

Regular Board Meeting Agenda - 10:00am
Monday, December 14th, 2020

A – Action Items

<p>A.1 Agenda A.2 Minutes of Regular Board Meeting held Monday, November 23rd, 2020 A.3 December 2020 Payment of Account A.4 First Reading of Policy HKA: Student Placement and Retention A.5 First Reading Policy EEACAA: Private Vehicles and Volunteer Drivers</p>	<p>ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4</p>
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D – Discussion Items

<p>D.1 Milk River 4 day school week request</p>	<p>ENCLOSURE 5</p>
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I - Information Items

<p>I.1 Superintendent’s Report – Wilco Tymensen I.2 Trustee/Committee Report I.2.1 Facilities Meeting Report – Bruce Francis I.2.2 Administrator’s Meetings – Wilco Tymensen I.3 Associate Superintendent of Finance and Operations • Budget Update I.4 Associate Superintendent of Learner Services Report – Amber Darroch I.5 Policy HICA Attachment A: Risk Levels for Field Trips, Off-Campus Activities and Student Travel</p>	<p>ENCLOSURE 6 ENCLOSURE 7 ENCLOSURE 8</p>
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C-Correspondence

<p>C.1 Statement: UNA’s request for a seven percent pay increase: Minister Toews C.2 News Release: Fiscal update shows improvement despite challenges C.3 News Release: More ways to have your say on Budget 2021 C.4 Lethbridge Herald article C.5 News Release: Attracting private investment for public infrastructure C.6 Letter from the Minister – re: Ward Bylaw</p>	<p>ENCLOSURE 9</p>
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Dates to Remember

<ul style="list-style-type: none"> December 28 – January 1 – Division Office closed
<ul style="list-style-type: none"> December 21 – January 1 – Christmas Holidays
<ul style="list-style-type: none"> January 4 – 8 – At Home Learning for all students
<ul style="list-style-type: none"> January 5 – CUPE Meeting
<ul style="list-style-type: none"> January 11 – All students back to school
<ul style="list-style-type: none"> January 13 – Administrator’s Meeting
<ul style="list-style-type: none"> January 20 – ASBA Zone 6 General Meeting
<ul style="list-style-type: none"> January 25 – Board Meeting
<ul style="list-style-type: none"> February 9 – Administrator’s Meeting

- February 10 – Council of School Council's Meeting
- February 15 – Family Day – no school

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

The Board of Trustees of Horizon School Division held its Regular Board meeting on Monday, November 23rd, 2020 beginning at 1:20 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
Sheila Laqua, Recording Secretary

VIA ZOOM: Cole Parkinson, Taber Times

ACTION ITEMS

A.1	Moved by Bruce Francis that the Board approve the agenda with the following additions: A.10 VAB Travel Carried Unanimously	AGENDA APPROVED 132/20
A.2	Moved by Jennifer Crowson that the Board approved the Audited Financial Statement for the year ending August 31, 2020 as presented by BDO Financial. Carried Unanimously	AUDITED FINANCIAL STATEMENT APPROVED 133/20
A.3	Moved by Derek Baron that the Board approve the <i>Minutes of the Organizational Meeting held Monday, October 26th, 2020</i> as provided by Enclosure #1 of the agenda. Carried Unanimously	ORGANIZATIONAL MEETING MINUTES APPROVED 134/20
A.4	Moved by Blair Lowry that the Board approve the <i>Minutes of the Regular Board Meeting held Monday, October 26th, 2020</i> as provided by Enclosure #2 of the agenda. Carried Unanimously	BOARD MEETING MINUTES APPROVED 135/20
A.5	Moved by Bruce Francis that the Board approve the <i>November 2020 Payment of Accounts</i> in the amount of \$4,482,640.50 as provided in Enclosure #3 of the agenda. Carried Unanimously	PAYMENT OF ACCOUNT APPROVED 136/20

A.6	Motion made by Bruce Francis to rescind policy BE – Electoral Wards Carried Unanimously	RESCIND POLICY BE APPROVED 137/20
	Moved by Bruce Francis that the Board approve the first reading of Policy BE – Electoral Wards. Carried Unanimously	FIRST READING POLICY BE APPROVED 138/20
	Moved by Blair Lowry that the Board approve the second reading of Policy BE – Electoral Wards (including Appendix A). Carried Unanimously	SECOND READING POLICY BE APPROVED 139/20
	Motion made by Jennifer Crowson to proceed with final reading of Policy BE – Electoral Wards (including Appendix A). Carried Unanimously	PROCEED WITH FINAL READING OF POLICY BE APPROVED 140/20
	Move by Bruce Francis that the Board approve the final reading of Policy BE – Electoral Wards (including Appendix A). Carried Unanimously	FINAL READING POLICY BE APPROVED 141/20
A.7	Appendix A included in final reading of Policy BE – Electoral Wards	
A.8	Moved by Bruce Francis that the Board approve the Three Year Education Plan/Annual Education Results Report as provided by Enclosure #6 in the agenda. Carried Unanimously	3-YEAR EDUCATIONAL PLAN/AERR APPROVED 142/20
A.9	Moved by Derek Baron that the Board approve the updated 2021-2022 Jurisdictional Calendar as provided by Enclosure #7 in the agenda. Carried Unanimously	UPDATED 2021-2022 JURISDICTIONAL CALENDAR APPROVED 143/20
A.10	Moved by Rick Anderson that the Board approve travel to the United States for the Vauxhall Academy of Baseball (VAB) in the spring of 2021, and that the VAB submit detail logistics and safety protocols that address COVID. Carried Unanimously	VAB TRAVEL APPROVED 144/20

DISCUSSION ITEMS

D.1 NO DISCUSSION ITEMS

INFORMATION ITEMS

I.1 SUPERINTENDENT'S REPORT

Wilco Tymensen, Superintendent shared the November 2020 report with the Board:

- The complete report can be found [here](#).

