

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

TUESDAY, NOVEMBER 26TH, 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.

Audited Financial Statement Presentation

A – ACTION ITEMS

A.1 Agenda	<p>ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4 ENCLOSURE 5 ENCLOSURE 6</p> <p>ENCLOSURE 7</p>
A.2 Minutes of Organizational Meeting held on Monday, October 28 th , 2024	
A.3 Minutes of Regular Board Meeting held Monday, October 28 th , 2024	
A.4 November 2024 Payment of Accounts	
A.5 Second & Final Reading Policy GA – Recruitment and HR	
A.6 Second & Final Policy GBB – Right to Disconnect	
A.7 Second & Final Policy GCNP – Progressive Discipline	
A.8 Audited Financial Statement	
A.9 Annual Education Results Report	

D – DISCUSSION ITEMS

D.1 Updated Budget	<p>ENCLOSURE 8</p>
D.2 Christmas Concert Attendance	
D.3 Local Authorities Election Act Amendment (Trustee Criminal Record Checks)	

I – INFORMATION ITEMS

I.1 Superintendent’s Report – Dr. Wilco Tymensen	<p>ENCLOSURE 9</p> <p>ENCLOSURE 10 ENCLOSURE 11</p>
I.2 Trustee/Committee Report	
I.2.1 Facilities Meeting Report – Bruce Francis	
I.2.2 Administrator’s Meeting Report – Maxwell Holst	
I.3 Associate Superintendent of Finance and Operations – Phil Johansen	
I.4 Associate Superintendent of Human Services – Karen Rancier	<p>ENCLOSURE 10 ENCLOSURE 11</p>
I.5 Associate Superintendent of Learner Services Report – Terri-Lynn Duncan	

C - CORRESPONDENCE

C.1 Alberta Legislature to Reconvene for Fall Session	<p>ENCLOSURE 12</p>
C.2 News Release: Strengthening Albertans’ rights	
C.3 News Release: Career education sets students up for success	

- | | |
|--|--|
| C.4 Correspondence from Officer of Minister, Transportation & Economic Corridors | |
| C.5 Board Composition and Ward Boundaries | |
| C.6 News Release: Ensuring positive outcomes for students | |
| C.7 News Release: Refined courses coming to classrooms | |

Board will move into Committee

DATES TO REMEMBER

• November 26 – Board Meeting
• November 27 – Colony Leader’s Meeting
• November 29 – Joint PD of Educational Assistants teaching Low German
• December 2-3 – CUPE Bargaining Meeting
• December 4 – ASBA Zone 6 Meeting
• December 4 – Policy Meeting - AM
• December 4 – LST Meeting - PM
• December 10 - Administrator’s Meeting
• December 11 – K-3 Reading/Writing Workshop
• December 12 – 4-6 Reading/Writing Workshop
• December 13 – Early Learning Meeting – AM
• December 13 – Colony Teacher’s Meeting – PM
• December 25 – Christmas Day
• December 26 – Boxing Day
• December 25 – January 2 – Division Office Closed
• January 1 – New Year’s Day

The Board of Trustees of Horizon School Division held its Organizational Meeting of the Board on Monday, October 28, 2024, commencing at 1:00 p.m. in the Eric Johnson Room.

TRUSTEES PRESENT: Marie Logan, Bruce Francis, Blair Lowry, Derek Baron, Blair Lowry, Jennifer Crowson, Maxwell Holst, Mandy Court

ALSO PRESENT: 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

MINUTES

1. **Call to Order**
Philip Johansen, Associate Superintendent, called the meeting to order at 1:00 p.m.
2. **Nominations and Election for Chair of the Board**
Marie Logan was declared to be the Chair of the Board of Trustees of Horizon School Division until the next Organizational Meeting of the Board. BOARD CHAIR ELECTED 110/24
3. **Nominations and Election for Vice-Chair of the Board**
Maxwell Holst was declared the Vice-Chair of the Board of Trustees of Horizon School Division until the next Organizational Meeting of the Board. BOARD VICE-CHAIR ELECTED 111/24

Marie Logan, Chair, assumed Chair of the Meeting

4. **2024-2025 Trustee Committees**
The Board approved the 2024-2025 Trustee Committee representatives as attached to these minutes.
5. **2024-2025 Board Representation**
The Board approved the 2024-2025 Board Representation as attached to these minutes.
6. **Approved Board Meeting Dates for 2024-2025**
The Board approved the Board Meeting Dates for the 2024-2025 term as attached to these minutes.
7. **2024-2025 Trustee School Liaison**
The Board approved the 2024-2025 Trustee School Liaisons as attached to these minutes.

8. 2024-2025 School Visits

The board discussed school visitations (see attached)

9 Trustee Contact Information

The board updated contact information (see attached)

10. Trustee Remuneration

No motion was presented. As such, rates remain the same for the 2024-2025 school year.

11. Staff Mileage Reimbursement Rate

No motion was presented. As such, rates remain the same for the 2024-2025 school year.

STAFF MILEAGE
APPROVED
112/24

12. Adjourn Organizational Meeting

Moved Bruce Francis by that the Organizational Meeting Adjourn.

Carried Unanimously

ADJOURNMENT
113/24

Chair

Secretary

**Horizon School Division
Trustee Committees
(2024-2025 SCHOOL YEAR)**

**Board Chair – Marie Logan
Board Vice-Chair – Maxwell Holst**

A.T.A. Negotiating/Liaison Committee (3 – one acting as chair) Marie Logan – Chair Bruce Francis Derek Baron	Audit Committee (3) Marie Logan Bruce Francis Mandy Court
Budget Committee All members of the Board	C.U.P.E./Support Staff Negotiating Liaison Committee (3 – one acting as chair) Blair Lowry – Chair Mandy Court Maxwell Holst
Facilities Committee (3 – one acting as chair) Bruce Francis – Chair Derek Baron Blair Lowry	Hutterian Brethren Board Representative (1) Mandy Court
Policy Committee (2) Maxwell Holst Mandy Court	Public Relations Committee (2) Jennifer Crowson Marie Logan
Transportation All members of the Board	

**2024-2025 School Year
Board Representation**

Administrative Council Meetings

One member of the Board on a monthly rotation.

November 12, 2024	Maxwell Holst
December 10, 2024	Marie Logan
January 13, 2025	Mandy Court
February 11, 2025	Blair Lowry
March 11, 2025	Derek Baron
April 15, 2025	Bruce Francis
May 13, 2025	Jennifer Crowson
June 10, 2025	Jennifer Crowson

ASBA Zone 6 Director (1 + alternate)

Mandy Court (director)
Marie Logan (alternative)

ASBA Rural Caucus (1)

Marie Logan

Council of School Councils

At least one member of the Board to attend meetings on rotation.

March 12, 2025	Bruce Francis
April 30, 2025	Blair Lowry

TEBA (1)

Marie Logan
Maxwell Holst (alternate)

**HORIZON SCHOOL DIVISION
Board of Trustees Board Meeting Dates (2024-2025)**

Tuesday, November 26, 2024
Monday, January 27, 2025
Tuesday, February 25, 2025
Monday, March 31, 2025
Monday, April 28, 2025
Tuesday, May 27, 2025
Monday, June 23, 2025
Monday August 25, 2025
Monday, September 22, 2025
Monday, October 27, 2025

**Horizon School Division
Board of Trustees School Responsibilities**

Marie Logan (Ward 1 – Lomond/Enchant)

Enchant School – Enchant
Lomond Community School – Lomond
Armada Colony School
Enchant Colony School
Hillridge Colony School
Lomond Colony School

Jennifer Crowson (Ward 2 – Hays/Vauxhall)

Hays School – Hays
Horizon M.A.P. School - Vauxhall
Vauxhall Elementary School – Vauxhall
Vauxhall High School – Vauxhall
Copperfield Colony School

Bruce Francis (Ward 3 – Taber)

Dr. Hamman School - Taber
Midland Colony School
Cameron Farms Colony School
Evergreen Colony School
W.R. Myers High School (includes Sr. High Mennonite Program) - Taber

Blair Lowry (Ward 3 – Taber)

Central School – Taber
D.A. Ferguson Middle School (includes Jr. High Mennonite Program) - Taber
L.T. Westlake School – Taber
Taber Christian Alternative School – Taber
Taber Christian Alternative High School - Taber
Kingsland Colony School

Maxwell Holst (Ward 3 – Taber)

ACE Place Learning Centre - Taber
Barnwell School – Barnwell
Fairlane Colony School
Oaklane Colony School
Prairiehome Colony School

Derek Baron (Ward 4 – Warner/Grassy Lake)

Chamberlain School – Grassy Lake
Warner School – Warner
Arden T. Litt Centre for Learning – Grassy Lake
Bluegrass Colony School
Delco Colony School
Sunnysite Colony School

Mandy Court (Ward 5 – Milk River/Coutts)

Erle Rivers High School – Milk River
Milk River Elementary School – Milk River
River Road Colony School
Elmspring Colony School
Gold Spring Colony School
Miltow Colony School

BOARD OF TRUSTEES SCHOOL VISITS

2024-2025				
Winter/Spring 2025 February 13 - Milk River Ridge School February 13 – Warner School				
2023-2024				
Spring/Fall 2023 Taber Christian High School L.T. Westlake School ACE Place Maintenance Building October 23, 2023 - Taber Christian School November 27, 2023 – Dr. Hamman School		Winter/Spring 2024 January 29, 2024 – W.R. Myers High School February 26, 2024 – D.A. Ferguson Middle School March 25, 2024 – Barnwell School		
2022-2023				
December 1, 2022 Hays School Vauxhall Elementary School Vauxhall High School Horizon MAP Copperfield Colony School		Spring 2023 Central School		
2021-2022				
SUGGESTION IS TO POSTPONE BOARD TOURS AT THIS TIME DUE TO PANDEMIC				
2020-2021				
BOURD TOURS POSTPONED DUE TO PANDEMIC				
2019-2020				
NO BOARD TOURS SCHEDULED IN FIRST SEMESTER, TOURS POSTPONED IN SECOND SEMESTER DUE TO PANDEMIC				
2018-2019				
September 19, 2018 Kingsland Sunnysite Warner	October 11, 2018 Armada Colony Enchant Colony Enchant School Lomond Colony Lomond School	Spring 2019* Delco Fairlane Hillridge Oaklane Prairie Home	Spring 2019* Arden T. Litt Barnwell School Chamberlain School Evergreen Colony Midland Colony	Spring 2019* D.A. Ferguson
2017-2018				
NO BOARD TOURS SCHEDULED				
2016-2017				
Dec 5, 2016 ACE Place Dr. Hamman LT Westlake Taber Christian Taber Mennonite		June 12, 2017 Bluegrass Colony Elm Spring Colony Gold Spring Colony Miltow Colony		
2015-2016				
Nov 2, 2015 Arden T Litt Chamberlain School Hillridge Colony Oaklane Colony	Dec 2, 2015 Hays School Horizon MAP Vauxhall Elementary Vauxhall High	April 4, 2016 Milk River Elementary Erle Rivers High School Warner School		

Board Contact Information

NAME	ADDRESS	PHONE (Res)	PHONE (Bus/Cell)	EMAIL
Marie Logan - Chair Ward 1 Lomond/Enchant	Box 249 Lomond , AB T0L 1G0		403.485.8585	marie.logan@horizon.ab.ca
Jennifer Crowson Ward 2 Vauxhall/Hays	Box 293 Vauxhall, AB T0K 2K0		403.308.8610	jennifer.crowson@horizon.ab.ca
Bruce Francis – Vice-Chair Ward 3 Taber	41 Prairie Sunset Ave Taber, AB T1G 0E7		403.382.7441	bruce.francis@horizon.ab.ca
Blair Lowry Ward 3 Taber	5714 – 47 Street Taber, AB T1G 1E2	403.223.1404	403.715.5412	blowry@gmail.com
Maxwell Holst Ward 3 Taber	4445 – 57 Avenue Taber, AB T1G 0C5		587.220.0844	maxwell.holst@horizon.ab.ca
Derek Baron Ward 4 Warner/Grassy Lake	Box 61 Warner, AB T0K 2L0	403.642.3914	403.642.7832	derek.baron@horizon.ab.ca
Mandy Court Ward 5 Milk River	Box 465 Milk River, AB T0K 1M0		403.647.7421	mkcourt13@gmail.com

Horizon School Division



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 Phone: (403) 223-3547 1-800-215-2398 FAX: (403) 223-2999
www.horizon.ab.ca

The Board of Trustees of Horizon School Division held its Regular Board meeting on Monday, October 28th, 2024, beginning at 1:p.m.

