



# **Board Meeting**

# **Agenda Package**

**January 20, 2021**

☞ *New Horizons Charter School Society* ☞

**NEW HORIZONS CHARTER SCHOOL SOCIETY  
BOARD OF DIRECTORS' MEETING  
JANUARY 20, 2021**

**AGENDA**

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*Vision: New Horizons School will enable gifted students to strive for excellence in a positive academic learning environment that fosters social and emotional support for each student.*

- |    |   |                            |         |
|----|---|----------------------------|---------|
| 1. | <b>Call to Order</b>  | D. Hanson                  | 7:00 pm |
| 2. | <b>Statement of Territorial Acknowledgment</b>  | D. Hanson                  | 7:01 pm |
|    | <i>The Board of Directors of the New Horizons Charter School Society respectfully acknowledges that the land on which we meet is Treaty 6 territory, a traditional home, gathering place, and travelling route for diverse Indigenous Peoples, including Cree, Saulteaux, Blackfoot, Nakota, and Sioux, as well as the homeland of the Métis Nation. We recognize our responsibility as Treaty members and honour the heritage and gifts of the First Peoples of this land.</i> |                            |         |
| 3. | <b>Adoption of Agenda</b>   | D. Hanson                  | 7:02 pm |
| 4. | <b>Disclosure of Conflict of Interest</b>   | D. Hanson                  | 7:03 pm |
| 5. | <b>Approval of Minutes</b><br>5.1 December 16, 2020 – attachment  | D. Hanson                  | 7:04 pm |
| 6. | <b>Administration Reports</b><br>6.1 Principal's Report –<br>6.2 Superintendent's Report – attachment   | T. Zarowny<br>D. Lindquist | 7:05 pm |
| 7. | <b>Board Reports</b><br>7.1 Board Chair's Report<br>7.2 Committee Reports   | D. Hanson<br>D. Hanson     | 7:20 pm |

8.	<b>New Business</b>		7:35 pm
8.1	Quarterly Financial Report (1 <sup>st</sup> Quarter)	V. Tong	
8.2	Draft School Calendar for 2021-22 – attachment	D. Lindquist	
8.3	Stakeholder Forum Planning	D. Lindquist	
8.4	Review of Board Policy #210 (Welcoming, Caring, Respectful, and Safe Learning and Working Environments) and Related Elements of Student Code of Conduct – attachment	D. Lindquist	
9.	<b>Board Work Plan</b> – attachment	D. Hanson	8:45 pm
10.	<b>The Association of Alberta Public Charter Schools</b>	D. Hanson	8:50 pm
11.	<b>Receipt of Reports</b>	D. Hanson	8:55 pm
12.	<b>Correspondence Sent</b>	D. Hanson	8:56 pm
13.	<b>Correspondence Received</b>	D. Hanson	
13.1	Letter from TAAPCS to Minister LaGrange		
13.2	Deputy Minister Email – In-Person Learning Resumes		
13.3	TAAPCS Email – Relaunch Meeting		
13.4	Proposed Resolution – Achieving Universal Public Education		
13.5	Proposed Resolution – Addressing Barriers to Student Centered Education		
13.6	Proposed Resolution – Equal Opportunity of Access to All Public Schools		
13.7	Proposed Resolution – Financial and Government Accountability in Alberta Education		
13.8	Proposed Resolution – Respect for ASCA’s Bylaws, Values and Members _rescind		
13.9	Update to COVID-19 Case Reporting Language in Alberta Schools		
14.	<b>In Camera</b>	D. Hanson	8:58 pm
15.	<b>New Business (cont’d.)</b>	D. Hanson	9:15 pm
15.1	Matters Arising from In Camera Meeting		
16.	<b>Adjournment</b>	D. Hanson	9:30 pm

**Next Board Meeting – 7:00 p.m., Wednesday, February 17, 2021**

**December 16, 2020, 7:30 p.m.**

Board Members Present at Call to Order:

Dan Hanson  
CHAIR

Jason Clarke  
VICE CHAIR

Vincent Tong  
SECRETARY-TREASURER

Chris Burrows  
DIRECTOR

Ijeoma Ukiwe  
DIRECTOR

Administration Present:

Dean Lindquist  
SUPERINTENDENT

Patti Dundas  
SECRETARY-TREASURER

Ted Zarowny  
PRINCIPAL

Lori Vigfusson  
VICE-PRINCIPAL

Members Present:

Michelle Smith

Elizabeth Macve

**1. Call to Order**

Chair Hanson called the virtual meeting to order at 7:01 p.m. and made opening remarks.

**2. Statement of Territorial Acknowledgment**

*The Board of Directors of the New Horizons Charter School Society respectfully acknowledges that the land on which we meet is Treaty 6 territory, a traditional home, gathering place, and travelling route for diverse Indigenous Peoples, including Cree, Saulteaux, Blackfoot, Nakota, and Sioux, as well as the homeland of the Métis Nation. We recognize our responsibility as Treaty members and honour the heritage and gifts of the First Peoples of this land.*

**3. Adoption of Agenda**

The following additions were made to the agenda:

- 14 - Board Vacancies

*Motion 2020-12-16-01      Moved that the agenda for the Board Meeting of December 16, 2020 be adopted as amended.*

*Moved:      Director Burrows  
Seconded: Secretary-Treasurer Tong  
Carried*

**4. Disclosure of Conflict of Interest:**  
None

**5. Approval of Minutes**

**5.1 Minutes of November 25, 2020**

*Motion 2020-12-16-02      Moved that the Board Meeting minutes of November 25, 2020 be approved as presented.*

*Moved:      Director Burrows  
Seconded: Director Ukiwe  
Carried*

**6. Administration Reports**

**6.1 Principal's Report**

Principal Zarowny provided a brief report relating to admissions for 2021-2022 and a curriculum update, as included in the agenda package. Discussion followed.

**6.2 Superintendent's Report**

**6.2.1 Re-entry Plan Update**

Superintendent Lindquist spoke to updates in the re-entry plan as included in the agenda package. Discussion followed.

**6.2.2 Alberta Education Curriculum Working Group**

Superintendent Lindquist spoke to nominations and approvals for the Alberta Education Curriculum Working Group, as included in the agenda package. Discussion followed.

### **6.2.3 2021 Charter School Conference Representatives**

Superintendent Lindquist spoke to planning and representatives for the 2021 Charter School Conference, as included in the agenda package. Lori Vigfusson and Jennifer Asquini will be attending as NHCSS representatives. Discussion followed.

## **7. Board Reports**

### **7.1 Board Chair's Report**

Chair Hanson expressed appreciation to the Board for their time and efforts throughout 2020 and sent best wishes and appreciation to all of the staff and students for their efforts as well.

### **7.2 Other Committee Reports**

#### **Policy Committee**

Vice Chair Clarke indicated that the committee has not met since the last Board meeting but plan to meet in January.

#### **Survey Committee**

Committee Chair Burrows indicated that he had met with school administration to discuss the Stakeholder Forum, included for discussion in this meeting.

#### **Finance and Audit Committee**

The committee will be meeting to prepare the quarterly financial report for the next Board meeting.

#### **Public Relations**

Chair Hanson indicated that the committee will be meeting in the new year to continue discussion and development of the advocacy plan.

#### **Personnel**

Chair Hanson indicated that negotiation meetings with the ATA have been rescheduled to early February, 2021.

## **8. New Business**

### **8.1 Counsellor's Report**

Vice-Principal Vigfusson spoke to the Counsellor's Report for 2019-20, as included in the agenda package. Discussion followed.

**8.2 Student Services Report**

Superintendent Lindquist and Vice-Principal Vigfusson spoke to the Student Services Report, as included in the agenda package. Work is underway to collect additional information on students with official diagnoses and to update coding within the student files with intent to share with Alberta Education the need for equitable funding and to ensure that we are providing excellent programming for students. Discussion followed.

**8.3 Stakeholder Forum 2021**

Director Burrows spoke to plans for the 2021 Stakeholder Forum, scheduled for January 25, 2020, as included in the agenda package. Discussion followed.

**8.4 Set March Retreat Date**

Superintendent Lindquist spoke to planning for the March Board Retreat and suggested dates and topics of discussion, as included in the agenda package. Discussion followed. Consensus was reached to set the retreat date for March 20, 2021.

**9. Receipt of Reports**

*Motion 2020-12-16-03*

*Moved that all reports be received as presented during the meeting.*

*Moved: Vice Chair Clarke*

*Seconded: Secretary-Treasurer Tong*

*Carried*

**10. Board Work Plan**

The Board reviewed the Work Plan for 2020-21, as included the agenda package.

**11. The Association of Alberta Public Charter Schools (TAAPCS)**

No report.

**12. Correspondence Sent**

12.1 Service Alberta Letter – Bylaw Changes

12.2 Minister of Education – Bylaw Changes

**13. Correspondence Received**

13.1 Foundations for the Future Charter Academy

**14. Board Vacancies**

Chair Hanson spoke to the Board vacancies and indicated that Michelle Smith has put her name forward as a potential Board member. Ms. Smith addressed the Board regarding her interest in joining the Board of Directors.

**15. In Camera**

*Motion 2020-12-16-04 Moved that the meeting move in camera at 8:41 p.m.*

*Moved: Director Burrows  
Seconded: Director Ukiwe  
Carried*

**Motion to Move Out of Camera:**

*Motion 2020-12-16-05 Moved that the meeting move out of camera at 8:52 p.m.*

*Moved: Vice Chair Clarke  
Seconded: Director Burrows  
Carried*

**16. New Business (con't)**

**16.1 Matters Arising from In Camera Meeting**

*Motion 2020-12-16-06 Moved that the unpaid leave of absence for the following employees be extended to March 1, 2021:*

- *Employee #0129*

*Moved: Director Burrows  
Seconded: Secretary Treasurer Tong  
Carried*



*Motion 2020-12-16-07      Moved that the contract of employment for the following employees be extended to February 26, 2021:*

- *Employee #0310*

*Moved:      Secretary-Treasurer Tong*

*Seconded: Director Burrows*

*Carried*

*Motion 2020-12-16-08      Moved to pass a resolution to appoint Michelle Smith as a Director on the NHCSS Board of Directors with term expiry at the next AGM of the Society:*

*Moved:      Vice Chair Clarke*

*Seconded: Director Ukiwe*

*Carried*

## **17. Adjournment**

Chair Hanson adjourned the meeting at 8:55 p.m.

*Next Board Meeting: January 20, 2021*

## MEMORANDUM

Date January 20, 2021

To: Board of Directors

From: Dean Lindquist - Superintendent

Re: January Superintendent Report

### Re-entry Plan Update

Students are re-entering the school as of January 11, 2021. As the board is aware, kindergarten through grade 6 students attended through December 22, 2020 while grades 7 – 9 students attended with online learning.

Prior to our students returning to school, the school was thoroughly cleaned and disinfected. We are pleased that our students are returning to school. To ensure that health and safety measures are followed, staff will review protocols with all students.

We also continue to monitor our health and safety measures to protect our students and staff. At this time no additional measures have been added to our re-entry plan.

### Capital Plan Request for Two Modular Classrooms

As the board is aware, the capital plan was submitted in October 2020. As of this date we have not received any further information regarding our request. As a board, it may be important for the board to contact the Minister of Education to discuss our capital needs.

If we do not receive additional modular classrooms, the impact is that the second half of the learning commons will need to be made into a classroom. This has significant implications for our school as we will have to re-locate the books, but we will also lose an important student learning area that supports our educational program.

### Recommendations:

It is recommended that the Board receive this report as information.



Dean Lindquist



Patti Dundas  
Secretary Treasurer  
Phone: 780-416-2353  
Email:  
[pdundas@newhorizons.ca](mailto:pdundas@newhorizons.ca)

## MEMORANDUM

January 20, 2021

To: Board of Directors

From: Patti Dundas – Secretary Treasurer

Subject: Quarterly Financial Report

### Background:

Attached for the information of the Board of Directors is the Quarterly Financial Report for the period ended November 30, 2020.

In keeping with Board Resolution 2017-11-22-05, the Audit Committee reviewed the Quarterly Financial Report prior to its presentation to the Board of Directors. Audit Committee Chair Tong will present the Report to the Board; he and Secretary Treasurer Dundas will be prepared to speak to it and to respond to questions that Directors may have.

### Recommendations:

It is recommended that the Quarterly Financial Report for the period ended November 30, 2020 be received as information.

