

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

TUESDAY, JANUARY 30TH, 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.

1:00 p.m. Presentation to the Board - Carolyn Johnson Re: Barnwell appreciation

A – ACTION ITEMS

A.1 Agenda	ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4 ENCLOSURE 5 ENCLOSURE 6
A.2 Minutes of Regular Board Meeting held Monday, November 27 th , 2023	
A.3 January 2024 Payment of Accounts	
A.4 Second & Final Reading Policy JC – Gifts and Donations	
A.5 First Reading Policy GCPA – Professional Teacher Reduction	
A.6 First Reading Policy IEB – Entrance Age	
A.7 First Reading Policy JB – FOIP	
A.8 Locally Developed Course – Study of Film (2021)35-3	

A – DISCUSSION ITEMS

D.1 2025 – 2025 DRAFT Calendar	
--	--

I – INFORMATION ITEMS

I.1 Superintendent’s Report – Dr. Wilco Tymensen	ENCLOSURE 7
I.2 Trustee/Committee Report	
I.2.1 Zone 6 Report – Mandy Court I.2.2 Facilities Meeting Report – Bruce Francis I.2.3 Administrator’s Report – Blair Lowry	
I.3 Associate Superintendent of Finance and Operations – Phil Johansen	ENCLOSURE 8 ENCLOSURE 9
I.4 Associate Superintendent of Human Services – Karen Rancier	
I.5 Associate Superintendent of Learner Services Report – Terri-Lynn Duncan	

C – CORRESPONDENCE

C.1 News Release: Let’s plan: Budget 2024	ENCLOSURE 10
C.2 News Release: More funding for student enrolment	
C.3 231128 Press Release – Audited Financial Statement	
C.4 EDC Minister – School Transportation Amendment Regulation	
C.5 Statement – International success for Alberta students: Minister Nicolaides	

Board will move back into Committee

DATES TO REMEMBER

• January 30 – Board Meeting
• February 13 – Administrator’s Meeting
• February 19 – Family Day
• February 20 – 21 – No School
• February 22-23 – Teacher’s Convention – No School
• February 26 – Board Meeting
• March 6 – Council of School Council’s Meeting
• March 12 – Administrator’s Meeting

Horizon School Division



6302 – 56 Street Taber, Alberta T1G 1Z9
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, November 27th, 2023, beginning at 1:21p.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

ACTION ITEMS

A.1	Moved by Maxwell Holst by that the Board approve the agenda with the following additions: A.12 – Board Compensation A.13 – Senior Administration Compensation Carried Unanimously	AGENDA APPROVED 149/23
A.2	Moved by Blair Lowry by that the Board approve the Minutes of the Organizational Meeting held Monday, October 23 rd , 2023, as provided by Enclosure #1 of the agenda. Carried Unanimously	ORGANIZATIONAL MEETING MINUTES APPROVED 150/23
A.3	Moved by Jennifer Crowson by that the Board approve the Minutes of the Regular Board Meeting held Monday, October 23 rd , 2023, as provided by Enclosure #2 of the agenda. Carried Unanimously	BOARD MEETING MINUTES APPROVED 151/23
A.4	Moved by Derek Baron that the Board approve the November 2023 Payment of Accounts in the amount of \$3,979,601.74 as provided in Enclosure #3 of the agenda. Carried Unanimously	PAYMENT OF ACCOUNTS APPROVED 152/23
A.5	Moved Mandy Court by that the Board approve the second reading of Policy GCN – Teacher Summative Evaluation as provided in Enclosure #4 of the agenda. Carried Unanimously	SECOND READING POLICY GCN APPROVED 153/23

	Moved Mandy Court by that the Board approve the final reading of Policy GCN – Teacher Summative Evaluation as provided in Enclosure #4 of the agenda. Carried Unanimously	FINAL READING POLICY GCN APPROVED 154/23
A.6	Moved by Bruce Francis that the Board approve the second reading of Policy HICA – On and Off-site Activities as provided in Enclosure #5 of the agenda. Carried Unanimously	SECOND READING POLICY HICA APPROVED 155/23
	Moved by Bruce Francis that the Board approve the final reading of Policy HICA – On and Off-site Activities as provided in Enclosure #5 of the agenda. Carried Unanimously	FINAL READING POLICY HICA APPROVED 156/23
A.7	Moved by Derek Baron that the Board approve the second reading of Policy JFH – Welcoming, Caring, Respectful, and Safe Learning Environment as provided in Enclosure #6 of the agenda. Carried Unanimously	SECOND READING POLICY JFH APPROVED 157/23
	Moved by Derek Baron that the Board approve the final reading of Policy JFH – Welcoming, Caring, Respectful, and Safe Learning Environment as provided in Enclosure #6 of the agenda. Carried Unanimously	FINAL READING POLICY JFH APPROVED 158/23
A.8	Moved by Blair Lowry that the Board approve the first reading of Policy JC – Gifts and Donations as provided in Enclosure #7 of the agenda. Carried Unanimously	FIRST READING POLICY JC APPROVED 159/23
A.9	Moved by Bruce Francis that the Board approve the Annual Education Results Report (AERR). Carried Unanimously	ANNUAL EDUCATION RESULTS REPORT APPROVED 160/23
A.10	Moved by Mandy Court that the Board approve the Audited Financial Statements of the year ending August 31, 2023 as presented by the accounting company of Avail. Carried Unanimously	AUDITED FINANCIAL STATEMENTS APPROVED 161/23

A.11	Moved by Bruce Francis that the Board approve the Memorandum of Understanding (MOU) for the ATA. Carried Unanimously	MOU APPROVED 162/23
A.12	Moved by Jennifer Crowson that the Board increase Trustee total compensation, consisting of honorarium and benefits, by 3.25% effective December 1, 2023. Carried Unanimously	TRUSTEE COMPENSATION APPROVED 163/23
A.13	Moved by Bruce Francis that the Board approve Senior Administration compensation as per the handout, effective December 1, 2023. Carried Unanimously	SENIOR ADMINISTRATION COMPENSATION APPROVED 164/23

DISCUSSION ITEMS

D.1 SCHOOL CHRISTMAS CONCERTS

- The Horizon School Division Board of Trustees, and Sr. Administration, will be attending Christmas Concerts within the Division.