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

ACTION ITEMS

A.1	Moved by Jennifer Crowson that the Board approve the agenda with the following change: A.7 – Board Elections Carried Unanimously	AGENDA APPROVED 115/24
A.2	Moved by Blair Lowry that the Board approve the Minutes of the Regular Board Meeting held Monday, September 23 rd , 2024 as provided by Enclosure #1 of the agenda. Carried Unanimously	BOARD MEETING MINUTES APPROVED 116/24
A.3	Moved by Bruce Francis that the Board approve the October 2024 Payment of Accounts in the amount of \$5,400,087.47 as provided in Enclosure #2 of the agenda. Carried Unanimously	PAYMENT OF ACCOUNTS APPROVED 117/24
A.4	Moved by Jennifer Crowson that the Board approved First Reading of Policy GA – Recruitment and HR provided in Enclosures #3 of the agenda. Carried Unanimously	FIRST READING POLICY GA APPROVED 118/24
A.5	Moved by Derek Baron that the Board approved First Reading of Policy GBB – Right to Disconnect provided in Enclosures #4 of the agenda. Carried Unanimously	FIRST READING POLICY GBB APPROVED 119/24
A.6	Moved by Mandy Court that the Board approved First Reading of Policy GCNP – Progressive Discipline provided in	FIRST READING POLICY GCNP

	Enclosures #5 of the agenda. Carried Unanimously	APPROVED 120/24
A.7	<p>Moved by Maxwell Holst that the Horizon School Division Board of Trustees add an additional trustee to Ward 3 pending ministerial approval and realign the Electoral Ward boundary to create more equal representation, with realignment of boundaries as follows::</p> <ul style="list-style-type: none"> • Ward 1 represents Lomond, Enchant and all colonies north of the Oldman River • Ward 4 represents Warner, Grassy Lake, Colonies West of Highway 36 and 4 and colonies in the M.D. of Taber • Ward 5 represents Milk River, Coutts and all colonies east of Highway 36 in the County of Warner <p style="text-align: right;">Carried</p>	WARD (ELECTORAL SUBDIVISION) BOUNDARIES APPROVED 121/24

DISCUSSION ITEMS

D.1 REMENBRANCE DAY CEREMONY ATTENDANCE

- Members of the Board of Trustees and Division Office Staff will be attending Remembrance Day Ceremonies throughout the Division.

D.2 VOLUNTARY DRIVER’S ABSTRACT

- Policy EEACAA – Private Vehicles Volunteer driving abstract was discussed. The Board made a motion to change the need for annual driving abstracts. If a driver has provided a driving abstract in the previous 5 year and have not received any demerits or traffic violations since that date, a new driver’s abstract will not be required, when a self-declaration is provided.

INFORMATION ITEMS

I.1 SUPERINTENDENT’S REPORT

Superintendent, Wilco Tymensen October 2024 report can be viewed here.

I.2 TRUSTEE/COMMITTEE REPORT

I.3.1 ASBA Zone 6 Report

Mandy Court , Zone 6 Rep, provided a summary from the Zone 6 meeting:

- From ASBA Presidents Marilyn Denis:
 - CSBA discussion around National School Food Program and support for Indigenous students
 - met with Minister of Education to discuss weighted moving average and preserving choice for children legislation
- From ASBA Vice-president Shali Baziuk:

- PDAC reviewing positions statements on the books
- CEO, Dr. Vivian Abboud report:
 - new website launched, trustees encouraged to visit and get signed in with their trustee email.
 - Learn ASBA has replaced the TLC for trustee learning.
- Zone happenings:
 - two positions statements coming forward at the FGM from the southern zone
- Zone 6 chair Allsion Purcell
 - discussion about charter schools

I.3.2 Facilities Meeting Report

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

- Milk River School Modernization
 - The project is currently on schedule to be complete and handed over to the school board on November 1, 2024.
 - Staff and students will move to the new school after the Christmas break
 - Horizon is contractually obligated to have the ERHS facility empty by January 15, however a two-week extension has been requested.
- DAF/WRM Modernization
 - The modernization plans for WR Myers, phase 2 is currently at the 90% completion stage and is being reviewed. 100% drawings are being anticipated for end of November.
 - Project is listed as a bid build project and will be issued for public tender in January
 - Bids will include a public tender and one or more tours of the WR Myers facility
 - After bids are received, Alberta infrastructure will review bids and determine the suitable contractor
 - An executed contract should be in place by April 2025
 - Contractor mobilization will follow.

I.3.3 Administrator's Meeting Report

Trustee, Mandy Court, provided highlights from the October 2024 Administrator's Meeting:

- Discussion of Assurance Survey questions
- Interpreting and Translating access via outside sources
- Modules for Educational Assistance Pilot Program

I.3 ASSOCIATE SUPERINTENDENT OF FINANCE AND OPERATIONS

Philip Johansen, Associate Superintendent of Finance and Operations shared the following October summary:

- Operational Scenarios - The funding and cost impact of realigning grade structures between schools in the division. This was done to identify potential operating efficiencies.
- Transportation Grant - The transportation grant is due November 30. The work to complete this is ongoing.
- Fall Budget Update - A more detailed update will be shared at the November Board Meeting. In the spring, schools allocations had been reduced by \$50 per student due to the

uncertainty about the impact of the CUPE collective agreement. Schools have been allocated an additional \$100 per student this fall.

- Auditors have come and gone. The financial statements are being drafted and will be prepared for the November meeting.
- Meeting with ASBOA and the Ministry regarding the Funding Framework. A half day consultation was had regarding how the new funding framework is working and what challenges it is causing

I.4 ASSOCIATE SUPERINTENDENT OF HUMAN SERVICES REPORT

Karen Rancier, Associate Superintendent of Human Services October 2024 report can be viewed here.

I.5 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

Terri-Lynn Duncan, Associate Superintendent of Learner Services October 2024 report can be viewed here.

CORRESPONDENCE

- No discussion came from the correspondence.

Moved by Maxwell Holst that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED
121/24

COMMITTEE ITEMS

Moved by that the Board meet in Committee.

Carried Unanimously

COMMITTEE
122/24

Moved by that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED
123/24

Marie Logan, Chair

Sheila Laqua, Executive Secretary

PAYMENT OF ACCOUNTS REPORT
Board Meeting - November 26, 2024

General	October 28/24		194161.03
General	November 4/24		1068385.89
General	November 5/24		138150.41
General	November 13/24		119972.23
"A" Payroll	October 2024	Teacher	1752591.27
		Support	711979.03
"B" Payroll	October 2024	Casual	27,501.14
		Subs	98,089.85
Total Accounts			4,110,830.85
Board Chair	_____		
PJ:dd			
November 13, 2024			

HORIZON SCHOOL DIVISION**Policy Code:**

GA

POLICY HANDBOOK**Cross Reference:**

GAA,

Legal Reference:*Education Act* Part 7**Adoption Date:**

February 26, 1997

Amendment or Re-~~June 24, 1998~~**affirmation Date:**~~Jan. 16, 2018~~

Policy Title:~~Hiring of~~
Personnel Recruitment and
Human Services**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION EXPECTS EMPLOYEES TO UTILIZE A SYSTEMATIC AND JUSTIFIABLE PROCESS TO HIRE-RECRUIT AND RETAIN THE BEST QUALIFIED INDIVIDUALS FOR EACH POSITION.

GUIDELINES

1. The Superintendent shall be hired by the Board. Division employees and School Councils shall be provided an opportunity to contribute to the profile used as part of the hiring process.
2. Central Office administrators shall be hired by the Superintendent with input from the Board. The senior administrative leadership team and school principals shall be ~~provided~~provided with an opportunity to contribute to the profile used as part of the hiring process.
 - ~~3-2.1.~~ Associate Superintendent of Finance and Operations shall be considered the jurisdiction Secretary Treasurer.
 - ~~4.3.~~ Principals shall be hired by the Superintendent with input from the senior administrative leadership team, the and the Board. School employees and School Councils shall be provided an opportunity to contribute to the profile used as part of the hiring process.
 - ~~5.4.~~ Individuals occupying the Vice-Principal or Assistant Principal position shall be appointed by the Superintendent in consultation with the principal.
 - ~~6.5.~~ Teachers shall be hired by the Superintendent on the recommendation of the Associate Superintendent of Human Services in consultation with school Principals. School employees and School Councils shall be provided an opportunity to contribute to the profile used as part of the hiring process.
 - 6.1. Principals shall work under the direction of the Associate Superintendent of ~~Programs and~~ Human Services when recruiting and filling ~~teacher~~ positions.
 - ~~7.6.~~ School Support staff shall be hired by the Superintendent on the recommendation of the school Principal.
 - ~~8.7.~~ Non-school support staff shall be hired by the Superintendent on the recommendation of the immediate supervisor.

9. ~~Substitutes or casual staff shall be pre-approved by the Superintendent. School Principals may utilize pre-approved substitutes or casual staff as needed.~~

Policy GA - Hiring of Personnel – Continued

8. Substitutes or casual staff shall be pre-approved by the Superintendent.

8.1. School Principals may utilize pre-approved substitutes or casual staff as needed.

9. Contract staff shall be hired by the Superintendent on the recommendation of the immediate supervisor.

10. When dealing with vacancies, transfers, promotions, lay-offs, discipline, and termination, the division shall adhere to the applicable provisions contained in Collective Agreements, policy, provincial and federal legislation and regulations, and the principles of natural justice and procedural fairness.

~~10.11. The Board shall be kept informed of all staff hiring and terminations.~~

REGULATIONS

1. The principal or immediate supervisor in the case of non-school staff shall work through the Human Services department with the Superintendent or designate to identify when dealing with vacancies, transfers, promotions, lay-offs, discipline, and terminations and define required positions.

1.1. Evaluation processes contained in collective agreements, policy, and contract provisions are normally utilized to address competency issues prior to terminating the employee.

~~1.2. Progressive discipline and termination may occur without following an evaluation process for conduct matters, or when, in the best interests of students and the school, circumstances warrant the termination as per applicable collective agreements, policy, and contract provisions.~~

2. The principal or immediate supervisor in the case of non-school staff shall work with the Superintendent or designate to develop a profile, which shall include criteria upon which the selection will be based.

~~3. The principal or immediate supervisor in the case of non-school staff shall work with the Human Resources department to advertise:~~

~~3.1. as per the Collective Agreement; and~~

~~3.2. in local or regional papers at the discretion of principal or immediate supervisor in the case of non-school staff; and~~

~~3.3. on the Horizon School Division website and any applicable on-line recruitment provider deemed appropriate~~

3. The principal or immediate supervisor in the case of non-school staff shall screen short-list candidates, based on the profile, job description, reference checks, and resume.

4.3.1. The principal or immediate supervisor in the case of non-school staff, may include members of the interview committee to assist in screening.

~~4.1. Screening shall include:~~

~~4.1.1. collection of data and reference checks; and~~

Policy GA - Hiring of Personnel – Continued

~~4.1.2. preparation of a short list of candidates.~~

~~5.4.~~ Interviewing of all short-listed candidates shall be carried out by the interview committee.

~~6.5.~~ Employment offers will be made to teachers by the Associate Superintendent of ~~Programs and~~ Human Services with Superintendent approval.

~~7.6.~~ Employment offers will be made to support staff by the principal or immediate supervisor in the case of non-school staff with ~~final approval being provided by~~ Superintendent approval.

~~7.1.6.1.~~ Before final confirmation of employment, the successful candidate shall be required to provide a Police Information Check. All applicants shall be required to provide the school division with supporting documents as requested and by the Human Services Department and approved by the Superintendent or designate as a condition of employment.

~~7.1.1.6.1.1.~~ Any costs incurred for ~~this security check~~ such documentation will be the responsibility of the ~~employee~~ applicant.

~~7.~~ All changes to support staff assignments, including the hiring of new staff members, changes in hours of work and changes in funding sources (i.e. English Language Learners, International Education, Inclusive Learning, and Decentralized), shall be communicated to the Human Services Department by the school principal or designate prior to the implementation of such change.

~~8.~~ It shall be the duty of the Human Services department to oversee the preparation and distribution of the necessary documentation with appropriate personnel.

~~9.~~ Departures from normal hiring procedures may be made in exceptional circumstances but require the prior approval of the Superintendent.

~~10.~~ The school principal or designate, or site supervisor shall ensure that staff receive an orientation where roles and responsibilities, expectations, standard operating procedures are laid out. Newly hired staff should also be made aware of applicable policies and informed of the online location of applicable Collective Agreements.

~~11.~~ Roles and responsibilities shall be reviewed annually as part of the growth planning process.

~~8.~~ The Board shall be kept informed of all staff hiring and terminations.

HORIZON SCHOOL DIVISION POLICY HANDBOOK	Policy Code:	GBB
	Policy Title:	Right to Disconnect
	Cross Reference:	
	Legal Reference:	Education Act,
	Adoption Date:	August 2024
	Amendment or Re-affirmation Date:	

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SUPPORTS AND ENCOURAGES STAFF HEALTH AND WELLNESS BY FOSTERING A WORK ENVIRONMENT THAT MAINTAINS A HEALTHY WORK-LIFE BALANCE, INCLUDING THE FREEDOM TO DISCONNECT FROM WORK OUTSIDE OF REGULAR WORKING HOURS.

DEFINITIONS

Disconnecting from work - not engaging in work-related activities or communications, including emails, telephone calls, video calls or the sending or reviewing of other messages, so as to be free from the performance of work.

Regular Hours of Work - the normal hours of work for the Employee as determined by their immediate supervisor and the respective collective agreement, terms and conditions of employment, or employment contract. It is understood that Employees may have different Regular Hours of Work depending on their position and the Board facility in which they work.

Despite the establishment of normal working hours, all employees of the Board recognize that there may be busier periods or other circumstances where work must be completed outside of normal working hours.

Scheduled Time Off - is time that an employee has scheduled and been approved to be absent from the performance of their duties, including sick leave, personal leave, lieu time, vacation, etc.

