

Regular Board Meeting Agenda – 1:00 pm  
**Monday, March 28, 2022**

**Acknowledgement of the Land**

Horizon is located on the traditional land of the Blackfoot Confederacy and on Treaty 7 territory and the home of the Métis Nation of Alberta Zone 3. We honor the Blackfoot people and the diverse Indigenous peoples whose ancestors have marked this territory for centuries, a place that has welcomed many peoples from around the world to make their home here. Together we call upon all our collective communities to build a stronger understanding of all peoples who dwell on this land we call home.

**A – Action Items**

A.1 Agenda	<b>ENCLOSURE 1</b> <b>ENCLOSURE 2</b> <b>ENCLOSURE 3</b> <b>ENCLOSURE 4</b>  <b>ENCLOSURE 5</b>
A.2 Minutes of Regular Board Meeting held Monday, February 28, 2022	
A.3 March 2022 Accounts Payable	
A.4 Minutes of Special Board Meeting held Monday, March 14, 2022	
A.5 Second and Final reading of policy EEACAA – Private Vehicles and Volunteer and Non-Volunteer Drivers	
A.6 Second and Final reading of Policy GAB – Police Information Checks	

**I - Discussion Items**

D.1 Graduation Dates	<b>ENCLOSURE 6</b>
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**I - Information Items**

I.1 Superintendent’s Report – Wilco Tymensen	<b>ENCLOSURE 7</b>
I.2 Trustee/Committee Report <ul style="list-style-type: none"> <li>I.2.1 Zone 6 Report – Marie Logan</li> <li>I.2.2 Facilities Meeting Report – Bruce Francis</li> <li>I.2.3 Administrator’s Meeting Report – Mandy Court</li> </ul>	
I.3 Associate Superintendent of Finance and Operations – Phil Johansen	
I.4 Associate Superintendent of Human Resources – Robbie Charlebois <ul style="list-style-type: none"> <li>• Indigenous Report</li> <li>• Edwin Parr Nominee</li> </ul>	<b>ENCLOSURE 8</b>
I.5 Associate Superintendent of Learner Services Report – Terri-Lynn Duncan	<b>ENCLOSURE 9</b>

**C-Correspondence**

C.1 EDC Minister – Budget 2022	<b>ENCLOSURE 10</b>
C.2 EDC Minister – Budget 2022	
C.3 Letter from NLPS Board Chair	

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| C.4 News Release: Connecting Albertans, growing the economy           |  |
| C.5 News Release: Investing in more school projects and creating jobs |  |
| C.6 News Release: Updated curriculum positions students for success   |  |
| C.7 News Release: Budget 2022: Investing in school choice             |  |

**Dates to Remember**

• April 6 – Curriculum Piloting
• April 7-8 – Administrator’s Symposium
• April 15 – Stat Holiday – Good Friday
• April 18 – 22 – Easter Holidays – no school
• April 22 – 24 – ASCA Annual Meeting
• April 25 – Board Meeting
• April 26 – Council of School Councils Meeting
• April 27 – Numeracy Framework Meeting
• April 28 – LST Meeting
• May 2 – Kindergarten Meeting
• May 4 – Attendance Meeting
• May 5 – Curriculum Planning Meeting
• May 6 – Early Learning Meeting (am)
• May 10 – Administrator’s Meeting
• May 17 – Numeracy Framework Meeting
• May 18 – Zone 6 General Meeting
• May 18 – Edwin Parr Banquet & Awards
• May 25 – Curriculum Piloting
• May 30 – Curriculum Planning Day
• May 31 – Board Meeting
• June 6-7 – ASBA Spring Meeting
• June 8 – Curriculum Planning Day
• June 15 – Administrator’s Meeting
• June 27 – Board Meeting

# Horizon School Division

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

The Board of Trustees of Horizon School Division held its Regular Board meeting on Monday, February 28, 2022 beginning at 1:00 p.m.

TRUSTEES IN ATTENDANCE: Marie Logan, Board Chair  
Bruce Francis, Board Vice-Chair  
Derek Baron, Jennifer Crowson, Blair Lowry, Maxwell Holst, Mandy Court

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

## ACTION ITEMS

<b>A.1</b>	Moved by Bruce Francis that the Board approve the agenda with the following changes: D.3 – Zone 6 Meetings A.5 & A.7 – Move to Discussion  Carried Unanimously	AGENDA APPROVED  23/22
<b>A.2</b>	Moved by Jennifer Crowson that the Board approve the Minutes of the Regular Board Meeting held Monday, January 24, 2022, as provided by Enclosure #1 of the agenda.  Carried Unanimously	BOARD MEETING MINUTES APPROVED  24/22
<b>A.3</b>	Moved by Mandy Court that the Board approve the February 2022 Payment of Accounts in the amount of \$4,204,748.54 as provided in Enclosure #2 of the agenda.  Carried Unanimously	PAYMENT OF ACCOUNT APPROVED  25/22
<b>A.4</b>	Moved by Maxwell Holst that the Board approve First Reading of Policy EEACAA – Private Vehicles and Volunteer Drivers as provided in Enclosure #3 of the agenda.  Carried Unanimously	FIRST READING POLICY EEACAA APPROVED  26/22
<b>A.6</b>	Moved by Blair Lowry that the Board approve First Reading of Policy GAB - Police Information Checks, as provided in Enclosure #5 of the agenda.  Carried Unanimously	FIRST READING POLICY GAB APPROVED  27/22

<p><b>A.8</b> Moved by Bruce Francis that the Transportation Tender be awarded to First Student Transportation for a 5 year term.</p>	<p>TRANSPORTATION TENDER TO FIRST STUDENT APPROVED</p>
<p>Carried Unanimously</p>	<p>28/22</p>

## **DISCUSSION ITEMS**

### **D.1 POLICY FF**

- The Board reviewed Policy FF was reviewed as the Milk River School Modernization may require new naming of the school. A committee will be formed to start the process.

### **D.2 CHINOOK EDGE LETTER**

- The Board reviewed the letter from Chinook Edge and decided not to send a letter to Minister LeGrange and Acting Minister Savage.

### **D.3 ZONE 6 MEETINGS**

- A discussion was held regarding Zone reimbursement fees.

### **D.4 POLICY GBA: COVID HARM REDUCTION**

<p>Moved by Bruce Francis that the Board rescind Policy GBA – COVID Harm Reduction as provided in Enclosure #4 of the agenda.</p>	<p>RESCIND POLICY GBA APPROVED</p>
<p>Carried Unanimously</p>	<p>29/22</p>

### **D.5 TABER CHRISTIAN HIGH SCHOOL 4.5 DAY WEEK**

<p>Moved by Derek Baron that the Board approve Taber Christian High School request to move to a 4.5 day week.</p>	<p>TCHS 4.5 DAY WEEK APPROVED</p>
<p>Carried Unanimously</p>	<p>30/22</p>

## **INFORMATION ITEMS**

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

Wilco Tymensen, Superintendent, shared the following February 2022 report with the Board:

- [View February 2022 report here](#)

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

#### **I.2.1 Zone 6 Report**

Marie Logan, Zone 6 Rep, provided that following February Zone 6 Report:

- The General Meeting on March 23rd will start at 10:30 am at the Palliser Board room and will be available by Zoom for those not able to attend in person. Jennifer Crowson and Dexter Durfey will lead a budget discussion. ASBA President, Marilyn Dennis, will give the ASBA report. The presentation is on Systems Thinking by Jan

Klakurka. The presentation will be followed by all the regular reports: Chair, Zone Director, Labour, SAPDC, South Zone Comp Health, 2nd Language, and Ron Taylor, AB ED.

- Boards are to have a discussion on who pays for Zone 6 meetings.
- It was suggested that Zone 6 have a regular discussion on how jurisdiction are engaging parents.
- The ASBA Award packages are available on the ASBA website. The deadline for the Edwin Parr Teacher Awards is March 18, 2022.

### **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 2022:

- Roofing replacement for Enchant school. Design is complete and the job is posted on Alberta Purchasing Connection.
- Capital Project
  - Milk River
    - Combining both schools in Milk River to a single K-12 school has been approved for design with a budget of approximately 1.7 million dollars and will be managed by Alberta Infrastructure.
  - Flooring replacements in Lomond
- Continuous improvement of the working and learning environment for staff and students is a high priority. Ensuring good ventilation is an important part of a multi-layered approach (i.e. masks, vaccination, cleaning, physical distancing etc.) to reduce exposure to COVID-19 and other contaminants within our schools.
- 144 Service Requests completed

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

Mandy Court, trustee, provided the following summary points to the Board, on the February 2022 Administrator's Meeting:

- Discussed the current protests
- Supervision Practices
- In-person Meetings
- Spectators at Athletic Practices
- Substitute Teacher Job Board
- SABDC Summer Sessions for new Curriculum Planning

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

Phil Johansen, Associate Superintendent of Operations shared the following February 2022 summary with the Board:

- Transportation Tender
- Provincial Budget - The Province announced it's budget for 2022 - 23. It is the second balanced budget in the last 10 years. It is also the earliest budget announcement however, we will not get many of the details until the end of March. The following highlights were shared with us:

- Base instruction grants will be increased 1%
- Operations and maintenance will be increased 1%
- Transportation will be increased 4.6%
- Additional funding will be provided for enrollment growth
- Additional funding was announced for the next three years for: curriculum implementation, student well-being, and CMR.
- This is a hold harmless budget; no school division will receive less funding than the current year.
- 15 new capital projects will be funded. We hope that will include Milk River and will hear on that over the course of the next month.

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

Robbie Charlebois, Associate Superintendent of Human Services, shared the following February 2022 report with the Board:

- [View February 2022 report here.](#)

**I.5 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT**

Terri-Lynn Duncan, Associate Superintendent of Learner Services, shared the following February 2022 report with the Board:

- [View January 2022 Report here](#)

**CORRESPONDENCE**

**Discussion Items** came forward from the Correspondence.  
Update on responses to C.1 & C.2

Moved by Derek Baron that the meeting adjourn.  
Carried Unanimously

MEETING ADJOURNED  
31/22

**COMMITTEE ITEMS**

Moved by Mandy Court that the Board meet in Committee.  
Carried Unanimously

COMMITTEE  
32/22

Moved by Bruce Francis that the meeting adjourn.  
Carried Unanimously

MEETING ADJOURNED  
33/22

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Marie Logan, Chair

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Sheila Laqua, Executive Secretary

**PAYMENT OF ACCOUNTS REPORT**  
**Board Meeting - March 28, 2022**

<b>General</b>	<b>February 22/22</b>		<b>155468.01</b>
<b>General</b>	<b>March 1/22</b>		<b>1569088.84</b>
<b>General</b>	<b>March 8/22</b>		<b>189761.09</b>
<b>General</b>	<b>March 15/22</b>		<b>80448.68</b>
<b>General</b>	<b>March 22/22</b>		<b>139350.59</b>

<b>"A" Payroll</b>	<b>February 2022</b>	<b>Teachers</b>	<b>1,755,333.44</b>
		<b>Support</b>	<b>422,238.34</b>
<b>"B" Payroll</b>	<b>February 2022</b>	<b>Casual</b>	<b>9,076.75</b>
		<b>Subs</b>	<b>78,080.72</b>

<b>Total Accounts</b>			<b>4,398,846.46</b>
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**Board Chair** \_\_\_\_\_

**PJ:dd**  
**March 24/2022**

# HORIZON SCHOOL DIVISION



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

The Board of Trustees of Horizon School Division held a Special Board Meeting on Monday, March 14, 2022 beginning at 12:00 p.m.