Patti Dundas – Secretary Treasurer

Attachment

Function	DESCRIPTION	Account No	2020-21 Budget	30-Sep-20	31-Oct-20	30-Nov-20	End of Q1 Actual Results	Budget Residual	% of Budget Residual
REVENUES			\$ 4,312,474.58	\$ 472,195.93	\$ 335,951.77	\$ 377,498.36	\$ 1,185,646.06	\$ 3,126,828.52	73%
	Alberta Education		\$ 3,786,522.00	\$ 376,985.74	\$ 301,160.73	\$ 303,085.54	\$ 981,232.01	\$ 2,805,289.99	74%
	Alberta Infrastructure		\$ 373,638.59	\$ 31,136.55	\$ 31,136.55	\$ 31,136.55	\$ 93,409.65	\$ 280,228.94	75%
	Other Government of Alberta		\$ -	\$ -	\$ -	\$ 40,984.00	\$ 40,984.00	\$ (40,984.00)	
	Other Alberta School Jurisdictions		\$ 18,182.91	\$ 556.91	\$ 556.91	\$ 556.91	\$ 1,670.73	\$ 16,512.18	91%
	Fees		\$ 110,225.00	\$ 61,480.00	\$ 817.74	\$ 60.50	\$ 62,358.24	\$ 47,866.76	43%
	Sales & Services		\$ 12,500.00	\$ 1,231.69	\$ 1,309.31	\$ 1,076.45	\$ 3,617.45	\$ 8,882.55	71%
	Investments		\$ 5,500.00	\$ 107.87	\$ 100.84	\$ 104.09	\$ 312.80	\$ 5,187.20	94%
	Gifts		\$ 5,906.08	\$ 492.17	\$ 492.17	\$ 494.32	\$ 1,478.66	\$ 4,427.42	75%
	Fundraising		\$ -	\$ 205.00	\$ 377.52	\$ -	\$ 582.52	\$ (582.52)	
	Amortization		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
EXPENDITURES			\$ 4,452,811.56	\$ 350,989.47	\$ 340,063.64	\$ 601,483.45	\$ 1,292,536.56	\$ 3,160,275.00	71%
	Salary Certificated		\$ 2,137,143.00	\$ 161,993.09	\$ 171,774.13	\$ 164,952.13	\$ 498,719.35	\$ 1,638,423.65	77%
	Salary Non-Certificated		\$ 437,383.00	\$ 29,511.95	\$ 44,467.50	\$ 37,349.86	\$ 111,329.31	\$ 326,053.69	75%
	Honorariums		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Benefits Certificated		\$ 458,225.00	\$ 32,298.38	\$ 31,063.01	\$ 29,157.40	\$ 92,518.79	\$ 365,706.21	80%
	Benefits Non-Certificated		\$ 131,992.00	\$ 9,395.18	\$ 11,436.74	\$ 9,369.28	\$ 30,201.20	\$ 101,790.80	77%
	Prof. & Tech. Services		\$ 377,381.47	\$ 20,712.36	\$ 20,116.65	\$ 22,136.08	\$ 62,965.09	\$ 314,416.38	83%
	Communications		\$ 21,275.00	\$ 3,959.44	\$ 180.42	\$ 179.78	\$ 4,319.64	\$ 16,955.36	80%
	Utilities		\$ 70,500.00	\$ 3,657.07	\$ 3,245.48	\$ 3,119.21	\$ 10,021.76	\$ 60,478.24	86%
	Bussing		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Student Transportation		\$ 105,000.00	\$ 1,062.50	\$ 1,062.50	\$ 1,062.50	\$ 3,187.50	\$ 101,812.50	97%
	Rentals/Leases								
	Fees Expense		\$ 47,300.00	\$ 739.72	\$ 916.88	\$ 2,400.02	\$ 4,056.62	\$ 43,243.38	91%
	Insurance		\$ 26,161.00	\$ 3,200.22	\$ 1,955.90	\$ 1,925.90	\$ 7,082.02	\$ 19,078.98	73%
	Supplies/Materials		\$ 195,131.47	\$ 44,557.93	\$ 15,067.39	\$ 293,580.28	\$ 353,205.60	\$ (158,074.13)	-81%
	Text, Library & Media		\$ 27,000.00	\$ 4,898.39	\$ 3,241.19	\$ 995.10	\$ 9,134.68	\$ 17,865.32	66%
	Travel		\$ 7,100.00	\$ -	\$ -	\$ -	\$ -	\$ 7,100.00	100%
	Amortization		\$ 405,269.62	\$ 34,364.59	\$ 34,364.59	\$ 34,364.59	\$ 103,093.77	\$ 302,175.85	75%
	Bank Charges		\$ 5,950.00	\$ 638.65	\$ 1,171.26	\$ 891.32	\$ 2,701.23	\$ 3,248.77	55%
Surplus (Deficit)			\$ (140,336.98)	\$ 121,206.46	\$ (4,111.87)	\$ (223,985.09)	\$ (106,890.50)	\$ 33,446.48	24%

## MEMORANDUM

Date January 20, 2021

To: Board of Directors

From: Dean Lindquist - Superintendent

Re: 2021/2022 School Year Calendar

### **Background:**

The attached document presents a draft school calendar for the 2021/2022 school year. Administration's intent is to present a draft calendar to the Board for initial discussion and adoption in principle. Following this initial consideration by the Board, it is recommended that the draft calendar be presented for discussion and feedback to the School Council and school staff, with a view toward adoption at the February 2021 meeting of the Board of Directors.

Key features of the draft proposed calendar address the following pieces of legislation, regulation and collective agreement articles:

1. Section 60 of the Province of Alberta Education Act establishes that "a board shall determine and make publicly available for each school year the days, dates and number of days of school operation."
2. As per the Funding Manual for School Authorities, and to allow for a balanced program that leads to the student learning outcomes outlined in the Ministerial Order on Student Learning, schools are required to ensure that Grade 1 to Grade 9 students have access to a minimum of 950 hours of instruction per year in each grade.
3. As per the Funding Manual for School Authorities, ECS operators shall provide access to a minimum of 475 hours of instruction for each child during a school year.
4. According to Article 4.13 of the collective agreement with the Alberta Teachers' Association, "Teachers will render service for the number of teaching days designated by the Board up to 200 teaching days, commencing the opening day of school in each school year, exclusive of vacation periods, weekends and general holidays of the Province of Alberta."

The specifics of the calendar are as follows:

1. The draft calendar provides for 192 days of school operation. Of these, 180 are instructional days and 12 are non-instructional days. By comparison, the 2021/22 calendar for Elk Island Public Schools includes 192 days of school operation, of which 181 are instructional days.
2. The draft calendar is designed to be consistent, in substantial measure, with the calendars of Elk Island Public Schools (EIPS), although not necessarily in perfect alignment. The need for consistency

is prompted by our school's agreement with EIPS with respect to bus transportation services and by an acknowledgment that some families with children enrolled in our school have other children who are enrolled in EIPS or EICS schools. Please note that the EICS 2021/22 school year was not available on their web page.

3. As outlined in greater detail below, three of the non-instructional days are identified as days-in-lieu for "... parent teacher meetings related to report cards and Individual Program Plans," as per the collective agreement with the Alberta Teachers' Association.
4. Of the 180 instructional days in the proposed calendar, 170 are full days and 10 provide for early dismissal on staff meeting days. When combined with the school's current daily schedule, this generates a total of 965 hours of instructional time, which is above the minimum of 950 hours specified in the Funding Manual.
5. Classes for students begin on September 1, 2021 and conclude on the June 28, 2022. These start and end dates are consistent with EIPS.
6. The draft calendar includes a Fall Break in November (incorporating one in-lieu day), a two-week Christmas Break with students returning January 5, and a Spring Break (incorporating one in-lieu day) that begins on Friday, March 25, with classes resuming on Monday, April 4.
7. Additional holidays (i.e. those not included in other vacation periods) are Labour Day, Thanksgiving Day, Family Day, Good Friday, Easter Monday, and Victoria Day.
8. The proposed calendar includes 12 non-instructional days.
9. Intake Day (1) - a day on which prospective students will be assessed for possible enrolment at New Horizons School; scheduled for March 4, 2022.
10. Days in lieu of parent-teacher conferences (3) - as per the collective agreement with the Alberta Teachers' Association.

**Recommendations:**

The following recommendations are presented for the consideration of the Board of Directors:

1. That the draft calendar for the 2020-21 school year be approved in principle.
2. That the draft calendar be presented to the School Council and school staff for discussion and feedback and that, giving consideration to the feedback received, it be presented to the Board of Directors for final approval at the February 2020 Board meeting.

Respectfully,



Dean Lindquist

DRAFT

## 2021 - 2022 School Calendar

August '21						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September '21						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October '21						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December '21						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January '22						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February '22						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March '22						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April '22						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May '22						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June '22						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July '22						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



School Closed/ Holidays



Day in Lieu of PT Conferences (school closed for students and staff)

PD / Organizational Day  
School Closed for Students

First and Last Day of School for Students




Early Dismissal / Staff Meeting


Important Dates	
Organizational /PD Days	August 30, 31
Classes Begin for Students	September 1
Labour Day	September 6
Thanksgiving Day	October 11
IPP Writing Day	October 18
Charter School Conference	October 22
Fall Break	November 8 - 11
Days in Lieu of P/T Conferences	November 12, March 25, May 20
Christmas Break	December 22 – January 4 Inclusive
Classes Resume	January 5
Professional Development Day	January 31
Teachers' Convention	February 10, 11
Family Day	February 21
Intake Day	March 4
Spring Break	March 28 – April 1 Inclusive
Good Friday	April 15
Easter Monday	April 18
Classes Resume	April 19
Professional Development Day	May 6
School Closed	May 20
Victoria Day	May 23
Final Day for Students	June 28
Organizational Day	June 29


Operational and Instructional Days		
Month	Days of School Operation	Days of Student Instruction
August	2	0
September	21	21
October	20	18
November	18	17
December	15	15
January	19	18
February	19	17
March	19	17
April	18	18
May	20	19
June	21	20
<b>Total</b>	<b>192</b>	<b>180</b>



# EIPS DIVISION CALENDAR 2021-22


 Regular School Day

 Early Dismissal for Students

 First Instructional Day (Semester 1 & 2)

 No School – Statutory or Paid Holiday

 No School for All Students and Staff

 No School for Students – Professional Learning/Operational Day

## Important Dates

<b>Aug 30</b>	Professional Learning Day
<b>Aug 31</b>	Operational Day
<b>Sept 1</b>	Classes Begin
<b>Sept 6</b>	Labour Day – Stat.
<b>Oct 11</b>	Thanksgiving Day – Stat.
<b>Oct 18</b>	Professional Learning Day
<b>Nov 8 - 12</b>	November Break
<b>Nov 11</b>	Remembrance Day – Stat.
<b>Nov 12</b>	Day-in-Lieu: Parent Teacher Interviews
<b>Dec 22 - Jan 4</b>	Christmas Break
<b>Dec 24</b>	Christmas Floater Day – Paid Holiday
<b>Dec 27</b>	Day-in-Lieu: Christmas Day – Paid Holiday
<b>Dec 28</b>	Day-in-Lieu: Boxing Day – Paid Holiday
<b>Jan 3</b>	Day-in-Lieu: New Year's Day – Paid Holiday
<b>Jan 5</b>	Classes Resume for Students
<b>Jan 31</b>	Professional Learning Day
<b>Feb 1</b>	Second Semester Begins
<b>Feb 10 &amp; 11</b>	North Central Teachers' Convention
<b>Feb 21</b>	Family Day – Stat.
<b>Mar 4</b>	Professional Learning Day
<b>Mar 25</b>	Day-in-Lieu: Parent Teacher Interviews
<b>Mar 28 - Apr 1</b>	Spring Break
<b>Apr 4</b>	Classes Resume
<b>Apr 15</b>	Good Friday – Stat.
<b>Apr 18</b>	Easter Monday – Paid Holiday
<b>May 6</b>	Professional Learning Day
<b>May 20</b>	School Closure Day
<b>May 23</b>	Victoria Day – Stat.
<b>June 21</b>	National Indigenous Peoples Day – no exams
<b>June 28</b>	Last Instructional Day
<b>June 29</b>	Last Operational Day

## AUGUST 2021

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## OCTOBER 2021

S	M	T	W	T	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## DECEMBER 2021

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## FEBRUARY 2022

S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

## April 2022

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

## JUNE 2022

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## SEPTEMBER 2021

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## NOVEMBER 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## JANUARY 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## MARCH 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## MAY 2022

S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## JULY 2022

S	M	T	W	T	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## 1. School Operational and Instructional Days

Month	Instructional Days	Operational Days
August	0	2
September	21	0
October	19	1
November	17	1
December	15	0
January	18	1
February	17	2
March	17	2
April	18	0
May	19	1
June	20	1
July	0	0
<b>Total</b>	<b>181</b>	<b>11</b>

**Total School Operational and Instructional Days 192**

Professional Learning Days	5
North Central Teachers' Convention	2
Parent Teacher Interview days-in-lieu	2
Opening/Closing Days	2
<b>Total – Operational Days</b>	<b>11</b>

## 2. Instructional Day Minimum

Elementary/Junior High	Days	Min./Day	Hr./Yr.
Regular Day	171	320	912
Early Dismissal Day	10	260	43
<b>Total</b>			<b>955</b>

Senior High Semester 1	Days	Min./Day	Hr./Semester
Regular Day	85	336	476
Early Dismissal Day	5	276	23
<b>Total</b>	<b>90</b>		<b>499</b>

Senior High Semester 2	Days	Min./Day	Hr./Semester
Regular Day	86	336	482
Early Dismissal Day	5	276	23
<b>Total</b>	<b>91</b>		<b>505</b>

**TOTAL 181 1,004**

Schools may have to adjust their schedules to accommodate transportation schedules. However, instructional day minimums must be maintained.

## 3. Teacher Assigned Instructional Time

Assigned instructional time for teachers equates to approximately 890 hours per year.

## 4. Staff Meetings

First staff meeting is on September 8. All subsequent staff meetings are on the first instructional Wednesday of each month.

## 5. Professional Learning Days

Professional Learning Days are opportunities for staff to meet and work together on School Education Plans; share best practices; and build continuity with programs, assessment and teacher-educational assistant collaboration.

## 6. 10-Month Classified Staff Days

Ten-month classified staff work 181 instructional days, one operational day (August 31), three professional learning days—chosen from the following in consultation with school administration: August 30, October 18, January 31, March 4 and May 6—and 11 statutory and paid holidays, for a total of 196 days.

## MEMORANDUM

January 20, 2021

To: Board of Directors

From: Dean Lindquist – Superintendent

Subject: Stakeholder Forum 2021

The 2021 Stakeholder Forum is scheduled for Monday, January 25, 2021 at 6:30 pm. In preparation for the forum, I am attaching the following documents:

1. 2021 Stakeholder Forum Invitation that was sent to all parents and staff in December 2020
2. 2021 Stakeholder Forum Agenda
3. Detailed questions for Stakeholder Forum

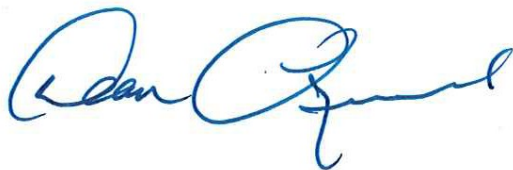
Please note that the Agenda contains the roles and responsibilities of individuals. For example, Chair Dan Hanson will welcome attendees and make opening remarks.