GUIDELINES

1. Where possible, work-related communications should be checked or sent only during regular working hours. Due to differing/non-standard patterns of work in the organization, some employees may send communications at times which are inopportune for other employees, such as evenings or weekends. The sender should give due consideration to the timing of their communication and potential for disturbance. The recipient should understand that they will not be expected to respond to the communication until their working time recommences (or unless otherwise required and stipulated within the communication per the circumstances as outlined within this Procedure).
 - 1.1. Where possible, employees should avoid sending work-related communications after-hours (between the hours of 6:00 p.m. to 7:00 a.m. Monday to Friday and all-day Saturday and Sunday) unless the matter can be reasonably constituted as an emergency or a significant event that calls for immediate action.

- 1.2. Schools should annually send communication to families that encourages communication during the workday and that such communication to staff will not receive a response after-hours.
2. If a manager/supervisor sends communications outside applicable normal working hours and it requires immediate or prompt response, the response expectation should be set out in the communication.
 - 2.1. Points to consider when sending electronic communication outside of the workday
 - 2.1.1. Be mindful and respectful of personal time
 - 2.1.2. Be aware of your audience - Who needs this information and when do they need it?
 - 2.1.3. “Reply-All” - Does everyone need the response or just the sender?
 - 2.1.4. Is the message better received in person, via phone, or another form of e-communication?
 - 2.1.5. What reasonable e-communication guidelines should we aim to establish when communicating with parents?
3. Employees should continue to expect system communications / automated alerts to be delivered outside of regular work hours, such as emails that are quarantined, etc. These messages do not require a response from employees and therefore employees may read them during regular working hours. Similarly, schools may send out routine communications outside of regular working hours, such as staff updates and newsletters. As these communications do not require a response from employees, they too can be read during regular working hours.

REGULATIONS

1. Employees may disconnect from work outside of their Regular Hours of Work.
2. Employees are encouraged to send emails and voicemails, and otherwise perform their work, during their Regular Hours of Work.
3. The Board wishes to provide Employees reasonable flexibility for when work is completed and so does not prohibit from contacting colleagues, other employees, students, and/or families outside of their Regular Hours of Work to meet work requirements; however, asks that all Employees:
 - 3.1. be aware that the recipient(s) may feel compelled to answer “right away” outside of their Regular Hours of Work and thus encourages that realistic response time expectations be conveyed to the recipient(s);
 - 3.2. be aware that Employees may have disconnected, and therefore may not review a message left outside of that Employee’s Regular Hours of Work; and

- 3.3. be aware that the monitoring of emails after Regular Hours of Work is at the discretion of Employees and there is no expectation that Employees respond to emails after Regular Hours of Work; and
- 3.4. consider using the Schedule Send feature in email so the email is received by the recipient(s) during their Regular Hours of Work.
4. Employees should be mindful of scheduling meetings with colleagues that are outside of their Regular Hours of Work; however, in exceptional circumstances, meetings outside of an Employer's Regular Hours of Work may be necessary.
5. There will be circumstances when Employees are required to respond to communications outside of their Regular Hours of Work due to critical or time-sensitive operational issues.
 - 5.1. Although all employees are asked to be mindful of the right to disconnect, it is important that employees are also mindful that there will be situations that arise where it is not possible to deal with matters solely during regular working hours.
 - 5.2. If during their workday an Employee is aware, or is made aware, of a critical or time-sensitive operational issue that may require attention after the end of their workday, the Board requires that the Employee remain available and monitor their work communications after the end of the workday and respond as appropriate to ensure operational needs are met.
6. If that an Employee will be unable to monitor their work communications for one (1) or more business days, they are expected to enable an out-of-office notification in their Board email and voicemail systems.
7. Employees in administrator and management positions or in positions that specifically require additional hours during specified times generally are expected to monitor their email outside of their Regular Hours of Work or be available by phone in order to ensure that all matters are managed within an appropriate time frame, considering the nature and urgency of each issue.
8. This policy does not restrict the Board's right to schedule and modify the hours of work of Employees, nor does it prohibit Employees from working outside of their Regular Hours of Work.

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code: GCNP
Policy Title: Progressive Discipline
Cross Reference: GAA, GCN, GCNN, GCNO, GDN
Legal Reference:
Adoption Date:
Amendment or Re-affirmation Date:

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THE SUPERINTENDENT'S AUTHORITY WITH REGARD TO STAFF DISCIPLINE.

DEFINITIONS

Progressive discipline is a series of increasingly escalated stages, ranging from informal verbal warnings or discussions to formal disciplinary meetings up to and including termination with cause, that a supervisor initiates to correct unacceptable work behaviour, or conduct.

GUIDELINES

1. The Horizon School Division (Horizon) uses progressive discipline to address conduct and policy violation issues.
 - 1.1. Concerns with an employee's competence are dealt with under Division evaluation policies.
2. Horizon's progressive discipline process is separate and distinct from the Alberta Teaching Profession Commission.
3. The goal of progressive discipline is to allow employees to correct issues or concerns that may arise.
4. Horizon strives to work with employees regarding issues in the workplace but also needs to hold employees to a high standard of conduct.
5. Suspension or placing an employee on unassigned duties may be part of an investigation.

Mitigating Factors

6. The following mitigating factors may be considered by the Associate Superintendent of Human Services during the formal discipline process.
 - 6.1. Effect or Potential Effect of Offense: If the effect or potential effect of an employee's actions is significant, the disciplinary action will tend to be more severe and will be a higher stage. Factors to consider include harm or potential harm to a student or colleague, safety implications, impact of the trust the Supervisor has in the employee, amount and value of damage caused, impact on the school's or Division's image to the public, and the level of employee's responsibility and general degree of negligence.

Policy GCNP – Progressive Discipline Cont’d

- 6.2. **Prior Warnings and/or Documentation:** Where an employee has previously received correction for an offense, more severe action should result for a future occurrence of a similar nature.
- 6.3. **Impulsive versus Premeditated Acts:** In addition to considering all other factors, one would judge that a premeditated act would result in a more severe disciplinary action than an impulsive act.
- 6.4. **Provocation:** The determination of whether or not an employee was provoked into action may affect the degree of disciplinary action applied. While provocation does not absolve the employee of responsibility for their actions, the existence of provocation is to be included in the content of any documentation.
- 6.5. **Misunderstanding:** Where an employee is involved in a breach of policy, procedure, or inappropriate conduct, the supervisor is to make a reasonable effort to ensure the employee is aware of and understands what is expected of them. Lack of knowledge and/or understanding of what is expected in certain situations may indicate that a lower stage of disciplinary action is more appropriate.
- 6.6. **Uniformity of Application:** It is extremely important the disciplinary action for similar offenses in similar circumstances be applied consistently for two reasons:
 - 6.6.1. The employee’s reaction will be more favorable with the knowledge the discipline is applied fairly and consistently to all employees.
 - 6.6.2. Disciplinary action must be viewed as consistent when compared with discipline given to other employees for similar infractions. Supervisors who apply disciplinary action inconsistently may have this fact alluded to as part of the written response attached by an employee to their letter.
- 6.7. **Mitigating and/or Aggravating Circumstances:** Where mitigating or aggravating circumstances do exist and enter into consideration of the degree of disciplinary action applied, such circumstances must always be fully documented. This will show why a supervisor utilizes a stage more or less severe than the general standard and will assist in maintaining a consistent approach to the use of discipline.

REGULATIONS

Procedures

1. In the event it becomes apparent an employee is not meeting acceptable standards of conduct and behavior and formal disciplinary action is being considered, the first step is to obtain advice as needed. The Supervisor shall initiate discussion with the Associate Superintendent of Human Services regarding the type of disciplinary action required and whether a full investigative process is to proceed.
2. The Horizon Progressive Discipline Procedure shall follow the following steps:
 - 2.1. Informal verbal warning or discussion.
 - 2.2. Formal disciplinary meetings which includes:

Policy GCNP – Progressive Discipline Cont’d

- 2.2.1. formal warning/letter of concern;
- 2.2.2. letter of direction;
- 2.2.3. letter of reprimand;
- 2.2.4. suspension; and
- 2.2.5. termination.

Informal Verbal Warning or Discussion

- 3. The informal step is a verbal warning or discussion between the employee and their immediate supervisor which will occur as soon as possible following the identification of an issue. The verbal warning or discussion will include a description of the issue and how the employee can correct the situation. The supervisor may choose to informally document the discussion on a *Notice of Disciplinary Action Form* (Appendix A).
 - 3.1. It is the responsibility of the Supervisor to document the verbal warning or discussion to include the details of the discussion and the date and time it occurred.

Formal Disciplinary Meetings

- 4. Upon notification of the formal disciplinary meeting the employee will be advised of the right to have a representative present at such meetings.
 - 4.1. In the case of Unionized staff, this is usually a union representative and/or work colleague.
 - 4.2. In the case of non-unionized staff, this is usually a work colleague.
- 5. In general, there are five stages within the formal Progressive Discipline Procedure:
 - 5.1. Stage 1 – Formal warning/Letter of Concern
 - 5.2. Stage 2 – Letter of Direction
 - 5.3. Stage 3 – Letter of Reprimand
 - 5.4. Stage 4 – Suspension
 - 5.5. Stage 5 – Termination
- 6. Depending on the severity of the infraction, it may be appropriate to repeat any of the first four stages.
 - 6.1. In the event of severe infractions, it may be appropriate to begin at stages 2, 3, 4 or 5.
 - 6.2. The facts of the circumstances of individual situations may dictate stages that vary in

Policy GCNP – Progressive Discipline Cont'd

some respect to what is set out in this procedure.

Stage 1 – Formal Warning/Letter of Concern

7. If an employee's behaviour does not improve or depending on the nature or severity of the infraction, Human Services, in consultation with the Supervisor, may deem a letter of concern/letter of direction is required.
8. Stage 1 of the Progressive Discipline Procedure is a formal documented meeting between the employee and their immediate supervisor. The supervisor may choose to have another employee present to act as a witness. This meeting will occur as soon as possible following the identification of an issue. The employee will be invited to bring a representative to the meeting. The discussion will include a description of the issue, how the employee can correct the situation and potential future consequences.
9. The Supervisor shall contact the Associate Superintendent of Human Services for a templated letter of concern and assistance in drafting the letter. The employee will be provided with an opportunity for discussion at this meeting. The letter of concern may state:
 - 9.1. what the employee did wrong;
 - 9.2. what the employee should have done;
 - 9.3. reference to any previous disciplinary action;
 - 9.4. corrective action to be taken; and
 - 9.5. the potential future consequences.
10. The employee will be provided with a copy of the Progressive Discipline Policy at this stage. The letter will be provided to the employee and a copy sent to the Associate Superintendent of Human Services and placed on the employee's personnel file.

Stage 2 – Formal Warning/Letter of Direction

11. If an employee's behaviour does not improve or depending on the nature or severity of the infraction, Associate Superintendent of Human Services, in consultation with the Supervisor, may deem a letter of direction is required.
12. At stage 2 of the Progressive Discipline Procedure a letter of direction will be issued to the employee during a meeting led by the Associate Superintendent of Human Services or designate and attended by the Supervisor. This meeting will occur as soon as possible following the identification of an issue. The employee will be invited to bring a representative to the meeting. The discussion will include a description of the issue, how the employee shall correct the situation and potential future consequences.
13. The letter of direction will be written by the Associate Superintendent of Human Services in consultation with the supervisor. The letter of direction will be on Horizon letterhead and signed by the Associate Superintendent of Human Services or designate. The letter of

Policy GCNP – Progressive Discipline Cont’d

direction may state:

13.1. what the employee did wrong;

13.2. what the employee should have done;

13.3. reference to any previous disciplinary action;

13.4. corrective action to be taken; and

13.5. the potential future consequences.

14. The employee will be provided with a copy of the Progressive Discipline Policy at this stage. The letter will be provided to the employee and a copy placed on the employee’s personnel file.

Stage 3 – Letter of Reprimand

15. If an employee’s behaviour does not improve or depending on the nature or severity of the infraction, Associate Superintendent of Human Services, in consultation with the Supervisor, may deem a letter of reprimand is required.
16. At stage 3 of the Progressive Discipline Procedure a letter of reprimand will be issued to the employee during a meeting led by the Associate Superintendent of Human Services or designate and attended by the Supervisor. This meeting will occur as soon as possible following the identification of an issue. The employee will be invited to bring a representative to the meeting. The discussion will include a description of the issue, how the employee can correct the situation and potential future consequences.
17. The letter of reprimand will be written by the Associate Superintendent of Human Services in consultation with the supervisor. The letter of reprimand will be on Horizon letterhead and signed by the Associate Superintendent of Human Services or designate. The letter of reprimand may state:
- 17.1. what the employee did wrong;
- 17.2. what the employee should have done;
- 17.3. reference to any previous disciplinary action;
- 17.4. corrective action to be taken; and
- 17.5. the potential future consequences.
18. The employee will be provided with a copy of the Progressive Discipline Policy at this stage. The letter will be provided to the employee and a copy placed on the employee’s personnel file.

Stage 4 – Suspension

Policy GCNP – Progressive Discipline Cont’d

19. If an employee’s behaviour does not improve, or if there is a significant issue that requires disciplinary action of a serious nature, the employee may be suspended with or without pay. A disciplinary suspension is a temporary removal of the employee from the workplace which is imposed by the employer as a disciplinary consequence.
20. At stage 4 of the Progressive Discipline Procedure a letter of suspension will be issued to the employee during a meeting led by the Associate Superintendent of Human Services or designate and attended by the Supervisor. This meeting will occur as soon as possible following the identification of an issue. The employee will be invited to bring a representative to the meeting. The discussion will include a description of the issue, how the employee can correct the situation and potential future consequences.
21. The letter of suspension will be written by the Associate Superintendent of Human Services. The letter of suspension will be on Horizon letterhead and signed by the Associate Superintendent of Human Services or designate. The letter of suspension may state:
 - 21.1. what the employee did wrong;
 - 21.2. what the employee should have done;
 - 21.3. reference to any previous disciplinary action;
 - 21.4. corrective action to be taken;
 - 21.5. the potential future consequences; and
 - 21.6. the effective date of the suspension with or without pay.

