

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

Acknowledgement of the Land

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

A – Action Items

A.1 Agenda	<p>ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4 ENCLOSURE 5 ENCLOSURE 6</p>
A.2 Minutes of Regular Board Meeting held Monday, January 24, 2022	
A.3 February 2022 Payment of Account	
A.4 First reading: Policy EEACAA – Private Vehicles and Volunteer Drivers	
A.5 Policy GBA: COVID Harm Reduction	
A.6 First Reading of Policy GAB – Police Information Checks	
A.7 Taber Christian High School 4.5 day week	
A.8 Transportation Tender	

I - Discussion Items

D.1 Policy FF: Naming and Decommissioning Names for Physical Spaces and Educational Programs	ENCLOSURE 7
D.2 Chinook Edge – Letter to the Solicitor General	ENCLOSURE 8

I - Information Items

I.1 Superintendent’s Report – Wilco Tymensen	ENCLOSURE 9
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 – Mandy Court	
I.3 Associate Superintendent of Finance and Operations – Phil Johansen	ENCLOSURE 10 ENCLOSURE 11
• Budget 2022	
I.4 Associate Superintendent of Human Resources – Robbie Charlebois	
I.5 Associate Superintendent of Learner Services Report – Terri-Lynn Duncan	

C-Correspondence

C.1 20220125 Letter to Building a Barnwell Community School Committee	ENCLOSURE 12
C.2 20220125 Letter to Lomond Community Multi-Purpose Facility Committee	
C.3 News Release: New public engagement to strengthen draft K-6 curriculum	

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| C.4 ASBA Award packages now available | |
| C.5 Minister letter to Boards | |
| C.6 Letter to Parents | |
| C.7 Statement: Alberta attracts more investment into broadband | |
| C.8 News Release: Jobs and health care are focus of throne speech | |

Dates to Remember

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| • March 2 – Curriculum Piloting |
| • March 4 – School Based PD Day |
| • March 7 – Division Wide PD Day |
| • March 8 – Administrator’s Meeting |
| • March 9 – Council of School Councils Meeting |
| • March 14 – 18 – Substitute Teacher’s Week |
| • March 28 – Board Meeting |
| • April 7-8 – Administrator’s Symposium |
| • April 15 – Stat Holiday – Good Friday |
| • April 18 – 22 – Easter Holidays – no school |
| • April 25 – Board Meeting |
| • April 22 – 24 – ASCA Annual Meeting |
| • April 26 – Council of School Councils Meeting |

Horizon School Division

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

The Board of Trustees of Horizon School Division held its Regular Board meeting on Monday, January 24, 2022 beginning at 1:00 p.m.

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

ALSO IN ATTENDANCE:
IN PERSON

Dr. Wilco Tymensen, Superintendent of Schools
Phil Johansen, Associate Superintendent of Finance & Operations
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

A.1	Moved by Blair Lowry that the Board approve the agenda with the following additions: A.6 – Lomond Multi-Purpose Facility Society Agreement A.7 – Barnwell School Community Agreement Carried Unanimously	AGENDA APPROVED 01/22
A.2	Moved by Derek Baron that the Board approve the Minutes of the Regular Board Meeting held Monday, November 29, 2021, as provided by Enclosure #1 of the agenda. Carried Unanimously	BOARD MEETING MINUTES APPROVED 02/22
A.3	Moved by Jennifer Crowson that the Board approve the Minutes of the Special Board Meeting held Tuesday, November 30, 2021 as provided by Enclosure #2 of the agenda. Carried Unanimously	SPECIAL MEETING MINUTES APPROVED 03/22
A.4	Moved by Derek Baron that the Board approve the January 2022 Payment of Accounts in the amount of \$8,488,676.86 as provided in Enclosure #3 of the agenda. Carried Unanimously	PAYMENT OF ACCOUNT APPROVED 04/22
A.5	Moved by Jennifer Crowson that the Board approve Third Reading of <i>Policy EEACAA – Private Vehicles and Volunteer Drivers</i> as provided by Enclosure #4 of the agenda with amendments. Unanimously Defeated	THIRD READING POLICY EEACAA DEFEATED 05/22

	Moved by Bruce Francis that the Board direct the Superintendent to revise <i>Policy EEACAA – Private Vehicles and Volunteer Drivers as per the feedback provided by the Board</i> and review changes via the policy committee and then bring the revised policy back to the board for discussion. Carried Unanimously	RECIND POLICY EEACAA APPROVED 06/22
A.6	Moved by Bruce Francis that the Board increases its contribution to the construction of the Lomond Community Multi-Purpose Facility by \$277,372.42, thereby eliminating the obligation of the Lomond Community Multi-Purpose Facility Society. The society will not be required to contribute to the operating costs of the facility after August 31, 2021. This will make the Horizon School Division’s total contribution equal to \$377,372.42. Community access to the facility will be governed by the board’s policy. Carried Unanimously	INCREASE CONTRIBUTION TO THE LOMOND COMMUNITY MULTI- PURPOSE FACILITY APPROVED 07/22
A.7	Moved by Derek Baron that the Board increases its contribution to the construction of the Barnwell School by \$100,000. This increases Horizon’s contribution to \$400,000 and leaves an outstanding receivable of \$190,723.70 from the Building a Better Barnwell School Society, or as the name is amended from time to time. Carried Unanimously	INCREASE CONTRIBUTION TO THE CONSTRUCTION OF THE BARNWELL SCHOOL APPROVED 08/22

DISCUSSION ITEMS

D.1 BOARD PROTOCOLS

- The Board reviewed Policy BD as provided in the agenda.

D.2 MOVING MAY BOARD MEETING

- Monday, May 30th, 2022 Board Meeting will be moved to Tuesday, May 31st, 2022

D.3 TABER CHRISTIAN HIGH SCHOOL 4.5 DAY WEEK

- A parent meeting will be held on January 26, 2022 to discuss Taber Christian High School moving from a 5 day school week to a 4.5 day week.

INFORMATION ITEMS

I.1 SUPERINTENDENT’S REPORT

Wilco Tymensen, Superintendent, shared the following January 2022 summary with the Board:

- COVID Update
 - Return to school postponed until Monday, January 10, 2022
 - Staff and student absences have increased due to COVID

I.2 TRUSTEE/COMMITTEE REPORT

I.2.1 Zone 6 Report

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

- Jeff Perry will be the auditor for Zone 6
- Alberta Education a several resources available on their website
- Draft K-6 Curriculum "Have Your Say" survey closes February 2022
 - Virtual information session on Feb 8th from 7-8:15pm.
- The New Trustee Orientation will be held on Jan. 31, 2022.
- Labour Relations Report followed the PD/SAPDC Report.
- January 13 was the final meeting with Board Chairs and Zone Chairs on the Curriculum Engagement. The document will be submitted to the government on Jan. 31, 2022.
- The new Curriculum Implementation Advisory Group met on Jan. 17, 2022 and will probably have meetings for the next five months.
- Edwin Parr will be available on March 19.
- Presentation by Paul Dubal on Emotional Intelligence given

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 January 2022:

- Milk River Capital project
 - Sahuri and Partners continue with design work. Completion of design is expected to be early spring 2022
- Ventilation & Filtration
 - Air handling units in Horizon School Division schools meet or exceed provincial standards and are maintained and monitored at regular intervals. Our HVAC systems are set to maximize outdoor air intake to increase air exchange rates in classrooms
- TCHS - possible September completion date
- Roofing replacement for Enchant school. Design is underway with tender expected early in the new year

I.2.3 Administrator's Meeting Report

Marie Logan, Chair, provided the following summary points to the Board, on the January 2022 Administrator's Meeting:

- What if... Scenario
- Return to school
- Reducing interpersonal contact
- Unfilled absences
- Shifting to online learning
- PATs postponed
- Diplomas cancelled
- New tool – learning gap
- Budget
- Admin cancelled in-person meeting for January
- In-person meeting attendance
- Golden Hills Learning Academy

I.3 ASSOCIATE SUPERINTENDENT OF OPERATIONS AND FINANCE REPORT

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

- ARMIC Cyber Committee
- Budget planning underway
 - 2022-23 enrollment projections
- Transportation Contract

I.4 ASSOCIATE SUPERINTENDENT OF HUMAN SERVICES REPORT

Robbie Charlebois, Associate Superintendent of Human Services, shared the following January 2022 summary with the Board:

- Meetings with principals over the next couple of weeks regarding enrollment projections
- Mental Health Week – Bell Let’s Talk - January 26, 2022
- Welcomed Collin Larsen – FSLC Program Manager

I.5 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

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

- [View January 2022 Report here](#)

I.6 AUDITED FINANCIAL STATEMENT PRESS RELEASE

- As presented in the agenda.

