

Dates to Remember

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| • April 4 – Board of Trustees School Visits - Hays, VES, VHS, HMAP, Copperfield Colony |
| • April 7 – Stat Holiday – Good Friday |
| • April 10 – 14 – Easter Break – no school |
| • April 19 – Administrator’s Meeting |
| • April 20 - Policy Committee Meeting – 1:00 – 3:30 |
| • April 21 – 23 – Alberta School Councils AGM |
| • April 24 – Board Meeting |
| • May 3 – COSC Meeting (10:00am – 2:00pm) |
| • May 9 – Administrator’s Meeting |
| • May 17 – ASBA Zone 6 Meeting (held at Horizon School Division) |
| • May 17 – Edwin Parr Banquet and Awards (Heritage Inn – Taber) |
| • May 23 – Board of Trustees School Visits – Taber Schools |
| • May 24 - Policy Committee Meeting – 1:00 – 3:30 |
| • May 25 – Secretary’s Meeting |
| • May 30 – Board Meeting |
| • June 4 – 6 – ASBA SGM |
| • June 14 – Administrator’s Meeting (VHS) |
| • June 26 – Board Meeting |

Horizon School Division

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The Board of Trustees of Horizon School Division held its Regular Board meeting on Monday, February 27th, 2023, beginning at 1:00 p.m.

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

ALSO IN ATTENDANCE: Dr. Wilco Tymensen, Superintendent of Schools
Phil Johansen, Associate Superintendent of Finance & Operations
Robbie Charlebois, Associate Superintendent of Human Services
Sheila Laqua, Recording Secretary

REGRETS: Terri-Lynn Duncan, Associate Superintendent of Learner Services

ACTION ITEMS

A.1	Moved by Derek Baron that the Board approve the agenda. D.2 – Science Olympics Carried Unanimously	AGENDA APPROVED 24/23
A.2	Moved by Blair Lowry that the Board approve the Minutes of the Regular Board Meeting held Monday, January 23 rd , 2023, as provided by Enclosure #1 of the agenda. Carried Unanimously	BOARD MEETING MINUTES APPROVED 25/23
A.3	Moved by Jennifer Crowson that the Board approve the February 2023 Payment of Accounts in the amount of \$5,128,852.81 as provided in Enclosure #2 of the agenda. Carried Unanimously	PAYMENT OF ACCOUNTS APPROVED 26/23
A.4	Moved by Mandy Court that the Board approve second reading of Policy BF – Policy Development as provided in Enclosure #3 of the agenda. Carried Unanimously	SECOND READING OF POLICY BF APPROVED 27/23
	Moved by Mandy Court that the Board approve final reading of Policy BF – Policy Development as provided in Enclosure #3 of the agenda. Carried Unanimously	FINAL READING OF POLICY BF APPROVED 28/23

A.5	<p>Moved by Maxwell Holst that the Board approve second reading of Policy GAA – Code of Conduct as provided in Enclosure #4 of the agenda.</p> <p style="text-align: right;">Carried Unanimously</p>	<p>SECOND READING OF POLICY GAA APPROVED 29/23</p>
	<p>Moved by Maxwell Holst that the Board approve final reading of Policy GAA – Code of Conduct as provided in Enclosure #4 of the agenda.</p> <p style="text-align: right;">Carried Unanimously</p>	<p>FINAL READING OF POLICY GAA APPROVED 30/23</p>
A.6	<p>Moved by Derek Baron that the Board approve second reading of Policy HIB - Copyright as provided in Enclosure #5 of the agenda.</p> <p style="text-align: right;">Carried Unanimously</p>	<p>SECOND READING OF POLICY HIB APPROVED 31/23</p>
	<p>Moved by Derek Baron that the Board approve final reading of Policy HIB - Copyright as provided in Enclosure #5 of the agenda.</p> <p style="text-align: right;">Carried Unanimously</p>	<p>FINAL READING POLICY HIB APPROVED 32/23</p>
A.7	<p>Moved by Jennifer Crowson that the Board approve second reading of Policy HKF – High School Graduation Ceremonies as provided in Enclosure #6 of the agenda.</p> <p style="text-align: right;">Carried Unanimously</p>	<p>SECOND READING OF POLICY HKF APPROVED 33/23</p>
	<p>Moved by Jennifer Crowson that the Board approve final reading of Policy HKF – High School Graduation Ceremonies as provided in Enclosure #6 of the agenda.</p> <p style="text-align: right;">Carried Unanimously</p>	<p>FINAL READING OF POLICY HKF APPROVED 34/23</p>
A.8	<p>Moved by Bruce Francis that the Board approve second reading of Policy HLBA – Course Challenge as provided in Enclosure #7 of the agenda.</p> <p style="text-align: right;">Carried Unanimously</p>	<p>SECOND READING OF POLICY HLBA APPROVED 35/23</p>
	<p>Moved by Bruce Francis that the Board approve final reading of Policy HLBA – Course Challenge as provided in Enclosure #7 of the agenda.</p> <p style="text-align: right;">Carried Unanimously</p>	<p>FINAL READING OF POLICY HLBA APPROVED 36/23</p>
A.9	<p>Moved by Blair Lowry that the Board approve first reading of Policy HNA – Lords’ Prayer as provided in Enclosure #8 of the agenda.</p> <p style="text-align: right;">Carried Unanimously</p>	<p>FIRST READING OF POLICY HNA APPROVED 37/23</p>

A.10	Moved by Mandy Court that the Board approve first reading of Policy HNB – Controversial Issues in the Classroom as provided in Enclosure #9 of the agenda. Carried Unanimously	FIRST READING OF POLICY HNB APPROVED 38/23
A.11	Moved by Maxwell Holst that the Board approve first reading of Policy HND – Remembrance Day as provided in Enclosure #10 of the agenda. Carried Unanimously	FIRST READING OF POLICY HND APPROVED 39/23

DISCUSSION ITEMS

D.1 ASBA AWARDS

- Horizon School Division has nominated Erin McCrae for the Edwin Parr Award and Shaylee Buchta and Keira VanderPloeg for the Honouring Spirit: Indigenous Student Award.

D.2 SCIENCE OLYMPICS

- The Science Olympics will be held on April 27, 2023 at Taber Christian High School. Blair Lowry will be a judge at the event.

INFORMATION ITEMS

I.1 SUPERINTENDENT'S REPORT

Wilco Tymensen, Superintendent, shared the following February 2023 report with the Board:

- [View report here.](#)

I.2 TRUSTEE/COMMITTEE REPORT

I.2.1 ASBA Zone 6 Report

Marie Logan, Zone 6 Rep, provided a summary from the Zone 6 meeting.

- Terry Riley, who was a trustee for 14 years and a teacher for 20 years was remembered at Zone 6 on Feb 15, 2023.
- ASBA President Marilyn Dennis spoke to the Minister of Education about the complexity in the classrooms with the arrival of the immigrant students, the 2023 budget, and the reduction of red tape for new funding.
- It was noted that ASBA would like comments from Boards about the letters on bus driver shortages, learning gaps, and date changes for Provincial Achievement Tests.
- VP Shali Baziuk said the Election Tool Kit will be out soon.
- The governance Review Committee has proposed revisions to the ASBA Bylaws. The committee did a line-by-line review of the bylaws. Horizon will receive a power point and a video on the changes. Feedback has been requested from Boards on the bylaw changes. March 7th is the deadline for bylaw amendments. The changes will be debated at the SGM. May 1st is the deadline to submit Emergent Position Statements to the SGM. May 31st is the deadline to submit Regular Position Statements to the FGM.

I.2.2 Facilities Meeting Report

Trustee, Bruce Francis, provided a summary of the Facilities Department focus for the month of February 2023:

- Milk River Capital Project
 - Tender was awarded to Ward Brother's with a projected start date of April 1, 2023
- Maintenance Work over Reading Week break:
 - VES computer lab
- Smartboards are being replaced around the Division with Viewsonic interactive LED TVs
- Footings being replaced under the HMAP School
- Dr. Hamman window/skylights tinting will be installed this spring to help with temperature control

I.3 ASSOCIATE SUPERINTENDENT OF FINANCE AND OPERATIONS

Philip Johansen, Associate Superintendent of Finance and Operations, shared the February 2023 summary:

- Budget meeting announced for February 28th, 2023
- Built funding framework
- Staffing projection for budget
- Joint Use Planning template – working with towns/municipalities to develop the template
- Atrieve audit carried out in February
 - Identified some modification that could be carried out

I.4 ASSOCIATE SUPERINTENDENT OF HUMAN SERVICES REPORT

- [View report here.](#)

I.5 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

- [View report here.](#)

Moved by Maxwell Holst that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED
40/23

COMMITTEE ITEMS

Moved by Blair Lowry that the Board meet in Committee.

Carried Unanimously

COMMITTEE
41/23

Moved by Jennifer Crowson that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED
42/23

Marie Logan, Chair

Sheila Laqua, Executive Secretary

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code:	HNA
Policy Title:	Lord's Prayer
Cross Reference:	HGAC, HGAE, HNB
Legal Reference:	<i>Education Act</i> S. 58, 58.1, <i>Alberta Act</i> (S. 17), <i>School Ordinance of the Northwest Territories</i> (S. 137 & 138), <i>Constitution of Canada</i> (S. 93)
Adoption Date:	April 15, 2014
Amendment or Re-affirmation Date:	

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES IN RELIGIOUS TOLERANCE, THE ACKNOWLEDGEMENT OF RELIGIOUS DIVERSITY, THE MAINTENANCE OF INCLUSIVE ENVIRONMENTS IN ITS SCHOOLS, AND THE PROVISION OF APPROPRIATE OPPORTUNITIES FOR STUDENTS TO GIVE EXPRESSION TO THEIR RELIGIOUS BELIEFS.

GUIDELINES

1. In accordance with the Education Act, the Alberta Act, the School Ordinance of the Northwest Territories and the Constitution of Canada, the Board may direct that a school include recitation of the Lord's Prayer as part of its opening exercises.

REGULATIONS

1. Parent councils may request in writing to the Superintendent that the recitation of the Lord's Prayer become part of their child's school's opening exercises for the following school year. The Superintendent, will advise the Board of Trustees of such a request.
2. The Board of Trustees may direct the Superintendent to undertake a process to obtain parent/guardian opinion regarding a request for the Lord's Prayer to form part of the school's opening exercises through surveys, meetings or any other appropriate means of gathering information, and establish a timeframe for such undertaking. The Superintendent may delegate such an undertaking to Division staff members.
3. The Superintendent shall present information obtained to the Board, including the rationale for the request for recitation of the Lord's Prayer to form part of the school's opening exercises, the determined degree of parent interest in the request, the tradition and culture of the community, the proposed logistics regarding the recitation of the Lord's Prayer in the school and seek the Board's decision regarding the request.
4. The Board shall consider the information presented to it, and any other information the Board deems relevant to determine whether or not the recitation of the Lord's Prayer should be directed to form part of the school's opening exercises in that school.

Policy HNA – *Lord’s Prayer*, Cont’d.

5. If the Board directs the Lord’s Prayer is to form part of the school’s days’ opening exercises in the particular school, the Principal shall:
 - 5.1. ~~e~~Ensure that parents of that school are informed of the religious practice at the time of registration each year (see sample notice, Appendix A);
 - 5.2. ~~e~~Ensure that the parents are provided the opportunity to exempt their child from the recitation of the Lord’s Prayer as part of the opening of the school day at the time of registration each year (Appendix B); and
 - 5.3. ~~a~~Annually ensure that written approval is provided to students whose parents/guardians wish them to be excluded from the recitation of the Lord’s Prayer as part of the school’s opening exercises.
6. In accordance with the *Education Act* as amended from time to time, or pursuant to any successor legislation, when the Lord’s Prayer is part of the school day opening exercises, the Principal shall make provision for any students whose parents/guardians do not wish them to participate in recitation of the Lord’s Prayer as a school opening religious exercise. Exemption may include:
 - 6.1. leave the classroom or place where the recitation of the Lord’s Prayer is taking place for the duration of the recitation; or
 - 6.2. remain in the classroom or place where the recitation of the Lord’s Prayer is taking place without taking part in recitation.
7. Teachers are expected to ensure that non-participants are treated discreetly and with respect at all times.
 - 7.1. Students exempt from partaking in recitation of the Lord’s Prayer are still expected to adhere to behavior expectations during the regular school day.
8. Should parents/guardians wish to cease the recitation of the Lord’s Prayer within their school, they must submit a formal written request to cease the recitation of the Lord’s Prayer to the Superintendent, who will advise the Board of Trustees.
9. The Board of Trustees may direct the Superintendent to undertake a process to obtain parent/guardian opinions regarding a request to cease the recitation of the Lord’s Prayer as part of the school’s opening exercises through surveys, meetings or any other appropriate means of gathering information, and establish a timeframe for such undertaking. The Superintendent may delegate such an undertaking to Division staff members.
10. The Board shall consider the information presented to it, and any other information the Board deems relevant to determine whether or not the recitation of the Lord’s Prayer should cease forming part of the school’s opening exercises in that school.

Appendix A

SAMPLE NOTICE FORM UNDER SECTION 58.1 OF THE *EDUCATION ACT*

Date: _____

Dear Parent/Guardian:

Your child is currently enrolled in a school or program where the Board of Trustees has directed the school to recite the Lord’s Prayer as part of the opening of the school day.

Pursuant to section 58.1 of the *Education Act*, as amended from time to time, or pursuant to any successor legislation, you as a parent/guardian may request that your child be excluded from the above-identified religious practice, without academic penalty, by having your child either:

- a) leave the classroom or place where the instruction is taking place or where the religious practice is undertaken for the duration of the practice; or
- b) remain in the classroom or place where the religious practice is taking place without taking part in the religious practice.

We request confirmation of your desire regarding your child’s involvement in this religious practice. In order to exercise this exemption option, you must sign and return the attached exemption form to the principal of the school. If this form is not returned, your child will be included in the religious practice.