I.2 TRUSTEE/COMMITTEE REPORT

I.2.1 ASBA Report

Marie Logan, Zone Director, provided the following summary of the November Zone 6 ASBA Meeting:

- **Presentations**
 - Chelsea McNaughton gave a presentation on Position Statements. Position Statements are guidance for the Board of Directors, information for the President's speaking notes and information for the advocacy committee. These statements are important because they allow consistency and members get to participate.
 - Sandra Lamuche gave a presentation on Truth and Reconciliation Call to Action. Livingstone Range is working on ten calls to action that include: improving success rates, finding cultural appropriate resources, protecting rights of Indigenous languages, developing curriculum for grades 1-12 Indigenous History, and training supports for teachers.
- **Reports**
 - Ron Taylor indicated that school divisions can use the old reporting system or the new reporting system for the Annual Report.
 - ASBA will provide a virtual professional learning academy for all trustees in January or February 2021 that will support the understanding and mobilization of the Advocacy Strategy.
 - A number of school divisions in Zone Six have indicated they are experiencing a shortage of bus drivers. Some divisions in other zones have routes that are not running because of driver shortages.

I.2.2 Facilities Report

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

- Cleaning protocols
- 2020-2021 IMR Progress report
- Solar for school's programs
- Capital Maintenance and Renewal Funding (CMR)

I.2.3 Administrator's Meeting Report – No Report

I.3 ASSOCIATE SUPERINTENDENT OF OPERATIONS AND FINANCE REPORT

Phil Johansen, Associate Superintendent of Operations shared the following November 2020 summary with the Board:

- Financial Statement
- OH&S
- Insurance
- Budget Update due to COVID
- New Transportation Coordinator – Patty Petronech

I.4 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

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

- The complete report can be found [here](#).

CORRESPONDENCE

No Discussion Items came forward from the Correspondence.

Moved by that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED
145/20

COMMITTEE ITEMS

Moved by that the Board meet in Committee.

Carried Unanimously

COMMITTEE
146/20

Moved Rick Anderson by that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED
144/20

Marie Logan, Chair

Sheila Laqua, Executive Secretary

PAYMENT OF ACCOUNTS REPORT
Board Meeting - December 14, 2020

General	24-Nov-20		222513.18
General	30-Nov-20		983165.75
General	2-Dec-20		43588.29
General	8-Dec-20		566739.24
"A" Payroll	November 2020	Teachers	1,704,770.31
		Support	552,419.72
"B" Payroll	November 2020	Casual	7,584.09
		Subs	61,552.69
Total Accounts			4,142,333.27
Board Chair	_____		
PJ:dd			
December 8, 2020			

HORIZON SCHOOL DIVISION POLICY HANDBOOK	NO. 6 <u>7</u>	Policy Code:	HKA
		Policy Title:	Student Placement and Promotion
		Cross Reference:	HK, HGB, IFH
		Legal Reference:	School Act, Sec.18 (e)
20 (h) AB Education Guide to Education		Adoption Date:	April 23, 1997
		Amendment or Re-	November 17, 2009
		affirmation Date:	February 27, 2018

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT STUDENT PROMOTION OR PLACEMENT WITH REQUIRED REMEDIATION, ENRICHMENT, OR SPECIALIZED PROGRAMMING AND SUPPORTS SHOULD BE THE NORM IN DIVISION SCHOOLS. THE DECISION THAT ON THE PLACEMENT AND/OR PROMOTION OF A STUDENT FROM ONE GRADE OR COURSE TO ANOTHER IS DETERMINED SHALL BE MADE BY THE PRINCIPAL IN CONSULTATION WITH THE ASSISTANT SUPERINTENDENT, LEARNER SERVICES AND; IN ACCORDANCE WITH ALBERTA EDUCATION GUIDELINES AND THIS POLICY.

DEFINITIONS

Placement

Decision made about the grade level and/or specialized supports a student may receive regardless of whether all curricular outcomes or other pre-requisites are met. For example, a student who has moved to Canada and does not have conventional educational records may be placed with their age appropriate peers without evidence of having completed the preceding grade or program.

Promotion

The assignment of a student to the next chronological grade or course upon successful completion of his or her current programming.

Retention

A placement decision that causes a student to repeat a full grade level or course.

Acceleration

A placement decision that advances a student beyond curriculum in a given course or grade level to that at a higher level. In high school, acceleration must comply with procedures outlined in the Guide to Education.

REGULATIONS

1. The ultimate decision as to the placement and promotion of a student ~~are~~ is determined by the principal after careful consideration of current educational research and the long term impacts on student learning and wellbeing regarding the student's developmental needs, abilities, and long range welfare.
 - 1.1. Placement, promotion, and retention decisions shall be communicated in writing and recorded in the student record.
2. Rather than grade retention or acceleration, efforts should be focused on responsive programming as it relates to time, resources, instructional approaches, and assessment.

2.1. Students will not be retained more than once from Kindergarten to Grade 9. ~~see in their school careers.~~

2.2. As research indicates that retention is less effective in grades 1 and up, full grade retention would generally be limited to kindergarten.

2.3. Promotion and retention of students will be based on performance as measured against established standards and evidence that such intervention will positively impact the student's learning trajectory.

3.1. Prior to considering retention or acceleration, professional staff will document consultation and accommodations extended to the student as part of the school's collaborative response to instruction and intervention plan. ~~In cases where it becomes apparent that a student may not be ready for promotion at the end of a school year, the school shall communicate and consult with the parents/guardians well in advance of the school year.~~

3.2. Prior to making student placement decisions and prior to May 15, professional staff must consult with parents/guardians on any information critical to student programming.

~~2.1.3.3.~~ Prior to making student placement decisions and prior to May 15, professional staff must consult with the Assistant Superintendent, Learner Services.

~~2.2.3.4.~~ For students in grades 10-12, placement, promotion, and retention decisions shall be made on a course basis in harmony with the Alberta ~~Education Transfer Guide and~~ Guide to Education as it pertains to matters of prerequisites, prerequisite waivers, challenge exams and issuing of credits.

