

Regular Board Meeting Agenda – 1:00 p.m.

MONDAY, MARCH 25TH 2024

Acknowledgement of the Land

Horizon School Division is located on the traditional land of the Blackfoot Confederacy, Treaty 7 territory and the home of the Métis Nation of Alberta, District 1. We honor the Blackfoot people and the diverse Indigenous peoples whose ancestors have marked this territory for centuries, a place that has welcomed many peoples from around the world to make their home here. Together we call upon all our collective communities to build a stronger understanding of all peoples who dwell on this land we call home.

A – ACTION ITEMS

A.1 Agenda	<p>ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4 ENCLOSURE 5 ENCLOSURE 6 ENCLOSURE 7</p>
A.2 Minutes of Regular Board Meeting held Monday, February 26 th , 2024	
A.3 March 2024 Payment of Accounts	
A.4 Second & Final Reading Policy JAB – Flag Protocol	
A.5 First Reading Policy EEACB – Bus Rout Contractors	
A.6 First Reading Policy JBB – Canadian Anti-Spam Legislation	
A.7 First Reading Policy JH – Playground Equipment and Playfield Facilities	
A.8 TMS Name Change	

D – DISCUSSION ITEMS

D.1 Cell Phone Policy	ENCLOSURE 8
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I – INFORMATION ITEMS

I.1 Milk River Ridge 4-Day Week	<p>ENCLOSURE 9 ENCLOSURE 10</p>
I.2 Superintendent’s Report – Dr. Wilco Tymensen	
I.3 Trustee/Committee Report	
I.3.1 Zone 6 Report – Mandy Court	
I.3.2 Facilities Meeting Report – Bruce Francis	
I.3.3 Administrator’s Report – Derek Baron	
I.3.4 Southern Alberta Collegiate Institute Report – Blair Lowry	<p>ENCLOSURE 11 ENCLOSURE 12</p>
I.4 Associate Superintendent of Finance and Operations – Phil Johansen	
I.5 Associate Superintendent of Human Services – Karen Rancier	
I.6 Associate Superintendent of Learner Services Report – Terri-Lynn Duncan	

C - CORRESPONDENCE

C.1 Funding boost fuels school nutrition programs	<p>ENCLOSURE 13</p>
C.2 News Release – New school in Alberta’s growing communities	
C.3 News Release – Helping kids pursue their passion in sports	
C.4 News Release – High speed connections for tens of thousands more homes	

C.5 News Release – Supporting students and classrooms

C.6 News Release – Draft social studies curriculum

Board will move back into Committee

DATES TO REMEMBER

• March 29 – Good Friday – Stat Holiday – no staff or students
• April 1 – Easter Monday
• April 1 – 5 – Easter Break – no staff or students
• April 17 – Developmental Check-ups
• April 18-19 – Administrator’s Symposium
• April 22 – Board Meeting
• April 23-24 – Developmental Check-ups
• April 26 – 28 – ASCA Annual General Meeting - Edmonton
• May 1 – COSC Meeting
• May 2 – Developmental Check-ups
• May 6 – 10 – Education Week
• May 8 – Mental Health in Schools Meeting (MHIS)
• May 9 – Developmental Check=ups
• May 10 – Horizon Induction Program -Celebration of Learning
• May 14 – Administrator’s Meeting
• May 15 – ASBA Zone 6 Meeting – Horizon School Division
• May 15 – Edwin Parr Banquet & Awards
• May 20 – Stat Holiday – Victoria Day
• May 28 – 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 26th, 2024, beginning at 1:00 p.m.

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

ALSO IN ATTENDANCE: Dr. Wilco Tymensen, Superintendent of Schools
Phil Johansen, Associate Superintendent of Finance & Operations
Karen Rancier, Associate Superintendent of Human Services
Terri-Lynn Duncan, Associate Superintendent of Learner Services
Sheila Laqua, Recording Secretary
Erylan Span, Reporter, Taber Times

VIA ZOOM: Blair Lowry, Trustee

REGRETS: Jennifer Crowson, Trustee

ACTION ITEMS

A.1	Moved by Mandy Court that the Board approve the agenda as presented. Carried Unanimously	AGENDA APPROVED 13/24
A.2	Moved by Derek Baron that the Board approve the Minutes of the Regular Board Meeting held Tuesday, January 30 th , 2024, as provided by Enclosure #1 of the agenda. Carried Unanimously	BOARD MEETING MINUTES APPROVED 14/24
A.3	Moved by Bruce Francis that the Board approve the February 2024 Payment of Accounts in the amount of \$4,926,297.80 as provided in Enclosure #2 of the agenda. Carried Unanimously	PAYMENT OF ACCOUNTS APPROVED 15/24
A.4	Moved by Mandy Court that the Board approve the second reading of Policy GCPA – Professional Teacher Reduction as provided in Enclosure #3 of the agenda. Carried Unanimously	SECOND READING POLICY GCPA APPROVED 16/24

	Moved by Mandy Court that the Board approve the final reading of Policy GCPA – Professional Teacher Reduction as provided in Enclosure #3 of the agenda. Carried Unanimously	FINAL READING POLICY GCPA APPROVED 17/24
A.5	Moved by Derek Baron that the Board approve the second reading of Policy IEB – Entrance Age as provided in Enclosure #4 of the agenda. Carried Unanimously	SECOND READING POLICY IEB APPROVED 18/24
	Moved by Derek Baron that the Board approve the final reading of Policy IEB – Entrance Age as provided in Enclosure #4 of the agenda. Carried Unanimously	FINAL READING POLICY IEB APPROVED 19/24
A.6	Moved by Maxwell Holst that the Board approve the second reading of Policy JB - FOIP as provided in Enclosure #5 of the agenda. Carried Unanimously	SECOND READING POLICY JB APPROVED 19/24
	Moved by Maxwell Holst that the Board approve the final reading of Policy JB - FOIP as provided in Enclosure #5 of the agenda. Carried Unanimously	FINAL READING POLICY JB APPROVED 20/24
A.7	Moved by Derek Baron that the Board approve the first reading of Policy JAB – Flag Protocol as provided in enclosure #6 of the agenda, with amendments. Carried Unanimously	FIRST READING POLICY JAB APPROVED 21/24
A.8	Moved by Mandy Court that the Board approve the Locally Developed Course – Religious Studies – Christian Studies 15 (3 credits). Carried Unanimously	LDC RS CHRISTIAN STUDIES 15 APPROVED 22/24

DISCUSSION ITEMS

D.1 VAPE SENSORS

Discussion on vape sensors in the schools was held.

A.9	Moved by Bruce Francis that the Board contribute 60% of the costs related to piloting vape sensors in schools up to a maximum contribution of \$25,000, with the remaining 40% being paid by schools. Carried Unanimously	VAPE SENSOR PILOT COST SHARING APPROVED 23/24
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INFORMATION ITEMS

I.1 SUPERINTENDENT'S REPORT

- View Dr. Wilco Tymensen, Superintendent's February 2024 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:

- General meeting was held on March 20th at the Lethbridge School Division
- ASBA Presidents, Marilyn Dennis spoke about funding for refugee students, housing for newcomers, ESL & the need to ensure services are provide in rural areas
- ASBA has no position on gender identity
- Edwin Parr Teacher Award nomination is due March 18, 2024. Award package is available on the ASBA website

I.2.2 Facilities Meeting Report

Vice Chair, Bruce Francis, provided an update regarding Facilities Department work for the month of February 2024:

- Completed 118 work orders/PM requests
- CMR projects 85% complete
- Locks in all of the schools are being replaced
- Capital Projects
 - Milk River Modernization
 - on schedule with efforts being concentrated on the gym structure
 - W.R. Myers Phase 2
 - Bi-weekly meeting
- Request to paint parking lines at W.R. Myers High School, D.A. Ferguson Middle School & Central School was sent to the Town of Taber

I.2.3 Administrator's Meeting Report

Vice Chair, Bruce Francis, provided a summary/discussion from the February 2024 Administrator's Meeting:

- Youth Conference hosted by Taber Christian School – April 26
- Governments direction on Transgender Policy
- Horizon Athletics date update
- 2025-2026 DRAFT Jurisdiction Calendar discussion
- Vaping in Schools
- Adobe signatures
- Sick and Medical leave trends
- Edwin Parr Award recipient – Azia Bennett from Warner School
- Assurance Survey
- Administrator's Leadership Symposium

I.3 ASSOCIATE SUPERINTENDENT OF FINANCE AND OPERATIONS

- Philip Johansen, Associate Superintendent of Finance and Operations:
 - Working on upcoming budget and possible financial impacts
 - Insurance precautions have been effective with the installation of flow meters in the schools. This has prevented water problems in several schools.

I.4 ASSOCIATE SUPERINTENDENT OF HUMAN SERVICES REPORT

- View Karen Rancier, Associate Superintendent of Human Services' February 2024 Report [here](#).

I.5 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

- View Terri-Lynn Duncan, Associate Superintendent of Learner Services' February 2024 Report [here](#).

Moved by Derek Baron that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED
24/24

COMMITTEE ITEMS

Moved by Mandy Court that the Board meet in Committee.

Carried Unanimously

COMMITTEE
25/24

Moved by Maxwell Holst that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED
26/24

Marie Logan, Chair

Sheila Laqua, Executive Secretary

PAYMENT OF ACCOUNTS REPORT
Board Meeting - March 25, 2024

General	February 26/24		567836.21
General	February 29/24		1257995.6
General	March 5/24		100061.35
General	March 12/24		170162.84
General	March 18/24		126515.24
"A" Payroll	February 2024	Teachers	1,752,095.89
		Support	674,121.44
"B" Payroll	February 2024	Casual	14,857.34
		Subs	66,299.86
Total Accounts			4,729,945.77
Board Chair	_____		
PJ:dd			
March 19/24			

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code: JAB
Policy Title: Flag Protocol
Cross Reference:

Legal Reference: [Education Act S.61, Holiday Act, provincial and federal flag protocols](#)
Adoption Date: February 20, 2001
Amendment or Re-affirmation Date: ~~June 18, 2013~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION EXPECTS EACH SCHOOL TO ~~FLY-DISPLAY~~ A CANADIAN FLAG ~~OUTSIDE-AND ALBERTA FLAG AT~~ THEIR SCHOOL DURING THE SCHOOL DAY. ~~AND TO SHOW CARE AND RESPECT TOWARDS THE CANADIAN FLAG.~~

~~HORIZON SCHOOL DIVISION DESIRES TO SHOW RESPECT FOR PROMINENT NATIONAL, PROVINCIAL, OR COMMUNITY CITIZENS BY LOWERING SCHOOL FLAGS TO HALF-MAST UPON THE DEATH OF THESE INDIVIDUALS.~~

GUIDELINES

- ~~1. The National Flag of Canada always takes precedence over all other national flags when flown on Canadian soil. Therefore, it should always be placed in the position of honour.~~
 - ~~1.1. The location of the position of honour depends on the number of flags flown and the type of configuration.~~
 - ~~1.1.1. When 2 flags are displayed, the position of honour is the farthest to the left when an observer is facing the display.~~
 - ~~1.1.2. When 3 flags are flown, the position of honour is in the centre.~~
 - ~~1.1.3. When more than 3 flags are displayed, the position of honour is the farthest to the left when an observer is facing the display.~~
- ~~1. The National Flag of Canada shall never be displayed in a position inferior to any other flag and must always be flown on its own mast (pole). If more than one flag is flown, the National Flag of Canada has the position of honour furthest left to an observer facing the display except when three flags are flown; the position of honour is the middle.~~
- ~~2. When hung vertically, the flag should be placed so that the upper part of the leaf points to the left, from the point of view of the observer facing the flag.~~
- ~~3. Normally a flag will be lowered to half-mast from the notice of death to sunset on the day of the funeral on the death of:
 - ~~2. for a period not exceeding three (3) days or until funeral services are concluded. At half-mast,~~~~

~~the center of the flag should be half way down the mast.~~

~~3.1. Flags may be appropriately lowered for individuals of national prominence, including the Sovereign;~~

~~3.2. immediate members of the royal family;~~

~~3.3. current and former Governor Generals;~~

~~3.4. current and former Prime Ministers;~~

~~3.5. current and former Lieutenant Governors of Alberta; and~~

~~3-current and former Premiers of Alberta, Governor Generals and cabinet ministers.~~

~~3.6.~~

~~4. Flags shall be lowered to half-mast on the National Day of Truth and Reconciliation (September 30) and Remembrance Day (November 11), and upon the occurrence of an event approved by the Prime Minister and/or Premier.~~

~~4. Flags may be appropriately lowered for individuals of provincial prominence, including current and former Premiers and Lieutenant Governor Generals.~~

~~5. Flags may be appropriately lowered for death during the term of office of a local Member of Parliament or Member of the Legislative Assembly; a community Mayor, Reeve, or other person holding a prominent civic or school governance position; or any other local person deemed worthy to honor.~~

~~6. Flags may be appropriately lowered for the death of a current or recent student or staff member.~~

~~7. The decision to lower the flag to half mast shall be the responsibility of the Principal. In cases where the Principal is unsure regarding protocol, the Principal shall consult with staff and School Council or the Superintendent of Schools.~~

Policy JAB – *Flag Protocol, Cont’d.*

5. Flags may be appropriately lowered upon Superintendent approval for the death of:
 - 5.1. local school division trustee;
 - 5.2. Member of Parliament;
 - 5.3. Member of the Legislative Assembly;
 - 5.4. a community Mayor, Reeve, or other person holding a prominent civic position;
 - 5.5. current or recent student or staff member; or
 - 5.6. any local person deemed worthy to honor.

REGULATIONS

- ~~1. Each school in Horizon School Division shall fly a Canadian flag outside of the school during the school day.~~
- ~~2.1.~~ It shall be the responsibility of the ~~site principal/site supervisor~~ to ensure flags are lowered and raised and ~~lower the flag~~.
- ~~3.2.~~ It shall be the responsibility of the ~~p~~Principal/site supervisor to ensure that ~~a~~ flags are -in good condition.
- ~~4.3.~~ It shall be the responsibility of the ~~p~~Principal/site supervisor to encourage flags are respected ~~proper respect for the flag by students and staff~~.

