

Regular Board Meeting Agenda - 10:00am

Monday, March 22nd, 2021

Financial Report – Kendall Olsen, Director of Finance

A – Action Items

A.1 Agenda	ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4 ENCLOSURE 5
A.2 Minutes of Regular Board Meeting held Monday, February 22, 2021	
A.3 Minutes of Special Board Meeting held Thursday, March 4, 2021	
A.4 March 2021 Payment of Account	
A.5 Second and Final Reading Policy HICA – On-site and Off-site Activities	
A.6 Second and Final Reading Policy AD – Educational Philosophy	

I - Information Items

I.1 Superintendent’s Report – Wilco Tymensen	ENCLOSURE 6
I.2 Trustee/Committee Report	
I.2.1 ASBA Zone 6 Report – Marie Logan	
I.2.2 Facilities Meeting Report – Bruce Francis	
I.2.3 Administrator’s Meetings – Wilco Tymensen	ENCLOSURE 7
I.3 Associate Superintendent of Finance and Operations – Phil Johansen	
I.4 Associate Superintendent of Learner Services Report – Amber Darroch	

C-Correspondence

C.1 News Release – Improving Access to Health-Care Training	ENCLOSURE 8
C.2 Empowering Youth to Shape Education’s Future	
C.3 Budget News Release	
C.4 Press Release: Milk River Capital Project	
C.5 News Release - \$268 Million for New Schools and Education Upgrades	
C.6 News Release – Holding Elected Officials Accountable in Alberta	
C.7 Working Parents Benefits	
C.8 News Now: Provincial Funding	

Dates to Remember

• April 2 – Good Friday (no school)
• April 5 – Easter Monday
• April 5 – 8 – Easter Holidays (no school)
• April 15 – Administrator’s Meeting
• April 26 – Board Meeting
• April 23 – 24 – ASCA Spring Conference and AGM
• April 28 – Council of School Council’s Meeting
• April 28 – APEX Youth Awards – Virtual Event
• May 3 – 7 – Education Week

- May 4 - Administrator's Meeting

Horizon School Division

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The Board of Trustees of Horizon School Division held its Regular Board meeting on Monday, February 22nd, 2021 beginning at 10:30 a.m. via Zoom.

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
Cole Parkinson, Taber Times

ACTION ITEMS

A.1	Moved by Derek Baron that the Board approve the agenda with the following additions: A.10 – Lomond School Heating Upgrade D.3 – 4-Day Week D.4 – Erle River High School Heating System <p style="text-align: right;">Carried Unanimously</p>	AGENDA APPROVED 166/21
A.2	Moved by Bruce Francis that the Board approve the <i>Minutes of the Regular Board Meeting held Monday, January 25th, 2020</i> as provided by Enclosure #1 of the agenda. <p style="text-align: right;">Carried Unanimously</p>	BOARD MEETING MINUTES APPROVED 167/21
A.3	Moved by Jennifer Crowson that the Board approve the <i>February 2021 Payment of Accounts</i> in the amount of \$3,943,198.28 as provided in Enclosure #2 of the agenda. <p style="text-align: right;">Carried Unanimously</p>	PAYMENT OF ACCOUNT APPROVED 168/21
A.4	Moved by Bruce Francis that the Board approve the first reading of Policy HICA – On-site and Off-site Activities as provided in Enclosure #3 of the agenda. <p style="text-align: right;">Carried Unanimously</p>	FIRST READING POLICY HICA APPROVED 169/21
A.5	Moved by Derek Baron that the Board approve the first reading of Policy AD – Educational Philosophy as provided by Enclosure #4 of the agenda. <p style="text-align: right;">Carried Unanimously</p>	FIRST READING POLICY AD APPROVED 170/21

A.6	Moved by Blair Lowry that the Board approve the second reading of Policy IHCD - Concussion as provided by Enclosure #5 of the agenda. Carried Unanimously	SECOND READING POLICY IHCD APPROVED 171/21
	Moved by Bruce Francis that the Board approve the final reading of Policy IHCD - Concussion as provided by Enclosure #5 of the agenda. Carried Unanimously	FINAL READING POLICY IHCD APPROVED 172/21
A.7	Moved by Derek Baron that the Board approve the second reading of Policy GB – Occupational Health and Safety as provided by Enclosure #6 of the agenda. Carried Unanimously	SECOND READING POLICY GB APPROVED 173/21
	Moved by Blair Lowry that the Board approve the final reading of Policy GB – Occupational Health and Safety as provided by Enclosure #6 of the agenda. Carried Unanimously	FINAL READING POLICY GB APPROVED 174/21
A.8	Milk River Schools 4 – Day Week - moved to discussion item D.3	
A.9	Moved by Derek Baron that the Board approved Phil Johansen as Returning Officer and Kendall Olsen as Substitute Returning Officer for the Horizon School Division Board of Trustees 2021 election. Carried Unanimously	RETURNING AND SUBSTITUTE RETURNING OFFICER APPROVED 175/21
A.10	Moved by Bruce Francis that the Board approve the Lomond Heating System Upgrade tender be given to Russpet Construction Ltd., upon confirmation of funding for the project. Carried Unanimously	LOMOND HEATING SYSTEM APPROVED 176/21

DISCUSSION ITEMS

D.1 2022 – 2023 JURISDICTION CALENDAR

The 2022-2023 Jurisdiction Calendar was shared with the Board for feedback and discussion. The 2022-2021 Calendar will be shared with school administrators, COSC and parents for further feedback.

D.2 COLD WEATHER PRACTICE

Cold weather practices within Horizon School Division were discussed with the Board.

Motion presented by Bruce Francis that the Board add to Policy EBCD: Procedures: 4. Extreme Cold Weather Buses will not run when temperatures in a bus cluster geographic region are -40C (with wind-chill) or colder as of 6:00am that morning.	EXTREME COLD WEATHER PRACTICE APPROVED
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Schools may remain open depending on circumstances.	
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Carried Unanimously

177/21

D.3 - MILK RIVER 4 – DAY SCHOOL WEEK

The Board discussed the results of the 4-Day Milk River School Week. NO motion was made as the parental survey only received 61% in favour of moving to a 4-day week. Policy states parent support must be at least 67%.

D.4 – ERLE RIVERS HIGH SCHOOL HEATING SYSTEM

Bruce Francis, Facilities Chair, presented concerns with the Erle Rivers High School Heating System. Due to the pending modernization, It was proposed a control system upgrade and replacement and cleaning of piping infrastructure.

INFORMATION ITEMS

I.1 SUPERINTENDENT'S REPORT

Wilco Tymensen, Superintendent shared the February 2021 report with the Board:

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

I.2 TRUSTEE/COMMITTEE REPORT

I.2.1 ASBA Zone 6 Report

Marie Logan, Zone Director, Provided the following summary of the February 2021 Zone 6 ASBA Meeting:

- Edwin Parr
 - Zone Six is planning an Edwin Parr evening with a backup plan if there are still restrictions.
 - The Edwin Parr application has been sent to all the Boards. The Edwin Parr nomination packet has to be submitted to Lori Hodges by March 19, 2021. Virtual interviews will happen on April 14, 2021.
 - Zone Six will give each nominee a bell as in the past. If unable to have a banquet, it will be up to boards on how they will honour the nominee.
- Zone Six General Meeting
 - The General Meeting on March 17th will start at 7:50 am. Lori Hodges indicated that the Education Minister and possibly the Deputy Minister will be attending the meeting at 8:00 am for 45 minutes.
 - Also on the morning agenda are Ron Taylor and an ASBA Governance Review presentation.