~~2.3. In the case of students failing to apply themselves in a reasonable manner, steps shall be taken to frequently counsel them with regard to their academic performance, attitude and behavior and to modify the program as necessary and possible to meet their abilities.~~

~~2.4.~~

~~2.5. Any recommendation for student retention or acceleration must be approved by the Superintendent of Schools.~~

~~3. In matters of retention, program modification is preferable to repetition of an entire grade~~

~~3.1. Students will not be retained more than once per division~~

4. Grade placement for all students in Kindergarten to Grade 10 will be with age and grade peers.

4. Placement, promotion, acceleration and retention decisions may be appealed as per Board policy.

5. _____

HORIZON SCHOOL DIVISION

Policy Code: EEACAA
Policy Title: Private Vehicles and Volunteer Drivers

POLICY HANDBOOK

Cross Reference: EEA, EEACAB, EEACAC
Legal Reference:
Adoption Date: December 18, 1996
Amendment or Re-affirmation Date: Jan. 12/1998 Oct. 24/2001
Jan. 23/2003 June 12/2008
Aug. 19, 2014

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION IS COMMITTED TO ENSURING STUDENTS ARE TRANSPORTED TO AND FROM CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES IN AS SECURE A MANNER AS POSSIBLE AND BELIEVES THAT THE BEST METHOD OF TRANSPORTATION TO APPROVED ACTIVITIES IS THROUGH THE USE OF PROPERLY LICENSED AND INSURED COMMERCIAL VEHICLES (E.G. SCHOOL BUSES, CHARTER BUSES) AND PROFESSIONAL DRIVERS, WHEREVER AVAILABLE AND FEASIBLE. THE BOARD ALSO SUPPORTS THE CONCEPT OF VOLUNTEER DRIVERS AND THE USE OF PRIVATELY OWNED VEHICLES IN PROVIDING TRANSPORTATION TO SCHOOL OR JURISDICTION APPROVED ACTIVITIES PROVIDED THAT DRIVERS ARE NOT STUDENTS AND PROVIDED THAT SUCH ARRANGEMENT CONFORMS TO THE LAWS AND REGULATIONS OF THE PROVINCE AND ARE IN ACCORDANCE WITH THE SPECIFIC GUIDELINES AND PROCEDURES ESTABLISHED BY THE BOARD.

DEFINITIONS

Volunteer Driver: Has volunteered to drive students to or from school sponsored events at the request of the school. A volunteer driver must be a minimum of 21 year of age, and adhere to all guidelines and regulations contained within this policy.

Non-Volunteer Driver: A parent or guardian who declines arranged transportation by the school and chooses to:

- Assume responsibility for the transportation of his/her child(ren) to or from a school sponsored event.
 - drives their child(ren) themselves
 - allows his/her child(ren) to drive themselves to a school sponsored event.
 - makes private arrangements with another family for the transportation of his/her child(ren) to a school sponsored event.

Privately Owned Vehicles: A private or rented vehicle used to provide transportation to and from school related activities

- operated by a volunteer at the request of the school or
- operated by a non-volunteer, not at the request of the school.

POLICY EEACAA –Private Vehicles and Volunteer Drivers, Cont’d.

GUIDELINES

1. Non-Volunteer Driver

~~1.1~~—A student cannot transport another student unless

1.1 they are from the same family and their parent or guardian has assumed responsibility for transportation,

1.1.1 there is a private agreement between two families which is not arranged by the school

1.2 Non-volunteer drivers and their parent or guardian as defined above assume all responsibility and any associated liability for transportation.

1.3 In the event a parent or guardian and/or non-volunteer driver is assuming responsibility for transportation as defined above (non-volunteer), the school must have parent or guardian written consent (Attachment A) in advance of the transportation to or from the event and the permission of the principal when the parent or guardian is not in the vehicle. The written note must indicate:

1.3.1 that the parent or guardian has declined arranged transportation by the school

1.3.2 that the parent or guardian has made private arrangements to transport their child(ren)

1.3.3 that the parent or guardian and the driver are assuming responsibility for transportation and any associated liability for transportation.

1.3.4 The note should also include:

1.3.4.1 the date of the event for which they are providing consent for

1.3.4.2 the location of the event for which they are providing consent for

1.3.4.3 whom the driver will be

1.4 Parents, guardians, students, and other community members will not transport another family’s child to or from a school sponsored event without written consent of that Child’s family being filed with the school administration

1.5 Students who disregard this provision may be prohibited from participating in the activities.

2. Privately Owned Vehicles – A private or rented vehicle operated by a volunteer may be used to provide transportation to and from school related activities provided that:

2.1 The vehicle, if designed to transport eleven or more passengers including the driver, meets the National Safety Code requirements and Alberta Transportation regulations for commercial vehicles defined as a bus;

2.2 The vehicle, if designed to transport ten or less passengers, including the driver, meets the safety and insurance requirements of Alberta Transportation; (see attachments C & D)

2.3 The vehicle meets road worthiness requirements as specified in the Traffic Safety Act regulations and any other relevant provincial legislation;

2.4 The owner of the vehicle carries a minimum of \$~~1~~2,000,000 third party liability insurance and that the owner notifies his/her insurance company of his/her intention to use the vehicle voluntarily for the benefit of the students of the Horizon School Division when transporting students;

POLICY EEACAA –Private Vehicles and Volunteer Drivers, Cont’d.

~~2.5~~ ~~2.5~~—The Board provides automobile liability insurance coverage only in excess of the \$~~1~~2 million (or higher) coverage provided by the vehicle owner, when privately owned vehicles are used to transport students for school-sponsored activities.

~~2.5.1~~ The principal shall receive written confirmation from drivers that they have adequate third-party liability coverage with a minimum amount of \$2 million when students are being transported.

~~2.5.1~~~~2.5.2~~ The vehicle owner’s coverage applies before the coverage by the Board, in the event of any related claims or actions by other parties;
~~the coverage by the Board, in the event of any related claims or actions by other parties;~~

2.6 ~~2.6~~—Any damages to the owner’s vehicle are not insured by or deemed the responsibility of the Board;

~~2.7~~ ~~2.7~~—The driver is in possession of a valid driver’s license of the appropriate class;

~~2.8~~ The Division or Principal shall ensure that an acceptable driver’s abstract, dated within the last year, and a copy of the driver’s license are on file at the school.

~~2.9~~ ~~2.8~~—The driver and owner of the vehicle completes the Volunteer Driver and Automobile Authorization form (Attachment B);

~~2.10~~ The principal shall obtain written permission from a student's parent/guardian when an employee or private individual shall be transporting students in a private vehicle; and

~~and~~

~~3~~—

~~3.5~~~~2.11~~ ~~2.9~~—The Principal of the school approves this type of transportation arrangement.

3. A vehicle owned and operated by a Division employee who is regularly required to provide transportation to a student(s) as an expectation of employment will:

3.1 Ensure a 6A Insurance Endorsement is included as part of the vehicle’s insurance;

3.2 Upon application, verification, and approval, be entitled to monetary compensation for an annual amount from the School Division for being required to carry the 6A Insurance Endorsement.

Date: December 14, 2020

Re: Four Day Week for Milk River Elementary School and Erle Rivers High School.