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code: EEACB
Policy Title: Bus Route Contracts
Cross Reference: EEAB
Legal Reference: Education Act, School Transportation Regulation
Adoption Date: December 18, 1996
Amendment or Re-affirmation Date: ~~October 24, 2001~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION MAY CONTRACT ROUTES TO INDIVIDUALS AND/OR COMPANIES TO PROVIDE THE REQUIRED SERVICE. ~~IN EXERCISING THIS OPTION FOR TRANSPORTATION, THE FOLLOWING GUIDELINES SHALL BE FOLLOWED.~~

REGULATIONS

1. The Board retains ownership of all bus ~~routes, and routes and~~ will endeavor in all cases to select qualified contractors whose drivers will meet the required standards.
2. A contractor shall be required to ~~enter into~~enter a standard transportation contract. The contractor shall not assign, ~~transfer~~transfer, or subcontract any of his ~~rights responsibilities, burdens,~~duties or obligations without the prior consent of the Horizon School Division.
3. While performing services, a contractor is not an officer, ~~agent~~agent, or employee of the Horizon School Division.
- ~~4. A route contract shall remain with the contractor as long as the contractor remains eligible. Should it be necessary to transfer the route to another party the following guidelines shall be followed:~~
 - ~~4.1. Applicant shall possess the required standards.~~
 - ~~4.2. Applicant shall provide a letter of fiscal responsibility from their financial institution.~~

HORIZON SCHOOL DIVISION

POLICY HANDBOOK

Policy Code:	JBB
Policy Title:	CASL; Anti-Spam Policy
Cross Reference:	
Legal Reference:	Canadian Anti-Spam Legislation, Electronic Commerce Protection Regulations
Adoption Date:	January 20, 2015
Amendment or Re- affirmation Date:	

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT UNSOLICITED COMMERCIAL ELECTRONIC MESSAGES (CEMS) MUST BE REGULATED AS PER CANADA'S ANTI-SPAM LEGISLATION (CASL).

DEFINITIONS

Canada's Anti-Spam Legislation (CASL): An Act to promote the efficiency and adaptability of the Canadian economy by regulating certain activities that discourage reliance on electronic means of carrying out commercial activities.

Commercial electronic message (CEM): CEMs are commercial electronic messages that encourage participation in commercial activity. Even if a commercial message is not sent with an expectation of garner a profit, it still qualifies as a CEM. CEMs include: emails, instant messaging, and telephone communication.

Electronic address: An address used in connection with the transmission of an electronic message to an electronic mail account, an instant messaging account, a telephone account, a social media account, or any similar account.

Express consent: written or oral consent.

Implied consent: exists with recipients with whom the sender has a pre-existing relationship, either business or non-business.

- The implied consent may be extended to recipients who have conducted business with the sender, volunteered, or provided donations, no more than two years immediately before the day on which the message is being sent or
- Extends to a recipient who made an inquiry or application, within the six-month period immediately before the day on which the message was sent.

Personal relationship: means a relationship between the sender and the recipient, where those individuals have had direct, voluntary, two-way communication and it would be reasonable to conclude that they have a personal relationship.

Spam: The simplest definition of spam is unsolicited email, though it can also include unsolicited text messages and software. The legal definition of spam also encompasses:

GUIDELINES

1. ~~All staff and students shall comply with Canada's Anti-Spam Legislation.~~
2. ~~All information systems within the Horizon School Division are the property of the Horizon School Division and will be used in compliance with policy.~~
3. ~~All users will report any irregularities found in incoming or outgoing CEMs to the Superintendent or Designate immediately upon detection.~~
4. ~~Generally, employer-employee communications will not fall within CASL parameters and thereby will not be subject to CASL.~~
5. ~~Employees shall not use Horizon School Division email or mobile telephones to conduct any business or promotion not directly concerning the activities of the organization. This includes, but is not limited to:~~

Policy **JBB**: CASL – *Canadian Anti-Spam Legislation, Cont'd.*

- unauthorized alteration of transmission data;
- the installation of computer programs without consent;
- false or misleading electronic representations (including websites);
- the harvesting of addresses (collecting and/or using email or other electronic addresses without permission); and
- the collection of personal information by accessing a computer system or electronic device illegally.

GUIDELINES

1. All information systems within the Horizon School Division are the property of the Horizon School Division and shall be used in compliance with Canada's Anti-Spam Legislation and this policy.
2. CASL does not apply to a commercial electronic message (CEM) sent to an individual with whom the sender has a personal or family relationship.
 - 2.1. Legal entities, such as corporations, cannot have a personal relationship. Someone who sends a CEM on behalf of a corporation may not claim to have a personal relationship with the recipient.
3. Generally, employer-employee work related communications will not fall within CASL parameters and thereby will not be subject to CASL.
4. CASL provides an exemption that CASL does not apply to CEMs sent by an employee of an organization to an employee of another organization if the organizations have a relationship and the message concerns the activities of the organization to which the message is sent.
5. All users should report any irregularities found in incoming or outgoing CEMs to the Superintendent or designate upon detection.
 - ~~5.1. Sale of any personal goods or services;~~
 - ~~5.2. Promotion of any fundraising outside of the school or division;~~
 - ~~5.3. Promotion of personal or third party business.~~

REGULATIONS

1. All staff and students shall comply with Canada's Anti-Spam Legislation and
 - 1.1. obtain prior consent from the recipient (either express or implied) before sending commercial electronic messages;
 - 1.2. provide identification and contact information; and
 - 1.3. include a working unsubscribe mechanism.

Policy JBB: CASL – Canadian Anti-Spam Legislation, Cont’d.

2. Employees shall not use Horizon School Division to send electronic messages to conduct any business or promotion not directly concerning the activities of the organization. This includes, but is not limited to:

2.1. sale of any personal goods or services;

2.2. promotion of any fundraising outside of the school or division; and

2.3. promotion of personal or third party business.

~~1.3. Express consent is the preferred mode of~~Employees ~~subscribing to~~sending CEMs ~~are required to~~.

3.1. obtain consent before sending the CEM;

3.1.1. Subscribers may opt in through a mode determined by the school.

3.1.2. The database of all subscribers granting express consent for CEMs shall be maintained by a designate at each school site.

~~1.1.3.1.3. Parents-Subscribers shall consent via each child’s school registration form, to be completed annually~~may withdraw consent at any time.

~~1.2. The database of all subscribers granting express consent for CEMs shall be maintained by a designate at each school site (e.g. school secretary).~~

~~1.3. Community subscribers may opt in through a mode determined by the school.~~

~~2. Implied consent exists with recipients with whom the send has a pre-existing relationship, either business or non-business. The implied consent may be extended to recipients who have conducted business with the sender, including providing donations or volunteer work, no more than two years immediately before the day on which the message is being sent.~~

~~3. include identification information that includes your All CEMs must contain the following minimum information, clearly laid out:~~

~~3.1.3.2. cContact information for and the division’s contact information~~sender, including first and last name, sender email address, school name, school mailing address, and school phone numbe; and;

~~3.2. If the CEM is to be sent on behalf of another contact, the name of this contact and the sender must both be included in addition to the information listed above;~~

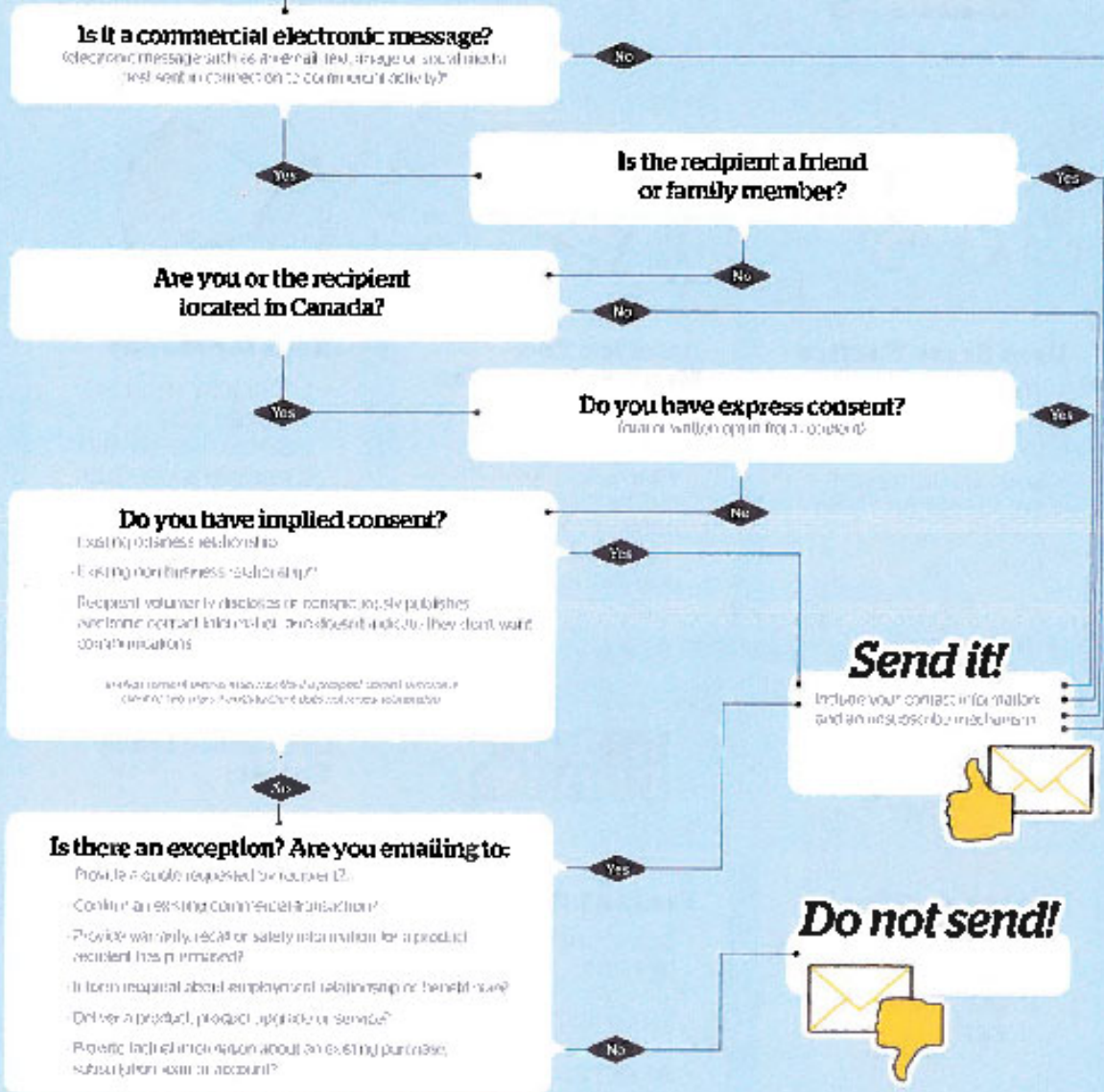
3.3. aAn “unsubscribe” link-mechanism or instructions for contacting the sender to unsubscribe (e.g. including a statement that an end-user can unsubscribe by responding to the email with the word "UNSUBSCRIBE" in the subject or instructions for contacting the sender to unsubscribe.

Policy **JBB:** CASL – *Canadian Anti-Spam Legislation*, Cont’d.

4.3.3.1. All “unsubscribe” requests must be ~~immediately forwarded to the site database manager in order to ensure prompt processing of the request and to maintain accurate records~~ actioned within 10 business days. ~~Employees must not send any further communication to the unsubscribed party.~~

Compliant marketing under Canada's Anti-Spam Legislation

Can I send it?



The prohibition on unsolicited commercial electronic messages (spam) applies to all individuals and organizations, including private citizens and members of the organization's staff, volunteers or not-for-profit individuals, associations.

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HORIZON SCHOOL DIVISION

Policy Code:

JH

Policy Title:

Playground Equipment
and Playfields ~~Facilities~~

POLICY HANDBOOK

Cross Reference:

[Policy JC: Gifts & Donations](#)

Legal Reference:

Adoption Date:

March 23, 2009

Re-Affirmation or

Amendment Date:

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION ~~RECOGNIZES THE NEED TO PROMOTE POSITIVE PLAY EXPERIENCES WITHIN~~ SHALL MAINTAIN A SAFE SCHOOL ENVIRONMENT ~~AND THE INHERENT VALUE OF WHICH INCLUDES~~ PLAYGROUND EQUIPMENT ~~AND PLAYFIELDS IN THE DEVELOPMENT OF CHILDREN AS PER INSURANCE AND LEGISLATIVE REQUIREMENTS.~~ THE BOARD, AS A RESPONSIBLE COMMUNITY PARTNER, SUPPORTS THE PUBLIC USE OF SCHOOL PLAYGROUNDS, PLAYGROUND EQUIPMENT, AND PLAYFIELD FACILITIES OUTSIDE OF REGULAR SCHOOL HOURS AND REGULAR SCHOOL DAYS. THE BOARD IS RESPONSIBLE TO ENSURE THAT SAFETY IS PARAMOUNT IN ALL DECISIONS REGARDING PLAYGROUNDS, PLAYGROUND EQUIPMENT AND PLAYFIELD FACILITIES.

~~THE BOARD SUPPORTS THE SAFETY AND INSTALLATION OF SAFE PLAYGROUND EQUIPMENT AND PLAYFIELD FACILITIES BY THE SCHOOL COMMUNITY PARENT COMMITTEES AND/OR OTHER COMMUNITY PARTNERS WITHIN THE GUIDELINES OF THIS POLICY WHERE THE SELECTED EQUIPMENT PROMOTES A WIDE VARIETY OF PLAYGROUND ACTIVITIES DESIGNED TO PROMOTE LIFE LONG PHYSICAL FITNESS.~~

DEFINITION

Playfields ~~Facilities~~: School outdoor play areas ~~that are outside of the~~ which may include playground equipment ~~on school property and playfield structures~~ (e.g. baseball diamond, soccer ~~field posts~~, track, field pitches).