INFORMATION ITEMS

I.1 SUPERINTENDENT'S REPORT

- View Dr. Wilco Tymensen, Superintendent's November 2023 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:

- President Marily Dennis met with a number of Ministers to discuss school Board issues. Topics of discussion included: energy costs, insurance, carbon tax, skills and career pathways
- ASBA is working with government on a review of the Election Act
- December 13 meeting will virtual
- January 17 meeting will be hybrid

I.2.2 Facilities Meeting Report

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

- Change to IMR items for the 2023-2024 school year
- Photos Milk River School modernization were shared

I.2.3 Administrator's Meeting Report

Trustee, Maxwell Holst, provided a summary/discussion from the November 2023 Administrator's Meeting.

- Introduction to the Trades presentation by Heather Brantner & 2 students

- Technology Update – 2 new Tech specialists hired
- Presentation on google drive
- World Café - what constitutes cheating when using artificial intelligence

I.3 ASSOCIATE SUPERINTENDENT OF FINANCE AND OPERATIONS

- Philip Johansen, Associate Superintendent of Finance and Operations shared a summary for the month of November:
 - Audit and Financial Reports

I.4 ASSOCIATE SUPERINTENDENT OF HUMAN SERVICES REPORT

- View Karen Rancier, Associate Superintendent of Human Services’ November 2023 Report here.

I.5 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

- View Terri-Lynn Duncan, Associate Superintendent of Learner Services’ November 2023 Report here.

Moved by Maxwell Holst that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

165/23

COMMITTEE ITEMS

Moved by Jennifer Crowson that the Board meet in Committee.

Carried Unanimously

COMMITTEE

166/23

Moved by Derek Baron that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

167/23

Marie Logan, Chair

Sheila Laqua, Executive Secretary

PAYMENT OF ACCOUNTS REPORT
Board Meeting - January 30, 2024

General	November 14/23		167795.61
General	November 15/23		9045.64
General	November 21/23		71053.31
General	November 28/23		1854985.33
General	November 30/23		4327.05
General	December 5/23		201799.95
General	December 12/23		316605.04
General	December 17/23		236394.66
General	December 20/23		1139514.23
General	January 3/24		67,967.86
U.S.	January 8/24		5,244.47
General	January 9/24		72,817.11
U.S.	January 16/24		13,047.08
General	January 17/24		416,139.75
General	January 23/24		271,852.92
"A" Payroll	November 2023	Teachers	1,747,306.42
		Support	670,530.99
"B" Payroll	November 2023	Casual	10,109.42
		Subs	66,116.35
"A" Payroll	December 2023	Teachers	1,730,872.16
		Support	684,525.80
"B" Payroll	December 2023	Casual	5,988.62
		Subs	37,807.39
Total Accounts			9,801,847.16
Board Chair			
PJ:dd			
January 25/2024			

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code: JC
Policy Title: Gifts and Donations
Cross Reference: IKA
Legal Reference:
Adoption Date: June 25, 1997
**Amendment or Re-
affirmation Date:** ~~May 20, 2014~~

POLICY

THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION WELCOMES GIFTS OF PROPERTY OR SERVICE ~~TO INDIVIDUAL SCHOOLS OR THE DIVISION~~ IF THEY ARE APPROPRIATE, USEFUL AND MEET THE STANDARDS ~~SPECIFIED~~ EXPECTED BY THE BOARD OR ~~ALBERTA EDUCATION~~ SUPERINTENDENT.

REGULATIONS

1. Gifts of property or service may include grants, scholarships, bequests and donations and usually refer to equipment or resource materials provided by or paid for by individuals, groups, businesses, organizations, or agencies.
2. Upon acceptance, a gift shall become the property of the Board and may:
 - 2.1. be transferred to any school in the division; or
 - 2.2. be sold or disposed of by the Board.
3. When a donor places a specific condition on the use of an unsolicited gift, the Board will endeavor to comply with the wishes of the ~~donor, but~~ donor but reserves the right to final decision over the use and disposal of that gift.
4. Maintenance, ~~repairs~~ repairs, and upkeep of all gifts are the responsibility of the user school or department.
5. Financial gifts, such as grants, scholarship, bequests, and donations should be tracked separately with all receipts and disbursements itemized.
6. All gifts shall be officially acknowledged by the ~~school or the Board~~ Division.
7. A gift may be refused if, in the opinion of the Superintendent or designate, it is unsafe, hazardous, unrelated to the advancement of education or would not be in the best interest of the Horizon School Division.
8. Financial gifts should be made payable to Horizon School Division and forwarded to Division Office for processing of Income Tax Receipts.
 - 8.8.1. Should a donation come in made out to a school, the school shall contact Division Office to seek direction regarding processing the donation.
9. If fundraising will include official receipts for income tax purposes for eligible donations in the form prescribed by Canada Revenue Agency (~~formerly Revenue Canada~~) Superintendent or designate approval is required prior to fundraising commencement.

~~10.—Official receipts for income tax purposes will be issued for certain gifts in accordance with the Income Tax Act and its regulations and this policy, as amended from time to time.~~

Policy JC – *Gifts and Donations*, Cont'd.

10. Official receipts for income tax purposes will be issued for certain gifts in accordance with the Income Tax Act and its regulations and this policy, as amended from time to time.
11. Official receipts for income tax purposes will be issued to the individual or organization that made the gift, normally determined by the name on the cheque.
12. Official receipts for income tax purposes will only be issued for gifts with a value of \$25 or more.
13. Official receipts for income tax purposes for eligible donations in the form prescribed by Canada Revenue Agency (~~formerly Revenue Canada~~) will be issued by the Associate Superintendent of Finance and Operations or designate on behalf of the Horizon School Division. Schools may not issue income tax receipts.
14. The Horizon School Division will only issue income tax receipts for donations which are eligible for such receipts under the Income Tax Act, Interpretation Bulletins and Information Circulars. The following types of gifts cannot be considered as eligible for Income Tax Act deduction:
 - 14.1. the payment of a basic fee for admission to an event or program;
 - 14.2. the purchase of goods or services from a charity;
 - 14.3. a donation for which the fair market value of the advantage or consideration provided to the donor exceeds 80% of the value of the donation;
 - 14.4. a payment for a lottery ticket or other chance to win a prize;
 - 14.5. a court ordered donation;
 - 14.6. a gift in kind for which the fair market value cannot be determined;
 - ~~14.4.~~14.7. membership fees that give the donor an advantage that is more than 80% of the value of the membership (for example, the right to attend events, receive literature, or services);
 - ~~14.5.~~14.8. donations provided in exchange for advertising/sponsorship;
 - ~~14.6.~~14.9. gifts of services (for example, donated time, labour);
 - ~~14.7.~~14.10. gifts of promises (for example, gift certificates donated by the issuer, hotel accommodation);
 - ~~14.8.~~14.11. pledges;
 - ~~14.9.~~14.12. loans of property; and
 - ~~14.10.~~14.13. the lease of premises.

