

**Regular Board Meeting Agenda**

**Monday, April 27<sup>th</sup>, 2020 @ 1:15pm via Zoom (in person attendance is optional)**

**A – Action Items**

A.1 Agenda	
A.2 Minutes of Regular Board Meeting held Monday, February 24, 2020	<b>ENCLOSURE 1</b>
A.3 Minutes of Special Board Meeting held Thursday, March 11, 2020 – International Travel	<b>ENCLOSURE 2</b>
A.4 Minutes of Special Board Meeting held Tuesday, March 27, 2020 – Chamberlain Caretaking Contract	<b>ENCLOSURE 3</b>
A.5 March / April 2020 Payment of Accounts Summary	<b>ENCLOSURE 4</b>
A.6 Taber Christian High School	
A.7 Taber Mennonite School Transition	
A.8 Second and Final Reading: Policy EEAB – Bus Routes	<b>ENCLOSURE 5</b>
A.9 Delete: Policy EEACB – Bus Route Contracts	<b>ENCLOSURE 6</b>
A.10 LED Lighting Tender	
A.11 First Reading Policy IO – Student Records	<b>ENCLOSURE 7</b>

**D – Discussion Items**

D.1 Bill 5 – School Reserves and TEBA	
D.2 Board recognition of Education Week – theme: learning is a journey	
D.3 Pandemic (COVID-19)	
D.4 New Funding Framework	<b>ENCLOSURE 8</b>
D.5 Employee Recognition	

**I - Information Items**

I.1 Superintendent’s Report – Wilco Tymensen	<b>ENCLOSURE 9</b>
I.2 Trustee/Committee Reports	
I.2.1 ASBA Zone Meeting Report – Marie Logan	
I.2.2 Facilities Meeting Report – Bruce Francis	
I.2.3 Administrator’s Meeting	
I.3 Associate Superintendent of Finance and Operations Report – Phil Johansen	
I.4 Associate Superintendent of Learner Services Report – Amber Darroch	<b>ENCLOSURE 10</b>
I.5 Edwin Parr Nominee	

**C-Correspondence**

C.1 News Release: Legislation implements key budget commitments	<b>ENCLOSURE 11</b>
C.2 Thank you from Adriana LeGrange	
C.3 Lethbridge Herald – <a href="#">Understanding the province’s new school funding model</a>	
C.4 News Release: 2019/20 Satisfaction with Education in Alberta Telephone Survey	
C.5 Alberta Education Correspondence re: 3 YR Education Plan & AERR	

**Dates to Remember**

• April 27 – Board Meeting – Via Zoom/In Person
• April 27 – May 1 – Education Week
• April 29 – Council of School Council Meeting – Trustee Attending: Jennifer Crowson - CANCELLED
• May 6 – Board School Visits (River Road, MRE, ERHS) - CANCELLED
• May 8 – 75 <sup>th</sup> Anniversary of the Liberation of Europe – VE Day
• May 12 – Administrator’s Meeting – Trustee Attending: Blair Lowry - CANCELLED
• May 20 – ASBA Meeting at Horizon School Division - CANCELLED
• May 20 – Edwin Parr Awards Banquet - CANCELLED
• May 27 – Board Meeting
• June 1-2 – ASBA Spring Meeting – Red Deer – CANCELLED (Virtual AGM)
• June 9 – Administrator’s Meeting – Trustee Attending: Marie Logan - CANCELLED
• June 22 – Board Meeting

# 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, February 24<sup>th</sup>, 2020 beginning at 12:30 p.m. in the Eric Johnson Room.

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

ALSO PRESENT: 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 additions:<br>A.6 – First Reading of Policy: FL- School Closure<br>D.2 – Trustees attending Administrator’s Symposium<br>Carried Unanimously                   | AGENDA<br>APPROVED<br><br>11/20                          |
| A.2 | Moved by Jennifer Crowson that the Board approve the <a href="#">Minutes of the Regular Board Meeting, held Monday, January 27<sup>th</sup>, 2020</a> as provided by Enclosure #1 of the agenda.<br>Carried Unanimously                  | BOARD MEETING<br>MINUTES APPROVED<br><br>12/20           |
| A.3 | Moved by Rick Anderson that the Board approve the <a href="#">February 2020 Payment of Accounts</a> in the amount of \$2,239,489.55 as provided in Enclosure #2 of the agenda.<br>Carried Unanimously                                    | PAYMENT OF<br>ACCOUNT APPROVED<br><br>13/20              |
| A.4 | Moved by Bruce Francis that the Board approve the first reading of Policy: EEAB – Bus Routes as provided by Enclosure #3 of the agenda.<br>Carried Unanimously   | FIRST READING OF<br>POLICY EEAB<br>APPROVED<br><br>14/20 |
| A.5 | Move by Bruce Francis that the Board approved the <a href="#">2020 – 2021 Three-Year Capital Plan</a> as provided by Enclosure #4 of the agenda with the change in #2 from D.A. Ferguson/W.R.Myers to W.R. Myers.<br>Carried Unanimously | THREE-YEAR CAPITAL<br>PLAN APPROVED<br><br>15/20         |
| A.6 | Moved by Derek Baron that the Board approve the first reading of Policy: FL – School Closure.<br>Carried Unanimously   | FIRST READING OF<br>POLICY FL APPROVED<br><br>16/20      |

## DISCUSSION ITEMS

### **D.1 NEW FUNDING FRAMEWORK**

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Superintendent, Wilco Tymensen shared with the Board possible changes and updates to the New Funding Framework that will be released Thursday, February 27<sup>th</sup>, 2020. Senior Administrators will be attending a provincial meeting on Friday, February 28<sup>th</sup> to gather further details and discuss implications of the released budget. Superintendent, Wilco Tymensen and Associate Superintendent, Philip Johansen will be attending from Horizon School Division.

### **D.2 TRUSTEES ATTENDING THE ADMINISTRATOR'S SYMPOSIUM**

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Trustees were invited to attend the Administrator's Symposium that will be held on Monday, April 6<sup>th</sup>, 2020.

## INFORMATION ITEMS

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

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Wilco Tymensen, Superintendent shared the following February 2020 Update with the Board:

#### **Educational Leadership and Student Welfare**

- Meetings and dialogue between schools and division office are ongoing. Conversations/topics typically focus on processes that ensure student safety, well-being, and conduct; financial management; and instructional leadership. This month they also included: transportation, off-campus excursions, student and staff conduct and discipline, and guidance with regard to student and parental concerns.
- As the second vice president of the Collage of Alberta School Superintendents, February included a CASS executive meeting Meetings typically involve provincial education perspectives, discussions with the Ministry regarding future direction and sharing of perspectives. Discussions also included dialogue around the funding framework/assurance review being undertaken by ADM Gene Williams.
- Administrator Symposium planning committee meeting
- Completed a number of Alberta Education surveys including input into the *draft Ministerial Order on Student Learning* and the *Curriculum Advisory Panel's Recommendations on Direction for Curriculum*

#### **Personnel Management**

- Met with Robbie Charlebois, Assistant Superintendent of Human Resources to lay out the timeline and process for enrollment verification and teacher transfers

#### **Policy and Strategic Planning and Reporting**

- No policy meetings have occurred this month. However, review and revisions of Policy EEA: Student Transpiration, and IC: School Attendance Areas is underway

#### **Fiscal Responsibility, Organizational Leadership and Management**

- Taber Mennonite School, D.A. Ferguson, W.R. Myers transition meeting
- There has been a number of communications between Alberta Health Services and school divisions related to the Coronavirus

- Met with Xerox regarding new management

### **Communications and Community Relations**

- A number of meetings and celebrations were attended over the last month. These include but are not limited to
  - Division Office staff meeting
  - Senior Administrative Leadership Team meeting
  - PreCASS and CASSIX meeting
  - Administrator meeting
  - Council of School Council meeting which focused primarily on 10 advocacy resolutions:
    1. Provincial and Federal Legislation Related to Vaping Products
    2. Diploma Exam Weighting
    3. Consistent, Negotiated Price, and Bulk Purchase/ Distribution, of EpiPens
    4. Achieving Equitable Public Education
    5. Support for Addressing Class Size and Complex Classrooms
    6. Informed, Adequate Funding for Classrooms and Schools
    7. Access to Funding for Public Schools and Public School Fees
    8. Prioritizing Funding for Education in Areas of High Student Density
    9. Mental Wellness Curriculum Incorporation
    10. Student Education Advocacy

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

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

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

- Edwin Parr Awards planning meeting

### **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 February 2020:

- D.A. Ferguson/W.R. Myers Capital Project
  - Sprinkler system projected to begin in a couple of weeks
  - New water main from 54<sup>th</sup> avenue
- 2020 IMR Project Re-Allocation
- Three-Year Capital plan
- Dr. Hamman Student Drop Off Area
- Finished acoustic paneling in the W.R. Myers Gym
- Central School lighting complete
- BCMS upgrade for L.T. Westlake complete
- Flooring replacement for L.T. Westlake complete
- Arden T. Litt lighting upgrade complete
- Barrier free access at Dr. Hamman School is complete