REGULATIONS

A. A.—Playground

1. Newly Purchased or Newly ly Donated Playground Equipment

- 1.1. All donated equipment must be new from the manufacturer. No used or ‘homemade’ equipment will be installed on Board property.
- 1.2. All newly purchased or donated playground equipment must comply with Canadian Standards Association’s most current version of Children’s Play Spaces and Equipment. Letters of compliance with this standard from the equipment manufacturer must be retained with all other documents for the equipment.

~~1.3.—Manufacturers of playground equipment that have been in business for ten years or more shall be given preference over other manufacturers of playground equipment. Refer to Board Policy DJD—Purchasing Locally.~~

- 1.3. Play structures manufactured by companies that have, or will be going out of business ~~will should~~ not be purchased due to ~~be avoided due~~ to future unavailability of parts and comprehensive liability insurance ~~of that manufacturer.~~

1.4. The Principal, in consultation with the School Council, is responsible for defining the needs of the school in considering the purchase of playground equipment.

1.5. For the purpose of insurance, all donated or purchased playground equipment becomes the sole property of the Board.

1.6. Except where funded by government, the school, through the School Council or other parent or community group, is responsible for:

1.6.1. acquiring the funds to purchase new playground equipment;

1.6.2. all costs of the installation including equipment, containment, protective surfacing material, and any excavation work required beyond the capacity of the Maintenance Department;

1.6.3. developing a plan for replacement of playground equipment.

~~1.4.~~

Policy JH – ~~Playground Equipment and Playfield Facilities~~, Cont'd.

~~1.5. The Principal, in consultation with the School Council, is the primary contact with the Board and is responsible for defining the needs of the school in considering the purchase of playground equipment.~~

~~1.6. For the purpose of insurance, all donated or purchased playground equipment becomes the sole property of the Board.~~

~~1.7. The school, through the School Council or other parent or community group, is responsible for:~~

~~1.7.1. Acquiring the funds to purchase new playground equipment;~~

~~1.7.2. all costs of the installation including equipment, containment, protective surfacing material, and any excavation work required beyond the capacity of the Maintenance Department;~~

~~1.7.3. developing a plan for replacement of playground equipment.~~

1.8.1.7. The Board encourages schools, through its School Council or other community group, to establish a contingency fund of at least ten (10%) of the purchase price of playground equipment for ongoing maintenance and repairs.

1.9.1.8. The Principal, in consultation with the School Council, is responsible for selecting a play structure from a manufacturer which must meet or exceed design and performance specifications as established by the Horizon Facilities Manager.

1.10.1.9. The Horizon Facilities Manager is responsible for the final approval regarding standards of design, construction, and location of all playground equipment prior to purchase. Preference will be given to lower risk and lower maintenance structures. The Facilities Manager also oversees the installation of equipment and appropriate signage.

1.11.1.10. Schools are encouraged to give consideration to alternative play areas such as naturalized areas, berms, trees, and pathways. All plans require prior approval of the Horizon Facilities Manager.

~~1.12.1.11. Although the Board accepts design standards of reputable manufacturers, it~~The board has restricted certain design aspects (~~—Please see Policy~~ Attachment A: Design Considerations)

2. -Installation of Playground Equipment

2.1 The Principal, in consultation with the School Council is responsible for choosing a location on the property for the playground equipment with approval of Horizon's Facilities Manager.

2.2 Volunteer installations are not permitted unless supervised by a representative of the manufacturer.

2.3 A qualified professional (e.g. manufacturer or vendor) must install all structures, equipment, materials and containment (as approved by Horizon's Facilities Manager). On completion, the manufacturer must provide the Board with a letter indicating that the equipment and installation conforms to the current CAN/CSA guidelines and standards, and the terms and conditions of the guarantee and warranty.

2.4 Horizon's Facilities Manager shall ensure that all installers of playground equipment on Board property provide proof of liability insurance in the amount of not less than two million dollars (\$2,000,000.00) with the Board named as an additional insured. The installer must also provide a Certificate of Good Standing from the Workplace Safety and Insurance Board.

2.5 The installer is required to barricade equipment on a daily basis until all work is completed.

Policy JH – *Playground Equipment and Playfield ~~Facilities~~*, Cont'd.

- 2.6 All surface and ground preparation must be provided by qualified personnel in accordance with recommended CSA standards.
- 2.7 The Principal and Horizon's Facilities Manager shall ensure that all newly installed equipment and site preparation and ground cover is inspected prior to use by a certified playground inspector. The Principal will retain the inspector's checklist for future reference, and a copy will be sent to Horizon's Facilities Manager.
- 2.8 All playgrounds must have signage to identify manufacturer's information, the intended age of users (provided by manufacturer), and the manufacturer's contact number.
- 2.9 All playgrounds must have signage indicating that they are unsupervised outside of school hours.
~~This signage will be provided by the Facilities Department.~~

3. Inspections for New or Existing Equipment

- 3.1 The Facilities Department shall conduct at minimum a quarterly inspection program ~~performed by a certified playground inspector~~. The annual inspection will be done in accordance with the manufacturer's recommendations and the current CSA standards. ~~The Principal will be notified of the inspection date and time and he/she or a designate should attend the inspection so that first hand knowledge of potential problems can be gained.~~ If, during an inspection, a safety hazard is identified in a structure and it cannot be immediately repaired, the equipment shall be isolated or removed from service by the Facilities Department until repairs can be made. ~~Copies of the inspection report will be delivered to the school for the Principal and School Council.~~

4. On-Going Maintenance and Repairs

- 4.1 The School shall, ~~through the School Council, or other community groups,~~ assume responsibility for maintaining the structures to required standards and will make repairs to play structures. The Facilities Manager will provide a list of approved playground repair contractors, and all repairs that are beyond the capability of the facilities department will be completed by one of the pre-qualified contractors. ~~The repairs shall be completed using the 10% contingency fund established by the School Council. The fund shall be returned to the minimum of 10% within a reasonable length of time.~~
- 4.2 Some minor repairs may be performed by the Board's maintenance staff. The Principal is responsible for contacting the Facilities Manager to determine what work, if any, can be accomplished in-house.
- 4.3 If the Facilities Manager becomes aware of a maintenance issue when the Principal and/or School Council are not available (i.e. summer months) Board maintenance staff will take action to remove or make the play structure safe.
- 4.4 The Board maintenance staff shall assume responsibility for maintaining the protective surfaces of play structures to required standards ~~for each creative play structure.~~

5. Play Structure Removal

- 5.1 Once a Principal and School Council have received an inspection report that designates aspects of a play structure/equipment as unsafe and not conforming to the CSA guidelines, the equipment will immediately be taken out of service and the school will have a period of three (3) months to develop a plan to rectify the situation. If a playground action plan is not submitted to the Facilities Manager the structure can be removed from the site by Board maintenance staff.

Policy JH – Playground Equipment and Playfield ~~Facilities~~, Cont’d.

- 5.2 If at any time, the Principal, in consultation with the School Council, determines that their play structure is not worth repairing, the Facilities Manager can be contacted to remove the structure.
 - 5.3 Equipment taken out of permanent service shall be dismantled, destroyed and disposed of.
 - 5.4 Notwithstanding the above, the Board recognizes that existing play structures/equipment may not conform to CSA guidelines. In such cases, the Principal, in conjunction with School Council shall submit a play structure/equipment replacement plan to the Facilities Manager delineating a timeline for replacement.
6. Schools shall develop a set of playground safety rules that promote safe use of the equipment. The safety rules shall be communicated to appropriate stakeholders (staff, parents, students).
 7. Accident Insurance
 - 7.1 ~~Parents are to be notified by the school that t~~The Board does not carry comprehensive accident insurance for students. Student Accident ~~Enrolment forms for comprehensive~~ coverage ~~are is~~ available at the start of each school year for parents to obtain for their children.

B. ~~B.~~ Playfield Structures ~~Facilities~~

1. ~~The school, through the School Council or other parent or community group~~ is responsible for acquiring the funds to purchase and/or install and/or construct playfield- ~~structures~~ facilities.
 - ~~1.1. Schools may seek assistance of the School Council and/or other parent or community groups.~~
2. The Division’s Facilities Department will, to the extent possible, contribute toward playfield structure purchase or installation when funds may be available through Capital Project initiatives or Infrastructure Maintenance Renewal Project approvals. ~~The Board will only contribute funds to such planning within the limits of its financial capability.~~
3. Acquisition and installation of playfield ~~structures~~ facilities ~~is~~ subject to this policy and may only proceed following approval by Horizon School Division Facilities Manager.
4. The Division, Schools and Parent Councils shall ensure that playfield ~~structures~~ facilities on school property conform, at minimum with CSA standard.
5. The Division’s Facilities Department shall implement, in compliance with the CSA Standard, a regular inspection and maintenance program conducted by certified inspectors.
6. The Division’s school playfield ~~facilities~~ structure maintenance program shall include minor maintenance and repairs that are conducted on an ongoing basis (e.g. irrigation repairs, grounds keeping, and minor repairs to playfield ~~equipment~~ structures within the capacity of the facilities department).

Policy JH – Playground Equipment and Playfield ~~Facilities~~, Cont’d.

**Horizon School Division
Policy: Playground Equipment
Attachment A: Design Considerations**

Although the Board accepts design standards of reputable manufacturers, it has restricted certain design aspects. The following considerations shall be adhered to when purchasing any playground structure:

Design:

~~(a)~~1. Non CSA approved shall not be installed.

~~(b)~~2. Maximum fall height of structures must be in accordance with current code.

~~(c)~~3. Pulleys and similar equipment hazardous to fingers, long hair, and loose clothing shall not be installed.

~~(d)~~4. Pea stone, conforming to current ~~p~~Provincial ~~s~~Standards is to be used for the protective surface and must conform to the sizing regulations outlined in the current CAN/CSA standard.

Location:

1. The equipment must be situated away from fire exits, fire routes, plowing routes, potential portable sites, high traffic areas, underground and overhead service gullies, waterways, rocky terrain, and hard surfaces, and must minimally affect the operations of grass cutting.

2. The location must be clearly visible from the school and, wherever possible, within public view.

3. The location must be a well-drained area.

4. The Board reserves the right to restrict other design and location aspects as deemed appropriate.

March 25, 2024

To: Board of Trustees
From: Dr. Wilco Tymensen, superintendent
Re: Taber Mennonite Program

Background:

In February of 2018 parents of Taber Mennonite School requested a meeting to discuss overcrowding in the basement of ACE Place Learning Center. During the meeting parents spoke very highly of the program but were concerned about overcrowding and the inability of new families to register in the program due to space limitations. Parents inquired about the possibility of transitioning the program to a wing of W.R. Myers. The Superintendent indicated that this possibility existed and that it would be explored. It was communicated that outreach schools must stand alone and that moving the school to the W.R. Myers complex while possible would transition the outreach school from an outreach to a program.

When Taber Mennonite School, the outreach school, moved into the W.R. Myers complex in the summer of 2019, Alberta Education removed TMS' school code and TMS officially ceased to be a school. Because D.A. Ferguson is a gr. 6-8 school and W.R. Myers is a gr. 9-12 school it was not possible to have either D.A. Ferguson or W.R. Myers operate a gr. 6-12 program. The decision was made that D.A. Ferguson would operate the gr. 6-8 program and W.R. Myers the gr. 9-12 program.

Since that time there has been confusion by both parents and staff given that it is still called a school. D.A. Ferguson School and W.R. Myers School administration approached the superintendent in the fall of 2023 requesting a program name change to facilitate their efforts to resolve ongoing confusion. This request was supported by the TMS parent population. The Board was informed of this request and Policy FF – Naming Spaced and Programs was activated.

Policy dictates that a committee is struck, that the committee organizes the collection of names and then submit up to two recommendations.

A presentation is attached to this memo from the committee. The submitted names are as follows.

- Taber Mennonite Christian Program (8 suggestions)
- Taber Christian Mennonite Program (5 suggestions)
- Taber Mennonite Program (4 suggestions)

- Mennonite Christian Program (3 suggestions)
- Taber Community Christian Program (1 suggestion)
- MFCP (Mennonite Family Christian or Myers Ferguson Christian Program)
- Taber Christian Academy (1 suggestion)
- Southern Alberta Christian Academy (1 suggestion)
- Christian Community Alternative Program (1 suggestion)

The committee held a school community gathering where parents, students and staff were able to vote on the names. Based on this feedback the committee is forwarding the name *Southern Alberta Christian Academy* as their official recommendation.

Recommendation:

The board should consider whether the term "Academy" will create similar confusion as "School" given that when one looks up the definition of "Academy" reference is typically made to it being a school.

Merriam-Webstar

- a: a school usually above the elementary level, *especially*: a private high school
- b: a high school or college in which special subjects or skills are taught

Upon the opportunity to review and discuss this memo including the superintendent's concern about the term "Academy", it is recommended that the Board determine whether they wish to change the name of Taber Mennonite School and if so to make one of the following motions

- To approve the committee's recommendation to change the name of "Taber Mennonite School" to "Southern Alberta Christian Academy".
- To approve the committee's recommendation to change the name of "Taber Mennonite School" but with the following amendment "Southern Alberta Christian Academy Program". Or
- To approve an entirely different name.

Respectfully submitted.
Dr. Wilco Tymensen

WHAT NAME

REPRESENTS WHO WE ARE?

CONSIDERING NAME OPTIONS FOR THE TMS
PROGRAM

WHY LOOK AT A NAME CHANGE?

- We want our name to represent what is important to our families. Parents have talked about wanting our name to represent our faith in addition to the other things that are important to us
- Now that we are a 'program' in Myers / Ferguson, the 'school' part of our name isn't the best fit
- We hope a name change might make other families with the same values the we have feel more comfortable sending their children to our program

WHAT NAME

REPRESENTS WHO WE ARE

WHAT IS THE IMPACT OF A NAME CHANGE?