If you would like additional information about the content of this notification, please contact

_____ [Identify Principal]

Policy HNA – Lord’s Prayer, Cont’d.

Appendix B

SAMPLE STUDENT EXEMPTION UNDER SECTION 58.1 OF THE *EDUCATION ACT*

TO: Principal _____ [*identify school*].

In response to the notice provided to me by the Horizon School Division dated _____ [*date of notice*] indicating that my school or program recites the Lord’s Prayer as part of the opening of the school day.

I, _____ [*name of parent/legal guardian*], in accordance with section 58.1 of the *Education Act*, as amended from time to time, or pursuant to any successor legislation, hereby request that my child, _____ [*name of child*], be excluded from ~~the instruction, exercise or the use of instructional material identified in the notice~~ the religious practice.

I request that my child: (check relevant box)

A) leave the classroom or place where the instruction is taking place or where the religious practice is undertaken for the duration of the practice.

OR

B) remain in the classroom or place where the religious practice is taking place without taking part in the religious practice.

I confirm that I am the ~~legal parent~~/guardian of _____ [*name of child*] and have chosen to exercise my option to have my child excluded from the religious practice described in the notice from _____ [*name of school*]. I also confirm that it is my obligation to ensure that this form is returned to the school principal before my child is exempted.

The child to whom this exemption notice applies is: _____ [*name of child*]

Grade: _____

Parent/Legal Guardian

Date

HORIZON SCHOOL DIVISION

Policy Code:	HNB
Policy Title:	Controversial Issues in the Classroom
Cross Reference:	HGAE, HGAC, HNA
Legal Reference:	Education Act (S.58), Alberta Human Rights Act (S. 11.1)
Adoption Date:	February 26, 1997
Amendment or Re-affirmation Date:	December 13, 2001 February 25, 2014

POLICY HANDBOOK**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT STUDYING CONTROVERSIAL ISSUES IS IMPORTANT IN PREPARING STUDENTS TO PARTICIPATE IN A DEMOCRATIC AND PLURALISTIC SOCIETY.

DEFINITION

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of student learning in Alberta.

GUIDELINES

1. Studying controversial issues provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgments.
2. Teachers, students and others participating in studies or discussions of controversial issues need to exercise sensitivity to ensure that students and others are not ridiculed, embarrassed or intimidated for positions that they hold on controversial issues.
3. Discussions or studying cControversial issues provides opportunities to:
 - 3.1 represent alternative points of view, subject to the condition that information presented is not restricted by any federal or provincial law;
 - 3.2 reflect the maturity, capabilities and educational needs of the students;
 - 3.3 meet the requirements of provincially prescribed and approved courses and programs of study and education programs; and
 - 3.4 reflect the neighborhood and community in which the school is located, as well as provincial, national and international contexts.
4. Controversial issues that have been anticipated by the teacher, and those that may arise incidentally during instruction should be used by the teacher to promote critical inquiry and/or to teach thinking skills.

Policy HNB - *Controversial Issues in the Classroom*, Cont'd.

5. The school plays a supportive role to parents in the areas of values and moral development and shall handle parental decisions in regard to controversial issues with respect and sensitivity.
6. The teacher shall present full, ~~and~~ fair, **and unbiased** opportunity and means for students to study, consider, organize, discuss and evaluate all sides of controversial issues including, but not limited to political philosophies.
7. Controversial issues regarding Religion and Human Sexuality which require parent notice are addressed under Policy HGAE: Religion and Human Sexuality, Policy HGAC: Religious Instruction, Policy HNA: Lord's Prayer, Section 11.1 of the *Alberta Human Rights Act* and section ~~50-58~~ of the *Education Act* which allows boards to prescribe religious instruction to be offered to students.

REGULATIONS

1. **Criteria for Determining Appropriateness of Controversial Issues For the School Curriculum.**
 - 1.1 The topics selected for study shall contribute to the major purposes of the school curriculum and shall be allotted only that amount of time required for a satisfactory study by the class.
 - 1.2 The topics discussed shall reflect the neighborhood and community in which the school is located as well as the provincial, national, and international context.
 - 1.3 Questions to be addressed shall be considered within the range of the knowledge, maturity, and competence of the particular students involved.
 - 1.4 Problems and issues selected for discussion and study shall be current, significant, and of interest to students.
 - 1.5 Materials shall be available on all sides of the issues which will represent alternative points of view.
2. **Rights and Responsibilities of the Student**
 - 2.1 Students have the right to study and discuss controversial issues and problems in a class atmosphere devoid of partisanship and bias.
 - 2.2 Students have the responsibility to learn and practice the techniques of participatory democracy in preparation for carrying out the duties of intelligent, involved citizens.
 - 2.3 Students have a right to an explanation by the teacher if an issue is not to be studied.
 - 2.4 Students have a responsibility to undertake the study of all sides of an issue, to listen to other viewpoints with an open mind, and to evaluate issues on an intellectual, rather than an emotional basis.
3. **Rights and Responsibilities of the Teacher**
 - 3.1 The teacher shall determine whether the issue raised is to be considered at the moment; whether there will be time to explore the issue sufficiently; what the relation of the problem to be

Policy HNB - *Controversial Issues in the Classroom, Cont'd.*

considered is to the course or the curriculum; whether the students are prepared or ready to study the issue; and whether the teacher is prepared to discuss and present it effectively.

- 3.2 The students shall be instructed in the importance of the reason for considering controversial issues. If an issue is not to be studied, the teacher has an obligation to explain the reasons.
- 3.3 The teacher, as a moderator and a participant, shall point out the possibility of errors in statements of students and writers and the possibility of alternative points of view. The teacher shall try to ensure that all facts, evidence, and aspects of an issue are honestly presented and that students are helped to evaluate their sources of information, as well as their own procedures and conclusions.
- 3.4 ~~Teachers have the right to express their opinions, providing the students understand that it is opinion and not an authoritative answer.~~ Teachers should use professional judgement based on contexts, and discernment with regard to what opinions and information is shared with students. Teachers will not attempt to limit or control the judgement of pupils directly or indirectly.
- 3.5 The teacher shall uphold, protect, and defend the fundamental freedoms of our Canadian democratic way of life.

4. **Rights and Responsibilities of Administration**

- 4.1 A teacher who is in doubt about the appropriateness of discussing certain controversial issues in the classroom or regarding his or her ability to explore such issues shall confer with the Principal. If the Principal and teacher are unable to agree, the matter shall be referred to the Superintendent or designate to make a decision.
- 4.2 No group or individual has the right, without authorization, to present argument, for or against any issue under study, directly to students or to the class. The teacher, however, may invite representatives of different viewpoints to appear before the class to discuss their opinions, after obtaining approval of the Principal.

5. **Guest Speakers and Presentations**

5.1 Prior to allowing an individual, or group to address a class or body of students, teachers and administrators shall ensure that:

~~5.1~~

5.1.1 the topic and content of the speech or presentation shall not provoke unwarranted controversy;

~~5.1.1~~

5.1.2 the topic and content are aligned with the Alberta Program of Studies;

5.1.3 the topic and content do not promote hate or intolerance toward any group or individual;

5.1.4 when practical, the parents of students involved have been informed of the name(s) of the presenter(s) and the topic/content; and

5.1.5 any parental request for non-participation of their student is honored.

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code: HND
Policy Title: Remembrance Day
Cross Reference:
Legal Reference: Remembrance Day Act
Adoption Date: April 25, 1997
Amendment or Re- ~~May 15, 2008~~
affirmation Date: ~~November 30, 2017~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION DEEMS IT APPROPRIATE THAT STUDENTS ACQUIRE AN UNDERSTANDING AND AN APPRECIATION OF THE EVENTS SURROUNDING REMEMBRANCE DAY.

REGULATIONS

1. Schools in the Horizon School Division shall be closed on November 11th so that students and staff members may participate in community Remembrance Day services.
2. On the school day immediately preceding Remembrance Day, each school shall arrange for a Remembrance ceremony that will encompass at least the time period from 11:00 a.m. to 11:05 a.m., or ensure the observance of two (2) minutes of silence from 11:00 a.m. to 11:02 a.m..
3. Schools may allow the sale of poppies in their facilities.
4. Schools are encouraged to have students participate in literary and/or poster contests sponsored by the Legion; and/or organize lessons related to the theme of Remembrance Day.
5. All pupils shall either attend the ceremony or remain in the school, silent, during the ceremony.
 - 5.1. Students who, because of personal conviction request to be non-participants in any of the above activities, shall be excused without prejudice with parent/guardian approval.
6. A Canadian flag shall be displayed as part of a Remembrance Day ceremony.

Horizon School Division	Policy Code:	HNG
Policy Handbook	Policy Title:	Animals in Schools
	Cross Reference:	
	Legal Reference:	
	Adoption Date:	February 25, 2014
	Amendment or Re-affirmation Date:	

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT THE USE OF LIVE ANIMALS IN SCHOOLS IS A HIGHLY MOTIVATIONAL AVENUE FOR A VARIETY OF SIGNIFICANT LEARNING EXPERIENCES, AN EFFECTIVE SOURCE OF LEARNING AND CURRICULAR ENHANCEMENT AND MUST BE BALANCED AGAINST THE HEALTH AND SAFETY OF STUDENTS AND STAFF.

GUIDELINES:

1. The use of live animals for experimentation shall be avoided.
2. Humane and ethical treatment of live animals shall be a priority.

REGULATIONS:

1. With the approval of the principal, teachers may bring visiting animals into the schools for supplemental learning experiences for up to one school day at a time as long as the curriculum connections are described.
2. With the approval of the principal and the Superintendent or designate, teachers may bring animals into the school for therapeutic purposes.
- ~~3. With the approval of the principal, teachers may bring animals into the schools for longer stays for instructional purposes only. Curriculum connections for the use of animals in schools may include:~~
 - ~~3.1. The use of live animals as subjects for observations and data gathering~~
 - ~~3.2. Direct observation of adaptive characteristics~~
 - ~~3.3. Development of a sense of responsibility, kindness, and concern for other living beings~~
 - ~~3.4. Development of a healthy respect for the animals in our local environment~~
4. Prior to introducing an animal into a classroom, the teacher must ensure that the following conditions have been met:
 - 4.1. students and school personnel are not afraid of or allergic to that type of animal;

- 4.2. the animal is healthy;
- 4.3. the animal does not present aggressive behaviour towards the students or to school personnel; and
- 4.4. appropriate standards of hygiene and sanitation will be met.

POLICY HNG – *Animals in Schools, Cont’d.*

5. The teacher bringing the animal into the school must know the ~~past history~~history of the animal.
6. Only relatively small animals, which are easily confined or caged, ~~maintained and~~maintained and handled, may be kept in the classroom.
 - 6.6.1. Large animals such as dogs and cats may not be kept in the school.
7. The following are not permitted in schools either as visitors or as classroom animals:
 - 7.1. poisonous insects, arachnids, or reptiles;
 - 7.2. dangerous animals or reptiles; or
 - 7.3. rats.
8. The teacher must ensure that any animal that is kept in the classroom receives adequate care and is not abused or neglected in any way.
 - 8.1. The teacher is responsible for:
 - 8.1.1. ~~8.1.~~ determining the care and feeding requirements for animals kept in the classroom; ~~and~~
 - 8.2. The teacher is responsible for providing a suitable ~~eage~~enclosure for the animal, feeding, cleaning and other duties connected to the accommodation of the animal.
 - 8.2.1. The teacher must ensure that any student who assists the teacher with the care of the animals in the classroom:
 - 8.2.1.1. ~~8.2.1.1.~~ is properly trained by the teacher; and
 - 8.2.1.2. ~~8.2.1.1.~~ is under ~~on-site~~ supervision by the teacher with the teacher present but not necessarily constantly viewing the activity.
 - 8.3. The teacher must ensure that there is a plan in place to provide care to animals:
 - 8.3.1. during weekends and holidays, and
 - 8.3.2. to provide a permanent home for the animal when classroom study is completed.
 9. If, in the opinion of the principal or the facilities manager, animal hygiene becomes a factor, approval to keep the animal in the school ~~is~~may be withdrawn and the animal ~~must~~may need to be taken from the school at the end of the school day.
 10. The teacher must be prepared to deal with the death of or injury to the animals kept in the classroom or animals brought to the class as visitors.

POLICY HNG – *Animals in Schools, Cont’d.*

10.1. In the event of the death of an animal kept in the classroom, the animal must be disposed of safely and in a manner that is sensitive to student emotions.

11. Animals are not permitted to roam freely in the school building or on the school grounds.

12. If animals are brought to a school to meet students, they must:

12.1. be on a leash and under control, and

12.2. in the case of animals that cannot be leashed under the control of a responsible adult who can control the animal.

13. The Horizon School Division does not permit dogs to be on school grounds without authorization.

14. Service animals are permitted with approval of the principal.

HORIZON SCHOOL DIVISION**Policy Code:**

HNI

Policy Title:

Use of Visual Media in the Classroom

Cross Reference:

HIB, HG, HNB

Legal References:**POLICY HANDBOOK****Adoption Date:**

December 8, 2005

Amendment or Re-affirmation Date:~~February 25, 2014~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT VISUAL MEDIA SHOWN DURING INSTRUCTIONAL TIME SHOULD- DIRECTLY RELATE TO CURRICULUM TOPICS, BE AGE ~~SUITABLE~~APPROPRIATE, CULTURALLY APPROPRIATE, CONSIDER COMMUNITY CONTEXT, AND HAVE CLEAR EDUCATIONAL BENEFITS.

DEFINITIONS:

~~Visual media~~ For the purposes of this policy visual media is defined as visual productions (e.g. TV shows, movies, commercials, ~~YouTube~~online video content, or other one-time images or video clips).

GUIDELINES:PROCEDURES

1. Teachers and counselling staff shall use professional judgment regarding age appropriateness and suitability as it relates to the school and community context.
2. Staff should consult with principal when there may be necessity to inform parents/seeking parent consent.
 - 2.1. When a principal deems it necessary, parents shall be informed of the nature of the visual media to be shown and its content prior to students viewing the visual media.
 - 2.2. Parents may exempt their students from watching visual media. In such cases the school shall provide excused student(s) with an alternative learning activity.
3. Staff should consult Policy HIB: Copyright regarding public performance licenses.

