

Regular Board Meeting Agenda – 1:00 pm

**Monday, January 24, 2022**

**A – Action Items**

A.1 Agenda	<b>ENCLOSURE 1</b> <b>ENCLOSURE 2</b> <b>ENCLOSURE 3</b> <b>ENCLOSURE 4</b>
A.2 Minutes of Regular Board Meeting held Monday, November 29, 2021	
A.3 Minutes of the Special Board Meeting held Tuesday, November 30, 2021	
A.4 January 2022 Payment of Account	
A.5 Final Reading of Policy EEACAA – Private Vehicles and Volunteer Drivers	

**I - Discussion Items**

D.1 Board Protocols <a href="https://www.horizon.ab.ca/download/211840">https://www.horizon.ab.ca/download/211840</a>	
D.2 Moving May Board Meeting	
D.3 Taber Christian High School 4.5 Day Week	

**I - Information Items**

I.1 Superintendent’s Report – Wilco Tymensen	<b>ENCLOSURE 5</b> <b>ENCLOSURE 6</b>
I.2 Trustee/Committee Report	
I.2.1 Zone 6 Report – Marie Logan	
I.2.2 Facilities Meeting Report – Bruce Francis	
I.2.3 Administrator’s Meeting Report – Marie Logan	
I.3 Associate Superintendent of Finance and Operations – Phil Johansen	
I.4 Associate Superintendent of Human Resources – Robbie Charlebois	
I.5 Associate Superintendent of Learner Services Report – Terri-Lynn Duncan	
I.6 Audited Financial Statement Press Release	

**C-Correspondence**

C.1 Congratulatory Letters	<b>ENCLOSURE 7</b>
C.2 Putting students first: Minister LaGrange	
C.3 News Release – Listening to Albertans on the draft K-6 curriculum	
C.4 News Release – Alberta and Canada to expand connectivity	
C.5 2022 ASBA General Meeting Timelines	
C.6 SAPDC Committee Report	
C.7 ASBA Call for Interest: Alberta Schools’ Athletic Association	

**Dates to Remember**

• January 24 – Board Meeting
• January 26 – Curriculum Piloting
• February 1 – Kindergarten Meeting
• February 8 – Administrator’s Meeting
• February 9 – Curriculum Piloting

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| • February 15 – Council of School Councils Meeting |
| • February 17 – LST Meeting (PM)                   |
| • February 21 – Family Day                         |
| • February 22-23 – No School - ALL                 |
| • February 24-25 – Teacher’s Convention            |
| • February 28 – Board Meeting                      |
| • March 2 – Curriculum Piloting                    |
| • March 4 – School Based PD Day                    |
| • March 7 – Division Wide PD Day                   |
| • March 8 – Administrator’s Meeting                |
| • March 14 – 18 – Substitute Teacher’s Week        |

# 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, November 29, beginning at 1:15 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  
Robbie Charlebois, Associate Superintendent of Human Services  
Terri-Lynn Duncan, Associate Superintendent of Learner Services  
Sheila Laqua, Recording Secretary  
Cole Parkinson, Taber Times

## ACTION ITEMS

<b>A.1</b>	Moved by Derek Baron that the Board approve the agenda with the following change: Remove A.9 – Budget Update Addition A.11 – Board Compensation <p style="text-align: right;">Carried Unanimously</p>	AGENDA APPROVED  127/21
<b>A.2</b>	Moved by Blair Lowry that the Board approve the Minutes of the Organizational Meeting held Thursday, October 28, 2021, as provided by Enclosure #1 of the agenda. <p style="text-align: right;">Carried Unanimously</p>	ORGANIZATIONAL MEETING MINUTES APPROVED 128/21
<b>A.3</b>	Moved by Maxwell Holst that the Board approve the Minutes of the Regular Board Meeting held Thursday, October 28, 2021, as provided by Enclosure #2 of the agenda. <p style="text-align: right;">Carried Unanimously</p>	BOARD MEETING MINUTES APPROVED  129/21
<b>A.4</b>	Moved by Jennifer Crowson that the Board approve the November 2021 Payment of Accounts in the amount of \$4,272,488.48 as provided in Enclosure #3 of the agenda. <p style="text-align: right;">Carried Unanimously</p>	PAYMENT OF ACCOUNT APPROVED  130/21
<b>A.5</b>	Moved by Derek Baron that the Board approve Second Reading of <i>Policy EEACAA – Private Vehicles and Volunteer Drivers</i> as provided by Enclosure #4 of the agenda. <p style="text-align: right;">Defeated</p>	SECOND READING POLICY EEACAA NOT APPROVED 131/21

	Moved by Bruce Francis that the Board approve Second Reading of <i>Policy EEACAA – Private Vehicles and Volunteer Drivers with amendments to 3.3 and applicable clauses to restrict students from being able to drive to away games.</i>  Carried	SECOND READING POLICY EEACAA APPROVED  132/21
<b>A.6</b>	Moved by Bruce Francis that the Board approve Second Reading of <i>Policy GBA – COVID Harm Reduction</i> as provided by Enclosure #5 of the agenda and direct administration to facilitate COVID testing at schools using school division acquired rapid tests while supplies last when and where possible as determined by the Superintendent.  Carried Unanimously	SECOND READING POLICY GBA APPROVED WITH ADMENDMENTS  133/21
	Moved by Blair Lowry that the Board approve Final Reading of <i>Policy GBA – COVID Harm Reduction</i> with amendments).  Carried Unanimously	FINAL READING POLICY GBA APPROVED WITH AMENDMENTS 134/21
<b>A.7</b>	Moved by Derek Baron that the Board approve the Annual Education Results Report.  Carried Unanimously	AERR APPROVED  135/21
<b>A.8</b>	Moved by Bruce Francis that the Board approve the Audited Financial Statements of the year ending August 31, 2021 as presented by the accounting company of BDO.  Carried Unanimously	AUDITED FINANCIAL STATEMENTS APPROVED 136/21
<b>A.9</b>	Audited Financial Statement action item removed.	
<b>A.10</b>	Moved by Jennifer Crowson that the Board approve the locally developed course, <i>Competencies in Math 15-5</i> , acquired by The Red Deer School Division from October 15, 2021 to August 31, 2022.  Carried Unanimously	LDC COMPETENCIES IN MATH 15 APPROVED 137/21
<b>A.11</b>	Moved by Bruce Francis that the Board make ASEBP benefits eligible to trustees with 50% of the premium covered by the Board. Trustees that do not receive the benefits will have equivalent funds added to their monthly remuneration.  Carried	BOARD COMPENSATION APPROVED  138/21

## **DISCUSSION ITEMS**

### **D.1 BOARD CHRISTMAS CARDS**

In appreciation to the dedicated Horizon School Division employees, the Board will be distributing their annual Christmas cards.

## **INFORMATION ITEMS**

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

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Wilco Tymensen, Superintendent, shared the following November 2021 report with the Board:

- View November 2021 Report here.

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

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

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

##### **Elections**

Zone 6 Chair – Jennifer Crowson

Zone 6 Vice-Chair – Allison Purcell

Labour/TEBA – Greg Long

Edwin Parr Chair – Marie Logan

PD/SAPDC – Lorelei Bexte

Zone Language Committee Rep – Carla Gimber

South Zone Health – Lori Hodges

- *Provincial ASBA director Brad Toone and alternate director Doug Smith were not up for election.*

##### **Budget**

The budget was presented and Jeff Perry, Livingstone Range School Division Secretary Treasurer, will be asked to be the auditor.

##### **Next Meeting Date**

The next meeting will be January 19, 2022 and has a new start time at 10:30am.

#### **I.2.2 Facilities Report**

Bruce Francis, Facilities Committee Chair, provided the following summary points to the Board on the work undertaken by the Maintenance Department for the month of November 2021:

- Milk River Modernization
- Caretaking – COVID impact
- IMR Projects are being delayed due to supply shortage

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

Derek Baron, Trustee, provided the following summary points to the Board, on the November 2021 Administrator's Meeting:

- Volunteer Retirement
- Threat Assessment (de-brief)
- COVID policy
- Christmas Concerts – most will be virtual
- Dress Code

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

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

- Financial Statements for auditors
- ASEBP – Board benefits
- Updating Annual Reports
- Meetings with community groups

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

Robbie Charlebois, Associate Superintendent of Human Services, shared the following November 2021 report with the Board:

- View November 2021 Report here.

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

Terri-Lynn Duncan, Associate Superintendent of Learner Services, shared the following November 2021 report with the Board:

- View November 2021 Report here.

#### **I.6 BOARD PHOTOS**

The 2021 Board of Trustees, along with photos, can be seen at the Division Office, on the Horizon website and on our Facebook page.