CORRESPONDENCE

No Discussion Items came forward from the Correspondence.

Moved Maxwell Holst by that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED
09/22

COMMITTEE ITEMS

Moved by Blair Lowry that the Board meet in Committee.

Carried Unanimously

COMMITTEE
10/22

Moved by Mandy Court that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED
11/22

Marie Logan, Chair

Sheila Laqua, Executive Secretary

Horizon School Division February 2022 U.S. Accounts
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	U.S. Funds	Canadian Funds
FedEx	57.97	74.89
Total U.S. Accounts	57.97	74.89

KO:dd
February 2, 2022

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

POLICY

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

DEFINITIONS

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

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

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

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

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

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

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

GUIDELINES

The Board is of the position:

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

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

~~prohibited from participating in the activity.~~

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

PROCEDURES

~~1. –~~

School arranged transportation: GUIDELINES

Non-Volunteer Driver

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

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

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

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

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

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

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

~~The note should also include:~~

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

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

~~whom the driver will be~~

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

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

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

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

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

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

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

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

transportation to and from school related activities provided that:

~~1.1.1.1.2.1~~ ~~2.1~~—The vehicle, if designed to transport eleven or more passengers including the driver, meets the National Safety Code requirements and Alberta Transportation regulations for commercial vehicles defined as a bus;

~~1.1.2.1.2.2~~ ~~2.2~~—The vehicle, if designed to transport ten or less passengers, including the driver, meets the safety and insurance requirements of Alberta Transportation; (see attachments C & D)

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

~~1.1.4.1.2.4~~ ~~2.4~~—The owner of the vehicle carries a minimum of \$2,000,000 third party liability insurance and that the owner notifies his/her insurance company of his/her intention to use the vehicle voluntarily for the benefit of the students of the Horizon School Division when transporting students at the request of the school;

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

~~1.2.1.3.1~~ The principal shall receive written confirmation from drivers that they have adequate third-party liability coverage with a minimum amount of \$2 million when students are being transported.

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

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

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

~~1.5.1.6~~ The ~~Division or p~~Principal or designate shall ensure that an acceptable driver’s abstract, dated within the last year, and a copy of the driver’s license are on file at the school.

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

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

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

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

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

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

~~1.9.1.10~~ A vehicle owned and operated by a Division employee who is regularly required to provide transportation to a student(s) as an expectation of employment will:

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

~~1.10.2~~ Upon application, verification, and approval, be entitled to monetary compensation for an annual amount from the School Division for being required to carry the 6A Insurance Endorsement.

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

~~2.~~

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

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

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

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

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

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

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

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

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

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

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

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

arrange their own transportation of their child(ren).

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

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

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

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

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

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

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

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

3.3.4

2.1.1.1 the date of the event for which they are providing consent for the request applies to
3.3.4.1

2.1.1.2 the location of the event for which they are providing consent for the request applies to
3.3.4.2

3.3.4.3 whom the driver will be

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

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

4. Student drivers

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

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

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

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



POLICY EEACAA – Attachment A

HORIZON SCHOOL DIVISION

Parent/Guardian ~~Responsibility of Student~~ Rejection of School Arranged Extra-Curricular Transportation for School Sponsored Events

Date: _____

I _____ the (parent/guardian) of _____
[parent/guardian name] [student(s) name(s)]

hereby formally decline the arranged transportation by _____ school for the following extra-curricular event:

Description of event:

Date of event:

Location of event:

I have made private arrangements to transport _____
to and from the event specified above. [Student(s) Name(s)]
[Student(s) Name(s)]
the event specified above.

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The individual driving will be _____
[Driver's name]

I _____ along with the driver, _____
[Parent/Guardian Name] [Driver's Name]

aAssume full responsibility for transportation and any associated liability for transportation.

Name of Parent: _____ Name of Driver: _____

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Signature of Parent: _____ Signature of Driver: _____

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FOR OFFICE USE ONLY

Request

~~Approved~~

~~Not approved~~ Meets board policy

| Signature of Principal _____ Date



Relaxing COVID-19 restrictions in schools

Questions and answers for school authorities

As announced on [February 8, 2022](#), the government is taking steps to begin relaxing COVID-19 measures, including in schools. As of Monday, February 14, 2022, provincial health orders will not require early childhood services (ECS) to Grade 12 students to be masked to attend school in person or ride a school bus.

Implementation

Why remove mask requirements for students and not adults?

- At this time, masking will still be required for adults including teachers, administrators and other school staff including bus drivers.
- If COVID hospitalizations continue to trend downwards, mandatory masking for adults will end March 1, 2022.
- The government is taking a phased approach to removing restrictions, rather than lifting all restrictions at once, and will monitor health system capacity as we do so. Step 2 will come into effect on March 1, 2022, if hospitalization numbers continue to trend down, and will include removing the broader provincial mask mandate at that time.
- It is important to keep layers of public health measures in these settings as we ease, so that we can continue to minimize transmission.

Is data available on the decision to remove masking for students at this point in time?

- As of Monday, February 14, 2022, provincial health orders will not require early childhood services (ECS) to Grade 12 students to be masked to attend school in person or ride a school bus.
- Alberta's rolling seven-day average positivity rates have dropped across the province, and measures such as wastewater surveillance have shown a general decrease in most regions of the province. The government is continuing to watch trends and taking a prudent approach to easing measures, similar to what is being done in many other jurisdictions.
- The COVID-19 pandemic has impacted all Albertans, including children, who have had their lives and schooling disrupted over the past two years. The government has aimed to balance the risks of COVID-19 to children with the impacts caused by public health restrictions. Such measures can have an adverse effect on the physical, mental and social development of children.

Are school authorities able to keep mask mandates in place?

- As of Monday, February 14, 2022, provincial health orders will not require early childhood services (ECS) to Grade 12 students to be masked to attend school in person or ride a school bus. School authorities cannot deny their students access to education due to their personal decision related to wearing a mask in schools.
- Every child in Alberta is entitled to have access to an education program as per Section 3(1) of the Education Act.
- School authorities cannot put a policy in place at the expense of students being able to access in-person instruction.
- School authorities cannot discriminate against a student if they choose to wear a mask.

Can students voluntarily wear masks in schools?

- As of Monday, February 14, 2022, provincial health orders will not require early childhood services (ECS) to Grade 12 students to be masked to attend school in person or ride a school bus. Students can continue to wear masks if they choose to. Schools should support children and youth who choose to wear masks.

Can students access at-home learning if they are not comfortable learning in person without masks?

- Every child in Alberta is entitled to have access to an education program as per Section 3(1) of the *Education Act*.
- Educational programming should be delivered in a manner that best meets students' needs, where operationally feasible.
- School authorities cannot deny their students access to education due to their personal decision related to wearing a mask in schools.

Are school authorities still able to transition a class or a portion of a school to at home learning?

- Yes. The same processes are in place.
 - School authorities continue to have the discretion to shift a class or individual grade to short-term at-home learning if needed to address operational challenges at a school.
 - Approval from the Minister of Education is required for a short-term shift of one or more schools or an entire school authority to at-home learning for operational reasons.
 - A decision for a school authority request will be based on student absentee rates, the ability of a school or school authority to have staff available to operate in-school classes, and other relevant information including local health data, if available.