In the fall of 2020, a Milk River Elementary School parent brought forward a discussion topic regarding the school week/year to the School Council. Milk River's School Council discussed and supported the idea that the Division consider rearranging the school week/year so that the school would operate four days per week.

As per Board Policy HCBA, attached for ease of reference, Milk River Elementary School Council, brought the topic to Erle Rivers School Council for discussion. At their last school council meeting, the school council executive supported consideration of the proposal.

With both school council executives supporting this proposal, the matter is being brought forward to the larger school community by the Board of Trustees.

The Board of Trustees is seeking feedback from the larger school community to aid them in determining whether or not they support this request.

Policy HCBA states

- that a parent meeting should be held so parents may voice their views
- information must be shared on both sides of the proposal
- 67% of parents must be in favour for the board to consider the proposal

Due to COVID-19 restrictions the board is unable to hold an in person meeting.

A virtual meeting will be had on February 3, 2021 so that parents may share their views and ask questions.

In preparation for the meeting, I encourage parents to review the following information

A: Background Information

- The Education Act states that a school year will have no more than 200 teaching days in a school year
- The Guide to Education states that Kindergarten to Gr. 9 students will have at minimum 950 hours of instruction per year
- The Guide to Education states that, as per the Funding Manual for School Authorities,
 - all schools [K-9] must provide students with a minimum of 950 hours of instruction per school year
 - all schools [gr. 10-12] must provide students with a minimum of 1000 hours of instruction per school year
- A board shall determine and make publicly available for each school year the days, dates and number of days of school operation.
 - Horizon currently has three school week structures.
 - 4 day weeks are in place in Lomond Community School and Hays School
 - 5 day weeks are in place in Chamberlain School and Arden T. Litt, both are located in Grassy Lake, Taber Christian School and Taber Christian High School
 - All remaining schools operate on a 4.5 day week
- Since legislation and regulations require a certain number of hours of instruction, shifting a school from a 4.5 day week to a 4 day week lengthens the school day by approximately 25 minutes (3:45 pm as opposed to 3:20 pm) as we need to incorporate the 950 or 1000 hours in approximately 20 less days.
- A four-day week does reduce the amount of time students travel on a bus per week (1 less day). While this may be good for students (long bus rides for a ½ day of instruction would be eliminated), it may mean that parents are left finding and paying for childcare on most Fridays as there would be no school.
- School would continue to operate on Fridays when Monday is a holiday. These Fridays would be a full day (ends at 3:45 pm) as they replace Monday's operational day.
- There is little to no financial savings
 - The Alberta Government only funds school divisions for transportation on operational days. Less days, means less funding.
 - Instructional hours remain unchanged, lights and heating will be on for the same amount of time, and teachers and support staff would work the same number of hours.
 - There may be some caretaking cost savings as there is 1 less evening of cleaning.
- Four-day weeks means every week is a long weekend. This also means longer breaks between student/teacher contact each weekend. This may have an impact on student learning, especially for younger students when learning new concepts and students seeking support.

- Longer days means longer classes (e.g. High School Classes would still be around 125 hours).

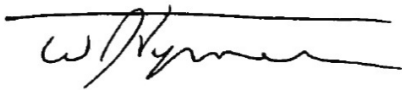
Each family of a child attending a school in Milk River and each staff member of Milk River Elementary and Erle Rivers High School are provided with one vote (staff members who are also parents vote only once but should indicate that they are both). Parent and staff results and considered separately by the Board, but there must be at least 67% parental support.

B: The questions that will be formally asked following the meeting are:

1. What is your name (first and last)?
2. Are you a
 - parent
 - staff member of Milk River Elementary School and/or Erle Rivers High School
 - a parent and staff member
3. Do you support changing Milk River Elementary School and Erle Rivers High School's student days from 4.5 day per week to 4 days per week, effective the 2021-2022 school year.
 - Yes
 - No

Further information about how to provide your response to the question will be forthcoming. If you have further questions or concerns regarding this topic, please contact your school principal.

Sincerely,



Dr. Wilco Tymensen
Superintendent

cc: Board of Trustees
Mr. Allan Rancier, Milk River Elementary School Principal
Mrs. Barb Arend, Erle Rivers High School Principal

Encl. Policy HCBA: Alternative School Week/Year Structure

HORIZON SCHOOL DIVISION

Policy Code: HCBA
Policy Title: Alternative School Week/
Year Structure

POLICY HANDBOOK

Cross Reference: HC
Legal Reference:
Adoption Date: June 16, 2005
**Amendment or Re-
affirmation Date:** March 14, 2006

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THERE IS MERIT IN CONSIDERING ALTERNATIVE WAYS OF ARRANGING THE SCHOOL WEEK/YEAR WHEN SUCH ALTERNATIVES HAVE THE SUPPORT OF THE SCHOOL COMMUNITY AND ARE DEEMED TO BENEFIT STUDENT LEARNING.

REGULATIONS**Regulations for Approving Alternative Week Structures:**

1. Proposals to consider alternatives ways of arranging the school week/year may be initiated by staff or parents.
2. The majority of a school council executive must support consideration of the proposal before it can be considered by the larger school community.
3. The Superintendent shall be informed once consideration of the proposal has been approved by the school council executive.
4. Prior to proceeding, the Superintendent must approve further consideration of the proposal.
5. Once the Superintendent approval is provided, the principal of the school, in consultation with school council members, shall prepare an information sheet for parents regarding the proposal.
6. A clear question on the proposal shall be prepared and approved by the Superintendent.
7. A meeting of parents shall be widely advertised and convened by the school principal where information must be shared on both sides of the proposal and an opportunity provided to parents to voice their views on the proposal.
8. After the meeting of parents, parents shall be surveyed by phone and/or letter so that they may vote on the proposal.
9. All parents presently in the school who will be affected by the proposal or have a child coming into the school in the year the proposal will be implemented shall have an opportunity to vote.
10. All staff, both professional and support shall also have the opportunity to vote on the proposal but their votes shall be considered separately from those of parents.

Policy HCBA – *Alternative School Week/Year Structure* – Cont'd

11. The results of the votes shall be communicated to the Superintendent who shall share the results with the Board
12. If the results indicate that at least 2/3 (67%) of parents are in favor of the proposal, the Board may consider approving the proposal.
13. No individual school that is part of a busing cluster shall consider a proposal that would affect other schools in the cluster unless all schools in the cluster agree to consider the proposal.
14. When a cluster of schools is involved, the Board shall require 2/3 (67%) parental support prior to considering approval of the proposal, considering all parents that are part of the cluster.
15. A proposal that does not receive at least 2/3 (67%) parental support shall not be considered again for a period of at least three years.
16. All proposals for an alternative week structure must receive Board approval by at least March 31st in the school year preceding implementation.
17. Notwithstanding regulation 15, the Board shall require a review of the alternative structure and may require a further vote on the issue prior to supporting the alternative structure for the second and subsequent years.

