

Regular Board Meeting Agenda – 1:00 pm

Monday, February 27th, 2023

Acknowledgement of the Land

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

A – Action Item

<p>A.1 Agenda</p> <p>A.2 Minutes of Regular Board Meeting held Monday, January 23, 2023</p> <p>A.3 February 2023 Payment of Accounts</p> <p>A.4 Second & Final Reading Policy BF – Policy Development</p> <p>A.5 Second & Final Reading Policy GAA – Code of Conduct</p> <p>A.6 Second & Final Reading Policy HIB – Copyright</p> <p>A.7 Second & Final Reading Policy HKF – High School Graduation Ceremonies</p> <p>A.8 Second & Final Reading Policy HLBA – Course Challenge</p> <p>A.9 First Reading Policy HNA – Lord’s Prayer</p> <p>A.10 First Reading Policy HNB – Controversial Issues in the Classroom</p> <p>A.11 First Reading Policy HND – Remembrance Day</p>	<p>ENCLOSURE 1</p> <p>ENCLOSURE 2</p> <p>ENCLOSURE 3</p> <p>ENCLOSURE 4</p> <p>ENCLOSURE 5</p> <p>ENCLOSURE 6</p> <p>ENCLOSURE 7</p> <p>ENCLOSURE 8</p> <p>ENCLOSURE 9</p> <p>ENCLOSURE 10</p>
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D. Discussion Items

<p>D.1 ASBA Awards</p> <ul style="list-style-type: none"> • Community Engagement Award • Edwin Parr Teacher Awards • Friends of Education • Honourary Life Member Award • Honouring Spirit – Indigenous Student Award • School Board Innovation and Excellence Award • Lieutenant Governor of Alberta Student Awards • Zone Appreciation Awards 	<p>ENCLOSURE 11</p>
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I - Information Items

<p>I.1 Superintendent’s Report – Wilco Tymensen</p> <p>I.2 Trustee/Committee Report</p> <p style="padding-left: 20px;">I.2.1 Zone 6 Report – Marie Logan</p> <p style="padding-left: 20px;">I.2.2 Facilities Meeting Report – Bruce Francis</p> <p>I.3 Associate Superintendent of Finance and Operations – Phil Johansen</p> <p>I.4 Associate Superintendent of Human Resources – Robbie Charlebois</p> <p>I.5 Associate Superintendent of Learner Services Report – Terri-Lynn Duncan</p>	<p>ENCLOSURE 12</p> <p>ENCLOSURE 13</p> <p>ENCLOSURE 14</p>
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I – Correspondence

C.1 News Release: More funding for schools to close learning gaps

ENCLOSURE 15

Dates to Remember

• March 8 – COSC (10:00 – 2:00)
• March 10 - Policy Committee Meeting – 8:30 – 12:00
• March 14 – Administrator’s Meeting
• March 27 – Board Meeting
• April 4 – Board of Trustees School Visits - Hays, VES, VHS, HMAP, Copperfield Colony
• April 7 – Stat Holiday – Good Friday
• April 10 – 13 – Easter Break – no school
• April 19 – Administrator’s Meeting
• April 20 - Policy Committee Meeting – 1:00 – 3:30
• April 24 – Board meeting
• May 23 – Board of Trustees School Visits – Taber Schools
• May 24 - Policy Committee Meeting – 1:00 – 3:30

Horizon School Division

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The Board of Trustees of Horizon School Division held its Regular Board meeting on Monday, January 23, 2023, beginning at 1:15 p.m.

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

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

ACTION ITEMS

A.1	Moved by Maxwell Holst that the Board approve the agenda. Carried Unanimously	AGENDA APPROVED 01/23
A.2	Moved by Blair Lowry that the Board approve the Minutes of the Regular Board Meeting held Monday, December 19 th , 2022, as provided by Enclosure #1 of the agenda. Carried Unanimously	BOARD MEETING MINUTES APPROVED 02/23
A.3	Moved by Jennifer Crowson that the Board approve the January 2023 Payment of Accounts in the amount of \$4,590,775.70 as provided in Enclosure #2 of the agenda. Carried Unanimously	PAYMENT OF ACCOUNTS APPROVED 03/23
A.4	Moved by Derek Baron that the Board approve second reading of Policy GH – Substitute Support Staff as provided in Enclosure #3 of the agenda. Carried Unanimously	SECOND READING OF POLICY GH APPROVED 04/23
	Moved by Derek Baron that the Board approve final reading of Policy GH – Substitute Support Staff as provided in Enclosure #3 of the agenda. Carried Unanimously	FINAL READING OF POLICY GH APPROVED 05/23

A.5	Moved by Maxwell Holst that the Board approve second reading of Policy HD – School Day as provided in Enclosure #4 of the agenda. Carried Unanimously	SECOND READING OF POLICY HD APPROVED 06/23
	Moved by Maxwell Holst that the Board approve final reading of Policy HD – School Day as provided in Enclosure #4 of the agenda. Carried Unanimously	FINAL READING OF POLICY HD APPROVED 07/23
A.6	Moved by Mandy Court that the Board approve second reading of Policy HGAA – Locally Developed Courses as provided in Enclosure #5 of the agenda. Carried Unanimously	SECOND READING OF POLICY HGAA APPROVED 08/23
	Moved by Mandy Court that the Board approve final reading of Policy HGAA – Locally Developed Courses as provided in Enclosure #5 of the agenda. Carried Unanimously	FINAL READING POLICY HGAA APPROVED 09/23
A.7	Moved by Blair Lowry that the Board approve second reading of Policy HGAB – Planning for Instruction as provided in Enclosure #6 of the agenda. Carried Unanimously	SECOND READING OF POLICY HGAB APPROVED 10/23
	Moved by Blair Lowry that the Board approve final reading of Policy HGAB – Planning for Instruction as provided in Enclosure #6 of the agenda. Carried Unanimously	FINAL READING OF POLICY HGAB APPROVED 11/23
A.8	Moved by Bruce Francis that the Board approve second reading of Policy HGAE – Religion & Human Sexuality as provided in Enclosure #7 of the agenda. Carried Unanimously	SECOND READING OF POLICY HGAE APPROVED 12/23
	Moved by Bruce Francis that the Board approve final reading of Policy HGAE – Religion & Human Sexuality as provided in Enclosure #7 of the agenda. Carried Unanimously	FINAL READING OF POLICY HGAE APPROVED 13/23
A.9	Moved by Jennifer Crowson that the Board approve second reading of Policy HGBHA – Alternative Programs as provided in Enclosure #8 of the agenda. Carried Unanimously	SECOND READING OF POLICY HGBHA APPROVED 14/23

	Moved by Jennifer Crowson that the Board approve final reading of Policy HGBHA – Alternative Programs as provided in Enclosure #8 of the agenda. Carried Unanimously	FINAL READING OF POLICY HGBHA APPROVED 15/23
A.10	Moved by Bruce Francis that the Board approve first reading of Policy BF – Policy Development as provided in Enclosure #9 of the agenda. Carried Unanimously	FIRST READING OF POLICY BF APPROVED 16/23
A.11	Moved by Maxwell Holst that the Board approve first reading of Policy GAA – Code of Conduct as provided in Enclosure #10 of the agenda. Carried Unanimously	FIRST READING OF POLICY GAA APPROVED 17/23
A.12	Moved by Mandy Court that the Board approve first reading of Policy HIB – Copyright as provided in Enclosure #11 of the agenda. Carried Unanimously	FIRST READING OF POLICY HIB APPROVED 18/23
A.13	Moved by Blair Lowry that the Board approve first reading of Policy HKF – High School Graduation Ceremonies as provided in Enclosure #12 of the agenda. Carried Unanimously	FIRST READING OF POLICY HKF APPROVED 19/23
A.14	Moved by Bruce Francis that the Board approve first reading of Policy HLBA – Course Challenge as provided in Enclosure #13 of the agenda. Carried Unanimously	FIRST READING OF POLICY HLBA APPROVED 20/23

DISCUSSION ITEMS

D.1 DRAFT 2024-2025 CALENDAR

- The 2024-2025 Draft Jurisdiction Calendar was shared with the Board and feedback was sought.