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 February 2021:

- Alert Labs water monitoring system has been installed in all schools
- Caretaking contracts that are up for renewal
 - W.R Myers High School & Central School
- ERHS Heating System

- AED will be placed in all schools for the upcoming school year
- Lomond Heating System Upgrade
- Capital Projects
 - D.A. Ferguson Middle School/W.R. Myers – warranty work is being planned for the week of February 15 – 18, 2021

I.2.3 Administrator’s Meeting Report

Wilco Tymensen, Superintendent, provided the following February 2021 Administrator’s meeting summary points to the Board:

- CUPE agreement
- Purchasing guidelines
- Assurance Framework
- COVID updates
- March PD Day
- Translation
- Policies
- AED
- Off-Campus/Indigenous Updates
- MyPass for students
- VTRA PD in the afternoon

I.3 ASSOCIATE SUPERINTENDENT OF OPERATIONS AND FINANCE REPORT

Phil Johansen, Associate Superintendent of Operations shared the following February 2021 summary with the Board:

- Colony financial statement
- Budget
- Surveys sent out to school
 - Nutrition Grant
 - Purchasing
- Purchasing procedures reviewed with administrators
- Election training

I.4 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

Amber Darroch, Associate Superintendent of Learner Services, shared the following February 2021 report with the Board:

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

CORRESPONDENCE

No Discussion Items came forward from the Correspondence.

Moved by Derek Baron that the meeting adjourn.
Carried Unanimously

MEETING ADJOURNED
178/21

COMMITTEE ITEMS

Moved by Rick Anderson that the Board meet in Committee.
Carried Unanimously

COMMITTEE
179/21

Moved by Bruce Francis that the meeting adjourn.
Carried Unanimously

MEETING ADJOURNED
180/21

Marie Logan, Chair

Sheila Laqua, Executive Secretary

HORIZON SCHOOL DIVISION

6302 – 56 Street Taber, Alberta T1G 1Z9
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The Board of Trustees of Horizon School Division held a Special Board Meeting on Thursday, March 4, 2021 beginning at 10:00 a.m. and concluding at 10:10 a.m.

IN ATTENDANCE: Marie Logan, Board Chair
Bruce Francis, Board Vice-Chair
Derek Baron, Jennifer Crowson, Blair Lowry, Rick Anderson, Christa Runka
Dr. Wilco Tymensen, Superintendent of Schools
Phil Johansen, Associate Superintendent, Finance and Operations
Amber Darroch, Associate Superintendent, Learner Services

Moved by Jennifer Crowson that the Board approve the Special Meeting Agenda as presented.	AGENDA APPROVED
Carried Unanimously	29/21
Moved by Bruce Francis that the Board withdraws the superintendents power to terminate the services of a teacher and restores that power to the Board of Trustees of the Horizon School Division.	TERMINATION OF TEACHER POWER RESTORED TO THE BOARD OF TRUSTEES
Carried Unanimously	30/21
Moved by Derek Baron that the meeting adjourn	MEETING ADJOURNED
Carried Unanimously	31/21

PAYMENT OF ACCOUNTS REPORT
Board Meeting - March 22, 2021

General	February 23/21		1322114.02
General	March 2/21		76539.63
General	March 9/21		283481.44
General	March 9/21		134304.73
General	March 15/21		395830.67
U.S.	March 16/21		3993.50
"A" Payroll	February 2021	Teachers	1,653,961.40
		Support	545,806.12
"B" Payroll	February 2021	Casual	8,279.30
		Subs	41,602.97
Total Accounts			4,465,913.78
Board Chair _____			
PJ:dd			
March 16, 2021			

Horizon School Division March 2021 U.S. Accounts

	U.S. Funds	Canadian Funds
Guest Communications	3141.77	3993.50
Total U.S. Accounts	3141.77	3993.50

KO:dd
March 16, 2021

HORIZON SCHOOL DIVISION

Policy Code:	HICA
Policy Title:	On-site and Off-site Activities
Cross Reference:	EEACAA, EEACAB, GBD, GFA, IHCD, IHCE, JHF
Legal Reference:	
Adoption Date:	Nov. 27, 1996
Amendment or Re-	May 29/00, May 30/02
Affirmation Date	June 8/06, May 19/09, Jan. 19/16

POLICY HANDBOOK

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SUPPORTS MODERATE RISK ON-SITE AND OFF-SITE ACTIVITIES FOR THE PURPOSE OF EDUCATING, COMPETING AND/OR PERFORMING PROVIDED SUCH ACTIVITIES HAVE EDUCATIONAL AND/OR ATHLETIC VALUE AND STUDENT WELFARE IS REASONABLY ASSURED.

DEFINITIONS

For proper planning and approval of any moderate (AMBER) risk activities whether on-site or off-site (see attachment A) field trip, or student travel, the activity organizers must first determine both the risk level and the destination classification (see **attachment B**).

Off-site: is defined as activities that take place off school property (e.g. other third party locations, or at another school)

On-site: is defined as activities that take place in the school or on school grounds

Risk Levels:

Risk levels (color coded as Green, Amber or Red) are based on the potential for injury or harm.

- Green = Low risk
- Amber = Moderate risk, may be approved with a proper risk management plan; and
- Red = High risk, prohibited.

Refer to “*Risk levels for school based activities, and student travel*”, (see **attachment A**), to determine the risk level of an activity.

If your activity is not listed, contact the principal. Note that “*Risk levels for school based activities, and student travel*” (**attachment A**) was developed to address risk factors. Many activities (both on-site and off-site) would have little to no risk. Field trips, off-campus activities or student travel that does not include physical activities or recreational pursuits will generally be considered low risk, and thus be labeled as green activities.

Destination Classifications:

Destination classifications are determined by the length of absence and distance travelled from the school (**attachment B**).

- Low Risk Activities
- Day trip in province
- Day trip out of province
- One overnight (not school competition) or two overnight (school competition) in province

- One overnight (not school competition) or two overnight (school competition) out of province

Policy HICA – *Off-Site Activities*, Cont’d.

- More than one overnight (not school competition) or more than two overnight (school competition) in province
- More than one overnight (not school competition) or more than two overnight (school competition) out of province
- Physical education class activities/Recess, intramural school activities
- Extra-curricular sports (Horizon Jr High Athletics/ASAA)
- International trips

GUIDELINES

1. Amber activities and School sponsored off-site activities must be authorized by the principal, or as the case may be, the superintendent or designate.
2. Level of documentation, and authorization required shall be determined by the combination of both risk level (Green or Amber) and destination classification (see “*Risk level and destination classification: Planning guide*” **attachment B**).
 - 2.1. All High Risk (Red) activities are strictly prohibited regardless of destination
3. The division shall not sign waivers for services provided by the third-party contractors
4. Staff organizers off-campus trips to third party service providers shall acquire a certificate of insurance from the provider and request the addition of the Horizon School Division to their insurance when possible.

REGULATIONS

1. **Approval**

The Board reserves the right to cancel any Amber and/or off-site activity if it deems that it is in the best interest and safety of the students to do so. Therefore, it is incumbent on the teacher-in-charge and the principal to consider all inherent risks, and in the case of high cost activities, to recommend to parents/guardians that they obtain travel cancellation insurance.

- 1.1. Horizon personnel as approved by the principal must:
 - 1.1.1. consult with and obtain the approval of the principal or superintendent in principle before discussing the intention of undertaking moderate risk (on-site and/or off-site) activities with students and parents
 - 1.1.2. submit for approval a “*field trip proposal form*” (see principal approval – **attachment C1**, “*Physical Education Class Activities, and Staff Initiated Recess/Lunch/Intramural School Ground Activities Principal Approval Form (attachment C2)*”, *Extra-Curricular Sports (Horizon Jr. High Athletics/ASAA sports) Principal Approval Form (attachment C3)*) or superintendent approval – **attachment D**) that includes:
 - 1.1.2.1. a statement of purpose that explicitly defines instructional objectives or outcomes associated with the purpose.
 - 1.1.2.2. outlines intended lead-up and follow-up activities; and
 - 1.1.2.3. specifies any inherent risks and what actions will be taken to reduce those risks.