The employee will be provided with a copy of the Progressive Discipline Policy at this stage. The letter will be provided to the employee and a copy placed on the employee’s personnel file.

Stage 5 – Termination with Cause

22. Termination with Cause is the most severe disciplinary action and one that must be used only when the employer is satisfied that all other types of discipline failed to correct the employee’s behaviour, or if there is a significant issue or incident which is cause for termination.
23. The purpose of termination is to terminate the employment relationship when corrective efforts have failed, and improvement no longer seems reasonably possible or when the conduct or action of the employee is so grave that it has caused irreparable damage to the employment relationship.
24. The supervisor **MUST**:
 - 24.1. consult with the Associate Superintendent of Human Services;
 - 24.2. demonstrate that the employee knew what was expected; and

Policy GCNP – Progressive Discipline Cont’d

- 24.3. demonstrate that the employee was informed verbally, and in writing, of the behaviour or issue, or demonstrate that the conduct or action was so grave or serious that it caused irreparable damage to the employment relationship.
25. A formal disciplinary meeting will be convened, the meeting will be led by the Associate Superintendent of Human Services or designate. The Supervisor may be present at the meeting. The employee will be invited to bring a representative to the meeting. At the meeting, the employee will be told of the recommendation of termination and the reasons for the decision and will be provided with a letter informing them of the recommendation for termination. The recommendation for termination letter will be placed on the employee’s personnel file.
26. The Associate Superintendent of Human Services will recommend termination to the Superintendent.
27. A formal termination hearing shall take place at which time the employee has the opportunity to share pertinent information with the Superintendent prior to the Superintendent making a final decision regarding termination.
28. The employee shall receive a Record of Employment, relevant information regarding salary, benefits and vacation pay, and any outstanding monies owed to the individual by Horizon.
29. The employee shall surrender any Horizon property following their termination as soon as possible.

Appeals

30. If an employee feels that they have been wrongfully accused, or disciplined, they may file a written appeal with the Associate Superintendent of Human Services. Written appeals must contain:
- 30.1. details of the discipline;
- 30.2. events surrounding the discipline; and
- 30.3. why the employee feels the discipline is unwarranted or inappropriate.
31. The Associate Superintendent of Human Services shall review and respond to all written appeals within a reasonable timeframe.
32. Appeals of the Associate Superintendent of Human Services decision may be appealed to the Superintendent in writing within two weeks of the Associate Superintendent of Human Service’s decision.
33. Appeals of the Superintendent may be appealed as per statute.

**Appendix A –
Notice of Action
Informal Verbal Warning**

Issued to

Name :		Date of Issue:	
Position: n:		Department/Location: n:	

Disciplinary action taken for the following reasons (include date of occurrence):

History of occurrence (include date and explanation of previous disciplines and past corrective action taken):

Expected/acceptable behaviour:

Future Expectations:

FURTHER INFRACTIONS MAY RESULT IN FURTHER DISCIPLINE UP TO AND INCLUDING TERMINATION

Required Alberta Education Assurance Measures - Overall Summary Fall 2024

Authority: 1045 The Horizon School Division

Assurance Domain	Measure	Horizon School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.4	85.8	86.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	86.5	86.5	86.9	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	77.8	77.8	79.5	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	83.5	85.5	86.7	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	60.4	66.7	66.7	68.5	66.2	66.2	Low	Declined	Issue
	PAT6: Excellence	12.7	12.9	12.9	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	63.3	55.6	55.6	62.5	62.6	62.6	Low	Improved	Acceptable
	PAT9: Excellence	12.1	9.1	9.1	15.4	15.5	15.5	Low	Improved	Acceptable
	Diploma: Acceptable	80.2	81.6	81.6	81.5	80.3	80.3	Intermediate	Maintained	Acceptable
	Diploma: Excellence	13.7	19.3	19.3	22.6	21.2	21.2	Intermediate	Declined	Issue
Teaching & Leading	Education Quality	90.3	90.5	91.2	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.7	90.5	90.9	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	87.7	87.9	88.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	86.5	85.0	84.3	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Required Alberta Education Assurance Measures - Overall Summary



Measure Evaluation Reference

Fall 2024

Authority: 1045 The Horizon School Division

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT6: Acceptable	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
PAT6: Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Required Alberta Education Assurance Measures - Overall Summary



Measure Evaluation Reference

Fall 2024

Authority: 1045 The Horizon School Division

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

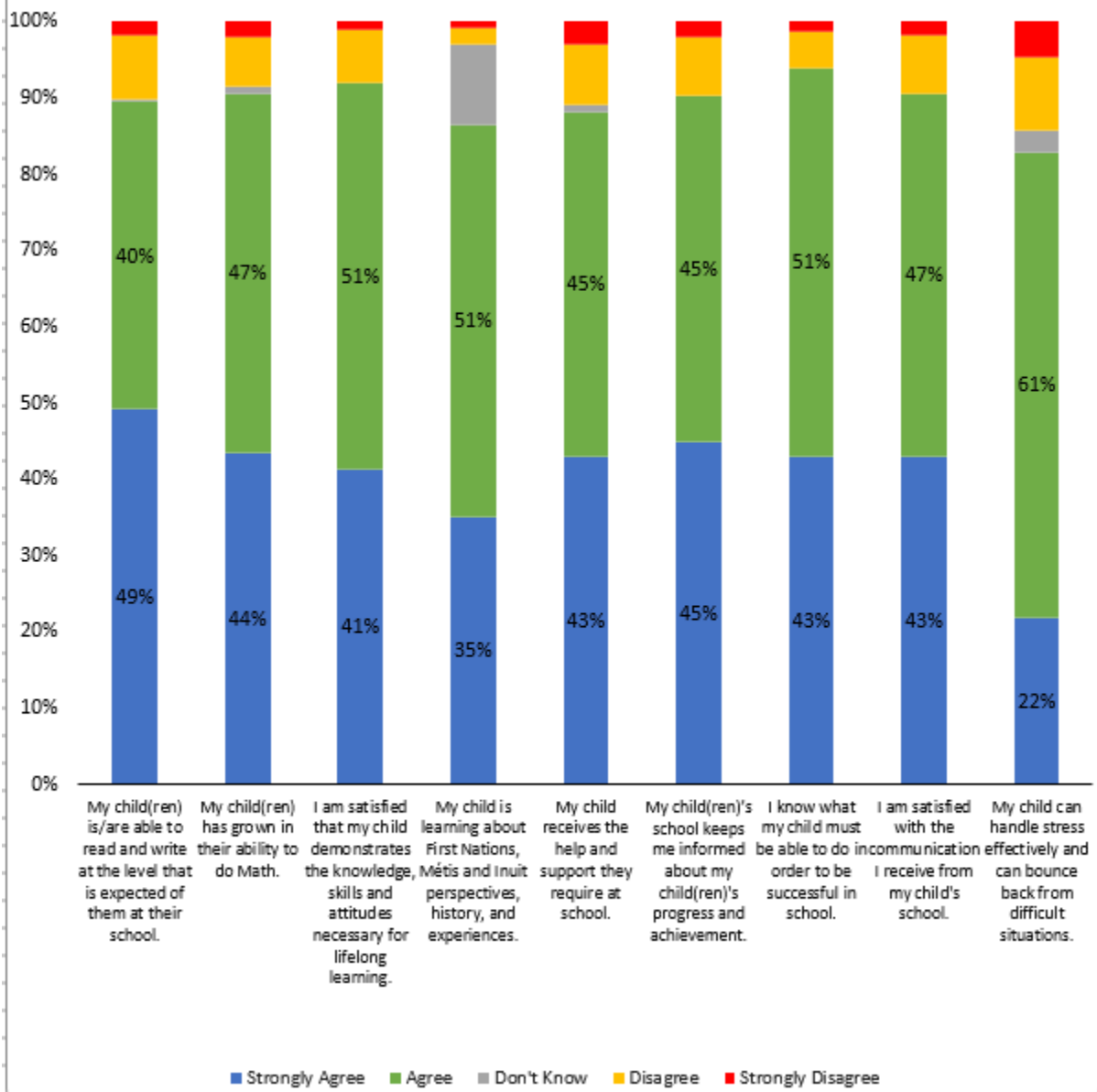
Overall Evaluation	DIV	Variance
Student Learning Engagement	86.4	2.7
Citizenship	86.5	7.1
3 yr High School Completion	77.8	-2.6
5 yr High School Completion	83.5	-4.6
PAT6 Acceptable		
PAT6 Excellence		
PAT9 Acceptable	63.3	-7.1
PAT9 Excellence	12.1	-3.3
Diploma Acceptable	80.2	-1.3
Diploma Excellence	13.7	-8.9
Education Quality	90.3	2.7
Welcoming, Caring, Respectful and Safe	89.7	5.7
Access to Supports and Services	87.7	7.8
Parental Involvement	86.5	7

LEGEND	Achievement				
Improvement	Very High	High	Intermed	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

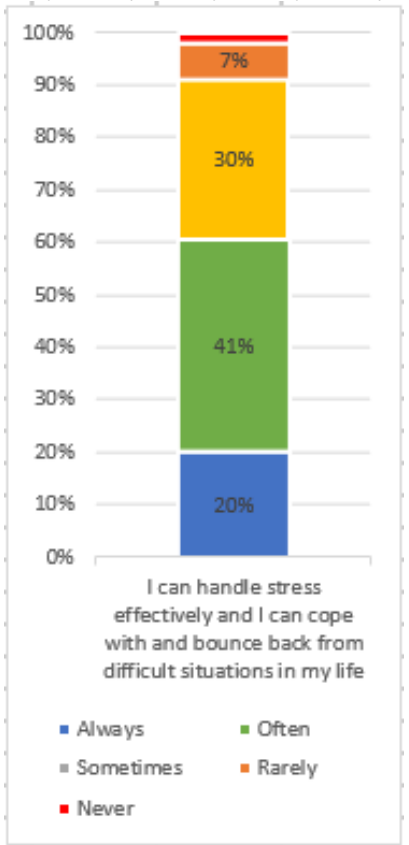
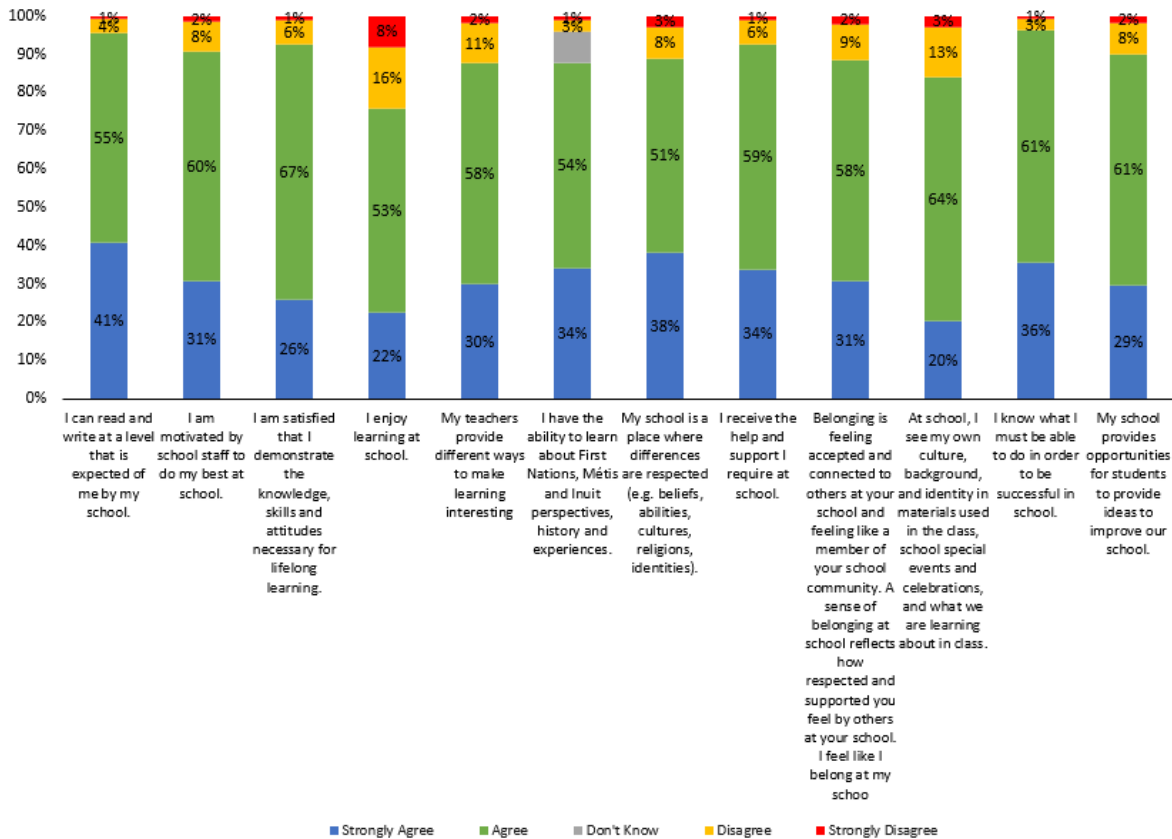
2023-2024 Horizon Gr. 9 PAT average percent of enrollment cohort								
Course Name	Language	AB ED Acc	Horizon Acc	Variance		AB ED Exc	Horizon Exc	Variance
English Language Arts 6	Written in English	n/a	n/a	n/a		n/a	n/a	n/a
Mathematics 6	All Students Writing	n/a	n/a	n/a		n/a	n/a	n/a
Science 6	All Students Writing	68.8	75.2	6.4		24.8	26.7	1.9
Social Studies 6	All Students Writing	68.5	60.4	-8.1		19.8	12.7	-7.1
English Language Arts 9	Written in English	69.5	72.6	3.1		11.8	10.6	-1.2
K&E English Language Arts 9	Written in English	49.6	75	25.4		5.6	5	-0.6
Mathematics 9	All Students Writing	52.7	51.8	-0.9		14	7	-7
K&E Mathematics 9	All Students Writing	52.2	52.9	0.7		9.9	11.8	1.9
Science 9	All Students Writing	66.8	71.4	4.6		20.8	17.6	-3.2
K&E Science 9	All Students Writing	52.3	70	17.7		8.9	35	26.1
Social Studies 9	All Students Writing	60.5	57	-3.5		15.8	12.1	-3.7
K&E Social Studies 9	All Students Writing	50.4	66.7	16.3		11.3	12.5	1.2