INFORMATION ITEMS

I.1 SUPERINTENDENT'S REPORT

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

- [View report here.](#)

I.2 TRUSTEE/COMMITTEE REPORT

I.2.1 ASBA Zone 6 Report

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

- ASBA President Marilyn Dennis reported on Alberta Health's Creating Tobacco Free Future and noted the request for ASBA to give input to this program by January 31, 2023. Written input to the Career Education Task Force was provided by boards and their submissions were included as an attachment to the ASBA report.
- Dr. V. Abboud indicated there may be possible adjustments to the Edwin Parr Awards forthcoming.
- The Speaker's Corner on February 23, 2023, from 6-8pm, will be about Strategic Learning.
- ASBA showed a slide presentation on their Budget Assumptions. Budget Bulletin will be sent out April 3, 2023.
- Feedback has been requested from Boards regarding Emergent Position Statements.

I.2.2 Facilities Meeting Report

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

- Milk River Capital Project has been re-tendered with 3 companies submitting tenders. Tender closed on January 20th, 2023. A contractor should be selected early February, allowing for contractor mobilization in approximately April 2023.
- Alternate options to air conditioning Dr. Hamman School took place as the HVAC system is not compatible with the addition of air conditioning.
- 10-year Capital Plan was reviewed
- Draft 3-Year Capital Plan was reviewed – The plan will be forthcoming to the board in March as it needs to be submitted by the end of March to AB Infrastructure
- Live streaming camera's have been installed in the WR Myers gymnasium to accommodate virtual athletic spectators.

I.2.3 Administrator's Meeting Report

Trustee, Maxwell Holst, provided a summary of the Administrator's Meeting for the month of January 2023:

- Congratulation to Principal, Brock Campbell for being awarded Taber Chamber of Commerce Citizen of the Year.
- Discussed the 2024-2025 Draft Calendar
- Financial discussion included 2021-2022 Audited Financial Statement, 2022-2023 Budget, and best practices related to: expenditures, school generated funds, & expense reimbursement.
- Review of the proposed Horizon Leadership Development program.
- Professional Learning was held in the afternoon.

I.3 ASSOCIATE SUPERINTENDENT OF FINANCE AND OPERATIONS

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

- Financial Quarterly Report
- Developing a Financial Toof
- Building a 'joint-use' planning template

I.4 ASSOCIATE SUPERINTENDENT OF HUMAN SERVICES REPORT

- [View report here.](#)

I.5 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

- [View report here.](#)

Moved by Derek Baron that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

21/23

COMMITTEE ITEMS

Moved by Derek Baron that the Board meet in Committee.

Carried Unanimously

COMMITTEE

22/23

Moved by Bruce Francis that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

23/23

Marie Logan, Chair

Sheila Laqua, Executive Secretary

HORIZON SCHOOL DIVISION
POLICY HANDBOOK

Policy Code: BF
Policy Title: Policy Development
Cross Reference: BCE
Legal Reference: *Education Act*
Adoption Date: April 27, 1995
**Amendment or Re-
affirmation Date:** August 26, 2019

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES ONE OF ITS PRIMARY FUNCTIONS IS TO ESTABLISH POLICIES AND TO ASSIGN RESPONSIBILITY FOR THEIR EXECUTION AND IMPLEMENTATION. WRITTEN POLICIES SHALL CONSTITUTE A BASIC METHOD BY WHICH THE BOARD EXERCISES ITS LEADERSHIP IN THE OPERATION OF THE SCHOOL SYSTEM. IN FORMULATING POLICY, CAREFUL ANALYSIS OF THE SUBJECT WILL BE UNDERTAKEN, ALTERNATIVES WILL BE CONSIDERED, AND RELEVANT GROUPS WILL BE CONSULTED.

REGULATIONS

1. The Board shall assure that at minimum the following are invited to become members of the Policy Advisory Committee:
 - 1.1. Superintendent – Chairperson;
 - 1.2. Two trustees;
 - 1.3. One principal - selected by members of the Administrative Council;
 - 1.4. One teacher - selected by the ATA Local Council;
 - 1.5. One support staff member, selected from CUPE membership, and
 - 1.6. One parent - selected from members of the Division Council of School Councils.
2. Individual appointments to the Policy Advisory Committee shall be reviewed annually.
3. All policies shall be formatted using the following sections: policy, definitions, guidelines and regulations, and appendices.
4. The need for policy or policy revisions may be identified by the Board of Trustees, teachers, administrators, other employees of the Board, governmental agencies, pupils, parents or other interested persons or bodies.
5. This need shall be directed to the Superintendent of Schools. If warranted, the Superintendent or designate shall prepare a draft policy statement.

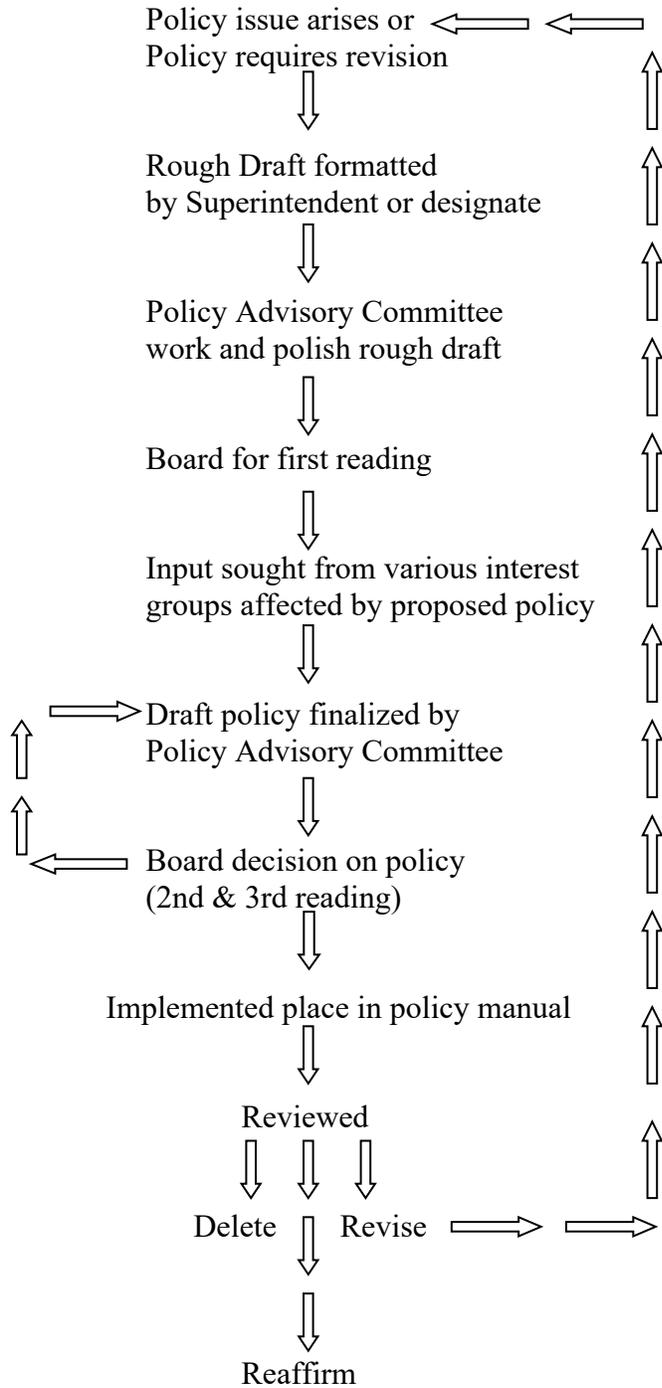
Policy BF - Policy Development, Cont'd.

6. The draft policy shall be presented to the Policy Advisory Committee who will approve/revise it before it is circulated for wider response.
7. The draft shall be circulated to all principals and any other person or groups directly affected by the policy who shall be invited to provide additions, deletions or other revisions to the draft policy.
8. The draft policy along with all input received shall be referred to the Policy Advisory Committee who shall revise the policy based on the input received and their own personal judgment for presentation to the Board.
9. The Board shall:
 - 9.1. approve the policy at which time it shall become official Board policy and be distributed as required;
 - 9.2. refer the policy back to committee for further work; or
 - 9.3. reject the policy.
10. The Board may exclude steps 5 - 7 and deal with the policy directly if:
 - 10.1. The policy is exclusive to Board operation and governance;
 - 10.2. The revision does not change policy intent or procedure.
11. All policies shall be reviewed at least once every ~~5~~ten (10) years and reaffirmed, revised or deleted. Policy development is a continuous process.