### **I.2.3 Administrator's Meeting Report – Bruce Francis**

The February 2020 Administrator's Meeting summary was provided by Bruce Francis:

- Digitization of Student Records
- Division Wide PD Day
- Legion Ceremony
- Non-Designated Registration and Transportation Requests
- What if...E-Cigarettes
- Teaching for Conceptual Understanding
- Administrator's Symposium Update

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

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

- Gathering information around Insurance due to the major increase in the insurance for school divisions
  - Meeting with members of ASBIE
  - Other insurance options to reduce costs for this year
  - Going forward the costs are predicted to increase
- Funding model information submission
- Photocopier replacement – contract ending April 30<sup>th</sup>
  - Options to replace or keep

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

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

Learner Services lead team members:

Amber Darroch, Associate Superintendent  
 Terri-Lynn Duncan, Assistant Superintendent  
 Angela Miller, Clinical Team Lead  
 Shea Mellow, Instructional Coach

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#### **KEY ACTION AREA #1:**

##### **Strong core instruction that develops student competencies**

- A new Memorandum of Understanding has been signed with Prairie College, creating a new dual credit opportunity for high school students to take two Outdoor Leadership college courses and earn ten CTS credits at the same time. The coursework is delivered on one Saturday and over a five-day outdoor camp at Frontier Lodge in the Nordegg area. This course includes leadership, outdoor activities and Christian content, and four students from Arden T Litt Learning Centre are currently registered to attend in March 2020.
- Planning is underway for the third and final division-wide professional learning day of the school year, to be held on March 9th. All teachers will continue to engage in grade level or subject discipline groups as we continue our shared focus on teaching for conceptual understanding, while they also continue their collaborative work in their self-directed "Teachers Learning through Collaboration" (TLC) groups.

#### **KEY ACTION AREA #2:**

##### **Response to Instruction and Intervention**

- Schools are finishing up their second Individual Program Plan Meetings. Terri-Lynn is attending scheduled meetings for students kindergarten to grade 12 for the month of February.

- Terri-Lynn continues to attend Collaborative Response Meetings in schools to provide support in areas of literacy, numeracy and suggestions for Alberta Health Services or the inclusive learning team members who may be able to support students in areas of difficulty.
- On an ongoing basis, a number of our Learner Services team members attend school meetings with staff to coordinate supports for specific students who are experiencing difficulty.
- February is National Inclusive Education month. To promote awareness, the Horizon website profiles a great Shelley Moore video ([click here for the news link](#)). Some shared sites and strategies which may be helpful for students will be shared out with staff and parents this month.

#### LEADERSHIP PRACTICES

- Terri-Lynn is in the process of meeting with all Learning Support Teachers to discuss students in each school, needed professional development and answering any questions that they may have. She is also meeting with Principals to discuss their requests on learning support time and student priorities.
- Senior administrators who are CASS members attended the Zone 6 meetings at Prairie Rose School Division in Dunmore on February 6 & 7.
- Horizon school and system leaders will spend one day together on Monday, April 6th at the annual Leadership Symposium, condensed this year from two days to one. With the number of changes anticipated to come from Alberta Education, the symposium will focus on division values and priorities helping to provide the foundation for change and continuous improvement.

Other reports highlighted, in Enclosure # 5 of the agenda, include updates from Shea Mellow, Instructional Coach, Angela Miller, Clinical Team Lead, Eric Burgess, Program Manager, Family Connections, and Family School Liaison Program (FSLP) Activities.

#### CORRESPONDENCE

**C.3 came forward as a discussion item** from the Correspondence as provided by Enclosure #6 of the agenda.

C.3 – Edmonton Public Schools move to save cash by cutting five school days.

#### COMMITTEE ITEMS

Moved by that the Board meet in Committee.	COMMITTEE
Carried Unanimously	17/20
Moved by that the meeting reconvene.	RECONVENE
Carried Unanimously	18/20
Moved by Christa Runka that the meeting adjourn.	MEETING ADJOURNED
Carried Unanimously	19/20

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Marie Logan, Chair

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Sheila Laqua, Executive Secretary

# HORIZON SCHOOL DIVISION

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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 Thursday, March 11<sup>th</sup>, 2020 beginning at 4:00 p.m. and concluding at 6:00 p.m.

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

Waiver of Notice of Special Meeting and Special Meeting Agenda Attached

Moved by Derek Baron that the Board approve the Special Meeting Agenda as contained in the Waiver of Novice of Special Meeting AGENDA APPROVED  
20/20

Carried Unanimously

Moved by Christa Runka that the Board cancel all international student and staff trips for the remainder of the school year. That we delay cancelling trips within Alberta and Canada and that we continue to approve them on a case by case basis for the remainder of the year based on the latest available information. RATIFY PROPOSED  
TENTATIVE A.T.A.  
COLLECTIVE  
AGREEMENT  
21/20

Carried Unanimously

Moved by Bruce Francis that the meeting adjourn MEETING  
ADJOUNRED  
22/20

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 Thursday, March 11<sup>th</sup>, 2020 commencing at 4:00 p.m. and concluding at 6:00 p.m.

### **AGENDA**

1. Cancellation of international student and staff travel

# **HORIZON SCHOOL DIVISION**

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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, March 27<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 Derek Baron that the Board approve the Special Meeting Agenda as contained in the Waiver of Notice of Special meeting. AGENDA APPROVED  
23/20

Carried Unanimously

Moved by Bruce Francis that the Board award the Chamberlain School Caretaking Services Contract to, Leona Kraemer. The contract is for a twenty-four month period. LOW BIDDER FOR  
CHAMBERLAIN  
SCHOOL  
CARETAKING  
SERVICES  
APPROVED  
24/20

Carried Unanimously

Moved by Blair Lowry that the meeting Adjourn. MEETING  
ADJOURNED  
25/20

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, March 27, 2020 commencing at 8:00 a.m.

### **AGENDA**

1. Chamberlain School Caretaking Contract

**PAYMENT OF ACCOUNTS REPORT**

**Board Meeting - April 27, 2020**

<b>General</b>	<b>February 25/20</b>		<b>521962.59</b>
<b>General</b>	<b>March 3/20</b>		<b>1167690.27</b>
<b>General</b>	<b>March 10/20</b>		<b>132722.72</b>
<b>General</b>	<b>March 17/20</b>		<b>423634.22</b>
<b>General</b>	<b>March 23/20</b>		<b>187393.61</b>
<b>U.S.</b>	<b>March 30/20</b>		<b>5189.04</b>
<b>General</b>	<b>March 31/20</b>		<b>1,162,554.23</b>
<b>General</b>	<b>April 7/20</b>		<b>411,594.79</b>
<b>General</b>	<b>April 15/20</b>		<b>62,530.53</b>
<b>"A" Payroll</b>	<b>February 2020</b>	<b>Teachers</b>	<b>1,641,061.40</b>
		<b>Support</b>	<b>532,444.90</b>
<b>"B" Payroll</b>	<b>February 2020</b>	<b>Casual</b>	<b>9,729.12</b>
		<b>Subs</b>	<b>43,495.36</b>
<b>"A" Payroll</b>	<b>March 2020</b>	<b>Teachers</b>	<b>1,620,162.33</b>
		<b>Support</b>	<b>519,556.22</b>
<b>"B" Payroll</b>	<b>March 2020</b>	<b>Casual</b>	<b>5,991.66</b>
		<b>Subs</b>	<b>26,351.07</b>
<b>Total Accounts</b>			<b>6,035,471.61</b>
<b>Board Chair</b>	_____		
<b>PJ:dd</b>			
<b>April 20/20</b>			

<b>Horizon School Division March 2020 U.S. Accounts</b>
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	<b>U.S. Funds</b>	<b>Canadian Funds</b>
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<b>Transfinder Corporation</b>	<b>3600.00</b>	
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		<b>5189.04</b>
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<b>Total U.S. Accounts</b>	<b>3600.00</b>	<b>5189.04</b>
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JM:dd

March 30, 2020

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

**Policy Code:** EEAB  
**Policy Title:** Bus Routes  
**Cross Reference:** EEA  
**Legal Reference:** *Education Act, School Transportation Regulation*  
**Adoption Date:** December 18, 1996  
**Amendment or Re-affirmation Date:**

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SHALL BE RESPONSIBLE FOR ESTABLISHING AND REVIEWING BUS ROUTES WHICH WILL PROVIDE A SAFE AND EFFICIENT MEANS OF TRANSPORTING ALL ELIGIBLE STUDENTS TO AND FROM SCHOOL.

