled to be August 2018.

Ongoing issues and setbacks with the modernization have delayed the completion date to August 2020. This has resulted in the need to delay the transfer of Taber Mennonite School students. With an anticipated Taber Mennonite School enrollment of 120 students for 2020-2021, the completion of the D.A. Ferguson modernization couldn't come at a better time.

Recent discussions between Taber Mennonite School parents, students, and staff have communicated that the Board intends to proceed with the transfer of student. The Board of Trustees of the Horizon School Division have made a resolution to transfer students to D.A. Ferguson and W.R. Myers and permanently close Taber Mennonite School effective August 18, 2020. Both D.A. Ferguson and W.R. Myers schools will be operating an alternative program within their schools in order to continue to reflect family cultural perspectives and meet student learning needs.

Board Motion 32-20 has been included for your reference:

"Moved by Bruce Francis that based on discussions with the parents, students, and staff of Taber Mennonite School I would like to make a motion to transfer gr. 6-8 Taber Mennonite School students from Taber Mennonite School (school code 1988) to D.A. Ferguson Middle School and to transfer gr. 9-12 Taber Mennonite School students to W.R. Myers High School effective August 20, 2020.

This transfer of students would close Taber Mennonite School. The school situated on 47th avenue in Taber would cease to operate. Current and future students would access Taber Mennonite School alternative program as part of D.A. Ferguson Middle School and W.R. Myers High School."

Should you have any questions, please feel free to reach out.

Respectfully,



Wilco Tymensen, Ed.D.  
Superintendent of Schools

Cc. Dan Ferguson, Field Services Manager, South Services

April 28, 2020

Ron Taylor, Director South Services

When Warner School started a Hockey program some 20 years ago, the school division called the program Warner Hockey School and acquired a school code for the program. No students were ever enrolled under that school code as all hockey students were enrolled in Warner Community School. Given the closure of Warner Hockey School some 3 or 4 years ago, the Board passed the motion to eliminate the redundant school code. Board motion 38-20 is included for your reference.

"Moved by Derek Baron that the Board approved the elimination of the school code assigned to Warner Hockey School due to its inactivity."

Given the Board motion, we are formally requesting the deletion of this school code.

Should you have any questions, please feel free to reach out.

Respectfully,



Wilco Tymensen, Ed.D.  
Superintendent of Schools

Cc. Dan Ferguson, Field Services Manager, South Services

# Message from Martin Shields, MP - Sign up for my e-newsletter!

Dear constituent of Bow River,

The COVID-19 pandemic has limited my usual means of communicating with many of you, either by mail or through in-person events and meetings across our riding.

In light of these ongoing challenges, I am launching a regular newsletter to keep you informed about what the federal government is doing to combat this crisis, as well as what I'm doing to represent you in Ottawa during this trying time.

If you would like to sign up to receive this newsletter, please subscribe by clicking [here](#).

You can also follow me on Facebook at <https://www.facebook.com/MartininBowRiver/>, Twitter @MartinBowRiver, and Instagram @MartinShieldsBowRiverMP.

Sincerely,

Martin Shields, MP

Bow River

From: <[alberta.news@gov.ab.ca](mailto:alberta.news@gov.ab.ca)>

Date: Mon, May 11, 2020 at 11:11 AM

Subject: News Release: Wheels rolling on new student transportation task force

## **Wheels rolling on new student transportation task force**

May 11, 2020 [Media inquiries](#)

A new task force has been struck to provide recommendations on the future of student transportation across the province.

Members will focus on issues related to student transportation, including student safety, costs, eligibility, partner collaboration and the responsibilities of school authorities and industry partners. Their scope of work will cover busing for students attending publicly funded schools in urban and rural communities. Members will also consider various service delivery models and services for students with disabilities when developing their recommendations.

Members have agreed to participate in this committee during the COVID-19 pandemic due to the importance of the work. The task force will meet virtually until further notice.

"We committed to improving and modernizing the education system in Alberta. Student transportation is an integral part of the system that needs further attention to address the challenges facing our partners who deliver this service. I have asked this task force to explore options, while putting Albertans' safety first due to the COVID-19 pandemic. They will provide their best advice on how the system can be improved, become more efficient and become more cost-effective in serving Alberta's students."