Policy HICA – *Off-Site Activities, Cont’d.*

- 1.1.2.4. No “Field trip proposal form” is required for low risk day trips within the province. Teachers still require verbal approval from the principal.
- 1.2. Horizon personnel as approved by the principal must:
 - 1.2.1. meet the Safety Guidelines for Physical Activity in Alberta Schools (https://education.alberta.ca/media/160206/sg_pa_final_2014.pdf) to minimize inherent risk, and assist teachers in focusing on safe instructional practices;
 - 1.2.2. where practically possible and if it would enhance the welfare of students, have visited the location of the off-site activity prior to the trip and be familiar with the seasonal conditions at the time of the trip;
 - 1.2.3. consult and meet **Policy EEACAA** “Private Vehicles and Volunteer Drivers” and **Policy EEACAB** “Division-Owned Co-Curricular/Extra-Curricular Activity Vehicles”;
 - 1.2.4. ensure that, at minimum, one of the supervising adults or resource persons has the training and/or knowledge appropriate for conducting the trip;
 - 1.2.5. select appropriate volunteers for the activity, and provide volunteers with direction as to the requirements of the trip and their responsibilities, before the departure of the off-site activity;
 - 1.2.6. ensure that the appropriate trip documentation, such as trip itinerary, supervisor and student responsibilities, emergency contacts, etc., accompanies the teacher-in-charge, and that a copy has been filed with the principal;
 - 1.2.7. advise students regarding trip hazards and appropriate safety procedures; and
 - 1.2.8. ensure that a precise attendance count is taken at all points of departure on the trip
 - 1.2.9. file a student list with the school prior to departure.
 - 1.2.10. in addition to the safety guidelines above, schools wishing to go on alpine skiing activities must review with, students, staff, and parents, and comply with the guidelines of **attachment K**.
- 1.3. No moderate risk activity or off-site activity may proceed unless it has received the appropriate approval. Before approving a moderate risk or off-site activity, the principal or superintendent must be satisfied that:
 - 1.3.1. all inherent risks have been considered and there are procedures in place for managing the key inherent risks of the activities and environment. If there is any doubt, the principal shall contact the superintendent for a second opinion;
 - 1.3.2. the teacher understands policies and procedures defining the teacher’s responsibilities and duty of care;
 - 1.3.2.1. The following policies should be reviewed:
 - 1.3.2.1.1. EEACAA – Private vehicles volunteer
 - 1.3.2.1.2. EEACAB – Division owned co-curricular activity vehicles
 - 1.3.2.1.3. GBD – First aid training
 - 1.3.2.1.4. GFA - Volunteers
 - 1.3.2.1.5. HICA – Off-site activities
 - 1.3.2.1.6. IHCD – Concussion
 - 1.3.2.1.7. IHCE – Student illness/injury
 - 1.3.3. the current Safety Guidelines (See 1.2 (a) above) have been met or exceeded;
 - 1.3.4. the students, teachers, staff, volunteers and parents/guardians will receive the appropriate information about the trip; and
 - 1.3.5. arrangements are in place for covering all the financial matters, including a refund procedure, and an accounting for all expenditures.

Policy HICA – *Off-Site Activities*, Cont’d.

- 1.4. The principal has the authority to approve any low-risk/green, off-site activity, (see “*Risk levels for school based activities, and student travel*”, **attachment A**, and “*Risk level and destination classification: Planning guide*” **attachment B**) within Alberta that is a day trip, or that involves one overnight accommodation, or that involves two overnight accommodations and is in conjunction with a school competition. Approval for these trips should be obtained as early as possible prior to departure (see “*Risk level and destination classification: Planning guide*” **attachment B**).
 - 1.4.1. The principal must forward a copy of the “*field trip proposal form*” (see **attachment C1**) to the superintendent when such trips have students departing beyond jurisdictional boundaries.
 - 1.4.1.1. Exception: Trips into Lethbridge do not need to be forwarded to the superintendent
- 1.5 Approval for all moderate/amber risk activities (this includes alpine skiing and/or snowboarding) or other overnight trips (e.g. those involving more than 1-night accommodation, or in the case of school competitions, those involving more than 2-night accommodation) shall be obtained from the superintendent at least two months prior to departure (see “*Risk level and destination classification: Planning guide*” **attachment B**).
 - 1.4.2. “*Teacher/Leader Qualifications Assessment Form*” (see **attachment E**) must accompany the “*field trip approval form*” when seeking superintendent approval for moderate risk/Amber activities)
 - 1.4.3. . Some K-12 Physical Education class AMBER activities can be approved annually by the principal. See *Principal Approval: Physical Education Class Activities, and Staff Initiated Recess/Lunch/Intramural School Ground Activities Approval Form (attachment C2)*.
 - 1.4.4. Some K-12 recess/lunch/intramural on-site AMBER activities that take place on the school grounds can be approved annually by the principal. See *Principal Approval: Physical Education Class Activities, and Staff Initiated Recess/Lunch/Intramural School Ground Activities Approval Form (attachment C2)*
 - 1.4.5. Some extra-curricular AMBER sports (Horizon Jr High Athletics/ASAA sports) to be approved annually by the principal. See *Principal Approval: Extra-Curricular Sports Approval Form (Horizon Jr. High Athletics/ASAA sports) Approval Form (attachment C3)*

2. Supervision

- 2.1. The number of supervisors will vary according to the age and maturity of the students and the nature of the activity. **As a guide**, the acceptable standard of supervision for all off-site activities:
 - 2.1.1. for students in kindergarten, is one adult to 5 students;
 - 2.1.2. for students in grades 1 to 3, is one adult to 8 students;
 - 2.1.3. for students in grades 4 to 9, is one adult to 10 students; and
 - 2.1.4. for students in grades 10 to 12, is one adult to 15 students.
- 2.2. Where off-site activities include overnight stays, additional supervision should be provided and consideration should be given to include both female and male supervisors.
- 2.3. Additional supervision must be considered for off-site activities involving:
 - 2.3.1. increased risks;

Policy HICA – *Off-Site Activities, Cont’d.*

- 2.3.2. large numbers of students;
- 2.3.3. participation of students with special needs;
- 2.3.4. crowded venues;
- 2.3.5. trips that are new to the sponsoring school community; or
- 2.3.6. for overnight trips, if members of the same family group are supervising students.

2.4. Teachers and responsible parents are preferred as supervisors.

2.5. Depending on the nature of the activity, consideration should be given to having a supervisor who is trained in first aid and proper first aid equipment should be available.

- 2.5.1. A certified first aider must be present on all moderate risk activities

3. Safety Guidelines

3.1. The standards set out in the appropriate Safety Guidelines (See 1.2(a) above) must be met or exceeded for all off-site activities.

4. Distance Limits for Elementary Students

4.1. Off-site activities for elementary students are limited to trips in Alberta.

4.2. Off-site activities for elementary students outside the limits established in sections 4.1 will be considered on an individual basis if:

- 4.2.1. the principal supports the request;
- 4.2.2. the request is submitted to the superintendent four months before any commitment is made; and
- 4.2.3. the superintendent gives approval to proceed with planning.

5. Distance Limits for Junior High Students

5.1. Off-site activities for Junior High students are limited to trips in Canada.

6. International Travel

6.1. Only senior high students or grade nine (9) students participating in senior high trips may be authorized to attend trips outside of Canada.

6.2. International travel will not be approved for countries where the Canadian Government has determined official travel advisories (avoid non-essential travel, and avoid all travel).

6.2.1. International travel will only be approved for countries where the Canadian Government travel risk level states, “Exercise normal security precautions; there are no significant security concerns”.

6.2.2. Countries where the risk level states, Exercise a high degree of caution; there are identifiable security concerns; travelers should be alert and vigilant to their surroundings) may receive approval depending on the unique circumstances of the identifiable security concerns.

Policy HICA – Off-Site Activities, Cont’d.

- 6.3. The “*International Field Trip Planning Guide*” (see **attachment I**) MUST be attached with the “*field trip proposal form*” (see superintendent approval – **attachment D**) when seeking permission for International Trips outside of Canada
- 6.4. A parent meeting that provides detailed information and opportunities for questions is a mandatory component early in the planning phase.
- 6.5. The supervisor for any off-site activities outside of North America is responsible for contacting the appropriate recommended health authority in Alberta to determine immunization for supervisors and students for travel to the area.
- 6.6. All students participating in international trips must have their vaccinations up to date as recommended by the health authority. Students are to submit copies of these records to the teacher in charge. Upon return, the copies will be returned to the student.
- 6.7. Adequate travel and health insurance must be obtained for each participant, including supervisors.
 - 6.7.1. Cancellation insurance is strongly encouraged.