2023-2024 Horizon Annual Diploma Results (average percent)			
	AB ED	Horizon	
	Dip %	Dip %	Variance
Eng 30-1	62.9	60.4	-2.5
Eng 30-2	64.4	62.5	-1.9
Soc 30-1	65.7	64.4	-1.3
Soc 30-2	61.4	59.9	-1.5
Math 30-1	66.8	61.7	-5.1
Math 30-2	60.2	62.2	2
Bio	68.8	63.6	-5.2
Chem	69.7	66.9	-2.8
Phys	71.7	64.4	-7.3

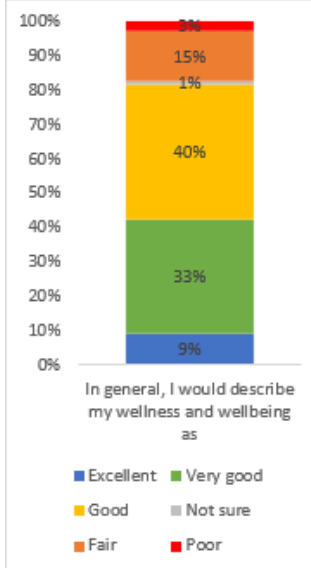
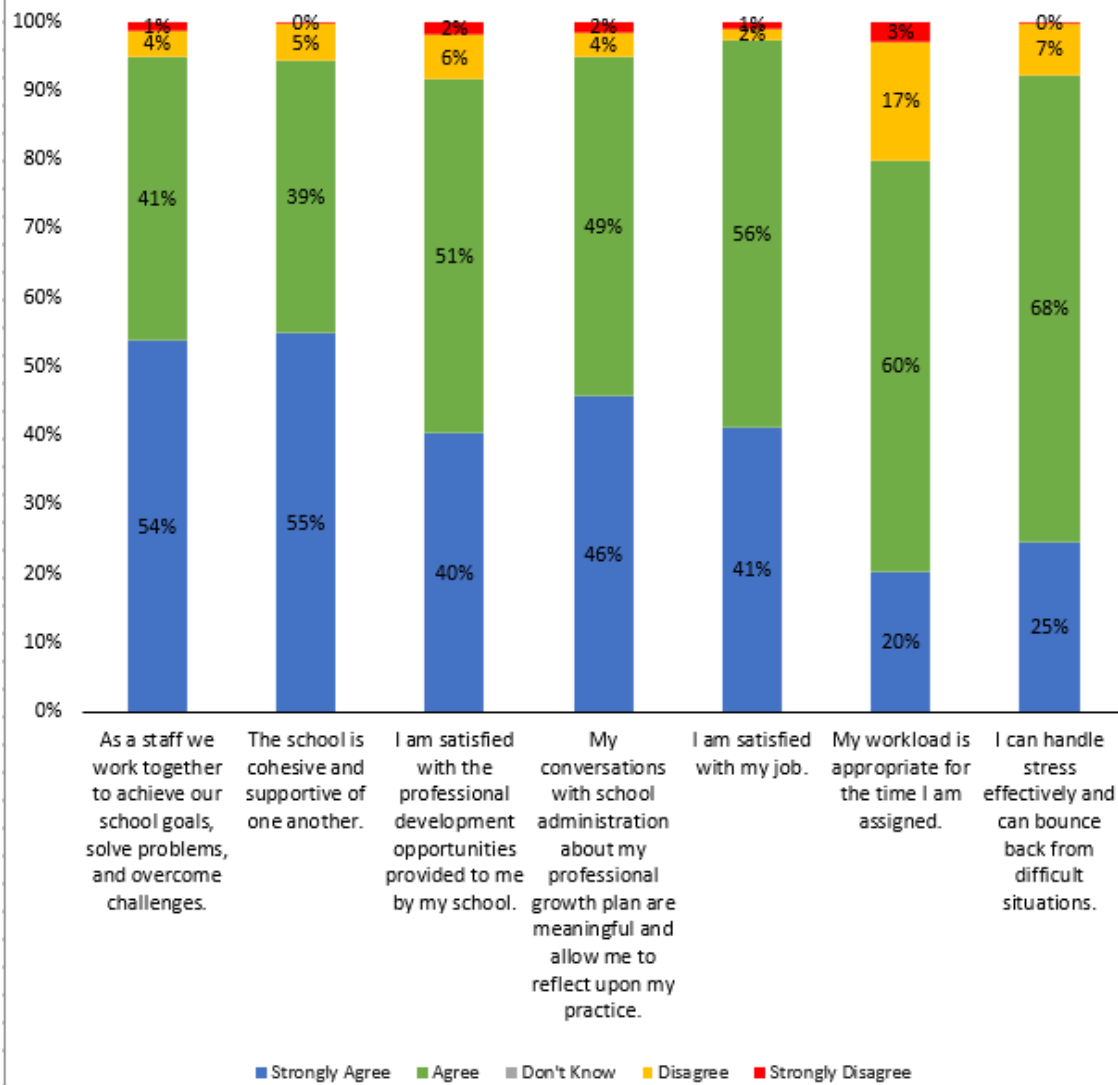
Parents



Students



Staff



SCHOOL CHRISTMAS CONCERTS/ASSEMBLIES

School	Date	Time	Attending Board	SALT
WRM – Band Concert	Dec. 10	7:00pm		
TCHS – Band Concert - Assembly	Dec. 10 Dec. 18	7:00pm 10:30am		
CEN	Dec. 11 Dec. 12 (LGM)	6:30pm 1:00pm		
BAR	Dec. 12	6:30pm		
CHA	Dec. 12	7:00pm		
DAF	Dec. 16	7:00pm		
MRRS	Dec. 17	7:00pm		
VES	Dec. 17 Dec. 18	7:00pm 1:00pm		
DRH	Dec. 18	1:00pm 6:30pm		
ENC	Dec. 18	6:30pm		
LTW	Dec. 18	6:30pm		
LOM	Dec. 18	7:00pm		
WAR	Dec. 18	6:00 or 6:30 pm		
HAY	Dec. 19	7:00pm		
ACE	NO CONCERT			
MAP	NO CONCERT			
TCS	NO CONCERT			
VHS	NO CONCERT			

Superintendents Progress Report November 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.

- Minister of Education meeting regarding Bill 27
- Bill 27 and Fairness and Safety in Sports Act
 - On October 31, 2024, the Minister of Education introduced Bill 27 which would amend the Education Act as it relates gender identity, sexual orientation, human sexuality, and public emergencies.
 - Notification and Consent for name and pronoun changes (**Effective Sept 1, 2025**)
 - Name changes only apply to gender based name changes not changing from Robert to Bob
 - If student 15 and under requests change – staff would notify parent and seek consent prior to making change
 - If student 16 or 17 requests change – staff would notify parent but no consent required
 - If student 18 and over, or independent student requests change – no need to notify parent or seek consent
 - Parent opt-in (**Effective Sept 1, 2025**)
 - Subject matter dealing with human sexuality, gender identity, sexual orientation requires parental notification and opt-in
 - Indirect or incidental references do not require opt-in
 - **Division policy required** for parental notification and consent procedures

- Religious instruction continues to be opt-out (**schools typically do opt-in**)
 - Ministerial approval of resources and third-party presenters (**Effective Sept 1, 2025**)
 - Require Minister of Education approval when dealing primarily and explicitly with human sexuality, gender identity
 - Religion and resources students access independently (e.g. online or library) do not apply
 - Bill 27 also reinforces importance of education during emergencies (**Effective Jan 1, 2025**)
 - Importance of access to in-person learning
 - Can only shift to at-home learning for up to three days during emergency without Ministerial approval
 - AHS directs superseded Ministerial approval
 - Importance of strong instruction whether in person or online
 - Right of access to in-person instruction during an emergency
 - Require parental notification and consent for non-routine health measures (e.g. masking) during an emergency
 - Students over 16 students can provide own consent but parents still notified
 - **Division policy required** related to shifts to at-home learning (**Effective Sept 1, 2025**)
 - Fairness and Safety in Sports Act
 - **Organizations develop policies** to deliver and support additional co-ed divisions inclusive of transgender athletes and female only divisions for female-born athletes
- Teacher Employer Bargaining Association (TEBA) meeting
 - Preparation for ATA and CUPE bargaining
- Alberta School Board Association fall general meeting
- College of Alberta School Superintendent provincial conference and annual general meeting
- Alberta Research Council meeting
- Canadian Union of Public Employees (CUPE) support staff bargaining
- Administrator meeting
- Principal meetings to discuss their professional growth plan, Three Year Education Plan, and Annual Education Results Reports
- Senior Administrative Leadership Team (SALT) meeting
- Division Office staff meeting
- W.R. Myers modernization meetings
- Annual Education Results Report – data analysis and reporting
- Meetings and conversations with principals, staff, and parents as needed and/or requested. Conversations have focused on:
 - school off-campus excursions
 - student registration
 - student and parent concerns
 - 2025/2026 calendars

UCP Policy Declaration Outlines Education Vision for Alberta

- At the Nov 2, 2024 UCP's Annual General Meeting, members of the party approved four new policy resolutions related to the K - 12 education system, including two that are already becoming government policy. While these resolutions reflect party priorities, they are not guaranteed to become public policy.
- Parental Rights in Education - enforce opt-in parental consent for lessons on sexuality, sexual orientation, and gender identity. The policy would also require pre-approval by Alberta Education of any third-party resources on these topics, aligning with the February 2024 Parental Rights in Education policy.
- Skilled Trades and Career Preparation - proposes integrating a skilled trades track into Gr. 7 - 12. By promoting hands-on learning, this initiative aims to bolster employability and career readiness for students pursuing trades.
- Teacher Association Membership - advocates for optional Alberta Teachers Association (ATA) membership, offering alternative support options for teachers. Proponents argue this policy supports freedom of association for educators with differing views.
- Cellphone and Social Media Restrictions - aligns with Alberta's recent moves to limit cellphones in schools. The policy suggests restricting cellphone use from K - 12, with allowances during lunch breaks for older students.



241126 Board Report

Associate Superintendent of Human Services

Human Services

- Voluntary Retirement information was sent out to all staff on November 1.
- Pre-conferencing, observations, and post conferencing continue with teachers on a probationary contract.

Horizon Induction Program (HIP)

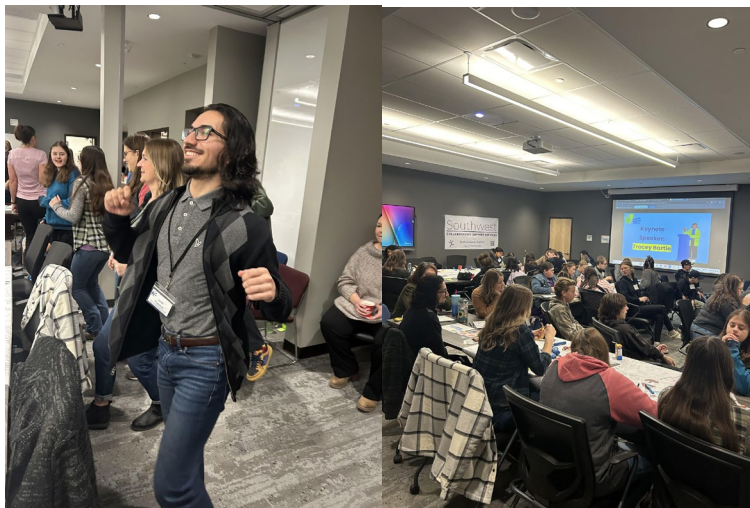
- Proteges and mentors have started to meet together by spending time in one another's classrooms.
- The next HIP session will occur in January.

Meetings and Professional Learning

- Professional Growth Plan meetings with Principals continued into November.
- I attended the CASS Fall Conference and attended sessions on AI, discrimination and racism, and mental health.
- I participated in the first CUPE bargaining meeting for this round of negotiations.
- The first Classroom Supervisor training session for this year occurred on November 22 with 20 staff members participating.