#### **I.7 SCHOOL CLOSE IN NEWBRUNSWICK**

<https://globalnews.ca/news/8334784/schools-closed-to-students-in-n-b-as-cupe-begins-strike-action/>

#### **CORRESPONDENCE**

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

Moved by Mandy Court that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED  
139/21

#### **COMMITTEE ITEMS**

Moved by Bruce Francis that the Board meet in Committee.

Carried Unanimously

COMMITTEE  
140/21

Moved by Blair Lowry that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED  
141/21

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Marie Logan, Chair

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Sheila Laqua, Executive Secretary

# HORIZON SCHOOL DIVISION



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

The Board of Trustees of Horizon School Division held a Special Board Meeting on Tuesday, November 30, 2021 beginning at 1:00 p.m.

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

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

<b>A.1</b>	Moved by Marie Logan that the Board approve the Special Meeting Agenda as contained in the Waiver of Notice of Special Meeting  Carried Unanimously	AGENDA APPROVED  142/21
<b>A.2</b>	Moved by Bruce Francis that the Board approve the modification to Schedule 3 of the Audited Financial Statements.  Carried Unanimously	MODIFICATION APPROVED  143/21
<b>A.3</b>	Moved by Jennifer Crowson that the meeting adjourn  Carried Unanimously	MEETING ADJOURNED  144/21

**PAYMENT OF ACCOUNTS REPORT**  
**Board Meeting - January 24, 2022**

General	November 24/21		215830.50
General	December 1/21		1303130.54
General	December 7/21		583843.49
General	December 15/21		646152.85
General	December 21/21		1218333.03
General	December 22/21		30532.92
General	January 4/22		36,132.89
U.S.	January 10/22		1,422.19
General	January 11/22		364,440.57
General	January 18/22		95,418.14
"A" Payroll	November 2021	Teachers	1,650,174.34
		Support	619,486.88
"B" Payroll	November 2021	Casual	10,122.83
		Subs	84,039.47
"A" Payroll	December 2021	Teachers	1,135,371.81
		Support	434,686.51
"B" Payroll	December 2021	Casual	5,220.01
		Subs	54,337.89
<b>Total Accounts</b>			<b>8,488,676.86</b>
<b>Board Chair</b>			
<b>PJ:dd</b>			
<b>January 19/22</b>			



<b>Horizon School Division November 2021 U.S. Accounts</b>
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	<b>U.S. Funds</b>	<b>Canadian Funds</b>
<b>Transfinder Corporation</b>	<b>1100.00</b>	<b>1422.19</b>
<b>Total U.S. Accounts</b>	<b>1100.00</b>	<b>1422.19</b>

KO:dd  
January 10/22

## BOARD MEMO

January 24, 2022

**To:** Board of Trustees of the Horizon School Division  
**From:** Wilco Tymensen, Superintendent of Schools  
**Re:** Policy EEACAA: Private Vehicle Volunteers

### **Background**

- At the November 29, 2021 board meeting the board passed second reading of Policy EEACAA, following significant debate. The motion read,
  - "Moved by Bruce Francis that the Board approve Second Reading of Policy EEACAA – Private Vehicles and Volunteer Drivers with amendments to 3.3 and applicable clauses to restrict students from being able to drive to away games.  
Carried - Not Unanimous
- This motion removed section 3.3.1 and subsections 3.3.1.1 through 3.3.1.3, listed below, in red, for ease of reference.
  - 3.3 Parents that decline arranged transportation related to extra-curricular sporting events should have an adult drive their child.
  - 3.3.1 Under rare circumstances, a parents decline of arranged transportation and request for their child to drive themselves may be approved under the following conditions.
    - 3.3.1.1 The parent must inform the school prior to the event in writing, and
    - 3.3.1.2 The student would be driving less than or equal to the distance they would normally drive from their house to their school, or
    - 3.3.1.3 The parent has informed the school in writing that the student is either not coming from home or returning to home after the event and the distance they would be driving is equal to or less than the distance they would be driving if they were to access the arranged transportation.
- Policy EEACAA was sent out to stakeholders for further feedback following second reading.

### **Summary of comments/questions/concerns brought up at the December 14<sup>th</sup> School Administrator's Meeting**

- At the December 14, 2021 administrators meeting several high school principals discussed policy EEACAA. These are summarized below.
  - With the removal of section 3.3.1 administrators' ability to approve exceptions that made sense are no longer available, even when they reduce student driving and enhance student safety.
    - E.g. Vauxhall High School – policy means more driving for students

- VHS has students who live East of Hays who play on their extra-curricular teams (Some of these students live more than a ½ hr drive from Vauxhall). They also have students who attend Lomond School who participate on VHS teams as Lomond does not always have enough players to form their own team. Some of these students may live more than a 1 hour drive from Vauxhall.
- Under the new policy, if a game was in Vulcan the students from Hays drive ½ hr to VHS but the Lomond students would not be able to drive ½ hr to Vulcan. They would however need to drive 1 hr to Vauxhall, get into a volunteer's vehicle and drive 1.5 hrs to Vulcan. The Lomond students would not even have the option of driving 10 minutes into Lomond and meet at the Lomond School and have the volunteer drivers pick them up there on their way through to Vulcan.
- E.g. W.R. Myers
  - W.R. Myers football games are at Ken McDonald Park and not at the school, in essence they are away. Under the policy students could not drive to Ken McDonald Park, but would have to drive to W.R. Myers and the school would have to arrange for volunteer drivers to drive the students to the game.
  - W.R. Myers has students who live in Barnwell but attend W.R. Myers. When W.R. Myers games are in Barnwell the students are not able to drive to Barnwell School (could be just minutes away) but would be required to drive to W.R. Myers and have volunteers drive them from Taber to Barnwell. In essence this more than doubles their driving.
  - W.R. Myers has students who live 20 minutes south of Chamberlain School but attend W.R. Myers. When W.R. Myers games are in Grassy Lake the students are not able to drive to Chamberlain School but would be required to drive 45 minutes to W.R. Myers and have volunteers drive them from Taber to Grassy Lake. In essence this more than doubles their driving.
- E.g. Erle Rivers and Warner Schools
  - Milk River and Warner often combine teams. The assumption is that when such a team plays at either Milk River or Warner that it constitutes a home game. Yet when they do not combine teams, a student who lives in Warner but attends Erle Rivers is unable to drive to Warner to play but has to instead drive to Milk River (some 20 km away), hop into a volunteer driver's vehicle and get driven back to Warner.
- E.g. Arden T. Litt

- Arden T. Litt has a grade 12 student who is coaching the junior high Basketball team. There is also a parent who is coaching but they are acting in the capacity of an adult supervisor. The school is not able to find volunteer drivers and has informed parents that they need to take responsibility for driving their children to games. Under the policy, the student coach is not able to drive to any games and must arrange transportation via his own parents, the adult coach, or player's parents.

- Lomond

2.1 At no time, should students transport students from other families.

Although we recognize the intent of this portion, we aren't sure (as a school) we want to monitor who is driving a vehicle. If a family has declined the arranged transportation, we shouldn't still have to monitor who is driving – this is now the parents' responsibility. This is especially true going back and forth to practice. Five of our students recently made the trip three times a week for practices. These started at 4:30 each day. Parents were not available to drive 3 times a week – especially at 4:30.

2.2 Due to the possibility of a potential injury (suspected concussion) at extra-curricular sporting event, students should not drive to extra-curricular sporting events (e.g. games at another school).

We need to be careful because extra-curricular sporting events also includes *practices*. It should also be noted that the same injuries can occur at a practice as at a game. If a student is injured, it is the coach's responsibility to ensure that athlete is cared for and in the parent's care (not driving). This is true in the club sport setting also. An injured player doesn't have to arrive with an adult, but an adult must arrive if there is an injury.

2.3 Parents that decline arranged transportation related to extra-curricular sporting events should have an adult drive their child.

This statement says *should have*. Can we mandate this and do we want to police this? Often our students will drive to Lethbridge for an appointment and then land at a tournament or game. It is the nature of rural living. We have

also had students decline co-curricular transportation because their club team is in Lethbridge and rather than traveling all the way back to Lomond they will stay in Lethbridge for practice.

2.3.1 Under rare circumstances, a parents' decline of arranged transportation and request for their child to drive themselves may be approved under the following conditions. If we (Lomond) is partnering with a school (Taber or Vauxhall) the decline of transportation is not rare. If we play in Coaldale, Magrath, Raymond, Nanton, Calgary it doesn't make sense to go through Vauxhall or Taber. This is really extending and complicating the amount of driving.