HORIZON SCHOOL DIVISION

Policy Code: GCPA
Policy Title: ~~Professional~~ Teacher
Reduction

POLICY HANDBOOK

Cross Reference: GCK
Legal Reference: ~~—~~ Education Act S.(212)
Adoption Date: February 26, 1997
**Amendment or Re-
affirmation Date:** ~~June 21, 2011~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION IS COMMITTED TO PROVIDE QUALITY EDUCATIONAL SERVICES TO HORIZON STUDENTS WITHIN A FISCALLY SUSTAINABLE MANNER AND RECOGNIZES THAT THE SUPERINTENDENT MAY NEED TO REDUCE THE NUMBER OF STAFF TO ADDRESS DIVISION OPERATIONAL REQUIREMENTS.

DEFINITIONS

Reduction: is the decrease of FTE at a school via the decrease of a teacher's FTE, transfer of a teacher or termination of a teacher.

Seniority: as understood in this policy is based on the years of service with the division.

GUIDELINES

1. The board has delegated the power to terminate the services of a teacher to the Superintendent.
 - 1.1. All decisions regarding teacher reduction are made by the Superintendent and may be based on recommendations made by the Associate Superintendent of Human Services.
 - 1.2. The Associate Superintendent of Human Services shall facilitate staff reduction processes.
2. Factors that may warrant staff reduction may include:
 - ~~—BELIEVES THAT EMPLOYMENT PROCEDURES MUST BE BASED ON THE EDUCATIONAL NEEDS OF DIVISION STUDENTS. THE BOARD RECOGNIZES THAT FACTORS SUCH AS THE FOLLOWING MAY NECESSITATE A REDUCTION IN THE NUMBER OF PROFESSIONAL STAFF EMPLOYEES:~~
 - 2.1. ~~—(1)—~~enrollment changes;
 - 2.2. reduction, elimination, or addition of programs;
 - 2.3. changes in revenue;
 - 2.4. changes in student educational needs;
 - 2.5. new and revised curricula;
 - 2.6. changes in the use and function of existing physical facilities;

~~2.7. partial or complete closure of a school; and~~

~~REDUCTION IN CURRENT OR PROJECTED ENROLMENTS;~~

~~(2) LIMITED GOVERNMENT AND/OR LOCAL FINANCIAL SUPPORT;~~

~~(3) CHANGES IN STUDENT EDUCATIONAL NEEDS;~~

~~(4) CHANGES IN CURRICULA;~~

~~(5) CHANGES IN THE USE OF EXISTING PHYSICAL BUILDINGS;~~

~~(6) PARTIAL OR COMPLETE CLOSURE OF A SCHOOL.~~

~~SHOULD A REDUCTION IN STAFF BE WARRANTED, THE BOARD SHALL PROCEED WITH CONSIDERATION FOR THE EDUCATIONAL NEEDS OF THE STUDENTS AND WITH FAIRNESS TO THE EMPLOYEES. ANY REDUCTION IN DIVISION PROFESSIONAL STAFF SHALL BE IN ACCORDANCE WITH THE EDUCATION ACT, APPLICABLE PROVINCIAL AND FEDERAL STATUTES AND WITHIN THE PROVISIONS OF THE COLLECTIVE AGREEMENT AND EMPLOYMENT CONTRACTS.~~

REGULATIONS

~~1. Any provisions of this policy shall apply to those teachers on continuing contracts only. Teachers on short term leave from a school shall have the same rights to placement as those presently assigned to the school~~

~~2. Should a reduction in the number of professional staff employees be warranted, the Division shall endeavor, first, to effect such reduction through voluntary attrition such as:~~

~~2.1. voluntary resignation;~~

~~2.2. voluntary retirement;~~

~~2.3. voluntary leave of absence;~~

~~2.4. voluntary changes in employment status (i.e. full time to part time)~~

~~2.5. voluntary transfer.~~

~~3. If voluntary attrition does not result in sufficient reduction, the Division shall endeavor to effect reduction through the transfer of staff to other assignments.~~

POLICY GCPA – ~~Professional~~ Teacher Reduction, Cont’d.

- 2.8. other factors that may be considered relevant by the Superintendent.
3. Reduction in teachers shall be in accordance with the Education Act, provincial and federal statutes, and applicable collective agreement and/or employment contracts.
4. The following considerations should be considered when transferring teachers:
 - 4.1. student and program needs, and not employee seniority, will be the primary criteria for enacting transfers and reductions;
 - 4.2. transfers should be by seniority provided the educational needs of the system have been met; and
 - 4.3. when seniority is equal and educational needs have been met, final decision making shall be made by senior administration in collaboration with both departing and receiving school administrations.
5. Teachers on short term leave from a school shall have the same rights as those presently assigned to a school.
6. Teacher transfers may be facilitated to accommodate teacher reductions and/or the preferences of teachers.

REGULATIONS

affect

1. Voluntary reductions
 - 1.1. Should a reduction in the number of teachers be warranted, the division shall endeavor, first, to affect such reduction through:
 - 1.1.1. voluntary resignation;
 - 1.1.2. voluntary retirement;
 - 1.1.3. voluntary leave of absence;
 - 1.1.4. voluntary changes in employment status (i.e. full time to part-time);
 - 1.1.5. voluntary reduction in FTE; and/or
 - 1.1.6. voluntary transfer.
 - 1.1.6.1. To assist the Associate Superintendent of Human Services in identifying candidates for transfer the following procedures are to be employed:
 - 1.1.6.1.1. teachers may pursue a facilitated transfer as outlined in the staffing timeline communicated annually; and
 - 1.1.6.1.2. teachers may pursue a transfer by applying to open postings.

POLICY GCPA — ~~Professional~~ Teacher Reduction, Cont'd.