Clinical Team Leader/FSLC/Wellness Coaches

- Horizon School Division had 28 students from Warner School, Erle Rivers High, ACE Place TCHS, Barnwell, Lomond, VHS, and Chamberlain attend the Headstrong for Youth Summit along with Palliser School Division. The event was held in Lethbridge at Palliser School Division. Palliser and Horizon partner in this initiative and alternate hosting between Lethbridge and Taber. The focus of the day was around ending mental health stigma and supporting each other in our school communities through wellness activities.
- Taber Coalition for Action & Drug Awareness (TCAD) provided a monetary donation of \$500.00 to go towards providing food and supplies for the attendees of the Headstrong Youth Summit. We are grateful for their ongoing support of our students.



- The Clinical Team Leader, Angela Miller and FSLC, Rylee Beland, both trainers in Go To Educator and Mental Health Literacy, provided training around mental health literacy to the entire staff of Central School On November 1, 2024. The purpose of the training was to provide staff strategies to support students around emotional dysregulation in the moment. Additionally, to know when to access mental health teams at the school and how to find curriculum resources around mental health.
- [Jeanine Williams](#), our new FSLC, started her new role at W.R. Myers on November 12 and was provided training and orientation by the CTL, Angela Miller and FSLC mentor, Rylee Beland.
- *Families First* - Our Families First Program has finished for our in-town schools, Family Connections hosts families and their children over the course of a 2.5 hour time period

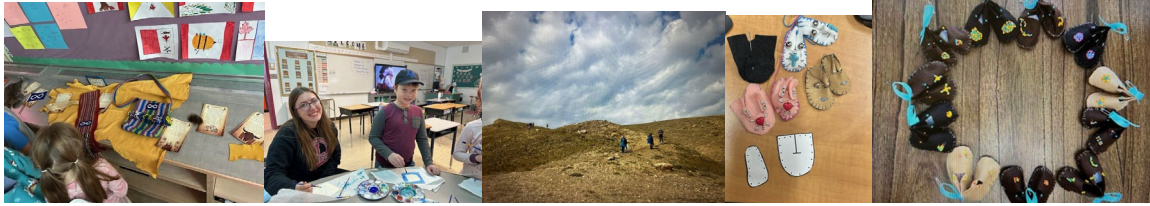
for three weeks. Families that attended each week were grateful for the food provided, information shared and activities planned. We would like to thank TCS for allowing us to run this program in the evening at their school this year. The Family Connections team now looks to the new year as our team will put on events at the schools of Enchant, Vauxhall, Grassy Lake, Milk River and Warner.

- *Sleeve The Stigma* - In the month of November; Wellness Coaches start are Sleeve the Stigma Campaign in our schools. This program is run with a variety of students from K-12. This program highlights student's work with the focus on reducing mental stigma across the communities of Horizon with messaging that comes directly from the students. We look forward to partnering with The Loft again this upcoming year when the sleeves are showcased in the last week of the month in January for the week of Bell Let's Talk.
- *Angel Tree* - FSLCs and Wellness Coaches with the support of LFS (Lethbridge Family Services) are working on completing referrals for families in getting Christmas gifts for their children this year, the deadline is November 18, 2024. During the first couple of weeks in December, FSLCs and Wellness Coaches will get gifts out to families.
- *Colony School* - Colony education around mental health has started with Armada Colony. They will be receiving programming until the Christmas break. The area of focus is around social emotional regulation. When school returns in January, SunnySite will receive 6 weeks of classroom programming around social emotional regulation.

Indigenous Learning

- Indigenous Liaison Report - Lisa Sowinski
 - Supporting students through clothing and food provisions, attending and contributing to Individual Support Plan (ISP) meetings, applications to post-secondary institutions and trades programs, creating resumes and cover letters, finding tutors, attending field trips, and participating in Travel Club.
 - Supporting schools with smudge kits, Land Acknowledgements, Professional Development (PD) workshops like Blanket Exercises, arranging for Elder visits, applying for grants, organizing and delivering Indigenous Kits and preparing vouchers for honorariums for Indigenous guests. A special event is planned with Apollo Hess who is visiting DAF and WRM on September 23. He is a member of the Kainai Nation and a Paris Olympian who won Silver in swimming.
 - Supporting Division Office staff in their Indigenous learning with creating Kahoot game for Lunch and Learn on September 25.
 - Supporting families by providing support in registering for Indian Status Cards, transportation to appointments, assisting with "Master Your Money" registration for parents with Residential School funds, and organizing the 2nd Annual Family Feast. At the time of writing this report, 100 people had confirmed their attendance at the Feast.
 - Building community supports for students and their families by meeting with Elders, completing grant applications, and working closely with SAPDC and the Holy Spirit Indigenous Facilitator.

October 18 Lomond Cultural Sharing



Buffalo Stones "Iniskim"

3 - 50 min classes

We talked and shared about the Metis people, played Inuit Bone Pull game, made crafts metis infinity symbol coasters, painted turquoise baby clothes pins for Roc your Mocs Turquoise pins. Nov. 15th Rock your Mocs was founded in 2011 by Jessica Jaylyn Atsye (Laguna Pueblo, NM U.S.A.) We, as indigenous people, stand united through our tribal individuality, symbolically we wear our moccasins, honor our ancestors, and indigenous peoples worldwide during Rock your Mocs and National Native American heritage month.

November 7 Central Remembrance Day Assembly



2 Indigenous families attended

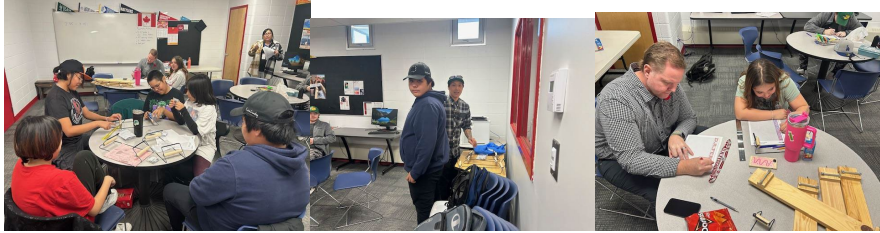
10 Indigenous students

SRO Eric Neufeld

Horizon Board Trustee Maxwell Holst

Guest Speaker Steven Curran

November 7 Loom Beading after school workshop taught by Nathan Spear Chief



9 Indigenous students
 WR, DAF, Central
 Making lanyards
 Visiting and building relationships

November 8 Remembrance Day & Indigenous Veterans Day (WR Myers, DA Ferguson, Horizon Christian Program)



48 Indigenous Students
 3 Indigenous families attended
 Board trustees - Blair Lowery, Bruce Francis
 Taber Police Officer - Chris Nguyen

November 15 Roc your Moc Day! (DAF, Central, WR, FCSS)



Workplace Wellness

- At the Administrators' meeting, our Principals and Senior Leadership Team members

reviewed the 6 Types of Working Genius, heard a presentation from Jen Pollard with ASEBP, and spent time reflecting on their own wellness strategies in small groups.

Report completed by Karen Rancier, Associate Superintendent of Human Services



Associate Superintendent, Learner Services
Report to the Board of Trustees – November 26, 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
Crystal Carver, Instructional Coach
Garth Moulard and Sharla Kane, Career Practitioners
Bryan Pritchard, Off-campus Teacher
Helena Goertzen, Low German Mennonite Liaison

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- The Coordinator of Learner Services spent time coaching teachers at WR Myers and DR. Hamman on assessment and classroom management strategies.
- During a Professional Development Day at Warner, the instructional coach introduced the new Collaborative Team Meetings (CTM) model to staff. A resource presentation also hit on crucial student issues where help was requested - selective mutism, math learning disabilities, program planning for modified students, and creating social stories and visual schedules.
- The coordinator of learner services facilitated Kindergarten meetings where teachers focused on implementing the new curriculum and creating assessments that match.
- The Instructional Coach built an online guide for Elementary and Middle School teachers to help them set up their PowerTeacher Pro gradebooks. The Instructional Coach also met one-on-one with Barnwell, Hays, and DAF teachers to help guide them through the process.
- The Learner Services team have continued to support teachers in the division through Cup of Learner Support Sessions have continued to be held, including a Social Studies Curriculum Cafe, Social/Emotional Learning for the K-6 classroom, Fountas and Pinelle Training, as well as UFLI Training.
- The Coordinator of Learner Services facilitated an Early Learning Educator's meeting. The focus was on strategies to support students on the Autism spectrum and the creation of sensory centers for the classroom.
- The Instructional Coach spent a day in Lomond and visited three different colonies, Sunny Site, Gold Springs, and Oaklane Colonies, to understand the context of colony schools where one teacher teaches multiple grades.
- The Learner Services team facilitated K-3 and 4-6 reading and writing with Miriam Ramzy and Michelle Bence for 34 teachers in K-6.
- The Coordinator of Learner Services continues to visit early-learning classrooms as part of supporting schools.

- The Low German Mennonite Liaison is coordinating a day for all Low German Educational Assistants that instruct Low German to have an opportunity on November 29, 2024, to collaborate with Palliser Regional Schools Low German Educational Assistants.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- The Coordinator of Learner Services continues to attend Early Childhood Support Plan meetings to support educators and parents with students.
- The Learner Services Team, accompanied by the Speech Pathologists, physiotherapists, and Occupational Therapist (SPOT) team, facilitated a Behaviour support day. These professional development days are from a year-long Professional Development document called the “ Cup of Learner Support) for teachers across the division. Much of the day was focused on executive functioning skills and strategies teachers can use in their classrooms to support students.
- The Coordinator of Learner Services attended an open house evening at Central School to represent early learning in Horizon.
- The Associate Superintendent worked with teachers on Social Emotional Learning in the classroom.

KEY ACTION AREA #3:

K-12 Career Exploration

- Our 2nd Pre-Med Club meeting is on Wednesday, Nov 27th at 630pm at the Taber Hospital. (20 Students currently registered.
- [Poster to the 2nd Pre-Med Club](#)
- On Thursday, November 14, 2024, Career Transitions held the annual Cardboard Boat Race Competition. Horizon School Division had 14 teams that joined this great competition. Students have to build a Cardboard boat that will float across the pool. Barnwell took 1st place, and HMAP took 2nd place in the competition. Some photos of the day are attached.



Cardboard Sail and Bail Race (Barnwell 1st place to the left, HMAP 2nd Place to the right)



Boat Construction happens at the University of Lethbridge.

- Take your kid to work day (TKOW) was on November 14, 2024. We had 66 students from our division over five different schools. Students went to work with one of their parents to experience employment and career opportunities.
- Agriculture Awareness happened on November 4, 2024, as part of the E3 (Engage, Explore and Experience) through Lethbridge Polytechnic and the Collegiate for grades 7-9 students. I have also included some photos of the day. Harvesting Ambitions was held on November 21, 2024, and photos of this event will be included in next month's meeting.





LEADERSHIP PRACTICES

- During the Fall (CASS) College of Alberta School Superintendents, the Associate Superintendent and Director of Learner Services engaged in a provincial community of practice alongside other College of Alberta School Superintendents (CASS) members. The Director’s group will maintain ongoing collaboration focused on inclusive learning practices. At the same time, the Associate Superintendent will continue working with her group to support teachers in Rural School Divisions across Alberta.
- The Instructional Coach attended two days of Supporting Individuals through Valued Attachments (SIVA) training over Zoom. She will also attend the Train the Trainer session over Zoom at the end of the month. This is so she can support our Educational Assistants and Teachers with training when working with complex classroom students.
- The Director of Learner Services, the Coordinator of Learner Services, the Instructional Coach, five Learning Support Teachers (LSTs), and a classroom teacher attended the Jack Hirose Conference on Behavioral, Emotional, and Developmental Challenges in Children and Adolescents. The staff will share their learning with the Learning Support Teacher group during a session in December.
- The Associate Superintendent and Director of Learner Services continued meeting with Principals for their Principal Growth Plan Meetings with the rest of the Senior Admin.
- The Associate Superintendent took a Continuing Education Program (CEP) called “Leading Learning” through the College of Alberta School Superintendents Fall conference as part of the five courses in 5-year requirement.

TECHNOLOGY INFORMATION (Information will be shared as needed)

- The Tech Team has been working with Bell to connect the Supernet to Milk River Ridge School and successfully achieve that in mid-November. Since then, staff have been building the network, mounting access points throughout the building and working with Maintenance to support technology installation in the school.

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

Date: Fri, Oct 25, 2024 at 11:12 AM

Subject: News Release: Alberta legislature to reconvene for fall session

Alberta legislature to reconvene for fall session

October 25, 2024

Alberta's legislature to reconvene on Oct. 28 with legislation for the protection and advancement of Albertans' rights, freedoms, and opportunities.

This fall, Alberta's government will introduce legislation that fortifies the rights, freedoms and opportunities of Albertans, ensuring protections are updated to reflect these modern times.

During the fall session, Alberta's government will focus on amending and strengthening the *Alberta Bill of Rights*, to include the introduction of new rights for Albertans, such as protections for personal autonomy, including the right not to be given medical care, treatment or a vaccine without consent; the right to acquire, keep and use firearms in accordance with the law; and strengthened property rights.