Policy BF - Policy Development, Cont'd.

Policy BF - Policy Development, Cont'd.

Policy Development Flow Chart



HORIZON SCHOOL DIVISION
POLICY HANDBOOK

Policy Code: GAA
Policy Title: Employee Code of Conduct
Cross Reference: IHF, JBA, JBB
Legal Reference: *Education Act*, Canadian Anti-Spam Legislation, Freedom of Information and Protection of Privacy Act, Canadian Code of Ethics for Psychologists and Canadian Counselling and Psychotherapy Association, Occupational Health and Safety Act
Adoption Date: November 27, 1996
Amendment or Re-affirmation Date: October 21, 2001, January 23, 2019

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION EXPECTS EMPLOYEES TO KNOW, UNDERSTAND, AND COMPLY WITH CONDUCT EXPECTATIONS.

DEFINITION

Bullying, Discrimination, Harassment, and Violence: are defined in Policy IHF Welcoming, Caring, Respectful, and Safe Learning Environments.

Conflict of interest: any situation in which an individual is in a position as an employee of the Division to exploit a professional or official capacity in some way so as to create a financial benefit for him/herself or one that benefits an immediate family member or relative.

Immediate family member or relative: includes the following relatives of the employee or his/her spouse/common-law spouse, including spouse, common-law spouse, parent, grandparent, child, grandchild, sister, brother, aunt, uncle, niece, nephew, sister-in-law, brother-in-law, daughter-in-law, son-in-law, father-in-law, mother-in-law, or other relative who is a member of the employee's household.

GUIDELINES

1. This policy applies to all Horizon employees:
 - 1.1. in the workplace;
 - 1.2. on any jurisdiction property;
 - 1.3. in Hutterian Colony Schools
 - 1.4. during any break times on or off jurisdiction property;
 - 1.5. at jurisdiction sponsored or authorized activities;
 - 1.6. while riding in jurisdiction owned or contracted transportation; and/or

- 1.7. when the employee's conduct detrimentally affects the welfare of other individuals or the governance, climate, or efficiency of the workplace regardless of where that conduct occurs.
2. Any form of bullying, discrimination or harassment as defined above is unacceptable, whether or not it occurs within the jurisdiction's buildings, vehicles, during the ~~work day~~workday or by electronic means.
3. Failure to comply with this policy could result in disciplinary action up to and including termination of employment.
4. This policy is based on the following principles:
 - 4.1. Horizon maintains high standards for the conduct of its employees;
 - 4.2. ~~e~~Employee conduct should reflect Horizon's values; and
 - 4.3. ~~e~~Employees are expected to conduct themselves with integrity

REGULATIONS

1. All professionals shall comply with their professional code of conduct.
2. Teachers are expected to meet the applicable provincial quality standard.
3. As per Section 196 of the *Education Act* teachers shall while providing instruction or supervision:
 - 3.1. ~~p~~Provide instruction competently to students;
 - 3.2. ~~t~~Teach the courses of study and education programs that are prescribed, approved or authorized pursuant to this Act;
 - 3.3. ~~p~~Promote goals and standards applicable to the provision of education adopted or approved pursuant to this Act;
 - 3.4. ~~e~~Encourage and foster learning in students;
 - 3.5. ~~r~~Regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board;
 - 3.6. ~~m~~Maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board; and
 - 3.7. ~~s~~Subject to any applicable collective agreement and the teacher's contract of employment, carry out those duties that are assigned to the teacher by the principal or the board.
4. All Employees shall.
 - 4.1. report to work on time and fit to conduct their duties;
 - 4.1.1. Employees who are absent without prior approval and who fail to communicate the reasons for their absence for three consecutive days may be deemed to have abandoned

their position, thereby resigning their position. Employees may be reinstated if they can explain, to the satisfaction of the Superintendent, why they were unable to communicate with their supervisor.

4.2. treat students, parents, community members and ~~other~~ Horizon employees with dignity and, respect without prejudice as to the prohibited grounds of discrimination set out in the Alberta Human Rights Act and with regard to rights as provided for in the Canadian Charter of Rights and Freedoms, and be considerate of the circumstances of students and persons ~~and consideration, and be cognizant of the role model that they, as Horizon employees, present to students, other staff, and the community.~~

4.3. demonstrate a welcoming, caring, respectful and safe learning environment that respects diversity and nurtures a sense of belonging, which students are entitled to under the Education Act.

4.3.4.4. adhere to their respective collective agreements and/or terms and conditions of employment;

4.4.4.5. adhere to the policies, practices, and regulations of Horizon;

4.5.4.6. adhere to provincial and federal statutes; and

4.6.4.7. conduct their employment responsibilities in a respectful, honest, and diligent manner, modelling and promoting respectful behavior;

4.7.4.8. manifest a positive role in jurisdiction and school public relations;

4.9. only criticize the competence of another Horizon employee in confidence to appropriate supervisors, or when making a complaint about alleged inappropriate conduct or incompetence under the Education Act. ~~and after the other employee has been informed of the criticism; and~~

4.10. in addition to other reporting required by law, report to the Superintendent the conduct of another employee who is alleged to cause or have caused psychological, emotional, physical or sexual harm or abuse to a student.

~~4.8. _____~~

4.9.4.11. comply with the staff computer usage agreement, and.

4.10.4.12. handle any, and all, confidential information regarding the Board, staff, students, parents/legal guardians, professionals, individuals as well as information regarding confidential materials, partnerships and acquisitions, gained through the course of his/her regular employment duties, in a confidential and appropriate manner.

4.12.1. Employees are required to keep all confidential information and relevant knowledge regarding the Division, confidential both during and after their term of employment.

~~4.10.1.~~

4.12.2. Employees shall take reasonable efforts to limit access to confidential information to only those who need to know the information.

4.10.2.

4.12.3. Employees shall not divulge, disclose, provide, or disseminate confidential ~~i~~nformation to unauthorized persons or agencies.₅

4.12.4. Employees shall not disclose information received about a student in confidence or in the course of performing their duties except ~~except~~ when

4.12.4.1. _____ required to by law, ~~or upon written authorization from the Horizon School Division or~~

4.10.3.4.12.4.2. _____ in the employees judgment, it would be in the best interests of the student to disclose the information, and the disclosure of the information is permitted by law.

5. Employees shall not:

5.1. engage in discriminatory behavior;

5.2. engage in behavior that constitutes harassment;

5.3. engage in bullying behavior;

5.4. engage in activities that are deemed to be in a conflict of interest;

5.5. engage in behaviours that interfere with the work of others and/or the school environment, or that create unsafe working conditions;

5.6. engage in behaviour that may compromise Horizon's image or reputation including activities that may disparage, defame, or embarrass the organization;

5.7. intentionally engage in an illegal activity or other activities that may cause a student to be put at or to remain at risk of harm or abuse;

5.8. knowingly encourage or enable a student to engage in an illegal activity or other activities that may cause a student to be put at or to remain at risk of harm or abuse;

5.7.5.9. _____ expose or subject any student to sexual contact, activity, behavior or sexually explicit material;

5.8.5.10. engage in a relationship with a staff member, parent or community member that disrupts the school community or workplace;

5.9.5.11. engage in willful disobedience and/or open opposition to supervisors, school jurisdiction administration, and/or Board of Trustees;

5.10.5.12. _____ contravention of the provisions of Section 256 of the *Education Act* related to trespassing, loitering, causing a disturbance, or selling goods, services, or merchandise in the school;

5.11.5.13. _____ be under the influence of, or provide others with alcohol, cannabis, or illegal substances while on work premises or performing work related duties; ~~and/or~~

5.14. engage in retaliatory behavior against anyone who uses the policies and procedures of Horizon; ~~and/or~~

5.12.5.15. _____ take any steps to pursue the discipline or dismissal of another teacher or teacher leader

because of animosity or for personal advantage.