Regulations for Approving Alternative Year Structures:

1. The same procedures shall be followed for approving alternative year structures as those for alternative week structures, when the alternative is a major change as determined by the Deputy Superintendent of Schools.
2. For minor changes, such as slight alterations to the year start or ending dates, approval must be provided by the Deputy Superintendent of Schools.

Superintendents Progress Report

December, 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 there was extensive time spent on walking school administration through quarantining staff and students due to COVID.
- As the vice president of the College of Alberta School Superintendents, this month included a CASS executive meeting. Meetings typically involve provincial education perspectives, discussions. There is also normally a four partners meeting (Association of School Business Officials of Alberta, Alberta School Council Association, Alberta School Board Association, and College of Alberta School Superintendents and monthly Canadian Association of School System Administrators which includes representation from all Canadian provinces and territories.
- Meetings with Minister Lagrange and Deputy Minister Corbould were attended to discuss the transition to scenario 3. Gr. 7-12 transitioned to at home learning effective November 30 and will remain at home until January 11. Early learning to Gr. 6 students continue to attend school but will transition to scenario 3 (at home learning) for the week of January 4 through 8, 2021.
 - Students with more severe needs as well as at risk outreach students have formal exemptions
 - Schools are working with families to provide continuity of learning while supporting student needs.
 - While classes are cancelled, schools remain open and students are able to access supports under certain situations.

Policy and Strategic Planning and Reporting

- Policy HKA: Student placement and retention
- Assurance framework survey has been sent out

Communications and Community Relations

- A number of meetings were attended, either in person or virtually, over the last month. These include but are not limited to
 - Division Office staff meeting
 - Senior Administrative Leadership Team meeting
 - Administrator meeting
 - College of Alberta School Superintendent Zone Six (CASSIX) meeting

Associate Superintendent, Learner Services

Report to the Board of Trustees – December 14, 2020

Learner Services lead team members:

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

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- Shea Mellow and Amber Darroch facilitated a half-day session with all principals on conceptual learning for transfer. Participants experienced a concept-based lesson and were equipped with tools to share the same information with their own staff and act as instructional leaders.
- Upon the government's announcement of secondary students moving to at-home learning beginning on November 30th, the Learner Services team has been aiming to support teachers with tools, resources and strategies to provide the highest quality education possible through this delivery method.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- Learning support teachers and Principals in consultation with Terri-Lynn have identified a small number of students in grades 7-12 who continue to come to school on a regular basis to receive support throughout the day throughout this period of at-home learning. There will also be some students in Early Learning to grade 6 that will continue to come to school in the first week of January as well.
- Learning Support Teachers in groups spent time during the LST Meeting this month working on their schools Continuum of Supports as a collaborative group. Learning Support Teachers worked in teams to share best practices and strategies to support academics and social emotional learning in the 4 tiers. Universal strategies (Tier 1), Classroom Supports (Tier 2), Targeted Supports (Tier 3) and Specialized (Tier 4).

LEADERSHIP PRACTICES

- Amber is leading two book clubs with administrators, meeting about every four weeks through to April. Nine participants are reading *Creating a Culture of Learning: The 8 forces we must master to truly transform our schools* by Ron Ritchhart and ten admin are part of a group discussing *Dare to Lead: Brave work. Tough Conversations. Whole hearts* by Brene Brown.
- Amber and the three tech department staff attended three days of sessions provided online through the Alberta Technology Leaders of Education.

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

<ul style="list-style-type: none"> • Bowling • Court sports • Cross-country skiing (excluding backcountry) <ul style="list-style-type: none"> ○ Definition of Back Country: remote undeveloped rural area or sparsely inhabited rural areas; wilderness) • Curling 	<ul style="list-style-type: none"> • Fishing • Golf • Gymnasium programs (Safety Guidelines for Physical Activity in Alberta Schools) • Gymnastics (floor or raised less than 1 foot) • Hiking on trails 	<ul style="list-style-type: none"> • Low risk physical injury activities • Sports field programs Safety Guidelines for Physical Activity in Alberta Schools) • Extra-curricular sports (cross country, volleyball, curling, basketball, badminton) under direct supervision of coach
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AMBER/Moderate Risk – Planning for risk-reduction must be documented and plans must be followed.