Will the department provide some thresholds for student or staff absence in a school to precipitate a request to at-home learning?

- The same processes will remain in place. These include recognizing student and/or staff absences as part of the rationale for a shift to at-home learning.
- The government will continue to recognize and allow for local and individual context in these submissions. Impacts of staff and student absences will vary depending on the specific school (e.g. those focused on specialized supports), type of staff absent (administrators) and region (bus drivers in a rural or remote area).

In communicating to parents, can school authorities encourage students to wear masks if they choose to do so?

- As of Monday, February 14, 2022, provincial health orders will not require early childhood services (ECS) to Grade 12 students to be masked to attend school in person or ride a school bus. Authorities are encouraged to consider the intent of this communication. It should align with the overall approach of returning to more normal school operations.

Are students required to mask in kitchen settings such as a cooking class?

- As of Monday, February 14, 2022, provincial health orders will not require early childhood services (ECS) to Grade 12 students to be masked to attend school in person or ride a school bus. Masks will also no longer be required for children aged 12 and under in any setting.
- This includes kitchen and food services.
- Students can continue to wear masks if they choose to do so. Schools should support children and youth who choose to wear masks.

What about students who may be at risk, such as those with medical conditions?

- As of Monday, February 14, 2022, provincial health orders will not require early childhood services (ECS) to Grade 12 students to be masked to attend school in person or ride a school bus. Students can continue to wear masks if they choose to do so. Schools should support children and youth who choose to wear masks.
- Preventative public health measures remain in place in schools, including cohorting (grades K-6) and enhanced cleaning.
- Students, parents/guardians, staff and visitors are encouraged to assess their personal risk factors and/or the risk factors for their families and take precautions that make sense in their situations.
- Schools should support these personal choices, whenever possible.

Should other measures (such as enhanced cleaning and cohorting) be maintained?

- Yes. Public health measures remain in place in schools. At this time, prevention measures including cohorting (grades K-6), enhanced cleaning and sanitization will remain in schools.
- There have been some positive lessons during the pandemic, such as regular handwashing and staying home when sick that likely should continue beyond the response to COVID.
- Please refer to [Guidance for Schools \(K-12\) and School Buses](#) and [General Operations Guidance](#) for guidance on cleaning and disinfection.
- Cohorting is required under CMOH order 08-2022, for grades K-6.
- If COVID hospitalizations continue to trend downwards, then the government will move to Step 2 on March 1. In Step 2, remaining school requirements will be removed.

Should we continue to use online access for large gatherings?

- Alternate options would be encouraged until March 1, 2022, when remaining school restrictions are lifted.

Can school authorities continue visitor access policies, such as asking guests and parents not to come into the school?

- School authorities have the autonomy and flexibility to put local policies in place, as long as this does not deny their students access to education due to their personal decision related to wearing a mask in schools.
- School authorities cannot require parents, volunteers, spectators or other non-school employees to show proof of vaccination.
- Parents, volunteers, spectators and other non-school employees are required to follow all provincial health orders and guidelines that are applicable in schools.

Mask/test/HVAC

Is Alberta Education still sending medical grade masks and at-home rapid test kits to schools?

- The entire second shipment, with a few possible exceptions, has already been sent out. This shipment will be delivered and then mask deliveries will stop.
- This shipment includes a 4-week supply of medical masks as well as a box of five at-home rapid test kits for every student and staff member who wants to continue to use them.

Should school authorities continue to distribute the masks we receive? Can school authorities donate the masks?

- School authorities can determine how best to use the masks they receive.
- School authorities should recognize the intent of the distribution of masks (for students and staff) and ensure staff and students/parents who would like to have these masks continue have access to them.
- Adults will still be required to mask in school settings.

Can school authorities send the masks back to the government?

- Unfortunately, the government is not able to accept return shipments. However, as masking is still mandatory for adults, school authorities may choose to redistribute the masks to adults within the school community or local groups that need them.

Is there any updated information on air filtration?

- An email was provided on February 2, 2022 with information. This has not changed.
- Key information on Alberta's considerations for managing COVID-19 and respiratory illness, including ventilation, can be found in the general guidance document, which was made available to school boards in August 2021. This provincial guidance is informed by guidance from the Public Health Agency of Canada on indoor ventilation and COVID-19.

Vaccination and the Restrictions Exemption Program (REP)

What are the vaccination requirements for staff?

- Vaccines remain the most effective way to ensure less severe COVID-19 outcomes.
- Vaccine requirements for employees remain within the purview of the employer. Employers should follow applicable employment & health and safety legislation. Should a school jurisdiction wish to retain or remove these requirements they should suggest they seek legal advice.

Are school authorities able to require proof of vaccination for visitors to the school?

- School authorities cannot require parents, volunteers, spectators or other non-school employees to show proof of vaccination.
- Parents, volunteers, spectators and other non-school employees are required to follow all provincial health orders and guidelines that are applicable in schools.

Are guidelines for spectator events still in place for spectator events in schools?

- Effective February 9, the REP came to an end.
- For all facilities – whether they were previously eligible for the REP or not – capacity limits are removed, except for:
 - Facilities with capacity of 500 to 999, which will be limited to 500.
 - Facilities with capacity of 1,000-plus, which will be limited to 50 per cent.
- Individuals may temporarily remove their masks while in their seats to eat or drink.
- Physical distancing is recommended, but not required between families.

What about children 13 and over who are spectators in recreation activities in the school?

- Spectators at events who are 13 and older would need to wear a mask at a school-based spectator event.
- As of Monday, February 14, 2022, provincial health orders will not require early childhood services (ECS) to Grade 12 students to be masked to attend school in person or ride a school bus. Outside of schools, the provincial direction in step 1 is for everyone 13 and older to wear a mask in public places.
- School authorities cannot require parents, volunteers, spectators or other non-school employees to show proof of vaccination. Parents, volunteers, spectators and other non-school employees are required to follow all provincial health guidelines.

Isolation requirements and daily checklist

If students are out of school for symptoms, will they need to do the daily checklist?

- The daily health checklist remains in place.
- The decision to remove mandatory isolation requirement, making it a recommendation only, will not be considered until step 3. This is contingent on hospitalizations continuing to trend downward.
- The government will consider the recommendation to have it as a guiding document once we reach step 3.
- The Alberta government continues to encourage Albertans to stay home when they feel unwell.

Do children still have to wear masks for five days after COVID infection?

- These requirements remain in place.
- For fully vaccinated, the isolation period is 5 days or until their symptoms resolve. They can return to work or school and complete the remainder of their isolation (day 6 to 10) by continuous, mandatory masking. They must not share breaks where masks must be removed to consume food or beverages with non-COVID-19 infected individuals. If more than one individual is isolating, it is possible to cohort people with COVID-19 for breaks and lunch.
 - no exceptions are permitted for the masking following the isolation period

Can school authorities send students home who are not well?

- Schools should continue to refer to their operational guidelines when dealing with students who are not well.

HORIZON SCHOOL DIVISION
POLICY HANDBOOK

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

POLICY

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

DEFINITIONS

Police Information Check:

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

Criminal Record Check:

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

Vulnerable Sector Check:

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

Child Intervention Check:

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

Volunteer:

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

POLICY GAB – Police Information Checks, Cont’d.

Visitor:

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

GUIDELINES

1. Employment and volunteering with the Horizon School Division is conditional on a satisfactory Child Intervention Check and Police Information Check (criminal record and vulnerable sector check).

1.1. The Child Intervention Check, Criminal Record and Vulnerable Sector Checks MUST be acceptable to Horizon School Division, in order for Horizon School Division to honor the employment offer or offer to volunteer.

2. Child Intervention Check, Criminal Record and Vulnerable Sector Checks are valid if completed within one year prior to the date a successful candidate receives an employment offer or a volunteer commences with Horizon School Division.