“Alberta's government is heading back to the legislature with a laser-focus on the protection of Albertans' best interests. The legislation introduced this session will see Alberta be a leader in Canada, enshrining fundamental rights while simultaneously ensuring our province remains a haven for job-creating investment with strong, business-friendly policies.”

Joseph Schow, Government House Leader and Minister of Tourism and Sport

Legislation will be introduced preserving choice for minors, supporting student success and well-being in schools by strengthening ties between parents and their child's education, and protecting fairness and safety in sport by ensuring biologically

born women and girls have the opportunity to compete in biological female-only categories.

Alberta's government will also propose legislation to promote safety in the workplace, increase safety, transparency and accountability in the child-care sector, and protect Albertans' privacy in today's digital environment. The government's emphasis on ensuring the rights and freedoms of Albertans are protected in an ever-changing world is in addition to the ongoing work to continue diversifying Alberta's economy and maintain Alberta's business- and investment-friendly environment.

Proposed bills to be introduced this session include:

- Alberta Bill of Rights Amendment Act, 2024
- Early Learning and Child Care Amendment Act, 2024
- Health Statutes Amendment Act, 2024
- Education Amendment Act, 2024
- Meat Inspection Amendment Act, 2024
- Fairness and Safety in Sport Act
- Service Alberta Statutes Amendment Act, 2024
- Justice Statutes Amendment Act, 2024
- Financial Statutes Amendment Act, 2024
- Protection of Privacy Act
- Access to Information Act
- All-season Resorts Act
- Miscellaneous Statutes Amendment Act, 2024

From: **Alberta News** <alberta.news@gov.ab.ca>
Date: Mon, Oct 28, 2024 at 3:06 PM
Subject: News Release: Strengthening Albertans' rights
To: <wilco.tymensen@horizon.ab.ca>

Strengthening Albertans' rights

October 28, 2024

Proposed amendments to the *Alberta Bill of Rights* would modernize and strengthen human rights protection.

Protection of fundamental rights is necessary in a free and democratic society and highly valued by Albertans. The *Alberta Bill of Rights* was created to enshrine the principles Albertans hold dear: freedom of speech, freedom of religion and the right to equality before the law among other fundamental rights.

The *Alberta Bill of Rights* has not been significantly updated since it was first introduced in 1972, and society has evolved since then. Proposed amendments would help ensure Albertans can rely on the protection of their rights and freedoms in an ever-changing world.

“Our province was built on the principles of individual freedom and responsibility. By making important changes to the *Alberta Bill of Rights*, we’re ensuring we continue building on that foundation so Albertans for generations to come can rest assured their rights and freedoms are respected.”

Danielle Smith, Premier

Alberta’s government is introducing amendments that would add new rights for Albertans such as protections for personal autonomy, including the right not to be given medical care or treatment or a vaccine without consent; the right to acquire, keep and use firearms in accordance with the law – affirming government’s intent that provincial laws should not interfere with the right to own legally acquired firearms; and strengthened property rights.

To reinforce Albertans' shared values, amendments to the preamble would confirm that fundamental freedoms are always important, including during times of emergency, as well as affirming the importance of family and the rule of law in Alberta society.

“The proposed amendments to the *Alberta Bill of Rights* address issues important to Albertans and reinforce that Alberta's government is committed to protecting their rights. I am proud to see this bill introduced.”

Mickey Amery, Minister of Justice and Attorney General

Additional amendments would make the *Alberta Bill of Rights* a more robust civil rights document with more effective tools for making sure Albertans' rights are protected. This would include expanding the *Alberta Bill of Rights* to apply to all government action, such as policies that are not formalized in a law or regulation, and giving the courts more enforcement options when rights under the *Alberta Bill of Rights* have been breached.

Several amendments relate to recommendations in the Public Health Emergencies Governance Review Panel final report that dealt with strengthening protection for Albertans' rights and freedoms. If passed, the updates to the *Alberta Bill of Rights* would protect and reinforce Albertans' rights, freedoms and way of life.

Quick facts:

- A complete list of proposed amendments is available in the [Alberta Bill of Rights Amendment Act, 2024 fact sheet](#).
- If passed, proposed amendments would take effect upon royal assent.

Related information

- [Protecting Albertans' rights](#)
- [Alberta Bill of Rights Amendment Act, 2024 fact sheet](#)
- [Bill 24: Alberta Bill of Rights Amendment Act, 2024](#)
- [Public Health Emergencies Governance Review Panel](#)

Multimedia

- [Alberta Bill of Rights – Premier video](#)
- [Watch the news conference](#)
- [Listen to the news conference](#)

Attachments area

[Preview YouTube video Alberta Bill of Rights](#)

[Preview YouTube video Strengthening Albertans' rights - October 28, 2024](#)

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

Date: Tue, Oct 29, 2024 at 12:02 PM

Subject: News Release: Career education sets students up for success

Career education sets students up for success

October 29, 2024 [Media inquiries](#)

Alberta's government is expanding career education programming to help students in grades 10, 11 and 12 get a head start on their future.

Students deserve to pursue educational pathways that will set them up for their futures in post-secondary education, trade designations and meaningful careers in Alberta's growing economy. To help Alberta's youth get a head start on the future, Alberta's government is continuing to enhance career education opportunities for students across the province.

Through the Alberta government's mandate to support career education in the province's education system, government is providing almost \$4.9 million in dual credit grants to support 55 new programs and enhance 22 existing programs for the 2024-25 school year. These programs are available to students in 58 school authorities across the province.

"We are committed to providing students with every opportunity to pursue and explore career pathways throughout their education. This new funding for dual credit programming will help students discover and pursue their passions, all while helping them get a head start on their future by gaining valuable skills and post-secondary credit."

Demetrios Nicolaidis, Minister of Education

"Health care aides are an essential part of Alberta's health care system. The health care aide dual credit programming offers students a valuable opportunity to begin their health care careers early and develop the skills needed to enter and strengthen our province's health care workforce."

Adrianna LaGrange, Minister of Health

The dual credit program funding will lead students to pursue meaningful apprenticeship pathways in the skilled trades, and meaningful careers in agriculture, health care and much more. This expansion of dual credit programming will enable school authorities to help their students pursue career pathways and post-secondary opportunities around their interests and passions.

"We thank the Alberta government for its commitment to expanding dual credit education programming in Catholic schools. Together, we are equipping our youth with the tools they need to thrive in a rapidly evolving economy. Dual credit programming empowers our high school students to explore and build on their career interests, setting them on a path towards reaching their full potential.

Bryan Szumlas, chief superintendent, Calgary Catholic School District

"We are grateful for this grant, which allows us to expand our dual credit programming by offering a health care aide course next semester. This program will provide more students with the opportunity to explore health care pathways, earn high school and post-secondary credits and build the skills needed to succeed in careers that are vital to Alberta's future."

Sandra Palazzo, board chair, Edmonton Catholic Schools

Dual credit programs are operated in partnership with post-secondary schools or in line with apprenticeship education pathways and are available to students in the public, separate, francophone, charter, First Nations and independent school systems. These programs provide career-based courses for students in grades 10, 11 and 12 to earn both high school credits and credits that count toward a post-secondary certificate, diploma or degree.

Quick facts

- Since 2019, \$18.6 million has been provided to school authorities for dual credit programming.

- School authorities receive up to \$50,000 to support the startup costs for new dual credit programs and up to \$100,000 to enhance existing dual credit programs.
- Alberta Education is providing \$4.3 million of the funding for dual credit programs this year.
- Alberta Health is providing \$550,000 to support eight health care aide dual credit programs among the 77 funded programs.
- Between 2013 and 2023, about 83,000 high school students participated in at least one dual credit course.

Related information

- [Dual credit – Start-up funding for school authorities](#)
- [Dual credit – Enhancement funding for school authorities](#)
- [Dual Credit Review Advisory Group](#)

Related news

- [Giving students a head start in Alberta's job market](#) (June 5, 2024)
- [More career education for students](#) (April 9, 2024)

Media inquiries

[Kevin Lee](#)

587-785-4366
Press Secretary, Alberta Education



ALBERTA

TRANSPORTATION AND ECONOMIC CORRIDORS

*Office of the Minister
MLA, Innisfail-Sylvan Lake*

October 29, 2024

AR 99297

Marie Logan
Board Chair
Horizon School Division
6302 - 56 Street
Taber, AB T1G 1Z9

Dear Ms. Logan:

Thank you for sharing your concerns regarding the Highway 3 twinning project Grassy Lake Bypass and the potential impacts to traffic near Grassy Lake School. As Minister of Transportation and Economic Corridors, I am able to provide the following information.

Transportation and Economic Corridors fully understands the importance of ensuring student safety and minimizing disruptions around the school. As part of the Highway 3 twinning project between the Town of Taber and the Hamlet of Burdett, several factors were considered to ensure the safest and most effective design. The original decision to not include an east entrance to the new proposed bypass around the hamlet was based on its location, which raised significant safety concerns.

To address the needs of the community, the project team provided three alternate access points to Grassy Lake along the bypass. Most recently, the Municipal District of Taber Council met with department staff and local residents to request further consideration for an east access. The work to review and analyze the costs and potential of introducing this east access is currently underway. Once a decision is made, it will be brought back to the municipality and area stakeholders.

With the new Highway 3 bypass to the south, only local traffic will need to use the Highway 877 access to travel in and out of the hamlet. While this will bring some local traffic onto Highway 877 in front of the school, it is expected overall impacts on traffic volumes to be minimal, and possibly reduced.

.../2

Regarding the Viterra Inland Terminal, the project adds a secondary access point off RR 131, in addition to the existing access at RR 132, which will remain available for eastbound trucks on the current Highway 3. The RR 131 intersection offers a safer alternative with fewer turning conflicts, as its south leg is a narrow, gravel-surfaced roadway providing minimal local residential access. This alternative provides a more direct and efficient connection to Highway 3, which should avoid the need for trucks to travel through the hamlet and past the school.

Your engagement is greatly appreciated in this process and the department remains committed to delivering a project that meets the needs of Grassy Lake while enhancing overall safety.

If you have any further questions or concerns on this matter, please contact Mr. Ubaid Khan, Construction Manager. Mr. Khan can be reached toll-free by dialling 310-0000, followed by 403-382-4062, or at ubaid.khan@gov.ab.ca.

Thank you for taking the time to write.

Sincerely,



Honourable Devin Dreeshen, ECA
Minister of Transportation and Economic Corridors

cc: Honourable Pete Guthrie, ECA, Minister of Infrastructure
Honourable Ric McIver, ECA, Minister of Municipal Affairs
Honourable RJ Sigurdson, ECA, Minister of Agriculture and Irrigation
Honourable Demetrios Nicolaides, ECA, Minister of Education
Honourable Grant Hunter, ECA, MLA for Taber-Warner
Brian G. Hildebrand, Division 3 Councillor, Hamlet of Grassy Lake and Area

October 29, 2024

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

RE: Addition of a Trustee to The Horizon School Division

Dear Minister Nicolaides

The Board of Trustees of Horizon School Division is requesting to increase the number of trustees from seven (7) to eight (8).

The Board has historically been structured with the goals of balanced community representation and not allowing any single ward to maintain a majority on the board. This caused some discrepancy in the proportion of the population represented by each trustee. As rural populations have declined, this discrepancy has been magnified. The board is requesting an additional trustee in Ward 3 (Barnwell, Taber) to improve the proportionate representation of each ward. Adding one trustee still allows for no single ward to maintain a majority, but also allows for our regional communities to be represented.

Thank you for your attention regarding this matter. We look forward to your response.