Regardless of what name is chosen TMS will:

- Continue to have our values and teaching rooted in the Bible
- Continue to promote, protect, and preserve Mennonite values
- Continue to keep the amazing programming structure we currently have which protects the values our families recognize as important

We are hoping a name change might allow us to:

- Invite other people in the Christian community who share our same values, are part of our church communities and not currently attending public schools. We are confident this can be a safe place for them in the same way it is a safe place for us



Name Change Committee

- Parent: Bernhard Reimer
- Parent: Bernhard Giesbrecht
- Former student/ staff member/
community member: Jhustina Schmitt
- Teacher: Sean Dupuis
- Administrator: Scott Petronech
- Administrator: Kim Hutzul

In the past we have had many families comment on an interest to put Christian in our school name. We took the opportunity of a cookie decorating night where we asked parents if the community was still interested in going forward with a name change. Parents were generally in agreement that it was time to reconsider a name for Taber Mennonite School. At that meeting we asked for people to consider stepping forward to represent the parents in the name change committee. We also sent home a letter letting all parents know that a name change process was being initiated and we were looking for parents to join the committee. With some shoulder tapping we found 2 parents willing to step up. An email was sent out to staff to ask who was interested in stepping up for the committee and we narrowed it down to, Justina and Sean.



Name Suggestions

Names Submitted from Survey (frequency in brackets):

- Taber Mennonite Christian Program (8 suggestions)
- Taber Christian Mennonite Program (5 suggestions)
- Taber Mennonite Program (4 suggestions)
- Mennonite Christian Program (3 suggestions)
- Taber Community Christian Program (1 suggestion)
- MFCP (Mennonite Family Christian or Myers Ferguson Christian Program)
- Taber Christian Academy (1 suggestion)
- Southern Alberta Christian Academy (1 suggestion)
- Christian Community Alternative Program (1 suggestion)

Select comments in 'why'

- "We want to open it up to the community, but we also want it to be a Christian space where Mennonites will still feel comfortable having their child's education."
- Several comments about the importance of faith / religion / christian (x 12)
- Several comments about importance of recognizing Mennonite Culture alongside faith (x 5)
- "I think this name is good because it reflects our past, our present and our future"
- A few comments about preferring Taber Mennonite Program because its close to the 'old' name



2027
2026
2025
2024
2023



WHAT OUR COMMITTEE CONSIDERED IN CHOOSING FINALISTS

- Does the name represent the values that are important to our families?
- Does the name reflect who we are as a community?
- Does the name make it clear what we are protecting and promoting as part of our program?
- Is the name unique so we won't be confused with other school programs?

What are the 4 finalists we chose?

We presented the following four names to each class in TMS as well as to over half of the parents at a potluck that everyone was invited to. We asked the students, parents and staff to think about which ones best represent what is important to them, what represents our values?

TABER MENNONITE PROGRAM (TMP)

Why this name?

This name is closest to our current name, just replacing the word school with the word program. It helps bring continuity to the program by keeping the name close to the way it has been in the past.

WHAT NAME

REPRESENTS WHO WE ARE?



TABER MENNONITE CHRISTIAN PROGRAM (TMCP)

Why this name?

This name is similar to our current name, but adds the word Christian to recognize the importance of faith to our program's values.

WHAT NAME

REPRESENTS WHO WE ARE?



SOUTHERN ALBERTA CHRISTIAN ACADEMY (SACA)

Why this name?

This name recognizes that many of our families come from communities more than just Taber (such as Barnwell, Grassy Lake, Chin...etc.). The name shows the importance of our faith, while also showing that other Christian families who share our values may also be able to join.

WHAT NAME

REPRESENTS WHO WE ARE?



CHRISTIAN COMMUNITY ALTERNATIVE PROGRAM (CCAP)

Why this name?

This name identifies two of the things that are important to our school- we are Christian, and we are a community. Alternative program identifies that we are part of Myers and DAF as a special program that promotes these values.

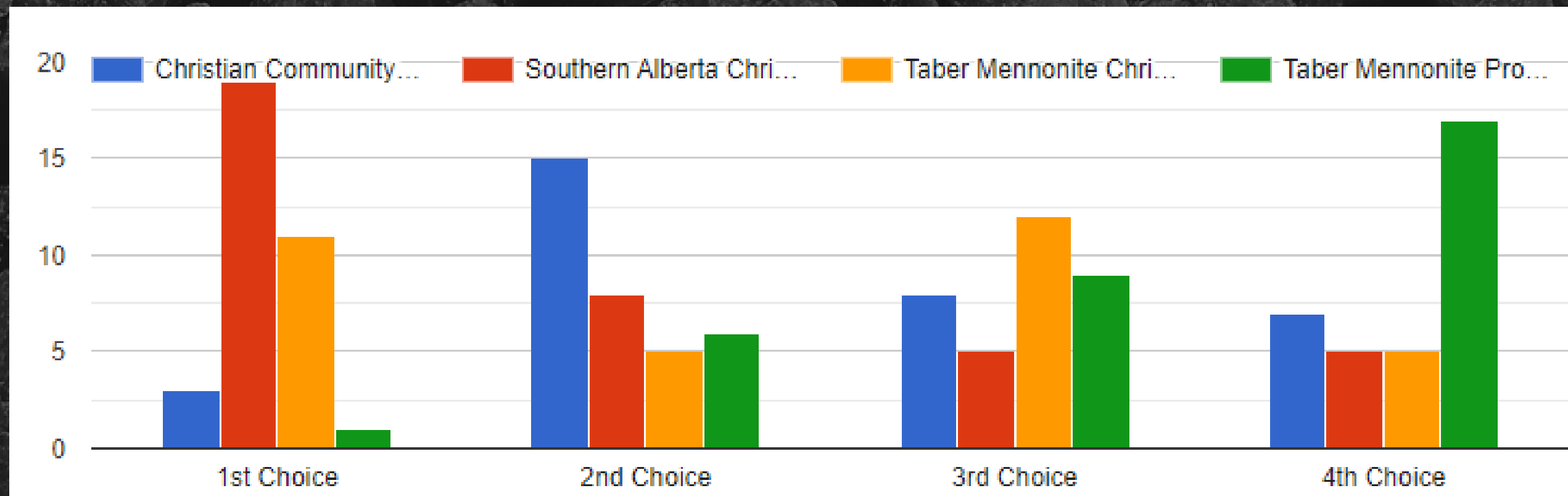
WHAT NAME

REPRESENTS WHO WE ARE?



The Results

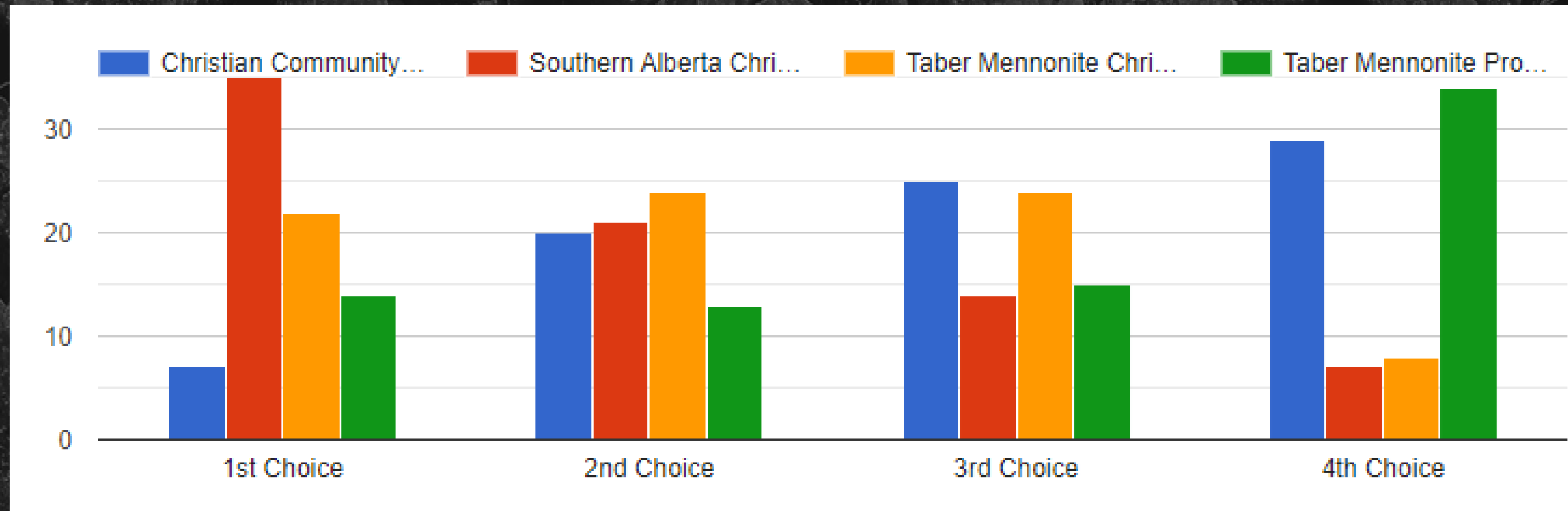
Parents



- **56% of families** voted **Southern Alberta Christian Academy** as their #1 choice
- **32% of families** voted **Christian Community Alternative Program** as their #1 choice
- 116 Community (voting participants) members voted all together

The Results

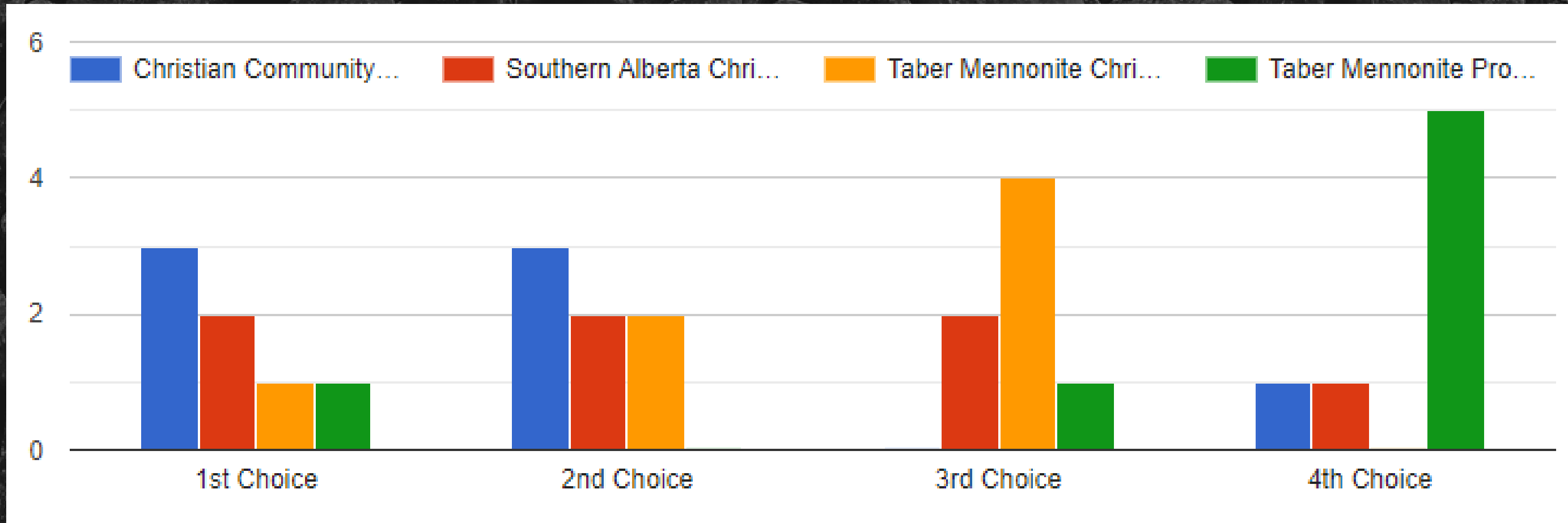
Students



- 44% of Students voted **Southern Alberta Christian Academy** as their #1 choice
- 28% of Students voted **Taber Mennonite Christian Program** as their #1 choice
- 77 students voted in our poll after the presentation of names

The Results

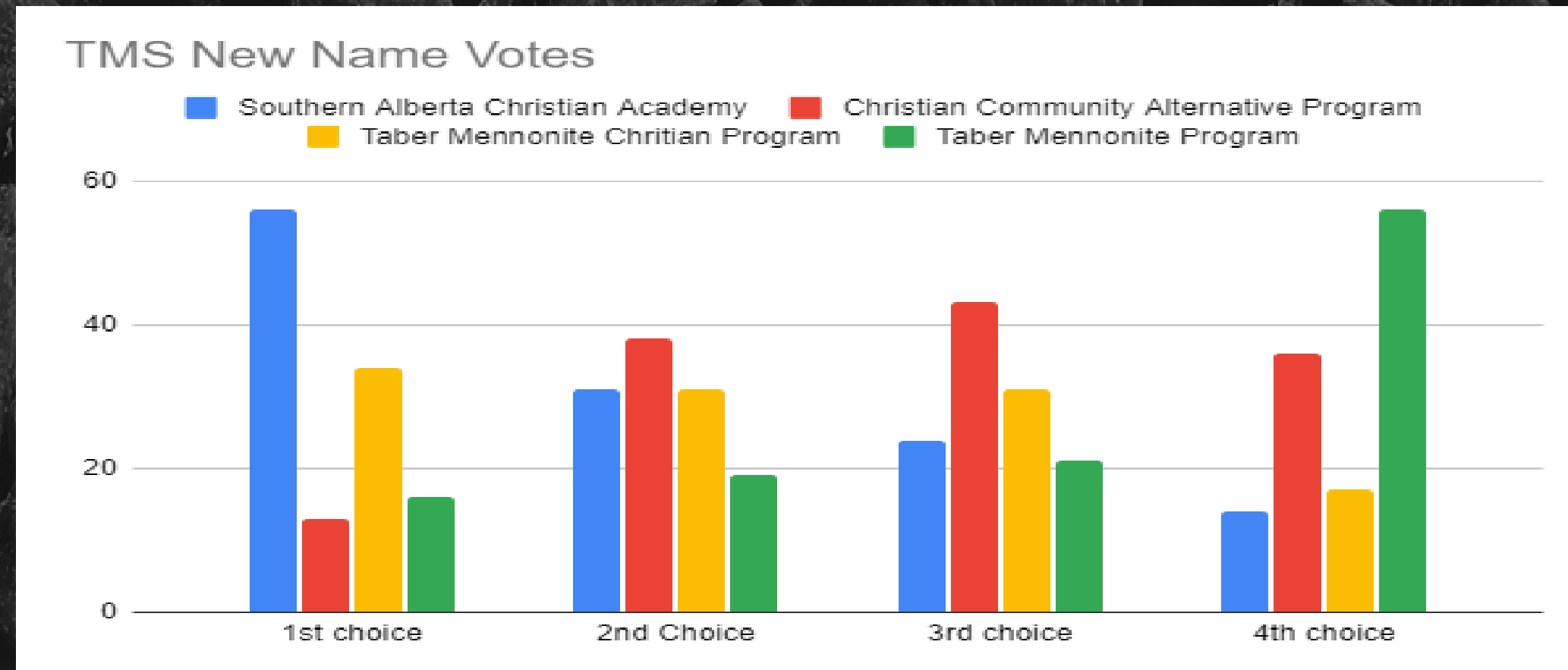
Staff



- 42% of Staff (3/7) voted **Christian Community Alternative Program** as their #1 choice
- 28% of Staff (2/7) voted **Southern Alberta Christian Academy** as their #1 choice
- 7 staff members voted in our poll after the presentation of names