REGULATIONS:

1. The school shall adhere to Horizon Policy HIB Copyright and the Canadian Copyright Act.
2. Schools shall adhere to terms of service. Some providers such as Netflix have terms of service that do not allow for the public display of their streaming services.
3. Full length movies and documentaries shall only be shown in schools with the approval of the principal, unless it is an approved Alberta Education resource and/or available through Alberta Education's video streaming sites.

~~VISUAL MEDIA~~

~~1. Movies and documentaries shall only be shown in schools with the approval of the school principal, unless it is an approved resource by Alberta Education and/or available through Alberta Education's video streaming sites. Professional staff, in consultation with the principal, shall use professional judgment regarding suitability to age, culture, school and community context.~~

~~2.4. Professional staff~~Staff shall adhere to the following procedures when using visual media during instructional time:

~~2.1.4.1. m~~Movies and documentaries shown shall directly correlate to curriculum outcomes;

~~2.2.4.2. a~~all visual media shown should ~~only be shown if it has~~have obvious educational value;
and

~~2.3. a~~all visual media ~~should~~should be previewed prior to showing it.

~~4.3.~~

~~2.4. The school shall adhere to Horizon Policy HIB Copyright and the Canadian Copyright Act for all visual media~~

~~2.5. Professional staff should to the best of their ability and with guidance from the principal consider age, culture, and community context when showing visual media.~~

~~2.6. Professional staff will use their professional judgment as to whether the principal should be consulted regarding the necessity for parent permission. When a principal deems it necessary, parents shall be informed of the nature of the visual media to be shown and its content prior to students viewing the visual media~~

POLICY HNI – *Use of Visual Media in the Classroom, Cont’d.*

~~2.6.1. Parents may exempt their students from watching visual media. In such cases the school shall provide the student(s) with an alternative learning activity~~

~~3.5.~~ Age-appropriate visual media may be shown to students in school for entertainment purposes during ~~out-of-class time~~ non-instructional time and with the approval of the school principal as per policy HIB.

~~4. During field trips, extra-curricular activities and other off campus activities including travel, visual media may be shown in accordance with copyright laws and procedures outlined in (2) of this policy.~~

~~5. Schools will adhere to terms of service. Some providers have terms of service that do not allow for the public classroom display of their streaming videos.~~

HORIZON SCHOOL DIVISION
POLICY HANDBOOK

Policy Code: IECB
Policy Title: International Students
Cross Reference:
Legal Reference: *Education Act, S. 3,12*
Adoption Date: April 23, 1997
**Amendment or Re-
affirmation Date:** ~~June 24/98, Dec. 13/01~~
~~May 19, 2009~~
~~November 30, 2017~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT THE INCLUSION OF INTERNATIONAL STUDENTS ~~FROM FOREIGN COUNTRIES~~ ENHANCES THE LEARNING EXPERIENCES OF RESIDENT STUDENTS. THE ~~DIVISION BOARD~~ APPROVES OF INTERNATIONAL EXCHANGE PROGRAMS THAT ALLOW STUDENTS TO LEARN HOW TO COMMUNICATE AND , COLLABORATE WITH DIVERSE CULTURES, LEARN MORE ABOUT INTERNATIONAL COMMUNITIES, BECOME GLOBAL CITIZENS AND , ENHANCE RESPECT AND TOLERANCE FOR FOSTER GOODWILL, PROMOTE GLOBAL AWARENESS AND EDUCATION AND, CULTIVATE AN APPRECIATION FOR DIVERSITY. ADMISSION OF FOREIGN STUDENTS IS SUBJECT TO THE CONDITION THAT FACILITIES AND RESOURCES ARE AVAILBALE TO ACCOMOMODATE SUCH STUDENTS.

DEFINITIONS:

Exchange student is an international student who is part of a reciprocal arrangement which allows a student from Horizon School Division to temporarily reside in the exchange student's province or country, either in the same school year or subsequent school year.

International Student is defined as a student who ~~is~~ does not have a right of access to education under Section 3 of the Education Act.

GUIDELINES:

1. Admission of international students is subject to the available resources and accommodations.
2. Mandatory medical Insurance will be purchased by the school division on behalf of the international student as part of the application fee.

REGULATIONS:

1. ~~Division Office~~The superintendent or designate in consultation with the principal shall be responsible for determining if adequate resources facilities and recourses accommodations exist ~~within st~~o accommodate international students at a schools.
 - 1.1. -The decision to accept or reject an application rests with the superintendent or designate and is subject to consideration of the individual circumstances of the applicant and his/her suitability for a program in the Division;

2. The number of visiting and international exchange students permitted in any one school shall be determined by the superintendent or designate ~~Division Office~~ in consultation with the principal.
- ~~3. Students, not eligible for Alberta Education funding shall typically be assessed a tuition fee which equals Alberta Education funding for resident students.~~
- ~~4. Where an international exchange student is part of a reciprocal exchange agreement and is approved for full student funding by Alberta Education, a tuition fee shall not be assessed.~~
- ~~5. International students who want to attend school in Horizon School Division, may apply in one of three ways:~~

Policy IE CB, *International Students*, Cont'd.

3. Students, not eligible for Alberta Education funding shall typically be assessed a tuition fee which equals Alberta Education funding for resident students.

4. Where an international exchange student is part of a reciprocal exchange agreement and is approved for full student funding by Alberta Education, a tuition fee shall not be assessed.

5. International students who want to attend a division school may apply in one of three ways:

~~5.1. Horizon School~~ the dDivision's International Student Program application fForm, available on our the division's website;

~~5.1.~~

~~5.1.1. The decision to accept or reject an application rests with the Superintendent or designate and is subject to consideration of the individual circumstances of the applicant and his/her suitability for a program in the Division;~~

5.2. via an external Outside agency International Student Programs agent or agency as reviewed and approved by the sSuperintendent or designate; or

5.3. dDirectly to a school as part of an Alternative Program with procedures reviewed and approved by the Superintendent.

5.3.1. Schools shall submit a copy of all application information to the superintendent or designate when international students apply directly to a school.

6. International students who want to attend a division school should Complete the following application procedures steps:

6.1. submit a Registration form;

~~6.1-6.2. submit a Hhomestay application and student and parent contract;~~

~~6.2-6.3. provide a sStatement of reason for the application and; the nature and extent of the program expected;~~

~~6.3-6.4. provide pPersonal student information (gender, age, current grade, language(s) spoken and level of proficiency, home contact, information including parent/guardian names, study permit/student visa, names of custodial parent/ or guardian in Canada where applicable);~~

~~6.4-6.5. provide aAcademic records to assist with educational programming;~~

~~6.5-6.6. pay all ffFees are to be forwarded to the school division at minimum two (2) weeks prior to the student's arrival;~~

~~6.6-6.7. in the case of an exchange student, documentation required by Alberta Education to qualify for full funding by Alberta Education; and~~

~~6.7-6.8. vaccination records and iImmigration records documenting proof of measles immunity or and any other immunity the recommended by the division's health region identifies and~~

Policy IECB, *International Students*, Cont'd.

~~communicates as important for the overall health of the school.~~

~~6.8.—In the case of international students admitted directly through the school, a copy of the application is to be forwarded to Division Office (to the attention of the Superintendent).~~

~~7.—Medical Insurance will be purchased by the school division on behalf of the international student.~~

March 27, 2023

To: Board of Trustees of the Horizon School Division
From: Dr. Wilco Tymensen, Superintendent
Re: School Transportation Limits

Background

The *School Transportation Regulation S.3 Distance from bus route*, states,
"In providing for the transportation of a student under section 59(1) of the Act, the transportation must be provided on a route that is not more than 2.4 kilometres from the residence of the student."

The 2023-24 funding manual introduces an updated transportation model which enhances student access to school transportation services through changes to the distance criteria. Eligible passengers are now defined as,

"a student in grades 1 to 6 who resides at least 1.0 kilometre, and for students in grades 7 to 12 who reside at least 2.0 kilometres from their attending school if transported, or designated school if not transported"

Note: The reduced transportation eligibility distance becomes mandatory in September 2024. Should school divisions wish to implement them for the 2023-2024 school year, they will receive the funding for the reduced distances.

The reduction in the eligible distance will have no impact in the following communities as there are no students residing between 1.0 and 2.4km from the school:

- Grassy Lake
- Enchant
- Hays
- Lomond
- Warner

The reduction in the eligible distance will have limited impact in the following communities given that there is space on the bus for the **additional 32 students**.

- Barnwell (9 new eligible students between 1.0km and 2.4km)
 - Note there are currently 10 students accessing transportation who reside under 1.0km
- Milk River (6 new eligible students between 1.0km and 2.4km)
- Vauxhall
 - Vauxhall Elementary (17 new eligible students between 1.0km and 2.4km)

The reduction in the eligible distance will have a larger impact in Taber given the **235 newly eligible students. Horizon will require at 2 additional bus routes to accommodate these students.** The impact to Taber Schools is as follows:

- ACE (15 new eligible students between 1.0km and 2.4km)
- Central (47 new eligible students between 1.0km and 2.4km)
 - Note there is currently 1 student accessing transportation who reside under 1.0km
- D.A. Ferguson (35 new eligible students between 1.0km and 2.4km)
- Dr. Hamman (75 new eligible students between 1.0km and 2.4km)
 - Note there is currently 1 student accessing transportation who reside under 1.0km
- L.T. Westlake (2 new eligible students between 1.0km and 2.4km)
 - Note there are currently 5 students accessing transportation who reside under 1.0km
- Taber Christian High School (6 new eligible students between 1.0km and 2.4km)
- Taber Christian (24 new eligible students between 1.0km and 2.4km)
- W.R. Myers High School (31 new eligible students between 1.0km and 2.4km)

Given the 1.0km and 2.0 km variance should the Board consider extending the making the variance the same for all students in a school an **additional 182 students would be eligible:**

- D.A. Ferguson - There are 56 gr 7 and 8 students residing between 1.0 and 2.0 km
- Erle Rivers - There are 5 gr 7 thru 12 students residing between 1.0 and 2.0 km
- Horizon MAP - There are 14 gr 7 thru 12 students residing between 1.0 and 2.0 km
- Taber Christian - There are 6 gr 7 and 8 students residing between 1.0 and 2.0 km
- Taber Christian High School - There are 6 gr 9 thru 12 students residing between 1.0 and 2.0 km
- Vauxhall High School - There are 5 gr 7 thru 12 students residing between 1.0 and 2.0 km
- W.R. Myers - There are 90 gr 9 thru 12 students residing between 1.0 and 2.0 km

The updated Transportation model also supports educational choice and ensures funding follows students that are transported to a school of choice.

- Transportation funding is now from the student's residence to the school they are attending, whereas previously it was to their designated school.

Note: The additional 267 student mentioned above are students who are more now eligible due to being 1.0km from their designated school.

Recommendation

It is **recommended** that this memo be received as information by the Board of Trustees and that the Board engage in a discussion regarding:

- Whether to implement the changes for the 2023-2024 school year.

- It is **recommended** that we implement given the additional funding and limited impact in most communities conditional on First Student being able to get additional buses
- Whether to keep eligible limits at 1.0km and 2.0km or make eligible distances consistent in schools (e.g. all D.A. Ferguson students can access transportation if they reside more than 1.0km from school)
 - It is **recommended** that the Board follow provincial eligibility distances given that there would be an additional 182 students who would otherwise be eligible for transportation.
- Whether to continue with the practice of allowing non-eligible students to access bussing. (e.g. there are 17 students, mostly from L.T. Westlake and Barnwell, who reside under 1.0km who access transportation)
 - It is **recommended** that the Board look closely as to the reason for transporting students and continue with flexibility based on context, but that the policy provision whereby the board will transport any student if there is space on the bus not be provided for students under 1.0km unless there are further criteria that are met, e.g. would need to cross a major highway, students with severe disability or delay etc).
 - It is **recommended** that students under age 7 who are attending Taber Child Care Center continue to be provided transportation (currently there is 1 from Dr. Hamman and 1 from Central)
 - It is **recommended** that L.T. Westlake students continue to be provided transportation as they reside on the North side of the highway.
 - It is **recommended** that Barnwell students who reside South of the highway continue to be provided transportation.
 - It is **recommended** that Barnwell students who reside North side of the train tracks no longer receive transportation.
- Required policy changes.
 - Policy currently states that the Board will transport students to a non-designed school if there is available unassigned seating space on the bus and there is no additional cost to the division. Under the new funding model, there would actually be additional funding provided.
 - It is **recommended** that the Board review the attached policy and proposed changes.

Respectfully submitted
Dr. Wilco Tymensen

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code: EEA
Policy Title: Student Transportation
Cross Reference:
Legal Reference: *Education Act*, School Transportation Regulation
Adoption Date: December 18, 1996
Amendment or Re-affirmation Date: June, 2023

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BOARD RECOGNIZE ITS RESPONSIBILITY TO PROVIDE TRANSPORTATION FOR ALL ELIGIBLE STUDENTS TO AND FROM THEIR DESIGNATED SCHOOLS.

DEFINITION

Eligible Students - a student in K to 6 who resides at least 1.0 km, and for students in grades 7 to 12 who reside at least 2.0 km from their attending school if transported, or designated school if not transported

GUIDELINES

1. The division shall not transport student who reside less than 1.0 km from their attending school unless the student would be required to cross a major highway or the student has severe disabilities or delays.

REGULATIONS

1. Transportation will be provided for ~~all~~ kindergarten to gr. 6 students living farther than ~~2.4~~1.0 km and gr. 7 or higher students living farther than 2.0 km. from the site of the school in which the Board has enrolled the student, consistent with Section 59 of the *Education Act* and the School Transportation Regulation.

~~1-1.1.~~ The maximum distance between the bus route stop and the student's residence will also align with the 1.0 and 2.0 km distance requirement as defined by Alberta Education.