Sincerely,



Marie Logan
Board Chair

cc. The Board of Trustees of Horizon School Division
Wilco Tymensen, Superintendent
Philip Johansen, Secretary Treasurer
Erin Dalke, Alberta Education

THE HORIZON SCHOOL DIVISION
Bylaw 2024-01
Re: Board Structure and Ward Representation

Moved by Maxwell Holst, Trustee that The Board of Trustees of Horizon School Division approve Bylaw 2024-01 to provide for the amendment of the board structure and ward (electoral subdivision) representation as follows:

The total number of trustees to be elected within the said wards or electoral subdivisions shall be eight (8). Trustee number from each ward or electoral subdivision is as follows:

Ward One (1):	one (1) trustee
Ward Two (2):	one (1) trustee
Ward Three (3):	four (4) trustees
Ward Four (4):	one (1) trustee
Ward Five (5):	one (1) trustee

CARRIED

APPROVED: October 28, 2024

**The Horizon School Division
Electoral Ward Statistics - Current Boundaries
Utilizing Projected Enrollment for the 2024-25 School Year**

Current Ward Structure

Ward	# of Trustees	Communities	# Regular Schools	# Colony Schools	Regular Schools Enrolment	Colony Schools Enrolment	Total Enrolment	% Enrolment	Enrolment Per Trustee	% Enrollment Per Trustee
1	1	Enchant, Lomond	2	3	197	71	268	8%	268	8%
2	1	Hays, Vauxhall	4	2	354.5	68.5	423	13%	423	13%
3	3	Barnwell, Taber	9	6	1962.75	154	2116.75	64%	706	21%
4	1	Grassy Lake, Warner	3	7	177	132	309	9%	309	9%
5	1	Coutts, Milk River	1	1	180.5	12	192.5	6%	192.5	6%
Total	7		19	19	2871.75	437.5	3309.25			

**The Horizon School Division
Electoral Ward Statistics - Current Boundaries
Utilizing Projected Enrollment for the 2024-25 School Year**

Effective : October 2025

Ward 1 represents Lomond, Enchant and all Colonies north of the Oldman River

Ward 2 represents Hays and Vauxhall, but no Colonies

Ward 3 represents Barnwell, Taber, but no Colonies

Ward 4 represents Warner, Grassy Lake, Colonies West of Highway 36 and 4 and colonies in the M.D. of Taber

Ward 5 represents Milk River, Coutts and all colonies east of Highway 36 in the County of Warner

Ward	# of Trustees	Communities	# Regular Schools	# Colony Schools	Regular Schools Enrolment	Colony Schools Enrolment	Total Enrolment	% Enrolment	Enrolment Per Trustee	% Enrollment Per Trustee
1	1	Enchant, Lomond	2	5	197	139.5	336.5	10%	336.5	10%
2	1	Hays, Vauxhall	4	0	354.5	0	354.5	11%	354.5	11%
3	4	Barnwell, Taber	9	0	1962.75	0	1962.75	59%	654	20%
4	1	Grassy Lake, Warner	3	8	177	199	376	11%	376	11%
5	1	Coutts, Milk River	2	6	180.5	99	279.5	8%	279.5	8%
Total	8		20	19	2871.75	437.5	3309.25			

THE HORIZON SCHOOL DIVISION
Bylaw 2024-02
Re: Ward (Electoral Subdivision) Boundaries

Moved by Maxwell Holst, Trustee that The Board of Trustees of Horizon School Division Bylaw 2024-02 to provide for the amendment of the ward (electoral subdivision) boundaries as follows:

WHEREAS at certain times some electors and/or trustees have expressed a desire to have the board structure and ward (electoral subdivision) boundaries of The Horizon School Division changed; and

WHEREAS section 76 of the *Education Act* of Alberta allows the Board to amend a by-law providing for the number of trustees and the determination of boundaries for wards (electoral subdivisions); and

WHEREAS the Board of Trustees of Horizon School Division is desirous of defining the board structure and adjusting the boundaries of the existing wards (electoral subdivision) boundaries;

WHEREAS the Board of Trustees of Horizon School Division has determined that:

- Electoral wards will mirror the defined attendance boundaries of the public schools within each ward. Individual colonies may be assigned to ward other than the ward surrounding them,
- Communities will be fairly represented on the board by defining wards that include at least two (2) communities attendance areas and each ward will have no less than 1 member of the board,
- No single ward will have a controlling share of the votes on the board,
- Total board members shall not exceed eight (8),
- After other representation requirements have been fulfilled, additional trustees may be elected from a ward in recognition of disproportionate population distribution.

NOW THEREFORE, be it resolved that, in accordance with *section 76* of the *Education Act*, changes be made to The Horizon School Division ward (electoral subdivision) boundaries, to be in effect for the October 2025 local authorities election, as follows:

Ward One (1), representing the communities of Lomond, Enchant and surrounding areas, shall be comprised of those lands within The Horizon School Division between the following described boundaries:

Northern Boundary: South of Township 18.

Eastern Boundary: West of the Bow River between Range 18 Township 17 Section 36 and Range 16 Township 16 Section 5; North of Range 16 Township 15 Section 31,32 and Range 17 Township 15 Sections 35,36; West of Range 16 Township 15; West of Range 17 Township 15 Sections 2,11,14,23,26,35; West of Range 17 Township 14 Sections 4, 10, 15, 22, 27, 34; West of Range 17 Township 13 Sections 18, 19, 30, 32.

Southern Boundary: Highway 524 and Township Road 13-2 North of Range 18 Township 13 sections 7, 8, 9, 10, 11, 12 and North of Range 19 Township 13 sections 11, 12; the County of Lethbridge (North of Range 20 Township 13 Sections 35, 36; North of Range 19 Township 13 Sections 31,32,33,34; East of Range 19 Township 13 Sections 34, 27, 22, 25).

Western Boundary: East of the Traverse Reservoir, Lake McGregor and Vulcan County Range 20 Township 14 Sections 3, 6, 8, 18.

Hutterite Colony Representation: Including all Hutterite Colonies within the boundaries of the Horizon School Division which are North of the Oldman River.

Ward Two (2), representing the communities of Hays, Vauxhall and surrounding areas, shall be comprised of those lands within The Horizon School Division between the following described boundaries:

Northern Boundary: South of Township 16 and the Bow River South of Range 18 Township 13 sections 13, 14, 15, 16, 17, 18.

Eastern Boundary: West of the Bow River.

Southern Boundary: North of Range 18 Township 11 Sections 19, 20, 21, 22, 23, 24 and Range 17 Township 11 Sections 19, 20, 21, 22, 23, and 24 and Range 16 Township 11 Section 19; North of the Old Man River between Range 16 Township 11 Section 19 and Range 13 Township 11 Section 22.

Western Boundary: East of Range 17 Township 15 Sections 3, 10, 15, 22, 27, 34; East of Range 17 Township 14 Sections 3, 9, 18, 21, 28, 33; East of Range 17 Township 13 Sections 13, 24; South of Range 18 Township 13 Sections 13, 14, 15, 16, 17, 18; East of the County of Lethbridge at Range 18 Township 13 Sections 1, 12, Range 18 Township 12 Sections 1, 12, 13, 24, 25, 36, Range 18 Township 11 Sections 25, 36.

Hutterite Colony Representation: Excluding all Hutterite Colonies within the boundaries of the Horizon School Division which are North of the Oldman River.

Ward Three (3), representing the communities of Barnwell and Taber, shall be comprised of those lands within The Horizon School Division lying between the following described boundaries:

Northern Boundary: Lying South of Range 18 Township 11 sections 30,29,28,27,26,25; South of Range 17 Township 11 Sections 30, 29, 28, 27, 26, and 25, South of Range 16 Township 11 Section 30, and South of the Old Man River between Range 16 Township 11 Section 30 and Range 14 Township 11 Section 17.

Eastern Boundary: West of Range 14 Township 11 sections 17,8,5; West of Range 14 Townships 10, 9, 8, 7, 6. West of Range 14 Township 5 sections 31, 30.

Southern Boundary: Northern edge of the coulee running South-East between Range 17 Township 6 Section 30 and Range 15 Township 5 Section 25.

Western Boundary: East of Range 19 from Range 19 Township 11 Section 24 south to Range 19 Township 9 Section 13 (Chin Lakes); North of Chin Lakes from Range 18 Township 9 Section 7 to Range 17 Township 8 Section 2; South of Range 17 Township 8 Sections 2, 3, 4, 5, 6; East of Range 18 Township 7, Sections 1, 12, 13, 24, 25, 36; East of Range 18 Township 7 Sections 1, 12, 13, 24, 25, 36; East of Range 18 Township 6 Sections 25, 36.

Hutterite Colony Representation: Excluding all Hutterite Colonies within the boundaries of the Horizon School Division.

Ward Four (4), representing the communities of Grassy Lake Warner and surrounding areas, shall be comprised of two areas within The Horizon School Division lying between the following described boundaries:

Area 1 (Surrounding Grassy Lake)

Northern Boundary: South of the Old Man River between Range 14 Township 11 Section 17 and Range 12 Township 11 Section 12.

Eastern Boundary: West of the County of Forty Mile from Range 12 Township 11 Section 7 south to Range 12 Township 7 Section 6.

Southern Boundary: North of the County of Forty Mile from Range 13 Township 7 Section 1 to Range 14 Township 7 Section 18.

Western Boundary: East of Range 14 Township 11 Section 18 south to Range 14 Township 7 Section 24.

Area 2 (Surrounding Warner)

Northern Boundary: Northern edge of the coulee running South-East between Range 17 Township 6 Section 30 and Range 15 Township 5 Section 25.

Eastern Boundary: West of the County of Forty Mile between Range 14 Township 7 Section 18 and Range 11 Township 3 Section 28.

Southern Boundary: North of Range 11 Township 3 Section 20 west to Range 16 Township 3 Section 19; West of Range 16 Township 3 Sections 6, 7, 18, 19; North of Range 17 Township 2 Sections 36 west to Range 19 Township 2 Section 36.

Western Boundary: East of Range 18 Township 6 Sections 1, 12, 13, 24, 25, 36; South of Range 18 Township 6 Sections 1, 2, 3, 4, 5, 6; East of Range 19 Township 5 Section 36 south to Range 19 Township 3 Section 1.

Hutterite Colony Representation: Including all Hutterite Colonies within the boundaries of the Horizon School Division which are West of Highway 36 (south of Highway 3), all Hutterite

Colonies West of Highway 4, and all Hutterite Colonies within the M.D. of Taber south of the Oldman River.

Ward Five (5), representing the communities of Coutts, Milk River and surrounding areas, shall be comprised of those lands within The Horizon School Division lying between the following described boundaries:

Northern Boundary: South of Range 18 Township 3 Section 6 east to Range 17 Township 3 Section 1; West of Range 17 Township 3 Sections 1, 12, 13, 24; South of Range 16 Township 3 Section 30 east to Range 11 Township 3 Section 29.

Eastern Boundary: West of the County of Forty Mile between Range 11 Township 3 Section 21 and Range 10 Township 1 Section 6.

Southern Boundary: North of the 49th Parallel – U.S.A. Border between Range 10 Township 1 Section 6 and Range 19 Township 1 Section 1.

Western Boundary: East of Range 19 Township 2 Section 36 south to Range 19 Township 1 Section 1.

Hutterite Colony Representation: Including all Hutterite Colonies within the boundaries of the Horizon School Division which are in the County of Warner East of Highway 36, and East of Highway 4.

CARRIED

APPROVED: October 28, 2024

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

Date: Fri, Nov 8, 2024 at 1:32 PM

Subject: News Release: Ensuring positive outcomes for students

Ensuring positive outcomes for students | Assurer des résultats positifs pour les élèves

November 08, 2024

Provincial test results show Alberta students are closing the gap to pre-pandemic levels.

The COVID-19 pandemic had a profound impact on Alberta families, students and staff across the education system. Evidence shows that disruptions brought on by the pandemic had negative impacts on students' learning and social-emotional development. Alberta's grade 6, 9 and 12 students are continuing to close the gap between pre-pandemic and post-pandemic scores in provincial tests such as diploma exams and Provincial Achievement Tests, as demonstrated through the most recent test results.

Results from the 2023-24 grade 6 and 9 Provincial Achievement Tests and Grade 12 diploma exams show:

- Grade 6 students performed significantly better than in the previous year in science and social studies in both the acceptable and excellence standards.
- Student scores for Grade 9 achievement tests showed significant improvement for social and science in the acceptable standard and math and science in the excellence standard.
- Grade 12 student scores on provincial examinations improved in both the acceptable and excellence standards in the majority of subjects.

To continue to support students in closing the learning gap, Alberta's government is taking decisive action to support student learning by prioritizing early years assessments, making record investments to meet the specialized learning needs of students and proposing legislative amendments to prioritize student learning.

“The 2023-24 diploma exams and Provincial Achievement Test results are a strong indicator that learning gaps caused by the pandemic are closing. We recognize there are opportunities for improvement, but I am confident that through our investments, proposed legislation amendments and enhanced assessments, our K-12 students will gain the skills and knowledge they need to succeed.”

Demetrios Nicolaidis, Minister of Education

Proposed amendments to the *Education Act* would establish a new right to education for Alberta students during future emergencies and highlight the importance of education and maintaining access to in-person learning during emergencies. To help ensure that students get the helping hand they deserve throughout their education, Alberta’s government is investing \$1.5 billion this school year to meet students’ specialized learning needs. This includes \$44 million specifically for classroom complexity in the 2024-25 year, so school authorities can add staffing supports to complex classrooms and give students the focused time and attention they need to succeed.

“CASS celebrates the strategic contributions of all partners working within local school authorities for enabling students to experience such impressive gains in their learning. The ongoing financial investments by the ministry to support student learning today and in the future are greatly appreciated.”

Dr. Clint Moroziuk, president, College of Alberta School Superintendents

Additionally, over the past two school years, Alberta’s government has invested \$10 million to support educators and specialists in clearing a pandemic-related backlog of specialized assessments in occupational therapy, physiotherapy, speech language pathology and psychology. This investment supported the delivery of more than 3,200 student assessments and helped inform instructional programming or access to critical supports and services for students with disabilities, delays or those experiencing other challenges.

“It’s encouraging to see the progress the students have made since returning to the classrooms. These findings are a testament to the hard work of the teachers, EAs, students and parents across the province. The results are also a reminder of just how important government funding is to public school education programs to continue to

close this gap and have students not only reach pre-pandemic success, but to excel past it.”

Dennis MacNeil, president, Public School Board Association of Alberta

Alberta’s government also released an enhanced early years assessment framework to ensure Kindergarten to Grade 5 students who require additional support with their literacy and numeracy skills are identified in the critical early years of their education. This enhanced early years assessment framework was developed with input from school authorities, education stakeholders and academic experts, to ensure students are connected to the intervention supports they need to build foundational skills in literacy and numeracy.

Quick Facts:

- \$85 million in learning disruption funding has been provided since 2021 to help students develop the foundational skills they need to succeed in later grades.

Related information

- [Provincial Achievement Test results](#)
- [Diploma Exam results](#)
- [Supporting Alberta students and families](#)
- [Early Years Assessments](#)

Related news

- [Supporting Alberta students and families](#) (Oct 31, 2024)
- [Supporting Alberta’s youngest students](#) (July 11, 2024)