The Results

Overall Results



- 42% of Community Members (56/116) voted **Southern Alberta Christian Academy** as their #1 choice
- 29 % of Community Members (34/116) voted **Taber Mennonite Christian Program** as their #1 choice
- 13% of Community Members (16/116) voted **Taber Mennonite Christian Program** as their #1 choice
- 7 staff members voted in our poll after the presentation of names



Naming Committee Nomination

Based on the voting of parents and students and the same name coming up as #1 overall and #1 or #2 consistently with most people voting the naming committee would like to recommend the name:

Southern Alberta Christian Academy

to the board for consideration as the new name for the Taber Mennonite School Program.

March 25, 2024

To: Board of Trustees
From: Dr. Wilco Tymensen, superintendent
Re: Cell Phone Policy

Background:

At the February 2024 board meeting, the board requested that the superintendent explore cell phone policies across the education sector including current practice within Horizon schools to inform further board conversation regarding a cell phone policy.

Boards and provinces/states with cell phone policies:

Palliser and Medicine Hat Catholic

Inappropriate use of cell phones, camera cell phones and other electronic devices can interfere with an individual's right to privacy, the student's right to a safe and caring environment, and the teaching and learning process. Therefore, the Superintendent requires principals, in consultation with appropriate stakeholders, to formulate and implement appropriate procedures at the school site.

1. The school procedures must take into consideration the student population at the school.
2. The procedures must have clear expectations and consequences regarding inappropriate use.
3. The procedures must be published appropriately so that all stakeholders are aware.

Calgary Catholic

Students may not use a mobile phone or other electronic device when not permitted by a teacher or principal.

Chinook's Edge

Students will use the student owned device in class only with the teacher's expressed permission.

Elk Island Public

Divisions 1 and 2 (kindergarten to Grade 6)

- Students shall not access a cell phone at school unless for:
 - a diagnosed medical condition; or
 - an identified inclusive-educational need.

- PCDs brought to school for a diagnosed medical condition or an identified inclusive-educational need shall be stored according to the school plan when not required.
- Students shall not have access to a phone during break periods—for example, recess and lunch breaks.

Division 3 (grades 7 to 9)

Students may not access a PCD unless given permission by the teacher for a specific educational task or purpose.

- Phones shall not be on the student unless the use is for:
 - a diagnosed medical condition; or
 - an identified inclusive-educational need.
- Schools shall develop a plan for the storage of phones.
- Students shall have access to phones during break periods only.

Division 4 (grades 10 to 12)

- Students may not access a phone unless given permission by the teacher for a specific educational task or purpose.
- Phones shall not be on the student unless the use is for:
 - a diagnosed medical condition; or
 - an identified inclusive-educational need.
- Schools shall develop a plan for the storage
- Students shall have access to a phone during break periods only—for example, class breaks, lunch breaks and spares.

Fort McMurray Public

- Personal Communication Devices (PCDs) are not to be operated by students during regularly scheduled instructional time, or during any school sponsored activity, such as an assembly or talk by a guest speaker, unless such use is approved by the classroom teacher to facilitate learning activities.
 - Normally, PCDs are to be stored in silent mode during instructional and school sponsored activities.
- In the event of an emergency, such as a lockdown or an evacuation, the Principal will develop and inform the school community of the acceptable use of PCDs in that emergency situation.
- PCDs are valuable electronic devices. The security and storage of these items is the sole responsibility of the owner/user. The Division assumes no responsibility for the safety, security, loss, repair or replacement of PCDs.
 - PCDs which are taken temporarily from students by teachers or administrators must be securely stored.

Grand Yellow Head

- Principals will develop an acceptable use procedure outlining use of personal electronic devices on school premises during instructional and non-instructional times including the transportation of students.
- Students acting irresponsibly with their cell phones and/or other personal electronic devices will lose the privilege of having them on school premises.
- The school procedures must take into consideration the student population at the school.
- The approved use/non-use procedures must have clear expectations and consequences regarding inappropriate use and must be published appropriately to ensure all stakeholders are aware.

Parkland

- Personal Electronic Devices (PEDs) are not to be operated during regularly scheduled instructional time without the consent of the classroom teacher in conjunction with school codes of conduct.
- PEDs are not to be taken into test or examination settings, unless students have been given permission to do so by the teacher administering the test or exam.
- PEDs are not to be used in settings such as change rooms, washrooms, private counseling rooms, that have the potential to violate a person's reasonable expectation of privacy.
- Students who bring PEDs to the school are expected to comply with all relevant Administrative Procedures and Codes of Conduct.
- Students who refuse to comply with the Division's procedures for use of PEDs in the school setting may be subject to disciplinary measures up to and including temporary confiscation of the PED.
- The Principal or designate may authorize any specific use of a PED during the school day.
- Emergency drills, such as a lockdown, fire or evacuation drills, shall review the acceptable use of PEDs in that emergency situation.
- PEDs are valuable electronic devices. The security and storage of these items is the sole responsibility of the owner/user.
 - Notwithstanding confiscation for the purpose of discipline, the Division assumes no responsibility for the safety, security, loss, repair, or replacement of PEDs.

Red Deer Catholic

- The use of the Internet and the computer network resources of the Division, including the use of personal electronic devices in the school is a privilege, not a right, and inappropriate use will result in revocation of those privileges.

- In the spirit of creating a positive Catholic climate for all our school communities, the Division asserts that school principals will implement appropriate procedures for the use of cell phones and PEDs on school premises and during school sanctioned activities. The Division expects staff and students to model and reinforce socially responsible and respectful behaviours when using cell phones and PEDs so teaching and learning can take place in a safe and caring environment.

Red Deer Public

- Personal owned devices (PODS) are not to be operated by students during regularly scheduled instructional time, or during any school sponsored activity, such as an assembly or talk by a guest speaker, unless such use is approved by the classroom teacher or supervisor to facilitate learning activities.

Ontario

Mobile devices in schools

A personal mobile device is any personal electronic device that can be used to communicate or access the internet, such as a cellphone or tablet.

In elementary and secondary school classrooms, mobile device use is restricted during instructional time to:

- prevent distractions
- maximize learning time

The restriction applies to all personal mobile devices.

When mobile devices can be used

Your child can bring a personal mobile device to school and use it during recess or lunch.

Personal mobile devices are allowed during instructional time only under the following circumstances:

- for educational purposes, such as conducting research or access educational websites, as directed by the educator in the classroom
- for health and medical purposes
- to support special educational needs, including students with mental health needs

Students with medical conditions

School boards and schools must provide exceptions for students who need to use mobile devices to support, monitor or regulate their health or medical conditions. Students with medical conditions do not need a physician or nurse practitioner's signature to be eligible for this exception. They only need to provide a note from a parent or guardian.

Quebec

Quebec's Education Department says that by Dec. 31, all schools must have a policy restricting the use of cellphones in classrooms. Exceptions are made when these devices are required for pedagogical purposes by the teacher, because of a student's medical condition, or for the special needs of a disabled student or a student with social maladjustments or learning disabilities. It will be up to individual school boards to come up with penalties for students who don't follow the rules

BC

Looking to put rules in place regarding cell phones. Most likely, expectations that all school divisions have policy in place restricting use with exceptions. Boards will be able to ban cell phones usage on school property. Premier stated:

"Having cellphones in the classroom can be a distraction from the kind of focused learning we want kids to experience at school," said Rachna Singh, Minister of Education and Child Care. "There also is a time and a place for cellphones, including when they support student accessibility purposes. By learning in a safe school environment how to use their cellphones responsibly and respectfully, including when to put them away, students will be better able to develop healthy habits around technology and social media use in their everyday lives."

Florida

District school board duties relating to student discipline and school safety.—The district school board shall provide for the proper accounting for all students, for the attendance and control of students at school, and for proper attention to health, safety, and other matters relating to the welfare of students, including:

(f) Notice that use of a wireless communications device includes the possibility of the imposition of disciplinary action by the school or criminal penalties if the device is used in a criminal act. A student may possess a wireless communications device while the student is on school property or in attendance at a school function; however, a student may not use a wireless communications device during instructional time, except when expressly directed by a teacher solely for educational purposes. A teacher shall designate an area for wireless communications devices during instructional time. Each district school board shall adopt rules governing the use of a wireless communications device by a student while the student is on school property or in attendance at a school function.

California

The state's bill doesn't place any mandates on schools or districts, though. Instead, it simply allows districts to adopt policies restricting or prohibiting smart phone use during school hours, with exceptions for emergencies and the use of phones for

educational purposes. Exemptions can be made for emergencies, to accommodate medical needs, or if use of a cell phone is part of an Individualized Education Program for a student in special education.

The idea of the bill wasn't to force schools to get rid of cellphones but to raise, "awareness of the growing evidence that shows excessive smartphone use at school interferes with education, encourages cyberbullying, and may have adverse effects on teenage mental health, including increased rates of depression and suicide,"

Horizon

Policy HG - Schools shall develop "Citizenship in a Digital Age" policies that align with the guidelines outlined in this policy.

School Administrator Survey Feedback Regarding Cell Phones

- 15/18 responses
- 7 say vaping is in issue at their school
- 10 have school wide expectations, 5 have classroom specific expectations
- 6 have all day expectations, 9 have classroom expectations only
- 4 dont want a board policy, 2 want a board policy, 9 are open to a board policy depending on content
- Current practices include:
 - not allowed to bring to school
 - if bring to school turn in at office
 - not seen or heard in class used outside of class time
 - keep them in their backpack/locker
 - when leave room cell phone is placed on teacher's desk
 - place cell phone in teacher provided storage case as enter classroom
 - keep them but can't be a distraction
 - turned off in locker all day long
 - use for instructional purposes if approved by the teacher (e.g. calculator, listen to music during independent time)
 - no phones allowed in bathrooms / changerooms
- Consequences include:
 - asked to put away
 - conversation with student and parent
 - encourage parents to take phone away at home
 - confiscated if create an issue
 - taken until next break
 - confiscated until end of day
 - confiscated, phone goes to office until end of day

- confiscated, phone goes to office, parents pick it up at end of day
- must turn into office daily or keep phone away from school for period of time
- Things board needs to consider if make policy
 - Concerned about blanket policy that ignores context (e.g. elem, jr, sr, outreach, all different)
 - Would not want to ban completely, use with teacher approval as can be beneficial tool to aid with learning
 - School practices work well, would rather have board back up our practices, too tight of a policy would create more issues
 - Board policy should indicate that school has the right to develop policy as this support's school policy
 - Consider accommodations (e.g. need white noise/music for exams)
 - Parents are often the ones communicating with their children
 - Teach how to manage/responsible use rather than outright ban (do we ban hats, gum, ipods/ear buds, hoodies on head as well)
 - Not all schools have 1:1 technology and students often use so all have tech
 - Set boundaries with regard to what can and can't do with regard to taking phone away
 - Restrictions on taking videos / photos
- A school by school breakdown can be accessed [here](#).

Admin Meeting Feedback

- They're more of a distraction than a tool
- Will there be staff considerations for a policy if one is created?
- What about safety measures with cell phones in lockers if emergency arises?
- Staff need cell phones for lockdown purposes
- We reach our principals through cell phones not landlines
- Cell phones are part of our life; teaching students 'responsible use' is a need
- How do we teach responsible use if we simply ban them? We need to teach students when to use them and when to put them away.
- Bullying/harassment on cell phones gets brought into schools; will banning cell phones actually assist with this when it mostly occurs outside of school?
- Banning the phones from schools won't stop it; teachers are afraid to deal with this issue - not sure what to do if students refuse to put the cell phone away when asked
- Are SMART watches going to be included as personal communication devices?
- Watch vs. phone: watch is not as strong of a distraction as the phones are

- Need to be careful with trying to get rid of bullying and distractions as these pieces have been around for a very long time; they're just manifesting on phones now
- How many actually feel a Division-wide policy is needed? What's in place at school is working.
 - 16 administrators feel their own cell phone policies are working,
 - 3 aren't sure how well they're working
- 99% do not support a total out-and-out ban of cell
- DAF has a policy that is close to a ban (stays in lockers all day long)
- Window for putting this in place is getting smaller as parents are providing cell phones to their kids earlier
- Most schools have a policy in place where cell phones stay out of sight until the teacher asks for them to bring it out to use
- Curious about where this came from at the Board? Has the Board heard that this is an issue in schools as schools haven't requested this to be addressed
- Two issues: 1. distraction in classrooms 2. what it does to students' mental health when they're glued to it
- What about costs for banning, e.g. 1:1 devices and "storage that block internet access"
- Teenagers can be irate if cell phone is taken away and it can turn into a power struggle - particularly if it's a new teacher. Would be easier/helpful to refer to a "board policy" that supports schools rights to have restrictions in place
- Schools aren't public spaces, already have the Education Act to support our practice.
- What about educating parents about cell phones (e.g., addiction); parents aren't monitoring what happens in their kids' bedrooms, and don't come to when we have parent meetings regarding this topic.
 - Is it our responsibility to educate parents. I don't believe so, we just need to deal with it in schools.