~~2. Special consideration may be given to handicapped students and students whose pedestrian route may be dangerous.~~

2. When eligible for transportation, tThe Division will transport ~~E.C.S.~~kindergarten students on regular scheduled routes.

~~3-2.1.~~ Pre-K students are not eligible for transported to school.

4.3. Transportation will be provided for students attending schools other than Division schools if:

5.4. Space exists on the current bus route, and

~~5-1.4.1.~~ The Division is able to collect the Alberta ~~Learning Education~~ Transportation grant on behalf of the student, and

~~5-2.4.2.~~ The Board approves the request, and

~~5.3.4.3.~~ ~~That a~~ An agreement for bussing of students to a non-Division school within the jurisdiction has been negotiated between the respective Boards.

~~6.5.~~ The Division does not permit busses from other jurisdictions to operate within the boundaries of the Horizon School Division without a service agreement.

~~7.6.~~ Where sparsity and distance make it disadvantageous to use a school bus, the Division ~~will~~ may consider paying the parents to transport their children to and from school by paying the parents in accordance with Alberta ~~Learning~~ Education Transportation grant regulations.

~~8.7.~~ The Board will attempt to pass a budget for transportation services that will provide optimum service to students in a safe and reliable environment while not exceeding the grant revenues and regulations provided by Alberta ~~Learning~~ Education.

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code:	IC
Policy Title:	School Attendance Areas
Cross Reference:	EEA, EEAB
Legal Reference:	Education Act S. 7, 9, 10, 59 School Transportation Regulation
Adoption Date:	April 23, 1997
Re-affirmation or	Oct. 16/03, June 8/06, June,
Amendment Date	Apr. 19/07, Apr. 17/08. Oct 2018

2023

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SHALL ESTABLISH ATTENDANCE BOUNDARIES AND/OR TRANSPORTATION SERVICE AREAS FOR ALL SCHOOLS IN ITS JURISDICTION AND ENCOURAGES ALL STUDENTS TO ATTEND THE SCHOOL WITHIN THEIR ATTENDANCE AREA. THE BOARD DOES HOWEVER RECOGNIZE THE SCHOOL OF CHOICE RIGHT GRANTED BY THE EDUCATION ACT FOR PARENTS TO REQUEST THEIR STUDENTS ATTEND A DIVISION SCHOOL OTHER THAN THE SCHOOL WITHIN THEIR ATTENDANCE AREA, AND WHEN SUCH REQUESTS ARE MADE, THEY SHALL BE REVIEWED IN HARMONY WITH THE FOLLOWING GUIDELINES.

GUIDELINES

1. The Board shall establish attendance boundaries and/or transportation service areas for all schools and reserves the right to adjust these boundaries from time to time to make more efficient use of facilities and bus routes. Changes proposed for the beginning of any school year shall be communicated to affected parents ~~by the preceding June 1.~~
2. Parents desiring that their child(ren) attend a school other than a school in their attendance area and/or transportation service area and not requiring Division transportation shall make written application for registration to the ~~p~~Principal of the school they wish their student(s) to attend by June 1 preceding the commencement of the next school year.
 - 2-2.1. Principals receiving request after June 1, or mid-year may consider such requests but are not mandated to do so, and may defer the request to the subsequent year.
3. Parents desiring that their child(ren) attend a school other than the school in their attendance area and/or transportation service area and requiring ~~d~~Division transportation, ~~to which they are not otherwise entitled,~~ shall make written ~~application for registration to the Principal of the school they wish their student(s) to attend by June 1 preceding the commencement of the next school year and shall also make written~~ application for bussing services to the Transportation Coordinator via the principal by June ~~130~~ preceding the commencement of the next school year.
 - 3-3.1. Parents requesting transportation to a non-designated school after the commencement of the school year may not receive approval until the following school year.
4. The Board shall not provide transportation to a school when students reside under 1.0 km from the school they attend except as outlined in Policy EEA Student Transportation.

4.5. All students requiring bussing services shall have arrangements confirmed with the Transportation Coordinator prior to the commencement of ~~attendance in a Division school~~transportation.

~~5. The review of the application by a Principal for registration by students attending out of the school's attendance area shall be based on the following factors:~~

~~5.1. the availability of space;~~

~~5.2.5.1. the teaching load of the staff;~~

Policy IC - School Attendance Areas - Continued

6. The review of the application by a principal for registration by students attending out of the school's attendance area shall be based on the following factors:

6.1. the availability of space;

6.2. the teaching load of the staff;

~~5.3.6.3.~~ projected enrolment for the school;

~~5.4.6.4.~~ suitability of school programs and services;

~~5.5.6.5.~~ listed priority of enrolment (guideline #6); and

~~5.6.6.6.~~ additional costs to the school and/or the division.

~~6.7.~~ Enrolment priority shall be as follows:

~~6.1.7.1.~~ students living in the attendance area and/or transportation service area;

~~6.2.7.2.~~ division ~~special needs~~ students with severe disability or delay who can best be educated at the school;

~~6.3.7.3.~~ students currently attending from outside school attendance area;

~~6.4.7.4.~~ ~~outside~~ students attending from outside school attendance area who have siblings in attendance area at the school;

~~6.5.7.5.~~ ~~outside~~ students attending from outside school attendance area whose family needs or arrangements are special;

~~6.6.7.6.~~ outside students with none of the above considerations; and

~~6.7.7.7.~~ non-resident students.

7.8. The review of an application for bussing services, to a school other than that in the student's attendance area and/or transportation service area, shall be based on the following factors:

~~7.1.8.1.~~ the listed priority of enrollment (as per regulation #6);

8.2. the presence of a bus route that is available for transporting the student to their desired school;

~~7.2.8.3.~~ the availability of unassigned seating space on an applicable bus route;

~~7.3.8.4.~~ that there be no additional cost invoiced by the division's transportation service provider to the Division to transport the student to a school of choice; and

~~7.4.8.5.~~ that there is a valid, signed application/agreement with the parents of the non-designated student indicating their understanding and agreement to the terms of transportation.

8.9. If the Transportation Coordinator, upon receiving an application for bussing services for a student attending outside of the student's attendance area, and in conjunction with the Associate

Policy IC - School Attendance Areas - Continued

Superintendent of ~~Programs and Learner~~ Services determines that the application is based on educational considerations, the application shall be referred to the Superintendent of Schools.

~~9.10.~~ The Superintendent of Schools, in determining if an application for bussing services outside of attendance area may be approved, shall consider all available information and should base the decision upon the following applicable factors:

~~9.1.10.1.~~ the best educational interests of the student and the recommendation of a principal ~~or~~;

~~9.2.10.2.~~ the recommendation of program supervisors/liaison workers such as the Director of Learning Student Services Supervisor, Clinical Team Leader (Family School Liaison Counsellors' Supervisor), Low German Mennonite Liaison Worker/Consultant/Coordinator, and First Nations, Metis, and Inuit (Indigenous) Native Liaison Worker ~~and~~;

~~10.3.~~ additional costs to the School Division;

~~10.4.~~ distance from the school; and

~~9.3.10.5.~~ practicality of providing bussing service.

~~10.11.~~ ~~New T~~ransportation requests for student transportation to non-designated schools for upcoming school years received prior to the commencement of the school year will not receive approval and students will not be transported prior to September 15 in order to ensure that there is space on busses for last minute eligible student registrations who require transportation to designated schools.

~~11.12.~~ If a student is granted registration in a school outside their attendance area or transportation service area but cannot be granted ~~d~~ivision bus transportation or does not require ~~d~~ivision bus transportation, the parent of the student shall be responsible for ensuring the transportation of the student (as set out in the Education Act – Student Transportation Regulation):

~~11.1.12.1.~~ to and from the site of the school; or

~~11.2.12.2.~~ to and from a designated school bus route stop within the transportation service area for that school.

~~12.13.~~ An application requesting bussing services, to a school other than that in the student's attendance area and/or transportation service area, that is denied by the Transportation Coordinator may be appealed by the parents to a higher level of authority. The levels of appeal for this policy shall be:

~~12.1.13.1.~~ Associate Superintendent of ~~Programs and Services~~ Finance and Operations;

~~12.2.13.2.~~ Superintendent;

~~12.3.~~ ~~Transportation Committee of the Board~~;

~~12.4.13.3.~~ The Board.

~~13.14.~~ It shall be the responsibility of the authority making a decision to notify the parents in writing of that decision and the right of appeal to the next level as outlined in Policy.

~~14.15.~~ The ~~p~~Principal of a school granting admission to a student from outside the school's attendance

Policy IC - School Attendance Areas - Continued

area shall immediately notify the ~~p~~Principal of the school within the student's attendance area.

~~15.16.~~ In cases where a ~~t~~Trustee has indicated that she/he would like to be made aware, the Transportation Coordinator shall notify the ~~t~~Trustee when a student(s) are being bussed out of the ~~t~~Trustee's attendance area.

~~16.17.~~ ~~Normally The division permission shall will not be grant permission to a neighboring division toed for transportation of students living within the Horizon School Division's boundary to a school outside Horizon boundaries to be transported by a neighboring jurisdiction to a school outside Horizon boundaries~~ except under the following conditions:

~~16.1.17.1.~~ an appropriate educational program cannot be provided to the student by Horizon School Division;

~~16.2.17.2.~~ the costs of transporting ~~thea~~ student to a school in Horizon ~~are-is~~ unreasonable;

~~16.3.17.3.~~ the length of a bus ride to a school in Horizon would be unreasonable;

~~16.4.17.4.~~ the well-being of the student would be seriously compromised by attending a school within Horizon School Division.

~~17.18.~~ Parents wishing to have their child(ren) attend a school outside of Horizon boundaries and not receiving permission to have transportation services provided by the jurisdiction they wish their child(ren) to attend, ~~shall may~~ be responsible for transporting their child(ren) to the school outside of Horizon boundaries or to the nearest bus stop servicing the school the child(ren) wishes to attend.

REGULATIONS

1. Any changes or adjustments to the ~~a~~Attendance ~~b~~Boundaries and/or ~~t~~Transportation ~~s~~Service ~~a~~Areas in Horizon School Division shall be made only after consideration of the following criteria:
 - 1.1. The current and projected student population within a five kilometer distance on either side of the attendance or transportation service area boundary.
 - 1.2. The impact on enrollment on the school or schools affected by the boundary change.
 - 1.3. The efficacy of providing transportation services to the affected area.
 - 1.4. The impact in both time and distance on any bus routes in the affected area.
 - 1.5. Communication from parents and students within the affected area.
 - 1.6. The recommendations and requests of Central Office Administration.
2. Prior to a Board vote on the proposed changes to ~~a~~Attendance ~~b~~Boundaries and/or ~~t~~Transportation ~~s~~Services ~~a~~Areas, notice shall be provided to ~~s~~Schools, parents and stakeholders in the affected area, either by letter or by publication in a newspaper serving the area, and ~~shall offering~~ a means of response to the proposal.



Student Registration Form
Addendum: (1) non-designated Student and/or
(2) request for ineligible transportation services

This addendum forms part of the registration form when parents are registering their child in a non-designated school and/or requesting transportation services which they are not eligible for

School Year _____
School _____
Student Name _____

Non-Designated School Registration YES NO

As per Policy IC: Student Attendance Areas and Student Transportation, parents making a request to have their child attend a non-designated school shall submit a registration form by June 1 preceding the commencement of the next school year.

Reason for requesting that the child attend a non-designated school?

Request for Ineligible Transportation Services YES NO

“Ineligible” means student(s) who:

1. reside less than 2.4km from their designated school or
2. are attending a non-designated school

I/We understand that registration and transportation service eligibility and approval is outlined in Policy IC: Student Attendance Areas and Student Transportation and understand that registration and transportation service may be revoked to accommodate students attending their designated schools.

Policy IC - School Attendance Areas - Continued

Signature of Parent or Guardian

Date

FOR SCHOOL ADMINISTRATION USE ONLY

ASN number: _____

If requesting ineligible transportation services please **send a copy of (1) the student's registration form and (2) this addendum**, to Horizon's Transportation Coordinator at Division Office.

Principal Signature (Non-designated school)

Principal of designated school has been contacted

Signature of Transportation Coordinator

Date received by Transportation Coordinator

Note that seniority will be determined by the date received by the transportation coordinator

Superintendents Progress Report

March 2023

The Superintendent Leadership Quality Standard:

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

The Superintendent Leadership Quality Standard is described by the following competencies.

Building Effective Relationships

- Establishing a welcoming, caring, respectful and safe learning environment.

Modelling Commitment to Professional Learning

- Enhancing leadership, teaching, and learning.

Visionary Leadership

- A preferred future.

Leading Learning

- Promotes shared responsibility for student success and continuous improvement.

Ensuring First Nations, Metis, and Inuit Education for all students

- Establishing structures and providing the resources for schools.

School authority operations and resources

- Alignment with goals and priorities.

Supporting Effective Governance

- Providing the board with information, advice and support to fulfill governance role.

The following is a summary of meetings and activities that I have participated in over the last month.