6. Each employee shall voluntarily declare any conflict of interest that may arise and remove themselves from the conflict of interest situation.
7. Conflict of interest includes but is not limited to the following:
 - 7.1. participation in the hiring, supervision and/or evaluation suspending, dismissing, promoting, or transferring of an immediate family member or relative;
 - 7.1.1. The appointment of an immediate family member or relative to any contractual assignment, where that employee shall be in direct administrative supervision of a immediate family member or relative will not be allowed.
 - ~~7.1.1.~~
 - 7.1.2. When the marriage of two employees places an individual in direct administrative supervision of an immediate family member or relative, one of the employees may be transferred within the Division.
 - ~~7.1.2.~~
 - 7.1.3. Except under circumstances where no other suitable substitute is available, Division administrators, coordinators, managers, or teachers, shall not request immediate family members as substitutes.
 - 7.2. receiving personal economic benefit from promoting the sale of goods or services to staff, student or their parents where the knowledge of the employee's relationship to the division is in any way utilized to influence the sale;
 - 7.3. using the resources of one's employing institution for purposes not agreed to: such as receiving referrals from the school district for private practice,
 - 7.4. soliciting in any manner clients of the division for ~~private practice~~professional or personal advantage;
 - 7.5. using the division for purposes not agree to: such as Counsellors refraining from recruiting or accepting as clients in their private practice individuals for whom they may have professional obligations.
 - 7.6. participating in any way in the selection of materials or equipment, for use in the District, when the item(s) under consideration were developed by or authored (in whole or in part) by the employee or a member of his/her immediate family or relative;
 - 7.7. using the Divisions communication system (inter-school mail, telephone, email, etc.) to promote sales of a product in which an employee has a financial interest:
 - 7.8. using or providing an employee, student or parent directory for use in promoting sales of a product or service;
 - 7.9. using jurisdictional material, equipment and/or facilities for purposes not directly related to the individual's work-related duties and responsibilities or for personal gain; and
 - 7.10. other activities including a business in which the individual has a personal vested interest beyond

that which arises out of his/her work.

8. Individuals will refrain from prohibited practices as per the Canadian Anti-Spam legislation and policy JBB: Anti-Spam.
9. Individuals contravening this policy may be subject to discipline up to and including termination or employment.

HORIZON SCHOOL DIVISION

POLICY HANDBOOK

Policy Code: HIB

Policy Title: Copyright

Cross Reference:

Legal Reference: Copyright Act,
Copyright Modernization
Act, Copyright Matters

Adoption Date: February 26, 1997

Amendment or Re- January 22, 2013

Affirmation Date:

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION ~~RESPECTS-EXPECTS STAFF TO COMPLY WITH THE CANADIAN PROVINCIAL AND CANADIAN COPYRIGHT PROVISIONS-LEGISLATION~~ AND DOES NOT CONDONE THE UNAUTHORIZED USE AND/OR DUPLICATION OF ~~WORK OR ANY SUBSTANTIAL PART THEREOF IN ANY MATERIAL FORM WHATSOEVER OR TO PERFORM THE WORK OR ANY SUBSTANTIAL PART THEREOF~~ LEARNING RESOURCES IN DIVISION SCHOOLS.

GUIDELINES

1. All administrators and teachers are to be aware of the copyright laws of Canada and obtain and use learning resources through legal and appropriate means. The Division is committed to providing teachers with access to the best tools for instructional purposes while expecting employees to adhere to the provisions of Canadian copyright laws ~~with regard to learning resources of all media types.~~

REGULATIONS

1. The Division shall subscribe to and endorse the Canadian Copyright Act and the fair dealing guidelines outlined in Copyright Matters (see Attachment 'A') from the Council of Ministers of Education as it pertains to print, audio, video, radio, television, music, public performance, software and the internet for the classroom.
2. The Division shall maintain a Society of Composers, Authors, and Music Publishers of Canada (SOCAN) license so that schools may perform music for non-educational objectives such as extracurricular activities, assemblies, background music, and school dances.
3. Schools shall acquire public performance rights site license from applicable site licenser (e.g. Audio Ciné Films (ACF) and Visual Education Centre's (VEC/Criterion Pictures) to acquire the legal right of usage of videos before showing feature films/videos legally in a school or at a school sponsored activity.
 - 3.1. Schools are required to acquire a Public Performance License for those movie titles not covered by the Audio Ciné Films (ACF) or Visual Education Centre's (VEC/Criterion Pictures) License either from the producers directly or from the exclusive Canadian non-theatrical rights representative for that studio or film.

~~2.——Ownership of Materials within the Division:~~

~~2.1.——In accordance with the Copyright Act and in the absence of any agreement to the contrary when the author of a work is employed by the Horizon School Division and the work was made in the course of employment, the Division will be the first owner of the copyright.~~

~~2.2.——Any original work created by a student is protected by copyright. The further use of a student's work, such as in a school publication, Division workshop, Division publication and internet site, must be authorized by the student and/or the parent/guardian.~~

~~In order to show feature films/videos legally in a classroom, schools must acquire a public performance rights for feature films. Audio Ciné Films (ACF) and VEC/Criterion. Their site licenses allow for legal use of videos in a classroom.~~

Policy HIB: Copyright Cont'd

~~2.3.——~~

4. Ownership of materials within the Division.

4.1. In accordance with the Copyright Act and in the absence of any agreement to the contrary when the author of a work is employed by the Horizon School Division and the work was made in the course of employment, the division will be the first owner of the copyright.

4.2. Any original work created by a student is protected by copyright. The further use of a student's work, such as in a school publication, division workshop, division publication and internet site, must be authorized by the student and/or the parent/guardian.

~~2.3.1.——The Division subscribes annually to the Visual Education Centre's (Criterion Pictures') Copyright Act regarding public movie performances shown in the classroom; in a common rom, for profit or for non-profit; for education or entertainment use.~~

~~Schools are required to acquire a Public Performance License for those movie titles not covered by the Criterion Pictures Location License either from the producers directly or from the exclusive Canadian non-theatrical rights representative for that studio or film.~~

| Policy HIB: Copyright Cont'd

| ~~2.3.2.~~ Attachment A Copy Right Matters

HORIZON SCHOOL DIVISION**Policy Code:** HKF
Policy Title: High School Graduation Ceremonies**POLICY HANDBOOK****Cross Reference:**
Legal Reference:
Adoption Date: March 16, 1999
Amendment or Re- ~~December 13, 2001;~~
affirmation Date: ~~June 21, 2011~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SUPPORTS THE RECOGNITION OF ~~STUDENTS COMPLETING HIGH SCHOOL GRADUATING GRADE TWELVE STUDENTS~~ THROUGH SCHOOL-SPONSORED GRADUATION CEREMONIES. THE DIVISION ALSO SUPPORTS THE ESTABLISHMENT OF SCHOOL-BASED CRITERIA FOR PARTICIPATION IN GRADUATION CEREMONIES WHICH ARE INTENDED TO MOTIVATE STUDENTS TO MEET DIPLOMA REQUIREMENTS AND VALIDATE THE ACTIVITY.

DEFINITION

Graduation: refers to provincial high school completion requirements which include obtaining courses to meet:

- Alberta High School Diploma
- Certificate of High School Completion
- Certificate of Achievement
- Certificate of School Completion

GUIDELINES

1. Only graduation activities organized by the school shall be considered Board sanctioned. Other activities, including after-grad parties that may be organized by parents and/or students are not Board sanctioned.
 - 1.1. Staff are strongly advised to not participate in such activities, either as participants or volunteers, especially when alcohol is involved.
 - 1.2. Staff who disregard this advise are participating as private citizens and not as representatives of the Horizon School Division.
 - 1.2.1. As private citizens they take full responsibility and liability for any and all actions.

REGULATIONS (FOR PARTICIPATION IN GRADUATION CEREMONIES)

1. -Student participation in high school graduation ceremonies shall be a school-based decision determined by criteria established at the school level.
 - 1.1. Students with individual support plans may be provided the opportunity to participate in ceremonies utilizing criteria based on their unique circumstances.