7. Activity Duration and Substitute Costs

- 7.1. Student absence is NOT to exceed three school days unless written permission has been provided by the Superintendent of Schools.

8. Activity Duration and Substitute Costs

- 8.1. The cost of providing substitutes for staff is the responsibility of the individual school involved.

9. Parent Permission

- 9.1. Parents/Guardians must be informed in writing of the following information about off-site activities (see “*Parent/Guardian Consent/Risk Acknowledgement Form*” **attachment F**)
 - 9.1.1. the purpose and educational objectives of the off-site activity;
 - 9.1.2. the name of the teacher-in-charge and a contact telephone number;
 - 9.1.3. the date(s) of the trip;
 - 9.1.4. the destination and, where possible, a map of the area;
 - 9.1.5. a detailed itinerary, setting out the general nature and number of activities;
 - 9.1.6. departure and return times;
 - 9.1.7. mode of transportation;
 - 9.1.8. financial arrangements;
 - 9.1.9. safety precautions;
 - 9.1.10. level of supervision;
 - 9.1.11. the date of the parent meeting, if one is being held;
 - 9.1.12. any risks associated with the activity, including official government travel advisories (official information and advice from the Government of Canada on situations that may affect their safety and well-being abroad);
 - 9.1.13. a reminder that parents or guardians must inform the teacher-in-charge about any relevant medical conditions of the student including proof of immunization, if required (individuals

Policy HICA – *Off-Site Activities, Cont’d.*

in charge should be aware of students with Policy IHCD: Medication to Students/Medical Conditions including attachment A: Medical Management Plan);

- 9.1.14. emergency procedures to be followed in the event of injury, illness or unusual circumstances;
 - 9.1.15. the need for additional medical coverage for out-of-province or out-of-country trips;
 - 9.1.16. any other relevant information about the trip which may influence the parent’s or guardian’s decision to withhold permission, such as a controversial museum exhibit; and
 - 9.1.17. the standard of conduct expected of students and that a student may be sent home from activities at parent’s expense if the behavior of the student is unacceptable.
 - 9.1.18. Parents must be informed that
 - 9.1.18.1. the superintendent reserves the right to cancel, and end trips early if the superintendent feels the risks are too great.
 - 9.1.18.2. the jurisdiction does not accept responsibility for any lost travel deposits or costs due to cancelled trips by either the jurisdiction or third party travel company for events beyond its control, including but not limited to instability in a destination country, acts of God, war (whether declared or undeclared), terrorist activities, incidents of violence, public health issues or quarantine, strikes, government restrictions, fire or severe weather conditions that make it impossible or unreasonable to conduct the trip.
- 9.2. One permission form is acceptable for a series of off-site activities or a number of distinct activities within the community, as long as all activities meet the requirements of 8.1 above and parents are notified of the activity within a reasonable time prior to the activity taking place.
- 9.3. When an off-site activity includes students from two or more schools:
 - 9.3.1. the principal of each school involved must approve the participation of their students; and
 - 9.3.2. students from all the schools are accountable to the teacher-in-charge.

10. Student’s Responsibility

- 10.1. Each student participating in an off-site activity must:
- 10.1.1. comply with the rules of the school and the requirements of the school’s student code of conduct;
 - 10.1.2. fulfill all the preparatory requirements at an appropriate level of performance;
 - 10.1.3. dress appropriately according to the type of off-site activity;
 - 10.1.4. cooperate fully with everyone authorized by the Board to provide education programs and other services;
 - 10.1.5. participate in a responsible and cooperative manner during the trip;
 - 10.1.6. account to the teacher in charge for their conduct;
 - 10.1.7. respect the rights of others; and
 - 10.1.8. carry out all follow-up procedures in an appropriate manner.

11. Volunteers

- 11.1. Volunteers are expected to know the details of the off-site activity and their specific duties and authority prior to departure (see **Policy GFA**).
- 11.2. Volunteers must:

Policy HICA – Off-Site Activities, Cont’d.

- 11.2.1. consent/acknowledge risk (see “*Volunteer Consent/Risk Acknowledgement Form*” **attachment G**)
 - 11.2.2. provide medical information (see “*Volunteer Medical Information Form*” **attachment H**)
 - 11.2.3. support and follow the school code of conduct;
 - 11.2.4. report any inappropriate conduct to the teacher-in-charge;
 - 11.2.5. adhere to the schedule or itinerary;
 - 11.2.6. dress appropriately according to the type of off-site activity; and
 - 11.2.7. fulfill their duties during assigned time
- 11.3. A criminal record check may be required of any volunteer (see **Policy GFA**).

Volunteer Automobile and/or Driver Authorization Form (attachment B policy EEACAA)	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Parent/Guardian Responsibility of Student Transportation (attachment A policy EEACAA)	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
International Field Planning Guide (attachment I and I2)													✓
Application Lead Time	One week	One month				annually		annually	Two months				Three months

**Principal Approval: Physical Education Class Activities, and Staff Initiated
Recess/Lunch/Intramural School Ground Activities Approval Form**

Individual(s) requesting approval:	For school year: _____																														
<p>This form is being completed for on-site activities (check only one, submit separate approval form for each)</p> <p><input type="checkbox"/> Physical education class</p> <p><input type="checkbox"/> Recess/lunch/intramural staff organized activities</p>																															
<p>Grade level of physical education class (please circle)</p> <p>ECS 1 2 3 4 5 6 7 8 9 10 11 12</p>																															
<p>Proposed AMBER activities (check all that apply)</p> <table border="0"> <tr> <td><input type="checkbox"/> Broom ball</td> <td><input type="checkbox"/> Balance beam</td> <td><input type="checkbox"/> Track and Field (specify activities)</td> </tr> <tr> <td><input type="checkbox"/> European handball (team)</td> <td><input type="checkbox"/> Bar</td> <td><input type="checkbox"/> Discus</td> </tr> <tr> <td><input type="checkbox"/> Hockey (ball)</td> <td><input type="checkbox"/> Pommel horse</td> <td><input type="checkbox"/> High Jump</td> </tr> <tr> <td><input type="checkbox"/> Hockey (field)</td> <td><input type="checkbox"/> Lacrosse</td> <td><input type="checkbox"/> Hurdles</td> </tr> <tr> <td><input type="checkbox"/> Hockey (floor)</td> <td><input type="checkbox"/> Ringette</td> <td><input type="checkbox"/> Javelin</td> </tr> <tr> <td><input type="checkbox"/> Hockey (ice)</td> <td><input type="checkbox"/> Rugby</td> <td><input type="checkbox"/> Shot put</td> </tr> <tr> <td><input type="checkbox"/> Football</td> <td><input type="checkbox"/> Skating (ice)</td> <td><input type="checkbox"/> Triple Jump,</td> </tr> <tr> <td><input type="checkbox"/> Gymnastics (specify activities)</td> <td><input type="checkbox"/> Softball</td> <td><input type="checkbox"/> Long Jump</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Swimming (in pool with lifeguard)</td> <td><input type="checkbox"/> Weightlifting</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Tobogganing</td> <td><input type="checkbox"/> Wrestling</td> </tr> </table>		<input type="checkbox"/> Broom ball	<input type="checkbox"/> Balance beam	<input type="checkbox"/> Track and Field (specify activities)	<input type="checkbox"/> European handball (team)	<input type="checkbox"/> Bar	<input type="checkbox"/> Discus	<input type="checkbox"/> Hockey (ball)	<input type="checkbox"/> Pommel horse	<input type="checkbox"/> High Jump	<input type="checkbox"/> Hockey (field)	<input type="checkbox"/> Lacrosse	<input type="checkbox"/> Hurdles	<input type="checkbox"/> Hockey (floor)	<input type="checkbox"/> Ringette	<input type="checkbox"/> Javelin	<input type="checkbox"/> Hockey (ice)	<input type="checkbox"/> Rugby	<input type="checkbox"/> Shot put	<input type="checkbox"/> Football	<input type="checkbox"/> Skating (ice)	<input type="checkbox"/> Triple Jump,	<input type="checkbox"/> Gymnastics (specify activities)	<input type="checkbox"/> Softball	<input type="checkbox"/> Long Jump		<input type="checkbox"/> Swimming (in pool with lifeguard)	<input type="checkbox"/> Weightlifting		<input type="checkbox"/> Tobogganing	<input type="checkbox"/> Wrestling
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<input type="checkbox"/> European handball (team)	<input type="checkbox"/> Bar	<input type="checkbox"/> Discus																													
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	<input type="checkbox"/> Swimming (in pool with lifeguard)	<input type="checkbox"/> Weightlifting																													
	<input type="checkbox"/> Tobogganing	<input type="checkbox"/> Wrestling																													
<p>I have reviewed and considered Horizon policies (check all that have been reviewed and considered)</p> <p><input type="checkbox"/> EEACAA – Private vehicles volunteer</p> <p><input type="checkbox"/> EEACAB – Division owned co-curricular activity vehicles</p> <p><input type="checkbox"/> GBD – First aid training</p> <p><input type="checkbox"/> GFA - Volunteers</p> <p><input type="checkbox"/> HICA – Off-site activities</p> <p><input type="checkbox"/> IHCD – Concussion</p> <p><input type="checkbox"/> IHCE – Student illness/injury</p>																															