Council of School Council feedback

- Mixed perspective on cell phones in schools. Most agreed that should not be in class without teacher approval.
- Only 1 parent wanted an outright ban in school, rest felt that policy should consider school context (e.g. is it currently an issue that schools feel they want addressed), student age (e.g. treat elementary and high school differently), and take desire of teachers into account

Recommendation:

Upon the opportunity to review and discuss this memo, it is recommended that the Board contemplate whether they wish to have a cell phone policy and if so to provide feedback as to direction to the superintendent via board motion.

Respectfully submitted.
Dr. Wilco Tymensen

March 25, 2024

To: Board of Trustees
From: Dr. Wilco Tymensen, superintendent
Re: Milk River Ridge 4 day week

Background:

At the January 2024 school council meeting, parents brought forward a discussion topic regarding the school week/year as per Board Policy HCBA, attached for ease of reference. The School Council Executive discussed and supported the idea that the Division should bring the matter forward to the larger school community and seek parental input regarding the rearranging of the school week/year so that the school may operate four days per week. Policy HCBA states that 67% of parents voting must be in favour for the board to consider the proposal (note that 67% does not guarantee board approval). The school held a meeting on March 4, 2024 to discuss the matter with the community and provided parents who would have children in school in the 2024-2025 school year to vote as well as all current staff and current grade 4-11 students. The results are summarized below.

Results:

- 66.7% parental response rate
- 100% staff response rate
- 56% Erle Rivers student response rate

Recommendation:

Given that the 67% threshold was not reached, policy dictates that the topic did not meet the threshold to be added to the admin agenda.

Upon the opportunity to review and discuss this memo, it is recommended that the Board whether the Board wishes to accept this as information or add it to the agenda for further conversation.

Respectfully submitted.
Dr. Wilco Tymensen

Superintendents Progress Report

March 2024

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.

- Meetings and conversations with principals, staff, and parents as needed and/or requested. Conversations have focused on:
 - school off-campus excursions,
 - human resource issues including support staff and teacher concerns,
 - Transportation concerns
 - student discipline including suspensions
 - provincial assurance survey administration
 - Horizon assurance survey
 - principal and vice principal evaluation meetings
 - vape sensors
 - Milk River Ridge School four day week
- 2024-2025 budget preparation is underway
- CUPE bargaining continues with two mediated meetings
- Exploratory work was undertaken regarding cell phone policies

- A number of other meetings, events, and professional learning activities were attended over the month. These include but are not limited to
 - AB ED field services meeting re: Annual Education Results Report (AERR) and Three Year Education Plan
 - AB ED meeting re: budget
 - AB ED meeting re: digital assessments
 - AB ED meeting re: teacher recruitment
 - Teacher Employer Bargaining Association (2 meetings)
 - College of Alberta School Superintendent (CASS) provincial executive meeting
 - College of Alberta School Superintendent (CASS) provincial conference
 - SW Collegiate meeting
 - Senior Administrative Leadership Team (SALT) meeting
 - Council of School Council meeting. Topics of discussion included
 - School sharing
 - AB ED update including:
 - Premier's policy direction
 - Budget
 - New curriculum and assessment
 - Division update including:
 - Annual Education Results Report
 - 2025-2026 draft calendars
 - Vape sensors
 - Cell phone policy
 - Alberta School Council Association AGM
 - Conference advocacy resolutions
 - Integrating climate and biodiversity education
 - Funding for assessments of learning disabilities
 - Improving air quality
 - Playground funding
 - Safe and Inclusive spaces
 - French Immersion Resources
 - Class size and complexity reporting
- Administrator meeting
- Administrator symposium planning meeting
- Division Office staff meeting
- W.R. Myers modernization meetings

Associate Superintendent of Human Services

Human Services

- We acknowledged the dedication and hard work of our substitute teachers during the week of March 11-15 by thanking them with a letter and a gift card.
- The new Hiring/Onboarding Workflow was put into effect as of Wednesday, March 13.
- Deanna Killinger and I represented Horizon School Division at the Taber Adult Learning Job Fair on March 13.
- I participated in two CUPE mediation sessions in March.
- I submitted our Edwin Parr nominee package to ASBA.
- I continue to observe and provide feedback and support to teachers under evaluation this year.

Professional Development and Meetings

- Along with other Senior Leadership Team members, I attended the March CASS Professional Development sessions and meetings in Edmonton.
- Along with other Senior Leadership Team members, I met with an Alberta Education Field Services representative to review Horizon's AERR.

Clinical Team Leader/FSLC/Wellness Coaches

- Wellness Coaches and the Family School Liaison Counsellor took part in the Division-Wide PD Day on March 11. We had Brandon Petite, supervisor for Taber office Child and Family Services, speak to our Family School Liaison team. The following is a summary of the material:
 - When calling CFS, it's now regional therefore, your not going to get a Taber worker could be someone in Medicine Hat or anyone in the south zone.
 - Information provided - needs to have specificity.
 - If you are concerned about children in terms of being hurt or injured/death over the summer, those calls should happen so that there is adequate enough time to plan.
 - Emphasis on Safety Planning with Families so that they do not have to get involved.
 - Family Enhancement agreements: checking in on families monthly and supervision order that parents have to complete certain things in a designated amount of time.
 - CFS is in a placement crisis currently, there are no placements.
 - Make sure to ask when calling if this is part of an assessment.
 - Cuts to services have been attributed to some of the services that may be unavailable in the south region.
- Chinook Youth and Advocacy Centre in Lethbridge also presented to the FSLP team on Mar 11, 2024 Division wide PD day. The following is a summary of the presentation:

- Services provided: Crisis Supports, System Navigation, Police and Court Support, Peer Support Groups, Counselling, Outreach and Education, Chinook and Child Youth Advocacy Centre.
 - Blood Tribe, TPS, LPS and broad area as people who come through the referral system that is set up.
 - One Child Psychologist in office from Monday to Wednesday. Counselling is available from both upstairs and downstairs.
 - Referrals coming from counsellors in the division, can take in self-referral or community referrals and there is no age that they cannot take in.
 - Providing presentation/education around relational assault around grad for youth in high school grade levels. Topics include What is assault, Bystander Intervention and Accessible Supports.
- The CTL and Family Connections Program Manager attended the March 16, 2024 Taber Community Action and Prevention Society fundraising steak and shrimp supper and social on Mar 16, 2024. TCAPS provides funding to support our yearly Backpack program held every August. Angela Miller and Collin Larsen are both directors on the TCAPS Board. Wellness Coaches are volunteering to help with the event.
 - Laura Harvey, the Masters in Counselling practicum student at W.R. Myers and DAF has been doing her hours three days a week but offered to volunteer on Mondays and Fridays to help support DAF counselling caseload.
 - Tara Odland, FSLC for Lomond, Enchant and Hays, last day was March 14. The FSLC position has been advertised for three weeks and currently there have been no applicants. The position advertised is part time three days a week.

New Items:

- Celebration of Pink Shirt Day and Random of Kindness week as Family Connection staff did activities with their schools throughout the week.
- The Family Connection Program is currently hosting their Families First/Family Fun Nights at our rural communities.
- Safe Haven came to WR Myers to support Teen Dating Violence Awareness Month this was to support the importance of ending Teen Dating Violence.
- The Family Connections Team will be supporting the Early Learning Team with the upcoming Developmental Check-ups as the Wellness Coaches will be introducing families to Horizon as well as welcoming back families and their young children to Horizon, we look forward to connecting with families at this time.

Celebrations:

The first Family Fun night was held in Lomond recently, families from Enchant and Lomond were able to attend and have dinner at the school and play games as a family along with other

parents and students. The evening was well received and over 60 plus people attended and a meal was provided to everyone. We would like to thank our rural staff members of the Family Connections team and Lomond school for supporting the evening!

Here is some of the work the schools did over the period celebrating Pink Shirt day and Safe Haven around teen dating violence awareness.



Indigenous Learning

- The Indigenous Steering Committee met to plan the next Indigenous Ally PD booked for Thursday, May 2.
- Lisa Sowinski is on leave until March 27.

Report completed by Karen Rancier, Associate Superintendent of Human Services



Associate Superintendent, Learner Services
Report to the Board of Trustees – March 25, 2024

Learner Services lead team members:

Terri-Lynn Duncan, Associate Superintendent
Dave LeGrandeur, Director of Learner Services
Amber Kallen, Coordinator of Learner Services/Instructional Coach
Rita Gejdos, Instructional Coach
Garth Moulard and Sharla Kane, Career Practitioners
Bryan Pritchard, Off-campus Coordinator
Helena Goertzen, Low German Mennonite Liaison

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- The Coordinator of Learner Services and the Instructional Coach collaborated to support two schools that have chosen to have their K-12 staff engage in Teaching Sprints. One of these schools had a couple of teachers join the first implementation of the Teaching Sprint. Due to the positive change and nature of the Sprint, they encouraged the entire staff to proceed in this learning.
- The Instructional Coach has spent time in schools supporting teachers through an additional round of report cards and has supported different subject area teachers in blueprinting assessments.
- The Associate Superintendent and the Instructional Coach have been working with a small group of grade six and seven teachers to look at how there is overlap and repeated learning in the mathematics curriculum. We will be offering this opportunity again in late April or Early May.
- Teachers from multiple schools came together with the Associate Superintendent and Instructional Coach for the last half day of shared literacy learning for grade 4-6 teachers. We have heard several times how this was one of the best Professional Development opportunities for developing reading and reading strategies supporting the new curriculum.
- We have a small cohort of teachers who are engaging in a book study and professional development on *“Cultures of Thinking,”* with Ron Richhart, this cohort is embarking on a journey of reflection and learning about practices in the classroom that enhance engagement and learning strategies.
- During our Division Wide PD day, the Learner Services Team connected with teacher groups to engage in conversations and support the work that teachers were engaged in.
- The Coordinator of Learner Services has been working with and supporting teachers with assessment strategies, and long-range planning.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- The Speech and Language, Physical Therapist and Occupational Therapist team (SPOT) have been sharing strategies and providing Professional Development to the Kindergarten teachers and Early Learning Staff.
- The Director of Learner Services has started spring staffing meetings with Learning Support Teachers and school principals to discuss hours of support for our utmost complex students in the division.
- The Coordinator of Learner Services continues to attend Early Childhood Support Plan meetings for students in Early Learning and Kindergarten. This has been a wonderful opportunity for her to engage with parents and staff while learning about the students who have Instructional Support Plans in place and the support needed moving forward.
- The Learner Services team joined School teams comprised of Principals and Learning Support Teachers who participated in the Collaborative Response training session.

KEY ACTION AREA #3

Career Pathways

- Several students have had the opportunity of job shadows in the division, one student had the experience of one full day job shadow with the University of Lethbridge's NeuroEngineering Hub Team (Hub for Neuroengineering Solutions facilitates the development of innovative technology solutions in Biomedical Science). Another student had two half days at a local vision store and an eye health clinic. We have also provided a career exploration meeting with Constable Nguyen.
- Medicine Hat College was invited by the Career Practitioners to come and provide multiple presentations to our schools about the programs offered, campus life, and employment routes for consideration. Students were engaged and some students remained back after the presentations to learn about programs offered, including the Service Dog & Canine Studies Management program which is the only one of its kind in Canada!
- Finning Cat Canada- "Females in Trades" (Heavy Equipment Tech and more). Two representatives of Finning Cat (both who hold their HET Red Seal) will be presenting our Female students who have expressed interest in heavy-duty mechanics and/or other trades. The value of a high school diploma, opportunities via RAP, Dual Credit, Work Experience, etc while in school - and the reality of trades careers: hard work, perseverance, and commitment.
- A student from our division competed with another student from Palliser at the Home and Garden show and the two of them were successful and emerged victorious in the competition. The task was to build a wooden toolbox. Students were given 2 sheets of 24x24 plywood, a set of plans, and 75 minutes. There were no motorized tools; all was done by hand.
- Horizon Students are showing excellent engagement in Dual Credit and the Introduction to Trades courses being offered at Lethbridge College. Marie Logan and Blair Lowry joined Senior Leadership this month for a tour of the facilities.

LEADERSHIP PRACTICES

- The Associate Superintendent presented at the College of Alberta School Superintendents conference both for the pre-conference on the Collegiate and during the conference on the Research Network Grant - Number Talks in the Middle Years.

Photos





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

Date: Mon, Feb 26, 2024 at 10:02 AM

Subject: News Release: Funding boost fuels school nutrition programs

Funding boost fuels school nutrition programs

February 26, 2024 [Media inquiries](#)

A one-time \$5-million grant will expand the province's school nutrition program to provide more students with well-rounded meals and snacks this school year.

Ensuring that students have access to proper nutrition is important for growing minds and learning. It is estimated that more than 58,000 students across the province currently receive a daily nutritious meal through Alberta's school nutrition program. Through this funding, school jurisdictions will be able to create, continue or enhance nutrition programs in identified schools.

"Proper nutrition is essential for student success. No one is operating at their best on an empty stomach. To acknowledge the rising costs of food and services, we're thrilled to be able to provide additional funding to support student nutrition through the end of this school year."

Demetrios Nicolaidis, Minister of Education

Alberta's government has already provided \$20 million to school authorities for the school nutrition program. This one-time grant increases the pre-existing funding by 25 per cent, bringing the total funding to \$25 million to run nutrition programs for the 2023-24 school year. The grant will automatically flow to public, separate, francophone and applicable public charter schools through regular funding channels.

Alberta's government encourages school jurisdictions to partner with community organizations to best meet the food needs of their students. Through the flexibility of this program, local school boards can make decisions that best support their students

and families while building strong connections within the community and with local organizations.