Following the December 16 Board of Director's Meeting, the final questions were developed and approved by the Survey Committee. The questions are contained in the attachments to this report.

### Recommendation:

It is recommended that the Board of Directors receive this as information in preparation for the Stakeholder Forum.

Respectfully,



Dean Lindquist, Ed.D. – Superintendent

## **New Horizons School – Stakeholder Forum 6:30 p.m., January 25, 2021**

### **AGENDA**

Welcome & Introductions	Dan Hanson
Opening Remarks	Dan Hanson
Housekeeping Items	Dean Lindquist
Background/Explanation of Process	Ted Zarowny / Lori Vigfusson

**Question #1** – For the last several years, NHS has been making incremental adjustments to Individual Program Plans because over the past several years, the Annual Board Survey shows that there is a low level of satisfaction. Last spring, satisfaction with IPP's was (Div. 1: 66% ) (Div. II : 68% Div III: 33%).

- a) What is working?
- b) What is not working?
- c) What are some suggestions for improvement.

Background	Ted Zarowny / Lori Vigfusson
Small Group Discussion	Table Groups – assigned*
Small Group Prioritization	Table Groups – assigned*
Collection of Suggestions	Ted Zarowny / Lori Vigfusson
Questions for Clarification	All
Poll #1	Ted Zarowny / Lori Vigfusson

**Question #2** – You, the school and society has undergone a pandemic that has affected everyone in so many ways. Education for your child was significantly affected as was your child's well-being was affected in so many different ways including mental health.

As board and staff of NHS plan for moving beyond the pandemic, what should we consider:  
What are the significant challenges you see your child facing as they re-enter a non-pandemic school?

Our charter focuses on the social, emotional, and academic needs of our gifted learners.  
In what ways has the last tumultuous year had an affect on your child's social, emotional, and/or academic needs?

Background	Ted Zarowny / Director
Small Group Discussion	Table Groups – assigned*
Small Group Prioritization	Table Groups – assigned*
Collection of Suggestions	Ted Zarowny / Lori Vigfusson
Questions for Clarification	All
Poll #2	Ted Zarowny / Lori Vigfusson

### **Wrap-up and Closing Comments**

How Input Will Be Used	Dean Lindquist
Final Poll	Lori Vigfusson
Thanks & Closing Comments	Dan Hanson
Adjournment	

\* Breakout groups will be assigned as Zoom breakout rooms will be used. Please note that it may take a few minutes during the forum to assign breakout rooms for each question.

**Stakeholder Forum  
January 25, 2021**

**Question 1**

*Ted and Lori to develop the preamble and will include the components of the preferred model:*

- *All teachers must manage IPPs*
- *Gifted IPPs are different – work toward the strength*
- *Minimum of one goal*
- *If acute area that interferes with learning, a goal may be created:*

For the last several years, NHS has been making incremental adjustments to Individual Program Plans because over the past several years, the Annual Board Survey shows that there is a low level of satisfaction. Last spring, satisfaction with IPP's was (Div. 1: 66% ) (Div. II : 68% Div III: 33%).

- a) What is working?
- b) What is not working
- c) What are some suggestions for improvement

**Question 2**

You, the school and society has undergone a pandemic that has affected everyone in so many ways. Education for your child was significantly affected as was your child's well-being was affected in so many different ways including mental health.

As board and staff of NHS plan for moving beyond the pandemic, what should we consider:

What are the significant challenges you see your child facing as they re-enter a non-pandemic school?

Our charter focuses on the social, emotional, and academic needs of our gifted learners. In what ways has the last tumultuous year had an affect on your child's social, emotional, and/or academic needs?

## Invitation to attend the 2021 Stakeholder Forum

December 21, 2020

Dear Students, Staff, Parents and NHS Society Members

Re: Stakeholder Forum 2021

On behalf of the Board of Directors, I am pleased to invite you to participate in our school's sixth annual Stakeholder Forum, to be held at 6:30 p.m. on **Monday, January 25, 2021** via Zoom.

The Stakeholder Forum is an important opportunity for you to share your views on how our school can continue to grow, develop, and improve. In addition, you will have an opportunity to hear and discuss ideas brought forward by other parents, students and members of the school staff.

The Stakeholder Forum is an essential element in our school's planning process and contributes significantly to the development of our Three-Year Education Plan, which in turn establishes the direction and priorities for our school.

This year's Stakeholder Forum will focus on two discussion topics:

### Question 1:

For the last several years, NHS has been making incremental adjustments to Individual Program Plans because over the past several years, the Annual Board Survey show that there is a low level of satisfaction. Last spring, satisfaction with IPP's was (Div. 1: 66% ) (Div. II : 68% Div III: 33%).

- a) What is working?
- b) What is not working
- c) What are some suggestions for improvement

### Question 2:

You, the school and society has undergone a pandemic that has affected everyone in so many ways. Education for your child was significantly affected as was your child's well-being was affected in so many different ways including mental health.

As board and staff of NHS plan for moving beyond the pandemic, what should we consider:

What are the significant challenges you see your child facing as they re-enter a non-pandemic school?

Our charter focuses on the social, emotional, and academic needs of our gifted learners. In what ways has the last tumultuous year had an affect on your child's social, emotional, and/or academic needs?

The Zoom Link to register your attendance at the Stakeholder Forum is: <https://zoom.us/meeting/register/tJEkd-ysrT8vHNBbbde1ntGfNxU5sYEWBF0k>. Once you register, a link to join the meeting will be sent to you automatically by Zoom.

Registration is open to all interested in attending. Remember your voice and participation is important.  
On behalf of the Board of Directors and Administration,

A handwritten signature in blue ink, appearing to read "Dean Lindquist". The signature is fluid and cursive, with a large initial "D" and "L".

Dean Lindquist, Ed.D.  
Superintendent



## MEMORANDUM

Date January 20, 2021

To: Board of Directors

From: Dean Lindquist - Superintendent

Re: Required Annual Review of Policy 210 and the Student Code of Conduct

### **Background:**

The Board has a legislated responsibility to provide students with a welcoming, respectful and safe learning environment.

Section 33 (2) of The Education Act states:

A board shall establish, implement and maintain a policy respecting the board's obligation under subsection (1)(d) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour.

Section 33 (3) provides the following as direction for establishing the code of conduct. Section 33 (3) states:

A code of conduct established under subsection (2) must (a) be made publicly available, (b) be reviewed every year, (c) be provided to all staff of the board, students of the board and parents of students of the board, (d) contain the following elements: (i) a statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful and safe learning environments; (ii) one or more statements that address the prohibited grounds of discrimination set out in the Alberta Human Rights Act; (iii) one or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day or by electronic means; (iv) one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and individual circumstances, and which must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour, and (e) be in accordance with any further requirements established by the Minister by order.

The current policy and code of student conduct is publicly available on the district web site under Quick Links. This fulfills the requirement established in 33 (3) a) of the Act. To meet requirements of annually reviewing the policy and code of conduct, as established in Section 33(3) b) of the Act, Policy 210 and the Student Code of Conduct are attached to this memorandum for your consideration.

Administration has reviewed both Policy #210 and the Student Code of Conduct. It is in the opinion of the administration that both documents meet the requirements established in Section 33 of the Education Act.

Administration asks the Board to review Policy #210 and the Student Code of Conduct and if they concur with administration's recommendation, they approve it. If the Board does not concur with administration's

recommendation, it is advisable that the Board direct the Policies, Guidelines & Bylaws Committee to undertake a further review.

Furthermore, with COVID-19 affecting the school year with increased health and safety measures, it was not a good year to determine that the policy remains effective. As such, it may be worthwhile for the Policies, Guidelines and Bylaws Committee review the policy and code of conduct at a future meeting during the 2020-21 school year.

**Recommendations:**

It is recommended that the Board acknowledge through resolution the following:

1. The Board affirms that Policy 210 (Welcoming, Caring, Respectful, and Safe Learning and Working Environments) received its annual review and the Board confirms that the policy is compliant with the requirements of the Education Act.
2. The Board affirms that the Student Code of Conduct was reviewed by administration and the Board and confirm that it is compliant with the requirements set out in Section 33 (3) (a-e) of the Education Act and Board Policy 210.

Respectfully,



Dean Lindquist

## POLICIES

**Approved:** 2018-02-28

**Amended:**

**Policy:** #210

**Section:** School Operations

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### **#210 Welcoming, Caring, Respectful, and Safe Learning and Working Environments**

#### **POLICY STATEMENT**

The Board of Directors is committed to providing students and staff with a welcoming, caring, respectful, and safe learning and working environment that fosters a sense of belonging, nurtures a positive sense of self, respects diversity, and promotes well-being in all its aspects.

In accordance with this commitment, the Board does not condone behaviours that constitute bullying, harassment, sexual harassment, discrimination, or violence, and expects allegations of such behaviours to be investigated and addressed in a timely and thorough manner, as warranted by the circumstance.

Further, the Board affirms the rights, as expressed in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each student enrolled in the school and each staff member employed by the New Horizons Charter School Society. Accordingly, the Board believes that the school environment must be free from discrimination based on race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, or sexual orientation.

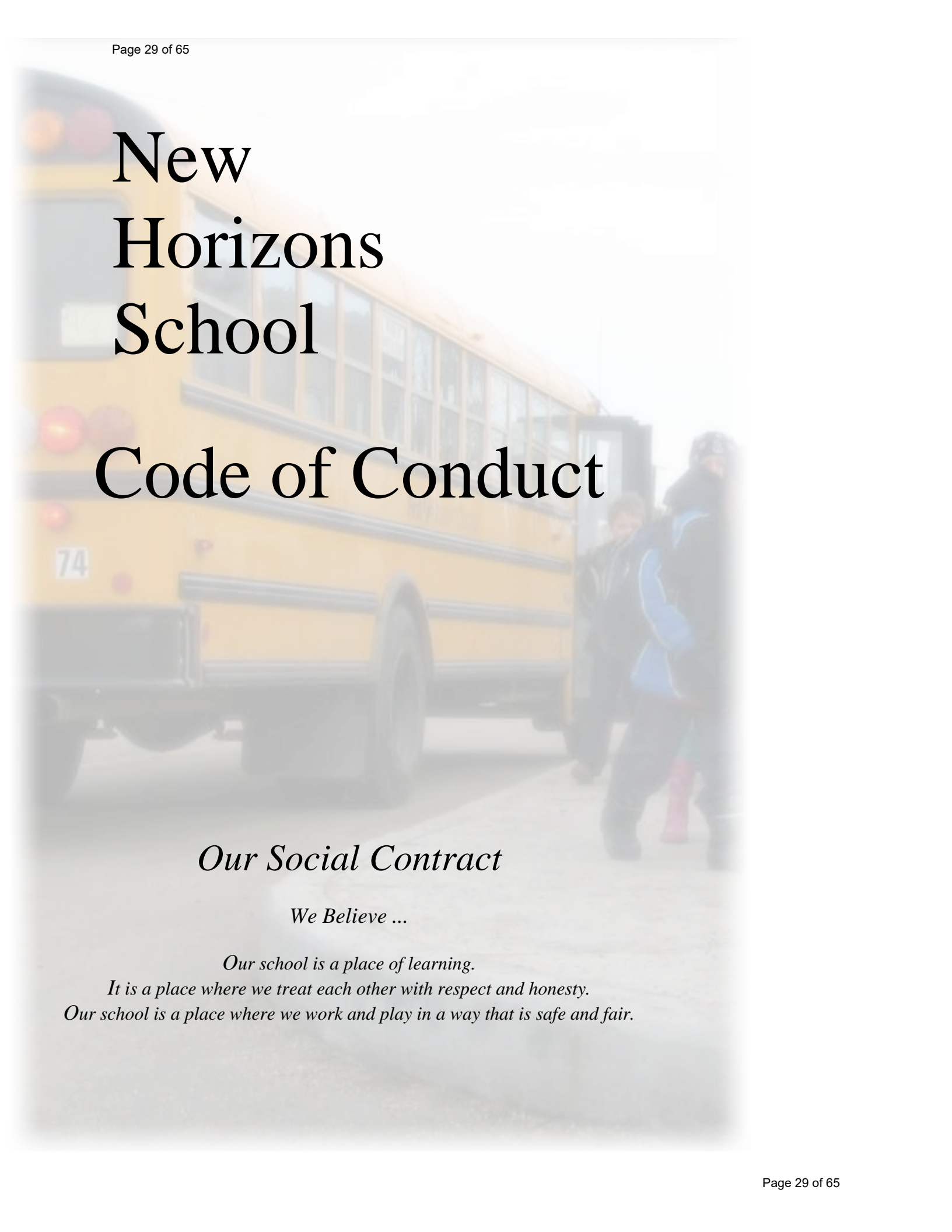
The Superintendent is responsible for the development and implementation of practices and procedures that are consistent with this policy.

#### **DEFINITIONS**

1. In this policy, “bullying” means repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear, or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation.
2. In this policy, “harassment” means unwelcome verbal or physical conduct, including conduct that relates to discrimination. Usually, it must be repeated to constitute harassment, but single acts can be harassing if they are severe, or involve obvious power imbalance. Harassment is insulting, demeaning or intimidating. Examples of harassment include, but are not limited to, the following: verbal or physical abuse; threats; derogatory remarks; jokes; innuendo or taunts about appearance or beliefs; display or electronic transfer of pornographic, racist or offensive images; and condescension that undermines self-confidence or is an unreasonable invasion of one’s person. Harassment can be bullying or outright physical assault. The behaviour giving rise to a complaint need not be intentional in order to be considered harassment; it is sufficient that the offender knows, or ought reasonably to know, that the behaviour is offensive and unwelcome.
3. In this policy, “sexual harassment” means any unwelcome behaviour that is sexual in nature. Unwanted sexual advances, unwanted requests for sexual acts, and other verbal or physical conduct of a sexual nature constitute sexual harassment when the harasser knows or ought to know that it is unwelcome. Sexual harassment includes such things as unwanted touching (e.g. pinching, patting, rubbing); leering, sexist, or “dirty” jokes; the display of sexually suggestive material; derogatory or degrading comments; sexually suggestive gestures; and unwelcome propositions, innuendos, demands or inquiries of a sexual nature.
4. In this policy, “discrimination” means the unjust or prejudicial treatment of a person or class of persons because of the race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, or sexual orientation of that person or class of persons.
5. In this policy, “violence” means the threatened, attempted, or actual conduct of a person that is intended to cause, causes, or is likely to cause injury to a person or damage to property. Examples include, but are not limited to, the following: destroying property, throwing objects at others, verbal or written threats that express an intent to inflict harm, physical attacks, or any other act that would arouse fear in a reasonable person in the circumstance.