2.1. Criminal record and vulnerable sector checks for University practicum students are valid for three years (while the student is enrolled within a University Education Faculty).

2.1.1. Once the school has seen that the document is authentic, should the practicum student require an original copy for other purposes a copy may be made, with a note that the original was originally provided, and then returned to the student. The school should keep the copy on file at the school similar to volunteer checks.

3. All potential new employees in a position of authority or trust relative to children or vulnerable persons must submit a Police Information Check that includes both a Criminal Record Check, and Vulnerable Sector Check as part of the hiring process.

3.1. School based staff, volunteer coaches, the Superintendent, Associate Superintendents, Directors, Family School Liaison Staff, Behavioral Consultants, Speech Language Pathologists, and other division office staff that interact directly with students, must also submit a Child Intervention Check as part of the hiring process.

~~3.2.—Employees who have not submitted a Child Intervention Check , Criminal Record and Vulnerable Sector Check after the coming into foreereaffirmation date of this policy will be required to submit either a Child Intervention Check ,a Criminal Record and Vulnerable Sector Check by August 1, 2022. or complete a declaration (see Attachment A) stating that he/she has not been convicted of a criminal offence nor does he/she have charges pending under the Criminal Code of Canada, the Controlled Drugs and Substances Act, Child and Family Enhancement Act, or similar legislation of any jurisdiction.~~

3.3.3.2. Original copies of Child Intervention Check, Criminal Record and Vulnerable Sector Checks must be provided.

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

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

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

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

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

POLICY GAB – Police Information Checks, Cont’d.

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

REGULATIONS

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

1. All successful employment applicants must obtain and provide an original copy of the results of any Child Intervention Check, and/or Police Information Checks (Criminal Record and Vulnerable Sector check) as a condition of employment; employment will not commence until this has occurred.

1.1. Once the HR Department has seen that the document is authentic and recorded it as such, should the employee require an original copy for other purposes a copy may be made and the original returned to the employee.

2. Where an individual is employed by a board in a position that requires the individual to hold a certificate of qualification as a teacher, a leadership certificate or a superintendent leadership certificate, the individual must provide a criminal record check and vulnerable sector check to the board every 5 years after the individual last provided a criminal record check and vulnerable sector check to the board, and the board must be satisfied that the results of those checks demonstrate that the individual continues to be suitable for employment in the position.

1.3. All applicants for employment with the Horizon School Division must declare any record or potential change or charge stemming from the Criminal Code of Canada, the Controlled Drugs and Substances Act, Child and Family Enhancement Act, or similar legislation of any jurisdiction at the time of application.

2.4. The Superintendent or designate will review all applicant’s suitability for employment based on the following factors:

2.1.4.1. type of charge or offence;

2.2.4.2. the age of the charge or offence;

2.3.4.3. the type of work the applicant is being considered for;

2.4.4.4. whether the criminal record impacts on the applicant’s ability to perform those duties;

2.5.4.5. whether the behavior associated with the offence(s) if repeated, will pose a threat of physical, emotional, or sexual abuse to children or others; and

2.6.4.6. whether the applicant’s declaration aligns with the results from the criminal record and/or vulnerable sector check.

2.7.4.7. any other factor which the Superintendent, or designate determines to be relevant.

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

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

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

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

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

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

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

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

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

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



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

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

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

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

Eligibility for Vulnerable Sector (VS) checks

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

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

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

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

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

Position of Trust (Authority)

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

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

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

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



Horizon School Division

CONFIDENTIAL SELF-DECLARATION

of a CRIMINAL RECORD and/or VULNERABLE SECTOR CHECK

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

Last Name: _____ First Name: _____

Address: _____

Phone (H): _____ Phone (C): _____ E-mail: _____

I am: _____ a Teacher _____ Support Staff _____ Volunteer

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

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

	YES	NO
I have had an adult conviction (found guilty of any statute, whether in Canada or in any other country). If yes: Where? _____ When: _____ Nature of offense(s): _____	[]	[]

Was the conviction an indictable offence?	[]	[]
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The nature of any sentence (including time spent in prison, probation, community service, etc.) and whether the requirements of the sentence have been fulfilled: _____

I have outstanding charges (currently under investigation or charged with any offense under any statute, whether in Canada or in another country). If yes: Where? _____ When: _____ Nature of offense(s): _____	[]	[]
---	-----	-----

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

I am registered on the Vulnerable Sector Check or have been notified of the intent to be registered. If yes: Where? _____ When: _____ Nature of offense(s): _____	[]	[]
---	-----	-----

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

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

	YES	NO
Have you ever agreed to a settlement or resignation to avoid any proceedings or disciplinary action with respect to your professional conduct, competence, or capacity to teach? If yes: Where? _____ When: _____ Nature of offense(s): _____	[]	[]

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

POLICY GAB – Police Information Checks, Cont’d.

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

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

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

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

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

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

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

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

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

Signature: _____ Date: _____

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

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

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

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

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

HORIZON SCHOOL DIVISION

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

POLICY HANDBOOK

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

POLICY

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

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

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

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

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

Regulations for Approving Alternative Year Structures:

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

4.5 day week Results

Definition: Eligible Parent Voters: (Gr. 8 and 9 parents who are planning on going to TCHS + gr. 10 and 11 parents who plan on being back) - include staff who will have a student in TCHS next year

No. of Eligible Parent Voters:	100
No. of Eligible Parents who Voted (No. Ballots Received)	48
No. of Eligible Parent Voters who support changing to a 4.5 day week	35
Percent Parent Support (from total population)	35%
Percent Parent Support (from those who voted)	73%
Response Rate	48%

No. of Current Staff	8
No. of Current Staff who Voted (No. Ballots Received)	6
No. of Current Staff who support changing to a 4.5 day week	6
Percent of Staff Support (from total staff)	100%

HORIZON SCHOOL DIVISION

Policy Code: FF
Policy Title: Naming and
Decommissioning Names for
Physical Spaces and
Educational Programs

POLICY HANDBOOK

Cross Reference:
Legal Reference:
Adoption Date: January 23, 2019
**Amendment or Re-
affirmation Date:**

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT NAMES FOR PHYSICAL SPACES AND EDUCATIONAL PROGRAMS MUST REFLECT THE DIVISION'S VALUES AS THEY INCREASE PUBLIC INTEREST AND AWARENESS. THE BOARD DIRECTS THE SUPERINTENDENT TO FACILITATE NAMING AND DECOMMISSIONING OF NAMES AS PER THIS POLICY.

DEFINITION

Physical Space means a school or portion of a school, school ground, and/or other Horizon facility.

Educational Program is a program operated within a building that provides services to a group of students (e.g. school or outreach program).

GUIDELINES

1. This policy applies to the naming of all physical spaces and educational programs.
 - 1.1. Examples of physical spaces and educational programs include:
 - 1.1.1. Schools
 - 1.1.2. Alternative Programs
 - 1.1.3. Gymnasiums
 - 1.1.4. Library/learning commons
 - 1.1.5. Boardroom/meeting rooms
 - 1.1.6. Playgrounds
 - 1.1.7. Sports fields
 - 1.2. In accordance with this policy, the Board of Trustees may name physical spaces and/or educational programs to:
 - 1.2.1. serve a specific function;
 - 1.2.2. honour persons who have made a valuable contribution to education or the community at large;
 - 1.2.3. recognize a name that is significant to the community, including community names; or
 - 1.2.4. recognize financial, in kind or philanthropic donations and sponsorships.