<ul style="list-style-type: none"> • Amusement Parks (Physics curriculum based only) • Archery (indoor (in school) or as taught in an Archery Facility, under supervision) <ul style="list-style-type: none"> ○ The sport or skill of shooting with a bow and arrows, especially at a target indoors with direct supervision • Baseball (Hardball) • Ball Hockey • Bottle Rocketry • Broom Ball • Canoeing in still waters (based on Paddle Canada’s still waters). <ul style="list-style-type: none"> ○ To qualify for Amber Program, the following must be met: ○ At least one instructor certified by Paddle Canada or another Provincial Association, which must include First Aid certification ○ Must have 1 to 5 Boat Ratio (Solo canoeing is 5 participants per instructor; tandem canoeing is 10 participants per instructor) ○ Additional supervisors must be competent paddlers and known to the certified instructors <ul style="list-style-type: none"> ▪ Refer to Paddle Canada’s Paddling Association Risk Management Requirements • Cycling (Physical Education Guidelines) – (road, paved trail, gravel path) • Diving • European Handball • Cheerleading (aerobic) • Field Hockey • Floor Hockey • Firearms Courses (NO live ammunition) • Football 	<ul style="list-style-type: none"> • Go-karting • Gymnastics (balance beam, bar, pommel horse, vault, rings) • Horseback Riding (Vetted and Accredited Facility – example trail riding) • Hunter training <ul style="list-style-type: none"> ○ Capturing of wildlife using traps, crossbows. (Firearms are listed as red activity) • Ice fishing • Ice hockey • Ice Skating (Due Diligence) • Kayaking (lake) • Lacrosse (field, box) • Martial Arts Training (No Contact Involved/No Weapons) • Mountain biking Cross-country <ul style="list-style-type: none"> ○ Cross-country courses and trails consist of a mix of rough forest paths and single track (also referred to as double track depending on width), smooth fire roads, and even paved paths connecting other trails ○ Green and easy blue trails in Taber • Orienteering • Ringette (ice) • Roller blading/in-line skating • Ropes courses (high and low) • Rugby • Sailing • Scuba diving in swimming pool • Self Defense (No Weapons) • Skating (Mountain) <ul style="list-style-type: none"> ○ Skating on ice surfaces that are not controlled or in an environment that where one can break through the ice. Such as lakes, rivers, where there is a risk of penetrating the ice and individual can drown and risk hypothermia. 	<ul style="list-style-type: none"> • Skateboarding/skateboarding parks • Skiing (alpine) or Snowboarding <ul style="list-style-type: none"> ○ Not Self Evaluated must be trained by ski hill • Skiing (cross country) • Softball • Swimming (in pool with lifeguard present) • Track and Field – in field events: Include discuss, javelin, shot put, pole vault and high jump • Tobogganing, tubing, crazy carpet, and sledding on a slope of less than five metres in height or with an incline of less than 35 degrees • Trampoline (not raised and with 1 student) • Wall-climbing • Moving water programs, rafting, kayaking and canoeing, in waters less than Class II (based on International River Classification System). Moving water includes ocean, large lakes, rivers and streams. <ul style="list-style-type: none"> ○ Proper risk management procedures as stipulated in the Paddle Canada’s Risk Management Requirements ○ Refer to Paddle Canada’s Paddling Association Risk Management Requirements (Annex C). A certified instructor under the program must be able to assess the risk level of the water. • Water Polo • Water Slides/Water Parks (Parks need to be vetted) • Weightlifting • Winter and Summer camp-outs • Wrestling
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RED/High Risk – Prohibited Activities

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| <ul style="list-style-type: none"> • Activities in Wilderness or Remote locations including hiking, biking, skiing or camping trips outside Alberta and overnight backcountry trips within Alberta • Aerial Parks • Airplane Rides/Air Travel (not commercial flights) • Air travel other than by commercial airline • American gladiator style events • Amusement Parks/Rides (except Heritage Park, curriculum based physics field trips to West Edmonton Mall or Calaway Park & Disneyland and DisneyWorld) • Axe training • Auto racing • Back Country Mountain Biking <ul style="list-style-type: none"> ○ Remote and no access to communication and health care. Mountain biking refers to the use of specialized off-road bikes that are used for cross-country and downhill biking • Boxing, kick boxing, or any martial arts with full contact blows or kicks • Bungee jumping • Caving • Demolition derbies • Diving into or sliding on foam, mud, ice, or snow <ul style="list-style-type: none"> ○ Any of these activities irrespective of method used or height of the activity • Drag racing • Dunk tanks • Excursions to natural disaster areas – i.e. earthquakes, floods, hurricane, tornado zones <ul style="list-style-type: none"> ○ Planning an activity or trip in an area where there is a highly likelihood of these events occurring when forecasted or the season for the occurrence of these events • Excursions to war zones – imminent or existing • Excursions to regions with political or civil instability • Extreme Sports (recreational activities perceived as involving a high degree of risk. These activities often involve speed, height, a high level of physical exertion, and highly specialized gear) • Fencing • Fireworks Display/ (No participation by students) • Go-Karting • Gymnastics (Aerial) <ul style="list-style-type: none"> ○ A stunt in which the gymnast turns completely over in the air without touching the apparatus with his or her hands | <ul style="list-style-type: none"> • Hang Gliding • Hay and Sleigh Rides • High Platform Diving – Jumping or Diving off High platforms (i.e. Max Bell) • Hiking in hazardous areas, such as W. Coast Trail <ul style="list-style-type: none"> ○ Hiking in areas where the inherent risk of injury is higher due to the difficulty rating or exposure to rapidly changing conditions that increase risks to a level which cannot be adequately managed • Horse jumping • Hot air ballooning (tethered and untethered) • Ice climbing • Inflatable Activities (Including Bouncy Castles Sumo Suits and Hamster Balls) • Luge above the tourist start at Canada Olympic Park • Martial Arts training involving contact • Mechanical bull riding, or simulated mechanical rodeo events • Motocross (motorized or BMX bicycle) • Motorecycling of any nature • Mountain Biking (Trail, Enduro and All-mountain Riding, Freeride and Downhill) <ul style="list-style-type: none"> ○ Trail Mountain Biking is more aggressive type of cross-country riding. It generally means riding less fire roads and easy tracks and replacing them with more technical single tracks both up and down. ○ Enduro and all-mountain riding is faster, steeper and more aggressive, involving bigger drops and jumps. Unexpected terrain hazards are involved. <ul style="list-style-type: none"> ▪ Trails you can't ride up ○ Freeride and Downhill: This level of mountain biking is designed for the advanced and extreme riders involving high speed, technical sections and massive drops. Generally held in mountain biking parks/lift access • Mountain biking Jumping • Mountain/Rock climbing (outside top rope or lead climbing) • Off road / All-Terrain vehicles • Open water swimming <ul style="list-style-type: none"> ○ Swimming in ocean, large lake and moving water • Orbing/Zorbing (human hamster ball) • Paintball, laser tag or war games • Parasailing and paragliding | <ul style="list-style-type: none"> • Parkour <ul style="list-style-type: none"> ○ The activity or sport of moving rapidly through an area, typically in an urban environment, negotiating obstacles by running, jumping and climbing. • Performances involving/including open flames • Personal watercraft (“Seadoos”) • Pyrotechnics • Racing of watercraft • Rifle ranges or firearm activities • Rock climbing (wall climbing permitted) • Rocketry (except for bottle rocketry which is a restricted activity) • Rodeo event participation • Scuba diving and snorkeling in open water • Slipe-and-slide devices • Ski jumping • Skydiving • Snowmobiling of any nature • Stuntnastics <ul style="list-style-type: none"> ○ It combines dance, stunts, gymnastics, and music along with your imagination. It is a floor routine by putting together various creative and physical components, such as pyramid building or other formations. Stuntnastics routines can be created with one or more people. • Tobogganing, tubing, crazy carpet, bobsledding, and sledding on a slope of greater than five meters height or with an incline greater than 35 degrees • Trampoline • Ultralight plane flight • Water Skiing • Winter biathlon with live ammunition • Moving water programs, rafting, kayaking and canoeing, in waters greater than Class II (based on International River Classification System). Moving water includes ocean, large lakes, rivers and streams. <ul style="list-style-type: none"> ○ Programs less than the above level may be amber activity, if the school division has the proper risk management procedures as stipulated in the Paddle Canada’s Risk Management Requirements ○ Refer to Paddle Canada’s Paddling Association Risk Management Requirements (Annex C). A certified instructor under the program must be able to assess the risk level of the water. • Zip-lining |
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From: <alberta.news@gov.ab.ca>