PRESENT: Marie Logan, Board Chair  
Bruce Francis, Board Vice Chair  
Derek Baron, Jennifer Crowson, Blair Lowry, Maxwell Holst, Mandy Court

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

<b>A.1</b>	Moved by Blair Lowry that the Board approve the Special Meeting Agenda as contained in the Waiver of Notice of Special Meetings.  Carried Unanimously	AGENDA APPROVED  34/22
<b>A.2</b>	Moved by Bruce Francis that the Board award the Enchant Roofing Tender to Water Proofing Roofing along with the costs associated.  Carried Unanimously	ENCHANT ROOFING TENDER APPROVED.  35/22
<b>A.3</b>	Moved by Jennifer Crowson that the meeting adjourn  Carried Unanimously	MEETING ADJOURNED  36/22



<b>HORIZON SCHOOL DIVISION</b>	<b>Policy Code:</b>	EEACAA
	<b>Policy Title:</b>	Private Vehicles and Volunteer <u>and Non-Volunteer</u> Drivers
<b>POLICY HANDBOOK</b>	<b>Cross Reference:</b>	EEA, EEACAB, EEACAC
	<b>Legal Reference:</b>	
	<b>Adoption Date:</b>	December 18, 1996
	<b>Amendment or Re- affirmation Date:</b>	<del>Jan. 12/1998 Oct. 24/2001</del> <del>Jan. 23/2003 June 12/2008</del> <del>Aug. 19, 2014, Jan. 28, 2021</del>

## POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION IS COMMITTED TO ~~ENSURING THE SAFE TRANSPORTATION OF~~ 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~~ RECOGNIZES THAT AT TIMES VOLUNTEER DRIVERS AND THE USE OF PRIVATELY OWNED VEHICLES ~~IN PROVIDING TRANSPORTATION TO SCHOOL OR JURISDICTION APPROVED ACTIVITIES~~ MAY BE REQUIRED, AND THAT SUCH PROVIDED THAT DRIVERS ARE NOT STUDENTS AND PROVIDED THAT SUCH ARRANGEMENTS MUST CONFORMS TO THE LAWS AND REGULATIONS OF THE PROVINCE AND ARE IN THE JURISDICTION'S INSURANCE PROVIDER, AND BOARD POLICY. ~~THE BOARD ACKNOWLEDGES THAT PARENTS HAVE RIGHTS WITH REGARD TO DECISIONS ABOUT HOW THEIR CHILDREN ARE TRANSPORTED. 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 have principal approval to be a volunteer driver and 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.

School: For the purpose of this policy, school is the school the student attends and/or the school whose sports team the student plays on.

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

**GUIDELINES**

The Board is of the position:

1. that school arranged transportation allows the school more control over safety practices. As such, schools should endeavour to arrange transportation to and from extra-curricular events where practical.
2. that the safest method of transportation is through the use of properly licensed and insured commercial vehicles and professional drivers.
3. that volunteer drivers and the use of privately owned vehicles arranged by the school and in compliance and in accordance with the Board’s specific guidelines and procedures including requirements by its insurance provider enhance safety standards above those of the laws and regulations of the Province.
4. the Board’s responsibility for transportation for co-curricular activities is higher than for extra-curricular activities given that extra-curricular activities are voluntary and go beyond legally required educational activities and obligations.
5. that parents as the guardians of their children have a say as to how their children are transported to and from school sponsored activities.
6. the board is not under any liability to the parent of a student or to a student for negligence arising out of the student’s being conveyed to and from an extra-curricular activity pursuant to written communication from the school that no transportation is being arranged by the school division or a parents written rejection regarding school arranged transportation.
7. school and parental context is such that rigid guidelines and a one size fits all does not enhance student safety in all circumstances. As such, school administration should be provided decision making flexibility to address diverse situations such as students who are part of another school’s sports team.
8. parents have a responsibility to communicate with the school regarding their child’s transportation prior to being transported, and that the best way to do so is to provide requests for alternative transportation in writing to the principal prior to the extra-curricular activity and that such requests are responded to by the principal in writing so that both parties have written confirmation of a common understanding.
9. regardless of parents’ requests, when schools have arranged transportation in place and parents reject such transportation, students shall never be approved to drive a student from another family, regardless of circumstance.
10. group transportation, particularly via commercial vehicles provides time for group bonding and team building and opportunities for group discussion and that such activities are an integral part of extra-curricular activities. As such schools have the ability to deny student participation in the extra-curricular activity should parents reject school arranged transportation.
11. students who don’t follow this policy, or students whose parents do not follow this policy may be

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

~~prohibited from participating in the activity.~~

~~12. board guidelines apply irrelevant of transportation option selected~~

**PROCEDURES**

~~1.~~

**School arranged transportation: GUIDELINES**

**Non-Volunteer Driver**

~~A student cannot transport another student unless they are from the same family and their parent or guardian has assumed responsibility for transportation;~~

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

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

~~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:~~

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

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

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

~~The note should also include:~~

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

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

~~whom the driver will be~~

~~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~~

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

**1. ~~Privately Owned Vehicles~~Privately Owned Vehicles Driven by Volunteer Drivers**

**1.1 Schools shall arrange transportation to and from all co-curricular activities.**

**1.1.1 When no transportation services are able to be arranged for co-curricular activities, the event shall not occur, it shall be cancelled or postponed until transportation services can be arranged.**

**1.1.2 All students shall travel to co-curricular activities via school arranged transportation.**

~~1.1.2~~ —A private or rented vehicle operated by a volunteer driver may be used to provide

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

transportation to and from school related activities provided that:

~~1.1.1.1.2.1~~ ~~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;

~~1.1.2.1.2.2~~ ~~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)

~~1.1.3.1.2.3~~ ~~2.3~~—The vehicle meets road worthiness requirements as specified in the Traffic Safety Act regulations and any other relevant provincial legislation;

~~1.1.4.1.2.4~~ ~~2.4~~—The owner of the vehicle carries a minimum of \$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 at the request of the school;

~~1.2.1.3~~ The Board provides automobile liability insurance coverage only in excess of the \$2 million (or higher) coverage provided by the vehicle owner, when privately owned vehicles are used to transport students for school-sponsored activities.

~~1.2.1.3.1~~ 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.

~~1.2.2.1.3.2~~ The vehicle owner's coverage applies before the coverage by the Board, in the event of any related claims or actions by other parties;

~~1.3.1.4~~ Any damages to the owner's vehicle are not insured by or deemed the responsibility of the Board;

~~1.4.1.5~~ The driver is in possession of a valid driver's license of the appropriate class;

~~1.5.1.6~~ The ~~Division or p~~Principal or designate 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.

~~1.5.1.6.1~~ Drivers with 6 or more demerits will not be approved as a volunteer driver.

~~1.6.1.7~~ The volunteer driver ~~and owner of the vehicle~~must complete the Volunteer Driver and Automobile Authorization form (Attachment B) and submit it to the principal or designate;

~~1.7.1.8~~ The principal or designate shall obtain written permission from a student's parent/guardian ~~when an prior to an~~ employee or private-volunteer individual driver shall be transporting-transports students in a privately owned -vehicle; and

~~1.8.1.9~~ All volunteer drivers must receive principal or designate approval ~~The Principal of the school~~

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

~~approves this type of transportation arrangement prior to partaking in student transportation.~~

~~1.9.1.10~~ 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:

~~1.9.1.10.1~~ Ensure a 6A Insurance Endorsement is included as part of the vehicle’s insurance;

~~1.10.2~~ 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.

~~2. No-school arranged transportation: Non-Volunteer Driver~~

~~2.~~

~~2.1 Schools shall endeavour to arrange transportation to and from extra-curricular activities. Should the school not be able to find adequate transportation, the activity may be cancelled, postponed until transportation services can be arranged, or may continue to take place upon the school providing parents with written communication that~~

~~2.1.1 no transportation is being provided by the school~~

~~2.1.2 parents assume full responsible and liability for the transportation of their own children.~~

~~2.1.3 schools will assume the responsibility for student supervision upon students’ arrive at the location of the extra-curricular activity.~~

~~2.1.4 parents assume all risk and liability for transportation of their own children and should they make private arrangements for another individual to transport their child that they and that individual are taking on all risk and liability for anyone and everyone they transport.~~

~~2.1.5 parents are ultimately responsible to determine how children get to the extra-curricular event, similar to parent’s role and responsibility related to how their child(ren) get to and from school at the start and end of the school day when no transportation is provided.~~

~~3. Rejected school arranged transportation: Non-Volunteer Driver~~

~~A student cannot transport another student unless they are from the same family and their parent or guardian has assumed responsibility for transportation.~~

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

~~3.1 Parents as the guardians of their children have a say as to how their children are transported to and from extra-curricular activities and that there may be times where a family’s circumstances are such that parents may not wish their child to travel via school arranged transportation and may request special consideration for their child; consideration that may include a request that their child be allowed to drive themselves.~~

~~3.1.1 Parents have the ability to reject school arranged transportation, and parents have the right to~~

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

arrange their own transportation of their child(ren).

3.1.2 By doing so parents take on full responsibility and assume full liability for the transportation of their child(ren) and responsibility and liability of anyone else they decide to transport.

3.2 A family must not transport another student unless both families have declined school arranged transportation and informed the principal or designate in writing of such a private arrangement.

3.2.1 ~~Parent or guardian and/or Non-volunteer~~non-volunteer drivers and their parent or guardian as defined above assume all -responsibility and any associated liability for such transportation.

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

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

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

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

2.1.1 The note ~~should~~ shall also include:

3.3.4

2.1.1.1 the date of the event for which they are providing consent for the request applies to

3.3.4.1

2.1.1.2 the location of the event for which they are providing consent for the request applies to

3.3.4.2

3.3.4.3 whom the driver will be

~~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~~

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

4. Student drivers

4.1 Students are not permitted to drive to co-curricular activities.

4.2 Students are able to drive to extra-curricular practices and extra-curricular games that take place at their school or at a school/facility in their school's community.

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

- 4.3 When no transportation is arranged by the school for an extra-curricular activities, parents take full responsibility and liability for transporting their children to the event, similar to who they take responsibility and liability for transporting their children to and from school on a daily basis when no transportation is provided. As such, parents determine how and who the driver is, including whether their child drives themselves.
- 4.4 Under no circumstances shall students drive students from other families to extra-curricular events when there is school arranged transportation regardless of whether parents reject such transportation.
- 4.5 Students are able to drive to extra-curricular activities when parents formally reject school arranged transportation. In such cases, parents must provide written permission to the principal for the student to drive prior to the event.
- 4.6 Students shall not be allowed to drive from an activity when there is a suspected concussion.
  - 4.6.1 Should a student experience an injury or suspected concussion, the school will make arrangements for parents to pick up their child or for someone to transport the child home.