#### **GUIDELINES**

1. The school principal is responsible to develop and implement a *Student Code of Conduct* that includes, at a minimum:
  - a. A statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful, and safe learning environments.
  - b. One or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day, or by electronic means.
  - c. One or more statements about the consequences of unacceptable behaviour. The statement(s) must take into account the student's age, maturity, and individual circumstances, and must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.
2. This policy and the associated *Student Code of Conduct* shall be reviewed annually, with the review to be confirmed by Board resolution. Following confirmation, the policy and *Student Code of Conduct* shall be posted or re-posted publicly on the school website.
3. A website link to this policy, the associated administrative procedure, and the *Student Code of Conduct* shall be displayed in a place clearly visible to students in the school.



# New Horizons School Code of Conduct

## *Our Social Contract*

*We Believe ...*

*Our school is a place of learning.*

*It is a place where we treat each other with respect and honesty.*

*Our school is a place where we work and play in a way that is safe and fair.*

## CONTENTS

INTRODUCTION	1
Purpose	1
Scope	1
Major Infractions	2
Bottom Line Behaviors	2
Minor Infractions	3
Considerations	3
Rising Expectations	3
Students With Special Needs	3
Responding to Minor Infractions	3
Making Mistakes: Minor Infractions	3
Teacher Response to Minor Infractions	4
Responding to Bottom Line Behaviors	5
Expected Behavior	6
Examples of Expected Behavior	6
1. Our School Is a Place of Learning	6
2. Our School Is a Place Where We Treat Each Other With Respect	7
3. Our School Is a Place Where We Treat Each Other With Honesty	8
4) Our School Is a Place Where We Work and Play in a Way That Is Fair	8
5) Our School is a Place Where We Work and Play in a Way that is Safe	9

# INTRODUCTION

## New Horizons Code of Conduct

### Purpose

The purpose of this code of conduct is to provide a welcoming, caring, respectful, and safe learning environment. In creating this environment, this code of conduct reflects the need for an appropriate balance between individual and collective rights, freedoms, and responsibilities.

### Scope

The expectations in the code of conduct are in effect in the following circumstances:

- on school premises,
- on the school bus,
- during activities that are off school premises and that are organized or sponsored by the school,
- behaviour beyond these times when it affects the safe, caring or orderly environment of the school.
  - Such expectations include website postings, blogs, text messages by or about students or staff using electronic devices, and other means that negatively affect other members of the school community and student learning.
  - Such expectations also include the times arriving to and from school, and during lunch hour times when junior high students leave the school premises.

# *Our Social Contract*

*We Believe ...*

*Our school is a place of learning.*

*It is a place where we treat each other with respect and honesty.*

*Our school is a place where we work and play in a way that is safe and fair.*

## **Major Infractions**

### ***Bottom Line Behaviors***

Major infractions are called *bottom line* behaviors. Minor infractions are those not identified in the *bottom line* behaviors. *Bottom line* behaviors include the following:

1. Any illegal activity ( eg. behaviors related to drugs and alcohol, weapons, theft, vandalism, etc.).
2. Use of tobacco in or on school property within one block of the school.
3. Habitual minor infractions.
4. Deliberately striking or pushing a teacher or another person in authority.
5. Swearing at a teacher or another person of authority.
6. Direct or persistent opposition to authority.
7. Uttering a threat to inflict serious bodily harm or harm to property (eg. saying “I’m going to kill you” even in jest; threats to injure, bomb threats).
8. Physical assault causing bodily harm (eg. hitting, pushing, kicking, fighting).
9. Retribution against a person who has reported an incident.
10. Conduct injurious to the physical or mental well-being of others in the school including, but not limited to bullying, fighting, false fire alarms, dangerous use of equipment, hate-motivated incidents. This includes harassment on any of the protected or prohibited grounds identified in the *Alberta Human Rights Act*. These prohibited grounds are identified below:

- Race
- Religious Beliefs
- Colour
- Gender
- Mental Disability
- Physical Disability
- Ancestry
- Place of Origin-Place of Birth
- Family Status
- Sexual Orientation



## Minor Infractions

Minor infractions of the code of conduct are those that are not identified as major infractions or *bottom line* behaviors.

Minor infractions are those behaviors which infringe upon the needs of others. Our **social contract** on page 2 expresses the kind of school community we want. Behaviors that go against our social contract are considered infractions.

***Please go to page 6 for examples of minor infractions and expected behavior.***

## Considerations

### ***Rising Expectations***

Rising expectations mean that students have varying levels of understanding as they grow older and more mature. Behavior expectations for students in primary grades may be different than what is expected as students become older and eventually enter Grade 9. Such differences in maturity levels will be reflected in both expectations and consequences for conduct.

### ***Students With Special Needs***

The application of this code of conduct will not discriminate against a student who can not meet a behavioural expectation because of a disability. Some students with certain types of special needs are unable to understand conduct expectations or rationally control their conduct. Differences resulting from such disabilities will be reflected in both expectations and consequences for conduct.

## Responding to Minor Infractions

### ***Making Mistakes: Minor Infractions***

We live in a human environment and face a diverse set of needs daily. Our job when we are together is treat each other in a way that respects the needs of others and reflects our *social contract*.

As we go through our days, there may be times when we interfere with the needs of others as we try to meet our own needs. We call these actions

*None of us are perfect. We all make mistakes, When we make a mistake and infringe on the needs of others, our job is to “fix up” the mistake.*

*“Fixing up” the mistake means to do something for the person that we hurt so that he or she feels ok again.*

**mistakes.** When this happens, the expectation is to “**fix up**” the mistake. Often, that involves making a **restitution** - saying or doing something that will make the person who was hurt feel ok once again. Students are expected to learn from their mistakes and not repeat the behavior.

Ideally, when we hurt others in some way, we should be able to recognize that and “fix up” the mistake on our own.

But that doesn’t always happen. When a person does not fix up the mistake by himself or herself, a teacher or supervisor may need to help. Below are some ways teachers may respond to minor infractions.

### ***Teacher Response to Minor Infractions***

Mistakes are learning opportunities. When students make a behavioral choice that infringes on the needs of others, teachers will help those students learn from their mistakes, find ways to make amends with the person they hurt, and make a plan to do better.

Teachers may respond to minor infractions in several possible ways including the following:

- discussion
- problem solving
- helping with a restitution
- using a “planning sheet”
- providing an alternate work space
- “cool down” room and “think sheet”
- in-class consequences (loss of privilege, community service, etc.)
- suspending a student of one class period

***Depending on the severity and frequency of the behavior and parents will be notified.***

If the minor infractions keep repeating themselves, the infraction becomes a **bottom line** behavior and the student will be referred to the principal.

*“And now that you don't have to be perfect, you can be good.”*

— John Steinbeck

## Responding to Bottom Line Behaviors

Bottom Line behaviors have the automatic consequence of removal from the classroom group or school group for a period of time.

Depending on the frequency and severity of the infraction, a student may be removed from the group in the following ways:

- with an in-school suspension for a partial day, or full days,
- suspension from a certain courses for one or more days,
- out-of-school suspension to a maximum of five days,
- out-of-school suspension to a maximum of five days, or
- out-of-school suspension to a maximum of five days with the recommendation to the Board of Directors for expulsion.

As well, depending on the nature of the infraction, other measures may be taken.

- The RCMP may be notified.
- In the case of threats, students who utter threats may be expected to undergo a threat-risk assessment by a trained professional.

*“If you want to make a difference in someone's life, you don't need to be gorgeous, rich, famous, brilliant or perfect. you just have to care.”*

— Karen  
Salmansohn

## Expected Behavior

Identifying all possible infractions in a human environment such as our school is a difficult task and would take up many pages. The next few pages, therefore, identify **examples** of acceptable and examples of unacceptable behavior in relation to our code of conduct.

*All behaviors that are acceptable and unacceptable **are not** identified in the lists. Instead, on the next few pages are **examples** of what are considered **acceptable** and **unacceptable** behaviors. The list of the following examples was generated by the students, staff, and parents of New Horizons School.*

### Examples of Expected Behavior

#### 1. Our School Is a Place of Learning

*Below are some examples of how we can support learning and some examples of how we can interfere with learning.*

##### We can make a school a place of learning by

- working diligently and to the best of our abilities
- behaving in ways that supports a positive learning environment for oneself and others
- keeping learning and playing environments such as classrooms and playgrounds tidy for others who use the space
- listening to instructions
- encouraging others
- helping others
- turning off cell phones and other electronic devices that can disrupt learning while in school

##### We interfere with the learning in our school by

- behaving in ways that disrupts the teaching and learning
- being unnecessarily absent or late
- not cleaning up messes that are made in the learning environment
- using learning time in inappropriate ways
- putting in minimal effort into learning activities and assessments
- plagiarism and copying from others
- giving all the answers

*“Learning is a treasure that will follow its owner everywhere.”*  
- Chinese Proverb

*“I am defeated, and know it, if I meet any human being from whom I find myself unable to learn anything.”* - George Herbert Palmer

## **2. Our School Is a Place Where We Treat Each Other With Respect**

*Below are some examples of how we can show respect and some examples of how we show disrespect.*

### **We can show respect by**

- avoiding abusive and offensive language such as put downs, racist comments, sexist comments, and swearing
- wearing clothing without words or images that are offensive to others, that doesn't reveal under-wear, and if wearing shorts or skirts, have hemlines that are below the fingertips when the arms are at one's side
- responding to instructions given from teachers, assistants, supervisors, and others who are working or volunteering at the school.
- resolving conflicts without hurting others
- seeking permission before touching someone's personal property, or the school's property including plants
- playing with people you both like and don't like
- listening to what others have to say
- speaking in a tone of voice that invites discussion

### **We show disrespect by**

- habitually neglecting to do one's duty
- saying or doing things that make others feel uncomfortable or hurt
- not obeying those with authority (school staff and supervisors)
- misusing school equipment and property
- laughing at the misfortune of others
- making fun of others when they have a comment or ask a question
- using an unfriendly tone of voice
- not tattling

*“Respect for the fragility and importance of an individual life is still the mark of an educated man.” - Norman Cousins*

### **3. Our School Is a Place Where We Treat Each Other With Honesty**

*Below are some examples of how we can show honesty and some examples of how we show dishonesty.*

#### **We can show honesty by**

- being responsible for our actions
- knowing that it's ok to make a mistake and trying to "fix things up"
- telling the truth when problem solving
- informing a school staff in a timely manner of incidents of bullying, harassment or intimidation
- avoiding blaming others for our mistakes
- telling the *whole* truth
- being true to what you say

#### **We can show dishonesty by**

- withholding important information when solving conflicts
- making up stories that are different than the truth when problem solving
- not taking responsibility for our actions
- falsely accusing others
- spreading false information
- exaggerating
- "setting others up"

### **4) Our School Is a Place Where We Work and Play in a Way That Is Fair**

*Below are some examples of how we can behave fairly and some examples of how we show can behave unfairly.*

#### **We can act fairly by**

- "playing by the rules"
- sharing when resources are lacking
- taking turns
- including others in games and activities
- congratulating others when they succeed

#### **We can act unfairly by**

cheating  
always wanting to be first  
not letting others be a part of the group (excluding others)

*"Honesty is like an icicle; if once it melts that is the end of it."*  
- Anonymous

*"Fairness is what justice really is."*

- Potter Stewart

*"Always tell the truth. Then you'll never have to remember what you said the last time."*  
- Sam Rayburn

*"Live so that when your children think of fairness and integrity, they think of you."*

- H. Jackson Brown, Jr.

being nice to some people and not others  
making up” rules  
bragging when we do better than others  
being a “sore loser”

### ***5) Our School is a Place Where We Work and Play in a Way that is Safe.***

*Below are some examples of how we can create a safe environment and examples of how we can create an unsafe environment.*

#### **We can create a safe environment by**

- using all equipment in a safe manner
- solving conflicts in a way that does not hurt others
- wearing shoes at all times
- being a positive role model
- being gentle in PE

#### **We can create an unsafe environment by**

- throwing things
- running in the halls
- pushing, hitting, and kicking others
- emotionally hurting others with put downs, racist comments, sexist comments, swearing, and threats
- bullying
- roughhousing
- picking on one person
- teasing and name-calling

*“Safety is understanding, it is an attitude of mind – it is not necessarily a simply following of rules or directions.”*  
- Garry Richards,