2.3.1.2 The student would be driving less than or equal to the distance they would normally drive from their house to their school, or

This statement is not fair to those living in a place like Lomond. Nothing would be an equal distance as they would drive to school. The majority of our students don't drive more than 15 km to get to school but to join a team they need to drive an average of 71 km.

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

I have several students whose parents are working outside of Lomond. Their child needs transportation to an extracurricular activity and jumping in with another student (after declining transportation or if no transportation is offered) makes the most sense.

4.3 A family must not transport another student unless both families have declined arranged transportation by the school and

\*\*5.3 and following seem to allow for private arrangements to made without the school needing to monitor once the written notice has been given (in advance of the event). Is this true??

5.8.1 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.

There has been some discussion (at other schools) about farming families being required to adjust an entire fleet to \$2 million and this being unreasonable. Our parents (in Lomond) disagree with this and say that \$2 million is reasonable and most of their fleet is already at \$2 million. We have no concerns with this portion.

5.11 The Division or 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. Although I do understand the intention behind this portion this request rules out the majority of our LGM parents and puts a burden on the rest of the school.

### **Parent communication Received**

The superintendent received the following correspondence from a parent.

1. I received your copy of the updated policy EEACAA Student drivers from the November 29th meeting. I would like to thank the board for listening to the concerns and following through with the amendments to further implement student safety within our division. **PROVIDED STUDENTS ARE NOT DRIVERS; students shall not drive to extra-curricular sporting events (e.g. games at another school).** Parents should not rely on the faultless good judgment of 16 year old student drivers and this updated policy now speaks clearly to enforce this decision.
2. It is my understanding that the transportation policy that was shared with parents at the Varsity Boys Basketball parent meeting was the proposed policy that has yet to be adopted by the school board. It is not the current policy. On the Horizon website, I was able to find the current transportation policy EEACAA, dated Jan 28, 2021 which is still the current enforceable policy. This policy WILL NOT change before the next School Board meeting, which isn't until later in January. Understanding that Myers has no intention of providing transportation via bus to and from games, and that parent drivers would be required, perhaps our best option is for each athletic parent to complete ATTACHMENT A that indicates that we decline arranged transportation and accept full responsibility and liability for transportation. This would eliminate the need for every parent to provide 2M liability and a driver's abstract to act as a volunteer driver. If we, as parents, are communicating with each other regarding who is driving who, wouldn't it make more sense to just leave the school division out of it completely?? Our role and risk as parent drivers would still be exactly the same, but those additional expenses of increased insurance liability and drivers abstract would not be necessary.

Now some feedback regarding the proposed policy changes that were shared at the Parent Meeting. To begin with, I want to make it clear that, for the most part, I completely agree that it is safest, wisest and best practice for my teenage athlete to NOT travel alone to a sporting event. For the majority of circumstances, I agree that if the school is not providing transportation on a bus for the entire team, it is best for teenage athletes to travel with family or in carpools with other responsible adults. But on occasion, there are extenuating circumstances in a family that make the logistics of that not feasible. With that in mind, I present the following feedback:

1. According to 2.1.1 of the proposed policy, if Myers were to make a public official statement that there was no transportation being provided by the school, there would be no need for parents to fill out ATTACHMENT A. All parents would assume full responsibility and liability for transportation to the event. End of discussion. No further policy needed.
2. In regards to Section #4 of the proposed policy - Whether I drive my child, or an adult sibling drives my child, or he drives himself or he travels with a teammate's family - this should be a family decision, not a school board decision. I would like to reclaim my familial responsibility and utilize my parental common sense, rather than the school board dictating that the only allowable transportation is with a parent or guardian. The laws of the land say that it is legal for my 17-year old, who holds a drivers license and operates our insured family vehicle to get everywhere else that he needs to go. Why does the school board need to create a policy that, in this regard, it is not acceptable?? Perhaps the weather is inclement or the health of my child is such that he is unfit to drive, and I want to have the ability to exercise my right to act responsibly in this family matter. Coaches can inform a parent of the situation, and I'd like to believe that parents and families are capable of making those responsible decisions. There is no need for the school board to make rules regarding how families act responsibly. As insurance holders, parents accept this risk and responsibility every time their children leave the house. Just because a parent is driving doesn't definitively remove that risk. And just because this is a school event does not alter the risks. Risk of travel is risk of travel. The only way to remove the risk of travel is to remove travel (which I am not implying we should do.)
3. If the policy remains that students who drive themselves would not be allowed to play, I'd like to understand who is being made responsible to police how students arrive at each and every away game. Is this to be an added responsibility for every coach and/or administrator? Will they have to interview each player as they arrive at the game location and ask, "How did you arrive at this game?" then record that information somewhere to be reported to the school board? How will administrators attend each of their teams' games to complete this report? Or are non-volunteer-driving parents expected to police this and report those who are non-compliant? It seems to be a ridiculous

expectation! It seems that if a coach doesn't want to know how an athlete arrives, it's easy enough for that coach to not find out - just don't ask! Therefore, why create a policy??

4. If the school is not providing transportation, then there is no transportation for me to decline - which seems to be the only way to become a NON-VOLUNTEER driver. The second bullet of the definition of PRIVATELY OWNED VEHICLES includes vehicles operated by a non-volunteer. If I am accepting all responsibility and liability because the school is not providing transportation, what need does the school division have for me to meet all the requirements of a privately owned vehicle as stated in section #5? This is a very confusing piece of the proposed policy.

5. It seems to me that the school board is trying to cover every potential loophole and circumstance, but I have already imagined a potential work around to this policy (which I suppose I will keep to myself, in the event I want to use it someday). It is not my intention to create another situation that the school board writes one more clause in the policy to address, but rather to point out that it is nearly impossible to address every issue, circumstance or scenario.

I understand that there have been some parents expressing concern about students driving themselves to games which has led to these proposed changes. I wish to voice my opinion, as a parent, and hope that it will receive equal consideration. Of course, the safety of every student is my highest priority! If it were possible, I would want every athlete to travel by bus with the entire team to every game. But that is not feasible! I understand that. If the school board cannot provide this transportation, then they should relinquish all responsibility and liability to those who do provide it without attempting to dictate how it happens. Please allow parents to use their own common sense and understanding of their personal, private insurance to make responsible decisions that suit the needs and circumstances of their individual families. Thank you for taking my feedback into consideration.

Board members have informed the Superintendent that they have received feedback from parents regarding Policy EEACAA.

### **Recommendation**

It is recommended that this memo is received as information and that the Board discuss the concerns and recommendations brought forth by administrators and parents. It is also recommended that any feedback and discussion with between board members and parents would be provided at this time.

### Options

1. That the Board approve Policy EEACAA for final reading as is.



2. That the Board approve Policy EEACAA as amended to allow student drivers under some circumstances.

A revised policy is provided as a topic of discussion.

**Respectfully submitted**

Wilco Tymensen

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## HORIZON SCHOOL DIVISION

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

## POLICY HANDBOOK

**Cross Reference:** EEA, EEACAB, EEACAC

**Legal Reference:**

**Adoption Date:** December 18, 1996

**Amendment or Re-** Jan. 12/1998 Oct. 24/2001

**affirmation Date:** Jan. 23/2003 June 12/2008  
Aug. 19, 2014

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### POLICY

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

### DEFINITIONS

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

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

- Assume responsibility for the transportation of his/her child(ren) to or from a school sponsored event.
  - drives their child(ren) themselves
  - makes private arrangements with another adult for the transportation of his/her child(ren) to a school sponsored event.
  - in rare circumstances, and with acknowledgement from the principal that this request meets policy, have their child drive themselves.