“Full stomachs fuel learning and ensure students have the energy and focus to thrive at school. We are grateful for this additional funding so more students have access to healthy meals during the school day.”

Laura Hack, chair, Calgary Board of Education

“Our schools and families are so appreciative of this important funding that supports students in their readiness to learn. These dollars, in conjunction with our partnerships with community organizations, will help provide universal access to breakfast, snack and lunch programs, which are essential to student success.”

Sandra Palazzo, chair, Edmonton Catholic School Division

Related information

- [School Nutrition Program](#)

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

Date: Fri, Mar 1, 2024 at 11:14 AM

Subject: News Release: New schools in Alberta's growing communities

New schools in Alberta's growing communities

March 01, 2024 [Media inquiries](#)

Alberta's government is investing \$2.1 billion over three years to build and modernize schools for students across Alberta.

As the province continues to grow, Alberta's government is investing in new schools and student spaces to meet that growth and provide the learning spaces students need for success. If passed, Budget 2024 would advance 43 priority school projects, including 28 new schools, 10 replacement schools and five modernizations. When complete, these projects will create about 35,000 new and modernized spaces for Alberta students to learn, grow, and meet their full potential.

“Alberta is growing and we are investing significantly in education to meet that growth. Communities across the province will be seeing new and modernized schools for their students, providing them the best places to learn. I am looking forward to seeing all the schools we're investing in move forward and open in the years to come.”

Danielle Smith, Premier

With an additional 43 projects included in this year's budget, the government is funding a total of 98 school projects in various stages across the province.

As part of the \$2.1 billion three-year capital investment, \$103 million over three years will be used to supply modular classrooms to quickly increase classroom spaces in schools facing significant capacity challenges. Collegiate schools and public charter schools will be supported by a commitment of \$123 million over three years, as

Alberta's government continues expand career education and support a full range of school choices for students and families.

“The Alberta Advantage is back and booming and people from across Canada and around the world are once again flocking to our incredible province, including Calgary. Budget 2024 sets an ambitious plan to build 17 new schools and one modernization for the Calgary Metropolitan Area, over the next few years. These new schools will create space for 16,000 more students with six projects starting construction this year alone, with the remaining 12 projects starting in future years.”

Demetrios Nicolaidis, Minister of Education

“Alberta is growing and Budget 2024's Capital Plan supports thousands of new student spaces. Alberta's government is ensuring students in K-12 continue to thrive and succeed.”

Nate Horner, Minister of Treasury Board and Finance

“Our government is helping students to hit the ground running, and the capital projects added in Budget 2024 continue that trajectory. More than a dozen schools will be completed this year, and we look forward to seeing students filling the halls in short order. Alberta schools are built to last for 75 years, which ensures that children will benefit from our investments for generations to come.”

Pete Guthrie, Minister of Infrastructure

Calgary and Edmonton, along with their surrounding communities, have been seeing especially strong student growth and Budget 2024 recognizes that by prioritizing 18 school projects in Calgary and area and 14 school projects in the Capital Region. The new school projects in these regions will mean 16,000 more spaces for students in the Calgary region, and 12,500 more in the Edmonton region.

“On behalf of the students and community of Evanston, we are pleased to receive our top priority for a new elementary school in their neighbourhood. This will allow some of our youngest learners to attend school closer to where they live. We also appreciate the design or planning funding for three new schools and one modernization.”

Laura Hack, board chair, Calgary Board of Education

“The CCSD Board of Trustees thanks the Government of Alberta for investing in infrastructure to support our rapidly growing student population. Our goal is that all students have access to quality, faith-filled Catholic education close to where they live. We look forward to continuing to work with the provincial government to ensure that investment in school districts keeps pace with enrolment growth and is sustainable, appropriate, and equitable so that we can support the diverse needs of our students and ensure high education outcomes for our students.”

Shannon Cook, board chair, Calgary Catholic School District

“This announcement is a significant step forward in helping us serve the growing number of families who are choosing Edmonton Catholic Schools, and we are pleased to see the province’s commitment to building new schools coming to fruition.”

Sandra Palazzo, board chair, Edmonton Catholic Schools

“Today’s announcement acknowledges the need for new school construction, as well as taking the first steps at replacing aging buildings in our mature neighbourhoods.”

Julie Kusiek, board chair, Edmonton Public Schools

Budget 2024 is a responsible plan to strengthen health care and education, build safe and supportive communities, manage the province’s resources wisely and promote job creation to continue to build Alberta’s competitive advantage.

Quick facts

- Full/construction funding approval includes all activities to take the project to completion, including 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.

Budget 2024 school projects – Full/construction funding:

Community	School division	Project type/name
Airdrie	Rocky View Schools	new K-8 school in South Windsong

Airdrie	Rocky View Schools	new K-8 school in Bayview
Calgary	Calgary Board of Education	new K-4 in Evanston
Calgary	Calgary Catholic School District	new 10-12 school in Rangeview
Chestermere	Calgary Catholic School District	new K-9 school
Cochrane	Rocky View Schools	new K-8 school
Edmonton	Edmonton Catholic Schools	new K-9 school in Crystallina Nera
Edmonton	Edmonton Catholic Schools	new K-9 school in Heritage Valley Cavanagh
Edmonton	Edmonton Catholic Schools	new K-9 school in Hays Ridge
Edmonton	Edmonton Catholic Schools	solution in Rundle (K-9)
Edmonton	Edmonton Public Schools	new 7-12 school in Glenriding Heights
Leduc	Black Gold School Division	modernization of École Corinthia Park (K-6)

Budget 2024 school projects – Design funding:

Community	School division	Project type/name
Airdrie	Rocky View Schools	new 9-12 school
Calgary	Calgary Board of Education	new 10-12 school in Cornerstone
Calgary	Calgary Board of Education	new K-4 school in Redstone
Calgary	Calgary Board of Education	modernization of Annie Gale School (6-9)
Calgary	Calgary Catholic School District	new K-6 school in Redstone
Calgary	Calgary Catholic School District	new 10-12 school in west Calgary
Calgary	Conseil scolaire FrancoSud	new K-6 school in north Calgary
Chestermere	Rocky View Schools	new K-9 school
Edmonton	Edmonton Catholic Schools	new K-9 school in Laurel
Edmonton	Edmonton Catholic Schools	new K-9 school in River's Edge
Edmonton	Edmonton Public Schools	new K-6 school in Glenriding Heights
Edmonton	Edmonton Public Schools	new K-6 school in Rosenthal
Edmonton	Edmonton Public Schools	new 7-9 school in McConachie
Okotoks	Foothills School Division	new 10-12 school

Budget 2024 school projects – Planning funding:

Community	School division	Project type/name
Calgary	Calgary Board of Education	new 5-9 school in Saddle Ridge
Calgary	Conseil scolaire FrancoSud	new 9-12 school in north Calgary
Calgary	Conseil scolaire FrancoSud	new K-6 school in north Calgary
Edmonton	Edmonton Public Schools	replacement of Delton School (K-6)
Edmonton	Edmonton Public Schools	replacement of Spruce Avenue School (7-9)
Edmonton	Conseil scolaire Centre-Nord	new 7-12 public/catholic school

Related information

- [Budget 2024 Capital Plan](#)
- [Budget 2024 overview](#)

Multimedia

- [Watch the news conference](#)

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

Date: Tue, Mar 5, 2024 at 9:01 AM

Subject: News Release: Helping all kids pursue their passion in sports

Helping all kids pursue their passion in sports

March 05, 2024 [Media inquiries](#)

Budget 2024 is knocking down financial barriers to sports and recreational activities to ensure that every Alberta kid has the chance to pursue their passion in sports.

Sports play an important role in the early stages of a child's life. They teach kids healthy habits and fundamental life skills such as teamwork, leadership and commitment that set them up for success in life.

If Budget 2024 is passed, Alberta's government would provide \$8 million to the Every Kid Can Play Program. The program removes barriers for Alberta families across the province and makes kids' sports and recreational activities more accessible and affordable.

“Sport and recreation opportunities should be affordable and accessible for all, especially young children and youth. An important part of growing up, sport teaches teamwork, builds confidence and promotes healthy lifestyles that can last well into adulthood. I'm proud Alberta's government is supporting families with affordable access to sport, by ensuring the Every Kid Can Play program is available to those who are most in need.”

Joseph Schow, Minister of Tourism and Sport

“Sports play an important role in both the physical and mental well-being of children. I’m so pleased this program will make it easier and more affordable for children to connect with their peers, mentors and communities in healthy ways.”

Searle Turton, Minister of Children and Family Services

“It’s incredibly important for Alberta’s children to have access to affordable sport and recreation opportunities. I’m happy to see how Budget 2024 is breaking down financial barriers for Alberta’s families so their children can access opportunities that will build life-long memories and healthy habits.”

Nathan Neudorf, Minister of Affordability and Utilities

Through the Every Kid Can Play Program, eligible families can apply to KidSport Alberta for support to offset their kids' registration in sports and recreational activities. Additionally, provincial and community non-profit organizations can apply for grant funding to increase access to sport and recreation programs. Last year, the program invested \$8 million to change the lives of more than 8,500 children and youth while supporting up to 50 child and youth-focused community-level programs throughout Alberta.

”We are thrilled to be able to continue the impact we have been making through the Every Kid Can Play program with this funding. KidSport has been able to support more than 8,500 kids through Every Kid Can Play, and this financial support will create transformative opportunities for thousands of Albertan children. This will help ensure that every child, regardless of their financial circumstances, can enjoy the benefits of engaging in physical activities and the happiness of participating in sport.”

Kelly Oehlerking, executive director, KidSport Alberta

“Through sports, children can discover their strength, redefine limits and inspire us all with their determination and spirit. Sports programs for children of all abilities are not only about empowerment, resilience and breaking boundaries, they also catalyze social inclusion, breaking down barriers and affirming the inherent worth and dignity of every child. We would like to thank the Alberta government for helping us create a life without limits by supporting the children we serve throughout the province.”

Joanne Dorn, executive director, Cerebral Palsy Association in Alberta

Supporting adaptive recreational and sport organizations exemplifies the power of sport by helping Alberta kids champion inclusion and show the world that sports are for everyone. These organizations help connect Alberta kids to life-changing opportunities and experiences that inspire them well into adulthood.

Budget 2024 is a responsible plan to strengthen health care and education, build safe and supportive communities, manage the province's resources wisely and promote job creation to continue to build Alberta's competitive advantage.

Quick facts

- The Every Kid Can Play program builds on the success of the government's investment of \$4.5 million in 2022 for the Return to Play program designed to encourage participation in sport, physical activity and recreation for families with financial barriers.

Related information

- [KidSport Alberta](#)
- [Every Kid Can Play Program](#)

Multimedia

- [Watch the news conference](#)

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

Date: Tue, Mar 5, 2024 at 1:42 PM

Subject: News Release: High-speed connections for tens of thousands more homes

High-speed connections for tens of thousands more homes

March 05, 2024 [Media inquiries](#)

The governments of Alberta and Canada are investing more than \$112 million to connect more than 22,500 homes across the province to broadband internet.

High-speed internet has become a basic, essential service. Yet, many people residing in rural, remote and Indigenous communities lack access to fast, reliable and affordable internet.

Alberta's government is committed to full connectivity by 2027 so that everyone can access and connect to opportunities around the world.

“Improving access to high-speed internet will level the playing field. I’m confident that we are on track to achieving our goal of connecting every single Alberta household to high-speed internet by 2027.”

Nate Glubish, Minister of Technology and Innovation

Through Alberta's Broadband Strategy, the government is investing \$390 million over five years in rural broadband service so Albertans can stay connected, improve digital literacy, support their livelihoods and improve access to education, health care and the global marketplace. The Government of Canada has committed to matching that investment dollar-for-dollar for a total of \$780 million to improve access to high-speed internet in rural, remote and Indigenous communities.

“Internet is no longer a luxury – it’s a necessity. That is why your government made a historic commitment to connect 98 per cent of Canadians to high-speed internet by

2026. This announcement in Siksika Nation marks a significant milestone for internet connectivity in rural Alberta. This investment will provide reliable high-speed internet access to more than 22,500 underserved homes in 166 rural and remote communities in Alberta.”

Gudie Hutchings, federal Minister of Rural Economic Development

“Access to reliable internet is not just a convenience; it’s a modern-day necessity that connects us all to essential services, education and each other. On Siksika Nation, together with our government partners, we are not just bridging the digital divide; we are building pathways to a healthier, more connected future for all.”

Chief Ouray Crowfoot, Siksika Nation

“Alberta Municipalities is pleased to see the provincial and federal governments work together to improve high-speed internet connectivity across Alberta. It is exciting to see something for which we have long advocated is becoming a reality.”

Tyler Gandam, president, Alberta Municipalities

“RMA is pleased that the projects announced today will result in improved connectivity for many rural Albertans. This funding is an excellent example of collaboration between federal and provincial levels of government, allowing for investments into broadband projects. The support allocated to Yellowhead County and Red Deer County demonstrates the importance that municipalities place in broadband projects and the potential for rural municipalities to take on a larger role in delivering broadband services in the future. We look forward to the continued partnerships between all levels of government to secure broadband funding for those who are underserved.”

Paul McLaughlin, president, Rural Municipalities of Alberta

"Access to high-speed internet is essential to build an inclusive economy for Alberta business. Connectivity in rural and remote areas is imperative to enhancing competitiveness and attracting opportunities. This investment will have a positive impact on businesses across our province."

Shauna Feth, president and chief executive officer, Alberta Chambers of Commerce

Since the Canada-Alberta Broadband Partnership Agreement was signed, Alberta and the federal government have so far awarded an estimated \$211 million to 26 projects covering more than 33,000 households in 223 communities. The projects and funding have been awarded under the Universal Broadband Fund. Construction is underway on 17 of these projects across the province.