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

**Policy Code:** GAB  
**Policy Title:** Police Information Checks  
**Cross Reference:**  
**Legal Reference:**  
**Adoption Date:** January 19, 2016  
**Amendment or Re-affirmation Date:**

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION REQUIRES ALL NEW EMPLOYEES TO PROVIDE POLICE INFORMATION CHECKS AND REQUIRES ALL TEACHERS TO PROVIDE UPDATED POLICE INFORMATION CHECKS EVERY 5 YEARS. THE BOARD OF TRUSTEES ALSO REQUIRES ADEQUATE SUPERVISION FOR VISITORS AND OTHER GUESTS AS PART OF ITS OBLIGATION TO ENSURE THE SAFETY AND WELL-BEING OF STUDENTS, STAFF, VOLUNTEERS AND GUESTS/VISITORS.

**DEFINITIONS**

Police Information Check:

Means a document prepared by the police service identifying a criminal record resulting from a search of federal, provincial or local indices. This may include a Criminal Record Check which ~~may~~ also includes a Vulnerable Sector Check.

Criminal Record Check:

A check for criminal activity in the three databases of the criminal justice system – the local police services record for any non-conviction, locally held police records that represent a risk to public safety, the court system for any pending court cases, and the national system which accesses criminal activities across Canada.

Vulnerable Sector Check:

This process, completed by the police where you live, verifies whether an individual has any record suspensions (formally pardons) for sexual offences and local police records for information relevant to crimes against those most vulnerable (e.g., children, seniors, and those with disabilities).

Child Intervention Check:

A child intervention record check, or child welfare check, is a review to determine whether an adult has an existing intervention record with Human Services, which indicates that the person may have caused a child to be in need of intervention as defined by the *Child, Youth and Family Enhancement Act*.

Volunteer:

A volunteer supports a classroom, school, or system-wide program under the ultimate responsibility and supervision of the principal at the school level. A volunteer is an optional support and agrees to undertake a designated task compliant with current legislative requirements. This includes presenters whose function it is to provide information or in-service to students on a school related topic on an ongoing basis as well as host families for international students. Policy GFA specifically addresses Volunteers.



## **POLICY GAB – Police Information Checks, Cont’d.**

### Visitor:

An individual, including a one-time presenter, whose function is to provide information or in-service to students on school related topics, granted permission by the school principal or designate to be on school property.

### **GUIDELINES**

- 1.** Employment and volunteering with the Horizon School Division is conditional on a satisfactory Child Intervention Check and Police Information Check (criminal record and vulnerable sector check).
  - 1.1. The Child Intervention Check, Criminal Record and Vulnerable Sector Checks MUST be acceptable to Horizon School Division, in order for Horizon School Division to honor the employment offer or offer to volunteer.
2. Child Intervention Check, Criminal Record and Vulnerable Sector Checks are valid if completed within one year prior to the date a successful candidate receives an employment offer or a volunteer commences with Horizon School Division.
  - 2.1.** Criminal record and vulnerable sector checks for University practicum students are valid for three years (while the student is enrolled within a University Education Faculty).
    - 2.1.1. Once the school has seen that the document is authentic, should the practicum student require an original copy for other purposes a copy may be made, with a note that the original was originally provided, and then returned to the student. The school should keep the copy on file at the school similar to volunteer checks.
3. All potential new employees in a position of authority or trust relative to children or vulnerable persons must submit a Police Information Check that includes both a Criminal Record Check, and Vulnerable Sector Check as part of the hiring process.
  - 3.1. School based staff, volunteer coaches, the Superintendent, Associate Superintendents, Directors, Family School Liaison Staff, Behavioral Consultants, Speech Language Pathologists, and other division office staff that interact directly with students, must also submit a Child Intervention Check as part of the hiring process.
  - ~~3.2.—Employees who have not submitted a Child Intervention Check , Criminal Record and Vulnerable Sector Check after the coming into foreereaffirmation date of this policy will be required to submit either a Child Intervention Check ,a Criminal Record and Vulnerable Sector Check by August 1, 2022. or complete a declaration (see Attachment A) stating that he/she has not been convicted of a criminal offence nor does he/she have charges pending under the Criminal Code of Canada, the Controlled Drugs and Substances Act, Child and Family Enhancement Act, or similar legislation of any jurisdiction.~~
  - 3.3.3.2. Original copies of Child Intervention Check, Criminal Record and Vulnerable Sector Checks must be provided.

## **POLICY GAB – *Police Information Checks, Cont’d.***

3.4.3.3. Should the record indicate that the individual has resided in the current community less than a specified period of time, as determined by police, further police checks will be required from communities the prospective employee has lived.

3.5.3.4. Failure to comply with this policy could lead to disciplinary action, up to and including termination.

3.6.3.5. Potential employees are responsible for the cost of providing Child Intervention Check, Criminal Record and Vulnerable Sector Checks.

4. The Board shall not employ, or continue to employ, persons who have caused a child to be in need of intervention. Upon notice of such a record, further information may be requested from the employee to determine whether the level of risk is acceptable as determined by the Superintendent or designate.
5. The Board shall not employ, or continue to employ, persons who have a record that indicates unacceptable levels of risk as determined by the Superintendent or designate.
6. All employees are required to immediately notify the HR department when there is a change in record or potential change or charge stemming from the Criminal Code of Canada, the Controlled Drugs and Substances Act, Child and Family Enhancement Act, or similar legislation of any jurisdiction.
  - 6.1. The HR department shall forward the information to the Superintendent or designate for review and further action. The Superintendent or designate will consider the factors in examining the results of the Criminal Record and Vulnerable Sector Checks and will communicate the impact on the employment contract, if any, to the employee.
7. All Horizon School Division volunteers, as part of a classroom school or system-wide program, are required to submit a criminal record and vulnerable sector check if they will be unsupervised or spending one-on-one time with a student.
  - 7.1. All volunteers are required to immediately notify the principal or designate when there is a change in record or potential change or charge stemming from the Criminal Code of Canada, the Controlled Drugs and Substances Act, Child and Family Enhancement Act, or similar legislation of any jurisdiction.
  - 7.2. If the contents of the volunteer's Police Information Check is considered to be incompatible with volunteering with the division, as determined by the school principal, the volunteer shall not be allowed to volunteer.
  - 7.3. Principals may request any volunteer to submit a criminal record and vulnerable sector check
8. A visitor, including presenters are not subject to a criminal record and vulnerable sector check, unless required by the principal or designate.
9. All information is retained confidentially, and complies with the FOIP Act.

## **POLICY GAB – Police Information Checks, Cont’d.**

10. This policy does not apply to students under the age of 18 years.

### **REGULATIONS**

#### Child Intervention Check, Criminal Record Check and Vulnerable Sector Check ~~Upon Initial Employment Offer~~

1. All successful employment applicants must obtain and provide an original copy of the results of any Child Intervention Check, and/or Police Information Checks (Criminal Record and Vulnerable Sector check) as a condition of employment; employment will not commence until this has occurred.
  - 1.1. Once the HR Department has seen that the document is authentic and recorded it as such, should the employee require an original copy for other purposes a copy may be made and the original returned to the employee.
2. Where an individual is employed by a board in a position that requires the individual to hold a certificate of qualification as a teacher, a leadership certificate or a superintendent leadership certificate, the individual must provide a criminal record check and vulnerable sector check to the board every 5 years after the individual last provided a criminal record check and vulnerable sector check to the board, and the board must be satisfied that the results of those checks demonstrate that the individual continues to be suitable for employment in the position.
- 1.3. All applicants for employment with the Horizon School Division must declare any record or potential change or charge stemming from the Criminal Code of Canada, the Controlled Drugs and Substances Act, Child and Family Enhancement Act, or similar legislation of any jurisdiction at the time of application.
- 2.4. The Superintendent or designate will review all applicant’s suitability for employment based on the following factors:
  - 2.1.4.1. type of charge or offence;
  - 2.2.4.2. the age of the charge or offence;
  - 2.3.4.3. the type of work the applicant is being considered for;
  - 2.4.4.4. whether the criminal record impacts on the applicant’s ability to perform those duties;
  - 2.5.4.5. whether the behavior associated with the offence(s) if repeated, will pose a threat of physical, emotional, or sexual abuse to children or others; and
  - 2.6.4.6. whether the applicant’s declaration aligns with the results from the criminal record and/or vulnerable sector check.
  - 2.7.4.7. any other factor which the Superintendent, or designate determines to be relevant.

**POLICY GAB – *Police Information Checks, Cont’d.***

3.5. If it is determined that the successful applicant is deemed unsuitable for employment due to the content of their criminal record and/or vulnerable sector check or the applicants placement of a child in need of intervention, the conditions for employment have not been met and the offer of employment will be withdrawn.

4.6. HR will enter information pertaining to the results of the Child Intervention Check, Criminal Record and Vulnerable Sector Checks in employee’s personnel file.

Child Intervention Check, Criminal Record Check and Vulnerable Sector Check Updates

5.7. All employees and volunteers must sign a Self-Declaration (see Attachment A) annually, to update Child Intervention Check, Criminal Record and Vulnerable Sector Check information

5.1.7.1. HR will track and follow-up with employees regarding annual declarations regarding child intervention check, criminal record and vulnerable sector information.

5.2.7.2. Schools will track and follow-up with volunteers regarding annual declarations regarding child intervention check criminal record and vulnerable sector information.

5.3.7.3. Failure to provide the annual declaration updating Child Intervention Check, Criminal Record and Vulnerable Sector information may result in termination of employment with Horizon School Division.

**Attachment A:  
Self-Declaration: What is Screening and Why is it Important?**

Horizon School Division’s screening practices help define the relationship between people and the division and increase both the quality and safety of programs and services in our schools and communities. Screening takes into account the skills, experience, and qualifications that are required for an assignment and puts in place an ongoing process that reduces the risk and liability for both people and the jurisdiction.



Screening practices play a critical role for the division in fulfilling our moral, legal, and ethical responsibilities to all those we interact with, including students, parents, employees, and volunteers. This obligation is even greater when they are working with vulnerable people, including children, youth, and people with disabilities. School divisions have a unique set of considerations, influenced by our mandate, the population we serve, and the nature of our activities. Each position within the jurisdiction has a unique set of requirements, risks, and benefits. The Horizon School Division has established screening practices which include Police Checks, Vulnerable Sector Checks, and Self Disclosure that address the range of roles and circumstances within the jurisdiction and fulfill the Jurisdiction’s Duty of Care, the obligation to take reasonable measure to care for and to protect its students, employees, and volunteers to an appropriate level or standard. The jurisdiction fulfills its legal, ethical, and moral duty of care towards students through careful screening of the people who provide services.