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

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

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

### PROCEDURES

1. Schools will organize transportation for co-curricular activities.
  - 1.1. Should the school not be able to find adequate transportation, the activity will be cancelled or postponed.
2. Schools will attempt to organize transportation for extra-curricular activities
  - 2.1 Should the school not be able to find adequate transportation, the activity may be cancelled, postponed, or the school may inform parents in writing that there is no transportation being provided by the school.
    - 2.1.1 When no transportation is provided, parents assume full responsibility for transporting their children to the event.
    - 2.1.2 School staff, and/or volunteers will assume supervision of students upon the students' arrival at the venue.
3. Student drivers
  - 3.1 Due to the possibility of a potential injury (suspected concussion) at extra-curricular sporting event, students shall not drive to extra-curricular sporting events (e.g. games at another school).
    - 3.1.1 Should a student experience an injury or suspected concussion, the school will make arrangements for someone to transport the child home.
  - 3.2 Parents that decline arranged transportation related to extra-curricular sporting events shall make arrangements for an adult to drive their child.
    - 3.2.1 Under rare circumstances, a parents decline of arranged transportation and request for their child to drive themselves may be approved under the following conditions.
      - 3.2.1.1 The parent must inform the school prior to the event in writing, and receive approval from the principal
      - 3.2.1.2 The student would be driving less than or equal to the distance they would normally drive from their house to their school. Or
        - 3.1.1.13.2.1.3 The game is in another school/facility within the same community as their school.
  - ~~3.2 Should the student experience an injury or suspected concussion, the student will not be allowed to drive home from school.~~
4. Non-Volunteer Driver

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

- 4.1 A family must not transport another student unless both families have declined arranged transportation by the school and there is a private agreement between two families which is not arranged by the school.
- 4.2 Parent or guardian and/or Non-volunteer drivers as ~~defined above~~per 4.1 assume all responsibility and any associated liability for transportation.
- 4.3 In the event a parent or guardian and/or non-volunteer driver is assuming responsibility for transportation as defined above (non-volunteer), the school must have parent or guardian written consent (Attachment A) in advance of the transportation to or from the event and the permission of the principal when the parent or guardian is not in the vehicle. The written note must indicate:
  - 4.3.1 that the parent or guardian has declined arranged transportation by the school
  - 4.3.2 that the parent or guardian has made private arrangements to transport their child(ren)
  - 4.3.3 that the parent or guardian and the driver are assuming responsibility for transportation and any associated liability for transportation.
  - 4.3.4 The note should also include:
    - 4.3.4.1 the date of the event for which they are providing consent for
    - 4.3.4.2 the location of the event for which they are providing consent for
    - 4.3.4.3 whom the driver will be
- 4.4 Parents, guardians, students, and other community members will not transport another family’s child to or from a school sponsored event without written consent of that Child’s family being filed with the school administration
- 4.5 Students who disregard this provision will be prohibited from participating in the activities.
5. Privately Owned Vehicles Driven by Volunteer Drivers
  - 5.1 A private or rented vehicle operated by a volunteer may be used to provide transportation to and from school related activities provided that:
  - 5.2 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;
  - 5.3 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)
  - 5.4 The vehicle meets road worthiness requirements as specified in the Traffic Safety Act regulations and any other relevant provincial legislation;

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

- 5.5 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;
- 5.6 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.
  - 5.6.1 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.
  - 5.6.2 The vehicle owner's coverage applies before the coverage by the Board, in the event of any related claims or actions by other parties;
- 5.7 Any damages to the owner's vehicle are not insured by or deemed the responsibility of the Board;
- 5.8 The driver is in possession of a valid driver's license of the appropriate class;
- 5.9 The 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.
- 5.10 Drivers with 6 or more demerits will not be approved.
- 5.11 The driver and owner of the vehicle completes the Volunteer Driver and Automobile Authorization form (Attachment B);
- 5.12 The principal shall obtain written permission from a student's parent/guardian when an employee or private individual shall be transporting students in a private vehicle; and
- 5.13 The Principal of the school approves this type of transportation arrangement.
6. 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:
  - 6.1 Ensure a 6A Insurance Endorsement is included as part of the vehicle's insurance;
  - 6.2 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.

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**HORIZON SCHOOL DIVISION**

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

**POLICY HANDBOOK**

**Cross Reference:** EEA, EEACAB, EEACAC

**Legal Reference:**

**Adoption Date:** December 18, 1996

**Amendment or Re-** Jan. 12/1998 Oct. 24/2001

**affirmation Date:** Jan. 23/2003 June 12/2008  
Aug. 19, 2014

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**POLICY**

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

**DEFINITIONS**

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

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

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

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

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

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

### **PROCEDURES**

1. Schools will organize transportation for co-curricular activities.
  - 1.1. Should the school not be able to find adequate transportation, the activity will be cancelled or postponed.
2. Schools will attempt to organize transportation for extra-curricular activities
  - 2.1 Should the school not be able to find adequate transportation, the activity may be cancelled, postponed, or the school may inform parents in writing that there is no transportation being provided by the school.
    - 2.1.1 When no transportation is provided, parents assume full responsibility for transporting their children to the event.
    - 2.1.2 School staff, and/or volunteers will assume supervision of students upon the students' arrival at the venue.
3. Student drivers
  - 3.1 Due to the possibility of a potential injury (suspected concussion) at extra-curricular sporting event, students shall not drive to extra-curricular sporting events (e.g. games at another school).
  - 3.2 Parents that decline arranged transportation related to extra-curricular sporting events shall make arrangements for an adult to drive their child.
  - 3.3 Should the student experience an injury or suspected concussion, the student will not be allowed to drive home from school.
4. Non-Volunteer Driver
  - 4.1 A family must not transport another student unless both families have declined arranged transportation by the school and there is a private agreement between two families which is not arranged by the school.
  - 4.2 Parent or guardian and/or Non-volunteer drivers as defined above assume all responsibility and any associated liability for transportation.
  - 4.3 In the event a parent or guardian and/or non-volunteer driver is assuming responsibility for transportation as defined above (non-volunteer), the school must have parent or guardian written consent (Attachment A) in advance of the transportation to or from the event and the permission of the principal when the parent or guardian is not in the vehicle. The written note must indicate:
    - 4.3.1 that the parent or guardian has declined arranged transportation by the school

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

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

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

4.3.4 The note should also include:

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

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

4.3.4.3 whom the driver will be

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

4.5 Students who disregard this provision will be prohibited from participating in the activities.

**5. Privately Owned Vehicles Driven by Volunteer Drivers**

5.1 A private or rented vehicle operated by a volunteer may be used to provide transportation to and from school related activities provided that:

5.2 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;

5.3 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)

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

5.5 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;

5.6 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.

5.6.1 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.

5.6.2 The vehicle owner's coverage applies before the coverage by the Board, in the event



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

of any related claims or actions by other parties;

- 5.7 Any damages to the owner’s vehicle are not insured by or deemed the responsibility of the Board;
  - 5.8 The driver is in possession of a valid driver’s license of the appropriate class;
  - 5.9 The 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.
  - 5.10 Drivers with 6 or more demerits will not be approved.
  - 5.11 The driver and owner of the vehicle completes the Volunteer Driver and Automobile Authorization form (Attachment B);
  - 5.12 The principal shall obtain written permission from a student's parent/guardian when an employee or private individual shall be transporting students in a private vehicle; and
  - 5.13 The Principal of the school approves this type of transportation arrangement.
6. 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:
- 6.1 Ensure a 6A Insurance Endorsement is included as part of the vehicle’s insurance;
  - 6.2 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.

**Associate Superintendent, Learner Services**  
**Report to the Board of Trustees – January 24, 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 visited a colony school and had the opportunity to share numeracy games and rich tasks that can be added to their daily routines.
- Amanda worked one-on-one with 3 teachers who were exploring the Learning That Transfers (LTT) model to promote conceptual learning in their classrooms. Teachers were looking at planning current units as well as possible units with the draft curriculum.
- Program Unit Funding (PUF) audit requirements were sent to Coral for three students to be verified by the January 14 deadline. Documentation from professional staff is complete for the verification process.
- Dual Credit students from the 1st Semester were very successful, all students were very grateful for the experience and we have four students attending one dual credit course for the second semester.

**KEY ACTION AREA #2:**

**Response to Instruction and Intervention**

- Meeting with one school (all teachers), Coral worked the first of two days to take a closer look at Early Learning Plans, Individual Support Plans and Success and School Plans, to ensure consistency with the new software Imagine Everything.
- Terri-Lynn, Amanda and Coral provided three days of intervention training to teachers from all elementary schools in the district to address the learning disruption from the pandemic. The last full-day was an opportunity for teachers to plan the interventions that would be happening in each school for students Kindergarten to grade 3 starting in January.
- Laura had two new referrals, mostly working with previous high needs students for this month. She has had five student observations; and reports were sent out to staff on those students.
- Laura completed the training to students in Erle Rivers on Autism (to the gr 8 and 11 students), she worked with staff consulting by phone or in person (often more than one conversation) regarding 11 students of concern at various locations.

## LEADERSHIP PRACTICES

- Amanda completed her level three with the Learning that Transfers instructional model. This instructional model will be used to support teachers in moving forward with the new curriculum, and provide teachers with the tools to extend student learning so that they are able to have a conceptual understanding of various topics.
  - Coral and Amanda are part of a Southern Alberta Instructional Coach collaboration through SAPDC (Southern Alberta Professional Development Committee) and they participated in the first meeting of their book study *Leadership in Education: The Power of Generative Dialogue* this past month.
  - Amanda and Terri-Lynn continue to work with Hapara in bi-weekly meetings to support growth in our Digital Backpack Library, and resources for teachers.
  - Coral completed her auditing level with the Learning that Transfers instructional model to help support teachers with conceptual planning. In addition, she completed Hanen training which grants her certification to train kindergarten teachers and Early Learning educators in the core language development pieces for early learners.
  - Laura completed the Alberta Family Wellness Brain Story Certification
-

December 1, 2021

**PRESS RELEASE RE: HORIZON SCHOOL DIVISION 2021 ANNUAL FINANCIAL REPORT**

On November 29, 2021, the Board approved the Audited Financial Statements for the year ended August 31, 2021. The financial statements are available at: <https://www.horizon.ab.ca/board/reports>.