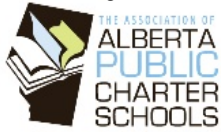


## Board of Directors – Work Plan for 2020-21

<b>September</b>	<ul style="list-style-type: none"> <li>▪ Adopt Board Work Plan for 2020-21 <input type="checkbox"/></li> <li>▪ Set date for October Board meeting <input type="checkbox"/></li> <li>▪ Receive report on provincial achievement test results (closed meeting) <input type="checkbox"/></li> <li>▪ Re-entry Plan Update <input type="checkbox"/></li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>▪ Complete Board Organizational Actions               <ul style="list-style-type: none"> <li>- Conduct Special General Meeting; hold Board elections <input type="checkbox"/></li> <li>- Elect Board executive officers (must be within one week of SGM) <input type="checkbox"/></li> <li>- Select members for Board standing committees <input type="checkbox"/></li> <li>- Set dates for Board meetings (motion required) <input type="checkbox"/></li> <li>- Notify Service Alberta of change in executive officers <input type="checkbox"/></li> <li>- Identify Board signing authorities <input type="checkbox"/></li> <li>- Sign Board Member Code of Conduct – Policy #101 <input type="checkbox"/></li> </ul> </li> <li>▪ Receive Accountability Pillar Results Report for October 2020 <input type="checkbox"/></li> <li>▪ Attend TAAPCS Annual General Meeting <input type="checkbox"/></li> <li>▪ Receive enrolment report for September 30, 2020 <input type="checkbox"/></li> <li>▪ Conduct initial orientation session for new Board members <input type="checkbox"/></li> <li>▪ Submit request to Alberta Education for modular classrooms <input type="checkbox"/></li> <li>▪ Set date for NHCS Society Annual General Meeting <input type="checkbox"/></li> <li>▪ Create Task Force to investigate establishment of New Horizons High School Program (as per Education Plan) <input type="checkbox"/></li> <li>▪ Re-entry Plan Update <input type="checkbox"/></li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>▪ Conduct AGM of NHCS Society <input type="checkbox"/></li> <li>▪ Approve final Three-Year Education Plan 2020-2021 to 2022-23 <input type="checkbox"/></li> <li>▪ Approve revised budget for 2020-21 <input type="checkbox"/></li> <li>▪ Approve Annual Education Results Report 2019-20 <input type="checkbox"/></li> <li>▪ Approve Audited Financial Statement Year Ending Aug 31/20 <input type="checkbox"/></li> <li>▪ Receive Report #1 from School Council <input type="checkbox"/></li> <li>▪ Determine priorities, possible date for Stakeholder Forum <input type="checkbox"/></li> <li>▪ Re-entry Plan Update <input type="checkbox"/></li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>▪ Set date for March Board Planning Retreat <input type="checkbox"/></li> <li>▪ Receive Counsellor's Report for 2019-20 School Year <input type="checkbox"/></li> <li>▪ Re-entry Plan Update <input type="checkbox"/></li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>▪ Receive Quarterly Financial Report for Sep - Nov 2020 <input type="checkbox"/></li> <li>▪ Review Policy 210 and associated Student Code of Conduct <input type="checkbox"/></li> <li>▪ Approve school calendar for 2021-22 in principle <input type="checkbox"/></li> <li>▪ Stakeholder Forum – Gather input on possible Education Plan priorities <input type="checkbox"/></li> <li>▪ Re-entry Plan Update <input type="checkbox"/></li> </ul>



<b>February</b>	<ul style="list-style-type: none"> <li>Provide final approval of school calendar for 2021-22</li> <li>Prepare breakfast for school staff</li> <li>Receive mid-year progress report on Three-Year Education Plan 2020-23</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>March</b>	<ul style="list-style-type: none"> <li>Board Retreat – Identify priorities for upcoming Education Plan</li> <li>Approve Three-Year Capital Plan for 2021-22 to 2023-24</li> <li>Administer Board-developed Stakeholder Survey</li> <li>Re-entry Plan Update</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>April</b>	<ul style="list-style-type: none"> <li>Provide provisional approval to Education Plan 2020-21 to 2022-23</li> <li>Receive Quarterly Financial Report for Dec 2020 – Feb 2021</li> <li>Re-entry Plan Update</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>May</b>	<ul style="list-style-type: none"> <li>Attend TAAPCS Spring General Meeting</li> <li>Approve Budget for 2021-22</li> <li>Receive Accountability Pillar Results Report for May 2021</li> <li>Receive Board-developed stakeholder survey results</li> <li>Consider salary adjustment for support staff, senior administration</li> <li>Receive report from FANHS</li> <li>Re-entry Plan Update</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>June</b>	<ul style="list-style-type: none"> <li>Assess Board Work Plan progress for 2020-21</li> <li>Receive Quarterly Financial Report for Mar – May 2021</li> <li>Schedule SGM of NHCS Society (requires 21 days’ notice; must be on or before Oct 10)</li> <li>Schedule September 2021 Board meeting</li> <li>Set date for Summer Board Housekeeping Retreat</li> <li>Receive Report #2 from School Council</li> <li>Re-entry Plan Update</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Ongoing</b>	<ul style="list-style-type: none"> <li>Consider proposals for new or amended Board policies</li> <li>Receive recommendations from Board committees</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>
<b>Annually</b>	<ul style="list-style-type: none"> <li>Negotiate collective agreement with ATA (as needed)</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>
<b>As Needed</b>	<ul style="list-style-type: none"> <li>Meet with:             <ul style="list-style-type: none"> <li>County Council</li> <li>MLAs</li> </ul> </li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



THE ASSOCIATION OF ALBERTA PUBLIC CHARTER SCHOOLS

January 8, 2021

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

Dear Minister LaGrange:

As discussed yesterday (January 7) during our stakeholders meeting, and agreed upon this morning at a subsequent meeting led by Paul Lamoureux, I am happy, on behalf of The Association of Alberta Public Charter Schools, to send you this letter of support for the initiative to adapt the terminology for communicating with stakeholders regarding Covid cases in schools.

We support the following shift in terminology as determined at the meeting this morning and communicated by the department this afternoon:

*Recommended Shift of Terminology:*

- Discontinue use of the term "**Watch**".
- Use the term "**Alert**" for between 1-5 cases in schools while always quantifying the number of cases. E.g.: "**Alert with 2 cases**".

*New Definition: **Alert:** Alert is declared when there is 1 to 5 confirmed cases in a school setting where COVID-19 could have been acquired or transmitted in the school.*

- Use the term "**outbreak**" for 6 or more cases always quantifying the number of cases. E.g.: "**Outbreak with 7 cases**".

*New Definition: **Outbreak:** **Outbreak** is declared when there are 6 or more confirmed cases in a school setting where COVID-19 could have been acquired or transmitted in the school.*

Our support is related as well to the commitment to clear communication about these changes from the Ministry, recognizing that time is of the essence as there is a small window next week in which these timely changes can be effective.

Thank you for your dedication in these difficult times and the strong level of consultation and collaboration exhibited by yourself and the Ministry in making these important decisions.

All the best,

Dale Erickson, President



Dean Lindquist &lt;dlindquist@newhorizons.ca&gt;

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## In-person learning resumes January 11

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EDC Deputy Minister &lt;EducationDeputyMinister@gov.ab.ca&gt;

Fri, Jan 8, 2021 at 2:46 PM

**To: Board Chairs and Superintendents of Public, Separate, Francophone and Charter School Authorities**

**First Nations Education Directors**

**Independent (Private) School Authorities**

**Early Childhood Services**

**Presidents and Executive Directors of Stakeholder Associations**

Alberta Catholic School Trustees' Association (ACSTA)

Alberta Educational Facilities Administrators Association (AEFAA)

Alberta Home Education Association (AHEA)

Alberta Homeschooling Association (AHA)

Alberta School Boards Association (ASBA)

Alberta School Councils' Association (ASCA)

Alberta Teachers' Association (ATA)

Association canadienne-française de l'Alberta (ACFA)

Association of Independent Schools & Colleges in Alberta (AISCA)

Association of School Business Officials of Alberta (ASBOA)

College of Alberta School Superintendents (CASS)

Council of Catholic Superintendents of Alberta (CCSSA)

Fédération des conseils scolaires francophones de l'Alberta (FCSFA)

Fédération des parents francophones de l'Alberta (FPFA)

Public School Boards' Association of Alberta (PSBAA)

The Association of Alberta Public Charter Schools (TAAPCS)

*Le texte français suit le texte anglais. French text follows English text.*

Dear colleagues,

I know you are in the process of making final preparations for welcoming students back to in-person learning on Monday. I'd like to thank you for adjusting to the temporary shift to at-home learning

Page 44 of 65  
announced as part of province-wide restrictions on November 24, and for getting ready to resume in-school learning next week.

As you are aware, yesterday the Premier and the Chief Medical Officer of Health dedicated part of their [public availability](#) to speak to Albertans about the return to in-person learning as planned on January 11. Minister Adriana LaGrange also shared a [letter to parents](#) earlier today informing them on this decision to return to in-person learning. I ask that you share this letter with parents and care-givers.

The decision to return to in-class learning is based on carefully considering the essential benefits of in-person learning and the latest evidence which shows that before the winter break, new case rates for all three school-age groups plateaued and then dropped in December, once restrictions on social gatherings and group activities were in place.

That's in addition to the evidence that in-school transmission was not the main driver for cases in the school population. The analysis of all of the cases in school-aged children shows that only about six per cent of all of these cases were determined to have been acquired at school. As Dr. Deena Hinshaw explained yesterday, the data indicates the current school model in place is largely effective at limiting in-school transmission.

Alberta's government is prioritizing school returning to in-person learning next week while keeping the restrictions on out-of-school activities and social gatherings in place, as these other activities seem to be a much more important driver for the virus spread.

I recognize school staff across the province have done a tremendous job to diligently follow the health measures in place. Thank you for your leadership and dedication to keeping schools safe. A return to in-person learning will provide students with the familiar daily routine of learning in class and will restore some sense of normalcy for both students and families amidst these unusual times.

Throughout the pandemic, Alberta Education and school authorities have kept an open line of communication to deal with the challenges that arise in a COVID-19 environment. That will continue in the new year as we stay prepared to make any necessary changes when needed.

As always, my department staff are available to respond to your needs and questions during this unprecedented school year.

Sincerely,

Andre Corbould

Deputy Minister of Education

cc: Secretary Treasurers of Public, Separate, Francophone and Charter School Boards  
Communications Contacts at School Divisions

**Objet : Retour à l'école en personne le 11 janvier**

Chers collègues,

Vous êtes certainement en train de mettre un point final aux préparatifs en vue du retour des élèves en personne lundi. Je tiens à vous remercier de vous être adaptés à cette mesure provisoire et d'avoir assuré l'enseignement à la maison, mesure annoncée lors des restrictions provinciales du 24 novembre, et je vous remercie également de vous préparer à reprendre l'enseignement en personne à l'école la semaine prochaine.

Comme vous le savez, le premier ministre et la médecin hygiéniste en chef ont consacré une partie de la période où [ils se sont adressés](#) hier aux Albertains et aux Albertaines pour parler du retour à l'apprentissage en personne comme prévu le 11 janvier. La ministre Adriana LaGrange a également envoyé une [lettre aux parents](#) à ce sujet plus tôt aujourd'hui, les informant de la décision de permettre le retour à l'école en personne. Je vous demanderais de partager cette lettre avec des parents et des prestataires de soins.

La décision de permettre le retour à l'apprentissage en classe s'appuie sur l'examen minutieux des avantages essentiels de l'apprentissage en personne. Les dernières données ont montré qu'avant les vacances d'hiver, le taux de nouveaux cas pour les trois groupes d'âge scolaire avait atteint un plateau et qu'il avait chuté en décembre, dès que les mesures sur les rassemblements publics et les activités collectives ont été mises en place.

Sans compter que les données portant sur la transmission du virus à l'école ont montré qu'elle n'était pas la cause principale des cas dans la population scolaire. L'analyse de tous les cas parmi les enfants d'âge scolaire montre que le virus a été contracté à l'école dans seulement six pour cent de ces cas. Comme la D<sup>re</sup> Deena Hinshaw l'a expliqué hier, les données indiquent que le modèle scolaire actuellement en place est très efficace pour limiter la transmission du virus à l'école.

Le gouvernement de l'Alberta a pour priorité le retour à l'école en personne la semaine prochaine tout en conservant les mesures portant sur les activités extrascolaires et les rassemblements publics puisqu'il semble que ces activités soient une cause bien plus importante de la transmission du virus.

Je reconnais que le personnel scolaire de toute la province a accompli un travail exceptionnel à suivre consciencieusement les mesures sanitaires en place. Merci pour votre leadership et votre dévouement à maintenir la sécurité dans nos écoles. Un retour à l'enseignement en personne permettra aux élèves de reprendre la routine familière de l'apprentissage en classe et permettra également tant aux élèves qu'à leurs familles de renouer avec un sentiment de normalité en ces temps inhabituels.

Au cours de cette pandémie, Alberta Education et les autorités scolaires ont maintenu ouvertes les voies de la communication afin de gérer les défis présentés par la crise de la COVID-19. Ces voies de communication resteront ouvertes au cours de cette nouvelle année et nous sommes prêts à apporter tous les changements nécessaires au besoin.

Comme toujours, le personnel de mon ministère est disponible pour répondre à vos questions pendant cette année scolaire sans précédent.