Date: Mon, Nov 23, 2020 at 4:30 PM

Subject: Statement: UNA's request for a seven per cent pay increase: Minister Toews

UNA's request for a seven per cent pay increase: Minister Toews

November 23, 2020 [Media inquiries](#)

President of Treasury Board and Minister of Finance Travis Toews issued the following statement on the request from the United Nurses of Alberta (UNA) for a seven per cent pay increase:

“Nurses are vital members of our health care system and to the health of Albertans. The [United Nurses of Alberta](#) and Alberta Health Services have been negotiating to delay bargaining until March 31, 2021 due to the increasing demands of COVID-19.

“Until today, these discussions have been focused on immediate pandemic supports, so healthcare workers could continue to fight the pandemic without distraction.

“I am disappointed that a deal could not be reached – delaying bargaining would have provided much needed stability for the healthcare system as we continue to focus on the pandemic and keeping Albertans safe.

“Alberta's nurses are compensated approximately 8.1 per cent more than their Western Canadian peers.”

Date: Tue, Nov 24, 2020 at 3:12 PM

Subject: News Release: Fiscal update shows improvement despite challenges

Fiscal update shows improvement despite challenges

November 24, 2020 [Media inquiries](#)

Alberta's mid-year update shows improvement under responsible fiscal management in the face of the pandemic.

The global health crisis, economic recession and low oil prices continue to significantly affect the province's finances. The provincial government is projecting a \$21.3-billion deficit for 2020-21, \$2.8 billion less than last quarter largely due to improving revenue and government efforts to hold the line on spending.

"Alberta was the first province to introduce an economic recovery plan in response to COVID-19, and we will also be the first to introduce a comprehensive plan to bring Alberta back to prosperity. The foundation of the next provincial budget will be to bring spending in line with other jurisdictions, keep the net debt-to-GDP ratio well below 30 per cent, and have a plan for balancing the budget as we get through the pandemic and there is more economic certainty."

Travis Toews, President of Treasury Board and Minister of Finance

Expenses not including COVID-19 measures have decreased \$156 million from Budget 2020. Total expense is forecast at \$62.7 billion, up \$135 million from last quarter and \$5.4 billion from Budget 2020. The additional spending is for health care, personal protective equipment, municipal grants, financial supports to Albertans and businesses to help with the effects of the pandemic, and stimulus initiatives detailed in Alberta's Recovery Plan. Taxpayer-supported debt is forecast to be \$97.4 billion by the end of the fiscal year, a reduction of more than \$2 billion since first quarter.

The revenue forecast is nearly \$3 billion higher than last quarter, at \$41.4 billion. The increase from first quarter is due to improved forecasts for non-renewable resource revenue, gaming revenue, investment income, and transfers from the Government of Canada.

While there is a long road ahead to full recovery, Alberta's economy is gradually emerging from the depths of the downturn. Alberta's real GDP is expected to contract 8.1 per cent rather than the 8.8 per cent reported in August. Real GDP is expected to fully recover to 2014 levels in

2023. Alberta has also seen a significant rebound in employment already this year, recovering more than 258,000 of the 360,900 jobs lost between February and April.

Alberta's government remains committed to maintaining fiscal discipline and balancing the budget once there is a better sense of what the future holds regarding COVID-19, global economic conditions and energy and financial markets. The goal of balancing the budget in 2022-23 is being necessarily adjusted.

Fiscal stabilization

Although the latest fiscal update shows some improvement to the province's finances, COVID-19 is emphasizing the urgent need for changes to Canada's fiscal stabilization program. Payments to provinces are capped at \$60 per resident; this cap was brought in more than 30 years ago and has not risen. As a result, payments are much smaller than provinces need, especially Alberta, which has been hit harder than other provinces by low oil prices and the pandemic-driven economic downturn.

Quick facts

- The deficit for 2020-21 is forecast at \$21.3 billion, \$2.8 billion lower than in the first quarter fiscal update.
- The second quarter revenue forecast for 2020-21 is \$41.4 billion, nearly \$3 billion higher than in the first quarter fiscal update.
- Expense is forecast at \$62.7 billion, up \$135 million from the first quarter fiscal update, largely due to costs related to the pandemic and recovery efforts.
 - Expenses not including COVID-19 measures have decreased \$156 million from Budget 2020.
- The government has introduced an appropriation bill in the legislative assembly. The bill requests a total of \$5.7 billion from the General Revenue Fund mainly for the COVID-19 response and Alberta's Recovery Plan. Top items include health-care funding, municipal supports and capital grants and investments for infrastructure projects.

Related information

- [Budget 2020](#)
- [Budget 2021 consultation](#)

Multimedia

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

From: <alberta.news@gov.ab.ca>

Date: Sat, Nov 28, 2020 at 11:31 AM

Subject: News Release: More ways to have your say on Budget 2021

More ways to have your say on Budget 2021

November 28, 2020 [Media inquiries](#)

Albertans can help plan the next budget by participating in upcoming telephone town halls.

The telephone town halls will take place on Nov. 30, Dec. 2 and Dec. 3. Albertans will have the opportunity to share their ideas and priorities directly with Minister of Finance Travis Toews, as Alberta's government prepares Budget 2021.

"We are developing Alberta's budget in a time of incredible challenge, which makes hearing from all Albertans even more important. Our mid-year fiscal update showed some improvement but the road to recovery is long. Over the past year Alberta has been hit hard, but we are also the most resilient province in the nation. I look forward to hearing from Albertans as we tackle these challenges together."

Travis Toews, President of Treasury Board and Minister of Finance

How to participate in the telephone town halls

Albertans can join Minister Toews in the telephone town hall scheduled for their region:

- Nov. 30 – communities north of Edmonton
- December 2 – communities in the central region, including Edmonton, Red Deer and those north of Calgary
- Dec. 3 – Calgary and communities in southern Alberta

All town halls will be held from 6:30 p.m. to 8 p.m. Albertans can find more details and register [online](#).