**Highlights:**

A new funding framework was implemented for 2021. This framework recognizes the challenges associated with operating small rural schools and provided a significant increase in funding for the Horizon School Division. After multiple years of significant operating deficits (2020 -\$857,436), the jurisdiction realized a surplus of \$338,325 for 2021. Without the additional funding that was provided to assist with the costs associated with COVID-19 the jurisdiction would have had to reduce services and staff or incur a significant deficit.

The year presented many challenges as students and staff worked through the COVID-19 pandemic. The year started with approximately 250 fewer students than was projected. While some costs exceeded what was planned, other costs were reduced as various events were postponed or cancelled. Significant effort was made to provide students with quality, flexible instruction as the pandemic forced all of us to adapt multiple times. Enhanced cleaning protocols were implemented for the safety of staff and students. At home learning opportunities were made available all year, and school-based learning was forced to shift to temporary at home learning on multiple occasions. Every aspect of the jurisdiction's operations was impacted. Costs directly attributed to COVID-19 totaled \$1,363,703. Additional funding of \$1,283,650 was provided to assist with these costs.

In 2021-22 many of the COVID-19 mitigation strategies continue as we follow the lead of the government's medical professionals. Resources are being strategically allocated to address the challenges from the pandemic, and to bridge any learning gaps that have been caused by interruptions in the last school year. The challenges of the pandemic are significant, but as we engage and empower students, they will continue to thrive in their educational journey.

Board reserves following the year ending August 31, 2021 are as follows:

Unrestricted Surplus	\$1,377,161		
Board Operating Reserves	\$ 591,847		
School Based Operating Reserves	\$ 644,898		
School Generated Funds	\$ 733,604		
<b>Total Accumulated Operating Surplus</b>		<b>\$3,347,510</b>	
Capital Reserves		\$1,722,806	
Investment in Capital Assets		\$5,232,980	
<b>Total Net Assets</b>			<b>\$10,303,296</b>

#### Funding By Source

Government of Alberta	\$46,113,274	96.9%
Federal Government	1,806	0.0%
Fees	531,507	1.1%
Sales of Services & Products	378,377	0.8%
Investment Income	66,534	0.1%
Donations	453,270	1.0%
Other Revenue	61,733	0.1%
Total	\$47,606,501	

#### Expenditures By Program

Instruction – Pre Kindergarten	\$754,987	1.6%
Instruction – K – Gr. 12	\$ 33,511,966	70.9%
Operations & Maintenance	\$ 7,736,334	16.4%
Transportation	\$ 2,912,070	6.2%
System Administration	\$ 1,815,776	3.8%
External Services	\$ 537,043	1.1%
Total	\$47,268,176	

#### Expenditures By Object

Certificated Salaries	\$ 20,215,155	42.8%
Certificated Benefits	\$ 4,547,149	9.6%
Non-certificated Salaries	\$ 6,923,046	14.6%
Non-certificated Benefits	\$ 1,519,731	3.2%
Services, Contracts & Supplies	\$ 11,606,851	24.6%
Amortization	\$ 2,456,244	5.2%
Total	\$ 47,268,176	

December 2, 2021

Gracie Thiessen  
Grade 4  
Hays School

Dear Gracie,

We would like to congratulate you on your achievement in the Grade 5/6 Beaver Computing Challenge. Ranking in the top 25% of all students across Canada is a tremendous accomplishment, one you should be proud of.

It is always great to hear about the successes of our students and receive examples where student learning is being applied in real world scenarios.

We hope that you continue to excel in your interest in computer science and wish you the best in your schooling.

Sincerely,



Wilco Tymensen,  
Superintendent



Marie Logan  
Board Chair

December 2, 2021

Cristina Giesbrecht  
Grade 5  
Hays School

Dear Cristina,

We would like to congratulate you on your achievement in the Grade 5/6 Beaver Computing Challenge. Ranking in the top 25% of all students across Canada is a tremendous accomplishment, one you should be proud of.

It is always great to hear about the successes of our students and receive examples where student learning is being applied in real world scenarios.

We hope that you continue to excel in your interest in computer science and wish you the best in your schooling.

Sincerely,



Wilco Tymensen,  
Superintendent



Marie Logan  
Board Chair

# Putting students first: Minister LaGrange

December 09, 2021 [Media inquiries](#)

Education Minister Adriana LaGrange issued the following statement on next steps to improve oversight of the teacher discipline process:

“Like many Albertans, I was horrified when I first read the details of allegations brought forward regarding a former Calgary Board of Education teacher.

“I was also appalled that the Alberta Teachers’ Association did not believe they had an obligation to report its disciplinary findings to police.

“They chose to solely rely on a disciplinary process that recommended only a two-year suspension for admitted child abuse. We will never know what the results of a full, timely criminal investigation could have been.

“Unfortunately, this episode clearly demonstrates that the ATA failed to protect students from a predatory teacher.

“We took steps to begin addressing this with the *Students First Act*. This new legislation brings in several measures to make the teacher disciplinary process more transparent.

“However, after learning the disturbing details of this case, I realized more needs to be done right now – and that is why I am taking the following steps.

“First, I will bring forward an order-in-council to immediately implement the provision in the *Students First Act* requiring the ATA to notify the registrar at Alberta Education of all complaints about their members when they are received.

“Currently, the ATA is only required to notify Alberta Education at the end of their disciplinary process if a matter goes to a hearing, including cases where recommendations are made to the Minister to suspend or cancel a certificate.



“Second, I have directed my department to begin drafting legislation for the spring that will separate the teacher disciplinary process from the ATA’s mandate and functions.

“It is now abundantly clear that the ATA can no longer act as the investigator and the prosecutor for complaints against its members. This obvious conflict of interest has made Alberta an outlier. All other provinces and territories follow either an arm’s-length or government-operated model for teacher discipline.

“Alberta’s government is committed to improving the teacher and teacher leader discipline process, including within the registrar’s own processes.

“I cannot change the past, nor can I take away the pain survivors live with every single day. However, as the Minister of Education, I consider it my moral obligation to do everything in my power to fix the broken system that has let our children and their families down for so long.

“I look forward to providing Albertans with updates on this important work as we move forward.”

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

Date: Mon, Dec 13, 2021 at 1:16 PM

Subject: News Release: Listening to Albertans on the draft K-6 curriculum

# Listening to Albertans on the draft K-6 curriculum

December 13, 2021 [Media inquiries](#)

Albertans' feedback is informing ongoing curriculum renewal, with adjusted implementation timelines, changes to the design of the Social Studies curriculum and more opportunities for engagement in the new year.

Alberta's government has been listening to all input from Albertans on the draft kindergarten to Grade 6 (K-6) curriculum and is taking significant steps to address feedback from parents, teachers and subject matter experts.

"Our government committed to a transparent and open review process for curriculum and we are keeping that promise. We have listened to the valuable insights provided by parents, education stakeholders, teachers and Albertans and are making significant content and implementation changes to reflect this. The steps we are taking now will ensure our students are learning from an updated curriculum that prepares them for the future."

*Adriana LaGrange, Minister of Education*

## Curriculum implementation

The COVID-19 pandemic has added unique pressures on students, their families and teachers. Recognizing this, Alberta's government is making changes to curriculum implementation timelines.

New curriculum in three subjects – English Language Arts and Literature, Mathematics, and Physical Education and Wellness – will be implemented in

September 2022. To help set the course for successful implementation, Alberta Education will seek advice from an advisory group of education and curriculum implementation experts early in 2022. The group will also provide recommendations on implementation strategies for the remaining K-6 subjects.

“The pandemic has had many impacts on students, including learning disruptions, particularly in the early years where building strong foundational reading, writing and numeracy skills are critical. Providing strengthened English and Mathematics curriculums for the upcoming school year will further help young students catch up.”

*Adriana LaGrange, Minister of Education*

“The Alberta School Boards Association is appreciative that the government has listened to stakeholders, including our membership. ASBA has advocated for a delay and a phased approach to curriculum implementation and recognizes that government responded with some changes announced today. ASBA looks forward to working with government and our membership on the implementation plan and sharing the feedback of our members as they continue to represent their communities.”