2. Requests for naming physical spaces or educational programs will be submitted to the Board of Trustees for approval via the Superintendent.
 - 2.1. Requests to name small spaces, including memorials, such as a bench, tree, small garden shall be made to the Associate Superintendent of Finance and Operations to ensure the intent and historical context can be preserved due to staff attrition.
3. No person other than the Board of Trustees will make a commitment to name a physical space or educational program.
4. Names of physical spaces and/or educational programs may be terminated at any time by the Board of Trustees, subject to applicable contractual obligations binding upon Horizon.
5. The naming of physical spaces or educational programs will support the mission, vision, and values of Horizon.
6. Approved names will:
 - 6.1. be easily identifiable with the physical space or educational program;
 - 6.2. be appropriate for the physical spaces or educational programs;
 - 6.3. not knowingly infringe upon third party intellectual property rights; and
 - 6.4. not duplicate or be in conflict with the names of existing physical spaces or educational programs.
7. Decisions related to naming shall not impose any subsequent conditions or obligations upon Horizon that could further the private interests of individuals or organizations, or that endorse a particular political, religious, or ideological view or commercial product or service.
 - 7.1. A proposed name does not contravene section 7 simply because the proposed name contains the name or other reference to a sponsor or donor.

REGULATIONS

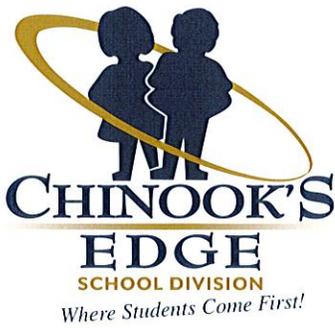
1. When a name is required for a physical space or an educational program, the Superintendent or designate shall convene a Naming Advisory Committee (“NAC”) composed of members approved by the Superintendent. Members may include:
 - 1.1. a teacher-certificated employee who is familiar with the educational program or space being named, appointed by the Superintendent or designate;
 - 1.2. a teacher-certificated employee who is familiar with the educational program or space being named, nominated by the school;
 - 1.3. an individual from the school community nominated by the parents, students, teachers or members of the public in that Area;
 - 1.4. the Superintendent or designate; and

- 1.5. any other person(s), approved by the Superintendent or designate
2. The teacher certificated employee who is familiar with the educational program or the space being named, appointed by the Superintendent or designate is the chairperson of the Naming Committee.
 - 2.1. The chairperson of the NAC will establish a deadline for submission of the community NAC membership and seek recommendations from the community.
 - 2.2. The chairperson will submit all community NAC membership recommendations to the Superintendent along with a recommendation, if any.
3. The NAC will determine the process for receiving and considering name recommendations.
4. The NAC shall submit all names received and recommend up to two names to the Superintendent giving the reason(s) for the choice(s) (see Attachment A: submission for naming physical spaces and/or educational programs).
5. The Superintendent will forward the complete list of names received to the Board of Trustees, along with NAC's and/or the Superintendent's recommendation, if any.
6. The final authority for naming a physical space or an educational program rests with the Board of Trustees, and the name is not official until it is approved by the Board of Trustees.
7. The Superintendent or designate may establish a temporary, descriptive generic name for an educational program or physical space until Board approval is provided.
8. If a decision has been made to close a school or to consolidate it with another school, and the school building is retained by the Board for other uses, then:
 - 8.1. the name of the closed school is withdrawn from association with the closed school and the building is henceforth known as the “ _____ School Building” until officially renamed; and
 - 8.2. the name of the closed school may be transferred to, amalgamated, consolidated or combined with the name of another school or facility as the Board of Trustees determines.
9. If a decision has been made to close a school named after a distinguished individual or to consolidate it with another school, and the school building is not retained by the Board for other uses, the principal of the closing school shall endeavor to ensure that the individual or a family representative are:
 - 9.1. advised of the school closing; and
 - 9.2. invited to participate in the closing assembly.



**ATTACHMENT A:
SUBMISSION FORM FOR
NAMING PHYSICAL SPACES AND/OR EDUCATIONAL PROGRAMS**

Individual or Group Proposing the Name:
Current Name (if any):
Proposed Name:
How does the proposed name align with Policy FF - Naming and Decommissioning Names for Physical Spaces and Educational Programs?
If the proposed name is the name of a person, has this person made a significant personal contribution to the educational program, school, or community? If so, please explain. Include information about the person's contribution.
If the proposed name is the name of a person, and this person has not made a significant personal contribution to the educational program or school, what is the importance of this person to the program, school, or community? Please explain.
Any other information that would be useful in the consideration of naming this physical space or educational program.



February 10, 2022

Dear Board Chairs

RE: November 17, 2021 Letter to the Solicitor General

On January 21, 2022, Chinook's Edge School Division Board received a response from the Minister of Education to a letter we sent to Minister Madu, who at that time held the role of Minister of Justice. In our November 17, 2021 letter, we requested that school divisions in Alberta be added to those already covered under Bill 70. The response we subsequently received was from the Minister of Education, who indicated that the original letter was forwarded to her from the office of the solicitor general. We have attached a copy of the original letter we sent to then Minister Madu on November 17, 2021 and the response we received from Minister LaGrange on January 21, 2022.

As a Board, we did not feel that the response addressed the request we made. Chinook's Edge School Division has written a second letter to both the Minister of Education, Adriana LaGrange, and the Acting Minister of Justice and Solicitor General, Sonya Savage, to once again request that school divisions in Alberta be added to those already covered under Bill 70.

Chinook's Edge School Division Board of Trustees is sharing this with other school boards in Alberta in the hopes that you will consider also writing a letter to both Minister LaGrange and Acting Minister Savage making the same request.

Sincerely,

Holly Bilton
Board Chair
Chinook's Edge School Division Board of Trustees

cc: ASBA
Rural Caucus of Alberta School Boards

Superintendents Progress Report

February 2022

Educational Leadership and Student Welfare

- Meetings and dialogue between schools and division office are ongoing. Conversations/topics typically focus on processes that ensure student safety, well-being, and conduct; financial management; and instructional leadership. This month included providing school administration updates related to COVID health restrictions, conversations with the Minister of Education, the Deputy Minister of Education and school administration related to positive COVID guidelines. Conversations with administration also included discussions about student discipline and suspensions, spectators as it relates to extra-curricular. Parental conversations have also taken place related to COVID guidelines.
- As the President of the College of Alberta School Superintendent, there have been weekly meetings as a member of the Curriculum Implementation Advisory Committee
- As the president of the College of Alberta School Superintendents, there are ongoing dialogue with other partner groups. Meetings typically involve provincial education perspectives, discussions. There is also normally a four partners meeting (Association of School Business Officials of Alberta (ASBOA), Alberta School Council Association (ASCA), Alberta School Board Association (ASBA), and College of Alberta School Superintendents(CASS)). This month also included a meeting with the Minister of Education, numerous meetings and discussions with the Deputy Minister, ASBA, as well as CASSIX and CASS executive meetings
- An administrator leadership symposium meeting was attended

Personnel Management

- Central bargaining is ongoing and provincial updates continue via Teacher Employer Bargaining Association (TEBA) meetings
- Preparation for CUPE bargaining is ongoing
- A meeting with Bluegrass Colony German teacher occurred to discuss vaccination requirements
- Staff surveys for the seven (7) principals being evaluated have been administered and responses have been analyzed and shared with school administrators

Policy and Strategic Planning and Reporting

- Reviewed police information checks as it relates to Bill 85 has taken place
- Policy EEACAA has been revised and a meeting with the policy committee has taken place.
- Background regarding provincial direction as it relates to COVID Harm Reduction Policy has taken place
- A parental meeting and vote regarding a 4.5 day week has taken place at Taber Christian High School
- Provincial Assurance Surveys (parent, student, and staff) commences on February 14, 2022.

Fiscal Responsibility, Organizational Leadership and Management

- Regular meetings are taking place with Alberta Education regarding the Milk River modernization
- 2022-2023 school calendars have been reviewed and approved.
- Minister and DM meeting was attended regarding the February 24, 2022 budget announcement.