I have reviewed and considered all Need-to-know information relevant for all activities checked off (pg. 11-17 in "Safety Guidelines for Physical Activity in Alberta Schools 2013")

- Yes
- No (If No, explain)

I have reviewed and considered Need-to-Know information for all applicable activity categories. (check activities categories that have been reviewed and considered).

- Indoor Activities (pg. 19-20)
- Outdoor Education Activities (pg. 27-30)
- Gymnastics Activities (pg. 21-22)
- Pool or Open Water Activities (pg. 31-32)
- Outdoor Activities (pg. 23-24)
- Off-site Activities (pg. 33-35).
- Winter Outdoor Activities (pg. 25)

I have reviewed and considered guidelines for all specific activities checked off. (pg. 37-143 in "Safety Guidelines for Physical Activity in Alberta Schools 2013")

- Yes
- No (If No, explain)

I have reviewed, considered, and will be implementing all safe instructional practices and guidelines that I have been reviewed in the above policies and resource

- Yes
- No (If no, explain)

All activities are implemented at an age-appropriate level.

- Yes
- No (If no, explain)

List the activities you have not taught in the last two years

I have current certified First Aid/C.P.R. certificate (Note someone with first aid needs to be present when doing amber activities. (this could be: another staff member in the school when the activity is on-site / the supervising teacher or another adult (e.g. lifeguard) when off-site)

Yes

Expiration date: _____

No, (explain who/how first aid will be addressed): _____

Teacher/Adult Signature: _____ Date: _____

Principal Comments (e.g. additional safety precautions or directions): _____

Principal Name: _____

Principal Signature: _____ Date: _____
(indicating approval)

Principals should keep a copy of this approval form at the school for

- One (1) year beyond the end of the school year approved.
- Five (5) years if an accident report was filed during one of the activities.



Horizon School Division
Policy HICA Attachment C3

Principal Approval: Extra-Curricular Sports
(Horizon Jr. High Athletics/ASAA sports) Approval Form

- This form is being completed for on-site and off-site activities
On-site is defined as activities that take place in the school or on school grounds
Off-site is defined as activities that take place off school property (e.g. other third party locations, or other schools)

Individual(s) requesting approval: For school year:
Grade level of physical education class (please circle)
6 7 8 9 10 11 12
Proposed AMBER activities (check all that apply)
Football, Rugby, Softball, Track and Field (specify activities), Discus, High Jump, Hurdles, Javelin, Shot put, Triple Jump, Long Jump, Weightlifting, Wrestling
I have reviewed and considered Horizon policies (check all that have been reviewed and considered)
EEACAA - Private vehicles volunteer, EEACAB - Division owned co-curricular activity vehicles, GBD - First aid training, GFA - Volunteers, HICA - Off-site activities, IHCD - Concussion, IHCE - Student illness/injury
I have reviewed and considered all Need-to-know information relevant for all activities checked off (pg. 11-17 in "Safety Guidelines for Physical Activity in Alberta Schools 2013")
Yes, No (If No, explain)
I have reviewed and considered Need-to-Know information for all applicable activity categories. (check activities categories that have been reviewed and considered).
Indoor Activities (pg. 19-20), Gymnastics Activities (pg. 21-22), Outdoor Activities (pg. 23-24), Off-site Activities (pg. 33-35).

I have reviewed and considered guidelines for all specific activities checked off. (pg. 37-143 in "Safety Guidelines for Physical Activity in Alberta Schools 2013")

- Yes
- No (If No, explain)

I have reviewed, considered, and will be implementing all safe instructional practices and guidelines that I have been reviewed in the above policies and resource

- Yes
- No (If no, explain)

All activities are implemented at an age-appropriate level.

- Yes
- No (If no, explain)

List the activities you have not taught in the last two years

I am familiar with, have reviewed, and will be implementing all ASAA requirements (for gr. 10-12 extra-curricular activities only)

- Yes: _____
- No/NA (If no/NA, explain)

I have current certified First Aid/C.P.R. certificate I have current certified First Aid/C.P.R. certificate (Note someone with first aid needs to be present when doing amber activities. (this could be: another staff member in the school when the activity is on-site / the supervising teacher or another adult (e.g. lifeguard) when off-site)

- Yes

Expiration date: _____

- No, (explain who/how first aid will be addressed): _____

Teacher/Adult Signature: _____ Date: _____

Principal Comments (e.g. additional safety precautions or directions): _____

Principal Name: _____

Principal Signature: _____ Date: _____
(indicating approval)

Principals should keep a copy of this approval form at the school for

- One (1) year beyond the end of the school year approved.
- Five (5) years if an accident report was filed during one of the activities.

HORIZON SCHOOL DIVISION
POLICY HANDBOOK

Policy Code: AD
Policy Title: Educational Philosophy
Cross Reference: AE
Legal Reference: Education Act 33
Adoption Date: April 27/95
Amendment or Re-affirmation Date: August 26, 2019

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION IS COMMITTED TO ENSURING STUDENTS GAIN THE KNOWLEDGE AND SKILLS TO BE CONTRIBUTING CITIZENS AND THE DESIRE TO DEVELOP AS LIFE-LONG LEARNERS~~THE DEVELOPMENT OF PASSIONATELY ENGAGED LEARNERS WHO CONFIDENTLY PURSUE CONTINUAL IMPROVEMENT NOW AND IN THE FUTURE AS CONTRIBUTING GLOBAL CITIZENS.~~ TO THIS END, AN INCLUSIVE~~A~~ LEARNING COMMUNITY THAT ENGAGES AND EMPLOWS ALL LEARNERS FOR SUCCESS WITHIN A WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENT ~~WILL BE NURTURED WITHIN A~~ CONTEXT THAT PROVIDES QUALITY TEACHING AND OPTIMAL LEARNING EXPERIENCES.

GUIDELINES

1. The Vision of Horizon School Division is as follows;

Students will gain the knowledge and skills to be contributing citizens and the desire to develop as life-long learners. ~~Passionately engaged learners who confidently pursue continual improvement now and in the future as contributing global citizens.~~

2. The Mission Statement of Horizon School Division is as follows;

Horizon School Division is an inclusive learning community that engages engaging and empowers empowering all Learners for Success

3. The Board recognizes the following values as those that are essential for a quality learning environment and the development of the individual:

- ~~3.1. Safe, caring and inclusive learning environments;~~
- ~~3.2. Student centered decision making;~~
- ~~3.3. Purposeful collaboration and partnerships;~~
- ~~3.4. Quality staff and programs throughout our rural schools;~~
- ~~3.5. Commitment;~~
- ~~3.6. Accountability, sustainability and fiscal responsibility;~~

Ethical, transparent practices.