*Marilyn Dennis, president, Alberta School Boards Association*

“The board of directors for the College of Alberta School Superintendents has appreciated the opportunity for our membership to participate in the engagement process on the draft curriculum. We are pleased to see that feedback provided by CASS to date is reflected in the changes announced by Minister LaGrange today. CASS looks forward to continuing to work with government on the curriculum refinement and implementation process and will provide our expertise as requested on the Implementation Advisory Panel. We share the government’s focus of providing a strong updated curriculum for students and will work to ensure it can be successfully implemented in classrooms in the future.”

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

“The Alberta government is showing how they are listening to education partner feedback as we continue to move forward with curriculum. The Fort Vermilion

School Division is immersed in projects with the Alberta Research Network identifying areas of learning loss. The decision to move forward with ELA, Math, and Wellness is imperative. FVSD appreciates the government's responsiveness throughout the curriculum pilot period in a pandemic."

*Mike McMann, superintendent, Fort Vermilion School Division*

## **Social Studies curriculum design and content changes**

A new [draft design blueprint](#) addresses substantive feedback received related to age and developmental appropriateness of the Social Studies curriculum and lays out a plan to make curriculum content changes. The blueprint and further engagement will inform a new draft that continues to ensure students learn historical content, build civic skills, explore First Nations, Métis and Inuit and Francophone perspectives and learn about different cultures and communities

### **Content changes**

In addition, this round of content changes in four subject areas will address the specific feedback that Albertans, as well as piloting school authorities, have provided to date. Changes have been made to [English Language Arts and Literature](#), [Physical Education and Wellness](#), [Fine Arts \(Music\)](#) and [Science](#) curriculums to add clarity, strengthen content as well as expand key topics such as positive body image, climate change and learning about dinosaurs.

"For nearly a decade, Junior Achievement has worked with the provincial government to increase access to financial literacy education and programming for young people across Alberta through curriculum inclusion. In today's economy, financial literacy skills are critical for success. Financial literacy has a significant impact on long-term well-being, self-esteem and resilience. JA is pleased to see the provincial government recognize this need and respond to calls from parents, teachers and experts by incorporating financial literacy into the Physical Education and Wellness portion of Alberta's new K-6 curriculum. We look forward to supporting our partners in education in this area."

*Melissa From, president and CEO, Junior Achievement Southern Alberta*

“Reading and writing are two of the most important skills children are required to master in their early school career. To achieve this, they need systematic and explicit instruction in foundational skills such as phonological awareness, phonics, reading fluency, vocabulary and reading comprehension. The new ELAL curriculum includes all these elements and brings a scientific way of teaching reading and writing into every classroom. I am pleased that this will be introduced to students in September 2022.”

*George Georgiou, professor, faculty of education - educational psychology, University of Alberta*

While Alberta Education has made some content changes to these subjects, there are also areas that are not yet addressed, such as changes related to First Nations, Métis, and Inuit and Francophone perspectives in subject areas outside of Social Studies. The government is continuing to work with education partners and community stakeholders to gather feedback on these critical areas before changes will be made in the spring. Based on feedback, the draft Mathematics curriculum will also be updated this spring, prior to final provincial implementation in September 2022. All other subjects, including the draft French language curriculum, will also be updated.

## **Engagement opportunities**

In January and February there will be new engagement opportunities for Albertans to share their constructive, meaningful feedback on updated draft content, as well as the draft design blueprint for Social Studies. In addition, Albertans are invited to attend virtual information sessions on the updated curriculum and implementation plans, starting on Dec. 16.

Albertans can register for virtual information sessions and sign up to find out more about new engagements when details are available in the new year at [alberta.ca/curriculum-have-your-say](https://alberta.ca/curriculum-have-your-say).

In spring 2022, Alberta’s government will carefully consider the feedback from all engagement opportunities and classroom piloting. This input will be used to finalize the Social Studies design blueprint, develop the corresponding draft

Social Studies curriculum and further revise all subjects in the draft K-6 curriculum.

## Quick facts

- Since September 2021, approximately 360 teachers have been piloting the draft K-6 curriculum with about 7,800 students across the province. School authorities and teachers will share valuable insights about their experience and the resources needed to support new curriculum.
- New engagement opportunities and virtual information sessions will be offered in English and French at various times to meet the diverse interests and needs of Albertans.
- Alberta Education has provided approximately \$1 million in grants to support education partner groups in conducting a consistent and coordinated engagement process with their communities so their unique perspectives can be heard and reported back to Alberta Education.
- Feedback from all engagements and piloting will inform updates to Indigenous and Francophone perspectives in all draft K-6 subjects in the spring.
- Engagement feedback will also inform an updated Mathematics curriculum prior to implementation in September 2022.
- Four subjects in the draft K-6 curriculum have been updated for Albertans to provide feedback on:
  - English Language Arts and Literature
  - Physical Education and Wellness
  - (Fine Arts) Music
  - Science
- Recognizing that the adjustments being made to the draft K-6 content will affect later grades, the government will sequence on work on drafting curriculum for grades 7-10 accordingly.

## Related information

- [Draft K-6 curriculum](#)

## Multimedia

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

Date: Thu, Dec 16, 2021 at 3:00 PM

Subject: News Release: Alberta and Canada partner to expand connectivity | Les gouvernements de l'Alberta et du Canada s'unissent pour améliorer la connectivité Internet

## **Alberta and Canada partner to expand connectivity | Les gouvernements de l'Alberta et du Canada s'unissent pour améliorer la connectivité Internet**

December 16, 2021 [Media inquiries](#)

A dollar-for-dollar matching agreement between the governments of Alberta and Canada will help expand broadband access across the province.

Closing the digital divide is critical to ensuring that Alberta's economic recovery reaches every home, business and community. The benefits of greater connectivity touch every part of life. Albertans will have access to the tools and education they need to build their skills. Alberta businesses will have the networks they need to attract investment, grow their products and expand their markets. Our communities will have the services they need to attract individuals and families who are looking for the flexibility of small-town lifestyle while maintaining connections to urban centres.

To help accomplish this, Alberta's government announced in July that it was committing \$150 million toward expanded broadband in rural, remote and Indigenous communities. A new memorandum of understanding with the Government of Canada will see that \$150 million matched, dollar for dollar, by the federal government.

"Alberta's government is committed to eliminating the digital divide. Solving the broadband problem requires all levels of government and the private

sector to come together. Albertans living outside major urban centres have been at a digital disadvantage because of unreliable broadband, but we are building partnerships to end that and, today, we're so much closer to a solution. Connectivity is on the horizon."

*Nate Glubish, Minister of Service Alberta*

The Canada-Alberta Broadband Partnership agreement sets the framework for collaboration between the two governments to select and move forward projects from the Universal Broadband Fund (UBF), a federal program that supports high-speed Internet projects in rural and remote areas across the country.

"High-speed internet service is essential to the success of everyone living and working in rural communities. Today's announcement will bring reliable, high-speed internet access to underserved households in Alberta, helping create jobs, improving access to health care and online learning services, and keeping people connected to their loved ones. Our government has committed over \$7.2 billion to ensure that all Canadians are connected to the internet and we will continue to make investments like these to help connect every Canadian."

*Gudie Hutchings, federal Minister of Rural Economic Development*

Over the last several months, both governments have been reviewing Alberta applications for UBF funding and expect to begin announcing specific projects early in the new year. Albertans can look forward to having shovels in the ground in the 2022 construction season.

To completely bridge the digital divide, it is estimated that \$1 billion of public and private funds will be required. The governments of Alberta and Canada have agreed in the memorandum of understanding that if more joint funding becomes available, the existing agreement would be updated to reflect that commitment of additional support.

"Bringing capital and connectivity into Indigenous communities means more opportunities for our youth and better services for our elders and families.



When First Nations succeed, Alberta succeeds and Canada succeeds. This broadband investment and agreement will help make that happen.”

*Chief Billy Morin, Enoch Cree Nation*

“Broadband connectivity creates opportunity for our children and our communities. It enables rural economic development, increases access to health care, creates smart farms, improves education, enables information sharing to address crime, promotes rural living, and enables us to be world leaders in a range of industries.”

*Paul McLauchlin, president, Rural Municipalities of Alberta*

Improving broadband access in rural, remote and Indigenous communities supports Alberta’s Recovery Plan, a plan to build, diversify and create jobs to breathe new life into Alberta's economy and create new opportunities for Albertans.