**REGULATIONS**

1. The Board retains ownership of all bus routes, and will endeavor in all cases to select qualified contractors who will meet the required standards.
2. The Board may contract routes to individuals and/or companies to provide the required service.
  - 2.1. Contractors will be required to enter into a transportation contract.
  - 2.2. The Transportation Contractor is responsible for the efficient and effective day-to-day operation of all student transportation within the division.
  - 2.3. The transportation contract shall not assign, transfer, or subcontract any of the contractor's rights, burdens, duties, obligations, or responsibilities without the prior written consent of the Horizon School Division.
  - 2.4. The Transportation Contractor shall ensure school bus operations are in accordance with all relevant laws, regulations, rules, policies and administrative procedures.
3. While performing services, a contractor, and/or their employees, are not an officer, agent, or employee of the Horizon School Division.
4. It shall be the responsibility of division administration in consultation with the transportation contractor(s) to establish and maintain a system of bus routes that will be safe and time and cost efficient.
5. The division supports special transportation arrangements for students with special needs.
  - 5.1. The Transportation Coordinator is authorized to make such arrangements for students identified by the Assistant Superintendent of Learner Services.

## Policy Code EEAB – Bus Routes – Continued

- 5.2. The Associate Superintendent (Learning Services) shall be responsible for informing the Transportation Coordinator, Contractor, and/or the bus driver or driver of the transporting vehicle as to the pertinent nature of the child's disability and appropriate procedures for the management of the disability.
- 5.3. The responsibility for preparing a special needs pupil for transportation at the designated time lies with the parent and/or guardian.
6. Schedules shall be arranged, wherever possible, so that students arrive at school no earlier than 15 minutes before the start of school.
7. All bus routes shall terminate at the designated school(s) and students shall exit only at that point, subject to any transfers and feeder routes.
8. Division administration, in consultation with school principals and contractors, shall have the responsibility to determine the exact location of, and procedures for, the safe and efficient loading and unloading of students at each school site.
9. It is expected that in order for buses to continue to utilize private driveways/approach, owners must maintain their driveway/approach in good and passible condition.
10. It shall be the responsibility of the Transportation Coordinator to make recommendation to the Superintendent for addition or deletion of bus routes as per "Criteria for the Addition and Deletion of Bus Routes" (see Attachment A).
  - 10.1. Recommendations shall include all pertinent information such as a
    - 10.1.1. Map of the route(s),
    - 10.1.2. Student list(s),
    - 10.1.3. Pick-up and arrival times,
    - 10.1.4. Bus capacity, and
    - 10.1.5. Weighted load(s).
  - 10.2. Any addition or deletion to bus routes shall be made in conjunction with the terms of the contract for bus services.

## Policy Code EEAB – Bus Routes – Continued

### Attachment: A Suggested Criteria for the Addition and Deletion of Bus Routes

1. Criteria to consider when splitting a bus route:
  - 1.1. Is the ride time excessive?
    - 1.1.1. The current route either covers such a great distance, or covers such a densely populated area that the time required to complete the route is unreasonable as determined by school division senior administration in relation to the distance the route covers and/or the number of students on the route.
  - 1.2. Has the transfer of students to nearby, routes to balance the weighted load and reduce operating times been considered?
  - 1.3. Would increasing the bus size (larger weighted load bus) be a better alternative?
  - 1.4. Are there non-designated students on the bus? If so, should they be removed?
  - 1.5. Is it
    - 1.5.1. safer,
    - 1.5.2. more efficient, or
    - 1.5.3. more cost effectiveto split the route?
2. Criteria to consider when deleting a bus route:
  - 2.1. The minimum capacity bus available is being utilized on the route in accordance with appropriate weighted load maximums.
  - 2.2. The number of students on the route is less than half the seating capacity of the bus, based on weighted load.
  - 2.3. There are other available nearby bus routes which could pick up the students without unduly affecting the students from either route.
  - 2.4. There are no known projected increases to the route in the following school year.
  - 2.5. A review of the route determines it would be safer, more efficient, or more cost effective if the route were consolidated with other area routes, and the total number of bus routes were reduced



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

**Policy Code:** EEACB  
**Policy Title:** Bus Route Contracts  
**Cross Reference:** EEAB  
**Legal Reference:** Education Act, School  
Transportation Regulation  
**Adoption Date:** December 18, 1996  
**Amendment or Re-  
affirmation Date:** October 24, 2001

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION MAY CONTRACT ROUTES TO INDIVIDUALS AND/OR COMPANIES TO PROVIDE THE REQUIRED SERVICE. IN EXERCISING THIS OPTION FOR TRANSPORTATION, THE FOLLOWING GUIDELINES SHALL BE FOLLOWED.

**REGULATIONS**

1. The Board retains ownership of all bus routes, and will endeavor in all cases to select qualified contractors whose drivers will meet the required standards.
2. A contractor shall be required to enter into a standard transportation contract. The contractor shall not assign, transfer or subcontract any of his rights burdens, duties or obligations without the prior consent of the Horizon School Division.
3. While performing services, a contractor is not an officer, agent or employee of the Horizon School Division.
4. A route contract shall remain with the contractor as long as the contractor remains eligible. Should it be necessary to transfer the route to another party the following guidelines shall be followed:
  - 4.1. Applicant shall possess the required standards.
  - 4.2. Applicant shall provide a letter of fiscal responsibility from their financial institution.

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**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-Affirmation Date:</b>	Feb. 10/98, Nov. 26/99, Apr. 19/07, Nov. 30/17 November 25, 2019

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**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 ~~to another school~~s in Alberta, the Board from which the student transfers shall, on receipt of a ~~digital request in PASI~~written request from that school (see attachment A—sample request for eum file), send the original student record containing the information referred to in regulation 2 and 4 to that school.

9. If a student transfers ~~to a school outside between Alberta provinces or elsewhere,~~ Horizon Schools shall the Board from which the student transfers 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. written request from that school, send a copy of the student record containing the information referred to in regulations 2 and 4 to that school.~~

### 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. If a student transfers from a school in Alberta to a school outside Alberta, the Board that operates the school from which the student transfers shall keep the student record for at least 7 years after the date the student could be expected to have completed grade 12 if the student had not transferred from the school~~

~~12.~~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

~~13.~~12. The school Principal shall dispose of or destroy student records that are no longer required ~~to be kept under regulation 10 thru 12~~ once digitized.

~~14.~~13. Student records shall be disposed of or destroyed in a manner that maintains the confidentiality of the information in the record.

~~15.~~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

~~16.~~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

~~17.~~16. The Principal shall ensure that the contents of a student record are only disclosed

~~17.1.~~16.1. in accordance with sections 56 and 70 of the Education Act;

~~17.2.~~16.2. to an employee of the Board if the information is necessary for the performance of the duties of the employee;

~~17.3.~~16.3. to the Minister if the information is necessary for the performance of the duties of the Minister;

~~17.4.~~16.4. with the written consent of

~~17.4.1.16.4.1.~~ the parent if the student is under 16 years of age, or  
~~17.4.2.16.4.2.~~ the student or the parent if the student is 16 years of age or older;

~~17.5.16.5.~~ in accordance with regulation 8 and 9 of this Regulation;

~~17.6.16.6.~~ in accordance with any other regulation under the Act.

~~17.7.16.7.~~ in accordance with the Freedom of Information and Protection of Privacy Act.

~~18.17.~~ 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.

~~19.18.~~ 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.

~~19.1.18.1.~~ For the purposes of regulation 18, a medical officer of health may require the following information to be provided:

~~19.1.1.18.1.1.~~ 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;

~~19.1.2.18.1.2.~~ the name, address, postal code, telephone number and electronic address

~~19.1.2.1.18.1.2.1.~~ of the parent or guardian of a child or a student other than an independent student, or

~~19.1.2.2.18.1.2.2.~~ of an independent student;

~~19.1.3.18.1.3.~~ 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.

~~19.1.4.18.1.4.~~ A school who receives a notice under regulation 18 shall comply with it.

~~20.19.~~ A board shall, at the written request of a Regional authority for a Francophone Education Region, disclose,

~~20.1.19.1.~~ 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

~~20.2.19.2.~~ 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.

~~21. A board or an accredited private school supervising a home education program for a student shall notify~~

~~the student's resident board of~~

~~21.1. the student's name, address, date of birth, sex and school, and~~

~~21.2. the name, address and telephone number of the student's parent~~

~~to ensure that the resident board is aware that the student is attending a school.~~

~~22-20.~~ 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.

~~23-21.~~ 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.

~~24-22.~~ Where a student record contains

~~24.1-22.1.~~ 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

~~24.2-22.2.~~ 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.

~~25-23.~~ If regulation 23 applies, a person who is entitled to review a student record under 56 of the Education Act are entitled

~~25.1-23.1.~~ to review the test, test result or evaluation referred to in regulation 23.1 or information referred to in regulation 23.3, and

~~25.2-23.2.~~ 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.

~~26-24.~~ 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.

~~27-25.~~ 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.

~~27.1-25.1.~~ 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)]*



# Budget 2020

A plan for jobs and the economy.