~~2. Criteria shall be established through the collaboration of staff, parents and students and shall include deadlines for meeting the criteria and appealing school decisions.~~

~~3. Criteria established by the school shall be available to the Superintendent of schools.~~

~~4. All Grade 12 students and their parents shall be made aware of the criteria near the commencement of the students' Grade 12 year.~~

~~5. Students' progress shall be monitored and at-risk students and their parents shall be notified by mid-year that the student is not meeting the school's criteria for graduation.~~

~~6. A reasonable effort shall be made by school staff to encourage and assist students to meet the criteria and participate in the ceremonies.~~

~~7. The criteria shall be applied fairly to all students without discrimination based on principles established in human rights legislation and the Canadian Charter of Rights and Freedoms.~~

~~8. Special needs students shall be provided with the opportunity to participate in ceremonies utilizing criteria based on the unique circumstances.~~

~~9. A student or parent(s) of a student who is denied participation in high school graduation ceremonies, may appeal the decision to the Superintendent of schools, who shall convene a committee established by the Board of Trustees through this policy to hear the appeal.~~

Policy HKF – *High School Graduation Ceremonies, Cont'd.*

2. School based criteria shall be

2.1. Established with input from staff, parents and students;

2.2. include deadlines for meeting the criteria;

2.3. include a school appeal processes to address unique circumstances;

2.4. shared with high school students and their parents at the commencement of the student's graduating school year; and

2.5. posted publicly on school websites and/or included in school handbooks.

3. Students' progress shall be monitored and at-risk students and their parents shall be notified by mid-year that the student is not meeting the school's criteria for graduation.

4. A reasonable effort shall be made by school staff to encourage and assist students to meet the criteria in order for the student to participate in the ceremony.

5. The criteria shall be applied fairly to all students without discrimination based on principles established in human rights legislation and the Canadian Charter of Rights and Freedoms.

6. A student or parent(s) of a student who is denied participation in high school graduation ceremonies, may appeal the decision to the Superintendent, who shall convene a committee to hear the appeal.

~~10.6.1.~~ The appeal committee shall hear the appeal within three instructional days of the appeal being requested.

~~6.2.~~ The appeal committee shall be composed of the Superintendent ~~of Schools~~, a trustee ~~or parent~~ and a high school administrator from a school other than the one that the student is attending.

~~11.6.2.1.~~ The Superintendent shall act as the chair of the appeal committee.

~~12.~~ An administrator from the school from which the student is graduating shall attend the appeal hearing to provide relevant information to the committee.

~~6.3.~~ The student, who may be accompanied by his/her parent/guardian(s), shall attend the appeal hearing and shall provide ~~verification to the committee that~~ information regarding their fulfillment of the graduation participation criteria, details as to the contravention of this policy, reasons as to not fulfilling the graduation participation criteria, and ~~have been met within established timelines, or that there has been a contravention of this policy, or shall provide any~~ other relevant information ~~to the committees~~ as to why they should be allowed to participate in the graduation ceremony.

~~13.6.4.~~ The principal shall attend the appeal hearing and shall provide information regarding the student's fulfillment of the graduation participation criteria, the school's efforts to

Policy HKF – *High School Graduation Ceremonies, Cont'd.*

support the student in fulfilling the graduation participation criteria, and any other relevant information as to why the student should not be allowed to participate in the graduation ceremony.

14.6.5. The appeal committee's decision is final and may not be appealed to the Board.

~~REGULATIONS (FOR STAFF INVOLVEMENT IN ASSOCIATED GRADUATION ACTIVITIES NOT SPONSORED BY THE SCHOOL OR BOARD)~~

~~Only graduation activities sponsored by the school shall be considered as school and/or Board sanctioned. Other activities, including after-grad parties are not considered as school or Board sanctioned and Horizon staff is advised that their participation is as private citizens and not as representatives of a school and/or Horizon School Division.~~

~~7. Elected officials, dignitaries, Indigenous Elders and other important guests should be greeted by staff or students when they arrive.~~

~~7.1. Elected officials, dignitaries, Indigenous Elders and other important guests should be provided with reserved seating in the front row.~~

~~8. School Convocation programs should follow the following order of events.~~

~~Introduction of master of ceremonies~~

~~Processional~~

~~Entry of graduating class~~

~~Singing of Oh Canada~~

~~Welcome and opening remarks~~

~~Land Acknowledgement~~

~~Introduction of elected officials and dignitaries~~

~~Introduction of elected officials and dignitaries who are known to be in attendance shall be recognized by the master of ceremonies in the following order.~~

~~Horizon Chair of the Board of Trustees~~

~~Horizon Vice-Chair of the Board of Trustees~~

~~Other Trustees~~

~~Greetings/regrets from trustees not in attendance~~

~~Chief Superintendent and/or designate~~

~~School principal, assistant principal~~

~~Other elected officials, dignitaries and Indigenous Elders attending (Highest to lowest rank):~~

~~Members of the Senate representing Alberta~~

~~Members of Parliament (Cabinet Ministers first)~~

~~Members of the Legislative Assembly of Alberta (Premier, then Cabinet Ministers, then MLAs)~~

~~Mayor~~

~~Other municipal councillors/aldermen~~

~~Other dignitaries and Indigenous Elders~~

~~Speakers~~

~~Greetings or remarks from the board chair, vice-chair or trustee representing the Board of Trustees, if applicable~~

Policy HKF – *High School Graduation Ceremonies, Cont'd.*

Greetings from representatives of:

Federal government, if applicable

Provincial government, if applicable

Municipal government, if applicable

Superintendent or designate, or school principal (as appropriate)

Keynote and/or other speakers (such as valedictorian)

Presentation of Certificates

Each student receives their diploma

Finalities

Closing remarks

Students' departure

±————

HORIZON SCHOOL DIVISION
POLICY HANDBOOK

Policy Code: HLBA
Policy Title: Course Challenge
Cross Reference:
Legal Reference: Alberta Education Policy
1.9.1, *Guide to Education*:
Adoption Date: June 15, 2005
**Amendment or Re-
affirmation Date:** ~~December 13, 2001;~~
~~June 21, 2011~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT THE PROVISION FOR SENIOR HIGH SCHOOL COURSE CHALLENGE ENCOURAGES STUDENTS' OWNERSHIP OF LEARNING AND, ~~ACKNOWLEDGES LEARNING ACQUIRED IN A VARIETY OF SETTINGS, NOT NECESSARILY SCHOOL AND CAN BE USED TO MEET DIVERSE STUDENT NEEDS.~~ THE BOARD SUPPORTS THE BELIEF THAT IF STUDENTS HAVE ALREADY MASTERED THE LEARNING OBJECTIVES OF ~~IN~~ A PARTICULAR COURSE AND CAN DEMONSTRATE THEIR KNOWLEDGE AND COMPETENCY THAT ACHIEVEMENT THROUGH A SUMMATIVE ASSESSMENT CHALLENGE PROCESS IN THAT COURSE, ~~THAT~~ THEY SHOULD BE ABLE TO RECEIVE RECOGNITION THROUGH A CHALLENGE PROCESS FOR THAT COURSE.

DEFINITION

Course Challenge: ~~Course challenge is the provision that allows senior high school students to challenge the outcomes for a course by participating in a formal assessment process, rather than taking the course.~~

Assessment Process: In this policy, "Assessment Process" is the process of a student performing a number of tasks and showing samples of work that demonstrate the degree to which the student has achieved the expected standards for the outcomes of the course. The student's performance and the quality of his or her work are evaluated by a certified teacher who has expertise in the subject/course in question.

GUIDELINES

1. Course challenge assessments of this kind are intended principally for the placement of a student in a program route or stream and will not usually be approved for courses at the end of a program stream.
2. Students are not permitted to challenge the following courses:
 - 2.1. Agriculture Safety (AGR3000)
 - 2.2. Career Internship 10
 - 2.3. courses in the post-secondary institution (PSI) occupational area
 - 2.4. English as a second language courses

2.5. Green Certificate Program courses

2.6. high school K&E occupational courses, including Workplace Readiness 10-4, Workplace Practicum 20-4 and Workplace Practicum 30-4

- ~~2. Course challenge does not apply for courses having no specifically defined content in the Program of Studies; e.g. Special Projects, Work Experience. Additionally, the following courses are excluded from the challenge provision: French 13, Mathematics, Prep 10, all RAP courses and CTS courses completed in Grades 7, 8 and 9.~~
- ~~3. Schools shall establish procedures to communicate to parents and students, the availability of, and procedures for course challenges.~~
- ~~4. A student shall attempt a particular course challenge only once. If the student is unsuccessful but wants credit in the course or wishes to raise his or her mark, the student is required to take the course.~~

Policy HLBA – Course Challenge, Cont'd.