Albertans are also encouraged to have their say by participating in the [online budget survey](#) until Dec. 4.

Related information

- [Budget 2021 consultation](#)
- [Alberta's Recovery Plan](#)
- [2020-21 Mid-year Fiscal Update and Economic Statement](#) (PDF)

Once a week, the Lethbridge Herald publishes a column written by a superintendent of one of five school jurisdictions in the Lethbridge area. This week's column is authored by Dr. Wilco Tymensen, Superintendent for Horizon School Division. It was published on November 25, 2020. CASS thanks the Lethbridge Herald for permission to post this article on our website.

Wellness: it helps your students as well

While COVID has limited teachers' ability to physically come together with colleagues from other schools, they continue to engage in professional learning and collaborate with other teachers, albeit mostly virtually. Their commitment to life-long learning is in addition to the work they undertake planning for and instructing in today's pandemic where they have revolving groups of students absent from the classroom due to illness and quarantine orders stemming from exposures to individuals who test positive for COVID-19. As a system leader I would like to formally say thank you to the thousands of teachers and support staff across Alberta who are going above and beyond to ensure that our children receive high quality education, all while adhering to ever changing legal COVID frameworks and policies. Your ongoing dedication to keeping kids learning in class is creating a sense of normalcy in another wise abnormal time. As part of the school year school administrators and system leaders plan for professional learning opportunities to support our teachers. This year that learning is taking place in an unprecedented context. While we continue to seek, critically review and apply educational research, build collective professional capacities and expertise, and improve practice, school divisions have also been focusing on enhancing mental health. In fact the College of Alberta School Superintendents have created a CASS workplace wellness for Alberta School Authorities framework and at a recent College of Alberta School Superintendents virtual conference, I had the opportunity to hear Betsy Wierda, an international educational coach with Franklin Covey speak on the topic of wellness. She started her session by asking the audience if we had wellness, and used the metaphor of a plane taking off to stress the importance of wellness. She explained that the first thing the steward does is give a safety speech that stresses that should oxygen masks fall from the overhead compartment, that passengers should put the mask on themselves before assisting others. Teachers unfortunately all too often do not heed this advice. They are often too busy helping others to consider their own wellbeing. Several school divisions this year provided staff with some additional wellness days in November. I would encourage our teachers and support staff to schedule their own wellness in their daily calendar this year. As educators we're good at focusing on the whole child. Not so good at heeding that advice ourselves. School division staff should focus on their own whole person. They should ask themselves "what's at stake if I don't focus on my own wellness? If the answer is student learning, then perhaps you'll see that it aligns with our focus on student success.

From: <alberta.news@gov.ab.ca>

Date: Tue, Dec 1, 2020 at 2:36 PM

Subject: News Release: Attracting private investment for public infrastructure

Attracting private investment for public infrastructure

December 01, 2020 [Media inquiries](#)

New P3 and USP frameworks will help ensure the best use of Albertans' tax dollars for building schools, health facilities and other public infrastructure.

The [Public-Private Partnership Framework and Guideline](#) (P3 framework) and the [Unsolicited Proposal Framework and Guideline](#) (USP framework) will help Alberta's government find alternative ways to build infrastructure, create jobs and stimulate the economy while making the most of limited taxpayer dollars.

"As part of Alberta's economic recovery, it's more important than ever our infrastructure investments are thoughtful and strategic. The P3 and USP frameworks provide government greater flexibility to deliver infrastructure and encourage the private sector to come forward with creative ways and financing solutions to help provide the facilities and other infrastructure Albertans need."

Prasad Panda, Minister of Infrastructure

With these changes, the government will have increased options as to what P3 model can be considered for capital project delivery, including variants such as design-build-finance and revenue-based P3s like build-operate-transfer.

Additionally, the new USP framework enables Alberta's government to consider unsolicited infrastructure investment opportunities. Prior to this framework, such opportunities may have been missed or rejected because there wasn't a mechanism in place to process them. The private sector is encouraged to submit proposals via email as identified within the USP framework.

Alberta's Recovery Plan is a bold, ambitious long-term strategy to build, diversify, and create tens of thousands of jobs now. By building schools, roads and other core infrastructure we are

benefiting our communities. By diversifying our economy and attracting investment with Canada's most competitive tax environment, we are putting Alberta on a path for a generation of growth.

Quick facts

- A number of public-private partnership (P3) models are addressed in the updated P3 framework. These include:
 - Design-build-finance-maintain (DBFM) – a contractor is hired to design, build, finance and maintain a major capital investment such as a school or a road.
 - Design-build-finance-maintain-operate (DBFO) – a contractor is hired to design, build, finance and operate a major capital investment such as a water/wastewater treatment plant.
 - Using the DBFM or DBFO models, Alberta has successfully delivered 40 schools, ring roads in Calgary and Edmonton, and a water/wastewater treatment plant in Kananaskis Country. The total savings for Alberta taxpayers on these P3 projects is about \$3.3 billion.
 - Currently, the government is in the procurement stage to secure a contractor to deliver a bundle of five high schools using a DBFM P3.
 - Design-build-finance (DBF) – a contractor is hired to design, build and finance a major capital investment.
 - Build-operate-transfer (BOT) – a contractor is hired to design, build, finance and operate the infrastructure for a period of time with the goal of the private sector (contractor) recouping its investment directly from the users of the infrastructure. Once investment is recouped, operation of the infrastructure is transferred to the government.
- An unsolicited proposal (USP) is a proposal for an infrastructure project initiated by the private or non-government sector pertaining to a project not previously identified in the Capital Plan.

Related information

- [Public-private partnerships and unsolicited proposals](#)



Office of the Minister

AR114472

DEC 02 2020

Ms. Marie Logan
Board Chair
Horizon School Division
6302 - 56 Street
Taber AB T1G 1Z9

Dear Ms. Logan:

I am responding to the November 26, 2020 email from Associate Superintendent Philip Johansen on behalf of the Horizon School Division Board of Trustees. I appreciate receiving a copy of Horizon School Division's Ward Bylaw No. 2020-01, which will be in effect for the October 2021 general election.

The governance structure of school boards in our province is extremely important, and I appreciate the time your board took to review this matter. I am confident this structure will work well for your electors.

Best wishes as you continue with the current governance structure.

Sincerely,

Adriana LaGrange
Minister

cc: Philip Johansen
Associate Superintendent

Wilco Tymensen
Superintendent of Schools