# Provincial Budget

- \$8.223 billion but communication makes references to two \$100 million allocations
  - 1<sup>st</sup> is consolidated into the 8.223 (anticipated board reserve spending)
  - 2<sup>nd</sup> comes from
    - Elimination of RCSD (\$71 million),
    - Elimination of other initiatives (\$26 million) and
    - Reductions in Ministry (\$4 million)
  - Budget has \$5 million for seed money (Jurisdiction Innovation and Collaboration)
  - Budget includes \$200 million transition funding to address growth
    - 100 pushed out to divisions this year
    - 50% used for growth next year so only 50% pushed out to divisions next year
    - 100% used for growth in 3<sup>rd</sup> yr

# New Funding Framework

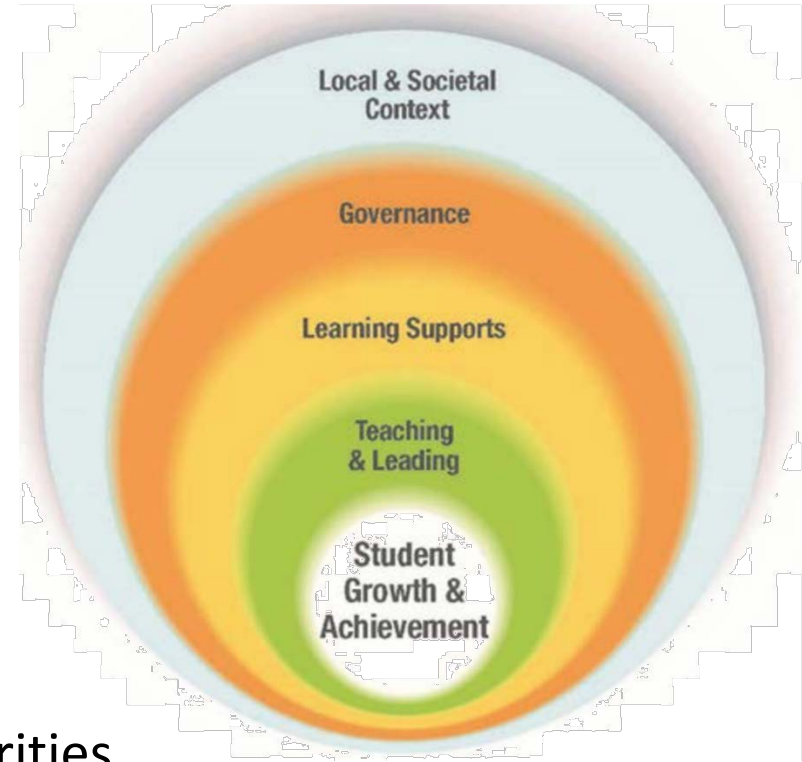
Sept 1, 2020





# Transformational

- Linked to new Assurance Model
- Direct comparison to previous grants not valid
  - Change from 36 to 15 grants (some grants new)
- More flexible
  - Need to look at bottom line and can allocate per Board priorities
  - Only 2 grants are restricted
    - Operation and Maintenance (can't transfer out)
    - Board and System Admin (can't transfer in)
- Less red tape, reporting, and administration
  - E.g. Will know allocation in spring and only need to create 1 budget
  - E.g. Assess ELL once for funding and will get 5 yrs
  - E.g. PUF reporting mostly gone



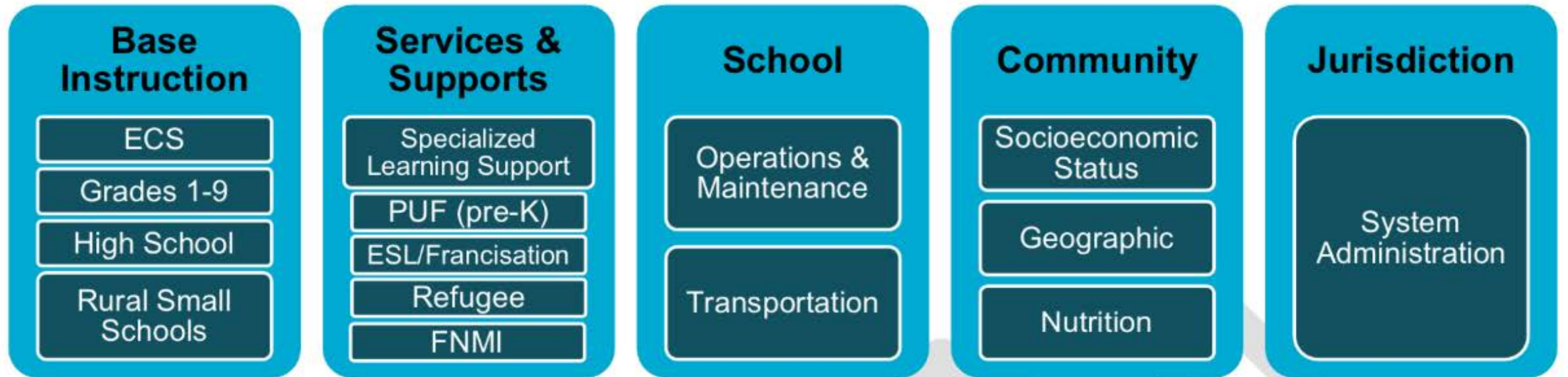
# Funding the System as opposed to Funding the Student

- 3 yr Weighted Moving Average (WMA)
  - 20% actual student count (last year)
  - 30% actual student count (this year)
  - 50% projection student count (next year)
  - Look at who is the primary school (not priority school)

# Model is for Operational Budget

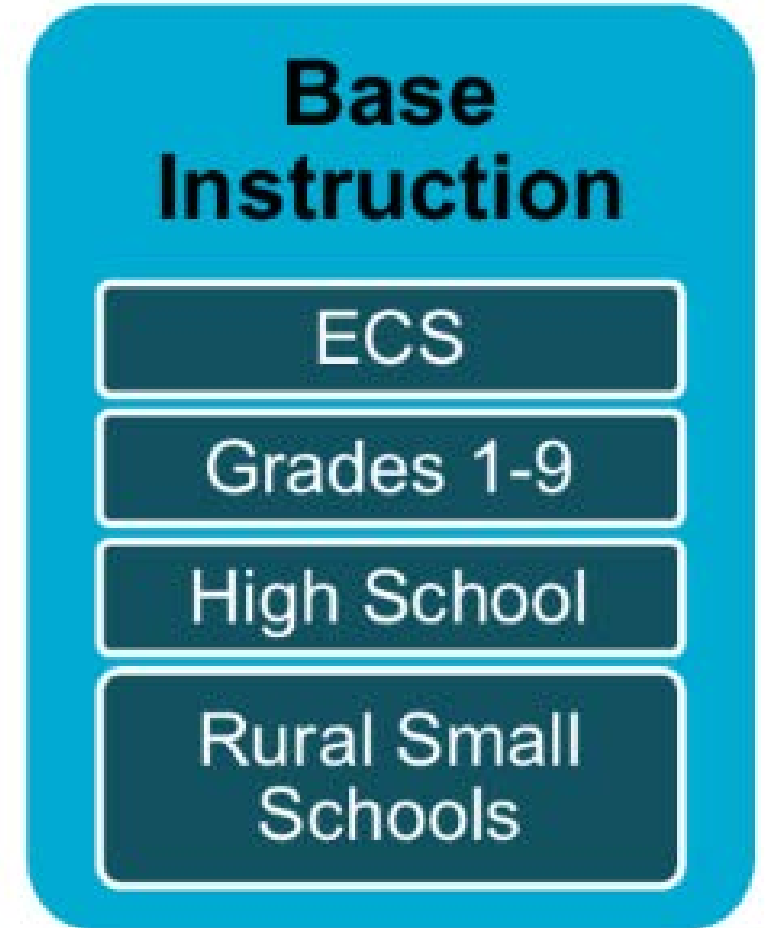
- IMR and Lease Payments are Capital and not included in the change