An organization's duty of care goes beyond its responsibility to protect students. The term encompasses an organization's obligation to all those involved with their organization, including paid employees and volunteers, whether or not they themselves are vulnerable. In the context of screening the Jurisdiction also has a Standard of Care. Screening practices for instance are specific to a role, position, or assignment and not to the individual applicant. The standard of care refers to the degree or level of service, attention, care, and protection that one owes another according to the law (e.g. Human Rights, Information and Privacy). In general, *Information Access and Protection of Privacy (IAPP)* legislation is about balancing the privacy expectations of individuals against the reasonable and lawful interest of a third party. It focuses on the need to ensure the fair use of personal information.

In the context of self-declaration, the privacy of individuals needs to be balanced against the legitimate need for an organization to collect, use and disclose personal information for reasonable screening-related purposes.

The very nature of screening employees and volunteers for positions of trust involves the collection, use, disclosure, and retention of a lot of sensitive personal information.

**Eligibility for Vulnerable Sector (VS) checks**

The *Criminal Records Act* requires that a VS check be performed for "a paid or volunteer position" only when that "position is one of authority or trust relative to those children or vulnerable persons." A child means a person under the age of 18. Vulnerable persons are defined as:

## **POLICY GAB – *Police Information Checks, Cont'd.***

"a person who, because of his or her age, a disability, or other circumstances, whether temporary or permanent:

- a) is in a position of dependency on others; or
- b) is otherwise at a greater risk than the general population of being harmed by a person of trust or authority towards them."

Because of the requirement that a person be in a position of "authority or trust," positions with casual or occasional contact with children or other vulnerable persons would not normally require VS checks unless the position could lead the organization's clients to have trust in the individual.

### **Position of Trust (Authority)**

A position of trust or authority is created when an individual's relationship with someone else has any of the following characteristics:

- Decision-making power
- Unsupervised access
- Closeness inherent in the relationship
- Personal nature of the activity itself

A Criminal Records Check and a Vulnerable Sector check is designed to protect vulnerable Canadians from dangerous offenders by uncovering the existence of a criminal record and/or a pardoned sexual offence conviction and is recommended as part of an overall employment or volunteer screening process. The results of the check can help to determine whether an individual is suitable to work in positions where they will be in close contact with vulnerable people.

Horizon expects all new employees to provide a criminal record and vulnerable sector check that is no more than one year old. The only exception are Professional Practicum Students from Alberta Post-Secondary Institutions such as the University of Lethbridge and the Lethbridge College who are expected to provide one Criminal Records Check and a Vulnerable Sector check upon entering their program. Given that Criminal Records and Vulnerable Sector checks are outdated the day after they are created, the Horizon School Division expects all employees and volunteers to immediately inform the jurisdiction of any changes in the status of such checks. Furthermore, the jurisdiction expects all employees and volunteers to provide self-disclosures every year.



**Horizon School Division**

**CONFIDENTIAL SELF-DECLARATION**

**of a CRIMINAL RECORD and/or VULNERABLE SECTOR CHECK**

*(Please refer to the information sheet that accompanies this self-declaration)*

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone (H): \_\_\_\_\_ Phone (C): \_\_\_\_\_ E-mail: \_\_\_\_\_

I am: \_\_\_\_\_ a Teacher \_\_\_\_\_ Support Staff \_\_\_\_\_ Volunteer

Please check [x] off the following statements that apply:

NOTE: in Canada, any statute includes, but is not limited to the Criminal Code and the Controlled Drugs and Substance Act

	<b>YES</b>	<b>NO</b>
I have had an adult conviction (found guilty of any statute, whether in Canada or in any other country). <span style="float: right;">[ ] [ ]</span>	[ ]	[ ]
If yes: Where? _____ When: _____		
Nature of offense(s): _____		

Was the conviction an indictable offence? <span style="float: right;">[ ] [ ]</span>	[ ]	[ ]
--	-----	-----

The nature of any sentence (including time spent in prison, probation, community service, etc.) and whether the requirements of the sentence have been fulfilled: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I have outstanding charges (currently under investigation or charged with any offense under any statute, whether in Canada or in another country). <span style="float: right;">[ ] [ ]</span>	[ ]	[ ]
If yes: Where? _____ When: _____		
Nature of offense(s): _____		

The nature of any sentence (including time spent in prison, probation, community service, etc.) and whether the requirements of the sentence have been fulfilled: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I am registered on the Vulnerable Sector Check or have been notified of the intent to be registered <span style="float: right;">[ ] [ ]</span>	[ ]	[ ]
If yes: Where? _____ When: _____		
Nature of offense(s): _____		

The nature of any sentence (including time spent in prison, probation, community service, etc.) and whether the requirements of the sentence have been fulfilled: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**IF YOU INDICATED YOU ARE A TEACHER, PLEASE ALSO COMPLETE THE FOLLOWING FOUR QUESTIONS:**

	<b>YES</b>	<b>NO</b>
Have you ever agreed to a settlement or resignation to avoid any proceedings or disciplinary action with respect to your professional conduct, competence, or capacity to teach? <span style="float: right;">[ ] [ ]</span>	[ ]	[ ]
If yes: Where? _____ When: _____		
Nature of offense(s): _____		

The nature of any sentence (including time spent in prison, probation, community service, etc.) and whether you are still fulfilling the requirements of your sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**POLICY GAB – Police Information Checks, Cont’d.**

Has your credential, certificate, or license to teach, whether in Canada or another country, ever been under investigation or is currently under investigation? YES [ ] NO [ ]  
If yes: Where? \_\_\_\_\_ When: \_\_\_\_\_  
Nature of offense(s): \_\_\_\_\_

\_\_\_\_\_  
The nature of any sentence (including time spent in prison, probation, community service, etc.) and whether you are still fulfilling the requirements of your sentence: \_\_\_\_\_  
\_\_\_\_\_

Has your credential, certificate, or license to teach, whether in Canada or another country, ever been denied, suspended, or cancelled? [ ] [ ]  
If yes: Where? \_\_\_\_\_ When: \_\_\_\_\_  
Nature of offense(s): \_\_\_\_\_

\_\_\_\_\_  
The nature of any sentence (including time spent in prison, probation, community service, etc.) and whether you are still fulfilling the requirements of your sentence: \_\_\_\_\_  
\_\_\_\_\_

Have you ever voluntarily or involuntarily surrendered your credential, certificate, permit, or license to teach in another jurisdiction? [ ] [ ]  
If yes: Where? \_\_\_\_\_ When: \_\_\_\_\_  
Nature of offense(s): \_\_\_\_\_

\_\_\_\_\_  
The nature of any sentence (including time spent in prison, probation, community service, etc.) and whether you are still fulfilling the requirements of your sentence: \_\_\_\_\_  
\_\_\_\_\_

I certify that the information provided on this form is TRUE and COMPLETE and that NO relevant information has been withheld. I declare that all documentation that may be submitted by me has not been changed or altered in any way.

I understand that any false or misleading information in this self-declaration or willful omission, or submission of altered, tampered, or forged documentation may result in rejection of my application or withdraw of any offer of employment, volunteering, or, where I have already commenced employment or volunteering with the division, termination of my employment or volunteering.

I further understand that the Horizon School Division reserves the right to reject my application or withdraw any offer of employment or volunteering made or, where I have already commenced employment or volunteering with the division, terminate my employment or volunteering if I fail to submit this self-declaration form within a two month period or provide any information in this self-declaration which, in the reasonable opinion of the division, renders me unsuitable for employment or volunteering in the position I wish to be or am employed or volunteer in.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

The presence of a record of charges or conviction does not necessarily exclude you from employment or volunteering with the Horizon School Division. Each case will be reviewed on an individual basis, to determine its relevance to the requirements of the teaching profession, support, or volunteer position.

Persons with a yes to any of the questions on page 1 are required to provide additional information and submit an original criminal record check.

If you are a volunteer complete and return this form to your principal or designate.

If you are an employee, complete and return this form to:

Human Resources  
Horizon School Division  
6302 56 street, Taber, AB T1G 1Z9  
Horizon School Division  
CONFIDENTIAL



## 2022 Graduation Dates & Times

SCHOOL	DATE	TIME	PLACE	Board/SALT
VHS	Banquet - Friday, May 13 Ceremony – Friday, May 13	5:30 7:30	Mennonite Brethren Church Vauxhall Community Hall	
Lomond	Banquet - Friday, Ma, 27 Ceremony – Friday, May 27	5:00 7:00	Lomond School Gym	
Enchant Gr. 9 Farewell	Friday, May 27	6:30	Enchant Gym	
WRM	Exercises – Friday, May 27 Banquet – Saturday, May 28	4:00 5:00	Taber Ice Arena Taber Ice Arena	
Warner	Friday, May 27	5:00	Warner School Gym	
ERHS	Friday June 3	7:30	ERHS Gym	
Horizon MAP	Friday, June 3	7:00	Vauxhall Legion Hall	
TMS	Dinner - Friday, June 3 Ceremony - Friday June 3	5:30 7:00	W.R. Myers Gym W.R. Myers Gym	
ATL/Chamberlain	Ceremony - Saturday, June 4 Super – Saturday, June 4	11:00 6:00	Chamberlain Gym Grassy Lake Hall	
ACE Place	Thursday, June 23	5:00	Taber Legion Park	

# Superintendents Progress Report

## March 2022

### **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, conversations with the Minister of Education, the Deputy Minister of Education. Conversations with administration also included discussions about student discipline and suspensions.
- As the President of the College of Alberta School Superintendent, there have been weekly meetings as a member of the Curriculum Implementation Advisory Committee
- As the 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)). This month also included hosting and being the emcee for the CASS Annual Learning Conference and attending multiple zone meetings to provide a president's report.
- An administrator leadership symposium planning meeting was facilitated.

### **Personnel Management**

- Central bargaining is ongoing and provincial updates continue via Teacher Employer Bargaining Association (TEBA) meetings
- We are in the process of recruiting a new principal for Enchant School given the retirement announcement of the current principal.
- Meetings with the seven principals being evaluated are taking place to discuss their achievement of the Leadership Quality Standard and accompanying competencies.

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

- Provincial Assurance Surveys (parent, student, and staff) closes April 1, 2022.

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

- Regular meetings are taking place with Alberta Education regarding the Milk River modernization
- Meeting with the Town of Milk River has also occurred regarding the demolition of Erle Rivers High School.
- Meeting took place regarding naming of the Milk River Elementary School.

### **Communications and Community Relations**

- A number of meetings were attended over the last month. These include but are not limited to
  - Senior Administrative Leadership Team (SALT) meeting
  - Administrator meetings
  - Division Office staff meeting



220328 Board Report

## Associate Superintendent of Human Services Report

### Human Resources

- Congratulations to **Joely Megyes** - the successful candidate for the 0.8 FTE HR Coordinator position
- Preliminary teacher and support staffing allocations for the 2022-23 school year have been communicated with school principals
- Currently placing surplus teachers to best fit/and available positions at other schools
- Robbie had individual meetings with 25 teachers in follow up to requests to meet from the teacher intention survey
- 153 teachers(including administrators) completed the intention survey out of approximately 233

### Horizon Induction Program

- Congratulations to Dayna Anwender from Barnwell School - nominated for the Edwin Parr teacher award for Horizon School Division
- 13 probationary teachers within the division will have evaluation reports completed by their school principal and senior administration
- The final HIP Learning Event will take place on May 13th @ 8:30 am at the Division office. Please let Robbie know if you are interested in attending.