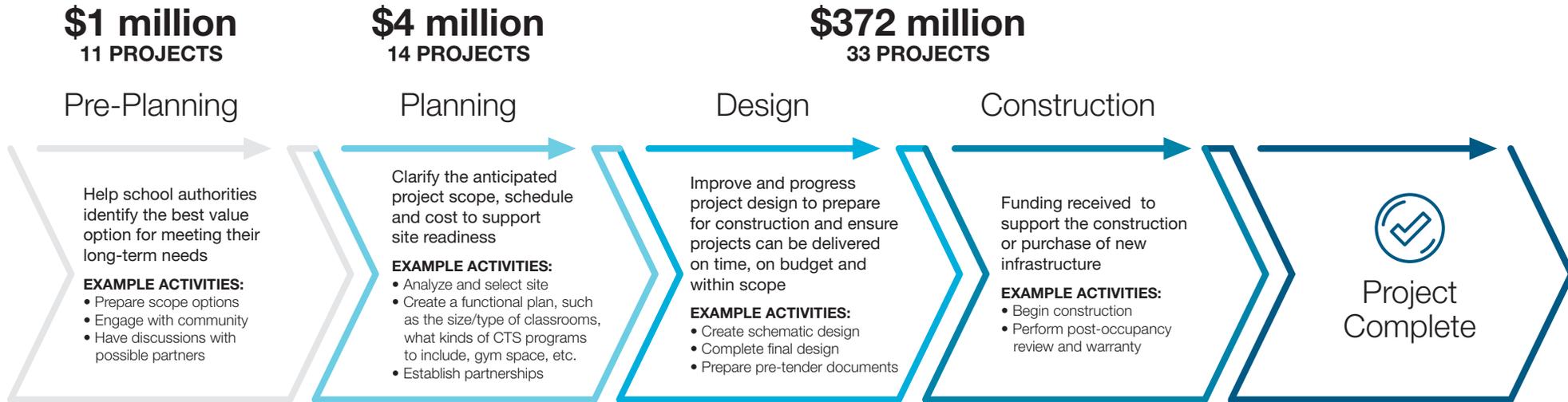
- Meetings and conversations with principals and staff as needed and/or requested. Conversations have focused on:
 - off-campus excursions,
 - human resource issues including recruitment, reference checking, interviewing, and announcing the new principals of ACE Place Learning Center and Hays School. I am pleased to be able to share that Mrs. Bonnie Dyck is the new principal of ACE Place and Mrs. Sandi Hughes is the new principal of Hays School. Press releases were distributed this month making these announcements.
 - Facility heating issues
 - Junior high athletic parent concerns (meetings with parents and staff)
 - student discipline including suspension processes,
 - colony minister meeting
 - assurance survey administration and results analysis
- Attended school staff meetings (D.A. Ferguson and W.R. Myers)
- Worked with schools to administer the Horizon and Alberta Education assurance surveys and working with principals to analyze Horizon assurance survey data
- Meetings with four principals undergoing evaluation to discuss evidence of LQS competencies
- Reviewed and revised the school emergency plan template in conjunction with administrators
- Sent out parent, student and staff survey regarding the draft 2024-2025 school calendar
- A number of other meetings, events, and professional learning activities were attended over the month. These include but are not limited to
 - Senior Administrative Leadership Team (SALT) meeting

- Division Office staff meeting
- Administrator meeting
- Attended Cognitive Coaching professional learning session
- Presented to the Horizon Leadership Cohort
- College of Alberta School Superintendent (CASS) provincial executive meeting. Members of the CASS Board were invited to the legislature during question period as honored guests of the Minister of Education.
- College of Alberta School Superintendent provincial conference
- Council of School Council Meeting
- Attended AB ED meetings regarding Budget 2023
- Teachers' Employer Bargaining Association (TEBA)/Provincial Bargaining Coordination Office (PBCO) engagement session
- Met with the principal of W.R. Myers regarding the modernization announcement (see infographic below)

On a closing note, I'd also like to publicly congratulate Todd Ojala on his recognition on the Vauxhall Baseball Academy Wall of Excellence (see image below)

Investing in School Projects | Budget 2023

This process outlines the activities that school authorities need to complete in order to ensure they can proceed to construction in a timely manner when construction funding is provided.



* NOTE: School authorities are not required to complete every stage before going to construction funding. Depending on readiness and ability to complete the required steps prior to construction, projects may accelerate at different rates. For example, if a school authority completes both pre-planning and planning stages at the same time, they could move from pre-planning straight through to design or full. If school authorities are able to progress early design elements while in planning they could move from planning to a full funding approval.





Associate Superintendent of Human Services

Human Resources

- Interviews for ERHS VP/LST and the temporary Principal at CHA/ATL will take place on March 29, 2023
- Teacher allocations have been shared with school principals. Open probationary positions will be posted for internal applications in mid-April. All other vacant probationary and temporary positions will be posted for open competition thereafter.

Horizon Induction Program

- Congratulations to **ERINN McRAE**, from Taber Christian School
 - Erinn is The Horizon School Division **Edwin Parr** nominee for 2022-2023
 - The Edwin Parr Banquet will be hosted in Taber on May 17, 2023

Clinical Team Leader/FSLC/Wellness Coaches

- On March 20, 21, Robbie, Angela and the FSLC group participated in Trauma Events Systems training. The training was valuable and provided an effective model for crisis and trauma response in schools, school systems and communities.
- Robbie Charlebois, Angela Miller and Rylee Beland attended the TCAPS fundraising banquet on March 18 as board members. Three Family Connection team members volunteered for the event.
- Robbie and Angela will be meeting with all high school Principals on March 27 to discuss how they feel Family Connections can best support their schools around preventative mental health for the 2022-2023 school year.
- Rylee Beland stepped down as Family Connections (MHCB) Program Manager and accepted the position of FSLC for TCHS and ACE Place. She will step into her new role Apr 3, 2023 .
- Collin Larsen accepted the position of new Family Connections Program Manager. Collin's Wellness Coach position in the South schools is posted and will be interviewed for as soon as possible.
- Family Connections provided the Families First program to our rural communities supporting each with a presentation from a local agency that targets a specific trend or need (eg. Vauxhall expressed interest in better understanding internet safety, how to talk to and support their youth). Vauxhall, Hays and Grassy Lake have participated in the program already, they were well attended and the feedback has been positive. Milk River

and Warner have Families First coming up this Tuesday, March 28th and the following Tuesday, April 4th.

- Family Connections is supporting Developmental Checks with Early Learning in Taber and rural communities starting next week.

Indigenous Learning

- Congratulations to **SHAYLEE BUCHTA (WRM)**, and **KIERA VAN DER PLOEG (VHS)**
 - Both students were nominated for Honouring Spirit: Indigenous Student Awards (hosted by the ASBA)
- A newsletter with a new platform was distributed to all staff in March. Analytics showed 1044 visits to the newsletter. We will continue to provide information and resources related to Indigenous learning using this platform.

Low German Mennonite Programming

- The Mennonite Coordinator/Liaison position has been posted.

Workplace Wellness

- All information and updates have been shared with all staff across the division.
- Focus groups will be arranged and take place in May to further engage staff groups

Student Leadership

- There is a meeting for student leaders and teacher leads on March 28 for a day of planning and leading. WRM and Warner schools have and will continue to participate.
- Robbie will be working with other division leads to organize a student leadership conference in May 2023
- The conference will take place at either the University or the College campus in Lethbridge

Horizon Leadership Development

- Day one of the Leadership Learning Cohort took place on March 16, 2023
- 15 teacher leaders actively engaged in learning and activities related to the LQS
- Dr. Kevin Wood from the University of Lethbridge led the afternoon session speaking about Competency #1 Fostering Effective Relationships
- Day two is planned for March 31, 2023 with Annette Bruised Head speaking about Competency # 5 Supporting the Application of Foundational Knowledge about First Nation, Metis and Inuit as well as Todd Ojala and Kim Hutzul speaking about Competency # 8 Managing School Operations and Resources

Report completed by Robbie Charlebois, Associate Superintendent of Human Services

Associate Superintendent, Learner Services
Report to the Board of Trustees – March 27, 2023

Learner Services lead team members:

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

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- Kindergarten teachers worked with Coral and Amanda during the second Kindergarten meeting worked to identify possible changes in language to ensure the communication to parents is clear. These ideas and suggestions will be compiled by the Learner Service team.
- Kindergarten Teachers were provided Professional Development by the Learner Services team on a Mathematics resource called Math Path and had time to see the components of Viewboard software (A new technology resource that is replacing Smart Boards in the division). Viewboards are also a great tool to use with numeracy and speech centres. Teachers then had time to work with their colleagues and the instructional coaches to plan around outcomes they had yet to teach.
- Amanda worked with a small grade 4 teaching team to begin the development of a grade 4 ELA and Math year plan that is aligned to the new curriculum.
- Teachers continue to require support with integrating technology into their instructional practices. Tools like: Gizmos, Hapara, Formative, Viewsonic, Mathology, etc. Amanda has been team coaching and planning with teachers using the above tools and resources.
- The Learner Service team brought in Lindsay Beaulieu three times this year, and this past month to provide Professional Development on Gizmos for teachers.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- The Inclusive Education team (Dave, Coral and Laura) continue to attend multiple CTM's (Collaborative Team Meetings); providing support through the sharing of strategies and taking on action items from the meetings to support the students and teachers. The team is sharing messages to follow-up with instructional coaches and also suggesting when to book a behaviour observation. These bookings have resulted from their attendance to these meetings.
- Coral continues to attend ECSP (Early Childhood support plan) mid-year meetings; providing support, suggestions and strategies as well as helping to determine what supports students might need.
- Dave led the professional development portion of the March admin meeting. The focus was a review of Response to Intervention structures and processes within all schools in Horizon.

Principals had the opportunity to share and learn processes with their colleagues. He also reviewed Collaborative Response as a formalized structure for RTI and promoted an opportunity for school admin teams to go deeper in their planning for developing Collaborative Response further next year.

- There are 7 schools in the division working with MILE (Math Interactive Learning Experience) a researched program of 30 years from the University of Alberta. This is a numeracy intervention research product. Adelee Penner from ARPDC (Alberta Regional Professional Development Consortia) has been providing the training on this resource to 12 teachers, Amanda and Terri-Lynn.
- Spring Meetings with Learning Support Teachers and Administrators have started due to the need of preparing for next year. Dave when meeting with the school teams are sharing their “students of concern” who may require interventions and support in addition to what can be provided by the classroom teacher. Students who are considered “Severe” according to Alberta Education criteria, are considered as candidates for Educational Assistant support determined based on need and budgetary constraints.
- Coral has spent time supporting three schools with assessments: Heggerty Phonemic Awareness, Test of Auditory Perception and WIAT. The results were shared with LST’s; looking at areas of strength to focus on with students and areas of targeted intervention (what would target the area the best).
- Laura has worked with Principals, teachers, EA’s and the counselling team to continue to support students with high needs in our division. She continues to observe and made recommendations in regards to newly referred students, and has done some more training in SIVA with new hires.
- A modified newsletter for Attendance was shared with Principals to send out in their newsletter. Both Terri-lynn and Coral met to discuss what information could be shared and spent time reviewing the Attendance Works resources site in order to message parents about the importance of regular attendance. Plans to meet with the senior admin team around a potential Attendance Support Plan will happen in the spring.
- Two highschools wanted to discuss and work with Amanda on learning gaps and behaviours that students are exhibiting in the past three years. As these schools discussed the gaps and behaviours a second Professional Development was scheduled with Amanda to discuss the resources to begin compiling strategies to address the identified needs.

LEADERSHIP PRACTICES

- Terri-Lynn and Amanda have been part of an online PD with Peter Liljedahl to learn more about effective ways to coach teachers on the strategies found in his book “Building Thinking Classrooms”.
- Laura has participated in a number of webinars in regards to ADHD to further support students with that diagnosis in the classroom.
- Dave led the Learning Support Teacher’s meeting at the beginning of the month. We were fortunate to have Dr. Dawn McBride from the University of Lethbridge, who presented to LST’s and some counsellors on the importance of being aware of the “Fight, Flight, and Flee” responses

when supporting students. It was a very well received session that promoted self-reflection and an addition to our knowledge base of how to better support struggling students.

- Amanda and Terri-Lynn attended two PD sessions presented by Gizmos. One was on expanding our knowledge set of the instructional uses of the software and the other session was specifically for how to coach teachers effectively to promote the use of the software.
- Terri and Coral attended two days of professional development training with the UFLI (University of Florida Literacy Institute) team to better understand foundational literacy components and how to successfully implement whole class or small group (intervention) with this phonics program. Two days of training will be provided by Terri and Coral in May and offered again in June for teachers.

TECHNOLOGY INFORMATION (Information will be shared as needed)

- The Horizon Tech team is closing out its first full month using the formalized ticketing system that was implemented in late February. Over the last 30 days, the Tech team (Gagan, Sam, and Riley) have received 575 tickets, approximately 29 tickets per work day. They have resolved and closed 561 of those tickets. Staff have the opportunity to provide feedback through a short survey upon the closure of a ticket.
-

The Horizon School Division
FINANCIAL REPORTING PROFILE
 2017/2018 to 2021/2022 School Years