2. Teacher reduction via reduction in FTE

2.1. If voluntary attrition does not result in sufficient reduction, the division may endeavor to effect reduction through reduction in part-time teachers' FTE.

2.1.1. The division should endeavour, if possible, to ensure that teachers remain eligible for benefits when reducing the FTE of part-time teachers.

2.1.2. If the teacher does not agree to teach for the amount of time varied, the Superintendent may terminate the teacher's contract.

3. Teacher reduction via transfer

3.1. If voluntary attrition and FTE reduction does not result in sufficient reduction, the division shall endeavor to effect reduction through the transfer of staff to other schools.

3.2. The Superintendent, in conjunction with senior administration, may identify administrators and teachers for transfer consideration.

3.2.1. The Associate Superintendent of Human Services, in collaboration with principals, will formally identify affected teachers as part of the surplus and placement process.

3.3. In preparation for the next school year, the division will attempt to effect transfers on or before the end of the previous school year. In accordance with the Education Act, teachers may be transferred from one school/location to another, at any time during the school year by issuing a notice of transfer.

3.3.1. If a teacher is transferred, that transfer becomes effective not less than 7 days from the day on which the notice of transfer and reasons for the transfer are received by the teacher.

3.3.1.1. The notice of transfer will communicate the teacher's right to appeal the matter of transfer to the Superintendent.

4. Teacher reduction via termination

4.1. If reduction cannot be fully achieved through voluntary attrition, FTE reduction, and/or transfers to other schools, the Division shall endeavor to effect reduction through termination of contracts of employment.

4.1.1. The following considerations should be considered when terminating contracts:

4.1.1.1. termination of contracts of employment by seniority provided the educational needs of the system have been met;

4.1.1.2. when seniority is equal and educational needs have been met, the recommendation as to which of the people are to be terminated shall be based on relative performance as determined by principal with final decision making to be made by senior administration.

POLICY GCPA — ~~Professional~~ Teacher Reduction, Cont'd.

~~4.1.1.3. temporary contract teachers shall be terminated before other contracts by giving 30 days written notice;~~

~~4.1.1.4. probationary teachers should be allowed to complete their school year and then should not be renewed at the conclusion of their contract;~~

~~4.1.1.5. notwithstanding the above, teachers on temporary or probationary contracts may be retained and continuous contract teachers may be released if temporary and/or probationary teacher possesses specific skills, academic background, or experience that is required for student programming; and~~

~~4.1.1.6. notice of terminations of continuing contract teachers shall not be given in the 30 days preceding a vacation period or during a vacation period of 14 or more days.~~

~~4. If reduction cannot be fully achieved through voluntary attrition, and transfer to other assignments, the Division shall endeavor to effect reduction through termination of contracts of employment.~~

~~4.1. Termination of contracts shall be in accordance with the Education Act. The following considerations may be used as guides:~~

~~4.1.1. Teachers may be released if their position is eliminated, however, given training, experience, and evaluations, they may be given first preference for any suitable openings;~~

~~4.1.2. Notwithstanding the above, teachers on temporary or probationary contracts may be retained and continuous contract teachers released if the teacher possesses a specialty that is required;~~

~~4.1.3. If two teachers are equal in all areas of consideration for release, seniority shall be the determining factor.~~

~~4.2. A written~~The Superintendent shall provide a notice of termination shall be provided to teachers being terminated.

~~4.2.1. of a contract~~The notice shall:

~~4.2.1.1. specifying~~ the reasons for the termination; and

~~4.2.4.2.1.2. The notice will~~ communicate the teacher's right to appeal the matter of termination of contract to the Minister for referral to the Board of Reference.

~~It is the desire of the Board that recommendations to terminate contracts of employment be not less than (30) calendar days prior to the conclusion of a semester or school term.~~

~~5. This policy and regulation does not require the Board to assign a teacher whose contract of employment may be terminated, to any vacant position.~~

~~6. At the discretion of the Superintendent, this policy may be applied on a school-by-school basis (with appropriate modifications) or on a system-wide basis.~~

HORIZON SCHOOL DIVISION

POLICY HANDBOOK

Policy Code:	IEB
Policy Title:	Entrance Age
Cross Reference:	IE
Legal Reference:	<i>Education Act</i> , <u>S. 3</u> and <u>10</u> , <u>Funding Manual</u>
Adoption Date:	October 22, 1996
Amendment or Re-affirmation Date:	Jan. 19/99, June 20/00 Dec. 13/01, April 15/14

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT EARLY CHILDHOOD IS A SIGNIFICANT PERIOD IN HUMAN DEVELOPMENT. INDEPENDENCE, INITIATIVE, DECISION MAKING, CREATIVITY, THE ABILITY TO LEARN, THE ABILITY TO RELATE TO OTHERS AND FEELINGS OF SELF-WORTH ALL HAVE THEIR BEGINNINGS IN EARLY CHILDHOOD. WHAT YOUNG CHILDREN LEARN AT THIS STAGE WILL HAVE A MAJOR IMPACT ON SUCCESSFUL LEARNING EXPERIENCES IN SCHOOL, ON PERSONAL DEVELOPMENT AND ON FUTURE PARTICIPATION IN SOCIETY.

DEFINITIONS

Early Childhood Services refers to optional early learning programs (pre-kindergarten) and kindergarten.

Funded Student - a student is a funded student in respect of a school year if:

- a) on the September count date, meets the requirement of section 3(a)(b)(c) of the Education Act;
- b) has a parent who ordinarily resides in Canada or is an independent student between 18 and 20 years of age who resides in Alberta;
- c) is enrolled in and is attending a school operated by a board;
- d) is at least 5 years, 8 months, but less than 20 years of age as of September 1;
- e) is not a student enrolled in a home education program;
- f) is not a child to whom an early childhood services program is being provided pursuant to Section 21(1) of the Education Act; and
- g) is not an Indian residing on a reserve pursuant to the Indian Act (Canada).

Right of access is defined in the Education Act and includes every student:

- a) who at September 1 in a year is 6 years of age or older and younger than 19 years of age,
- b) who is a resident of Alberta, and
- c) who has a parent who is a resident of Canada.

The board may permit an individual:

- a) who at September 1 in a year is younger than 6 years of age or older than 18 years of age; and
- b) who complies with subsection (b) and (c) above, to have access in that year to an education program in accordance with the Education Act.