### Clinical Team Leader/FSLC/Wellness Coaches

- MHCB (Mental Health Capacity Building) expansion has been approved which means our funding will be continued until March 31, 2023
- Resiliency Celebration Night will be held at the Taber Auditorium on April 28, 2022.
  - Prior to the event, a committee selects postcards from grade 5-6 students from our Division to read out loud at the Resiliency Celebration
- Hollie Kimmins - FSLC for VES, CHAMB, L.T. Westlake -Going on maternity leave in April. Unable to fill the position at the moment.
- The Clinical Team Leader and FSLCs lead the Horizon School Division attendance meetings on March 23. The meeting included: Learning Support Teachers, Principals, Indigenous Liaison, and LGM Liaison.
- Staff have been facilitating different education sessions with students around the Rock Your Socks Awareness Day and regulating emotions using the kimoichis program as well teaching students about the importance of mental health through the Project Happiness Program.

- In April we will be continuing with our Parent PD Sessions that will be offered on a selected evening and recorded for parents to access at a time that would be convenient for them if they are unable to attend the session that is offered. A couple of the other presenters that will be offering sessions will be Laura Elliot from Horizon School Division and Taunie Reid-Walker from FCSS advertising for these and info on the sessions will be provided from our Mental Health Page for Horizon School Division and also Horizon School Division Facebook Page
- Our annual Spark Fair is returning in May 12 at the Taber Agriplex with new and returning vendors who will be providing booths to spark interest in our students here in Horizon; registrations are being sent out to vendors for confirmation along with schedule and layout is being constructed for the event day
- Staff canvases for items for our Annual Wellness Pack Program. This is where we provide students who are transitioning into a new school at either Grade 5 or 6 with a wellness bag and with most of the numbers needed for these. The Family Connections team will be building these in April and Staff will be presenting a program with these Wellness Bags in May or June.
- Family Connections Staff have also been supporting our learning services team at our developmental check-ups with new families and returning families
- Our Mentorship program which has wrapped up for the year. Students from W.R. Myers, VES, VHS, TCHS, TCS, Dr. Hamman, L.T. Westlake, Central School, and DAF all participated, in total there were 64 total students involved in the program with 32 Mentors who received credits for their work with the 32 Mentees who participated.

### Indigenous Learning

- Indigenous Liaison (Lisa Sowinski) attended a meeting at the Lethbridge College regarding Indigenous Services
  - Cultural support program
  - Career pathways
  - Transitioning to post-secondary support
- Lisa attended an interactive online workshop about grant writing
- Organized a presentation for Central school from the First Nation Health Consortium to support applications for [Jordan's Principle](#)
- Lisa attended the CASS First Nations Metis and Inuit Gathering in Edmonton
- Various Classroom presentations (buffalo robe, Metis, and fry bread)
- "Moving On" - a first-time offered event (March 18) for all grade 12's graduating from Horizon schools, 8 mini sessions (career counseling and off-campus education), that included Indigenous ways of knowing and how to become an ally. Elder Charlie Fox smudged for one class. Lisa personally brought in over \$1000.00 of donations from the community and some gifts for door prizes.
- Partnership with Community in Blooms to have some students paint murals around Taber. Some schools are also interested in this opportunity.
- Attended attendance meetings for division schools

### Low German Mennonite Programming

- Attended attendance meetings for division schools
- Communications services for students and families related to COVID-19
- Supported schools with parent-teacher interviews and parent meetings.
- Attended stakeholder meetings (SAKA, FCSS, AHS)
- Supported organizing Easter and Spring Concerts for Schools
- Partnering with Career/Off-Campus team with a program called “Moving On”

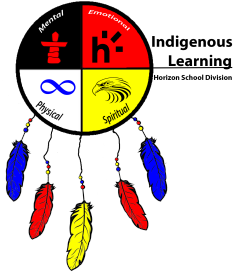
### Workplace Health and Wellbeing

- [Child and Youth Wellbeing Review](#)
- The second planning meeting is on March 31st, 2022
- Plans to develop a Horizon Wellness Steering Committee in the fall of 2022

### Student Leadership

- WR Myers, Warner, and Enchant schools have students participating in a student leadership, mentorship, and wellness series offered by [SAPDC](#)

*Report completed by Robbie Charlebois, Associate Superintendent of Human Services*



## Horizon Indigenous Learning

*TQS: Applying Foundational Knowledge about First Nations, Metis and Inuit*

*5. A teacher develops and applies foundational knowledge about First Nations, Metis and Inuit for the benefit of all students.*

*Achievement of this competency is demonstrated by indicators such as:*

*(a) Understanding the historical, social, economic, and political implications of:*

- *Treaties and agreements with First Nations:*
- *Legislation and agreements negotiated with Metis and*
- *Residential schools and their legacy*

*(b) Supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Metis and Inuit education:*

*(c) Using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary concerns of First Nations, Metis and Inuit; and*

*(d) Supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit.*

### **Horizon Indigenous Steering Committee** (established in 2017)

Includes: two classroom teachers, 3 school principals, Indigenous School Liaison, one member of the Board of Trustees, Associate Superintendent Human Services

The Steering Committee meets four times per year to plan, evaluate and review the three-year plan for Indigenous learning in the school division.

### **Horizon Indigenous Allies** (established in 2017)

Includes: Elder Charlie Fox, one teacher representative from all Horizon schools, one Colony school representative, the Indigenous Steering Committee

The Allies meet three times per year for professional learning opportunities. Allies have an established role within their schools to share learning and resources with staff and students at their schools.

## **Horizon Indigenous Steering Committee 3 year Plan 2021-2024**

1. Increase Foundational Knowledge for ALL staff
  - a. All division staff will have had the opportunity to participate in the Blanket Exercise
    - i. Timeline of blanket exercise - 2022 (will be re-evaluated due to COVID measures)
    - ii. Blanket exercise will be offered every 2-3 years to ensure that new staff have had the opportunity to participate
  - b. School and/or individual staff professional learning
    - i. Medicine wheel - sacred site close to Lomond, lead by an Elder
    - ii. Learning Pebbles
    - iii. Weaving Ways
    - iv. Walking Together
  - c. Guide to Relationships and earning with Indigenous Peoples of Alberta. CASS resource for educators
    - i. 2019-2020 All school principals participated in this professional learning opportunity
    - ii. 2020-2022 teachers participated in this professional learning opportunity
  
2. Increase Foundational Knowledge for ALL Students
  - a. Blanket exercise - all students participate before the end of grade 9 - goal to complete by the end of 2023
  - b. Guest Elder visits
  - c. Land-based learning
  - d. Indigenous games and physical activities
  - e. Indigenous literature
  - f. Curricular links to social studies, science, physical education, etc.
  - g. Books and resources available through school and division-wide (not all resources are listed)
    - Buffalo hide and kit
    - Full-size tipis
    - Metis kits
    - 7 grandfather teachings
    - Blackfoot language guide kits
    - Indigenous cooking recipe books
    - Land-based learning and outdoor games kit
  - h. Treaty 7 Day - September 22, 1877 - opportunity to learn about treaties

- i. Moose Hide Campaign - Men and Boys against violence against women and children
- j. Spirit Bear May 10 - Jordan's Principle
- k. June 21 - National Indigenous People's Day
- l. Learning through music, dance, food, and crafts
- m. September 30th - Orange shirt day
  - T-shirt logo contest
  - Individualized school and grade-level activities to learn about residential schools
  - 2021 - honouring the children who never came home

### **Goals for Students:**

1. Students in the Horizon School division will have experienced the blanket exercise before the end of grade 9 by the end of 2024
2. Schools will have experienced a Tipi raising by the end of 2024
3. Students will continue to learn about and participate in Indigenous ways of knowing, ceremonies, and events.
4. All Indigenous students will have a transition plan completed by their teachers and principals at the end of every school year with a focus on strengths and success
5. All schools will have an elder visit at least once per year
6. Indigenous school liaison will continue to work with students and families for school success

### **Goals for the Steering Committee and Indigenous Allies:**

1. Assist teachers in finding curriculum connections for Indigenous learning
2. Provide Blanket Exercise opportunities for staff and students
3. Review school's Indigenous Annual Learning Plans to establish required support and resources
4. Continue to provide monthly resources and accessible information for staff and students
5. Updates to Team Drive
6. Update Website to include Indigenous resources, links, and information - date TBD
7. Continuous communication regarding learning opportunities, resources, connections and instructional planning

### **Goals for Administrators:**

1. CASS Indigenous resource - achieved
2. Blanket exercise - achieved
3. Complete Indigenous Annual Learning Plans for their school
4. Review of teacher short, mid, and long-range planning includes competency #5
5. Plan or provide professional learning opportunities for staff to develop and grow in competency #5



**Associate Superintendent, Learner Services**  
**Report to the Board of Trustees – March 28, 2022**

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Learner Services lead team members:

Terri-Lynn Duncan, Associate Superintendent  
Dave LeGrandeur, Director of Learner Services  
Coral James, Coordinator of Learner Services/Instructional Coach  
Amanda Cayford, Instructional Coach

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**KEY ACTION AREA #1:**

**Strong core instruction that develops student competencies**

- Amanda, Coral and Terri met with four elementary schools during the first week of March on a School-based Professional Development Day to take elementary teachers through the curriculum English Language Arts and Literature, Mathematics and Physical Education and Wellness and the planning process using the learning outcomes and skills and procedures. There were many positive comments about the morning. In the afternoon we worked with Colony teachers doing a similar activity.
- The Learner Services team have started Developmental Check-ups for the 2022-2023 school year. The process will assist the team and schools with early identification of students who may require extra support due to possible speech and/or learning needs. Once Check-ups are completed, Speech and Language Pathologists (SLP's) will follow up with families of students who require an assessment. Coral will be communicating with principals about the level of support that will be required in each Early Learning and Kindergarten classroom once the Check-up and assessments have been completed.
- Amanda has connected with another colony teacher to support numeracy by making student thinking visible through number talks and collaborative problem solving. Research from "Building Thinking Classrooms in Mathematics" by Peter Liljedahl was highlighted.
- This month all grade 12's in the division were invited to the Moving On Event at WR Myers that our Career Counselling team (Garth Moulard and Kristin Bodnar) and Heather Brantner planned. Topics for students were the following: University Tips and Tricks, Financial Literacy, Starting a business, Insurance, Cooking, Introduction into smudging.
- Amanda has been presenting with the SAPDC on the draft curriculum planning process for teachers in zone 6. This has been an excellent way for the team (Coral, Amanda and Terri) to support piloting teachers in our district. This month has been focused on using strong assessment to inform the planning process.
- Amanda, Coral and Terri have set up a number of full planning days for curriculum implementation as well as days to have teachers come in and discuss what learning outcomes in the 2022-2023 curriculum for English Language Arts and Literature, Mathematics K-3 and Physical Education and Wellness K-6 will be reported on. These days were in response to a survey sent out to elementary teachers after the curriculum announcement.