- 2.7. locally developed courses, with the exception of locally developed language arts or language and culture courses
- 2.8. Registered Apprenticeship Program (RAP) courses
- 2.9. Special Projects 10, 20 and 30
- 2.10. Work Experience 15, 25 and 35
- 2.11. Workplace Safety Systems (HCS3000)
3. Schools shall establish procedures to communicate to parents and students, the availability of, and procedures for course challenges.
4. A student shall attempt a particular course challenge only once. If the student is unsuccessful but wants credit in the course or wishes to raise his or her mark, the student is required to take the course
5. For course challenges in diploma examination subjects, the challenge shall apply only to the school-awarded component ~~of the blended mark and, therefore, will not result in a final course mark or in credits until after the student successfully completes the diploma examination for that course. The student will be required to register for and write the diploma examination.~~
- 4.6. Principals may choose to accommodate requests to challenge courses not offered by the school by arranging with other school's or school authorities for such challenges. A student who undertakes such a course challenge shall assume all expenses, other than those normally assumed by a school for assessment (e.g., personal transportation).
- ~~5. Students must challenge all CTS 1 credit courses separately.~~

REGULATIONS

1. Any senior high school student in Alberta who believes that they possess the knowledge, skills and attitudes for a senior high school course as specified in the program of studies, and is ready to demonstrate that achievement through a formal, summative assessment process, may initiate a request for course challenge to their high school principal.
2. The student who initiates the course challenge process shall take responsibility for providing evidence of readiness to challenge a course (e.g., a portfolio, other collection, documentation of work and/or experience, a recommendation from a junior high school teacher).
3. A student may not initiate a course challenge for a course in a lower-level sequence if the student has been awarded credits in a course in a higher-level sequence. For example, a student who has earned credits for Science 30 may not challenge Science 24. High school mathematics course sequences are an exception, as they are designed based on content rather than level of difficulty. A student may challenge Mathematics 20-3 or Mathematics 20-2 after being awarded credits in Mathematics 20-1, as Mathematics 20-1 is not considered part of a higher-level course sequence in this instance. The same exception applies to 30-level mathematics courses.

Policy HLBA – Course Challenge, Cont’d.

4. A student who has been waived into a higher-level course in a sequence may challenge the lower-level course(s) in that sequence. For example, a student who is waived into Science 30 may challenge Science 20.
5. A student who challenges a course, either successfully or unsuccessfully, may subsequently choose to take the course.
6. Course challenges shall be administered by a senior high school only after the student is enrolled in senior high school.
7. A student’s readiness for course challenge shall be determined through consultation that includes the senior high school principal, the student, the parent(s) and the teacher of the course. The consultation shall include discussion of the student’s chance of successfully meeting the acceptable standard for the course and the student’s apparent capacity to successfully handle the course at the next level.
8. The senior high school principal shall make the final decision about the student’s readiness for the course challenge. The principal shall base this decision on the consultation with the student, the parent(s) and the teacher of the course. The senior high school principal shall assign the administration and evaluation of assessment for a course challenge to an Alberta certificated teacher who has expertise in the subject/course.
 - 8.1. The senior high school principal shall ensure that assessment for course challenges includes strategies that will assess the breadth and scope of the learning outcomes for the course, as outlined in the program of studies, in a timely and practical manner.
 - 8.2. Principals shall not provide course challenges for Français courses, but may refer the student to a Francophone regional authority.
- ~~1. Students have the responsibility to initiate the process by submitting the completed course challenge assessment application at least eight weeks prior to the final week of each semester.~~
- ~~2. A student’s readiness for course challenge shall be determined through consultation that includes the senior high school principal, the student, parent(s) and subject teacher(s). The senior high school principal shall make the final decision about the student’s readiness for the course challenge.~~
- ~~3. If it is determined that the student has demonstrated readiness for a course challenge, the principals shall establish an assessment process in consultation with the subject teacher(s).~~
- ~~4. The principal shall assign the administration and evaluation of assessment for a course challenge to a certified teacher who has taught the course.~~
- ~~5. If the school does not offer the course being challenged and there is not a teacher on the school site with appropriate course experience to evaluate, the principal may refer the course challenge to another school in the Division who offers the course. If the course is not offered by any school in the Division, the school may provide for requests by arranging with another school authority. A student who undertakes such a course challenge shall assume all expenses, other than those normally assumed by a~~

Policy HLBA – Course Challenge, Cont’d.

~~school for assessment. This shall be communicated to the student and parent(s) and agreed upon prior to conducting the assessment.~~

~~6. The teacher shall conduct the assigned course challenge assessments and report the results to the principal.~~

7.9. The senior high principal shall report a student’s achievement in a course challenge ~~to the student and Alberta Education~~ according to the directive in the *Guide to Education* (“Reporting Student Achievement in Senior High School Subjects Courses”).

~~8. Upon a student’s successful completion of a course challenge, waived prerequisite credits and a “P” for pass for courses lower in the course sequence shall be reported by the principals to the student and Alberta Education.~~



HORIZON SCHOOL DIVISION

Student-Initiated Challenge Assessment Form

NAME OF SCHOOL: _____

NAME OF STUDENT: _____ GRADE: _____

DATE OF APPLICATION: _____

NAME OF COURSE TO BE CHALLENGED: _____

A. List any previous courses taken in the subject area:

Course: _____	Mark: _____

NOTE: If previous course(s) were taken at a different school, documentation must be provided.

B. Reasons for this Challenge Assessment (Please be Specific):

C. List the provision of evidence that will accompany this application to demonstrate readiness to challenge the course; e.g. portfolio, other collection or documentation of work and/or work experience and a recommendation of a teacher:

I understand that the final grade that I achieve on the Course Challenge Assessment will be recorded on my Alberta Education Transcript as a percent or “P” pass.

Student Signature

Parent/Guardian Signature

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

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

POLICY

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

GUIDELINES

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

REGULATIONS

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

Policy HNA – *Lord’s Prayer*, Cont’d.

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

Appendix A

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

Date: _____

Dear Parent/Guardian:

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

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

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

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

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

_____ [Identify Principal]

Policy HNA – Lord’s Prayer, Cont’d.

Appendix B

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

TO: Principal _____ [*identify school*].

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

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

I request that my child: (check relevant box)

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

OR

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

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

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

Grade: _____

Parent/Legal Guardian

Date

HORIZON SCHOOL DIVISION

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

POLICY HANDBOOK**POLICY**

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

DEFINITION

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

GUIDELINES

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

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

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

REGULATIONS

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

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

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

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

4. **Rights and Responsibilities of Administration**

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

5. **Guest Speakers and Presentations**

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

~~5.1~~

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

~~5.1.1~~

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

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

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

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

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

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

POLICY

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

REGULATIONS

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

From: **Vivian Abboud** <VAbboud@asba.ab.ca>
Date: Tue, Jan 31, 2023, 4:35 p.m.
Subject: Release of ASBA 2023 award packages

Hi everyone, We hope this message finds you well.

As you know, each year ASBA recognizes outstanding students, teachers, school boards, trustees and citizens who contribute to public education in Alberta through various awards. We are pleased to announce that all 2023 ASBA award packages are now available on [ASBA's website](#), and associated deadlines for each are below.

2023 award deadlines:

- **Honouring Spirit: Indigenous Student Awards: February 3** (*package also available in French*)
- **Lieutenant Governor Student Awards: February 15** (*package also available in French*)
- **Edwin Parr Teacher Awards: March 17** (*package also available in French*)
- **Friends of Education Awards: March 17**
- **Zone Appreciation Awards: June 9**
- **Community Engagement Award: September 15**
- **Honourary Life Member Awards: September 15**
- **School Board Innovation and Excellence Award: September 15**

This summer, ASBA will be conducting a review of all award packages for the 2024 submissions, including releasing French translations for each.

We encourage all boards to consider submitting nominations. Information regarding how to submit nominations is included in each package.

Please send any questions or comments forward to awards@asba.ab.ca.