GUIDELINES

Eligible Student – Subject to the Education Act, a student is an eligible student in respect of a school year if

- (a) on the last day of September on which instruction is given by a teacher at a school operated by a board, the student is enrolled in and attending the school,
- (b) on the day referred to in clause (a), the student complies with section 3(1)(b) and (c) of the Act,
- (c) on September 1,

(i) for the 2019-2020 school year, the student is at least 5 years 6 months but less than 20 years of age, and

(ii) for the 2021-2022 school year and subsequent years, the student is at least 5 years 8 months but less than 20 years of age,

(d) the student is not enrolled in a home education program,

(e) the student is not a child to whom an early childhood services program is being provided pursuant to section 21(1) or (2) of the Act, and

A student who is an eligible student by virtue of meeting the criteria in subsection (1), including the requirement that the student be enrolled in and attending a school on the last day of September on which instruction is given by a teacher at that school, does not qualify as an eligible student for a second or subsequent time by virtue of enrolling in and attending a different school on a day after the last day of September on which instruction is given by a teacher at that previous school.

REGULATIONS

1. A parent may enroll a child in the jurisdiction's pre-kindergarten program when their age of entry is four years of age on or before December 31 of that year.

2. A parent may enroll a child in the jurisdiction's kindergarten program when their age of entry is five years of age on or before December 31 of that year.

3. A parent may enroll a child in the jurisdiction's Grade one program when their age of entry is six years of age on or before December 31 of that year.

4. The school Principal shall provide parents with a copy of this policy at the time the parents make a request for admission to a pre-kindergarten, kindergarten, or grade 1 program.

5. A child younger than one described in policy will be admitted to a Division school only if the following conditions are met:

Policy IEB – Entrance Age, Cont’d.

GUIDELINES

1. Horizon’s educational programs provide access to the following minimum of hours of teacher-directed instruction per year:
 - 1.1. Children 2 years, 8 months to 3 years, 7 months – minimum of 300 hours;
 - 1.2. Children 3 years, 8 months to 4 years, 7 months – minimum of 400 hours; and
 - 1.3. Children 4 years, 8 months and older – minimum of 475 hours.
2. Designated school for enrollment eligibility is addressed in Policy IC.
3. Early admission into a particular program means that the student shall have additional time within that program and shall not constitute early entry and progression through the pre-K to grade 12 program.
4. The Primary Programs Framework for Teaching and Learning, Kindergarten to Grade 3 has been developed to provide the philosophical and theoretical foundation for teaching and learning in Pre-Kindergarten through grade three and includes ten Alberta Education principles.

REGULATIONS

1. A parent may enroll a child in the jurisdiction’s pre-kindergarten program when their age of entry is four years of age on or before December 31 of that year.
2. A parent may enroll a child in the jurisdiction’s kindergarten program when their child is eligible for funding. Eligible children’s age of entry is five years of age on or before December 31 of that year.
3. A parent may enroll a child in the jurisdiction’s Grade one program when their child is eligible for funding. Eligible children’s age of entry is six years of age on or before December 31 of that year.
4. The school Principal shall provide parents with a copy of this policy at the time the parents make a request for admission to a pre-kindergarten, kindergarten, or grade 1 program.
5. The following children may be approved for early entry to an early learning program and be offered additional program services with approval from the principal and early learning coordinator.

~~5.1. The Superintendent or designate has been involved in the process and decision-making;~~

5.1. Children, 3 years of age as of September 1 of the current school year, with a diagnosed developmental delay (e.g. speech and/or language).

~~5.2. may qualify for additional program services and early entry to Pre-K.~~

~~5.3. Children diagnosed with a developmental delay (e.g. speech and/or language) may qualify for additional program services and early entry to Kindergarten.~~

5.4.5.2. An English Language Learner younger than one described in policy may be given consideration for early placement to gain additional opportunities within their entry program.

Policy IEB – Entrance Age, Cont’d.

- ~~5.5. The parents, the school staff, and the Superintendent or designate agree that a suitable school program can be offered to the child and that the child will benefit from an early placement.~~
- ~~6. Early admission into a particular program means that the student shall have additional time within that program and shall not constitute early entry and progression through the pre-K to grade 12 program.~~
- ~~7.6. Consideration shall also be given to the availability of funding, the characteristics of the class in which the child would be placed, and the number of students in the class needing support services.~~
7. Normally, a child transferring into the Division, and who was enrolled in a publicly supported their designated school-system, shall be admitted to a the Division school in the same program or grade placement as they were in their former jurisdiction provided that the parent(s)/legal guardian(s) is a resident of the Division and provided that an appropriate program can be offered.
8. Proof of age and documentation of citizenship or residency status is required at the time of registration.

~~The Primary Programs Framework for Teaching and Learning, Kindergarten to Grade 3 has been developed to provide the philosophical and theoretical foundation for teaching and learning in Pre-Kindergarten through grade three and includes ten Alberta Education principles (see attachment A).~~

- 8.
- ~~9. Horizon Early Childhood Learning Programs are built upon the following philosophy statements:~~
- ~~10.1 Early childhood is a significant period in human development~~
- ~~10.2 Purposeful play is an important mode of learning for all children~~
- ~~10.3 Parents are the first and most important teachers in a child’s life and as such are valued partners in the early learning experience.~~

PROCEDURES

- ~~1. Parents of a child younger than one described in policy, other than parents of a child eligible for PUF, must make notification to the Superintendent or designate of intent to seek admission to a Division school by June 30 in the year prior to the one for which admission is sought.~~
- ~~2. Conditions described in regulation no. 5 must be met by June 30 in the year prior to the one for which admission is sought.~~
- ~~3. Under exceptional circumstances the Superintendent or Designate may provide extensions beyond the dates included in number 1 and 2 above.~~
- ~~4. Parents of a child younger than described in policy who transfer into the division after deadlines will be granted reasonable time extensions.~~
- ~~5. Parents may appeal decisions made under this policy to the Board. Original birth certificates must be presented by parents upon registration as a student new to the Division.~~

Policy IEB – Entrance Age, Cont’d.