Communications and Community Relations

- A number of meetings were attended, either in person or virtually, over the last month. Larger meetings have been virtual to comply with COVID restrictions. These include but are not limited to
 - Senior Administrative Leadership Team (SALT) meeting
 - Administrator meetings
 - Division Office staff meeting
 - Career Transitions Board meeting



Associate Superintendent of Human Services Report

Human Resources

- HR Coordinator 0.8 FTE position posting - hoping to interview and hire for March 7, 2022
- New CUPE position - Mennonite Coordinator (1.0 FTE position posted)
- Meetings held with each administrator - enrollment projections and staffing allocation conversations for 2022-23 school year
- Administrator/Teacher staffing process and timeline communicated
- Administrator/Teacher Intention Survey sent out for 2022-23 school year -149 responses

Horizon Induction Program

- January 26th, 2022 - HIP Learning Event (via Zoom) - presented by Shea Mellow - Conceptual Understanding - 15 participants
- Edwin Parr nominations are due in March - Currently 14 probationary contracted teachers. Two of those teachers are eligible for nomination.

Clinical Team Leader/FSLC/Wellness Coaches

- New Wellness Coaches hired filling our in-town position at LT. Westlake and Central Elementary School as well our out of town position in Milk River and Warner has been filled
 - Jordan Cahoon - Central School and L.T. Westlake
 - Brianna Souter - MRES, ERHS, and Warner
- Hollie Kimmins - FSLC for VES, CHAMB, L.T. Westlake -Going on maternity leave in April. The position is being advertised.
- Programming for the annual Resiliency Campaign has commenced and students will be writing to their role model in the near future.
- Family Connections workers have been gathering supplies and donations for our annual wellness pack program which will be targeted to our grade 5 students in Horizon School Division. Those bags will be built in March and the program will run during May at their respective school.
- Pink shirt day took place the week of February 14-18 as the actual date lands on reading break. Wellness Coaches and FSLC's did numerous activities to promote the day. Some of the high schools did pink floats to spread pink throughout their schools. Other Wellness coaches and FSLC's did paper-size pink t-shirts with positive messages on them and hung them up all around the schools that they are in for staff and students to see and promote the initiative throughout the week.
- Our Mentorship program which has high school students in Taber and Vauxhall become mentors to our young elementary students in Grade 4/5 as well our middle school

students and do various activities for 12 weeks. Mentorship will be wrapping up in the next couple of weeks with a bowling night for the mentors and mentees.

- The high school mentors will receive credits for participating in the mentorship program.
- The clinical Team Leader will begin a six-module training program in March in the areas of Community and School connections, data, and benchmarking around mental health practices in the schools, shifting culture, burnout, and compassion fatigue and wellness in the schools.
- VTRA refresher training was completed for all Principals at the February Admin. meeting

Indigenous Learning

- Supporting students and families - attendance, assignments, exams, transitioning to new schools, and attending ISP and PATH meetings
- Partnering with FCSS - an Indigenous support group for families.
- Supporting families with the transition from Safe Haven
- Classroom presentations
- Partnering with the Career/Off-Campus team with a program called "Moving On"

Low German Mennonite Programming

- Communications services for students and families related to COVID-19
- Attended stakeholder meetings (SAKA, FCSS, AHS)
- Supporting students and families at ISP and PATH meetings
- Supporting German EA's with programming and Easter planning
- Partnering with Career/Off-Campus team with a program called "Moving On"

Workplace Health and Wellbeing

- The first planning meeting was on Feb. 10, 2022
- Looking at the development of a health and wellness framework for the division

Student Leadership

- Horizon School Division Cultural Tour - March 2
 - Students grades 7-12 (HMAP, TCHS, TCS, DAF, WRM, TMS) get the opportunity to visit other schools in the Horizon School Division to learn more about other schools and to take their learning and reflections back to their own schools. Transportation for this event will take place using a school bus provided by the Taber Christian Society for Christian Education. During this tour, students will make observations at each school based on the following questions: - What made the school inviting? - What are some things you liked about the school? - What are some interactions you had with people at the school and how did it make you feel? - Define the culture of the schools you visited and what made you come to that conclusion? - What are some ideas you would like to bring back to your school?

Report completed by Robbie Charlebois, Associate Superintendent of Human Services

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

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

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- Coral, Amanda and Terri continue to work together to provide Professional Development opportunities to schools on implementation of the new draft curriculum. Sometimes these schools have come together (virtually) and on occasion they have been site based. These sessions have inspired teachers to book time individually with Coral and Amanda due to the time spent with staff.
- Registrations for Kindergarten and Early Learning for the 2022-2023 school year have started. The process of planning and scheduling for the developmental check ups of children new to the school division will assist with early identification of students who may require extra support due to possible speech and/or learning needs. School secretaries are booking children in for Developmental Check-ups, which will begin mid March.
- On behalf of Horizon, Coral submitted the requested Alberta Education documentation for Program Unit Funding to Alberta Education.
- Amanda had the opportunity to work with a teacher at a Colony School where she was able to highlight different activities, games, and manipulatives to support place value. Examples were left with the teacher so that they could be used on an on-going basis. The students and the teacher enjoyed the activities and games that were highlighted.
- The Learner Service Team has been working with LST's to build exemplars for Instructional Support Plans (ISP's), Early Childhood Support Plans (ECSP's), Behaviour Support Plans, ELL Benchmarks/plans in order to provide reference tools for teachers. We are looking to see robust plans for individual students with interventions and supports that inform planning and assessment.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- The Learner Services team, as well as Robbie, Angela and her team joined several administrators for a full day attendance meeting for students in the district. This attendance meeting was structured like a Collaborative Response Meeting to support students and families. Through that meeting, Terri-Lynn and Coral mentioned that a partnership with the organization Parent as

Teachers may be a great approach with families who have a child under the age of six. Since that meeting there have been referrals to Parents as Teachers for four families.

- Coral, Laura, Dave have been attending Collaborative Response Meetings at several sites to help support students and teachers. Coral has been trying to coordinate a Collaborative Response Meeting and have a representative from Imagine Everything join as an observer to help with the developers understanding of the model, in the creation of the software tailored to Horizon.
- Amanda has been working with a beginning teacher to support professional development with outcomes based assessment with a focus on using the assessment to inform instruction.
- The Learner Services team has shifted focus in quarterly LST meetings to provide additional professional development with respect to the Collaborative Response Model. The goal is to continue to build capacity in staff in order to provide in tier 2 levels (Targeted Classroom Instruction) for academic/social/emotional/behavioral supports.
- Dave, Elisha and Angela are working with Imagine Everything to enhance our new Education Forms software to include a secure and user-friendly program to house counselling notes. Our goal is to have counselors using the software by April 2022.
- Dave, Coral, and Laura have been attending mid-year Instructional Support Plan meetings and Early Childhood Support Plan meetings in order to collaborate with learning teams and families regarding programming, interventions and support for students.

LEADERSHIP PRACTICES

- Weekly meetings with Imagine Everything continue through the Inclusive Learning Team taking a role to attend so that we can continue to work out bugs in the software and to enhance Education Forms for all users in the school division.
- Coral has attended professional development in leadership development to help support her role of Coordinator of Learner Services, this includes a continued book study on *Leadership in Education* as well as the ATA workshop *Teacher Growth, Supervision and Evaluation* and the *Speaker Leader Series*.
- Amanda has completed her level 3 with the Learning that Transfers instructional model. She has been able to work with a number of teachers to support them with the creation of storyboards in various subject areas from K-12.
- Terri-Lynn and Dave attended CASSIX leadership meetings, Dave attended the inclusive education pre-cassix and Terri-Lynn joined the Curriculum pre-cassix meetings.
- Dave attended the Edmonton Autism Conference, virtually as a professional development activity. We are seeing an increase in students on the Autism Spectrum and need to develop our knowledge base for how to best support their learning.
- Amanda has been working with SAPDC to support Southern Alberta teachers with concept-based planning with the new draft curriculum.
- Terri-Lynn has been asked to sit on the Taber Adult Learning Board as a representative from the school division.
- Coral has been collaborating with the Instructional Advisory group members (outside of SAPDC) to create a common working document of concerns that will be addressed as a South Zone to Alberta Education. Concerns around deadlines and funding are a few which will be addressed. This has

come as a result of our common concerns in Early Learning that impact student success brought about in our regular meetings as well as the latest pre-CASSIX meeting.