Cordialement,

Andre Corbould

Sous-ministre de l'Éducation

Classification: Protected A



Dean Lindquist &lt;dlindquist@newhorizons.ca&gt;

## Re: Minister / DM Relauch Meeting

John Picard &lt;picard.consult@gmail.com&gt;

Fri, Jan 8, 2021 at 9:58 AM

To: Chris Gilmour <chris.g@connectcharter.ca>, Dale Erickson <derickson@calgaryartsacademy.com>, Darwin Eckstrom <deckstrom@valhallaschool.ca>, darwin eckstrom <darwineckstrom1@gmail.com>, Dean Lindquist <dlindquist@newhorizons.ca>, Ed Wittchen <ed.wittchen@telus.net>, Heather Christison <christison@suzukischool.ca>, Jamal El-Rafih <jamale@esl-almadina.com>, Janet Rockwood <jrockwood@auroraschool.ca>, Joe Frank <joe.frank@westmountcharter.com>, Kurtis Lienweber <kurtis.leinweber@ffca-calgary.com>, Lynne Paradis <paradis1@suzukischool.ca>, Mavis Averill <maverill@bsec.ab.ca>, Pam Davidson <pamela.davidson@calgarygirlsschool.com>, Roger Nippard <roger.nippard@ffca-calgary.com>, Teresa Di Ninno <tdininno@capeisgreat.org>

Hi again

With regard to the following item communicated yesterday, please do not activate this until we all get notice from government, likely Monday or Tuesday:

"New approach will be to consider that 1 to 5 cases will be considered an 'alert' with the notice given with numbers (for example "Alert 3" or "Alert 5") and more than 5 will be noted as a "Breakout" with numbers (for example "Breakout 8" or "Breakout 28" etc.) **A call with Executive Directors tomorrow morning will make this communication as clear as possible**"

On Thu, Jan 7, 2021 at 3:09 PM John Picard <picard.consult@gmail.com> wrote:

Hi folks

Here are some brief notes from the meeting:

### Comments/concerns from stakeholders

- Vaccination prioritized for educators
- Federal money second tranche
- Improved screening of students and staff
- Move 7-12 online (ATA)
- Need for increased band width
- Boards held 'harmless' related to WMA and decreased enrollment this year
- Risk management considerations for staff/students who do not want vaccination
- Lack of formal communication around January 11 restart
- Online learning by parental request
- Can HS students remain online until after exam break

### Statements/Direction from the Ministry

- AHS has increased number of people involved in contract tracing and has a team dedicated just to Education staff and students
- They have also made some tech updates to put information into an automated database that will more quickly identify students and staff
- The Ministry will be looking for quick feedback on how this improved approach to contract tracing is working
- 'Watch' and 'Breakout' numbers should be reset to 0 given the long break

- New approach will be to consider that 1 to 5 cases will be considered an 'alert' with the notice given with numbers (for example "Alert 3" or "Alert 5") and more than 5 will be noted as a "Breakout" with numbers (for example "Breakout 8" or "Breakout 28" etc.) **A call with Executive Directors tomorrow morning will make this communication as clear as possible**
- With regard to communication, the Minister mentioned that it has been clear since November that there would be a return to school on January 11 unless there was a change communicated
- She also mentioned that communication from some stakeholder leadership people has seemed to be aimed at undermining efforts and has increased anxiety - the point being that we all have a responsibility to maintain confidence and a sense of calm as we move forward.
- The Ministry is advocating strongly for prioritizing educators quickly after front line health care workers and the vulnerable
- Federal money has not yet been allocated but will be coming
- Budget 2021 will determine impact on WMA
- Risk management of those who do not want vaccination will be discussed offline with ASBOA
- Looking to update connectivity respecting the fact that much of this is a federal consideration
- It is expected that students will be back in school on Monday, rather than online

Dale may have additions to this.

*John Picard*

*Executive Director*

*The Association of Alberta Public Charter Schools (TAAPCS)*

John Picard, M.Ed., B.A.

Picard Consulting

Sessional Instructor, Ambrose University / Designated Signing Authority, Alberta Independent Schools and Colleges Association

[picard.consult@gmail.com](mailto:picard.consult@gmail.com)

**403-827-5040**



## P21-XX

### ***Equal Opportunity of Access to All Public Schools***

**Sponsored by:** Foundations for the Future Charter Academy, Northwest Elementary

**Co-sponsored by:** Calgary Arts Academy

**Contact:** Bilal Rasool, Northwest Elementary, school.council.nwe.ffca@gmail.com

#### ***Background / Overview:***

Waitlists for schools have become a barrier to a student's right to choice in education. Parents and students may not be fully informed of the choices, and the quality of those choices, available to them.

**Because** A report about school choice and equity<sup>1</sup> published by the OECD (that conducts the international PISA tests which have gained Canada recognition as an education superpower<sup>2</sup>), states that:

*"All parents must be able to exercise their right to choose the school of their preference; that means government and schools need to invest in developing their relationships with parents and local communities, and help parents make informed decisions."*

*"only through a concerted effort by central and local education authorities will school choice benefit all students."*

*"Providing choice to parents without exacerbating segregation can be achieved by introducing specific criteria to the allocation of students across the set of local schools. Incentives can also be provided to schools for selecting disadvantaged students, for example, by weighting the funds received by the schools, depending on the socio-economic profile of their student populations."*

*"school systems should ensure that all parents are provided with relevant information about the schools available to them, including a measure of the actual "value-added" of schools, meaning whether those schools succeed in improving the performance of all of their students."*

**Because** Alberta Education uses the Provincial Achievement Tests, in conjunction with Statistics Canada's tax filer data and student inter-school mobility data, to calculate what is known as an SES Gap-Score. Alberta Education states<sup>3</sup> that:

*"Socio-economic status (SES) is commonly defined as the position families within society occupy, in relation to others, based upon measures of income, education, and occupation. Educational research has demonstrated that SES is a significant positive predictor of student academic achievement. Schools and authorities that service students from lower SES communities generally face a greater than average challenge in obtaining strong achievement results and stakeholders regularly make reference to SES factors as significant determinants of student achievement."*

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<sup>1</sup>OECD (2019) Balancing School Choice and Equity: An International Perspective Based on PISA, PISA, OECD Publishing, Paris. <https://doi.org/10.1787/2592c974-en> <https://www.oecd-ilibrary.org/docserver/2592c974-en.pdf>

<sup>2</sup>How Canada became an education superpower, BBC News <https://www.bbc.com/news/business-40708421>

<sup>3</sup>SES Index and Gap Score, Page 17: <https://www.newhorizons.ca/wp-content/uploads/2018/06/Agenda-Package-for-Board-Meeting-of-2018-06-20.pdf>

*Nonetheless, research has demonstrated that it is possible for educators to improve the academic achievement of students from low SES populations.”*

*“Together, the SES index and gap-score provide valuable information:*

- Authorities can identify schools with greater needs and plan school improvement programs and initiatives to target them.*
- Schools with high positive gap scores can serve as exemplars as they are adding more than average value to students' academic achievement. Other schools may then be able to adopt these best practices.”*

**Because** Alberta affirms United Nations Universal Declaration of Human Rights (UDHR) Article 26.3 in the Preamble of the Education Act, which states that *“Parents have a right to choose the kind of education that shall be given to their children.”*

**Because** for resident students, Education Act Section 10(2) states that: *“A board shall enrol a resident student of the board in the school operated by the board that is requested by the parent of the student if, in the opinion of the board asked to enrol the student, there are sufficient resources and facilities available to accommodate the student.”*

**Because** for resident students, Education Act Section 10(4) states that *“A board shall, for that school year, enrol a resident student of another board in the school operated by the board that is requested by the parent of the student if, in the opinion of the board asked to enrol the student, there are sufficient resources and facilities available to accommodate the student”.*

**Because** Every individual who is entitled to access an education program in Alberta, as per Education Act Section 3, is entitled to access a charter school in the same manner as they are entitled to access regular and alternative programs at any other public school.

**Because** Alberta Public Charter Schools, as defined by Education Act Part 2 Division 2, are a key contributor to the availability of choice in education within the Alberta public education system.

**Because** Alternative Programs, as defined by Education Act Section 19, are a key contributor to the availability of choice in education within the Alberta public education system.

**Because** Separate Schools, as defined by Education Act Part 5 Division 2, are a key contributor to the availability of choice in education within the Alberta public education system.

**Because** Francophone Schools, as defined by Education Act Part 5 Division 5, are a key contributor to the availability of choice in education within the Alberta public education system.

**Because** public, separate, francophone, and charter schools have/may have to enact waitlists and lotteries due to space and resource limitations, limiting choice in education for Alberta families and students.

**Table 1: Cross-jurisdictional sample of current capacity barriers to entry faced by parents enrolling children in kindergarten** *Note: Charter schools not listed do not have current capacity barriers to enrollment. The list of non-charter is not exhaustive.*

<b>System</b>	<b>School</b>	<b>Capacity Barrier (kindergarten)</b>
Charter	Almadina Language Charter Academy	Waitlist
CBE	Auburn Bay School	Lottery
Charter	Aurora Academic Charter School	Waitlist
Charter	Boyle Street Education	Waitlist
Charter	Calgary Arts Academy	Waitlist
CBE	Canyon Meadows School	Lottery
CBE	Captain John Palliser	Lottery
EPSB	Cogito (10 Schools) <ul style="list-style-type: none"> <li>Horse Hill School</li> <li>Kameyosek School</li> <li>Lymburn School</li> <li>Malcolm Tweddle School</li> <li>Meyokumin School</li> <li>Mount Pleasant School</li> <li>Northmount School</li> <li>Pollard Meadows School</li> <li>Richard Secord School</li> <li>Stratford School</li> </ul>	Lottery / Random Selection
CBE	Dalhousie School	Lottery
EPSB	Dr. Lila Fahlan	Lottery
Charter	Foundations for the Future Charter Academy	Weighted lottery
CBE	Highwood School	Lottery
CBE	Lake Bonavista School	Lottery
CBE	Langevin School	Lottery
CBE	Midnapore School	Lottery
EIPS	Mills Haven Elementary (German-Immersion)	Waitlist
EPSB	Pleasantview Elementary	Waitlist
CBE	Stanley Jones School	Lottery
CCSD	St. Isabella School	Waitlist
Charter	Suzuki Charter School	Lottery
EPSB	Sr. Margaret-Ann Armour	Lottery
EPSB	Svend Hansen	Lottery
CBE	Traditional Learning Centres (8 Schools) <ul style="list-style-type: none"> <li>Brentwood School</li> <li>Chief Justice Milvain School</li> <li>Chris Akkerman School</li> <li>Colonel Sanders School</li> <li>Dr. J.K. Mulloy School</li> <li>Glamorgan School</li> <li>Le Roi Daniels School</li> <li>Thorncliffe School</li> </ul>	Lottery
CBE	Valley View School	Lottery
Charter	Westmount Charter School	Waitlist

**We request** that ASCA advocates to the Ministry of Education and all applicable cross Ministries to ensure that ALL public, separate, francophone, and charter school authorities have the facilities and resources available to be accessible to all children on an equal opportunity basis, so as to eliminate waitlists and lotteries.

**We further request that** ASCA advocates to the Ministry of Education to ensure that all school authorities provide the parents and students that register with their schools relevant information about other schools available to them, regardless of whether the school is a public, separate, francophone, or charter.

**We further request that** ASCA advocates to the Ministry of Education to create a website where parents and students can enter a postal code or address to obtain a list of all school options available to them.

**We further request that** ASCA advocates to the Ministry of Education to publish the SES Index and Gap Score Reports for all schools so that parents can be provided with the relevant information about the measure of the actual “value-added” of schools available to them.

**We further request that** ASCA advocates to the Ministry of Education to publish the postal codes of all students that attend each school on its Open Data portal<sup>4</sup> in order for the public to be able to analyse the student demographics of each school.

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<sup>4</sup>Open Government Program <https://www.alberta.ca/open-government-program.aspx#toc-0>

## P21-XX

### Financial and Governance Accountability in Public Education

**Sponsored by:** Ecole St Gerard, Grande Prairie Catholic School Division

**Contact:** Mark Woods, Ecole St Gerard, Grande Prairie Catholic School Division,  
stgerardschoolcouncil@gmail.com

#### Background /Overview:

The Alberta School Boards Association (ASBA), Public School Boards Association of Alberta (PSBAA) and Association of Catholic School Trustees of Alberta (ACSTA) which may or may not be funded through public funds, are not required to publish their meeting agenda's and minutes, preventing public access to understanding of any lobbying positions these organizations may undertake.

**Because** *"The Public School Board Association of Alberta has applied to the courts for intervener status, [...] stating non-Catholic students should not get public funding in Catholic Schools<sup>1</sup>"* in reference to the Theodore Case<sup>2</sup>.

**Because** the Public School Boards Association of Alberta (PSBAA) generated in excess of 100 labour hours of unnecessary administrative work for school officials during the 2020 COVID-19 pandemic by requesting the province's Auditor General to conduct a full review of the educational, administrative, and financial benefits of charter schools<sup>3</sup>.

**Because** the Alberta School Boards Association (ASBA) considered the following resolution at their 2019 Fall General Meeting *"That the Provincial Government more rigorously enforce the regulations on Charter Schools and wind down Charter Schools once their learning style, working style, or pedagogy have been achieved"*<sup>4</sup>.

**Because** the Alberta School Boards Association (ASBA) does not publicly disclose the 2019 Fall General Meeting (or any other General Meeting) Agenda or Minutes.

**Because** The Alberta School Boards Association (ASBA), Public School Boards Association of Alberta (PSBAA), and Association of Catholic School Trustees of Alberta (ACSTA) do not publish any meeting minutes, agendas, budgets, or financial statements.

**We request** that ASCA advocate to the Ministry of Education and all associated cross-ministries to review the mandates, funding sources, and stated advocacy positions of ASBA, PSBAA, and ACSTA and any other organization collecting memberships from publicly funded school boards.

**We further request** that ASCA advocate to the Ministry of Education for regulatory change, requiring ASBA, PSBAA, and ACSTA publish the agendas and minutes of their meetings.

**We further request** ASCA advocate to the Ministry of Education to register and identify as lobbyists those organizations that have access to Public Officials beyond what is typically granted to citizens, and to publish disclosures of the meetings granted to those stakeholder groups in the event these organizations object to transparency expected of publicly funded organizations involved in the administration of a public service.

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<sup>1</sup> <https://medicinehatnews.com/news/local-news/2017/06/23/pbsaa-wants-to-see-sask-ruling-over-funding-for-non-catholic-students-in-catholic-schools-extended-to-alberta/>

<sup>2</sup> Court of Appeal for Saskatchewan Dockets: CACV3075, CACV3076, CACV3201, and CACV3205  
[https://sasklawcourts.ca/images/documents/Appeal/CA\\_2020SKCA034.pdf](https://sasklawcourts.ca/images/documents/Appeal/CA_2020SKCA034.pdf)

<sup>3</sup> Public School Boards' Association of Alberta: <http://www.public-schools.ab.ca/blog/2020/9/30/concerned-about-the-expansion-of-charter-schools-in-alberta-you-should-be>

<sup>4</sup> EPSB - Recommendation Report: <https://epsb.ca/media/epsb/ourdistrict/boardoftrustees/boardmeetings/2019-20/november52019/04-MotionsUnderConsiderationforthe2019ASBAFGM.pdf> (Page 26)

## P21-XX

### Addressing barriers to student-centred public education

**Sponsored by:** Ecole St Gerard, Grande Prairie Catholic School Division

**Contact:** Mark Woods, Ecole St Gerard, Grande Prairie Catholic School Division,  
stgerardschoolcouncil@gmail.com

#### Background /Overview:

There are multiple organizations within Alberta Education working towards the same goal of advancing public education; however, there are no official mechanisms for parents and students to collaborate with all relevant stakeholder to confront barriers to student-centred education.