~~6. School personnel shall inform the parents of a child younger than one described in this policy, who requests to gain admission to a division kindergarten program, of this policy, including conditions and procedures for early admission.~~

~~Attachment A~~

~~Early Learning Programs Philosophical and Theoretical Foundation Framework for Teaching and Learning Principles~~

- ~~1. Childhoods differ depending on social and cultural circumstances.~~
- ~~2. Children’s development is influenced but not determined by their early experiences.~~
 - ~~3. Children interact and learn in a variety of contexts~~
 - ~~4. Children are co-constructors of knowledge and partners in learning.~~
 - ~~5. Children are unique and active contributors to their learning.~~
 - ~~6. Children construct and represent knowledge in a variety of ways.~~
 - ~~7. Children are citizens and active participants in school and society.~~
 - ~~8. Children are active collaborators in and users of assessment.~~
- ~~9. Children may require specialized programming and supports to develop knowledge, skills and attitudes that prepare them for later learning.~~
- ~~10. Children and their families may need coordinated community services to meet their needs.~~

HORIZON SCHOOL DIVISION

Policy Code: JB
Policy Title: Freedom of Information and Protection of Privacy (FOIP)

POLICY HANDBOOK
~~and~~

Cross Reference: ~~GAA, HG~~Freedom of Information and Protection of Privacy Act

Legal Reference: ~~_____~~FOIP Act and Regulation

Adoption Date: March 16, 1999

Amendment or Re-affirmation Date: ~~_____~~June 12, 2008

POLICY

THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION ACCESS, COLLECT, USE DISCLOSE, AND DESTROY INFORMATION AS WILL LEGISLATED UNDER THE ADMINISTER THE FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT AS LEGISLATED BY THE PROVINCE OF ALBERTA.

GUIDELINES

1. In accordance with section 95 of the Freedom of Information and Protection of Privacy Act, the Board designates the Superintendent as “the head of the local public body for the purposes of this Act” and gives authorization to perform all duties and exercise all functions associated with that designation.
 - 1.1. The Superintendent is authorized to delegate, in accordance with section 85 of the Act, these duties and functions as required.
1. ~~The Board of Trustees shall designate the Superintendent of Schools as Head for Horizon School Division. The Head is responsible and accountable for all decisions taken under the FOIP Act and has the authority to delegate duties to comply with this Act.~~
2. Staff are to ensure the risk of unauthorized disclosure of personal or other confidential information is minimized. Records that are maintained in digital format must comply with the data storage, access and transmission guidelines delineated in the Policy Attachment Confidential Data Security Guidelines.
3. Digital citizenship is addressed in policy HG.
4. Staff are expected to handle confidential information in an appropriate manner as per policy GAA (Code of Conduct).
 2. ~~The Board of Trustees shall designate the Secretary Treasurer as Coordinator for Horizon School Division. The FOIP Coordinator will perform the administrative duties required within this Act for Horizon School Division’s operations.~~

REGULATIONS

1. The division is authorized and required under the provisions of the Education Act and its regulations, in accordance with the Freedom of Information and Protection of Privacy Act (FOIP),

to access, collect, use and disclose the personal information necessary to provide an educational program and ensure a safe and secure school environment for students.

1.1. Requests to access routinely available information should be made directly to the appropriate school or department.

1.2. In most cases, the school or department can provide the information requested as long as it does not compromise personal privacy and other restrictions or limitations within FOIP. If information is withheld, and the explanation for why it was not accessible is unsatisfactory, individuals can apply for access under FOIP.

1.3. Please send the completed request to:

Horizon School Division
Attention FOIP Coordinator
6302 56 St
Taber, AB T1G 1Z9

1.1.4. A fee shall be assessed and communicated to the applicant requesting information prior to processing a FOIP application for general records.

2.1.4.1. Fees for a FOIP applicant requesting his/her own personal information shall be restricted to the cost of providing a copy of the information.

~~3. The right to access information and the protection of privacy shall be managed in compliance with the FOIP Act.~~

4.2. Records management guidelines shall be followed by schools and Division departments staff and volunteers who have access to personal information.

~~5. The FOIP Act requires protection of personal information by making reasonable security arrangements against such risks as unauthorized access, collection, use, disclosure or destruction. Each employee is to ensure the risk of unauthorized disclosure of personal or other confidential information is minimized. Records that are maintained in digital format must comply with the data storage, access and transmission guidelines delineated in the Policy Attachment Confidential Data Security Guidelines.~~

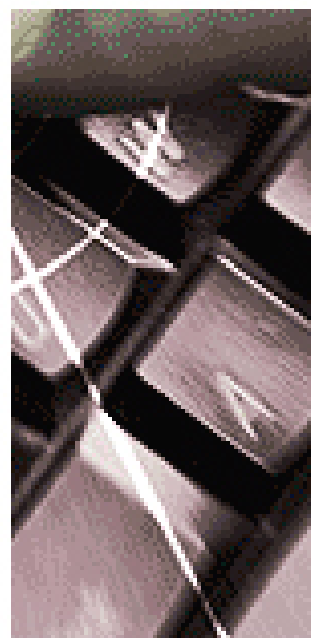
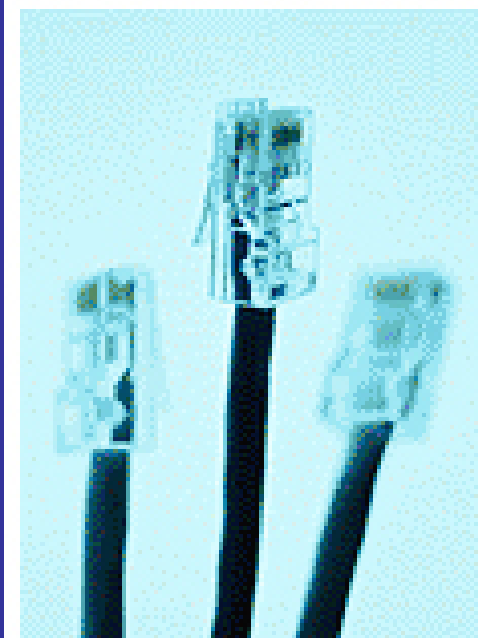
6.3. At the time a student registers at a school in Horizon School Division, the parent of the student shall be provided with the opportunity to give written consent for the publication of the student's name and photograph in school related activities and operation while a student in the Division.

7.4. School pPrincipals and dDivision managers shall work with the FOIP Coordinator when issues arise under the scope of the FOIP Act.