- Amanda is working with the Learning That Transfers team as a course facilitator for the online course with concept - based learning in Mathematics.
 - Dave attended the SWCSS Leadership Team meeting and is evaluating recommendations for service from (SLP, PT, OT, DHH, BVI) for next year. We are also working to determine the budget for services provided to Horizon for next year.
 - Terri-Lynn joined CASS Curriculum leads to create a collaborative approach to the new draft curriculum that will be presented to all Curriculum leads across Alberta in March during the CASS Conference.
-

January 25, 2022

Rick Anderson
Building A Barnwell Community School Committee
Box 353
Barnwell, AB T0K 0B0

Dear Mr. Anderson

Thank you for your presentation to the Board of Trustees of The Horizon School Division on January 24, 2022. The board recognizes the commitment of your community to developing a rich and dynamic learning environment at Barnwell School. The facility is a lasting exemplar of community enhancements that can be accomplished from collaborative relationships.

When the Board agreed to proceed with the partnership with the Building a Better Barnwell Community School Committee to enhance the school modernization project, which included an enhanced gymnasium, a joint school/community library, and a community fitness facility, the Building A Barnwell Community School Committee agreed to a cost of \$1,918,133.88.

The Board acknowledges that since that commitment was made unforeseen developments have occurred in both the costing of the facility and the funding of it. A summary of these are:

- A \$179,000 cost escalation by Alberta Infrastructure of the 290m² gymnasium expansion (increase from \$1630/m² to \$2,250/m²).
- Gravel pledged at \$150,000 was excessive, however the M.D. of Taber made a cash contribution to offset that valuation.
- Funds presented as being available from the Barnwell Society for Quality Education were not available for construction costs (\$34,233.54).
- CFEP & CFLSA Grant applications that were hoped for at the time of agreement signing were not successful (\$150,000).
- Verbal potato contracts initially valued at \$600,000 were not realized.
- Bleacher costs (\$10,000) and library shelving (\$21,311.76) were added to the project.
- The COVID-19 pandemic has impacted further fundraising opportunities.
- Ongoing fundraising efforts have been less successful given that the project deliverables have been actualized (people are less likely to donate for something they already have).
- New grants are difficult to acquire when the deliverable is already in place.

A number of these developments left your committee with a sizeable commitment and new challenges to pay the obligation. Some of these developments increased the total obligation to \$2,066,811.76. To date the board has received \$1,476,088.06. In a spirit of partnership, and in response to these developments, the board opted to commit \$300,000 to assist with your outstanding obligation. A request was made by the Building a Better Barnwell Community School Committee on August 29, 2017 to extend the repayment timeline to 5 years. That request was formally granted by the Board of Trustees. The board recognizes the difficulty of raising so much money and has been patient through this process. To that end, and in response to your January 24, 2022 presentation to the Board, the board has resolved to increase its contribution by an additional \$100,000. This leaves a remaining outstanding balance of \$190,723.70. This level of contribution to a school enhancement project is comparable to other community partnerships that the board has undertaken.

As the pandemic hopefully comes to an end, we hope that you will find many new and creative ways to raise the funds to meet this obligation. We encourage you to have open communication with both the board and school division administration of The Horizon School Division in this process.

Sincerely,



Philip Johansen, CPA,CA
Associate Superintendent of Finance & Operations

- Encl. Committee commitment to move forward with library and fitness facility in addition to gymnasium expansion
- Statement of Costs and Funding – Where We Started
- Schedule of Community Costs
- Schedule of Community Obligations and Contributions

January 25, 2022

Dee Murray

Lomond Community Multi-Purpose Facility Committee President

Dear Dee,

At the January 24, 2022 Horizon School Division board meeting, the Board of Trustees passed a resolution to increase the board's contribution to the construction of the Lomond Community Multi-Purpose Facility by \$277,372.42, thereby eliminating the obligation of the Lomond Community Multi-purpose Facility Society to pay the outstanding construction costs. The Board made the resolution in response to the Lomond Community Multi-Purpose Facility Committee's request for the Board to take over full responsibility of operating the facility. As such, the society will not be expected to contribute to operating costs of the facility that have been incurred after August 31, 2021, or contribute to future operating costs. Outstanding invoices for the 2019 - 2020 and 2020 - 2021 operating years (see attached invoices) should be paid to Horizon School Division.

This resolution effectively ends the committee's obligation to the board regarding the Multi-Purpose Facility. We thank you for efforts over the years to meet your obligations and recognize the benefit this facility provides to the school and the community. Horizon School Division remains committed to its communities and this facility will remain accessible for community events as per board policy and through the board's normal facility use application process.

If you have any further questions please feel free to contact me.

Regards,



Philip Johansen, CPA, CA

Associate Superintendent of Finance & Operations

Encl. Invoices 120, 128

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

Date: Wed, Jan 26, 2022 at 2:07 PM

Subject: News Release: New public engagement to strengthen draft K-6 curriculum

New public engagement to strengthen draft K-6 curriculum

January 26, 2022 [Media inquiries](#)

Albertans will now have more opportunities to give feedback on the draft K-6 curriculum through regional online engagement sessions.

Alberta's government is committed to engaging with Albertans and listening to all feedback on the draft K-6 curriculum and draft social studies design blueprint. Last fall, in-person engagement sessions were postponed due to the pandemic. Considering current public health measures, the government is providing new virtual engagement sessions to hear diverse viewpoints from Albertans.

"Alberta's government promised a year-long consultation process with multiple ways to provide feedback on the draft K-6 curriculum. These new sessions will enable Albertans to have focused conversations and share specific, constructive feedback on the draft blueprint and subjects they are interested in. I encourage Albertans to participate and have their say. The steps we are taking now to listen to additional input will help ensure our elementary students are learning from the best curriculum possible."

Adriana LaGrange, Minister of Education

The virtual sessions will be held from Jan. 31 to Feb. 28 across all five regions: north, Edmonton and surrounding area, central, Calgary and surrounding area, and south. Regional sessions will enable communities to share local insights and unique perspectives on the draft K-6 curriculum. Sessions will include focused, small group conversations facilitated by independent engagement specialists. During each session, the draft K-6

social studies design blueprint or one draft K-6 subject will be considered and discussed so Albertans can provide insightful feedback.

Albertans can sign up for notifications about upcoming engagements and register for sessions at alberta.ca/curriculum-have-your-say.aspx.

This spring, 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

- At least 44 virtual conversation sessions will be offered across five regions at various times to meet Albertans' individual interests and schedules.
- Albertans are encouraged to participate in their own region, but they have the flexibility to attend any session that works best for them.
- Up to 120 Albertans can participate in each session.
- Albertans younger than 18 may participate with a parent.
- The French First Language and Literature session will be facilitated in French. Sessions for all other draft K-6 subjects and the draft social studies design blueprint will be in English. Live closed captioning and French facilitation will be provided for English sessions as needed.
- Albertans can also continue to take the online survey until the end of February at alberta.ca/curriculum-have-your-say.aspx.

Related information

- [Draft K-6 curriculum – Have your say](#)

Date: January 31, 2022 at 6:15:31 PM MST

Subject: ASBA Award packages now available!

Hi everyone,

Each year, ASBA recognizes outstanding students, teachers, school boards, trustees and citizens who contribute to public education in Alberta with a number of awards. This year, ASBA's award packages have been modernized with a refreshed look. All award packages are attached to this email for ease and will be placed on the [ASBA website](#).

Additionally, both the *Honouring Spirit: Indigenous Student Awards* and the Edwin Parr Teacher Awards packages are available in French. Application deadlines for awards are as follows:

- *Honouring Spirit: Indigenous Student Awards*: **February 1, 2022**
- Edwin Parr Teacher Awards: **March 18, 2022**
- Friends of Education Awards: **March 18, 2022**
- Zone Appreciation Awards: **June 10, 2022**
- Community Engagement Award: **September 16, 2022**
- Honourary Life Member Awards: **September 16, 2022**
- School Board Innovation and Excellence Award: **September 16, 2022**

We encourage all boards to review these award packages and consider submitting nominations to celebrate and foster excellence in education!