- On the last Division Wide Day this month we had all teachers come together at WR. Myers and DA Ferguson to continue their learning for their Teachers Learning Through Collaboration (TLC) Groups. The feedback from 108 teachers was overall very positive about the day and the work that they had completed over the course of the year. Highlights for teachers included; meeting in person, collaboration with colleagues, networking, gaining new perspectives to name a few.

## KEY ACTION AREA #2:

### Response to Instruction and Intervention

- The Learner Services Team worked with principals at the March admin meeting to refresh the Collaborative Response Model. Learning Support Teachers also participated in the activity at the February Learning Support Teacher meeting. The goal is to continue to develop better practice in supporting the learning of all our students and to strengthen the consistency in practice throughout the division.
- Coral and Amanda booked with one school to spend the day supporting teachers with specific needs such as: assessment, balanced literacy and numeracy. This was organized by the principal on site. Follow-up with teachers will be integral to ensuring long term support.
- Attending Collaborative Response Meetings (CRM's) at several sites to help support students and teachers continues to occur for Coral, Laura and Dave. The Learner Services team can help support students and teachers through actions arising from these meetings. Examples of support that have followed from these CRM include: instructional coaching, behaviour consult referrals, sharing of resources, and training for staff.
- Amanda has met with a teacher to look through the Physical Education & Wellness draft curriculum from K-6. The process included highlighting the concepts found in each grade so that this can be shared with all teachers and allow them to begin to design a year plan for multi-graded classes.
- Dave is meeting with school-based administrators and Learning Support Teachers in order to have conversations about context and needs of students in order to provide equitable support for complex students so that they can be successful in their learning. Our educational assistants do a wonderful job, in collaboration with teachers, at supporting the social, emotional and academic learning needs of our students.
- New Speech Language Assistants who were not able to participate in September's training, received this with JoAnn Hill this past month. This opportunity was arranged by Coral and was able to be held in person which was much more interactive and therefore valuable.

### LEADERSHIP PRACTICES

- Coral continues to support both kindergarten teachers and early learning educators in meeting professional development needs through their regularly scheduled meetings. Topics have included: interactive storytelling, assessment, loose play, trauma informed classrooms and sensory regulation. Collaboration with SAPDC as well as Horizon's experts (Speech and Language Pathologists JoAnn Hill, Jenae Dunlop and Behaviour Consultant Laura Elliott), have been utilized.
- Amanda participated in Levelled Literacy Intervention (LLI) training session so that she will be able to support teachers who are using this intervention.

- Dave joined Robbie, Terri and Wilco at the Spring CASS conference in Edmonton in March. Professional learning was around a Mental Health and Wellness Strategic Plan for students and staff in schools, Collaborative Response for school divisions, and the opportunity to network with other members of CASS in similar roles.
- Terri along with 3 other CASS members from the following school divisions (Black Gold, Grasslands, and Wild Rose) presented on Curriculum and Foundational Practices at the CASS conference this month.
- Dave continues to work with the Tech team as we prepare for Jim Steed's retirement. The shift will result in a new Tech Support Specialist with Horizon School Division. The team is collaborating in order to review practices, improve Cyber Security, support the implementation of various Education technologies and improve service delivery for the staff and students of Horizon.
- Amanda, Coral and Terri are all taking a literacy course together for the next 6 weeks called "Shifting the Balance," this is a course on the Science of Reading.

From: **EDC Minister** <[Education.Minister@gov.ab.ca](mailto:Education.Minister@gov.ab.ca)>  
Date: Thu, Feb 24, 2022 at 3:35 PM  
Subject: Budget 2022

**Subject: Budget 2022**

Earlier today, the Honourable Travis Toews, Minister of Finance and President of Treasury Board, delivered Alberta's Budget 2022 address. I am pleased to provide you with additional information regarding the 2022 Education budget.

Budget 2022 moves Alberta forward by building health system capacity, getting more Albertans working and presenting a balanced budget for only the second time in more than a decade.

Through Budget 2022, Alberta's government continues its strong support of the education system. We are increasing our investment in education to ensure students in Alberta continue to receive a world-class, high-quality education that enriches their lives and prepares them for success beyond school.

Budget 2022 provides an increase of more than \$700 million over the next three years to support teachers, students and to address inflationary cost pressures, including those impacting student transportation. This increased funding recognizes enrolment growth. It also includes a one per cent increase to both base funding and operations and maintenance funding, as well as a 4.6 per cent increase to transportation funding.

\$110 million in targeted funding over three years, including \$30 million this year, will enable schools to support students experiencing academic challenges because of the pandemic and create school environments supporting student well-being and positive mental health. More information will be shared later this spring.

Renewing Alberta's curriculum to emphasize the literacy and numeracy learning foundations and outcomes students need for rich personal and working lives is a key commitment we've made to parents and students. Budget 2022 includes \$191 million over three years, including \$59 million in 2022/23 to support curriculum implementation across all subject areas for Kindergarten to Grade 12 over the next three years. We will also invest in teacher professional learning and quality teaching and student resources. More details will be shared soon.

Acknowledging the challenges the pandemic caused, we will be holding school authorities' operational funding allocations harmless after unexpected enrolment fluctuations caused by the pandemic. This means that operational funding allocations for all school authorities will be the same or higher than 2021/22.

As part of Budget 2022, our government is committed to protecting investments in school infrastructure and planning for the future. This includes \$2 billion over the next three years to maintain and enhance existing schools, work on previously announced projects and support building 15 new school projects. Details of the new school projects will be shared in the coming days.

A further email will be provided to school authorities from Deputy Minister Andre Tremblay with additional Education budget details.

Thank you all for the work you do to prepare Alberta's students for success.

Sincerely,

Adriana LaGrange  
Minister of Education

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

Date: Thu, Feb 24, 2022 at 3:50 PM

Subject: Budget 2022

Earlier this afternoon, the Honourable Adriana LaGrange, Minister of Education, provided an overview of Budget 2022. I am pleased to provide you with additional information to assist you in the preparations of your budgets in the upcoming 2022/23 school year.

## **Overview of Budget 2022**

Under Budget 2022, the government is making significant investments in Education. The addition of over \$700 million in the next three years provides for sustainable and predictable funding with commitments to funding enrolment growth and major investments in curriculum, as well as targeted supports for student well-being and mental health. Education's consolidated expense increases by \$142 million and reaches \$8.4 billion in 2022/23. This additional funding will ensure school jurisdictions can adequately manage enrolment growth, retain teachers and support staff, and address ongoing cost pressures.

## **Budget 2022 Supports**

### Funding Framework

Budget 2022 commits \$342 million over the next three years to help school authorities address cost pressures, such as staffing, inflation, increasing insurance and enrolment growth. This budget recognizes that school jurisdictions continue to manage the ongoing impacts of the pandemic on schools and pressures due to growing or declining enrolments.

Additionally, a one per cent increase in base and operations and maintenance grant rates will support all school jurisdictions. Schools have kept students and staff safe during the pandemic, and this recognizes those increasing costs to retain teachers and support staff and for maintaining clean, healthy and safe school spaces.

Transportation will benefit from additional funding of \$39 million over three years, including an increase of \$9 million in 2022/23, from \$310 million to \$319 million. This provides a 4.6 per cent grant rate increase for transportation in the 2022/23 school year. We are providing school authorities with additional funding to help address increasing costs for insurance, fuel, parts and supplies, and training. The increase in funding will mitigate the rising costs and ensure student riders get to and from school safely.

### Curriculum Implementation

Education continues the work of updating the curriculum thanks to the constructive feedback received from education partners, piloting teachers and tens of thousands of Albertans to date. Over the next three years, Education will invest \$191 million to implement Alberta's renewed curriculum for Kindergarten to Grade 12. This includes \$59 million in the 2022/23 school year. The funding will support resource development, enable the purchase of new curriculum-aligned resources and provide for teacher professional learning. This will maximize the benefits to students and teachers and strengthen learning in Alberta. More details will be shared in the next few weeks.

### Student Well-Being

Over the next three years \$110 million will be provided in targeted funding to support students experiencing academic and mental health challenges, and student well-being. Schools across the province have long acted as access points to identify support opportunities, assess needs

and connect children and youth to supportive interventions. This funding will help address pandemic-related mental health issues and provide for additional supports to help students catch up to grade level expectations. More information will be shared later this spring.

### **Key Highlights for Major Grants**

- \$3.9 billion for Early Childhood Services to Grade 12 Base Instruction grants.
- \$1.4 billion for Learning Support Funding to support specialized learning needs and provide for additional supports to students.
- \$654 million for Operations and Maintenance to support well-maintained and safe schools.
- \$319 million to support the transportation system for 300,000 students across Alberta.

### **2022/23 Funding Manual and Funding Profiles**

The *2022/23 Funding Manual for School Authorities* will be posted [online](#) by the end of March. School jurisdiction funding profiles for the 2022/23 school year will be available on extranet by the end of March.

If you require further clarification on the impact of this budget or additional information to begin your financial planning process, please contact our Financial Services staff at 780-427-2055 (toll-free by first dialling 310-0000).

### **2022–25 Business Plan**

Along with Budget 2022, Alberta Education has released its *2022–25 Business Plan*, which is available [online](#).

The *2022–25 Business Plan* helps define the goals of Alberta's K-12 education system and the steps needed to accomplish them. The business plan provides direction that reflects Albertans' expectations of the education system and the current provincial environment. Alberta Education encourages school authorities to use the *2022–25 Business Plan* to focus priorities in their respective plans.

I would like to remind you there will be a webinar on February 25 at 10:30 a.m. to provide further details about Education's Budget 2022.

I would like to take this opportunity to thank all of you for your contributions. Working together and with our communities, we are making a significant difference in students' lives. I appreciate your continued collaboration and advice as we move forward.

Regards,

Andre Tremblay  
Deputy Minister of Education



# Northern Lights

## PUBLIC SCHOOLS

*Working Together to Help Every Student Learn and Excel*

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March 1, 2022

Honourable Adriana LaGrange  
Minister of Education  
Office of the Minister  
Education  
228 Legislature Building  
10800 - 97 Avenue  
Edmonton, AB T5K 2B6

Honourable Rajan Sawhney  
Minister of Transportation  
Office of the Minister  
Transportation  
132 Legislature Building  
10880 - 97 Avenue  
Edmonton, AB T5K 2B6

**Re: Urgent Concerns in Student Transportation**

Dear Minister LaGrange and Minister Sawhney,

On behalf of the Northern Lights Public Schools (NLPS) Board of Trustees, I am writing to share our urgent concerns regarding student transportation. NLPS was encouraged by the release of the Student Transportation Task Force report on May 10, 2021 indicating that there would be further discussion around student transportation issues. However, there has been no further information or update at this time. Concerns with increasing insurance premiums, the Mandatory Entry Level Training (MELT) Program, and school bus flybys are the most significant transportation challenges in our division and they must be addressed.