GRE Password

	2017/2018 Actuals*	2018/2019 Actuals*	2019/2020 Actuals*	2020/2021 Actuals*	2021/2022 Actuals*
TOTAL FTE ENROLLED (ECS - 12)	3,297	3,416	3,306	3,210	3,242
ANNUAL OPERATIONS					
Total Revenues	\$45,694,168	\$45,580,735	\$43,448,735	\$47,606,501	\$49,263,770
Total Expenses	\$47,151,243	\$45,444,770	\$44,306,171	\$47,268,176	\$48,757,999
Excess (Deficiency) of Revenues over Expenses	(\$1,457,075)	\$135,965	(\$857,436)	\$338,325	\$505,771
Add (Deduct) Board-funded Capital & Unsupported Debt Transactions	\$13,555	(\$1,822,234)	(\$108,808)	\$232,336	(\$354,081)
Net Change to A.S.O. (A.D.O.)	(\$1,443,520)	(\$1,686,269)	(\$966,244)	\$570,661	\$151,690
ADJUSTED ACCUMULATED SURPLUS (DEFICIT) FROM OPERATIONS A.S.O. (A.D.O.); AND CAPITAL RESERVES (Note 1)					
Adjusted A.S.O. (A.D.O.)	\$4,695,758	\$3,009,489	\$2,043,245	\$2,613,906	\$2,765,596
Adjusted A.S.O. (A.D.O.) To Expenses Ratio:					
The Horizon School Division	9.96%	6.62%	4.61%	5.53%	5.67%
Average of All Jurisdictions	4.96%	4.54%	5.00%	5.93%	5.01%
Median of All Jurisdictions	5.18%	5.43%	5.15%	7.01%	5.89%
Average of Jurisdictions having Comparable FTE Enrolment Size	6.86%	6.93%	5.79%	7.21%	7.05%
Median of Jurisdictions having Comparable FTE Enrolment Size	5.23%	5.92%	5.81%	6.44%	5.67%
Adjusted A.S.O. (A.D.O.) Per Student FTE:					
The Horizon School Division	\$1,424	\$881	\$618	\$814	\$853
Average of All Jurisdictions	\$628	\$574	\$599	\$731	\$629
Average of Jurisdictions having Comparable FTE Enrolment Size	\$979	\$991	\$792	\$1,009	\$1,023
Adjusted A.S.O. (A.D.O.) - Days of Operation (Note 1):					
The Horizon School Division	24.90	16.56	11.53	13.82	14.18
Average of All Jurisdictions	12.39	11.35	12.51	14.83	12.52
Average of Jurisdictions having Comparable FTE Enrolment Size	17.15	17.33	14.47	18.03	17.61
Capital Reserves	\$0	\$1,971,637	\$1,506,637	\$1,722,806	\$1,722,806
Capital Reserves Per Student:					
The Horizon School Division	\$0	\$577	\$456	\$537	\$531
Average of All Jurisdictions	\$357	\$306	\$343	\$389	\$420
Average of Jurisdictions having Comparable FTE Enrolment Size	\$429	\$420	\$431	\$433	\$518
LIQUIDITY					
Adjusted Net Financial Assets (Debt) Ratio (Note 2):					
The Horizon School Division	2.90	3.74	2.17	2.23	2.09
Average of All Jurisdictions	1.61	1.63	1.55	1.63	1.63
Average of Jurisdictions having Comparable FTE Enrolment Size	2.00	2.04	1.81	1.96	2.11
Adjusted Net Financial Assets per Student (Note 3):					
The Horizon School Division	\$1,578	\$1,548	\$1,158	\$1,429	\$1,528
Average of All Jurisdictions	\$854	\$818	\$803	\$987	\$913
Average of Jurisdictions having Comparable FTE Enrolment Size	\$1,394	\$1,389	\$1,159	\$1,397	\$1,501
CAPITAL ASSETS					
Schools and Other Buildings - NBV to Historical Cost:					
The Horizon School Division	70.16%	70.85%	69.94%	68.02%	66.38%
Average of All Jurisdictions	62.56%	61.67%	60.94%	60.43%	59.70%
Average of Jurisdictions having Comparable FTE Enrolment Size	61.81%	60.02%	58.80%	59.42%	58.85%
Equipment & Vehicles - NBV to Historical Cost:					
The Horizon School Division	19.45%	15.52%	19.18%	16.95%	12.87%
Average of All Jurisdictions	29.11%	29.96%	26.54%	25.04%	23.51%
Average of Jurisdictions having Comparable FTE Enrolment Size	29.16%	29.35%	26.39%	24.15%	24.47%

A.S.O. - Days of Operation = A.S.O. (adjusted for SGF) / (Total Expenses / 250
1. Operatings Days)
2. Adjusted Net Financial Assets (Debt) Ratio: Financial Assets / (Liabilities)
3. Adjusted Net Financial Assets = Financial Assets - (Liabilities)



Wilco Tymensen <wilco.tymensen@horizon.ab.ca>

News Release: Investing in new schools, modernized spaces

Wilco Tymensen <wilco.tymensen@horizon.ab.ca>

Wed, Mar 1, 2023 at 11:25 AM

To: Board Members Only <board@horizon.ab.ca>, Principals <principals@horizon.ab.ca>, COSC <cosc@horizon.ab.ca>, Jake Heide <jake.heide@horizon.ab.ca>

Today Minister LaGrange made an announcement that the province would be building/modernizing 58 school projects in budget 23. This includes 10 new schools, 16 replacement schools, and 7 modernizations across Alberta. Of these projects, 13 received full construction funding, 14 received design funding, and 11 received pre-planning funding.

The board has been advocated for it's priority and is very pleased to hear that Horizon's Board of Trustees' top priority W.R. Myers High School modernization was included in the list of design funding.

Historically schools who received this funding take a year to do design work and then commence construction the following year with completion often 2 or 3 years further. This means that we may have a fully modernized W.R. Myers/D.A. Ferguson Complex by 2027.

More details will be forthcoming as they become available. Feel free to share this information with your school community.

Wilco

Dr. Wilco Tymensen

Superintendent

horizon
.school division

"Engaging and Empowering all learners for success"

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----- Forwarded message -----

From: **Alberta News** <alberta.news@gov.ab.ca>

Date: Wed, Mar 1, 2023 at 11:18 AM

Subject: News Release: Investing in new schools, modernized spaces

To: <wilco.tymensen@horizon.ab.ca>



Wilco Tymensen <wilco.tymensen@horizon.ab.ca>

News Release: Investing in new schools, modernized spaces

Alberta News <alberta.news@gov.ab.ca>
To: wilco.tymensen@horizon.ab.ca

Wed, Mar 1, 2023 at 11:18 AM

Investing in new schools, modernized spaces

March 01, 2023 [Media inquiries](#)

Alberta's government is investing \$2.3 billion over the next three years, for new and modernized classrooms.

Budget 2023 supports 58 projects, which includes 13 full construction projects, 20 design, 14 planning and 11 pre-planning projects. In total, there will be nearly 25,000 new and additional spaces for students across Alberta – 9,400 new spaces and more than 15,500 student upgraded spaces. This includes approximately 4,500 new and upgraded spaces in Calgary, 4,100 in Edmonton and 16,300 for the rest of the province.

“Alberta’s young learners are the community and business leaders of tomorrow. They need the right spaces to gain the tools and skills needed to prepare for their bright futures. By investing in our schools, we’re investing in our students while at the same time creating more jobs and supporting the local economy.”

Adriana LaGrange, Minister of Education

This investment in education infrastructure includes:

- \$372 million for construction and design projects:
 - 10 new schools
 - 16 replacement schools
 - seven modernizations
- \$4 million to support planning activities such as site analysis and scope development for 14 projects
- \$1 million to pre-plan 11 conceptual projects that are anticipated to become high-priority needs for school jurisdictions
- \$1 billion to continue work on previously announced projects
- \$300 million over three years in school authority self-directed capital projects
- \$279 million to support the maintenance and renewal of existing school buildings through the Capital Maintenance and Renewal Program
- \$171 million to support public charter school infrastructure, including investment for a charter hub in Calgary
- \$43 million to fund facility upgrades for successful collegiate school applicants
- \$93 million for the modular classroom program to address urgent space needs across the province

"The Alberta government is investing in critical infrastructure projects that include upgrading and building high-quality schools to ensure Albertans can send their children to schools in their local communities. Our focus is on ensuring these projects are delivered on time, on budget and where they're needed."

Nathan Neudorf, Minister of Infrastructure

The availability of suitable sites has been one of the biggest roadblocks causing delays to school projects. That's why, through Budget 2023, Alberta's government is creating a new School Planning Program that will serve as a transparent "pipeline" for upcoming school projects to begin as soon as formal construction funding is approved. Fourteen school projects will begin planning and site development through this new program while a further 11 projects will receive pre-planning funding to assist with developing scope options.

The planning program will allow for the further development of project scope and site investigation work. It will also help to clarify potential risks and identify mitigating strategies and costs. The goal is to provide school boards with the resources they need to remove barriers and better position the project for design consideration and construction approval in future budget cycles, which is expected to reduce costs and minimize schedule disruptions and delays.

"The Calgary Catholic Board of Trustees is grateful for the capital projects announced for the Calgary Catholic School District, which includes full funding for the K-9 school in Nolan Hill to serve this rapidly growing community. We anticipate receiving the full construction funding for the Rangeview high school and Chestermere K-9 school as soon as possible, after the design process is completed. These projects need urgent attention given the critical need for school infrastructure and CCSD's high utilization rate in these communities. CCSD appreciates the pre-planning commitment towards the construction of the K-9 school in Redstone, the addition/enhancement of Bishop McNally High School and the construction of a new west-end high school."

Cathie Williams, board chair, Calgary Catholic School District

"On behalf of CBE students and their families, we thank the Government of Alberta for the capital plan announcement. These extraordinary and timely investments in infrastructure are vital to support student learning opportunities within our system."

Laura Hack, board chair, Calgary Board of Education

"This is an exciting day for Elk Island Public Schools, for the community and especially for students of both École Campbelltown and Sherwood Heights Junior High. A modern, well-equipped and efficient building will allow us to continue to offer the quality education students need to succeed in the classroom and will help ease the growth pressures we are facing in Sherwood Park."

Trina Boymook, board chair, Elk Island Public Schools

Quick facts:

- Full construction funding activities include construction and post-occupancy review.

- Design funding activities include the preparation of construction tender documents such as drawings and specifications.
- Planning funding activities include site analysis and scope development activities.
- Pre-planning funding allows a conceptual project to define scope elements, programming priorities and includes activities such as community engagement.
- To support the decision-making process for delivering infrastructure projects, the Ministry of Infrastructure passed the *Infrastructure Accountability Act* in December 2021. This act outlines how the province prioritizes projects for the annual capital plan.
- As legislated by the act, the government also published Building Forward: Alberta's 20-Year Strategic Capital Plan in December 2021, providing a blueprint for long-term infrastructure investment and development in Alberta.
- The government's budget decisions are made in accordance with the act and are guided by the strategic capital plan to ensure future capital investments benefit Albertans.
- Government partners, such as municipalities and school boards, will also be able to plan for capital funding knowing the long-term direction of government.

Budget 2023 school projects – full construction funding (13):

Community	School division	Project type/Name
Airdrie	Conseil scolaire FrancoSud	new secondary school
Calgary	Calgary Board of Education	modernization of John G. Diefenbaker High School
Calgary	Calgary Roman Catholic Separate School Division	new K-9 school in Nolan Hill
Edmonton	Conseil scolaire Centre-Nord	solution for École Michaëlle-Jean and École Gabrielle-Roy
Edmonton	Edmonton Public School Board	new K-9 school in Edgemont
Lethbridge	Holy Spirit Roman Catholic Separate School Division	new K-6 school in west Lethbridge

Lethbridge	Conseil scolaire FrancoSud	École La Vérendrye gym project
Okotoks	Christ the Redeemer Catholic Separate School Division	replacement of École Good Shepherd School
Penhold	Chinook's Edge School Division	replacement of Penhold Elementary School
Raymond	Westwind School Division	new high school
Sherwood Park	Elk Island School Division	solution for Sherwood Park
Valleyview	Northern Gateway School Division	solution for Valleyview
Waskatenau	Lakeland Roman Catholic Separate School Division	replacement of Holy Family Catholic School

Budget 2023 school projects – design funding (20):

Community	School division	Project type/Name
Airdrie	Rocky View School Division	new K-8 school in southwest Airdrie
Barrhead	Pembina Hills School Division	modernization and rightsizing of Barrhead Composite High School
Blackfalds	Red Deer Catholic Separate School Division	new K-5 school
Bow Island / Burdett	Prairie Rose School Division	solution for Bow Island and Burdett

Breton	Wild Rose School Division	modernization and rightsizing of Breton High School and demolition of Breton Elementary School
Brooks	Grasslands School Division	replacement of Brooks Junior High School
Chestermere	Calgary Roman Catholic Separate School Division	new K-9 school
Calgary	Calgary Roman Catholic Separate School Division	new high school in Rangeview
Edmonton	Edmonton Catholic Separate School Division	solution for Rundle Heights
Edmonton	Edmonton Public School Board	new junior/senior high school in Glenridding Heights
Fort McMurray	Conseil scolaire Centre-Nord	replacement of K-12 École Boréale
Lac La Biche	Northern Lights School Division	replacement of Vera M. Welsh School
Leduc	Black Gold School Division	modernization of École Corinthia Park School
Mallaig	St. Paul School Division	replacement of École Mallaig School
Medicine Hat	Medicine Hat Roman Catholic Separate School Division	replacement of St. Francis Xavier School
Nanton	Livingstone Range School Division	solution for Nanton

Red Earth Creek	Peace River School Division	replacement of Red Earth Creek School
Spruce Grove	Parkland School Division	replacement of Spruce Grove Composite High School
Taber	Horizon School Division	modernization of the W.R. Myers and D.A. Ferguson schools
Wainwright	Buffalo Trail School Division	replacement of Wainwright School

Budget 2023 – School Planning Program projects (14):

Community	School division	Project type/Name
Airdrie	Rocky View School Division	new grades 9-12 school
Calgary	Calgary Board of Education	modernization of Annie Gale School
Calgary	Calgary Board of Education	new high school in Cornerstone
Coalhurst	Palliser School Division	modernization of Coalhurst High School
Donnelly	High Prairie School Division	G. P. Vanier School
Edmonton	Edmonton Catholic Separate School Division	new K-9 school in Heritage Valley Cavanagh
Edmonton	Edmonton Public School Board	new K-6 school in Rosenthal
Edmonton	Edmonton Public School Board	new elementary school in Glenridding Heights

Fort McMurray	Fort McMurray School Division	modernization of Westwood Community High School
Grande Prairie	Peace Wapiti School Division	new high school north of Grande Prairie
Lethbridge	Lethbridge School Division	modernization of Galbraith Elementary School
Okotoks	Foothills School Division	new high school
Stettler	Clearview School Division	modernization and addition at Stettler Middle School
Strathmore	Golden Hills School Division	replacement of Westmount School

Budget 2023 – Pre-Planning Program projects (11):

Community	School division	Project type/Name
Calgary	Calgary Board of Education	modernization of A.E. Cross School
Calgary	Calgary Board of Education	modernization of Sir John A. Macdonald School
Calgary	Calgary Board of Education	new Saddle Ridge middle school
Calgary	Calgary Roman Catholic Separate School Division	new elementary school in Redstone
Calgary	Calgary Roman Catholic Separate	addition at Bishop McNally High School

School Division

Calgary	Calgary Roman Catholic Separate School Division	new west Calgary high school
Chestermere	Rocky View School Division	new K-9 school
Cochrane	Rocky View School Division	new K-5/K-8
Edmonton	Edmonton Catholic Separate School Division	new north K-9 school
Edmonton	Edmonton Public School Division	new junior high school in Pilot Sound/McConachie
Red Deer	Red Deer Public Schools	new northeast middle school

Related information

- [Budget 2023 Capital Plan](#)
- [Budget 2023](#)

Multimedia

- [Watch the news conference](#)

Media inquiries

Emily Peckham

587-985-4305
Press Secretary, Education

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Subject: Budget 2023

Earlier today, the Honourable Travis Toews, Minister of Finance and President of Treasury Board, delivered Alberta's Budget 2023 address. I am pleased to provide you with additional information regarding the 2023 Education budget.