If you have any questions, please contact Noreen Pownall, Event Planner, at npownall@asba.ab.ca or 780.451.7102.



Office of the Minister

February 8, 2022

Dear Colleagues:

Under the very challenging circumstances during the pandemic, I am so grateful to parents, students, teachers, and education partners for their flexibility. We have used additional layers of protections in schools including masking, cohorting, enhanced cleaning and sanitization, and for those that choose to, vaccination, to ensure our schools remained safe. As announced by Premier today, we are taking steps to begin relaxing COVID-19 protocols, including in our schools.

When it comes to our children, there are many important factors to consider when they attend school, including seeing the facial expressions of teachers and classmates, having the ability to be animated and joyful, and considering the mental health impacts that come along with public health measures such as masking. I have been encouraged to see a downward trend in the number of Alberta schools shifted to at home learning over the last few weeks. At the peak of the fifth wave there were 29 schools that were shifted to at home learning, and today only 7 of the over 2,500+ schools in our province remain learning at home. Effective Monday, February 14, 2022 the masking requirements in CMOH 22-2021 will be removed and as such there will be no masking requirements for any students in schools or on school buses. At this time, masking will still be required for adults including teachers, administrators and other school staff including school bus drivers.

As I shared in November, I must reiterate that every child in Alberta is entitled to have access to an education program as per Section 3(1) of the *Education Act*; this provision also existed in Section 8 of the previous *School Act*. To be clear, as of February 14, 2022 school boards will not be empowered by provincial health order or recommendations from the CMOH to require ECS - grade 12 students to be masked to attend school in person or to ride a school bus. At this time, prevention measures including cohorting, as well as enhanced cleaning and sanitization, will remain in school environments.

As Minister of Education, I take very seriously the responsibility of providing access to education for all students in our province. School authorities cannot deny their students access to in person education due to their personal decision to wear or not to wear a mask in schools. Individual family choices need to be respected and students should not be stigmatized for their choice related to masking going forward, similarly to their personal vaccination status.

Thank you to everyone for your continued support in keeping students safe and learning throughout the pandemic.

Adriana LaGrange
Minister of Education

Date: February 8, 2022

Parent/Guardian Letter Regarding Provincial Shift to Managing COVID-19

Dear Parents/Guardians,

As you may already be aware, Premier Kenney has just announced important changes to provincial health requirements and COVID-19 measures.

On February 8, 2022, Premier Kenney announced the government's decision to take steps to begin relaxing COVID-19 protocols. The premier stated that health restrictions were never intended to become a permanent part of our lives, and current vaccination and viral treatment programs have positioned Albertans with the ability to live with this virus.

A summary of the government's three step shift to managing COVID as it relates to Horizon school division practices is outlined below.

Step 1

Effective Monday, February 14, 2022

- Masking requirements will be removed for all children and youth in schools and on school buses.
 - At this time, provincial masking requirements will still be required for adults including teachers, other school staff, school bus drivers, and parents while in schools or on school buses.
 - Students wishing to continue to wear masks will have that decision respected, and will not be stigmatized for their choice.
- Capacity limits have been removed
 - As such extra-curricular spectator limits are removed.
- At this time expectations around daily screening continue to be in place. This means that sick children should stay home and those who test positive for COVID should isolate for either 5 or 10 days dependent on vaccination status.

Step 2

Effective March 1

- Remaining provincial school requirements will be removed.
- Daily screening will no longer be required.
- Limits on social gatherings will be removed.
- Provincial mask mandate will be removed for all adults.

Step 3

- To be determined based on hospitalization rates continuing to trend downwards

We recognize the negative impact this pandemic has had on our children, our staff, and our school community. As we transition to a new normal we will continue to balance the safety and mental wellness of students and staff. I encourage everyone to continue to exercise good judgement and make good decisions so that the reduction of health measures are not short lived.

If you have further questions or comments regarding how provincial health measures impact your child(ren)'s education please contact your school.

Sincerely,



Dr. Wilco Tymensen
Superintendent

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

Date: Wed, Feb 9, 2022 at 3:02 PM

Subject: Statement: Alberta attracts more investment into broadband: Minister Glubish

Alberta attracts more investment into broadband: Minister Glubish

February 09, 2022 [Media inquiries](#)

Minister of Service Alberta Nate Glubish issued the following statement on the recent federal investment into Alberta broadband:

“Today, the Government of Canada announced that, collectively, Alberta projects attracted over \$41 million in funding from the Rapid Response Stream of the Universal Broadband Fund (UBF).

“Together, the 21 successful projects will connect more than 2,600 homes in rural, remote and Indigenous communities that currently do not have access to high-speed internet.

“Improving access to broadband internet connectivity is essential for Alberta’s recovery and economic diversification, and it’s great to see that our hard-earned taxpayer dollars are being invested back into Alberta.

“Investments through the Rapid Response Stream are in addition to the \$300 million agreement that Alberta’s government secured with the Government of Canada in December 2021 to improve broadband in Alberta.

“We are currently working with the federal government to review and select projects for co-funding from Alberta-focused applications to the UBF General and Large Transformation Streams.

“Application review is still underway, and we expect to announce the first round of projects in spring 2022.”

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

Date: Tue, Feb 22, 2022 at 3:24 PM

Subject: News Release: Jobs and health care are focus of throne speech

Jobs and health care are focus of throne speech

February 22, 2022 [Media inquiries](#)

Albertans will benefit from legislation this spring to create jobs, improve health care, keep streets safe and support the most vulnerable.

Bill 1, the *Queen Elizabeth II Platinum Jubilee Recognition Act*, celebrates the 70 years of Her Majesty's reign. The proposed bill would recognize this historic milestone by recognizing Albertans who have helped change this province for the better through volunteerism, public service and community leadership.

If passed, this legislation would:

- Establish awards and scholarships to recognize young Albertans who are leaders in their communities and in the arts.
- Establish a one-time Queen's Platinum Jubilee Medal to recognize 7,000 Albertans who have made significant contributions to society.

Highlights of the throne speech include:

- Creating jobs by moving forward with Alberta's Recovery Plan – a plan to create jobs, diversify the economy and create opportunities for every Albertan.
- Addressing cost-of-living pressures through a gas rebate program.
- Building health-care capacity so hospitals are better prepared for potential future waves of COVID-19.
- Accelerating the Alberta Surgical Initiative to reduce surgical wait times caused by COVID-19.
- Strengthening protection for Alberta students by ending the conflict of interest that allows the Alberta Teachers' Association to investigate its own members.
- Expanding school choice by creating more charter schools and improving support for existing charters.
- Increasing prenatal financial aid to mothers receiving AISH and Income Support.
- Implementing recommendations to improve palliative care.
- New legislation to modernize the electricity market.
- Legislation to better protect the public from individuals on bail, probation and parole.
- Legislation to reform and modernize the financial services sector by allowing reinsurance.

- Red tape reduction legislation to advance the goal of eliminating one-third of the provincial government’s regulatory burden.
- Other legislation this session will take action on recommendations from the Police Act Review and the Human Trafficking Task Force.
- Recognizing Alberta’s unique heritage, in part by naming the Terrace Building after Chief Poundmaker and erecting a memorial to the victims of residential schools on the legislature grounds.

“This session begins at a critical time for Alberta. We are carefully lifting COVID-19 health restrictions and we’re seeing a strong economic turnaround that is bringing jobs and investment to our province. The government’s spring legislative agenda will seize this opportunity and firmly establish Alberta as the best place in the world to work, live, start a business and raise a family.”

Jason Kenney, Premier

Lt.-Gov. Salma Lakhani outlined the legislative lineup and its benefits in her speech from the throne on Feb. 22 to open the third session of Alberta’s 30th legislature.

Related information

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