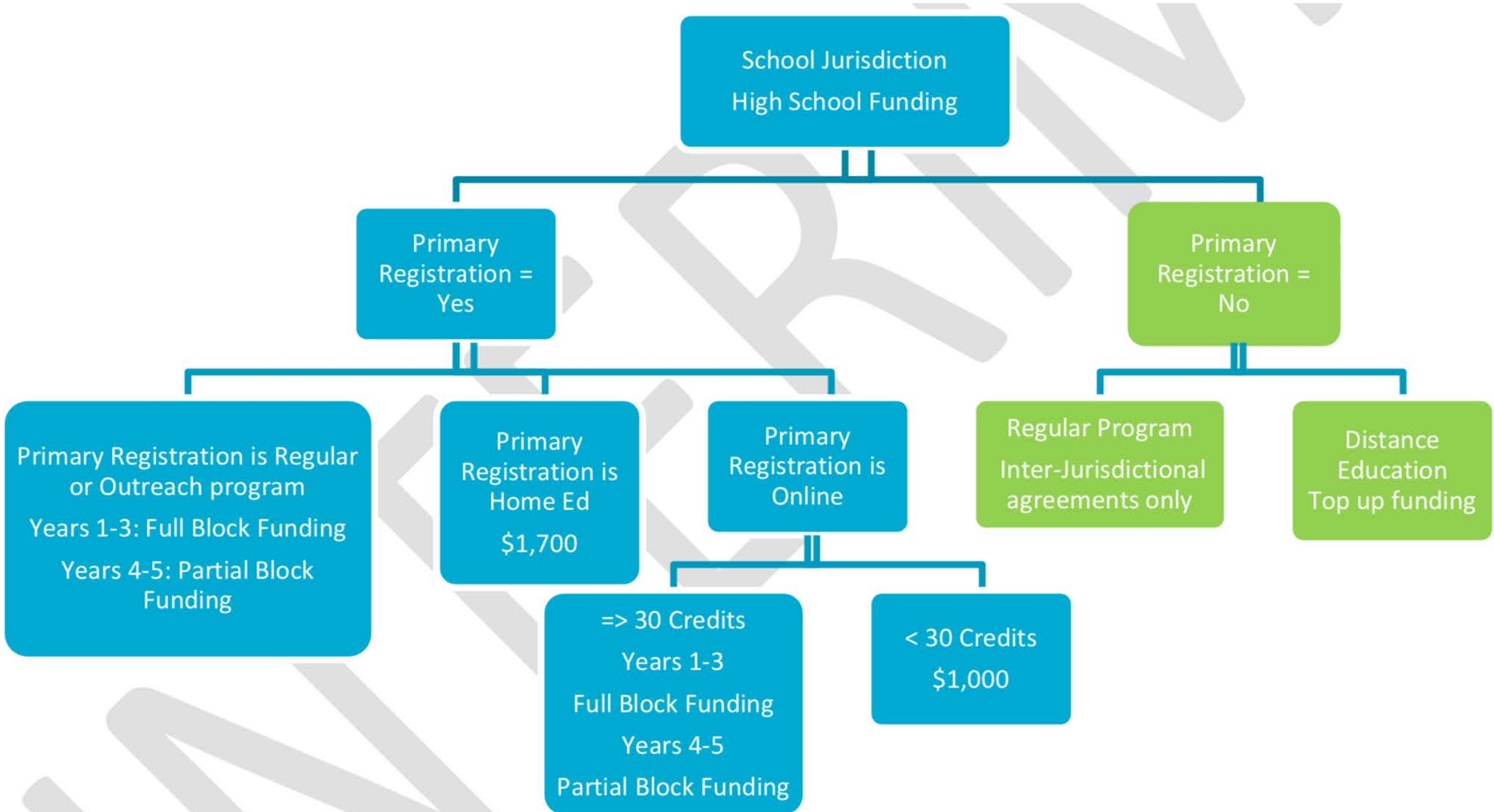
# 15 grants are in 5 Funding Domains



# Base Funding (\$6064)

- K (\$3032 x WMA)
- Gr. 1-9 (\$6064 x WMA)
- High School
  - CEUs and Carnegie Unit (25hrs/cr) gone
    - Still need 25hr per Cr for off campus
  - \$6064 x 1.10 x WMA for 1<sup>st</sup> 3 years
  - \$6064 x 1.10 x WMA x 0.5 for 4<sup>th</sup> year
  - \$6064 x 1.10 x WMA x 0.5 for 5<sup>th</sup> year +
  - Summer School still has CEU
    - Capped at 10 CEUs completed / yr
    - \$143 / CEU
  - Dual Cr Funding is gone
  - AB ED transitioning out of ADLC in 2 yrs (treat everyone the same)
    - If taking more than 30 CEUS fully funded
    - If less only get \$1000
    - 20/21 Additional funding if provide to out of jurisdiction funding
      - \$50,000 to \$500,000 depending on students (1 to 500+)
    - 21/22 – synchronous online instruction (must share digital resources at no cost)
- Outreach
  - \$100,000 (per jurisdiction)
  - Primary registrants fully funded
  - Does not have to be in separate building
- Home Ed - \$1700





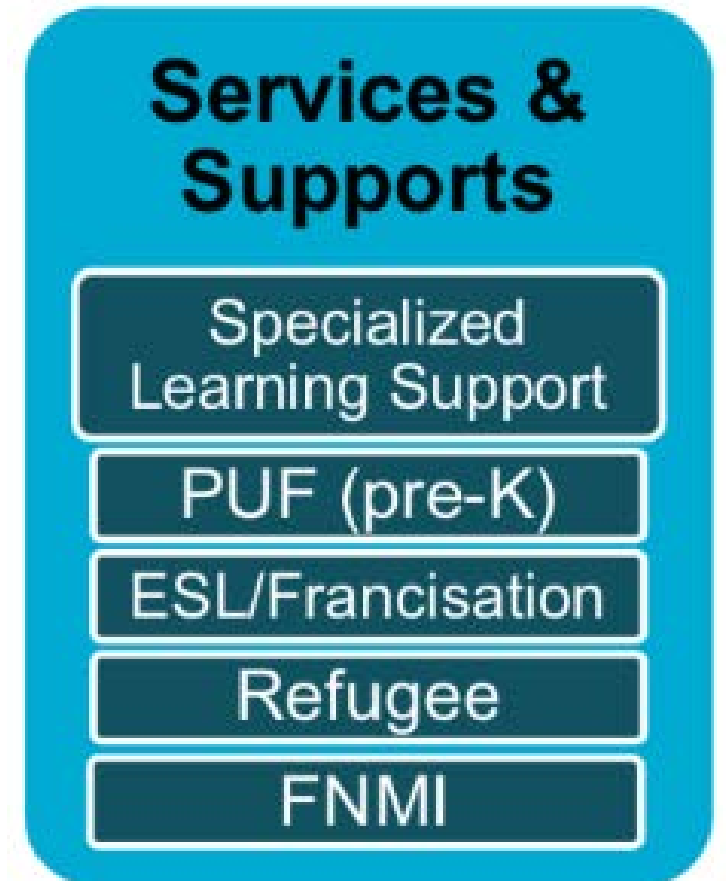
# Rural Schools (35 to 155 WMA) excluded from base funding)

- Block Funded
- Jurisdiction still gets some other grants ELL, FNMI, SES etc

Groups	WMA Enrolment (FTE) Threshold	Block Funding Rate
Hutterite Colony Schools	N/A	\$12,500+Base Instruction Funding per WMA FTE
Group 1	< 35	\$25,000+Base Instruction Funding per WMA FTE
Group 2	=> 35 < 55	\$450,000
Group 3	=> 55 < 75	\$620,000
Group 4	=> 75 < 95	\$750,000
Group 5	=> 95 < 115	\$860,000
Group 6	=> 115 < 135	\$940,000
Group 7	=> 135 < 155	\$1,000,000

# Services and Supports Grants

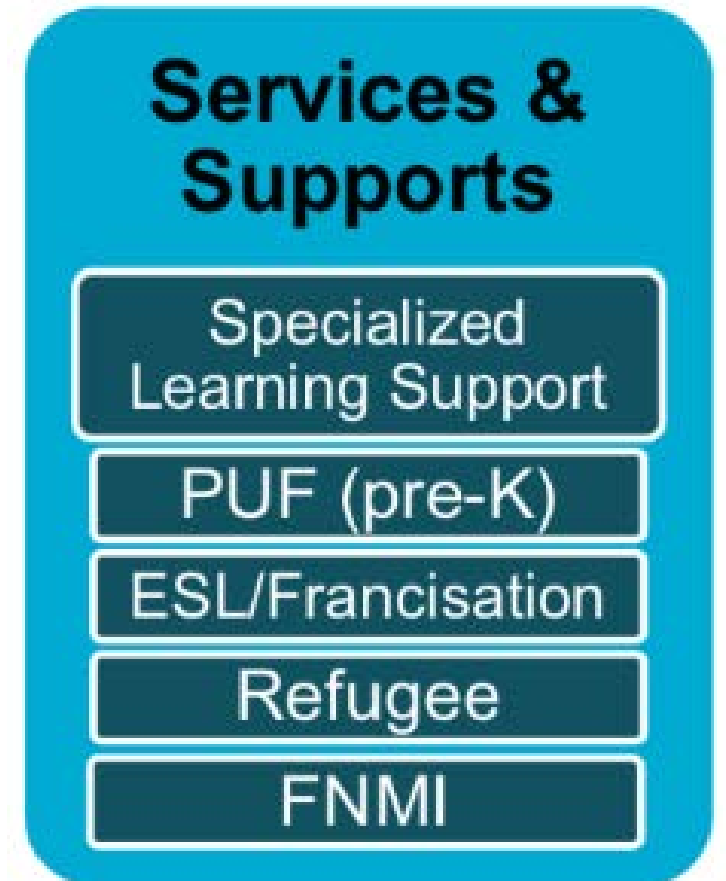
- Specialized Learning Supports
  - For Continuum of Supports (Inclusive Learning)
  - Funding for
    - Multi Disciplinary Team
      - Base allocation  $(\$5000) \times WMA^{0.66} + (\$425 \times WMA)$
    - Jurisdiction Composition
      - Immigrants + # of families receiving FSCD supports
    - Mental Health
      - Base allocation  $(\$5000) \times WMA^{0.45} +$  proportional share of WMA