Our government is securing Alberta's future by making record investments in education. We are increasing education funding by almost \$2 billion over the next three years. This unprecedented investment in education addresses rising enrolment growth in schools and combats the affordability and inflation crises facing parents and school authorities. It also delivers on Education's mandate, including priorities such as addressing gaps in mental health and wellness support for our youth, addressing learning loss and the increasing complexity of learning needs, and strengthening choice in education to ensure parents are able to select the path they feel will best help their children reach their full potential.

Education's budget will reach an all-time high of over \$8.8 billion in 2023/24, an increase of over \$430 million, or over five per cent, from the previous year. With this budget, the education system will spend over \$44 million each day students are in school.

The rising cost of living affects everyone across the world. For our part, we are providing targeted increases to areas where we know they will have the most impact:

- We are providing more than \$820 million over the next three years to hire additional teachers and classroom support staff, so school authorities can manage class sizes and the growing number of students.
- We are providing \$126 million over three years so school authorities can add staffing supports to complex classrooms and give students the focused time and attention they need. This funding will enhance experiences and have positive effects on students' personal and social development.
- School authorities will receive \$80 million over the next three years to address increased costs from rising inflation pressures on utilities, insurance and supplies.
- School authorities will be given an additional \$414 million over the next three years to support school busing improvements and address rising costs like insurance, fuel and driver training. Budget 2023 support for student transportation will ensure more children and students are eligible for government funded transportation and will save families millions of dollars in fees. Under the new funding model, K-6 students residing 1 km or further from their school will be eligible for funding; and Grades 7-12 students residing 2 km or further will be eligible for funding.

Implementing new Kindergarten to Grade 12 curriculum continues to be a priority for Alberta's government. We continue to make investments in curriculum implementation with \$47 million in 2023/24 to support teacher professional learning opportunities and the acquisition of quality teaching and learning resources, which are both critical to

successful implementation. The new curriculum has a renewed focus on literacy, numeracy and practical skills that give students a strong foundation of essential knowledge to support future learning and prepare youth for the jobs of tomorrow.

Government is also committing \$110 million over the next three years to support students experiencing academic challenges and create school environments that support student well-being and mental health. This continued funding will provide \$50 million over two years for the 60 mental health pilot projects underway and the addition of 20 more recently approved projects. As part of this commitment, targeted funding of \$40 million in 2023/24 will provide additional learning loss support, continue to fund these mental health pilot projects in schools, and ensure children and students can access specialized assessments by qualified professionals.

Base instruction and Supports and Services grant rates will be increased to help school authorities manage enrolment growth and inflationary cost pressures.

As part of Budget 2023, Alberta's government is committed to providing new and modernized schools that provide state-of-the-art learning spaces for today's students and help address growing classroom needs for years to come. This includes investing \$2.3 billion over three years to increase the number of schools in growing communities, continue work on previously announced projects, maintain existing schools and support collegiate school and public charter school infrastructure. I will provide more information on capital projects later this week.

An email from Deputy Minister Andre Tremblay will be sent to school authorities with additional information and further detail will be provided in early March with the release of the updated *Funding Manual for School Authorities*. I would like to express my gratitude for your tremendous commitment to Alberta's students and the education system. Thank you all for the work you do to make Alberta's education system world class.

I have also attached a letter to parents and guardians about Budget 2023, and I would ask that you please share with your school communities.

Sincerely,

Adriana LaGrange
Minister of Education



ALBERTA
EDUCATION

*Office of the Minister
MLA, Red Deer-North*

February 28, 2023

Letter to parents – historic education investments in Budget 2023

Dear Alberta parents:

Today, the Government of Alberta released its annual budget, and as the Minister of Education, I wanted to tell you directly about our plan to set your children up for lifelong success.

The theme of this year's budget is securing the future. The budget shows how the government is going to make sure Albertans have good and well-paying jobs, and how we will improve our healthcare system, keep communities safe and ensure people have the supports they need to be successful in their lives. It also shows how we are going to help your children reach their full potential.

Record-breaking funding for education

Through Budget 2023, the government is providing a historic level of funding to the school system—more money than ever before. At the same time, know that our goal is to drive as much of this money as possible directly to the classroom and away from administrative costs, to help ensure taxpayer dollars achieve maximum benefit for students.

The department of Education's consolidated budget will be about \$8.8 billion; that's equal to \$44 million every day students are in school. It's also an increase of almost half a billion dollars over last year. Your children are the province's future leaders and innovators; it's our job to help them be all they can be, and we take that very seriously.

In total, we will increase the Education budget by nearly \$2 billion over the next three years. These significant increases will empower your local school authorities to hire more teachers and rein in growing class sizes. In total, the funding we are providing is enough for school authorities across Alberta to hire up to 3,000 education staff, including not only teachers, but educational assistants, bus drivers and school support staff too. This means students in every corner of the province will benefit from more focused time and attention at school.

Supporting diverse classrooms

We recognize Alberta's classrooms are becoming increasingly complex and diverse. A growing number of students have unique cognitive, social and emotional needs, and an increasing number of newcomers need support learning English as an additional language. Budget 2023 includes a new grant to help with these things. The government will provide \$126 million over three years, which your local school authorities will use to hire and train more support staff, including

specialists like counsellors, psychologists and interpreters.

Mental health supports

On a similar note, we know the pandemic has taken a toll on students' mental health, and some students also fell behind in school because of the COVID-19 disruptions. We are going to keep our promise to provide \$110 million over three years to address these issues. With the government's funding support, local school authorities and mental health service providers are collaborating to develop innovative ways to support student mental health at school. And because of the funding we have already provided, as well as the excellent work of Alberta's teachers, tens of thousands of elementary students have already managed to take back the learning and development they previously lost to the pandemic.

Affordability

Another issue that we are determined to help resolve through Budget 2023 is the rising cost of living. We are providing an additional \$414 million over the next three years to the funding your local school authorities receive for transporting students to and from school. With this substantial increase, more students will be able to take the bus to school and ride times will be shortened. What's more, we expect this funding will help school authorities reduce the fees they charge you for transportation.

Currently, for students to be eligible for government-funded busing service, the student must reside at least 2.4 kilometres from their designated school. Beginning in 2024, this will be reduced to one kilometre for kindergarten to Grade 6 students and two kilometres for grades 7 to 12 students. By lowering the distance eligibility, more families will benefit from provincial support.

Almost 33,000 students who are not currently using bus services will become eligible. About 47,000 students who are currently paying a fee to use bus services will also become eligible for provincial support, eliminating the current gap in service delivery and saving parents over \$20 million.

School authorities will need time to transition to the new criteria, so the changes will officially take effect September 1, 2024. However, any school authorities that can start transporting students under the new eligibility criteria this school year will be fully supported through Budget 2023.

Quality education for all students

I strongly believe that parents deserve a wide variety of options and a high standard of quality when it comes to their child's education. With this year's budget, the government has worked hard to incorporate the many different perspectives and opinions we've been hearing from parents. You play an integral role in your children's education and your viewpoints will always be valuable to the government.

Our increased investments in education will help enrich students' lives and prepare them for success beyond school. Budget 2023 is about securing Alberta's future, and in that same vein, the foundations for a rewarding career begin early in life, which means the education system is a critical starting point for all Albertans.

Sincerely,

A handwritten signature in black ink, reading "Adriana LaGrange". The signature is written in a cursive style with a large, sweeping initial 'A'.

Adriana LaGrange
Minister of Education

From: **Alberta News** <alberta.news@gov.ab.ca>
Date: Tue, Mar 14, 2023 at 9:48 AM
Subject: News Release: Safer, more affordable school transportation

Safer, more affordable school transportation

March 14, 2023 [Media inquiries](#)

Alberta's government is investing in transportation so more students can take the bus, rural students have shorter rides and families save money.

In response to feedback from parents, school authorities and others, the government is providing targeted supports to address rural ride times, inflationary pressures and rising costs for parents.

Through Budget 2023, school authorities will receive an additional \$414 million over the next three years to support school transportation improvements and help keep education affordable and accessible for Alberta families.

“More than 300,000 students and their families rely on student transportation services every school day, and we take that responsibility seriously. With the changes we are making and our increased investment through Budget 2023, the student transportation system will be safer for students, more affordable for families, and provide enhanced funding for our school authority partners.”

Adriana LaGrange, Minister of Education

Saving families money

By introducing regulatory changes, about 80,000 additional students will be eligible for provincial transportation funding. Included are about 47,000 students who are currently paying a fee to use bus services who will become eligible for provincial support, which will save their parents more than \$20 million.

“It's been a long-standing practice of the EIPS board of trustees to provide equitable, accessible and affordable transportation for school families. Alberta Education's new investments in student

transportation reflect the needs flagged by school divisions in recent years and mean EIPS will be able to further enhance the bus service we offer.”

Trina Boymook, board chair, Elk Island Public Schools

"The supports to cover driver training costs and also providing a trainee a training wage will be well-received by school divisions and contractors."

David Shaw, president, Student Transportation Association of Alberta

Eligibility distance lowered

Currently, for students to be eligible for government-funded busing service, they must live at least 2.4 kilometres from their designated school. Beginning Sept. 1, 2024, Alberta’s government is reducing that distance to one kilometre for Grade 1 to 6 students and two kilometres for Grade 7 to 12 students, measured by using the shortest driving route. With investments in Budget 2023, school authorities that want to implement these changes in the 2023-24 school year can do so.

By lowering the distance eligibility, almost 33,000 students will be able to rely on a school bus to get to school safely. About 20,000 of these students will be able to use a bus that is already in service and is not at capacity, especially in rural areas. About 250 additional bus routes will be needed to accommodate the remaining 13,000 students in both urban and rural areas.

“Reducing the distance eligibility for funded transportation, resulting in decreased or eliminated transportation fees for some parents, is an improvement parents on school councils have requested for some time. ASCA and its member school councils work hard to support students and schools and influence positive change in K-12 education. Having these important voices reflected in decisions such as increasing the number of Alberta’s students eligible for funded busing is crucial to the ongoing engagement of parents through school councils, and the continued success of school communities and education in Alberta.”

Brandi Rai, president, Alberta School Councils Association

Addressing cost and inflationary pressures

Along with supporting newly eligible students, Budget 2023's student transportation funding will continue to address cost and inflationary pressures faced by school authorities and bus contractors. By providing funding for an additional 100 bus routes serving rural students, rural ride times are expected to be about nine per cent shorter. Increased funding for driver training

will support 1,250 drivers, including 350 new drivers, and increase the driver workforce by six per cent.

Alberta's government is also continuing the Fuel Price Contingency Program for the 2023-24 school year. This program provides school authorities with additional funding to address high fuel costs and protect school bus services. To date, the program has saved school authorities \$8.5 million in the 2021-22 school year (March to June 2022), \$16.5 million in the 2022-23 school year, and is projected to save them a total of \$23.5 million in the 2023-24 school year.

“Student transportation is an ongoing advocacy priority for the Alberta School Boards Association (ASBA). School boards face pressures from rising costs due to inflation, fuel, wages and insurance, in addition to the challenges of recruiting, training and retaining school bus drivers. ASBA is pleased to see targeted transportation funding aimed at helping to offset these challenges and looks forward to continued collaboration with the government on the implementation of the transportation framework.”

Marilyn Dennis, president, Alberta School Boards Association

“The CASS board of directors appreciates the government's efforts to provide cost relief in transportation, the continuation of the Fuel Price Contingency Program to address inflationary pressures, and other specific initiatives to address transportation challenges.”

Scott Morrison, superintendent, College of Alberta School Superintendents

Student Transportation Task Force

Student transportation funding increases and eligibility changes build upon the work of the Student Transportation Task Force. Created in May 2020, the task force brought together the education system, transportation industry representatives and MLAs to examine the future of student transportation in Alberta. Their report was released in May 2021, along with the government's three-phase action plan in response to the recommendations. Funding and eligibility updates announced as part of Budget 2023 implement the third and final phase of that action plan.

“The Student Transportation Task Force provided options and recommendations to improve cost, eligibility and safety for students taking yellow school buses. This targeted funding will make transportation more affordable and accessible for Alberta families, saving them time and money

while improving student safety. As a member on this task force, I am happy to see the feedback from our extensive engagements implemented.”

Tracy Allard, MLA for Grande Prairie and member, Student Transportation Task Force

Budget 2023 secures Alberta’s future by transforming the health-care system to meet people’s needs, supporting Albertans with the high cost of living, keeping our communities safe and driving the economy with more jobs, quality education and continued diversification.

Quick facts

- In Budget 2023, school transportation funding increases by \$414 million over the next three years, including \$93.5 million in 2023-24, \$160 million in 2024-25 and \$160 million in 2025-26.
- Currently, school authorities transport more than 300,000, or roughly 42 per cent, of Alberta’s students.
 - About 253,000 Alberta students transported to and from school every day are eligible for provincially funded transportation services.
 - School boards also provide transportation services for just over 47,000 students who are not eligible, usually for a fee.
- The student transportation funding model provides funding to school authorities for each eligible student.
- Under the *Education Act*, public, separate and francophone school authorities are legally obligated to provide transportation for students to and from their school if the student resides within the boundaries of the school division, the attendance area of the school and meets the criteria set out in regulation.
- The School Transportation Regulation sets the criteria for school authorities regarding who they are obligated to provide service to.
- The Fuel Price Contingency Program was reintroduced in summer 2022 to provide school authorities with greater cost certainty when diesel prices exceed \$1.25 per litre.