**Because** Canada ratified the United Nations Convention on the Rights of the Child<sup>1</sup> (“the Convention”) on December 13, 1991<sup>2</sup>.

**Because** Article 28.1(b) of the Convention states that States Parties shall: *“Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child.”*

**Because** Article 29.1(a) of the Convention states: *“Parties agree that the education of the child shall be directed to: (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential.”*

**Because** significant barriers to access in Alberta’s Education system have been brought to public attention throughout 2019 and 2020 illustrates that choice may exist for some, but for an increasing number of Alberta families, there is no meaningful student-centred, public education and the workflows to resolve this gap place the administrative burden on those underserved families.<sup>3</sup>

**Because** all Alberta education organizations should collaborate to put Alberta children first.

**We request** that ASCA advocate to the Ministry of Education to jointly develop a policy and practice framework for all educational stakeholders to address barriers to student-centred education including disputes between stakeholder organizations within the sphere of influence of Alberta Education.

**We further request** that ASCA nominate a sub-committee or advisory panel from the membership to participate in the joint development of the aforementioned policy and practice framework as well as an organizational chart offering a clear line of sight from parents to the Minister with a documented escalation process.

**We further request** that ASCA undertake the development of a new workshop and content for School Councils to improve access to appropriate decision-making authorities where they have experienced barriers in accessing student-centred education.

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<sup>1</sup> The Convention: <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

<sup>2</sup> Canada Convention on the Rights of the Child: <https://www.canada.ca/en/canadian-heritage/services/canada-united-nations-system/reports-united-nations-treaties.html#a6>

<sup>3</sup> CBC Article: <https://www.cbc.ca/news/canada/calgary/education-minister-rally-1.5692581>

## P21-XX

### Achieving Universal Public Education

**Sponsored by:** Foundations for the Future Charter Academy, Southwest Elementary

**Co-sponsored by:** Valhalla Community School Council

**Contact:** Tanya Borthwick, FFCA Southwest Elementary, [ffcaswe.council@gmail.com](mailto:ffcaswe.council@gmail.com)

#### **Background / Overview:**

The following 3 Advocacy Resolutions were passed at the October 17th, 2020 ASCA Regular General Meeting<sup>1</sup>:

#### **P20-04A – Carried**

##### **Minister of Education Definition of Public Education**

**We request** that the Minister of Education define public education as the public, francophone and separate, and charter school systems.

#### **P20-04B – Carried**

##### **ASCA Definition of Public Education**

**We request** that ASCA define public education as the public, francophone, and separate, and charter school systems and use this definition when interpreting existing and new resolution statements such as “all schools” and “school boards”.

#### **P20-04C – Carried**

##### **Integration and oversight of Charter Schools**

**We request** that the Minister of Education integrate charter schools into the public education systems making them accountable to locally elected trustees and school boards and ensuring access to all students.

**Because** Alberta Public Charter Schools are subject to the same accountability requirements to the Minister of Education, as all other public schools are, as per Section 67 of the Education Act<sup>2</sup> which states “A board shall disseminate any information [...] produced under the reporting and accountability system it develops [...] to students, parents, electors or the Minister in the manner the Minister prescribes”.

**Because** Alberta Public Charter Schools are subject to the same financial accountability requirements to the Minister of Education, as all other public schools, as per Part 6 Division 1 of the Education Act.

(2) The board shall, in each year:

(a) prepare and submit to the Minister a budget for the fiscal year;

(b) submit to the Minister copies of

(i) the board’s financial statements,

(ii) the auditor’s report on the board’s financial statements, and

(iii) any written communications between the auditor and the board respecting the systems of internal control and accounting procedures of the board<sup>3</sup>.

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<sup>1</sup> 2020 ASCA Resolution Results: <https://www.albertaschoolcouncils.ca/public/download/files/156366>

<sup>2</sup> Alberta Education Act: <https://www.qp.alberta.ca/documents/Acts/e00p3.pdf>

<sup>3</sup> Part 6 Division 1 of the Education Act - edited for space

**Because** Alberta Public Charter Schools are subject to the same curriculum and professional standards requirements as all other public schools are, as per Part 7 of the Education Act.

**Because** a locally elected divisional School Board elected by general election is NOT a prerequisite of “Public Education” in Canada as evidenced by the lack of such a model of governance in Nova Scotia<sup>4</sup> and Quebec<sup>5</sup>.

**Because** Alberta Public Charter School Boards are elected by the school communities they serve and are accountable to the Minister of Education.

**Because** Alberta Public Charter Schools are subject to additional accountability that divisional school boards are not subject to, through regular reviews to renew their charter mandates conducted by the Ministry of Education Field Services department and available for public scrutiny.

**Because** Alberta Public Charter Schools are subject to accessibility reviews that divisional school boards are not subject to, by the Minister as per Section 16(2) of the Charter Schools Regulation which states *“If an individual has been refused enrolment in a charter school, the individual or the individual’s parent may ask the Minister in writing to review the matter to determine the individual’s eligibility to be enrolled in the charter school”*<sup>6</sup>.

**Because** Canada ratified the United Nations Convention on the Rights of the Child (“the Convention”)<sup>7</sup> on December 13, 1991<sup>8</sup>.

**Because** Alberta Public Charter Schools are subject to Section 3 of the Education Act to provide an equal opportunity for students to access their educational programs, as is also a child’s right under Article 28.1 of the Convention.

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<sup>4</sup> Nova Scotia Provincial Advisory Council on Education: <https://www.ednet.ns.ca/PACE>

<sup>5</sup> Quebec Board of directors of a school service centre: <https://www.quebec.ca/en/education/preschool-elementary-and-secondary-schools/school-governance/board-directors-school-service-centre/>

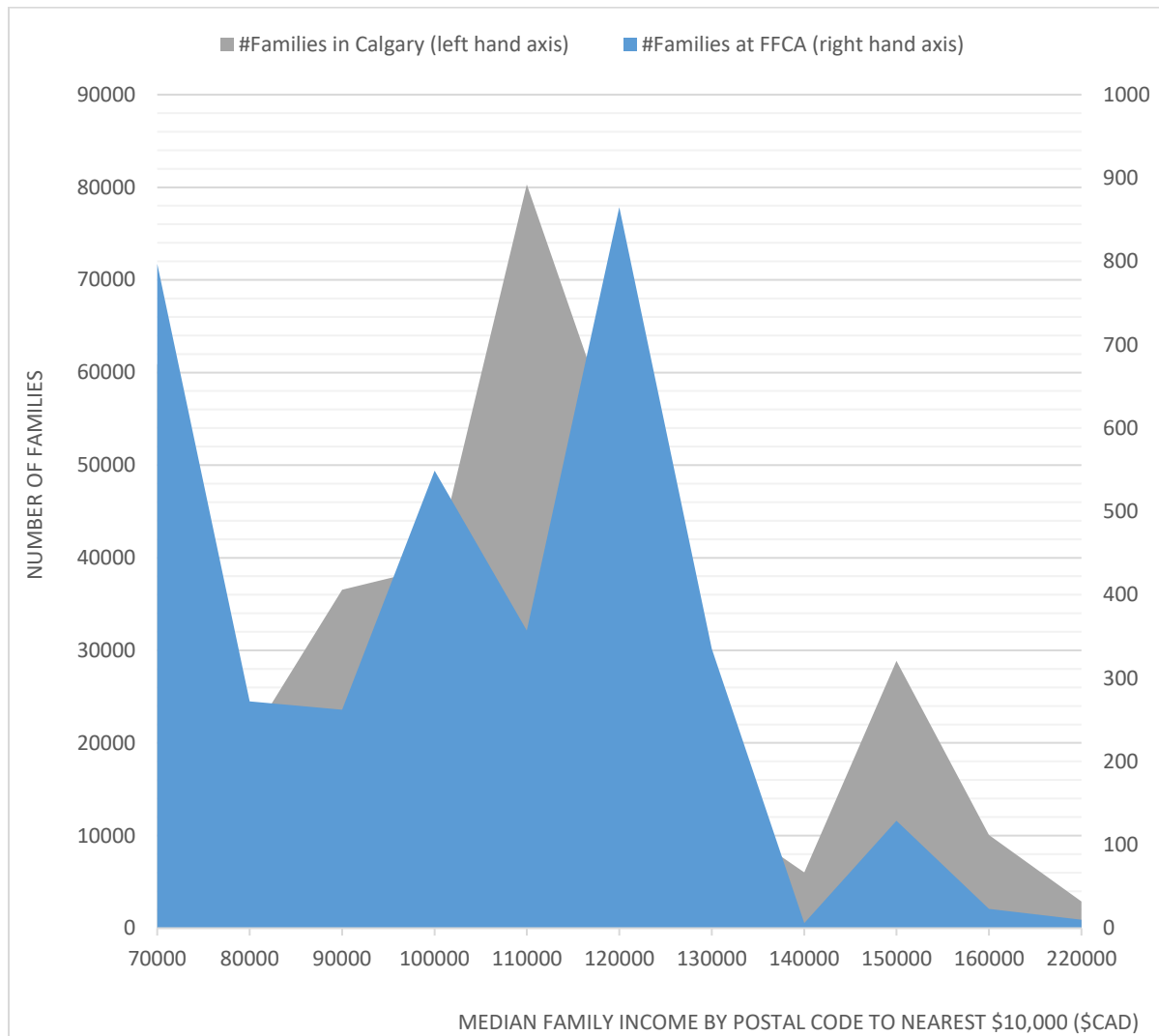
<sup>6</sup> Alberta Charter Schools Regulation: [https://www.qp.alberta.ca/documents/Regs/2019\\_085.pdf](https://www.qp.alberta.ca/documents/Regs/2019_085.pdf)

<sup>7</sup> OHCHR - Convention on the Rights of the Child: <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

<sup>8</sup> Canada Convention on the Rights of the Child: <https://www.canada.ca/en/canadian-heritage/services/canada-united-nations-system/reports-united-nations-treaties.html#a6>



**Because** Alberta Public Charter Schools provide an option for diversity of socio-economic backgrounds, ethnicities, languages, and opinions because attendance is not based on geography, religion, or mother tongue.



**Figure 1: 2017 Census Family Income by Postal Code: Calgary vs FFCA<sup>9</sup>**

<sup>9</sup> Families in Calgary income data used is the 2017 Median Family Income by postal code rounded to the nearest \$10,000. Families at FFCA income data is the median family income for their postal code.

[Family Data - Summary Census Family Income by Postal Area and Postal Walk, 2017 - Open Government \(alberta.ca\)](https://open.alberta.ca/family-data-summary-census-family-income-by-postal-area-and-postal-walk-2017)

**Because** Alberta Public Charter Schools are available free to all, as much as any other public school is, as per Section 26(5) of the Education Act which states “A charter school shall not charge a fee that may not be charged by a board under this Act” and in the spirit of Article 28.1(a) of the Convention which states, “Make primary education compulsory and available free to all”.

**Table 1: Summary of publicly available information regarding 2020/2021 school fees grouped by jurisdiction**

<b>School Name</b>	<b>Fees</b>
<b>Public Charter Schools</b>	
Almadina Language Charter Academy	School Fees \$0 Transportation Fees \$250
Aurora Charter School	School Fees \$160 Transportation Fees \$600
Boyle Street Education Centre	Fees \$0
Calgary Arts Academy	School Fees \$555 Transportation Fees \$800
Calgary Girls Charter School	School Fees \$160 Transportation Fees \$850
Centre for Academic and Personal Excellence (CAPE)	School Fees \$750 Transportation Fees: \$ - grant <sup>10</sup>
Connect Charter School	School Fees \$615 Transportation Fees \$775
Foundations for the Future Charter Academy (FFCA)	School Fees \$195 Transportation Fees \$855
Mother Earth's Children's Charter School	Fees \$0
New Horizons Charter School Society	School Fees \$0 Transportation Fees \$325/\$100
Suzuki Charter School Society	School Fees \$150 Transportation Fees: \$ - grant <sup>10</sup>
Valhalla Community School	School Fees \$150 Transportation Fees \$0
Westmount Charter School	School Fees \$285 Transportation Fees \$850
<b>Non-Charter Public Schools*</b>	
Edmonton Public Schools (EPSB)	School Fees \$100 - \$6,000 Transportation Fees \$456-\$720
Calgary Board of Education (CBE)	School Fees \$5 - \$300 Student Supplies \$40 Transportation Fees \$465/\$800 Sports Fees < \$1,500 Travel Fees < \$7,500
Francophone	School Fees \$2 - \$4,200 Transportation Fees \$100
Separate	School Fees \$0-\$175 Transportation Fees \$0/\$415
Alternative One school requires a \$7000 bond to be held while the student is in school. Another school requires a \$1200 capital contribution.	School Fees \$0 - \$7,125 Transportation Fees \$250
<i>*A range of fees were identified using publicly accessible sources for all Public School boards. Data from jurisdictions not participating in presenting this motion has been generalized/anonymized to maintain discussion focus</i>	

<sup>10</sup> Transportation Grant is transferred to parents who enter into a transportation agreement with the school.

**Because** Alberta Public Charter Schools are subject to the same School Fees Regulation<sup>11</sup> as any other public school and must also provide policies and procedures to waive school fees.