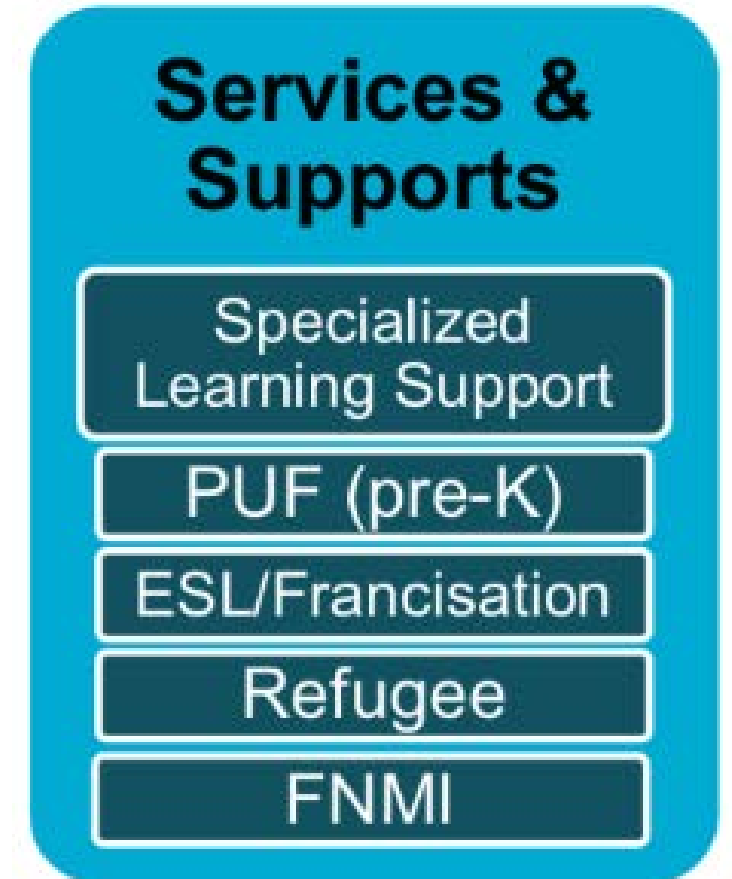
# Services and Supports Grants

- PUF
  - Only 2 yrs in EL (K PUF will be funded under SLS grant)
  - ECS PUF
    - Code 47
      - \$10,000 for 400hr program
      - \$17,000 for 800hr program
    - Code 41-46
      - \$15,000 for 400hr program
      - \$25,000 for 800hr program
    - Requires 475 hrs but allocated on a 400hr or 800hr program
      - If less than 400hr or 800hr not funded
      - Family Oriented Program (FOP) does not count towards hrs
    - Most reporting requirements are gone
    - A certificated teacher must provide the child's educational program.
      - Still discussing the number of hrs teachers needs to be with PUF kids



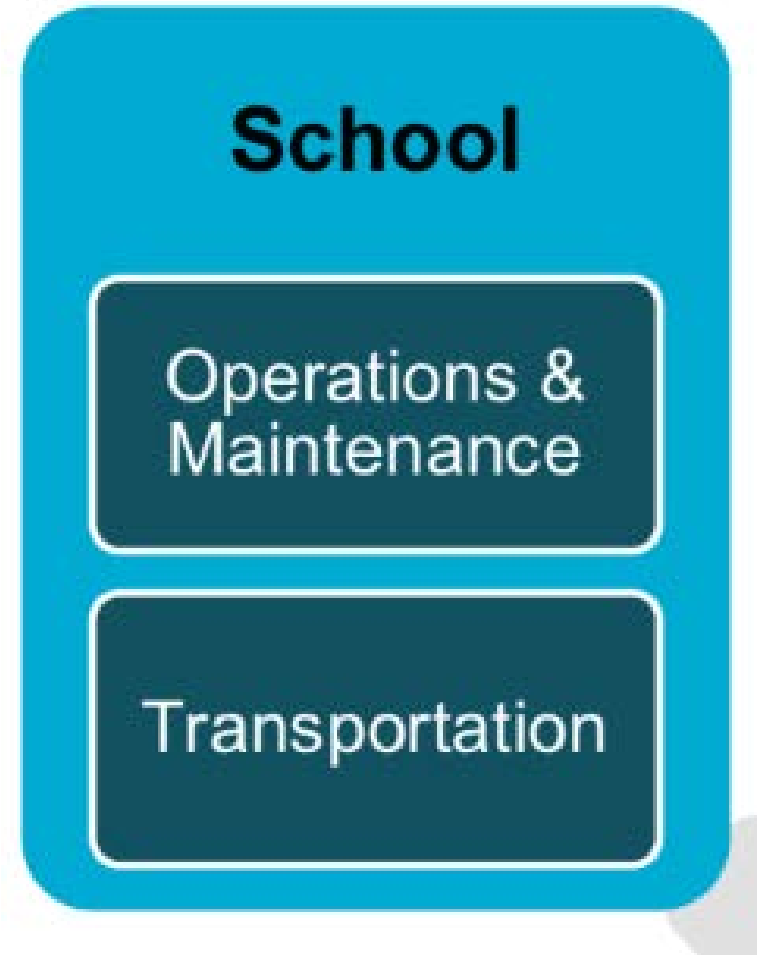
# Services and Supports Grants

- ELL
  - 5 yrs
    - document in 1<sup>st</sup> yr only
  - WMA x \$1200
- FNMI
  - Funded for
    - Truth and Reconciliation
      - Prov amount x proportional share (WMA)
    - FNMI support
      - Self identified WMA x \$1200
    - Demographics
      - Prov amount x proportional share (WMA)



# School Grants

- Operation and Maintenance (for active use areas)
  - 25% (WMA x \$218) +
  - 75% (utilized area \$65/m<sup>2</sup> / underutilized area \$46/m<sup>2</sup>)
  - 85% or greater is fully utilized
  - Colony and Schools of Choice are excluded
  - Must spend, if not goes into OM reserve
- Supernet - \$182,000 (no change)
- Transportation
  - 2019/2020 amount + 5%
  - Held constant until new model developed
  - No need to submit transportation grant for 2 yrs but still need to create report



# Community Grant

- SES
  - Fixed will not grow with enrollment growth
    - Prov amount x proportional share (SES)
- Geographic
  - Rural factor + Northern factor + Sparsity Distance factor + Area allocation
- Nutrition
  - WMA + SES allocation
  - All reporting is gone except # of students accessing service



# Jurisdiction Grant

- Board and System Admin
  - Admin Building
  - Board governance
  - General service management
  - Insurance
  - Superintendent and Exec team
  - Base funding + WMA x system admin rate x adjustment factor
    - Fixed amount for 3 yrs
    - If overspend will be clawed back
- Transition Grant
  - To address growth in next 3 yrs
    - \$200 million