Multimedia

- [Watch the news conference](#)

From: **Alberta News** <alberta.news@gov.ab.ca>

Date: Fri, Mar 17, 2023 at 11:39 AM

Subject: News Release: French and science curriculums ready for classrooms

French and science curriculums ready for classrooms

March 17, 2023

Elementary students and teachers will benefit from updated K-6 curriculums and resources in classrooms this fall.

Alberta's government is continuing to take a balanced and measured approach to kindergarten to Grade 6 (K-6) curriculum renewal, based on advice from the Curriculum Implementation Advisory Group. All K-3 students will learn from new French First Language and Literature, French Immersion Language Arts and Literature and Science curriculums this September. School authorities will also have the option to implement new curriculum in these three subjects for grades 4 to 6 if they choose.

Alberta's government is delivering on its commitment to provide updated curriculum with essential knowledge and skills to better prepare students for the future.

“Curriculum renewal is essential to help prepare our students for a rapidly changing labour market, which is placing an ever-increasing premium on adaptability and transferable skills. To ensure successful implementation, we are making significant investments to provide teachers with the resources they need to support students in transitioning to the new curriculum.”

Adriana LaGrange, Minister of Education

In response to feedback on the original draft, changes across the three K-6 subjects have been made to address areas of concern with content load, age appropriateness and wording clarity. Subject-specific changes include:

- Strengthening French First Language and Literature content by adding spelling rules and specifying which types of texts are studied in each grade.
- Enhancing French Immersion Language Arts and Literature content to align with the principles of learning an additional language and developing students' creative writing skills.
- Strengthening Science content to promote understanding of agricultural practices in Alberta and align with previously implemented subjects. In the new K-6 Science curriculum, students in Grade 3 will examine how layers of Earth's surface, including the discovery and location of dinosaur fossils, hold information

about the past. In Grade 6, students will examine abstractions, coding structures and the impact of computers and technology.

Alberta's government has listened to all feedback from classroom piloting and engagement activities to make final updates to the K-6 French First Language and Literature, French Immersion Language Arts and Literature and Science curriculums. In the 2022-23 school year, 47 school boards across the province piloted the draft curriculum, including 941 teachers and 22,000 students. The updated curriculums align with top-performing jurisdictions in Canada and globally and with new curriculum previously implemented across the province. Albertans can access the final curriculum online to see what has changed.

“For this school year, we had 60 teachers from K-6 participate in the French Immersion Language Arts and Literature (FILAL) pilot. Teachers are impressed with how condensed and clearly laid out the curriculum is as well as the consideration that has been given to age-appropriate sequencing of learning outcomes. Teachers are looking forward to implementing this curriculum next school year and to receiving a list of curated Alberta Education resources to support with implementation.”

Cathie Williams, board chair, Calgary Catholic School Board

“The FCSFA appreciates the willingness to listen and the cooperation of Alberta Education. We are committed to continue this cooperation with the province to be able to offer a French First Language and Literature curriculum which meets the needs of our francophone students.”

Tanya Saumure, president, Fédération nationale des conseils scolaires francophones de l'Alberta

“The CASS board of directors appreciates the ministry's responsiveness to feedback and supports phased implementation that provides school authorities flexibility to implement new curriculum based upon local contexts.”

Scott Morrison, president, College of Alberta School Superintendents

Supporting successful curriculum implementation

Alberta's government is committed to ensuring the curriculum implementation process is as successful and practical as possible for elementary teachers this September. In 2023-24, approximately \$47 million is being invested in teacher professional learning as well as learning and teaching resources to make sure teachers and students are equipped for the updated K-6 curriculum in classrooms.

“Professional development and timely access to resources are essential to ensure educators and the system are fully prepared to implement new curriculum. The Alberta School Boards Association looks forward to continuing to

engage with our member boards, and to collaborate with the government and education partners on required supports to ensure the success of all students.”

Marilyn Dennis, president, Alberta School Boards Association

“The Calgary Board of Education shares the government's goal of providing a quality curriculum that prepares students for future success. Together, we are committed to ongoing effective implementation.”

Laura Hack, board chair, Calgary Board of Education

As part of this investment, Alberta Education is working with the province’s four largest school authorities to develop science resources. This collaboration will ensure resources are accessible to all school authorities to support student learning and the successful implementation of new K-6 Science curriculum.

“Through our pilot process, Edmonton Catholic Schools has worked closely with Alberta Education to provide feedback to ensure quality learning experiences for all students. An updated curriculum, including Computer Science, will help students develop skills and aptitudes for the future.”

Sandra Palazzo, board chair, Edmonton Catholic School Board

“Edmonton Public Schools is committed to creating resources and support materials that will help K-6 teachers across the province implement the new Science curriculum.”

Trisha Estabrooks, board chair, Edmonton Public School Board

To help teachers across the province prepare for the upcoming school year, Alberta’s government is providing a variety of supports and resources online, including:

- the final K-6 French First Language and Literature, French Immersion Language Arts and Literature and Science curriculums
- the Provincial Resource Review Guide, with guidelines for selecting learning and teaching resources aligned with the new curriculums
- bridging resources to assist with transitioning from the current curriculums to the new curriculums
- videos and support documents with an overview and orientation to the new curriculums
- tools that support teacher planning, collaborating and sharing
- information about flexible professional learning opportunities

Alberta Education will provide school authorities with additional details to facilitate planning and implementation for September. School authorities will also continue to have flexibility to select resources to support curriculum implementation in their classrooms.

Next steps for implementation, piloting and engagement

Alberta's government is continuing to take a balanced, phased approach to K-6 curriculum renewal based on advice from the Curriculum Implementation Advisory Group.

More information on curriculum implementation, further piloting opportunities and engagement will be shared online as details become available.

Quick facts

- More than 240,000 students will be learning from the new K-3 French First Language and Literature, French Immersion Language Arts and Literature and Science curriculums during the 2023-24 school year.
- As announced in March 2022, school authorities will also implement grades 4 to 6 English Language Arts and Literature and Mathematics curriculums this fall.
- In 2023-24, approximately \$47 million has been allocated for the K-6 implementation process. This includes funding for school authorities:
 - \$45 on a per-student basis to purchase additional curriculum resources to support implementation of new K-6 curriculum in three subject areas.
 - \$800 on a per-teacher basis to support professional learning.
 - In addition, Alberta Education will retain funding to purchase, license and develop high-quality learning and teaching resources aligned with the new curriculum.
- Between March 2021 and February 2023, Alberta's government provided many opportunities for Albertans to share feedback on the draft K-6 curriculum:
 - More than 34,000 online surveys were completed.
 - More than 1,100 attendees participated in virtual information sessions hosted by Alberta Education.
 - Nearly 600 Albertans shared diverse viewpoints on each subject area at 31 virtual engagement sessions.
 - Twelve partner organizations were provided \$800,000 in grants to help them engage with their communities and report their unique perspectives.
 - In the 2021-22 school year, about 360 teachers piloted draft K-6 Mathematics, English Language Arts and Literature, Science, Physical Education and Wellness, Social Studies and Fine Arts curriculums with about 7,800 students.

- In the 2022-23 school year, 941 teachers are piloting draft K-6 French First Language and Literature, French Immersion Language Arts and Literature and Science curriculums with 22,000 students in 47 school authorities across the province.
- The 12-member Curriculum Implementation Advisory Group had balanced representation from across the education system to help ensure the best interests of the entire education system inform the group's advice and recommendations.

Subject: DRAFT: French and science curriculums ready for classrooms / Objet: Les curriculums de français et des sciences sont prêts pour les salles de classe

To:

Subject: Science curriculums ready for classrooms

Since first releasing the draft Kindergarten to Grade 6 (K-6) curriculum in spring 2021, Alberta's government has been listening to all feedback from Albertans, education system partners and piloting school authorities to inform final curriculum. I am grateful for all feedback we have received, which has been considered throughout the development process.

Today, we are providing the first of many learning and teaching resources and information about professional learning opportunities to support teachers as they prepare to teach new curriculum in the classroom this September.

Content changes

To reflect feedback from engagement activities and classroom piloting, content changes were made across the three K-6 subjects, including updates to address some identified instances of content load concerns, age appropriateness and wording clarity.

In addition, we also ensured content in these three K-6 subjects continued to align with [Alberta's Ministerial Order on Student Learning](#) and the [Guiding Framework for Curriculum Design and Development](#), as well as with top-performing jurisdictions, both in Canada and internationally, and those with knowledge-rich curriculums. To access the final curriculum online and see what has changed, visit alberta.ca/curriculum.

Supporting teachers

To ensure the curriculum implementation process is as successful as possible for elementary teachers and students this fall, we have provided supports and resources on new.LearnAlberta.ca. These supports

include access to professional learning opportunities and to new authorized learning and teaching resources aligned with learning outcomes across the three subjects.

Next steps for K-6 curriculum implementation

More information on curriculum implementation, further piloting opportunities and engagement will be shared on alberta.ca/curriculum as details become available.

Deputy Minister Andre Tremblay will provide administrators from public, separate, Francophone, charter, and independent school authorities with a follow-up email containing additional implementation timelines and details.

On behalf of Alberta's government, thank you for the extensive and thoughtful feedback you and your school communities continue to provide. By working together, we can continue to develop an updated curriculum with essential knowledge and skills to better prepare students for the future.

From: **Alberta News** <alberta.news@gov.ab.ca>

Date: Mon, Mar 20, 2023 at 12:48 PM

Subject: News Release: More funding going into Alberta classrooms

More funding going into Alberta classrooms

March 20, 2023

Alberta's government is increasing funding over the next three years to address complexities in the classroom.

Alberta's government has heard from teachers and school authorities that classrooms are becoming increasingly complex. Many students in Alberta have diverse cognitive, social and emotional needs. Some may have learning disabilities or behavioural challenges, and others may need extra support learning English as an additional language.

By providing additional funding through Budget 2023, Alberta's government is working to ensure that every student has the supports they need to succeed in their studies.

Increased funding for more staff in schools

Additional funding of \$126 million over three years will enable school authorities to hire more educational assistants or increase their hours, provide more training opportunities for staff, and/or hire specialists such as counsellors, psychologists and interpreters. More teachers and other staff in the classroom will help enhance the learning environment for both students and staff. This funding will help school authorities increase staffing supports in complex classrooms, which will enhance student experiences and have positive effects on their personal and social development.

“We recognize that today's classrooms are more complex than ever, and we are taking decisive action to increase the number of support staff in schools. For students with diverse and differentiating needs, this means more focused time and attention. We

appreciate the work that educational assistants and other support staff do to provide positive and successful learning experiences for Alberta’s diverse students.”

Adriana LaGrange, Minister of Education

Classroom complexity funding is a new grant in the 2023-2024 funding manual and it will be allocated based on student enrolment. This will help reduce paperwork and avoid an increase in administrative burden being placed on school authorities. Funding for the 2023-24 school year will flow to school authorities in September as part of their operational funding.

In addition to the \$126 million in classroom complexity funding, Alberta Education is providing a separate grant of \$506,000 to Edmonton Public Schools to support a pilot project for educational assistant internship. Once the program is developed and piloted, the program will be broadly available to all school authorities in the province to develop and retain educational assistants in classrooms.

“Education, student growth and development involve so much more than teaching and learning. The classroom complexities grant acknowledges that curriculum attainment is not the only thing that happens in a classroom. It acknowledges that the whole child has educational, social, emotional and mental health needs that must be supported. These dollars will assist us in ensuring that well-trained specialized staff are present in our schools to help teachers address our students’ needs.”

Sandra Palazzo, board chair, Edmonton Catholic School Division

“Educational assistants are essential members of the school community, supporting countless students throughout the province. We are proud to help provide a forward-thinking training solution that will help address educational assistant shortages that many school divisions experience.”

Trisha Estabrooks, board chair, Edmonton Public Schools

Addressing learning disruptions

Learning disruptions caused by the pandemic have also added to classroom complexity. COVID-19 resulted in shifts between remote and in-person learning and increased staff and student absences. To help close remaining learning gaps and

strengthen elementary students' reading and math skills, the government will spend an additional \$20 million over the next two years.

The funding in 2023-24 and 2024-25 will be available for students in grades 1 to 5 who need help with their literacy and numeracy. Alberta's government will have invested a total of \$85 million to support student COVID-19 learning loss recovery by 2025. The pandemic also affected the mental health of students, which is why Alberta's government provided a total of \$50 million to support more than 80 mental health pilot projects across the province.

"This investment from government is appreciated, as it will assist school boards in their continued support of student learning and mitigate long-term effects of the pandemic."

Marilyn Dennis, president, Alberta School Boards Association

"The CASS board of directors is appreciative of the increased funding for classroom complexity and continued funding to address learning loss. The board values the flexibility to address the unique context of each school authority while also reducing red tape requirements associated with this grant."

Scott Morrison, president, College of Alberta School Superintendents

Budget 2023 secures Alberta's future by transforming the health-care system to meet people's needs, supporting Albertans with the high cost of living, keeping our communities safe and driving the economy with more jobs, quality education and continued diversification.

Budget 2023 highlights

- Budget 2023 will support the hiring of about 3,000 education staff over the next three years, including teachers, educational assistants, bus drivers and school support staff.
- Alberta Education's consolidated budget is \$8.8 billion in 2023-24. This is an increase of more than five per cent from the previous year.
- Total funding support to the education system is increasing by nearly \$2 billion over the next three years, including \$820 million to address enrolment growth. Funding will enable the hiring of additional teachers and classroom

support staff so school authorities can manage class sizes and the growing number of students.

- Budget 2023 also includes almost \$1.5 billion in Learning Support funding for Alberta's most vulnerable students, those with specialized learning needs and those requiring additional help at school.
 - This includes Specialized Learning Supports, Program Unit Funding, English as an Additional Language, Refugee Students, First Nations, Métis and Inuit.
 - The funding rate for most of these grants will increase by 10 per cent for the 2023-24 school year to help school authorities manage complex learning needs and address inflationary cost pressures.