*Adriana LaGrange, Minister of Education*

Alberta Education officials met with school authorities across the province when developing the new education funding model for the 2020-21 school year. During these consultations, it became clear that student transportation needed further conversations and review.

"The safety of students, families and drivers on Alberta's roads and highways is my top priority. Collaboration is at the heart of this initiative, and I am proud that my department will play a part in ensuring students are transported to and from school as safely as possible."

*Ric McIver, Minister of Transportation*

Lethbridge-East MLA Nathan Neudorf will chair the task force. Joining him on the team are Grande Prairie MLA Tracy Allard, Brooks-Medicine Hat MLA Michaela Glasgo, Drumheller-Stettler MLA Nate Horner and Calgary-South East MLA Matt Jones.

The task force also includes 13 members from the student transportation industry, community partners and key education partner organizations. They will be supported by officials from Alberta Education and Alberta Transportation.

"A key component of the elementary and secondary student experience in Alberta is the transportation services we provide to them. The reliability and efficiency of busing systems has a significant impact on student engagement in rural and urban areas. There is ample opportunity to improve the current student transportation system; I am thrilled to begin exploring ways through this committee that we can improve this often understated but crucial service."

*Nathan Neudorf, MLA for Lethbridge-East, and chair, student transportation task force*

"Pacific Western Transportation is proud to be part of the Alberta government's Student Transportation Task Force. We look forward to collaborating with all stakeholders in the review of Alberta's student transportation system, and will be guided by our core values and safely home promise."

*Jonathan Weal, director of business development, Pacific Western Transportation (Southland Transportation)*

"The Alberta School Boards Association appreciates the opportunity to provide input and direction to the student transportation system. School board representation is critical, as they understand the complex needs that differ between urban, metro and rural boards, while representing the full community. We look forward to working collaboratively with government and stakeholders to prioritize the safety of students and ensure an improved transportation system."

*Lorrie Jess, president, Alberta School Boards Association*

"Our current student transportation system has several key pressure points that affect the efficient delivery of these services to urban, rural and special needs students. The College of Alberta School Superintendents is grateful to have been asked to nominate individuals to serve on this committee. We welcome the opportunity to work together to address these pressure

points and to cast the net even further, allowing all boards input into a new delivery and funding model.”

*Bevan Daverne, president, College of Alberta School Superintendents*

“The Association of School Business Officials of Alberta is pleased to participate on the Alberta government’s Student Transportation Task Force. We appreciate this government’s willingness to consult with stakeholders as they look to improve student transportation across the province.”

*Rod Steeves, president, Association of School Business Officials of Alberta*

“The Alberta School Councils’ Association appreciates the opportunity to contribute to this task force. Students deserve safe, reliable transportation to and from school, supported with adequate funding. We are confident stakeholders will work together to determine efficiencies within models while prioritizing student safety, family affordability, and system sustainability of student transportation in our province.”

*Brandi Rai, president, Alberta School Councils’ Association*

The task force will provide their recommendations to the Education Minister this fall.

### **Student Transportation Task Force members**

MLA representatives:

- Nathan Neudorf, MLA for Lethbridge-East, chair
- Tracy Allard, MLA for Grande Prairie
- Michaela Glasgo, MLA for Brooks-Medicine Hat
- Nate Horner, MLA for Drumheller-Stettler
- Matt Jones, MLA for Calgary-South East

Representatives from key education and community partners:

- Josée Devaney, Fédération des Conseils Scolaires Francophones de l’Alberta
- Dexter Durfey, Association of School Business Officials of Alberta
- Trisha Estabrooks, Alberta School Boards Association
- Brenda Gibson, College of Alberta School Superintendents
- Andrew Knack, Alberta Urban Municipalities Association

- Jody McKinnon, Student Transportation Association of Alberta
- Kathy Rooyakkers, Rural Municipalities of Alberta
- Jacquie Surgenor, Alberta School Councils' Association
- Chris Gilmore, The Association of Alberta Public Charter Schools

Representatives from student transportation industry groups:

- Yacine Belhadj, First Student, Inc.
- Mark Critch, Sparksman Transportation
- Brian Hauptman, Golden Arrow Buses
- Jonathan Weal, Pacific Western Transportation (Southland Transportation)