- 3.1. continual improvement;
- 3.2. inclusion and respecting diversity;

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3.3. fostering effective relationships

3.4. welcoming, caring, respectful, and safe learning environments;

3.5. collaboration; and

3.7.3.6. accountability

4. The Board bases its educational programs in their belief and support for:

4.1. Foundations of learning;

4.1.1. Parent and community engagement

Policy AD – Educational Philosophy, Cont'd

~~4.1.2. Governance~~

~~4.1.3. Leadership~~

~~4.1.4. Professional learning~~

~~4.1.5. Research and best practice~~

~~4.1.6. Evidence based decision making~~

~~4.2. Essential learning conditions;~~

~~4.2.1. Effective teaching~~

~~4.2.2. Effective learning environments~~

~~4.2.3. Effective supports and services~~

~~4.3. Inclusive Learning;~~

~~4.4. Passionately engaged learners.~~

Superintendents Progress Report

March, 2021

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 included providing school administration updates related to loosening of COVID restrictions and other legal matters.
- As the vice president of the College of Alberta School Superintendents, there are ongoing dialogue with other partner groups. Meetings typically involve provincial education perspectives, discussions. There is also normally a four partners meeting (Association of School Business Officials of Alberta (ASBOA), Alberta School Council Association (ASCA), Alberta School Board Association (ASBA), and College of Alberta School Superintendents(CASS)) and monthly Canadian Association of School System Administrators (CASSA) which includes representation from all Canadian provinces and territories.
 - This month included:
 - meetings with the College of Alberta School Superintendent (CASS) executive
 - Alberta Education (AB ED), Alberta School Board association (ASBA) and College of Alberta School Superintendent (CASS) initiated meetings with the Minister of Education and Alberta Education senior leadership (e.g. Deputy Minister and Assistant Ministers)
 - discussion related to Bill 55 which would enact College of Alberta School Superintendent (CASS) in legislation and transition College of Alberta School Superintendent (CASS) to a professional association.

Personnel Management

- Principal evaluations (classroom observation) are ongoing
- Work towards teacher allocations for the 2021-22 school year has begun
- Interviews for a new principal for Barnwell were completed. I am pleased to share that Barb Arend will be the new principal for Barnwell school.
- Recruitment for a new principal for Milk River Elementary School (Mr. Allan Rancier will be transitioning back into the classroom) and Erle Rivers High School has commenced. One principal will be oversee both schools given the provinces capital announcement that will see the amalgamation of the two schools into a early learning to grade 12 school. Planning will commence in the coming weeks.

Policy and Strategic Planning and Reporting

- Planning for implementation of the new assurance framework is ongoing. Information for the new provincial assurance survey was shared with administrators. The survey will take place between March 20 and April 23 and guide future strategic planning.

Fiscal Responsibility, Organizational Leadership and Management

- Attended an educational law webinar
- Work towards planning the 2021-22 school year is ongoing. Meetings related to budgeting and human services have occurred.

Communications and Community Relations

- A number of meetings were attended, either in person or virtually, over the last month. Larger meetings have been virtual to comply with COVID restrictions. These include but are not limited to

- Senior Administrative Leadership Team (SALT) meeting
- Administrator meeting
- Division Office staff meeting
- College of Alberta School Superintendent (CASS) superintendent leadership quality standard (SLQS) professional learning committee meeting was attended to provide direction and support to provincial superintendents
- Attended the College of Alberta School Superintendent (CASS) annual learning conference. The focus of my sessions were on implementing the new assurance framework

Associate Superintendent, Learner Services Report to the Board of Trustees – March 22, 2021

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

- Based on the feedback survey responses so far, teachers and educational assistants indicate a 97% satisfaction rate with the day overall. The opening keynote, Dr Dwayne Donald, Associate Professor at the University of Alberta's Faculty of Education, spoke to First Nations perspectives. In response to a question about Dr Donald's session and if it helped staff identify their next steps in learning about foundational knowledge, 79% of the 120 teachers and 70% of about 40 EA respondents indicated it was helpful in doing so. This day included the joint efforts of 43 different presenters/facilitators and wouldn't have been possible without the 24 of those presenters who are Horizon staff. Feedback from principals included how pleased EAs were that there were so many choices for their learning. Slides from presenters will be shared out where possible.
- Terri-lynn provided some training to two schools on Levelled Literacy Intervention and how to support students who are struggling in literacy.
- *How are schools accessing the support of the division instructional coach? Several schools have structured team approaches to professional learning. These structures include cycles of half day learning, a series of after-school staff meeting learning, and in-school collaborative team learning. The shift to utilize virtual options for meetings has opened up accessible access to such cycles and it is just this cyclical approach to professional learning that research supports as impactful. As a highlighted example, one particular school includes one teacher representative from each of their four divisions, working in a cycle of four, half-day meetings where theory and practice is focused on. There is one last team meeting scheduled and the growth has been truly incredible. These five teachers will act as leaders for their entire staff as the new curriculum is released and professional growth continues.*
- In anticipation of the closure of ADLC (AB Distance Learning Centre) in the next school year and the loss of access to some online courses, Horizon is exploring a partnership with three other school divisions and the software platform we're using, Hapara. The strategy is to split up the high school courses needed by schools, and

have teachers across the four divisions build courses to share and use in place of ADLC.

- The technology team is examining alternate classroom display options to replace some of the division's oldest SMARTboards.
- Horizon At Home Learning Program teachers received some specialized professional learning, facilitated by Amber, on March 5th, the site-based PD day. The teachers broadened their repertoire of strategies for engaging students learning remotely and identified resources to further strengthen the quality of education.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- Laura Elliott had 12 new referrals this month. She has done observations on 5, with second observations happening for four, and 5 reports written. She has consulted with staff on 6 students, and attended 2 Collaborative Response Meetings.
- Terri-Lynn has been meeting with Principals and Learning Support Teachers this month to discuss LST time allocations and educational assistant staffing to support complex student needs.
- During the March 8, 2021 Professional Development day, educational assistants across the division were part of a two and a half hour session on Trauma Informed Classrooms by Jen Alexander author of *"Building Trauma Informed Schools."*
- The Inclusive Education Team and Learning Support Teachers have compiled a strategies document called Continuum of Learning Supports for each support tier. (Tier 1 is Universal supports, Tier 2 is Classroom Supports, Tier 3 is Targeted Supports and Tier 4 is Specialized supports). The document created by the team has two sections with the 4 tiers, one section specific to academic supports and a second on social emotional learning supports. The intent is that schools can build their own Continuum of Supports off of the division wide document, and teachers can link the supports into their planning documents.

LEADERSHIP PRACTICES

- CASS Spring Conference was attended by the senior leadership team. Amber helped lead the provincial conference session for all system leaders involved with curriculum and assessment.
- At the request of a group of University of Lethbridge professors, Amber recorded a presentation on social contexts in education typically delivered in person. The digital presentation will be part of a series that the university will use in teaching pre-service teachers about how we respond to the broad range of needs in Alberta

schools.

- Amber is working on a small provincial committee of system leaders to articulate key principles of effective assessment. The products of the small group will be shared with all CASS members to help establish a common level of expertise across the province.

HORIZON INSTRUCTIONAL COACH REPORT for FEBRUARY

	Principal Mtgs	Whole-Staff Coaching	Individual Teacher Coaching	Teacher Teams	Additional PD Activities
Feb 2021	3	7	16	13	4

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

Date: Thu, Feb 18, 2021 at 11:02 AM

Subject: News Release: Improving access to health-care training

Improving access to health-care training

February 18, 2021 [Media inquiries](#)

A new initiative will help Albertans with language barriers gain the skills they need to build careers and support our health-care system.

The two-year pilot program integrates English language learning with health-care aide training, enabling Albertans with English language barriers to access the specialized and comprehensive education they need to be successful front-line health-care workers.

"We are investing in Alberta's future by empowering students facing language barriers to pursue the education they need to launch their careers in health care. This is great news for students, our health-care system, and the many Albertans who will benefit from the high-quality care these graduates will provide."

Demetrios Nicolaidis, Minister of Advanced Education

"This pilot program is going to help so many people. Albertans will have greater access to the health care they need, and students will receive language training assistance so they can follow their dreams of working in the health-care system. As future health-care aides, they will play critical roles across the system."