Horizon School Division

CONFIDENTIAL DIGITAL DATA SECURITY GUIDELINES

(ATTACHMENT TO POLICY JB FOIP)



INTRODUCTION

[Section 38](#) of the FOIP Act requires a public body to protect ~~sensitive and confidential~~personal information by making reasonable security arrangements against such risks as unauthorized access, collection, use, disclosure or destruction. This discussion paper addresses, Horizon's privacy obligations regarding the security of ~~confidential personal information data~~ on Horizon's network, and specifically the security of such ~~data information~~ on portable computing devices (e.g. laptop computers) and portable storage devices (e.g. USB sticks). Furthermore, it makes specific recommendations to reduce such risks.

Practices within Horizon regularly include the storage of ~~personal confidential student~~ information (e.g. ~~student~~ names, addresses, phone numbers, grades, ~~health information eteetc.~~) which ~~have historically been backed up on tape drives, CDs, DVDs, and more recently memory sticks may be regularly backed up or stored on portable devices and/or become accessible off site. In some cases these back ups~~Backups ~~have been~~can be misplaced, and/or taken off site, and ~~stolen. Often once outdated~~Outdated or obsolete ~~the~~ storage devices ~~have been~~can be disposed of incorrectly, without ensuring ~~the continued security of~~destruction of the ~~confidential data~~personal information (this includes photocopies). ~~Teachers and especially administrators regularly~~Staff may store ~~sensitive personal~~ information on personal USB sticks or utilize the synchronization utility on their laptops to transfer data. When these devices are then transported off site, all files are at risk of a privacy breach should the device be lost or stolen.

Computing devices, such as laptops ~~and PDAs, as well as~~ storage media, such as CDs, DVDs, and USB drives, all have the potential of falling into the wrong hands, particularly when they are not stored in a secure location. The highly publicized case in England where 25 million people's sensitive and confidential information was compromised as well as recent high-profile privacy rulings relating to the inappropriate disclosure by a public body of sensitive and confidential information located in lost or stolen portable storage devices (e.g. USB sticks and laptop computers) has compounded the need to address this issue. In these rulings, the courts found that loss and theft of portable computing and storage devices are well known and publicized, making the risk real and foreseeable. As such, password protection is not adequate. The Horizon Technology Department has made the following recommendations to safeguard privacy of ~~sensitive and confidential~~personal information.

DEFINITIONS

Personal Information: recorded information about an identifiable individual that may include but is not limited to: name, age, grade, address, phone number, etc. E.g. include: student records, report cards, attendance reports, health records, photographs, completed forms. As part of the school's focus on digital citizenship, students should be taught to limit, and consider the privacy implications of, sharing their personal information online.

Encryption: Any procedure used in cryptography to convert plain-text into cipher-text in order to prevent anyone except the intended recipient from reading that data. There are many types of data encryption, and they are the basis of network security.

Encryption Key: A sequence of characters used by an encryption algorithm to encrypt plain-text into cipher-text.

Https: The protocol for accessing a secure Web server. Using HTTPS in the URL instead of HTTP directs the message to a secure port number rather than the default Web port. The session is then managed by a security protocol.

Key Management: In cryptography, keys are required for decipherment and authentication. These procedures provide no security when the keys have been handled incorrectly. Key management implies the effective creation, storage, transmission, installation and eventual destruction of keys

VPN: A virtual private network (VPN) is a private data network that makes use of the public telecommunication infrastructure, maintaining privacy through the use of a tunnel protocol and security procedures.

DATA STORAGE ~~GUIDLINES~~ Guidelines

- ~~Confidential data~~ Personal information **should be retained and removed from schools only when necessary.**
- When retention is required, **data should be encrypted whenever it is stored in locations that are not physically secured with physical and technical access controls appropriate to the sensitivity of the data (see Appendix B).** The purpose of encryption is to prevent unauthorized access to confidential or sensitive information while it is either in storage or being transmitted. In order to accomplish this, proper key/~~password~~ management is crucial. If a key gets into the wrong hands, unauthorized access to information can result. Conversely, if a key is lost or destroyed, critical information may become unavailable to authorized personnel. Care should be taken to ensure the integrity of the key repository. This repository is confidential data in itself, so strong protections and access control, must be implemented. Encryption is not, however, a panacea. It is not a substitute for other security measures, such as authentication, authorization, and access control, and must be used in conjunction with other measures including:
 - **keeping the amount of ~~sensitive and confidential~~ personal information stored on mobile computing and storage devices to a minimum**, based on need;
 - ~~de-identification of sensitive and confidential~~ personal information if possible (e.g. removal of identifying characteristics such as name);
 - **Not using the synchronization process, or if utilized, configuring the process so that only a limited number of files are transferred, or utilizing remote access containing current works in progress, thereby reducing the amount of information on laptops to ~~essential data.~~**

DATA ACCESS GUIDELINES

- Network access is controlled through the use of login passwords. Because such passwords provide access to ~~staff domains and sensitive and confidential student~~ personal information such **passwords should be considered confidential**, even when no ~~confidential data~~ personal information is being accessed or transmitted. ~~Many technology department login passwords provide greater access to Horizon's network and should also be considered confidential.~~
- Computing devices containing or having **may have** access to ~~sensitive and confidential~~ personal information and should be protected with **strong login passwords** ~~(comprised of at least 8~~

~~characters with 14 or more being ideal) and utilize further security features such as auto lock~~password-protected screen savers.~~~~

- Google Workspace for Education is a learning platform the division has chosen to provide an online environment for students and staff in which to communicate, collaborate and create. Google services used by the division include Gmail, Calendar, Drive, and Classroom. These accounts are different from publicly created Gmail accounts.
- Students should only have access to their digital accounts while they are division students. When students leave the division, they no longer have access to school accounts.

DATA TRANSMISSION GUIDELINES

- Schools should ensure appropriate security protocols are in place whenever ~~confidential-personal~~ data is removed or accessed off site. This includes **encryption** of ~~confidential data~~personal information but should also include a **determination on whether it is even necessary for such information to be removed from the control of the school jurisdiction** (e.g. should the data be stored on a USB stick or laptop to begin with?).
- Rather than storing and transporting ~~sensitive and confidential~~personal information on portable computing or storage devices, it is recommended that **secure remote access be set up** for those who frequently require access to such information off site, so that the data remains secure on site and only remotely accessed through a virtual private network (VPN).

DATA PROTECTION

USB sticks can be purchased containing vaults which can store encrypted data).