Best, v

Dr. Vivian Abboud
Aah kah poi kah kii (Many Children Clan Woman)
Chief Executive Officer | Directrice générale
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Superintendents Progress Report

February 2023

The Superintendent Leadership Quality Standard:

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

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

Building Effective Relationships

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

Modelling Commitment to Professional Learning

- Enhancing leadership, teaching, and learning.

Visionary Leadership

- A preferred future.

Leading Learning

- Promotes shared responsibility for student success and continuous improvement.

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

- Establishing structures and providing the resources for schools.

School authority operations and resources

- Alignment with goals and priorities.

Supporting Effective Governance

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

The last month included a one week shut down of schools due to family week which includes teachers' convention. The following is a summary of meetings and activities that I have participated in over the last month.

- Meetings and conversations with principals and staff as needed and/or requested. Conversations have focused on:
 - off-campus excursions,
 - human resource issues including recruitment, discipline, administrator evaluations,
 - ASAA concerns,
 - breadth of programming options,
 - student wellness including supports for students with allergies,
 - student discipline including suspension processes,
 - parent concerns, and
 - assurance survey administration and results analysis
- Commenced recruitment process for ACE Place learning Centre and Hays School given principal retirement announcements. Meetings with staff and school councils took place to seek input into creation of a profile that includes desired competencies
- Attended four staff meetings (Lomond, Taber Christian High School, Horizon Mennonite Alternative Program
- Collaborated with Robbie Charlebois and Lisa Sowinski to submit nominations for ASBA Edwin Parr Award and Honouring Spirit, Indigenous Student Award
- Reviewed and approved all school early learning, kindergarten, and Gr. 1-12 calendars for 2023-2024 school year
- Worked with schools to administer the Horizon and Alberta Education assurance surveys and

working with principals to analyze Horizon assurance survey data

- Met with Vauxhall High School staff to discuss diploma exam trends
- Guest speaking at Lomond School (gr. 6 class)
- Facilitated the monthly policy meeting and reviewed 6 policies.
- A number of other meetings, events, and professional learning activities were attended over the month. These include but are not limited to
 - Senior Administrative Leadership Team (SALT) meeting
 - Division Office staff meeting
 - Administrator meeting (Cognitive Coaching)
 - College of Alberta School Superintendent (CASS) provincial executive meeting
 - College of Alberta School Superintendent Zone 6 (CASSIX) meeting
 - Teachers' Employer Bargaining Association (TEBA)/Provincial Bargaining Coordination Office (PBCO) engagement session
 - Community conversation regarding drugs
 - Alberta Education meetings (Integrated School Support Program)
 - Alberta Education meeting (Annual Education Results Report)
 - Website review meeting

On a closing note, I'd also like to publicly congratulate Dr. Cheryl Gilmore on her recent announcement of her intention to retire from the Superintendentcy of Lethbridge School Division at the end of the 2022-2023 school year. As many are aware Cheryl spent most of her career within Horizon. I wish her all the best as she transitions to a new part of her life.



230227 Board Report

Associate Superintendent of Human Services

Add February - award nominees (Indigenous and Edwin Parr)

Human Resources

- Interviews for the ACE and Hays Principal positions will take place on March 2, 2023
- The Mennonite Coordinator position has been posted

Horizon Induction Program

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

Clinical Team Leader/FSLC/Wellness Coaches

- **Sleeve the Stigma Campaign**
 - Our 4th annual community Sleeve the Stigma Campaign, held on January, 2023 was a huge success. The Loft on 50th in town handed out coffee or tea sleeves that had encouraging mental health messages for conversation starters created by students in Horizon School Division.
- **Bell Let's Talk 2023**
 - Horizon Schools participated in Bell Let's Talk activities during the week of January 23-27 even though the actual day was scheduled for Wednesday, January 25th. Bell Let's Talk is an initiative developed by Bell Canada to promote awareness, acceptance and action for mental health in Canada. The following were some of the school activities:
 - **DAF and Wr. Myers** had a coffee sleeve placed on their lockers to spread anti stigma awareness and highlight the student designed sleeves. They also had yoga time and played fact or fiction games around mental health facts and won prizes.
 - **VES** - Played games around positive mental health and won Bell Let's Talk Swag
 - **VHS** - Played games in the gym to "TACO 'bout Bell Let's Talk Day.
 - **Warner, MRES, Warner, TCS, Barnwell, and ACE** filled in talk bubbles to spread positive wellness messages.
 - **Enchant, Grassy and Hays**- Organized with FSLC and Wellness Coach school wide scavenger hunt based on wellness techniques. All teachers

were in charge of a station. Students and staff all shared in the collective feeling of togetherness and belonging. Students all received Bell Let's Talk swag after their card was full.

- **Division office staff** also participated in one mental health and awareness activity each day from January 23- January 27. This included: tak bubbles, mandala mindfulness, straw relaxing breathing, and mental health statistics game
- **Table Talk - February 16, 2023 hosted at Luigis**
 - 23 parents and students registered for our Table Talk Event held during the evening of February 16. A free meal was provided and members of Safe Haven, FCSS, AHS, TCAPS, Taber Police as well as the Family School Liaison Program team members facilitated this event. The goal was to have open conversations around addictions, its impacts and how we can help encourage ways to have open and honest conversations.
 - Funding for the supper provided by Taber Coalition Action and Drug Awareness.
- **Pink Shirt Day**
 - Pink Shirt Day was February 22 each school will participate the week before the break. Most of the Taber Schools will be participating on February 15.
- **Horizon [Wellness Newsletter](#)**
 - Angela Miller, Clinical Team Leader, sends out a monthly newsletter with information and resources related to wellness for all staff

Indigenous Learning

- Congratulations to **SHAYLEE BUCHTA**, and **KIERA VAN DER PLOEG**
 - Both students were nominated for Honouring Spirit: Indigenous Student Awards (hosted by the ASBA)
- Indigenous Liaison;
 - Attended ISP meetings
 - Taken students to Medicine Hat College to be students for the day
 - Met with the Indigenous Liaison from Medicine Hat Public Schools
 - Home visits
 - Student meetings
 - Connected students and families to the band office
- February 16, 2023 Professional Learning - Indigenous Allies
 - Attended the KEPA Winter Workshop at the Helen Schuler Coulee Centre (Kainai Ecosystem Protection Association)
 - The day included presentations from
 - Dr. Leroy Little Bear
 - Dr. Mike Bruised Head
 - Justin Bruised Head
 - Amethyst First Rider
 - Kim Pearson
 - William Singer

- Shannon Frank
- Elliott Fox
- “The land has a memory, if we give it an opportunity, it helps heal itself” - Amethyst First Rider

Low German Mennonite Programming

- The Mennonite Coordinator has resigned their position with Horizon School Division
- Universal material and resources have been created to be shared and distributed to all the German Educational Assistants

Workplace Wellness

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

Student Leadership

- Robbie will be working with other division leads to organize a student leadership conference in May, 2023
- The conference will take place at either the University or the College campus in Lethbridge

Horizon Leadership Development

- There was a very positive number of individuals interested in participating in Leadership Learning for the spring of 2023
- 14 participants will begin Leadership Learning together on March 16, 2023

Report completed by Robbie Charlebois, Associate Superintendent of Human Services

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

Learner Services lead team members:

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

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- Amanda has spent full days in various schools where she works one-on-one with teachers to support them with new curriculum planning as well as other instructional strategies to support student learning.
- Coral spent one day at a school working with two teachers around an early literacy focus and differentiation. Resources and implementation process was shared on the Words their Way and UFLI (University of Florida Literacy Institute) foundations, which are resources that focus on Phonics and Phonemic Awareness.
- Amanda has been supporting new teachers with one-on-one planning and assessment support that are unique to their teaching assignments.
- Terri Lynn and Coral had the grade one teachers come in for some professional development on Grade one Oral Language Kits. Teachers along with the team looked at the connections to the new curriculum with the resource, as well as additional time to plan with the resource so they could begin using it in their classrooms.
- Amanda has been invited into classrooms to model Number Talks to students in grades 5-8. These Number Talks promote the instruction of fundamental numeracy skills.
- Coral has been working on downloading the digital component of the UFLI (University of Florida Literacy Institute) resource to our Google shared drive for teachers in the district, while also promoting the resource and program at CTM's (Collaborative Team Meetings).
- An additional afternoon was spent by Coral with a Learning Support Teacher at the middle/high school level to help support that teacher. Time was requested to go over specific questions the Learning Support Teacher had regarding that role.
- Coral, Amanda, Terri-Lynn, and the Numeracy Committee have continued to develop the Numeracy Framework this past month. This document is now complete and is ready to be reviewed by the committee. Our hope is to share this resource with all staff in the new year.
- Terri-Lynn, Rachele and Heather met with Dr. Aaron Low (South Zone Medical Director) and Next Gen to collaborate and brainstorm a possible Health Care pathway in Milk River that could be expanded across Rural Alberta possibly.
- After a very successful Try A Trade Event in November with Horizon School Division, Lethbridge

School Division, Palliser School Division and Coaldale Christian School. We are planning a similar event on March 21 and March 22. [Click here](#) to see the flyer that has been shared with students and business.