Tyler Shandro, Minister of Health

Alberta's government is investing an estimated \$3.8 million in the initiative, which will support 324 students over the next two years and help Alberta meet the growing demand for front-line health-care workers. A successful pilot will also provide a model to expand integrated English language training to other programs and professions.

"Red Deer College is excited to be among the post-secondary institutions in our province to partner with the Government of Alberta in piloting this unique training opportunity. RDC is proud to increase applied learning opportunities in our region that respond to the needs of our diverse students who seek to create successful lives and meaningful careers as health-care aides. We are equally proud to provide highly qualified graduates who will assist Albertans as they contribute to healthier communities, especially during the COVID-19 pandemic, and well into the future."

Peter Nunoda, president, Red Deer College

"Newcomers want to participate and contribute to community. The health-care aide for English language learners certificate provides English language training as well as competency development across the health-care aide scope of practice. This is an opportunity to work in partnership with the Government of Alberta, other training providers and industry to resupply the health workforce with much-needed and qualified health-care aides."

Misheck Mwaba, president and chief executive officer, Bow Valley College

"Health-care aides are critical to delivering the high-quality care Albertans expect. NorQuest is so pleased to work with the Government of Alberta on this pilot program to reduce barriers for learners, develop exceptional health-care professionals, and ensure that patients continue to get the care they deserve."

Carolyn Campbell, president and chief executive officer, NorQuest College

"I believe that the government was wise to work in partnership with post-secondary institutions to establish a new model to expand English language training in the field of health-care aides. The program will ensure that all graduates will have the knowledge and skills they need to be successfully employed in the health-care industry and that Albertans will continue to receive high-quality delivery of health-care services."

Tom Snell, president, Columbia College

This innovative program ensures Alberta produces highly skilled graduates, while empowering more students to begin their education and rapidly launch their careers. The integrated and condensed training enables students to meet or exceed English language program requirements and graduate sooner.

Upon graduation, students will have the knowledge and skills they need to be successful front-line caregivers, and the advanced language skills to communicate well with their colleagues, patients and families.

This initiative provides new skill development opportunities, helps meet the demand for skilled workers and supports the COVID-19 public health response by increasing training capacity for front-line health-care workers.

Quick facts

- Post-secondary institutions raised concerns that the English language requirements of the health-care aide program were preventing many learners from accessing the program.
- The pilot, developed in partnership with Alberta Health, integrates comprehensive English language training into the existing health-care aide program curriculum, ensuring students have the language skills they need to be successful, boosting enrolment, and producing highly skilled graduates.
- Four post-secondary institutions from across the province are participating in the pilot program and will begin accepting up to 130 students in the first year, with training starting in March 2021.
 - Red Deer College in central Alberta
 - Bow Valley College in Calgary
 - Columbia College in Calgary
 - NorQuest College in Edmonton
- An additional 194 students are expected in the second year, for a total of 324 students.
- Students participating in the pilot will be fully funded through the Learner Income Support Program.
- Upon completion of the two-year pilot program, Alberta will measure its success and consider expanding the English second language integrated training model to more programs and other post-secondary institutions.

Media inquiries

[Taylor Hides](#)

587-590-3850

Press Secretary, Advanced Education

February 25, 2021

PRESS RELEASE RE: ALBERTA BUDGET 2021

On February 25, 2021, the Alberta Government tabled Budget 2021 and shared that education remains a top priority. Education funding for the Ministry of Education is being maintained at \$8.2 billion, the same as in Budget 2020.

While School Divisions will not receive their detailed budget information until March 31, 2021 the Minister of Education stated that no school division would receive less funding than in the 2020-2021 school year. We are very pleased to share that the Minister of Education is providing an additional \$40 million via a specialized learning support grant.

The Horizon School Division Board of Trustees believes school boards are in the best position to determine how local resources are deployed. We are exceptionally pleased that boards have been given maximum flexibility to meet local priorities and to maximize resources. The Board will now begin work to create its own budget which will be tabled at the May Board meeting.

While we will have to navigate ongoing expenses due to the pandemic we remain committed to Horizon's student success, which is a direct result of staff working with parents to deliver the best possible outcomes for our children. Together, we will continue each and every day to ensure our students get the best education possible. Thank you for all you do for Horizon's students.



Marie Logan
Board Chair

March 10, 2021

PRESS RELEASE

RE: Milk River Capital Project

The Board of Trustees of the Horizon School Division is pleased with the Government of Alberta's March 10, 2021 capital announcement which includes a modernized early learning to gr. 12 school for the community of Milk River. The board is pleased that the government approved the board's top priority in the Board's three-year capital plan. The modernized school will replace Milk River Elementary School and Erle Rivers High School and allow the learning community to come together under one roof.

"On behalf of our current and future students, we thank Minister LaGrange and Alberta Education for this announcement and for investing in our students' future. Today's announcement is an exciting time for the families whose children attend school in Milk River. The division looks forward to commencing planning and the collaborate work that will move this project to completion and ultimately provide new dynamic learning spaces that support the learning needs of our students," said Board Chair Marie Logan.

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

Date: Wed, Mar 10, 2021 at 1:17 PM

Subject: News Release: \$268 million for new schools and education upgrades

\$268 million for new schools and education upgrades

March 10, 2021 [Media inquiries](#)

Fourteen new school projects will provide new and improved student spaces, create jobs and revitalize Alberta communities.

Alberta's government is providing \$268 million for school construction in the province, including new schools in Calgary, Camrose, Edmonton, Lethbridge, Manning and Red Deer. Budget 2021 also funds five modernizations or additions, two school replacement projects and a school ownership solution.

"We are building world-class schools in every corner of our province. These projects are putting Albertans to work now while ensuring we have top-tier educational facilities for future students to enjoy."

Prasad Panda, Minister of Infrastructure

"Our government is planning for the future by continuing to build schools. New and modernized schools create better learning environments for our students and are an important part of their overall education. I am proud to add 14 new projects this year with dozens of other projects progressing all across the province."

Adriana LaGrange, Minister of Education

In total, the 2021 Capital Plan spends \$1.6 billion over three years on school infrastructure. In addition to these 14 new school projects, this funding also continues work on more than 62 previously announced school projects across Alberta. Of these, 19 are expected to be complete through 2021-22. The remaining projects are in various stages of planning, design or construction. Additionally, Capital Maintenance and Renewal funding of \$203 million over three years will go to existing school facilities.

Alberta's government is responding to the COVID-19 pandemic by protecting livelihoods with Alberta's Recovery Plan, 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.

Budget 2021 school capital projects:

Community	School Division	Project
Airdrie	Calgary Roman Catholic Separate School Division	Addition and modernization of St. Martin de Porres High School
Calgary	Southern Francophone Education Region	New complex in south Calgary (Grades K-6/7-12)
Calgary	Montgomery School (Calgary Board of Education)	Funding to support ownership options for the Montgomery School
Camrose*	Elk Island Catholic Separate School Division	New high school (Grades 9-12)
Coaldale	Palliser School Division	Replacement and reconfiguration of Kate Andrews High School
Edmonton*	Edmonton Catholic Separate School Division	New high school in north Edmonton (Grades 10-12)
Evansburg*	Grande Yellowhead School Division	Modernization of Grand Trunk School (Grades K-12)
Fort Vermilion	Fort Vermilion School Division	Modernization of Fort Vermilion Public School (Grades K-12)
Lethbridge	Lethbridge School Division	New elementary school in west Lethbridge (Grades K-5)
Manning*	Peace River School Division	New school in Manning (Grades K-12)
Milk River*	Horizon School Division	Modernization of Milk River School (Grades K-12)
Red Deer	Red Deer School Division	Modernization to address health and safety concerns and addition to Hunting Hills School
Red Deer	Red Deer Catholic Separate School Division	New middle school, full build design was approved in 2019 (Grades 6-9)
Sherwood Park	Greater North Central Francophone Education Region	Replacement and expansion of École Claudette-et-Denis-Tardif School

*Design funding only

Related information

- [Budget 2021 Capital Plan](#)
- [Planning and building schools](#)

Multimedia

- [Watch the news conference](#)

Date: Mon, Mar 15, 2021 at 3:08 PM

Subject: News Release: Holding elected officials accountable in Alberta

Holding elected officials accountable in Alberta

March 15, 2021 [Media inquiries](#)

Proposed democratic reform legislation will strengthen democracy by allowing Albertans to hold elected officials accountable throughout their terms.