Historically, Northern Lights Public Schools has been able to effectively provide transportation to students that qualify for transportation funding while operating within the funding envelope provided by the Government of Alberta. However, the contracted bus operators for Northern Lights Public Schools have faced an increase of up to 300 percent in insurance premiums, which has drastically impacted our division's ability to maintain an acceptable level of transportation service. It is a grave concern that if long-term solutions to ever increasing insurance premiums are not soon provided, the transportation of students may very quickly become a parental responsibility.

Compounding the rising insurance premiums is the additional MELT driver training and certification requirements. Although thorough training and high safety standards are paramount, the institution of the MELT training requirement has been detrimental to our ability to recruit and retain drivers as training is not easily available or affordable in rural locations. It is unreasonable in rural Alberta to ask potential bus drivers to access 53.5 hours of training at their own cost or at the cost of school divisions. MELT has become a deterrent to people who can choose to make more money a lot quicker in other industries, requiring a much smaller investment of their time and money.

We have taken additional measures to manage costs and driver shortages, including consolidating eight routes out of a total of 94, offering the MELT training provided by our own division staff, as well as using instructional dollars to supplement additional insurance costs that contractors faced mid-contract. Even as we continue to explore alternatives to try and rectify our contractor and driver shortages, these solutions are only short term remedies for a much larger problem. Bussing contractors must compete with the high paying industries of oil and gas and forestry. As you can imagine, class one and class two drivers are highly marketable to these industries once they are certified in MELT and are difficult to retain. As of September 2021, we have been unable to retain or attract small or large contractors to provide service for a number of routes, as required by Alberta Education. The province must take action immediately to address both short and long term driver shortages.

Many divisions in Alberta are also faced with a student transportation safety concern. Despite attempts to educate our communities, we still see an alarming number of school bus flybys. NLPS alone sees an average of three illegal flybys per week. Our division, like many other school boards across Alberta, has used funds to equip some of our buses with stop arm cameras at our own expense, with the hope that drivers may be more inclined to drive cautiously around school buses when faced with fines and demerits. It is imperative that the recommendations in the Student Transportation Task force report are implemented without delay to ensure our students are safe when getting on or off of school buses.

We are optimistic that the recent announcement of a 4.6% increase to transportation funding may help to alleviate some of our concerns. However, we believe that rural school divisions, and in particular Northern Lights, are in dire need of finding long term solutions regarding funding, recruitment and retention of drivers, and school bus flybys. We encourage the timely continuation and communication of the work of the Student Transportation Task Force, and request actionable solutions and funding for the concerns we and other school divisions face.

Honourable Ministers, we are looking for creative and immediate solutions through your leadership to ensure school boards across the province are able to provide our children fair, equitable, and safe access to transportation for the immediate and long-term future.

Sincerely,

A handwritten signature in black ink, appearing to read 'Karen R', with a long horizontal stroke extending to the right.

Karen Packard  
Board Chair

CC    President of ASBA  
      President of PSBAA  
      Superintendent of Insurance  
      Local MLAs  
      ASBA Board Chairs



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

Date: Wed, Mar 2, 2022 at 11:18 AM

Subject: News Release: Connecting Albertans, growing the economy

## **Connecting Albertans, growing the economy**

March 02, 2022 [Media inquiries](#)

Alberta taxpayers' historic investment in rural broadband will help eliminate the digital divide in rural, remote and Indigenous communities, and enable all Albertans to participate in our economic recovery.

Budget 2022 increases investment into rural broadband for a total of \$390 million over four years. This investment supports the implementation of the Alberta Broadband Strategy, a plan to ensure that every family, household, business and community in Alberta can access reliable, high-speed internet. Reaching universal connectivity will help all Albertans participate in the economic recovery and realize their fullest potential. The Alberta Broadband Strategy supports the Alberta government's efforts to protect livelihoods and makes life better for hard-working Albertans.

"Improving access to high-speed broadband will help the province move forward toward a technology and innovation-focused future where every Albertan can participate in and benefit from Alberta's recovery and economic diversification. It's the next step for Alberta."

*Jason Kenney, Premier*

"This historic \$390-million broadband investment will help close the digital divide and enable all Albertans to participate in our economic recovery. From education to health care and from agriculture to small business, connectivity will help Albertans interact with the global marketplace, innovate for local solutions and help diversify our economy."

*Nate Glubish, Minister of Service Alberta*

"Alberta's government is increasing its budget and investing \$390 million into expanding rural broadband access to support economic diversification and level the playing field with urban centres by providing the digital infrastructure required to ensure entrepreneurs in every region of our province remain competitive."

*Nate Horner, Minister of Agriculture, Forestry and Rural Development*

"Albertans living in rural areas need access to reliable internet to further their businesses and interact online. The Alberta Broadband Strategy will help fund rural internet projects to connect communities and help them succeed during Alberta's economic recovery."

*Devin Dreeschen, MLA for Innisfail-Sylvan Lake*

“Alberta’s Broadband Strategy and investment will bring high-speed internet to rural communities, closing the digital divide. Not only is this great news for our economy, it’s great news for Alberta’s future.”

*Jean Barclay, mayor, Town of Innisfail*

### **Protecting lives and livelihoods**

Alberta’s Broadband Strategy aims to connect every home and business to high-speed internet by the end of the 2026-27 fiscal year.

The strategy supports economic recovery and diversification by creating jobs for hard-working Albertans, connecting businesses with the global marketplace and providing access to education, upgrading and re-skilling resources.

Universal access to high-speed internet will bring a number of economic and social benefits to Alberta’s underserved communities, from improving access to telehealth services to attracting private sector investment.

“Rural Alberta needs access to high-speed internet to enable communities and residents to continue to support local economies and connect for needed services. The release and implementation of the Alberta Broadband Strategy, as well as increased investments into broadband in this budget, is a crucial step in making reliable rural internet a reality.”

*Paul McLaughlin, president, RMA*

“The Alberta Broadband Strategy outlines how the provincial government intends to deliver reliable, high-speed internet in rural, remote and Indigenous communities. This strategy has long been a priority for Alberta Municipalities and its 275-plus member communities, from the smallest summer village to the largest city.”

*Cathy Heron, president, Alberta Municipalities*

“This is a policy long advocated for by the Alberta Chambers of Commerce. Our geographically diverse federation of 116 chambers and their members know the constraints of operating a business with suboptimal internet speeds. Internet speed isn’t a luxury, it’s a necessity for all businesses. As such, we appreciate the Government of Alberta bringing forward this strategy.”

*Ken Kobly, president and CEO, Alberta Chambers of Commerce*

This strategy is a key part of Alberta's Recovery Plan to build, diversify and create good jobs for Albertans in every corner of the province.

## Quick facts

- Approximately three years after achieving universal coverage and adoption of services, it is expected:
  - annual GDP will rise between \$500 million and \$1.7 billion
  - the agricultural sector's GDP will grow up to five per cent, resulting from adoption of AgTech
  - up to 2,000 long-term service industry jobs may be created in rural communities
  - up to 40,000 Albertans without access to a primary health-care provider may have improved access to telehealth, and the cost to deliver those services will be reduced
  - more than 120,000 students will have improved access to remote education
- Alberta's Broadband Strategy is expected to generate up to 1,500 jobs during infrastructure deployment.
- Alberta's total broadband funding commitment is now \$390 million over four years.
  - This commitment includes the province's previous \$150 million investment from 2021.
  - The federal government has committed to match \$150 million, and Alberta's government continues to work to secure a matching agreement for an additional \$240 million.
- Approximately 489,000 Albertans living in 201,000 households lack access to federal target speeds of 50 megabits per second (Mbps) for downloads and 10 Mbps for uploads.
  - Approximately 80 per cent of Indigenous communities and 67 per cent of rural and remote communities do not have access to reliable, high-speed internet.
  - None of Alberta's Metis Settlements can access federal target speeds.

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

Date: Fri, Mar 4, 2022 at 11:00 AM

Subject: News Release: Investing in more school projects and creating jobs

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

# Investing in more school projects and creating jobs

March 04, 2022 [Media inquiries](#)

Students, teachers and communities across the province will benefit from new, modernized and well-maintained schools and classrooms.

Alberta's government is investing \$251 million over three years in new funding for 15 priority school projects. These projects include new schools in Calgary, Edmonton and Camrose; modernizations in Acme, Cochrane, Evansburg and Milk River; design funding for schools in Sherwood Park, Raymond, Manning, Penhold and Valleyview; and a water main repair for a school in Slave Lake. These Budget 2022 school projects will provide new and improved student spaces, create jobs and revitalize communities across the province.

“As Alberta's Recovery Plan continues to drive our economic recovery, we know we need a strong education system to equip our next generation with the tools and skills they need to succeed in our modern, diversified economy. These new and upgraded schools will do just that, while creating more jobs and making life better for Alberta families.”

*Jason Kenney, Premier*

“This investment shows our unwavering support for student learning in state-of-the-art schools that will also benefit parents and communities. We're meeting the need for additional classroom space across the province while creating healthy and safe learning environments for students and teachers.”

*Adriana LaGrange, Minister of Education*

“New schools and modernization projects throughout the province are creating vital economic activity in Alberta communities and supporting thousands of jobs related to project planning, design and construction. We’re focused on ensuring students have, as quickly as possible, the top-quality schools they need to help them succeed.”

*Prasad Panda, Minister of Infrastructure*

“The Calgary Catholic School District is pleased that our No. 1 priority of a new K-9 school in Legacy has been approved for funding. Providing high-quality learning spaces to students in our rapidly growing communities is integral to their success. The board of trustees will continue to advocate for our infrastructure needs, both in new builds and modernizations, to accommodate growth in our communities and ensure we are providing optimal learning environments for our students and staff.”

*Cathie Williams, chair, Calgary Catholic School District*

“On behalf of the students and community of Evanston, we thank the Government of Alberta for today’s announcement. This school will allow students to attend school closer to home and as a growing school system, we welcome these additional learning spaces.”

*Susan Vukadinovic, vice-chair, Calgary Board of Education*

“We are extremely thankful for these schools, both of which are critically needed to ease significant enrolment pressures in north and west Edmonton. Our current schools in those areas are overcrowded and students will benefit from vibrant new learning spaces to accommodate growing communities. Edmonton Catholic Schools is pleased the Alberta government has responded to our top two needs as outlined in our capital plan.”

*Sandra Palazzo, chair, Edmonton Catholic Schools*

Alberta’s government is strengthening its investment in education infrastructure and planning for the future by maintaining and enhancing existing schools and building new schools. The 2022 Capital Plan invests \$2

billion over three years to support these 15 school projects, continue work on previously announced projects, maintain existing schools and support charter school infrastructure, including collegiate programs. This includes \$118 million over the next three years to support the continued implementation of the modular program to address the most urgent needs for additional space across the province.

Also included is \$209 million over three years to support the maintenance and renewal of existing school buildings through the Capital Maintenance and Renewal Program and \$300 million over three years in school authority self-directed capital projects.

Budget 2022 moves Alberta forward towards personal and economic prosperity by building capacity in our health-care system, developing the talents and skills of our workforce and providing opportunities for all Albertans to succeed and thrive.