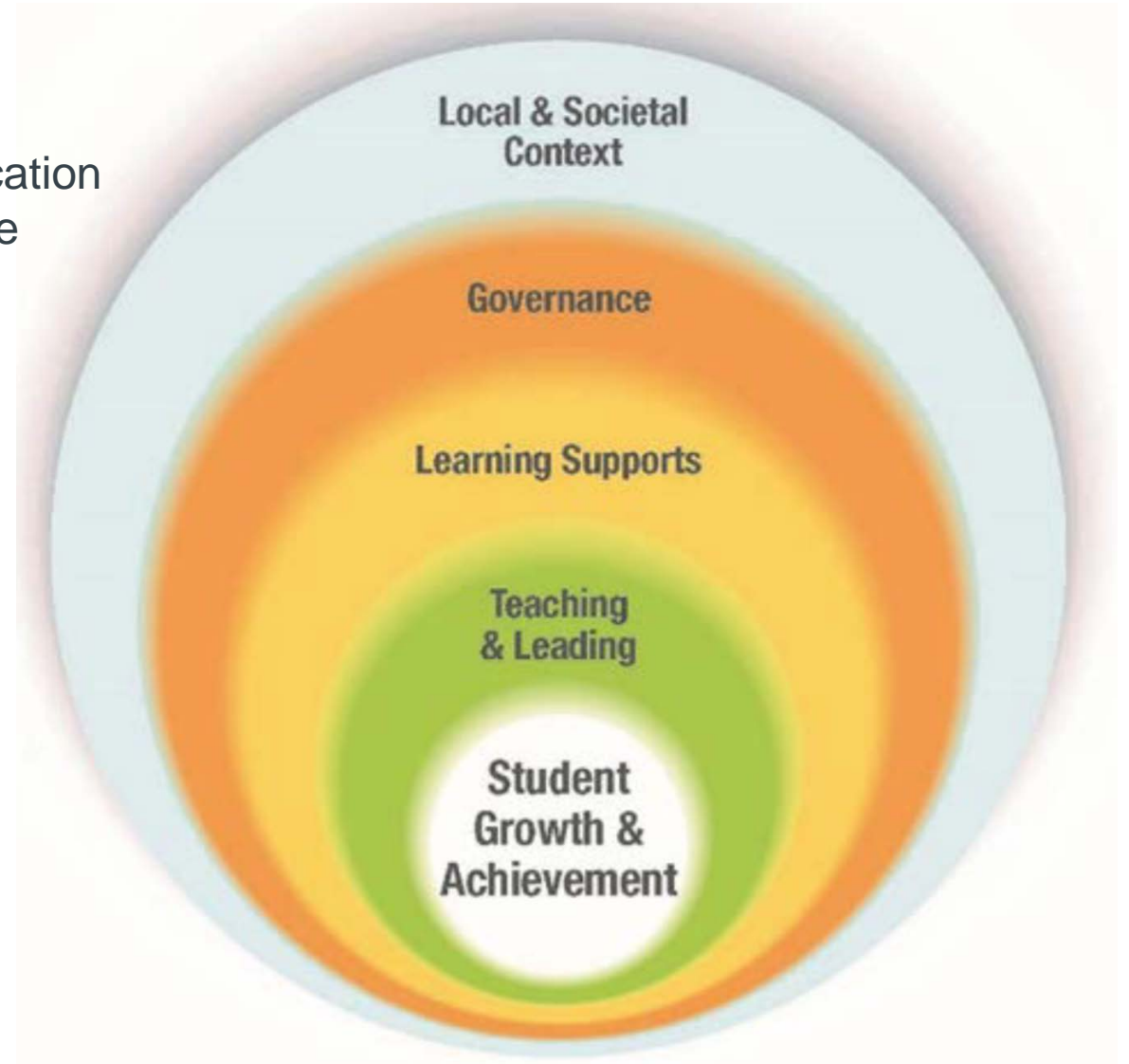


# Good News

- ARPDC continues to be funded
- All jurisdictions have more funding than in 2019-2020
  - Rolled RCSD funding into jurisdiction allocation
- Horizon received the largest increase – 8.9%
  - 2019-2020 \$38,021,000
  - 2020-2021 \$41,414,500
    - Remember
      - We had a \$1 million dollar deficit
      - Need to include additional insurance costs
      - Need to address grid rollup
      - Need to address specialized supports E.g. RCSD
      - Need to address new assurance framework
      - Need to address CUPE and ATA collective agreement costs

# Assurance

“What should be happening consistently in our education system to build public trust and confidence about the domain?”



Domain	Required Provincial Measure	Required Local Components
<b>Student Growth &amp; Achievement</b>	<ul style="list-style-type: none"> <li>• Provincial Achievement Test results</li> <li>• Diploma Exam results</li> <li>• High School Completion results</li> <li>• Survey measures of Citizenship and <i>Academic Engagement</i>*</li> </ul>	
<b>Teaching &amp; Leading</b>	<ul style="list-style-type: none"> <li>• Survey measure of Education Quality</li> </ul>	<ul style="list-style-type: none"> <li>• Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes.</li> </ul>
<b>Learning Supports</b>	<ul style="list-style-type: none"> <li>• Survey measures of Safe &amp; Caring, <i>Student Inclusion</i> and <i>Access to Supports &amp; Services</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Programs, services, strategies and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.</li> </ul>



		<ul style="list-style-type: none"> <li>• Programs, services, strategies and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.</li> </ul>
<b>Governance</b>	<ul style="list-style-type: none"> <li>• Survey measure of Parent Involvement</li> <li>• School authorities provide the amount budgeted for 2020/2021, the amount spent and the variance between these amounts for operational expense categories.</li> </ul>	<ul style="list-style-type: none"> <li>• Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities and community agencies.</li> <li>• Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, section 12.</li> </ul>
<b>Local &amp; Societal Context</b>		<ul style="list-style-type: none"> <li>• Information about the school authority, students, staff and communities served (such as demographic or socio-economic data) that provides context for the plan and report.</li> </ul>
	<p><b>*Note:</b> Measures in italics are under development</p>	

# **Superintendents Progress Report**

## **March, 2020**

### **Educational Leadership and Student Welfare**

- Meetings and dialogue between schools and division office are ongoing. Conversations/topics typically focus on processes that ensure student safety, well-being, and conduct; financial management; and instructional leadership. This month they also included: transportation, off-campus excursions, student and staff conduct and discipline, and guidance with regard to student and parental concerns.
- As the second vice president of the Collage of Alberta School Superintendents, March included a CASS executive meeting. Meetings typically involve provincial education perspectives, discussions with the Ministry regarding future direction and sharing of perspectives. Discussions also included dialogue around the funding framework/assurance review being undertaken by ADM Gene Williams.
- Administrator Symposium planning committee meeting
- There has been a number of communications between Alberta Health Services and school divisions related to the Coronavirus

### **Personnel Management**

- Met with Robbie Charlebois, Assistant Superintendent of Human Resources to lay out the timeline and process for enrollment verification and teacher transfers
- Senior Administrative Leadership Team met to discuss the allocation of teachers and support staff
- ATA and CUPE bargaining is ongoing with meetings with both parties taking place

### **Policy and Strategic Planning and Reporting**

- No policy meetings have occurred this month. However review of school attendance boundaries is underway

### **Fiscal Responsibility, Organizational Leadership and Management**

- Met with AB ED regarding the new funding model and Budget 2020

### **Communications and Community Relations**

- A number of meetings and celebrations were attended over the last month. These include but are not limited to
  - Division Office staff meeting
  - Senior Administrative Leadership Team meeting
  - Administrator meeting
- A huge thank you to the APEX organization committee for all the work they undertook to bring the awards banquet to fruition.

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

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Learner Services lead team members:

Amber Darroch, Associate Superintendent  
Terri-Lynn Duncan, Assistant Superintendent  
Angela Miller, Clinical Team Lead

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*Learner Services has been focussed on supporting  
Continuity of Learning while classes are cancelled.*

**KEY ACTION AREA #1:**

**Strong core instruction that develops student competencies**

- Supporting our staff, students and families in this time of learning at-home has been the key focus of the Learner Service team during the last month.
- Learner Services has created a companion guide the Horizon Continuity of Learning plan as it relates to Assessment & Reporting. Guidelines for how to remotely assess student learning and complete June report cards have been articulated and shared with teachers and school leaders. In order to keep the focus on learning the of each unit and align with Alberta Education’s cancellation of Provincial Achievement Tests and Diploma Exams, final exams will not be administered at the end of June.
- Amber Darroch has held online staff meetings with all ten schools who teach high school to consult on remote teaching, assessment and reporting. Each school is determining how they will proceed and will communicate with parents in their own communities.
- Instructional Coach Shea Mellow is working actively with individual teachers and small groups to support their transition to learning at home while also reinforcing the instructional model Horizon has continued to implement over the past months.
- The Technology Department continues to improve its infrastructure, including supporting teachers in transitioning their instruction to digital formats, troubleshooting with staff who are using technology while working from home, and consulting with school administrators who are moving forward with technology evergreening as per the 2019-20 schedule.
- The Learner Service team has developed a Horizon Curriculum and Assessment Drive to support teachers with resources and links to ease the planning and assessment for teachers.
- Family Connections Wellness Coaches are creating online presentations on social-emotional

learning and wellbeing which teachers can share with their classes or small groups of students.

## KEY ACTION AREA #2:

### Response to Instruction and Intervention

- Learner Services has created a companion guide the Horizon Continuity of Learning plan as it relates to Inclusive Education. Roles and responsibilities for how staff are providing remote support to students with identified needs have been articulated and shared with teachers and school leaders.
- The provincial budget announcement indicated that enveloped funding for Regional Collaborative Service Delivery (RCSD) would no longer flow to these regional organizations and would be part of base funding school divisions are now receiving. This has been funding specialized services including speech-language, occupational and physical therapy, mental health, deaf & hard of hearing, and low vision. Horizon is continuing a collaborative approach with neighbouring school divisions to maintain many of these services. This is advantageous to Horizon students because we are able to partner with other divisions to secure services rather than having to hire or contract these very specialized consultants ourselves. Our Southwest region has had one of the most successful collaborative approaches in the province over the 8 years of the initiative's existence.
- Collaborative Team meetings are continuing and are being done virtually with staff and the inclusive learning team. The focus has shifted from how to help students in the classroom to brainstorming ideas on supporting students during this time when classes are cancelled.
- Horizon's Family School Liaison Program has been extending counselling supports to students who were on counsellors' caseloads prior to the cancellation of classes, taking new referrals for student who need support, and consulting with parents to handle some of the challenges of learning at home.
- Behaviour Consultant Laura Elliott has been contacting Learning Support Teachers, Teachers and Principals to see if there are families who may be struggling with their children's behaviours at home. She has also contacted some families and either had a phone conversation or a virtual meeting with them as a result of the conversations and requests that she has received.
- Laura Elliott has also created some video sessions for families and schools. There are two that have been shared to date on our website and staff portal. The one on the website has to do with helping parents with their children who become dysregulated and how to get them back to calm and engaged. The other one was a session shared with Learning Support Teachers on what to do when students have a meltdown.
- JoAnn Hill our Speech and Language Pathologist has been and continues to connect with families and children who are attending our Early Learning Programs and Kindergarten classrooms and have qualified for Program Unit Funding due to having Speech and/or language difficulties. JoAnn has been preparing packages for parents to use at home and they are being mailed out every two weeks. She is also meeting virtually with families and children that were

willing to meet online for therapy sessions.