Bill 52, the *Recall Act*, would allow Albertans to initiate a process that could lead to removing and replacing elected officials including members of the legislative assembly (MLAs), municipal officials and school trustees during their term.

“Elected officials have a responsibility to Albertans, and Albertans should be able to hold those officials accountable throughout their term, not just at the ballot box. Albertans have told government for years that they want a greater say in the democratic process, and this legislation will help give them that voice.”

Jason Kenney, Premier

“Albertans deserve elected officials who uphold their promises and responsibilities. Through this legislation, Albertans will be able to make sure their representatives can be held even more accountable to those who voted for them.”

Kaycee Madu, Minister of Justice and Solicitor General

“We made a campaign promise to bring in recall legislation. This legislation applies to all elected officials and will make them more accountable to Albertans.”

Ric McIver, Minister of Municipal Affairs

Under the proposed *Recall Act*, recall of an elected official becomes an option 18 months after the respective provincial, municipal or school board election. An eligible Albertan could begin the process to have their MLA recalled by applying to the chief electoral officer. In the case of municipal officials, the Albertans would need to notify the chief administrative officer of the municipality. For school board officials, they would apply to the secretary of the relevant school board.

The Albertan would then have 60 days to gather signatures from 40 per cent of eligible voters in their constituency for MLAs. For elected municipal officials, the Albertan would

need signatures from electors that represent 40 per cent of the population in the municipality or ward. For school board trustees, the Albertan would have 120 days to gather signatures from 40 per cent of eligible voters in that school district or ward.

If the recall petition is successful, the voters in that MLA's constituency would then vote to determine if they should be recalled. If the vote is successful, the MLA would be removed, and then a byelection would be held to choose a new representative.

If the recall petition for an elected municipal official is successful, the elected official is removed once the petition is presented at the next council meeting. If the recall petition for a school board trustee is successful, they would be removed from the board. The board would then decide if a byelection is necessary.

Introduction of the *Recall Act* fulfils a government platform commitment to "introduce a *Recall Act* based on the provisions contained in the B.C. *Recall and Initiative Act*, which allow voters to remove their MLA and force a byelection if 40 per cent of eligible voters in a constituency sign a recall petition no sooner than 18 months after an election." The *Recall Act* is also based on a private member's bill introduced by Devon-Drayton Valley MLA Mark Smith, and adopts recommendations made by the Select Special Democratic Accountability Committee following public consultations on recall and initiative held in 2020.

Quick facts

- Elections Alberta would need to verify the signatures to determine if a recall petition for an MLA is successful.
- There will be limits on how much Albertans and third parties, like political action committees, can spend on promoting or arguing against a recall petition and recall vote. These limits will be set in regulation.
- For a petition to recall a municipal official or school board trustee, there is a \$500 application fee.

Related information

- [Holding elected officials accountable](#)
- [Select Special Democratic Accountability Committee](#)
- [Final Report: Citizens' Initiatives and Recall](#) (PDF)
- [Bill 52: Recall Act](#)

March 15, 2021

Dear child care program operators,

On March 1, the Alberta government launched the Working Parents Benefit that will provide a one-time \$561 benefit per child for eligible parents.

Child care is an essential part of our economic recovery. The Working Parents Benefit is meant to help ease some of the pressure working parents have been feeling throughout the pandemic and help families access child care so they can continue to work or go to school.

Please share the attached information with parents and families in your program and encourage them to visit the website at Alberta.ca/WorkingParentsBenefit to learn more about the benefit and whether they are eligible to apply.

Eligible parents have until March 31, 2021 to apply.

This funding is in addition to the over \$130 million in government support that the Alberta government has provided to licensed child care programs across the province to ensure we have a strong child care sector for years to come.

Sincerely yours,

Michelle Craig
Assistant Deputy Minister, Early Childhood Services
Children's Services

Working Parents Benefit

Apply for \$561 per child benefit by March 31, 2021

Overview

The pandemic and the economic downturn have created significant stress for working parents – many of you have continued working to fuel our economy and provide essential services through extreme challenges. Some families have lost work, and others have been working from home.

As a result, fewer families have been using child care this year, which means that some of the money the government budgeted to help parents with their child care fees was not used. The Alberta government is returning that money directly into the pockets of the families who need it most to assist them with the financial pressures they have faced this past year.

One-time benefit

On March 1, the Alberta government launched the Working Parents Benefit that will provide a one-time \$561 benefit per child for eligible parents.

Eligibility

You may be eligible to apply if:

- you had a household income of \$100,000 or less in the 2020 tax year
- you are a Canadian citizen or a permanent resident living in Alberta
- you are the parent or legal guardian of a child who was born on or after February 29, 2008
- you paid \$561 per child or more for 3 months of child care between April 1, 2020 and December 31, 2020 (receipts required)
- the child care you paid for was provided by (receipts, bills or invoices required) someone other than the child's father or mother, your spouse or common law partner, or someone who is dependent on you or dependent on your spouse or common law partner, including:
 - a licensed daycare
 - a licensed out-of-school care
 - a licensed group family child care
 - an approved family day home
 - a private day home
 - a nanny
 - any other child care provider, licensed or unlicensed
- you required the child care above because you were working or attending school

Please note that you have until March 31, 2021 to apply and will require a [MyAlberta Digital ID](#) to receive the benefit.

For more information

More information about eligibility and application process for the Working Parents Benefit is available online at [Alberta.ca/WorkingParentsBenefit](#) or by calling [1-844-431-1448](#) toll free.

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Alberta legislature. (Lethbridge News Now)

By David Opinko

Province funding Coaldale, Lethbridge, Milk River school projects

Mar 10, 2021 1:47 PM

LETHBRIDGE, AB – The Government of Alberta is funding three school projects in Southern Alberta.

Budget 2021 includes \$268-million for 14 school capital projects.

“We are building world-class schools in every corner of our province,” says Infrastructure Minister Prasad Panda. “These projects are putting Albertans to work now while ensuring we have top-tier educational facilities for future students to enjoy.”

In Southern Alberta, projects receiving funding include:



- Kate Andrews High School (Coaldale) – replacement and reconfiguration
- New west Lethbridge elementary school for K-5
- Milk River School modernizations for K-12 – planning

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More seniors, adults to become eligible for COVID vaccines in March

Mar 04, 2021

Dave Driscoll, Superintendent with Palliser School Division, says he was very pleased to learn about today's announcement for Coaldale.

"This is a project we've worked on for quite a few years with the community and with our board, and to finally see it come to fruition and be able to move forward is extremely exciting for the division and I'm sure for the community."

At Horizon School Division, Superintendent Wilco Tymensen told LNN that "when the government invests money into schools and into our children's futures, it's always good news."

Tymensen adds that they are planning to consolidate Milk River's elementary and high schools, but he has not been told if this funding announcement is specifically for that initiative.

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The Lethbridge School Division said in a statement that they will now be able to hire architectural consultants for the elementary school's design in Garry Station.

"We appreciate the government has recognized our very serious need for a new elementary school in west Lethbridge, given the growth pressures our schools have experienced," said Lethbridge School Division Board of Trustees Chair Christine Light. "The Board is extremely pleased the government has heard our concerns and is moving ahead with a much-needed project for our Division."

"There's times that we feel we don't always get seen," says Driscoll, "but when we look at that list of towns around Southern Alberta that are receiving some schools and some funding for this, we're extremely thankful that we're on that list and we'll be able to provide high-quality education and an amazing building for the kids of Coaldale."

Representatives with the Lethbridge School Division are expected to speak about the west side elementary school project later this afternoon.

At the time of publication, the government has not said how much funding will go to each of the schools.

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