Quick facts

- Communities from the 14 projects announced March 5 that will benefit from improved internet speeds include:

Funding recipient	Communities
Advanced Interactive inc. (Advintive)	Elizabeth Metis Settlement
Advanced Interactive inc. (Advintive)	Buffalo Lake Metis Settlement
ATG Arrow Technology Group Limited Partnership	Wabasca No. 166D (Bigstone Cree First Nation), Wabasca No. 166A (Bigstone Cree Nation) (50458), Wabasca No. 166C (Bigstone First Cree Nation), Wabasca No. 166 (Bigstone Cree Nation), Wabasca No. 166B (Bigstone Cree Nation)
ATG Arrow Technology Group Limited Partnership	Paddle Prairie, Keg River, Carcajou
Bragg Communications Inc	Irricana
Canadian Fiber Optics Corp.	Arcadia (Sucker Creek), Bay Tree, Blueberry Mountain, Bonanza, Enilda, Faust, Gordondale, Guy, High Prairie, Jean Côté, Jousard, Watino, Wanham, Whitburn, Woking, Falher, McLennan, Donnelly, Spirit River, Paddle Prairie, Girouxville
Eastern Irrigation District	Cassils, Rainier, Patricia, Millicent, Scandia, Gem, Rolling Hills, Tilley
G.P.N. Wireless Networks Solutions	Horse Lake First Nation

Iwantwireless.ca Ltd	St. Isidore, Falher, McLennan, Donnelly, Girouxville, Guy, Berwyn, Valleyview, Crooked Creek, Sturgeon Lake Cree Nation, Sturgeon Lake No.154A (Sturgeon Lake Cree Nation), Sturgeon Lake No.154 (Sturgeon Lake Cree Nation), Calais, Nampa, Peace River, Watino, Eaglesham, Wanham, Rycroft, Spirit River, Sunset House, Bezanson, DeBolt, Grimshaw, Jean Côté, Reno, Hilliard's Bay Estates, Tangent, Marie-Reine, Sturgeon Heights, Peoria, Little Smokey, Manning
Lemalu Holdings Ltd. (MCSnet)	Amesbury, Andrew, Ardrossan, Athabasca, Barrhead, Beauvallon, Bondiss, Breynat, Duvernay, Bruce, Buffalo Lake Metis Settlement, Cadogan, Caslan, Chauvin, Chipman, Clandonald, Derwent, Dewberry, Edgerton, Elk Point, Fabyan, Fawcett, Flatbush, Fort Assiniboine, Frog Lake, Furness, Glendon, Grassland, Hairy Hill, Hayter, Heinsburg, Hilliard, Hughenden, Hylo, Innisfree, Island Lake, Islay, Jarrow, Jarvie, Kehewin Cree Nation, Kikino, Kinsella, Lavoy, Lindbergh, Mannville, Marwayne, McLaughlin, Meanook, Mundare, Myrnam, Nakamun Park, Neerlandia, Onion Lake Cree Nation, Paradise Valley, Perryvale, Ranfurly, Rich Lake, Rochester, Spedden, St. Michael, St. Paul, Tofield, Tulliby Lake, Two Hills, Vegreville, Venice, Wandering River, Warwick, Whispering Hills, Willingdon, Evesham, Greenstreet, Hillmond, Lone Rock, Macklin, Northminster, Tangleflags
Red Deer County	Benalto, Blackfalds, Bowden, Central Park, Condor, Innisfail, Olds, Red Deer, Spruce Lane Acres, Sylvan Lake
Siksika Nation	Cluny, Gleichen, Namaka, Shouldice, Siksika, Siksika No. 146 (Siksika Nation)
Slave Lake Communications	Slave Lake
Yellowhead County	Brûlé Mines, Entrance, Evansburg, Marlboro, McLeod Valley, Niton Junction, Obed, Pine Shadows, Wildwood

- The Universal Broadband Fund is a \$3.225-billion federal government program that supports high-speed internet projects across the country and is key to implementing the Alberta Broadband Strategy.
- Within three years of achieving universal coverage and adoption of services, the following economic outcomes are expected:
 - Up to \$1.7 billion in annual GDP growth.

- Up to five per cent GDP growth in the agricultural sector resulting from adoption of agricultural technologies.
- Up to 2,000 long-term service-industry jobs may be created in rural communities.
- Up to 40,000 Albertans without access to a primary health care provider may have improved access to telehealth, and the cost to deliver those services will be reduced.
- More than 120,000 students will have improved access to remote education.
- Data analyzed during development of the Alberta Broadband Strategy estimated that approximately 489,000 Albertans living in 201,000 households lack access to federal target speeds.

Related information

- [The Alberta Broadband Strategy](#)

Multimedia

- [Watch the news conference](#)

From: **Alberta News** <alberta.news@gov.ab.ca>
Date: Wed, Mar 6, 2024 at 10:13 AM
Subject: News Release: Supporting students and classrooms

Supporting students and classrooms

March 06, 2024 [Media inquiries](#)

Budget 2024 supports Alberta students and families with essential investments to address rising enrolment and strengthen specialized learning supports.

Alberta's population is growing and that means more students throughout the province's education system. To address rising enrolment in Alberta schools, Alberta's government would provide more than \$1.2 billion in funding for enrolment growth over the next three years, if Budget 2024 passes. This funding will empower school authorities to hire up to 3,100 additional teachers and classroom support staff across the province to address Alberta's growing classrooms.

“Budget 2024 builds on our commitment to address rising enrolment growth, meet the diverse needs of students in the classroom, and support school authorities to continue delivering a world-class education that sets students up for a lifetime of success. I am confident the investments we're making will help address enrolment pressures while bringing in more supports to teachers so they can help our students achieve their very best.”

Demetrios Nicolaidis, Minister of Education

In addition, Budget 2024 provides more than \$1.5 billion to school authorities over the next three years so they can continue to provide specialized learning supports. Included in the funding for specialized learning supports is a targeted \$26-million increase, over the next three years, to the Program Unit Funding (PUF) program, bringing the total funding to \$209 million in the 2024-25 school year.

Alberta Education provides PUF to school authorities and early childhood services operators to support children aged two years, eight months to six years who have severe disabilities or delays requiring support beyond what is offered in regular early

childhood services programs. Across the country, Alberta is the only province to offer specialized programs through education for children this young. This increase would mean more children with severe disabilities and delays will receive help earlier, and parents will have the peace of mind that their children are receiving the supports they need to reach their full potential.

In addition to PUF, Budget 2024 includes \$44 million for the 2024-25 school year to address increasing classroom complexities. Individual school authorities can use this funding to hire additional teachers and specialized classroom support staff so students receive the attention they need.

Of this \$44 million, \$1 million would be used to increase the number of educational assistant graduates in the province through a Provincial Education Assistant Training program that will support training for current or aspiring educational assistants.

“Alberta School Boards Association’s (ASBA) public, Catholic and francophone member school boards remain committed to supporting student success and appreciate government’s additional investments into enrolment and specialized learning supports. This funding will help address the unprecedented growth many school divisions are facing and provide much needed resources to address complex learning needs. We look forward to boards receiving the funding manual and operational funding profiles to assist in informed decision-making.”

Marilyn Dennis, president, Alberta School Boards Association (ASBA)

“Rocky View Schools appreciates the announcement of additional funding for enrolment growth and classroom complexity from the government in supporting growing school divisions like ours. Our schools are seeing annual student population growth of 3 to 5 per cent combined with increasing complexities in classrooms. These new dollars can be put towards resources in our schools and classrooms, helping to address some of the pressures.”

Fiona Gilbert, board chair, Rocky View Schools

In the 2024-25 fiscal year, the Ministry of Education’s operating budget will reach an all-time high of almost \$9.3 billion, an increase of 4.4 per cent compared to 2023-24,

which reflects the government's focus on ensuring Alberta students and school staff have what they need to succeed.

Budget 2024 is a responsible plan to strengthen health care and education, build safe and supportive communities, manage the province's resources wisely and promote job creation to continue to build Alberta's competitive advantage.

Quick facts

- Learning support funding totalling more than \$1.5 billion encompasses the following grants so that school authorities can support students with specialized learning needs:
 - Classroom Complexity Grant
 - English as an Additional Language and Francisation
 - First Nations, Métis and Inuit Grant
 - Geographic Grant
 - Program Unit Funding (PUF)
 - Refugee Student Grant
 - School Nutrition Grant
 - Socio-Economic Status Grant
 - Specialized Learning Support Grant
- The increased funding of \$6 million in 2024-25 and \$10 million annually going forward for PUF will allow for two enrolment dates (September and February) and ensure all eligible children are enrolled and funded.

Multimedia

- [Watch the news conference](#)

From: **Alberta News** <alberta.news@gov.ab.ca>
Date: Thu, Mar 14, 2024 at 10:08 AM
Subject: News Release: Draft social studies curriculum: Join the conversation
To: <wilco.tymensen@horizon.ab.ca>

Draft social studies curriculum: Join the conversation

March 14, 2024 [Media inquiries](#)

Albertans are once again invited to provide feedback on key learnings in the new draft social studies curriculum.

Over the last seven months, Alberta Education has been engaging with education and community partners, along with curriculum development specialists, to develop a new social studies curriculum. More than 300 education partners, teachers, multicultural organizations, Indigenous and francophone communities have been engaged to gather valuable feedback to help inform the development of a comprehensive new draft kindergarten to Grade 12 (K-12) social studies curriculum overview and draft K-6 social studies curriculum. A second public engagement is now open until March 29. Albertans can read through the new draft K-6 curriculum and provide their feedback.

“Thank you to the many education partners, community organizations and Albertans who have provided input into the development of new draft social studies curriculum. Your valuable contributions will help ensure Alberta students learn from a curriculum that builds their critical thinking, problem-solving and decision-making skills, and empowers them to be involved citizens. I encourage all Albertans to share their feedback on key learnings in the draft social studies curriculum, and I look forward to more opportunities for collaboration in the future.”

Demetrios Nicolaidis, Minister of Education

The consultation process began in summer 2023, when the education minister met with various education partners to build an understanding of the updated engagement approach and process for curriculum development going forward, starting with social studies.

In fall 2023, as part of a phased engagement approach, Albertans completed more than 12,800 online surveys to provide input on what they would like students to learn in new draft social

studies curriculum. Survey results indicated that Albertans believe developing critical thinking skills and understanding of local, Canadian and global events, and global and national history should be key elements of new social studies curriculum.

Since then, Alberta Education has met with many teachers, education partners, Indigenous and francophone communities, and multicultural organizations to inform the scope and sequence of K-12 social studies curriculum and the content of the draft K-6 curriculum. Alberta's government will continue to work with education partners and Albertans to ensure their perspectives and feedback are considered at the right time in the development process.

“We appreciate the province's attention to feedback towards developing the new social studies curriculum. We look forward to continuing to work collaboratively with the province to ensure the curriculum reflects the needs and aspirations of our students and communities.”

Julie Kusiek, board chair, Edmonton Public Schools

“We are pleased to see that the new draft curriculum has responded to feedback. We look forward to providing further voice to ensure the best possible learning experience for our students.”

Sandra Palazzo, board chair, Edmonton Catholic Schools

“Rocky View Schools values the opportunity to provide input on the new draft social studies curriculum and appreciates that Alberta Education was responsive to feedback and engaged stakeholders throughout the development of this new version. We look forward to further consultation on new curriculum initiatives.”

Fiona Gilbert, board chair, Rocky View Schools

“The social studies curriculum can profoundly shape the hearts and minds of future generations. Ensuring Indigenous voices are embedded in the curriculum is crucial so that students in every part of this province develop a deeper understanding and manâtisîwin (respect) for the First Peoples of this land, their languages, cultures, ways of knowing and being, and their ongoing contributions. This next stage of engagement and the feedback from nîhiyawak (Indigenous peoples) and other Albertans will be of utmost importance.”

Dr. Daphne Mai'Stoina, superintendent, Kee Tas Kee Now Tribal Council Education Authority

“We are pleased to see this curriculum move forward and appreciate the opportunity to test with our teachers and students in our classrooms. This pilot will enable us to provide additional feedback on the final curriculum.”

Joanne Higgins, acting president, Alberta Association of Public Charter Schools

“Alberta School Boards Association appreciates government’s engagement on social studies curriculum. ASBA looks forward to meaningful consultation and collaboration with government and our member school boards on any further curriculum development to support student success.”

Marilyn Dennis, president, Alberta School Boards Association (ASBA)

“CASS expresses its appreciation for the updates provided within the social studies curriculum. The consideration of a K-12 student learning progression, as well as the inclusion of Indigenous and francophone perspectives, will enable a continuum of student learning and critical thinking.”

Dr. Andrea Holowka, president, College of Alberta School Superintendents (CASS)

“Teachers provide invaluable insights and expertise and bring the curriculum to life every day in their classrooms. The Alberta Teachers’ Association remains open to continued collaboration on all aspects of curriculum design and implementation in all grade and subject areas.”

Jason Schilling, president, Alberta Teachers’ Association

“We are very privileged to witness a new trend in social studies where both knowledge and ethics will be combined to nurture the minds and critical thinking of our students.”

Yazan Haymour, president, Canadian Arab Friendship Association

School authorities will have the opportunity to pilot new draft K-6 social studies curriculum in classrooms in the 2024-25 school year so they can provide additional, detailed feedback.

Alberta Education will carefully consider feedback from all engagement activities, research and classroom piloting in order to finalize the new K-6 social studies curriculum prior to implementation.

Key Facts:

- The new draft K-12 social studies curriculum overview is a high-level summary of what students learn in each grade and shows how learning progresses as students transition through grades.
- The new draft K-6 social studies curriculum is a document teachers will use, providing them with a detailed outline of what students are expected to know, understand and be able to do at the end of each grade.

Related information

- [Draft K-12 Social Studies Subject Overview \(English\)](#)
- [Draft K-12 Social Studies Subject Overview \(French\)](#)
- [Draft K-6 social studies curriculum](#)
- [Have your say](#)

Related news

- [Albertans' priorities for new social studies curriculum](#) (December 14, 2023)
- [Talking to Albertans about new social studies curriculum](#) (September 18, 2023)

Multimedia

- [Watch the news conference](#)