- The “At Home Learning” site on our website is being added to weekly to support parents with links to educational sites and resources for health and wellness.
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## LEADERSHIP PRACTICES

- Terri-Lynn Duncan joined an online webinar on “The Threads of Trauma”, a professional learning opportunity through SAPDC focused on the significance that trauma has on the brain, on relationships, and on the way learning happens within our classrooms.
  - Amber and Terri-Lynn are meeting on a weekly basis with CASS Zone 6 colleagues to share strategies in supporting remote teaching and assessment. These regular discussions help inform decision we make within the division and align our efforts across Southern Alberta.
  - School secretaries are continuing the work of digitizing student records with the support of Learner Services.
  - The Learner Services team is examining cost-saving alternatives for managing digital counselling records and statistics as well as software for creating Instructional Support Plans. Key steps include partnering with neighbouring school divisions to share the cost of customizing and implementing these digital solutions in 2020-21.
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## OTHER

- Nutrition- Schools are providing local grocery store vouchers to families who are in need. Eric Burgess, program manager for the Mental Health Capacity Building Program is a division contact for families who are struggling. Eric will then be contacting Wellness Coaches and Principals to ensure that vouchers are provided to the families who have reached out for assistance.

## Horizon Edwin Parr Nominee - Myranda Ekkel

Myranda Ekkel is teaching grade 1 at Taber Christian School (1.0 FTE). Her post-secondary major was English with a specialization in Early Childhood Education. Her three practicums included grade 3, 4, and 7. Myranda has proven to be a competent and capable teacher demonstrating excellence in teaching across the Teaching Quality Standards. 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.

----- Forwarded message -----

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

Date: Tue, Mar 3, 2020 at 3:03 PM

Subject: News Release: Legislation implements key budget commitments

To: <[wilco.tymensen@horizon.ab.ca](mailto:wilco.tymensen@horizon.ab.ca)>

## **Legislation implements key budget commitments**

March 03, 2020 [Media inquiries](#)

Bill 5, the *Fiscal Measures and Taxation Act, 2020*, builds on government's commitment to stay the course and balance the budget by 2022-23.

The bill proposes improvements to post-secondary education funding, implementing the outcomes-based funding approach to ensure taxpayers get as much value as possible for every dollar spent on the higher learning system. It also includes measures to level the playing field for Alberta tourism businesses and ensures K-12 education dollars go into the classroom.

"Bill 5 continues our government's thoughtful and measured approach to fiscal responsibility. We're ensuring taxpayer dollars are spent with great intention to provide sustainability in all levels of education and that those dollars are spent in the classroom where they're needed. We are also doing our part to create a fair business environment for tourism in Alberta."

*Travis Toews, President of Treasury Board and Minister of Finance*

The highlights of Bill 5 include:

- Introducing an outcomes-based funding model for post-secondary education.
- Requiring K-12 school boards to obtain ministerial approval before spending reserve funds.
- Applying the same levy charged on traditional hotel rooms to short-term rentals offered through online marketplaces.
- Strengthening how the government and school boards work together to ratify collective agreements.
- Safeguarding Albertans' life insurance policies by prohibiting the use of side accounts for investment purposes.

Full details of the bills are online.

## Related information

- [Implementing Budget 2020](#)
- [Budget 2020](#)

## Multimedia

- [Watch the news conference](#)
- [Listen to the news conference](#)





**Adriana LaGrange**

Yesterday at 3:37 PM · 🌐



Thank you Marie Logan, Chair of the Horizon School Division, for your support of Budget 2020 and our new funding model. Our new funding model provides sustainable and predictable funding that will allow rural boards to ensure their remote schools can be well maintained and operated.

“We appreciate the government's decision to revamp the previous model which we believe had not kept up with the changing context within Alberta. **We believe the new model prioritized education and recognizes that students in rural Alberta deserve a quality education that prepares them to be contributing members of society.**”

Marie Logan, Board Chair, The Horizon School Division

From: **EDC Deputy Minister** <[EducationDeputyMinister@gov.ab.ca](mailto:EducationDeputyMinister@gov.ab.ca)>

Date: Thu, Mar 5, 2020 at 2:59 PM

Subject: 2019/20 Satisfaction with Education in Alberta Telephone Surveys

As in previous years, the Ministry of Education will conduct its annual satisfaction telephone surveys to collect public and participant perceptions of Alberta's education system.

The surveys gather responses from a random sample of parents, the general public, high school students, teachers and school board trustees, as well as employers of recent high school graduates. The total number of completed surveys will be over 5,000, ensuring that survey results for each of the nine respondent groups are statistically representative. The survey responses are completely confidential, and no individual responses will be reported.

The survey is also being offered in French for four respondent groups: senior high school students, parents, teachers and school board trustees.

The purpose of the surveys is to determine satisfaction with:

- the overall quality of the education system;
- the education system meeting the needs of students and supporting our society and the economy;
- schools providing a safe, caring and inclusive environment for students;
- preparation of students for lifelong learning, employment and active citizenship;
- the education system having effective working relationships with system partners;
- leadership and continuous improvement of the education system;
- knowledge, skills, abilities and other related attributes of recent high school graduates; and
- facilities and equipment in the education system.

Your participation is important, as it provides valuable information to help the ministry identify areas of strength and areas needing improvement, thus helping to provide a more effective and accountable education system. Some survey

results are also used in specific business plan performance measures and will be reported in the ministry's 2019/20 annual report.

**Please note** that it would be beneficial if superintendents shared this information with school board trustees.

CCI Research has been contracted to administer the telephone surveys beginning on March 2, 2020 and ending the middle of May 2020. A summary of the information obtained from the surveys will be posted on Education's website. Last year's survey instruments and survey results are available [online](#).

If you have questions about the surveys, please contact Jim Peck, Senior Manager, Corporate Planning Branch, at 780-422-1963 (toll-free in Alberta by first dialing 310-0000) or [jim.peck@gov.ab.ca](mailto:jim.peck@gov.ab.ca).

Sincerely,

Andre Corbould  
Deputy Minister of Education

March 16, 2020

Dr. Wilco Tymensen, Superintendent of Schools  
Horizon School Division  
6302 56 Street  
Taber Alberta T1G 1Z9

Dear Dr. Tymensen:

Thank you for the conversation to discuss Horizon School Division's **2019/20 - 2021/22 Three-Year Education Plan and 2018/19 Annual Education Results Report**. We valued the dialogue focused on your plan and results for continuous improvement in your school authority.

From our review, the plan and report submitted by your school authority align with the planning and reporting requirements established by Alberta Education in the **Policy and Requirements for School Board Planning and Results Reporting November 2019**.

We appreciated the information you and your team provided and our discussion of the planning activities underway, highlights of significant accomplishments, and the challenges within your school authority.

If we can be of further assistance in your planning or reporting process or any other matter, please contact Dan at 403-476-4780, or Charlene at 780-422-5631 (toll free by first dialing 310-0000).

We trust continued dialogue will support your efforts to develop learning communities that engage and empowers all learners for success.

Sincerely,



Dan Ferguson  
Field Services Manager  
South Services



Charlene Ketchemonia  
Field Services Manager  
First Nations, Métis and Inuit Services Branch

cc: Marie Logan, Board Chair, Horizon School Division  
Ron Taylor, Director, South Services Branch  
Ronald Taylor, Director, First Nations, Métis and Inuit Services Branch  
Corporate Records

----- Forwarded message -----

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

Date: Tue, Apr 14, 2020 at 10:47 AM

Subject: News Release: New schools to start construction this summer

## **New schools to start construction this summer**

April 14, 2020 [Media inquiries](#)

The government is moving forward with tender packages for the design and construction of four K-9 and one K-4 school projects that will be located throughout the province.

Construction on the projects is expected to get underway in September 2020, with occupancy set for September 2022.

The five schools that will be built are:

- K-4 public school in Calgary, Auburn Bay
- K-9 Catholic school in Cochrane
- K-9 Francophone school in Legal
- K-9 Catholic school in Edmonton, Windermere-Keswick
- K-9 public school in Edmonton, Windermere-Keswick

The province is investing \$100 million in this project that will create approximately 560 well-paying construction jobs for Albertans.

“Continued investment in public infrastructure projects like the construction of these five schools is an integral part of the government’s economic stimulus package to invest in needed infrastructure and get Albertans back to work. We are working hard to identify shovel-ready projects, accelerate processes and get construction underway as quickly as possible.”

Prasad Panda, Minister of Infrastructure

“Accelerating these five new school projects is an important part of Alberta’s plan to stimulate our economy. These new schools will provide our children with modern places to learn that will lay the foundation for their futures while also getting Albertans back to work.”

Adriana LaGrange, Minister of Education

“The Alberta Construction Association welcomes the decision by the Government of Alberta to accelerate this bundle of projects to provide much-needed economic stimulus and recovery for the construction industry and our province.”

Frederick Vine, chair of the board of directors, Alberta Construction Association

The key dates for the projects are:

- April 30, 2020 - Request for proposal process
- May 2020 to September 2020 - Selection of successful proponent and development of construction schedule
- September 2020 - Construction begins
- September 2022 - School occupancy