### **Quick facts**

- Student transportation funding continues to support a safe transportation system for more than 300,000 K-12 students across Alberta.
- School buses in Alberta travel an estimated 450,000 kilometres a day.
- Currently, 43 of 61 school boards in the province (70 per cent) have entered into a cooperative transportation agreement to provide transportation services with a neighbouring board.
- Budget 2020 funding for transportation will be \$310 million, \$15 million higher than the previous year. Each school board receives an approximate five per cent increase.
- The transportation grant allocation for 2020-21 is being held constant at the 2019-20 level, plus the five per cent supplemental funding, until a new transportation model is developed and implemented.
- Provincial investment in student transportation for Budget 2020 is more than \$1.6 million per school day.

### **Related information**

- [Student Transportation Task Force](#)

Due to COVID Pandemic the Rural Caucus Spring Meeting on May 31st is cancelled.

As your Chair, I am aware of the issues that boards are facing. Some of our executive team will be meeting with the minister prior to the anticipated re-launch to discuss the issues boards are facing (eg: Transportation as it relates to social distancing, Budgets and Covid protocols, and all its complexities.

As a result of not having our spring meeting we will require your approval for the 2020/2021 budget which you will receive by email in June and we will require each board to vote through email for approval. I Anticipate the budget will be similar to this year. This year's budget should come in considerably lower than anticipated and the fees should be less than budgeted. Invoices will come out in fall after the expenses are into the banker board (Chinooks Edge) .

Take care and stay healthy

Sherry for

Sherry Cooper - Rural Caucus Chair

From: <[alberta.news@gov.ab.ca](mailto:alberta.news@gov.ab.ca)>  
Date: Wed, May 20, 2020 at 1:31 PM  
Subject: News Release: Stimulus plan boosts school upkeep and renewal

## Stimulus plan boosts school upkeep and renewal

May 20, 2020 [Media inquiries](#)

**An unprecedented investment in school maintenance and renewal projects will create jobs and support Alberta’s economic recovery.**

Capital funding for school divisions has been increased by \$250 million to help boost the economy, while also accelerating important maintenance to existing schools. This funding will support hundreds of projects in all school divisions across the province. The work will create about 3,750 jobs and see more Albertans working again sooner.

“We’re getting Albertans back to work by investing in hundreds of infrastructure and renewal projects in schools across the province. This is great news for staff and students who will benefit from more modern learning environments.”

*Adriana LaGrange, Minister of Education*

The province will work with school divisions to invest dollars in the most efficient and effective ways possible. Specific projects will be confirmed by the start of June. The majority of projects are anticipated to be completed by October.

“Increased funding for capital maintenance and renewal – along with 74 school projects in design, planning and construction – will create jobs when we need them most, while enhancing the value and lifespan of our province’s infrastructure.”

*Prasad Panda, Minister of Infrastructure*

This initiative is an acceleration of investment in school maintenance and renewal projects, and is separate from funding for new schools or modernizations. Approved projects must align with

the requirements of Alberta Education's Infrastructure Maintenance and Renewal program and fall into one of the following categories:

- building envelope (e.g., roofs, doors, windows, exterior finishes)
- mechanical (e.g., plumbing, heating and ventilation)
- electrical (e.g., lighting upgrades)
- structural (e.g., foundations)
- site improvements (e.g., parking lot repair, regrading for drainage)
- interior upgrades

"The Alberta School Boards Association is pleased with this additional investment by the provincial government, as schools are the heart of our local communities. This provides timely support as many school boards face challenges with aging facilities."

*Lorrie Jess, president, Alberta School Boards Association*

"Increased infrastructure and maintenance funding will allow school divisions across the province to accelerate upgrades to their schools. In turn, this increased funding will enhance learning spaces for our students while helping divisions extend the lifespan of their aging school facilities."

*Bevan Daverne, president, College of Alberta School Superintendents*

This initiative is part of Alberta's capital maintenance and renewal (CMR) stimulus plan. The province is doubling CMR funding in 2020-21 from \$937 million to \$1.9 billion so more companies can keep their workers employed during these challenging times and Albertans can benefit from these projects sooner.

## **Related information**

- [School Infrastructure Maintenance and Renewal](#)

## **Related news**

- [\\$2 billion investment in job creation](#) (April 9, 2020)