**Because** Alberta Public Charter Schools are progressively advancing Alberta's Public Education System as per 28.1 of the Convention and Section 25(1) of the Education Act which state Charter Schools "[have] the potential to provide improvements to the education system as a whole and to enhance education research and innovation in Alberta".

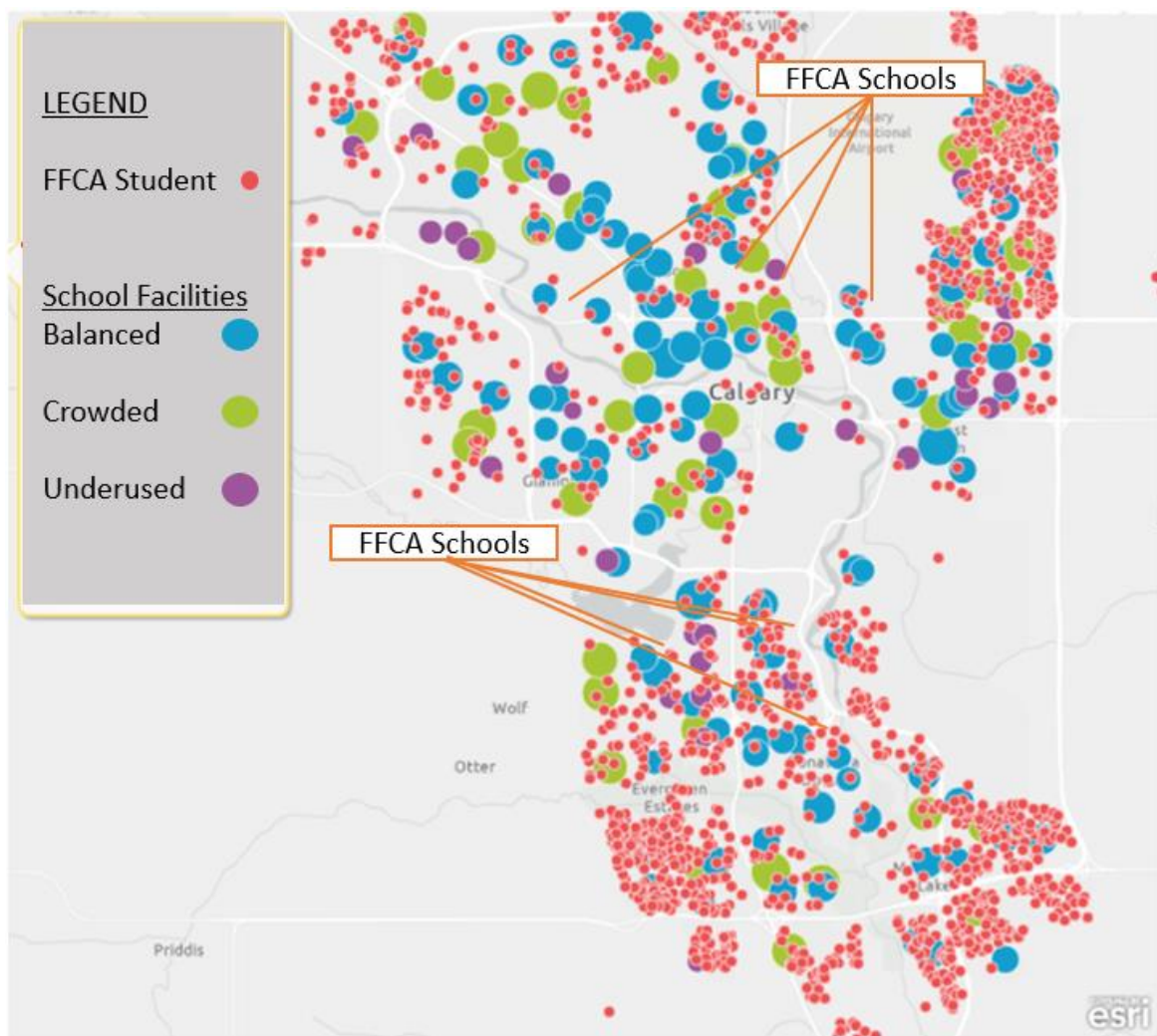
**Because** Alternative Program Charters are only issued to Alberta Public Charter Schools that demonstrate a learning style, teaching style, approach or philosophy or pedagogy that is not already being offered within a specific geographical area, as per Section 25(1) of the Education Act.

**Table 2: Alberta Public Charter Schools' focus, grouped by primary criteria satisfied under section 25(1) of the Education Act**

<b>Primary criteria</b>	<b>School</b>	<b>Focus</b>
Targeted populations	Mother Earth's Children's Charter School	Traditional indigenous teachings.
	Calgary Girls Charter School	Delivering exceptional learning in a safe environment creating generations of strong, confident, empowered women.
Specialized Learning Supports	Almadina Language Charter Academy	English as a second language.
	Boyle Street Education	At risk youth.
	Centre for Academic and Personal Excellence	High Needs Population.
Complex Gifted	New Horizons School	Gifted education.
	Westmount Charter School	Gifted education.
Targeted Pedagogy	Aurora Charter School	Traditional education.
	Connect Charter School	Inquiry-based, technology rich, with outdoor and experiential education.
Arts Immersion	Calgary Arts Academy	Arts immersion curriculum.
	Suzuki Charter School	Suzuki approach to academic, musical and personal excellence.
Character & Leadership Immersion	Foundations for the Future Charter Academy (FFCA)	Academic excellence and character development.
	Valhalla Community School	Rural leadership, direct instruction and second language.

**Because** Alberta Public Charter Schools help relieve capacity issues in divisional schools and help utilize underutilized divisional school buildings.

<sup>11</sup> School Fees Regulation: [https://www.gp.alberta.ca/documents/Regs/2019\\_095.pdf](https://www.gp.alberta.ca/documents/Regs/2019_095.pdf)



**Figure 1: Foundations for the Future Charter Academy student residency, Calgary school facilities and their reported facility utilization**

**Because** ASCA bylaw 3.27 defines public education as “education delivered by any school in Alberta that is publicly funded including public, separate, francophone and charter school systems.”

**Because** Article 29.2 of the Convention states: “No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.”

**Because** Alberta Public Charter Schools are established by individuals and bodies as per Section 24(1) of the Education Act “A person may apply to the Minister for the establishment of a charter school to be operated by a society incorporated under the Societies Act or by a company registered under Part 9 of the Companies Act”<sup>12</sup> and as considered by Article 29.2 of the Convention.

<sup>12</sup> Alberta Education Act: <https://www.qp.alberta.ca/documents/Acts/e00p3.pdf>

***Because*** ASCA Advocacy Resolution P20-04C interferes with the liberty of individuals and bodies to establish and direct educational institutions, contrary to Article 29.2 of the Convention.

***We request*** that ASCA Advocacy Resolutions P20-04A and P20-04B be amended by replacing “francophone and separate” with “, separate, francophone and charter” to be consistent with bylaw 3.27.

***We further request*** that P20-04C be amended by replacing “making them accountable to locally elected trustees and school boards.” with “by providing them adequate resources.”

## P21-XX

### Respect for ASCA's Bylaws, Values, and Members

**Sponsored by:** Foundations for the Future Charter Academy, Southwest Elementary

**Co-sponsored by:** Valhalla Community School Council

**Contact:** Tanya Borthwick, FFCA Southwest Elementary, [ffcaswe.council@gmail.com](mailto:ffcaswe.council@gmail.com)

#### ***Background / Overview:***

The following 3 Advocacy Resolutions were passed at the October 17th, 2020 ASCA Regular General Meeting<sup>1</sup>:

#### **P20-04A – Carried**

##### **Minister of Education Definition of Public Education**

**We request** that the Minister of Education define public education as the public, francophone ~~and separate, and charter~~ school systems.

#### **P20-04B – Carried**

##### **ASCA Definition of Public Education**

**We request** that ASCA define public education as the public, francophone, ~~and charter~~ ~~and~~ separate, and charter school systems and use this definition when interpreting existing and new resolution statements such as “all schools” and “school boards”.

#### **P20-04C – Carried**

##### **Integration and oversight of Charter Schools**

**We request** that the Minister of Education integrate charter schools into the public education systems making them accountable to locally elected trustees and school boards and ensuring access to all students.

126 of 1300 ASCA members were represented at the Regular General Meeting.

**Because** ASCA states “We represent parents on school council to engage with Alberta’s Education Ministry”<sup>2</sup>.

**Because** Alberta Public Charter Schools are legally legislated<sup>3</sup> to have a School Council which makes them eligible to be Voting Members of ASCA according to ASCA Bylaw 4.1<sup>4</sup>.

**Because** Resolutions P20-04A, P20-04B, and P20-04C effectively removes parents on Charter School Councils from representation by ASCA when engaging with Alberta’s Education Ministry.

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<sup>1</sup> 2020 ASCA Resolution Results: <https://www.albertaschoolcouncils.ca/public/download/files/156366>

<sup>2</sup> <https://www.albertaschoolcouncils.ca/>

<sup>3</sup> Education Act, Section 55: <https://www.qp.alberta.ca/documents/Acts/e00p3.pdf>

<sup>4</sup> ASCA Bylaws: <https://www.albertaschoolcouncils.ca/public/download/documents/40772>

**Because** Resolutions P20-04A and P20-04B contravene ASCA Bylaw 3.27 which already defines the term “Public Education” for ASCA as “any school in Alberta that is publicly funded including public, separate, francophone and charter school systems”.

**Because** ASCA also has a Charter<sup>5</sup>, and excerpts of it state that (emphasis added):

Core elements of the mission:

1. **Parents have a voice** through their school council and at general meetings of the ASCA. **Their collective voice** creates a larger, politically important provincial consensus on education issues.

Values

**Respect:**

- For all individuals within the Association
- For diverse views and beliefs
- For education partnerships

**Integrity:**

- In all endeavours, to operate above reproach in actions and in words
- In building trust and trustworthiness

**Teamwork:**

- In working together for common good
- Within and between ASCA Board of Directors and staff
- With the membership
- With education partners

**Because** ASCA Advocacy Resolutions P20-04A, P20-04B, and P20-04C are contrary to the above emphasized sections of ASCA’s charter. Removing recognition of a school system does not show respect for diverse views and education partnerships. Removing recognition of a school system directly contravenes working together for common good, with membership and with education partners. Removing recognition of a school system does not show integrity in all endeavours and does not build trust and trustworthiness.

**Because** Robert’s Rules of Order states “No matter what, no rules of order or standing rules can ever be enforced if they conflict in any way with your bylaws.”<sup>6</sup> ASCA Advocacy Resolutions P20-04A and P20-04B are improper motions that violate Robert’s Rules.

**We request** that ASCA Advocacy Resolutions P20-04A, P20-04B, and P20-04C be rescinded.

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<sup>5</sup> ASCA Charter of the Association: <https://www.albertaschoolcouncils.ca/public/download/documents/40773>

<sup>6</sup> RONR (11th ed.), p. 343, l. 15.



Dean Lindquist &lt;dlindquist@newhorizons.ca&gt;

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## Updates to COVID-19 case reporting language in Alberta schools

1 message

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EDC Deputy Minister <EducationDeputyMinister@gov.ab.ca>

Thu, Jan 14, 2021 at 4:45 PM

**To: Board Chairs and Superintendents of Public, Separate, Francophone and Charter School Authorities**

**First Nations Education Directors**

**Independent (Private) School Authorities**

**Early Childhood Services**

**Presidents and Executive Directors of Stakeholder Associations**

Alberta Catholic School Trustees' Association (ACSTA)

Alberta Educational Facilities Administrators Association (AEFAA)

Alberta Home Education Association (AHEA)

Alberta Homeschooling Association (AHA)

Alberta School Boards Association (ASBA)

Alberta School Councils' Association (ASCA)

Alberta Teachers' Association (ATA)

Association canadienne-française de l'Alberta (ACFA)

Association of Independent Schools & Colleges in Alberta (AISCA)

Association of School Business Officials of Alberta (ASBOA)

College of Alberta School Superintendents (CASS)

Council of Catholic Superintendents of Alberta (CCSSA)

Fédération des conseils scolaires francophones de l'Alberta (FCSFA)

Fédération des parents francophones de l'Alberta (FPFA)

Public School Boards' Association of Alberta (PSBAA)

The Association of Alberta Public Charter Schools (TAAPCS)

Dear colleagues,

As students and staff returned to in-person learning this week, I recognize you have undertaken extensive preparations to make sure schools follow COVID-19 precautions and welcome students and staff safely.



As we support students learning during a pandemic, clear communication with staff and families is essential. Department staff, along with the Minister of Education, have spoken with many of our education partners about the need to make the [COVID-19 status map](#) easier to understand. Many parents and staff find the terms confusing, and emphasize the need for clarity when communicating about outbreaks to the school community.

That's why I'm pleased to let you know that language describing case numbers of COVID-19 in schools is being updated based on feedback from our education partners and public health officials. Effective January 18, the following terminology will be used:

- Alert: 1 case
- Alert: 2-4 cases
- Outbreak: 5-9 cases
- Outbreak: 10+ cases

The term 'watch', which many of you told us was confusing, will no longer be used.

To be clear, public health support provided to students, staff and families remains unchanged. Parents will continue to be notified when there is a single case in their child's school, and an investigation will be initiated when there are two or more cases in school. Two or more cases will continue to be reported and reflected on the [COVID-19 school map](#).

Additional guidance materials for learning during COVID-19 will be updated to reflect this change and are available at [alberta.ca/returntoschool](https://alberta.ca/returntoschool). I hope these changes are useful to you and help to make communication with families, staff and students easier.

As always, please do not hesitate to reach out to department staff should you have any needs or questions. Thank you, once again, for all of your efforts and collaboration during this time.

Sincerely,

Jeff Willan

Acting Deputy Minister of Education

cc: Secretary Treasurers of Public, Separate, Francophone and Charter School Boards  
Communications Contacts at School Divisions