## **Quick facts**

- Currently, there are about 201,000 households in Alberta without access to high-speed internet.
- Approximately 80 per cent of Alberta’s Indigenous households and 67 per cent of rural households do not have access to CRTC target speeds for Internet, which lags behind Canada-wide rates of 54.4 per cent and 65.2 per cent, respectively.
- In 2016, the Canadian Radio-television and Telecommunications Commission (CRTC) declared broadband a basic telecommunications service and set targets to connect every Canadian home and business to minimum network speeds by 2030:
  - 50 megabits per second (Mbps) for downloads
  - 10 Mbps for uploads
- The total cost of expanding rural broadband internet to underserved areas of the province is estimated at \$1 billion. Alberta’s government is working with the federal government and the private sector to share the cost.

- In November 2020, the Government of Canada launched the UBF, now worth \$2.75 billion. This fund will help support high-speed internet projects across the country.

## Related information

- [Alberta's Recovery Plan](#)
- [Alberta and Canada bringing high-speed Internet to underserved areas](#)
- [Universal Broadband Fund](#)

## Related news

- [Expanding broadband internet in rural Alberta](#) (July 22, 2021)

## Multimedia

- [Watch the news conference](#)



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.

**From:** Vivian Abboud <[VAbboud@asba.ab.ca](mailto:VAbboud@asba.ab.ca)>  
**Date:** January 11, 2022 at 5:24:07 PM MST  
**Subject:** 2022 ASBA General Meeting Timelines

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Please find attached ASBA's 2022 General Meeting timelines. These documents include important deadlines for the submission of proposed Bylaw amendments, position statements, and emergent position statements. Below are the upcoming notable submission deadlines:

- March 1: Submissions of proposed ASBA Bylaw amendments for the 2022 Spring General Meeting.
- May 2: Submission of an emergent position statement for consideration at the 2022 Spring General Meeting.
- May 31: Submissions of regular position statements from boards for consideration at the 2022 Fall General Meeting.

ASBA's Bylaws and Governance Policies can be found on the members-only portion of the ASBA website <https://www.asba.ab.ca/members/governance-and-bylaws/> (**log in required**).

Best, v

# FALL GENERAL MEETING 2022 TIMELINE

January

## CALL FOR REGULAR POSITION STATEMENTS

- ASBA issues a call to Board Chairs for regular position statements to be considered at the 2022 Fall General Meeting (FGM).
- These position statements must be approved at a zone meeting before being submitted to ASBA.

**Quick Tip:** Let your Zone Chair know as soon as possible if your Board plans to submit a regular position statement. They can help schedule discussion at a zone meeting to ensure you meet the submission deadline!

DEADLINE

May  
31

## DEADLINE FOR ZONES TO SUBMIT REGULAR POSITION STATEMENTS

- Once approved at a zone meeting, regular position statements must be submitted to ASBA by end of day on May 31. This is typically done by the zone.
- Each zone may submit a maximum of 3 regular position statements (Zone 2/3 may submit up to 6).
- Amendments or recissions to existing position statements are not included in the maximums.

**Quick Tip:** Remember to review ASBA's existing position statements to ensure your position does not conflict or overlap with existing positions.

June -  
August

## PDAC REVIEWS REGULAR POSITION STATEMENTS

- The Policy Development Advisory Committee (PDAC) collaborates directly with the submitting board to strengthen the regular position statement. This may include requesting additional information, suggesting edits or amalgamation with similar positions.

**Quick Tip:** This is a great time to start building support for your position statement. Connect with other boards to see if they will support your position statement or if they would be willing to speak in favour of it at the FGM.

September

## DEADLINE FOR REVISED FINAL POSITION STATEMENTS

- PDAC will meet in September to review the final position statement submissions with any changes.
- At the September meeting, a Parliamentarian will review the position statements.
- If further amendments are recommended, they will be shared with the sponsoring board.
- Revised position statements do not require another zone approval, but it is recommended that the sponsoring board provide an update to their zone of any changes made.

DEADLINE

October  
17

## DEADLINE FOR BOARDS TO SUBMIT EMERGENT POSITION STATEMENTS

- Deadline for boards to submit emergent position statements for consideration at the 2022 FGM
- Emergent position statements arise after the May 31 deadline and require urgent consideration or action before the 2022 Spring General Meeting

**Quick Tip:** Emergent position statements do not require approval at a zone meeting, but if you have the time it is a good idea to hear feedback from members of your zone!

October  
21

## GENERAL MEETING BULLETIN

- ASBA circulates the General Meeting Bulletin with all regular and emergent position statements.

November  
20-22

## FALL GENERAL MEETING

- ASBA members gather for the FGM.

# SPRING GENERAL MEETING

## 2022 TIMELINE

January

### CALL FOR PROPOSED BYLAW AMMENDMENTS

- ASBA issues a call to Board Chairs for Bylaw amendments to be considered at the 2022 Spring General Meeting (SGM).

DEADLINE

March  
1

### DEADLINE FOR BOARDS TO SUBMIT BYLAW AMENDMENTS TO ASBA

- The deadline for boards to submit proposed Bylaw amendments for consideration at the 2022 SGM is March 1.
- All Bylaw amendments are reviewed by the Board of Directors at the regular March meeting before being distributed in the SGM Bulletin.

April  
6

### DISTRIBUTION OF BUDGET AND BYLAWS BULLETIN

- The General Meeting Bulletin is circulated with the 2022-23 Budget and all proposed Bylaw amendments for consideration at the 2022 SGM.

DEADLINE

May 2

### DEADLINE FOR BOARDS TO SUBMIT EMERGENT POSITION STATEMENTS

- The deadline for boards to submit emergent position statements for consideration at the 2022 SGM is May 2.
- All position statements considered at the SGM are considered emergent because they do not go through the same review process as regular position statements (considered at the FGM).
- Emergent position statements arose after the May 31, 2021 deadline (for the FGM in the previous year) and require urgent consideration or action before the 2022 FGM.
- The Policy Development Advisory Committee (PDAC) will collaborate directly with the submitting board to strengthen the emergent position statement. This may include requesting additional information or suggesting amendments.

*Quick Tip: Emergent position statements do not require approval at a zone meeting, but if you have the time it is a good idea to hear feedback from members of your zone!*

April -  
May

### ASBA DRAFT BUDGET PRESENTATION

- ASBA presents the draft budget at zone meetings.

June  
3

### DISTRIBUTION OF REVISED BULLETIN

- ASBA circulates a revised bulletin inclusive of any emergent position statements.

June  
5 - 6

### SPRING GENERAL MEETING 2022

- ASBA members gather for the SGM.

**SAPDC Committee Report**  
**January 19, 2022 Zone 6 Meeting**

I attended the SAPDC meeting on December 16, 2022. The committee will not be meeting again until May 5, 2022, but I have asked to be placed on a bi-weekly newsletter so that I can get frequent updates with current learning opportunities. SAPDC is available to speak at our Zone meetings and/or provide professional learning on a topic of our choice. Please feel free to reach out to me if you have an idea for PD at the Zone and I will look into it.

I did send out a preliminary report to zone representatives to share with their boards and superintendents on December 16 after the meeting because some of the opportunities were time sensitive. I didn't want anyone to miss out on PD they might be interested in. I have put the same information below:

**December 16, 2022 meeting**

The first two PD sessions below can be made available to our parent groups as well.

Anxiety: Explore the roots of anxiety & practical strategies to help  
<https://www.sapdc.ca/program/8067>

Emotional De-escalation  
<https://www.sapdc.ca/program/7825>

A series for instructional leads/coaches

Who teaches the teachers: Conversations for, with and about being an educational leader in any subject  
<https://www.sapdc.ca/program/8082>

Please note this is time sensitive.

**Supported Independent Professional Learning Opportunity**

Here is a great opportunity for teachers to work with the Grade-Targeted Professional Learning Workshop from Katie Garner creator of Secret Stories to strengthen the five essential elements of reading instruction: phonemic awareness, phonics, comprehension, vocabulary and fluency. The key difference in the Secret Stories work with phonics and phonemic awareness is the blending of the science of the brain and learning with the processes of language and reading development, a merging of the science of learning and the sciences of reading.

Each recording is of a full-day equivalent workshop between 5 – 6 hours long. Taking in the Christmas break we've received permission for those who register to access the recordings through to midnight of February 4<sup>th</sup>, 2022.

This special access opportunity is only available to teachers in the SAPDC region. In addition to the independent (or with fellow teachers at your school working through as many of the recordings as you like) we will be hosting two **Q and A sessions January 12 from 4:00 – 5:30 pm** and one in the evening **Feb 1, 2022 at 7:00 – 8:30 pm** with Katie Garner of Secret Stories.

We are subsidizing the access to the resources and the Q and A and registration cost is **10.00 per individual** teacher or education assistants. Divisions or schools may purchase for groups of teachers or individual teachers may sign up. If a division would like to purchase for more than 50 participants, all participants after 50 are free. **(So Division leads, 500 dollars gets you access for as many teachers and EA's as you'd like to sign up.). Any over 10 – contact Heather at our office to facilitate registration.**

We encourage participants to also **join the Secret Stories Facebook group** for further collaboration.