**Budget 2022 school capital projects:**

<b>Community</b>	<b>School Division</b>	<b>Project Type/Name</b>
Acme	Golden Hills School Division	Modernization and Addition of Acme School (Grades K-12)
Calgary	Calgary Roman Catholic Separate School Division	New Elementary/Junior High School in Legacy (Grades K-9)
Calgary	Calgary School Division	New Middle School in Evanston (Grades 5-9)
Camrose	Elk Island Catholic Separate School Division	New High School (Grades 9-12)
Cochrane	Rocky View School Division	Modernization and Addition of Bow Valley High School (Grades 9-12)
Edmonton	Edmonton Catholic Separate School Division	New High School in Castle Downs/Dunluce (Grades 10-12)

Edmonton	Edmonton Catholic Separate School Division	New Elementary/Junior High School in Lewis Farms (Grades K-9)
Evansburg	Grande Yellowhead School Division	Modernization of Grand Trunk School (Grades K-12)
Manning	Peace River School Division	Replacement School Solution in Manning (Grades K-12)
Milk River	Horizon School Division	Modernization of Milk River School (Grades K-12)
Penhold*	Chinook's Edge School Division	Replacement of Penhold Elementary School (Grades 4-8)
Raymond*	Westwind School Division	New High School (Grades 9-12)
Sherwood Park*	Elk Island School Division	Replacement School Solution for Sherwood Park
Slave Lake	Living Waters School Division	Water Main repair at St. Francis of Assisi Catholic Academy
Valleyview*	Northern Gateway School Division	Replacement School Solution in Valleyview (Grades K-12)

\*Design funding only



**ALBERTA'S RECOVERY PLAN**

Alberta's Recovery Plan is a plan to breathe new life into Alberta's economy and create new opportunities for every Albertan. It's a plan to build, to diversify, and to create jobs.

## Related information

- [Budget 2022 Capital Plan](#)
- [Planning and building schools](#)
- [Alberta's Recovery Plan](#)

## Multimedia

- [Watch the news conference](#)



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

Date: Thu, Mar 10, 2022 at 3:48 PM

Subject: News Release: Updated curriculum positions students for success

# Updated curriculum positions students for success | Le curriculum mis à jour prépare les élèves à la réussite

March 10, 2022

Starting this fall, updated curriculum will move forward into classrooms to better prepare students for future success.

Based on the advice from education system leaders, teachers and curriculum experts, Alberta's government will implement new K-3 Mathematics, K-3 English Language Arts and Literature curriculum as well as new K-6 Physical Education and Wellness starting in September 2022. New curriculum for grades 4-6 Mathematics and English Language Arts and Literature will be implemented in September 2023. The final curriculum will be available in April so teachers can continue to prepare to implement these subjects in September.

"We promised parents and students an updated curriculum with more emphasis on the literacy and numeracy learning foundations and outcomes students will need for success. We are taking a thoughtful, measured approach and implementing three new subjects in elementary classrooms this fall. The significant investment we are making in curriculum implementation will help ensure teachers have the resources they need to support students in transitioning to the new curriculum."

*Adriana LaGrange, Minister of Education*

Alberta's government is investing \$191 million over three years, including \$59 million in 2022-23, for teacher professional development and learning and teaching resources to make sure teachers and students are equipped for updated K-6 curriculum in classrooms.

Focusing on K-3 Mathematics and K-3 English Language Arts and Literature will help younger students strengthen their numeracy and literacy skills, which are essential for early years learning. The new K-6 Physical Education and Wellness curriculum will support students in learning how to build resiliency and manage their health, mental health and well-being. Introducing the new subjects by common grade groupings that school authorities follow, such as K-3 and grades 4-6, will ensure a successful implementation for teachers and students.

Implementation of new K-3 Mathematics, K-3 English Language Arts and Literature and K-6 Physical Education and Wellness curriculum will affect approximately 390,400 students and 37,100 teachers.

## **Supporting a successful curriculum implementation**

Alberta's government is supporting teachers as they prepare for new K-6 curriculum in September by providing:

- The final K-3 English Language Arts and Literature, K-3 Mathematics and K-6 Physical Education and Wellness curriculums on [new.LearnAlberta.ca](https://www.learnalberta.ca) in April.
- A number of targeted, flexible professional learning opportunities between May and September; details on how teachers can participate in these sessions will be provided to school authorities in April.
- Curriculum resources; details will be provided to school authorities in April.

## **K-6 curriculum approach informed by Curriculum Implementation Advisory Group**

Alberta's government is taking a balanced and measured implementation approach for the 2022-23 school year based on insight and advice from

the [Curriculum Implementation Advisory Group](#). This group of representatives from across the education system has also identified supports teachers and school authorities will need to implement the three new subjects in September.

By May, the advisory group will make recommendations on piloting and implementation strategies for the remaining five K-6 curriculums: French First Language and Literature; French Immersion Language Arts and Literature; Fine Arts; Science; and Social Studies. Their work includes identifying implementation timelines and resources for the remaining K-6 subjects.

“The College of Alberta School Superintendents wishes to thank the government for the opportunity to provide a professional perspective as it relates to the draft curriculum’s content and implementation. CASS is pleased to see a staggered implementation schedule that provides school authorities more time to seek clarity around content, build capacity of educators to understand the curriculum, and collaboratively support teachers in the pre-planning process for curriculum implementation. We look forward to the release of further information in the weeks ahead and reviewing curriculum changes based on broad feedback.”

*Wilco Tymensen, president, College of Alberta School Superintendents*

## **Related information**

- [Draft K-6 curriculum](#)

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

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Subject: News Release: Budget 2022: Investing in school choice

## Budget 2022: Investing in school choice

March 15, 2022 [Media inquiries](#)

Students will benefit from more choice in education and programming to develop the skills and knowledge they need for the careers of tomorrow.

Alberta's government is investing \$25 million in operating funding and \$47 million in capital investment over the next three years to support public charter school expansions and collegiate programs in the education system, as part of Budget 2022.

### Expanding public charter schools

This funding will allow existing public charter schools to grow and ensure new public charter schools have the spaces they need to deliver educational programming for students. This funding will support planning dollars to explore a charter campus model which could support multiple public charter schools to share specialized spaces for career and technology studies, science labs or gymnasiums. This funding will also support Aurora Academic Charter School and others in their effort to expand.

"Albertans support school choice. Through public charter and collegiate schools, this government will provide Albertans with more specialized and vocational learning opportunities in areas like science, technology, engineering, mathematics and the trades. This will help students achieve their potential and prepare them for their next steps in life."

*Jason Kenney, Premier*

"Public charter schools play an important role in Alberta's education system by offering unique programming to students. Whether they attend a public, separate, francophone, independent, public charter or home education, our education system will continue to support the educational choice of students and their parents. This investment builds on our commitment to strengthening Alberta's long and successful tradition of providing choice in education."

*Adriana LaGrange, Minister of Education*

"These changes are another step in a two-and-a-half-year journey towards providing public charter schools fair, responsible access to critical capital funding. The changes recognize a

quarter century of successful contribution to Albertans and the Alberta education system. A sensible, well-regulated public charter system that is strong and free to innovate helps stimulate all school boards to be creative in their delivery of student learning and be truly responsive and accountable to the Albertans they serve.”

*Ron Koper, chair, The Association of Alberta’s Public Charter Schools*

“Aurora is grateful the provincial government is recognizing the need for additional student spaces of Alberta’s public charter schools. A lack of student spaces is the single largest barrier to the ability of public charter schools to accept more students. Investing in public charter schools will create additional opportunities for more students to pursue their passions, leading to greater engagement in school, more pathways into post-secondary education and ultimately greater contribution to our province.”

*Arlene Huhn, chair, Aurora Academic Charter School*

## **Collegiate schools**

In addition to the expansion of public charter schools, a collegiate model will be used to create new opportunities for more specialized and focused programming than can be offered by traditional schools. Collegiate schools bring together students with similar interests to support enriched programming and enhanced learning opportunities which may not be found to the same degree in general education streams. These schools are supported by post-secondary and industry partners to help create clearer pathways for students into post-secondary education and career options that are in high demand.

## **Quick facts**

- Public charter schools are autonomous non-profit public schools that receive the same base instruction allocation as public, separate and francophone school authorities.
- A public charter school is intended to focus on a particular learning style, teaching style, approach, philosophy or pedagogy that is not already offered by a school division.
- Public charter schools cannot deny access to any student if sufficient space and resources are available.
- Public charter schools can not charge tuition fees. However, they may charge fees and costs in alignment with the *Education Act*, like other public school authorities.
- Public charter schools serve 1.5 per cent of the student population in the province, with a total enrolment of more than 10,000 students in 15 charter schools.
  - Only 1.2 per cent of operational funding is allocated to support the 1.5 per cent of Alberta students who chose to attend charter schools.
  - In comparison, 94.7 per cent of operational funding goes to public, separate or francophone schools who serve only 92.2 per cent of the total student population.

- Public charter schools were established in 1994 as part of an initiative to increase program choices available to Alberta parents and to stimulate innovation in the education system.
- Aurora Academic Charter School received ministerial approval to serve students in Kindergarten to Grade 12 in 1996. However, due to limited student space, it has only offered Kindergarten to Grade 9 programming, with plans to expand to include high school grades very soon.

The 2022 Capital Plan invests \$2 billion over three years to support new school projects, continue work on previously announced projects, maintain existing schools and support charter school infrastructure, including collegiate programs.

Budget 2022 moves Alberta forward towards personal and economic prosperity by developing the talents and skills of our workforce and providing opportunities for all Albertans to succeed and thrive.

#### Public Charter schools in Alberta:

School	Charter Focus	Location	Since
Almadina Language Charter Academy	English as a second language	Calgary	1996
Aurora Academic Charter School	Traditional education	Edmonton	1996
Boyle Street Education Centre	At-risk youth	Edmonton	1996
Calgary Arts Academy	Arts immersion	Calgary	2003
Calgary Classical Academy*	Traditional liberal arts and character education	Calgary	2022
Calgary Girls' School	All-girls, focused on fostering competent, confident and caring young women	Calgary	2003
Centre for Academic and Personal Excellence (CAPE)	Integrated and individualized program for intellectually capable underachievers	Medicine Hat	1995
Connect Charter School	Inquiry-based, technology rich with outdoor and experiential education	Calgary	1997
Foundations for the Future Charter Academy	Academic excellence and character education	Calgary	1997

Mother Earth's Children's Charter School	Traditional Indigenous teachings	Stony Plain (Genesee)	2003
New Horizons Charter School	Gifted education	Sherwood Park	1995
New Humble Community School	Rural education with a focus on agricultural literacy and leadership	New Humble Centre near Calmar	2021
Suzuki Charter School	Suzuki approach to academic, musical and personal excellence	Edmonton	1997
The STEM Innovation Academy	Science, Technology, Engineering and Math with emphasis on cutting edge technologies	Calgary	2021
Valhalla Charter School	Rural leadership and French as a second language through direct instruction	Valhalla	2008
Westmount Charter School	Gifted education	Calgary	1996

\*Opening for the 2022-23 school year

## Related information

- [Budget 2022](#)
- [Alberta at Work](#) (PDF)
- [Budget 2022 Capital Plan](#)
- [Planning and building schools](#)