- For Off Campus education during the first semester we had 3 dual credit students. There were 12 Green Certificate students in the first semester, 14 Registered Apprenticeship students (RAP), 75 students in Work Experience. For the second semester, we have 11 dual credit students for and 4 students in the Trade pathway at Lethbridge College.

KEY ACTION AREA #2: Response to Instruction and Intervention

- Dave, Coral and Laura have been attending multiple CTM's (Collaborative Team Meetings); providing support through the sharing of strategies and taking on action items from the meetings to support the students and teachers. Follow-up with instructional coach bookings have resulted from their attendance to these meetings.
- Laura provided consultation as well as direct observations and behaviour reports to teachers and administrators. She has also had several parent meetings to assist parents in understanding the needs of their child.
- The Learner Services team continues to support the "refresh" of Collaborative Team Meetings (CTM) which is an effective model to support response to instruction and intervention in schools. Learning Support Teachers, some principals and the Learner Services staff participated in the 5th of 6 sessions this month connected to our book study: Collaborative Response with co-author Lorna Hewson.
- Coral has been attending ECSP (Early Childhood support plan) mid-year meetings; providing support, suggestions and strategies as well as helping to determine what supports students might need.
- Dave has been attending and supporting learning teams from many schools during the mid-year Instructional Support Plan meetings for students who are considered moderate/severe over the last several weeks.
- As part of the Early Learning Educators meeting in January, Coral shared two separate videos as part of their professional development on topics that are relevant to support staff from the Parabytes resource. Parabytes is a software program that the Learner Services Team purchased as a Paraprofessional Professional Development Resource. The group then moved into a Collaborative Team Meeting (CTM) where educators brought forward a student of concern, looking for suggestions from their colleagues.
- Laura has participated in several Collaborative Response Team Meetings, assisting with determining strategies and interventions for students with behavioural needs.
- Amanda created a professional development using our "Hapara workspace" for W.R. Myers and L.T. Westlake. One workspace focused on promoting dialogue regarding student learning gaps and the other workspace highlighted various technology platforms for teachers to use in the elementary grades.
- Laura continues to support schools through ongoing visits to observe, plan and support students with behavioural needs. She has collaborated extensively with the Occupational Therapist and Speech Language Pathologist to provide successful interventions for high needs students.

LEADERSHIP PRACTICES

- Dave and Terri-Lynn attended Pre-Cass Curriculum and Pre-Cass Inclusive Education as well as the CASSIX meeting this month.
- Terri-Lynn has attended many new curriculum and literacy on-line recordings this month to support teachers with the information.

TECHNOLOGY INFORMATION (Information will be shared as needed)

- Horizon IT debuts the new Help Desk ticketing system to all staff at the end of February. The team has been piloting the new software since mid-February. The ticketing system allows IT staff to prioritize tickets and service requests while increasing communication with endpoint users throughout the process of resolving and eventually closing the tickets.
-

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

Date: Tue, Feb 14, 2023 at 1:32 PM

Subject: News Release: More funding for schools to close learning gaps

More funding for schools to close learning gaps

February 14, 2023

Alberta's government is doubling its 2022-23 funding commitment to combat learning disruptions in the early grades and address complexity of students' needs.

The early years of education are critical to long-term learning success. Alberta's government is committed to ensuring all Grade 1 students in Alberta develop the foundational skills they need to succeed in later grades. The government is providing an additional \$10 million this year to help Grade 1 students who need help catching up to grade level in the areas of foundational math and literacy.

"Alberta's government is building on last year's success, where we helped at-risk students catch up to their peers by more than half a year's worth of learning. We are taking action to prevent future challenges for our youngest learners, who are in the critical years of their development."

Adriana LaGrange, Minister of Education

Building on past supports

This funding is in addition to other supports the government has provided to combat pandemic-related learning disruptions.

In 2021-22, the government provided \$45 million to provide extra supports to students in grades 1 to 3. As a result, 70,000 students regained an average of almost seven months of literacy and numeracy development. Data also indicated that approximately 20 per cent of students required further intervention to catch up. To further support those students, Alberta's government provided another \$10 million to help school

authorities continue to support the same cohort of students, who are now in grades 2 to 4.

Ongoing research and feedback from school authorities, teachers and parents indicates students in Grade 1 are experiencing challenges in their reading and math skills and were affected by learning disruptions while in kindergarten or preschool, and for many of these students, Grade 1 is their first year learning in a school setting. In recognition that early childhood education—integral to learning development for many students—was impacted during the pandemic, Alberta’s government is providing \$10 million specifically for students in Grade 1. The government is able to provide this funding for Grade 1 students at this time of year because schools have had the preceding months to work with these learners and determine their exact needs.

“Targeted early literacy and numeracy programming is a proven practice that has a significant impact on student learning. The College of Alberta School Superintendents board of directors appreciates the additional funding to support foundational math and literacy skill development for Alberta Grade 1 students.”

Scott Morrison, president, College of Alberta School Superintendents

“The Alberta School Boards Association appreciates this investment to address learning disruptions for Grade 1 students to support the development of foundational skills. This will assist school boards as they continue to support young learners and make informed decisions based on the needs of their local school communities.”

Marilyn Dennis, president, Alberta School Boards Association

“The COVID-19 pandemic has brought unprecedented challenges to our education system, and the announcement of funding to support Grade 1 learners is a beacon of hope. As a board chair for a school division, I am proud to see the prioritization of our students’ learning and development, and this funding will help us provide the necessary resources and support to mitigate the effects of learning loss. This is a significant step towards a brighter future for our young learners and the entire education community.”

Joe Becigneul, board chair, Greater St. Albert Catholic School Division

Early literacy and early numeracy skills are strong predictors of a child's long-term academic achievement. It's important to ensure students who are just starting out in school can develop the foundational skills they will need to build on in later grades. Research has shown that if educators can identify and help struggling learners early, those students can catch up to grade level relatively quickly. By providing extra supports to Alberta's youngest students now, the government will help prevent future learning difficulties.

School authorities will have the flexibility to tailor programs to their students' unique needs. For example, they may hire additional teachers and educational assistants, provide more training to their staff or purchase resources like books and access to online resources.

Quick facts

- The \$10 million to support Grade 1 students who require additional support is part of the government's commitment to provide \$110 million over three years for students experiencing both academic and mental health challenges because of the pandemic.
- School authorities can begin applying for this funding immediately. The first four months of the school year allowed teachers to assess students and identify students in need of additional interventions and supports.
- Budget 2022 also included \$1.4 billion for Learning Supports funding to meet students' specialized learning needs.
- As a result of the learning disruption programming in 2021-22, school authorities reported:
 - their students experienced increased success
 - student confidence and engagement increased
 - they received positive feedback from parents
 - increased professional development and collaboration among teachers, educational assistants, administrators, interventionists and divisional leadership in designing interventions and assessing students' success
- Beginning in September 2022, school authorities are required to administer literacy and numeracy screening assessments for all students in grades 1 to 3. Students in grades 2 and 3 were assessed earlier this school year, and Grade 1 students were assessed by the end of January 2023. The \$10 million the

government is adding for this year will help ensure Grade 1 students who are behind grade level will receive the supports they need.

- School authorities will reassess students at the end of the school year to measure their progress.
- Assessing students in their early years provides essential information to teachers, parents and government about potential student learning issues and needs, and ensures students get the help they need sooner.

Related information

- [Moving forward in K-12 schools](#)

Related news

- [Learning assessments key to student success in early years](#) (Apr 20, 2022)