**All participants must register on the SAPDC site individually to receive the links. The link provides access to all recordings.**

Participation allows you access to all of the individual recordings for:

Pre-K/Kindergarten

1<sup>st</sup> Grade

2<sup>nd</sup>/3<sup>rd</sup> Grade

4<sup>th</sup>/5<sup>th</sup> Grade

Reading Specialists / Instructional Coaches / Interventionists / Resource / ESL / ESE/ Speech / Admin

**From the Secret Stories Website:**

The primary grade level target is prek-3rd, though it is strongly recommended that 4th and 5th grade teachers be given access to their own training, as well.

The reason that third grade is included as a primary target level is because of the lack of developmental readiness in K-2 often resulting in many phonics skills not yet mastered. For this reason, third grade is on a continuum with second and the teacher-trainings are combined. Similarly, 4th and 5th grade teachers can easily apply the same brain-based approach to “plug holes fast” for struggling readers without impeding the momentum of on-grade level instruction. Given upper grade teachers’ general lack of phonics knowledge and strategies to help below-grade level, struggling readers access the curriculum, this training is especially helpful.

We encourage you to visit the Secret Stories Website specifically the [How it Works Section](#) and the [Research Section](#) in addition to the recordings.

Respectfully Submitted,

Lorelei Bexte, Palliser School Division

SAPDC Zone 6 Representative

January 17, 2022

Board of Directors  
Board Chairs  
Zone Chairs

**RE: Call for Interest for Alberta Schools' Athletic Association (ASAA) Board  
Of Governors**

This is a memo regarding a vacancy on the Alberta Schools' Athletic Association Board of Governors. Additional information is contained in the attached description. Please note that you must be a trustee to be eligible for this appointment.

If you are interested in serving on the ASAA Board of Governors, please complete the attached form and skills matrix and return via email to Phumi Miriyoga, Governance Associate, at [pmiriyoga@asba.ab.ca](mailto:pmiriyoga@asba.ab.ca). The deadline for applications is February 7<sup>th</sup>, 2022, at 12 noon.

The successful candidate will be appointed by the ASBA Board of Directors at their February 2022 meeting.



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Dr. Vivian Abboud  
CEO





## EXTERNAL COMMITTEE DESCRIPTION

<b>Name of Committee:</b>	Alberta Schools' Athletic Association – Provincial Board of Governors
<b>Sponsor:</b>	Alberta Schools' Athletic Association
<b>Term:</b>	2 years
<b>Time Commitment</b>	Two meetings held annually in early December (Red Deer/virtual) and late June (Edmonton/virtual). Meetings are 1 ½ days each time with an awards banquet in the evening for each meeting.
<b>Expenses:</b>	Board members will be reimbursed for travel, accommodation and meals.
<b>Purpose of Committee:</b>	<p>The purpose of the ASAA Provincial Board of Governors is:</p> <ul style="list-style-type: none"><li>• To be involved in Bylaw/Policy development; for more information on ASAA Bylaws and Policies: <a href="http://www.asaa.ca/resources/asaa-bylaws-policy">http://www.asaa.ca/resources/asaa-bylaws-policy</a>.</li><li>• Governance of the Association and the championships it oversees in 12 different sports for high school students. The ASAA's Strategic Plan is located here: <a href="https://www.asaa.ca/sites/default/files/uploads/basic/attachments/strategic_plan_asaa_final_2021-25.pdf">https://www.asaa.ca/sites/default/files/uploads/basic/attachments/strategic_plan_asaa_final_2021-25.pdf</a></li></ul>
<b>Membership:</b>	Membership of ASAA is open to any Alberta senior high school that is accredited by Alberta Education and pays its annual membership fees.
<b>Criteria:</b>	Applicants for the appointment must be a trustee of ASBA and must have an interest in and passion for school sports.
<b>Organizational Information:</b>	Alberta Schools' Athletic Association 11759 Groat Road Edmonton AB T5M 3K6 780-427-8182 <a href="mailto:info@assa.ca">info@assa.ca</a> ; <a href="http://www.asaa.ca">www.asaa.ca</a>



## ASAA BOARD REPRESENTATIVE APPLICATION FORM

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Applicant Name

E-mail

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Board

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Title

Telephone

Response:  Yes, I am interested in serving on the ASAA Board as an ASBA representative.

**Please return this completed form and attached skills matrix to [pmiriyoga@asba.ab.ca](mailto:pmiriyoga@asba.ab.ca) by February 7, 2022 at 12 noon.**

Please summarize the relevant skills and experience that would make you the best candidate for this position **and** complete the attached skills matrix.

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

Date: Thu, Jan 20, 2022 at 10:06 AM

Subject: News Release: Next steps for K-6 curriculum implementation

# Next steps for K-6 curriculum implementation

January 20, 2022 [Media inquiries](#)

Advice from education system leaders, teachers and curriculum experts will help set the course for implementing a new kindergarten to Grade 6 curriculum.

Alberta's government is establishing a Curriculum Implementation Advisory Group to provide advice and recommendations on the implementation strategy and timelines for a new kindergarten to Grade 6 (K-6) curriculum. The group will help determine how new curriculums for English Language Arts and Literature, Mathematics, and Physical Education and Wellness will be successfully implemented in September 2022. This includes identifying potential supports that may be needed and options for providing these supports to school authorities. They will also provide advice and recommendations on the continuation of piloting the remaining K-6 subjects beginning in September 2022 and provide strategies for implementing these subjects beginning in September 2023.

"Alberta's government has been listening to all input from Albertans about the draft K-6 curriculum review process. We are committed to taking a measured and thoughtful approach to ensure curriculum piloting and implementation timelines are manageable for teachers and students. With the expertise of the Curriculum Implementation Advisory Group, Alberta's government will carefully consider how to address the implementation timelines and support the education system throughout the process."

*Adriana LaGrange, Minister of Education*

The Curriculum Implementation Advisory Group includes members from Alberta Education and education partners who are directly accountable for curriculum implementation. These individuals all have extensive qualifications, expertise and experience working within the education system. This balanced approach will help ensure the best interests of students, parents and teachers inform the group's advice and

recommendations. Meetings will also take place with First Nation school authorities to obtain their advice on curriculum implementation.

“ASBA appreciates participating in this advisory group to provide feedback from member school boards as the voice of their diverse communities. We look forward to a collaborative process working alongside advisory group members in the best interest of all students across the province.”

*Marilyn Dennis, president, Alberta School Boards Association*

“The College of Alberta School Superintendents is pleased to have representation on the Curriculum Implementation Advisory Group. We look forward to providing a system perspective as it relates to the identification of required supports and resources that would maximize the capacity of teachers to experience a successful implementation.”

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

## **Curriculum Implementation Advisory Group members**

- Marilyn Dennis, president, Alberta School Boards Association
- Representative, Alberta School Boards Association
- Wilco Tymensen, president, College of Alberta School Superintendents
- Bevan Daverne, past-president, College of Alberta School Superintendents
- David Keohane, executive director, College of Alberta School Superintendents
- Michael McMann, superintendent, Fort Vermilion School Division
- Robert Lessard, superintendent, Conseil scolaire Centre-Nord
- Teacher representative, piloting elementary school
- Teacher representative, piloting elementary school
- Teacher representative, elementary school
- Principal representative, Calgary Board of Education
- Curriculum expert, Edmonton Public Schools
- Andre Tremblay, deputy minister, Alberta Education (chair)
- Jennifer Flaman, assistant deputy minister, Curriculum Division
- Executive director, Early and Middle Years Curriculum
- Executive director, Curriculum Coordination and Implementation
- Executive director, Learning and Teaching Resources

## **Key facts**

- The Curriculum Implementation Advisory Group is expected to be in place until June 2022.
- Alberta Education will develop a provincial implementation plan for a new K-6 curriculum by considering the strategic advice and recommendations the group provides.
- The Curriculum Implementation Advisory Group began meeting in January and is expected to meet at least monthly for the duration of the term.
- Meetings will be held virtually. Should any travel be required, Alberta Education will reimburse members for any travel expenses that are not covered by their organizations.
- The majority of members of the Curriculum Implementation Advisory Group hold positions where their names are already publicly available. To ensure the personal information of the individuals working in non-public roles, such as teachers, remains private and to help ensure they do not become targets of online harassment, Alberta Education will not be releasing the names of these members.

## Related information

- [Curriculum Implementation Advisory Group – Terms of Reference](#) (PDF)
- [Draft K-6 curriculum – How we got here](#)
- [Draft K-6 curriculum – Overview](#)