- HOW FILES ARE ENCRYPTED
 - Files are encrypted through the use of algorithms that essentially rearrange, scramble, and encode the data. A key pair is randomly generated when you encrypt your first file. This key pair is made up of a private and a public key. The key pair is used to encode and decode the encrypted files.
 - If the key pair is lost or damaged and you have not designated a recovery agent then there is no way to recover the data.
- HOW TO ENCRYPT A USB STICK
 - Although you can encrypt files individually, generally it is a good idea to designate a specific folder where you will store your encrypted files, and to encrypt that folder. If you do this, all files that are created in or moved to this folder will automatically obtain the encrypted attribute.
 - NOTE: You can encrypt files and folders only on volumes that use the NTFS file system. Since USB sticks typically are formatted as FAT or FAT32 the first thing to do is reformat them to NTFS.
 1. Click **Start**, point to and click **Control Panel**, point to and click **System**.
 2. On the **Hardware** tab click **Device Manager**.
 3. Locate and click on **Disk Drives** and then locate and right-click on **USB Device** (e.g. Kingston Data Traveler 2.0 USB Device) and then click **Properties**.
 4. On the **Policies** tab, click **Optimize for Performance** and click **OK**.
 5. Close all windows.
 6. Click **Start**, point to and click **My Computer**.
 7. Right-click **USB drive** [e.g. Kingston (E:)] and click on **Format**.
 8. Locate **File System** and change from **FAT** to **NTFS**, click **OK**
 - You can now create and encrypt folders on the USB device.
 - See “How to encrypt a folder” on previous page for details.
- HOW TO ENCRYPT A FOLDER

- Although you can encrypt files individually, generally it is a good idea to designate a specific folder where you will store your encrypted files, and to encrypt that folder. If you do this, all files that are created in or moved to this folder will automatically obtain the encrypted attribute.
 - NOTE: You can encrypt files and folders only on volumes that use the NTFS file system.
 1. Open File Explorer.
 2. Locate and right-click the folder that you want, and then click Properties.
 3. On the General tab, click Advanced.
 4. Under Compress or Encrypt attributes, select the Encrypt contents to secure data check box, and then click OK.
 5. Click OK.
 6. In the Confirm Attribute Changes dialog box that appears, use one of the following steps:
 - If you want to encrypt only the folder, click Apply changes to this folder only, and then click OK.
 - If you want to encrypt the existing folder contents along with the folder, click Apply changes to this folder, subfolders and files, and then click OK.
- ~~— It is also recommended that the jurisdiction restrict onsite wireless internet and network access points within the jurisdiction without technology department approval. Such connections if not secured provide ideal access points for hackers to access network data. If such devices are approved part of the security procedure must include having them deactivated unless specifically utilized (in use).~~

● PRIVACY BREACH

- In the event of a privacy breach (lost or stolen device), employees and schools should immediately respond to the breach and:
 - **Evaluate the risks** associated with the breach, including a **determination on whether notification is necessary** to avoid or mitigate harm to a student or staff member;
 - **Investigate the cause** of the breach;
 - **Inform Horizon’s FOIP coordinator** (Phil Johansen Associate Superintendent of Finance and Operations);
 - Develop or **improve** adequate long-term **safeguards** against further breaches. Such alterations and/or additions to the safeguards should be communicated to Horizon’s FOIP coordinator.

APPENDUM A – DEFINITIONS

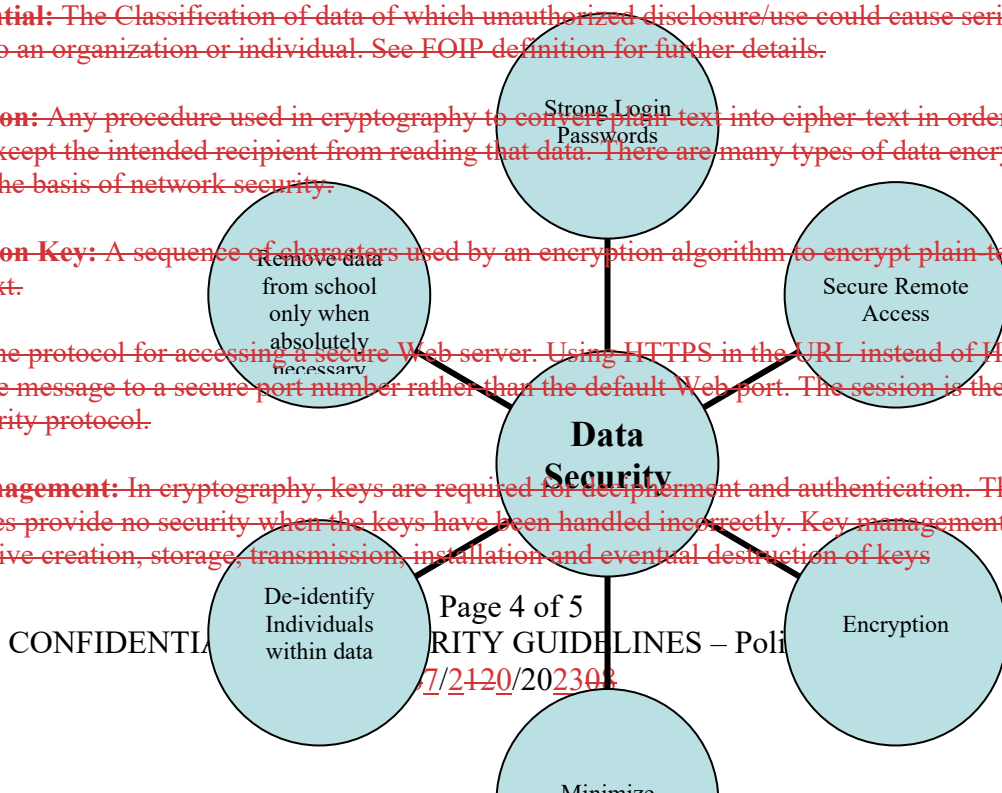
~~**Confidential:** The Classification of data of which unauthorized disclosure/use could cause serious damage to an organization or individual. See FOIP definition for further details.~~

~~**Encryption:** Any procedure used in cryptography to convert plain text into cipher text in order to prevent anyone except the intended recipient from reading that data. There are many types of data encryption, and they are the basis of network security.~~

~~**Encryption Key:** A sequence of characters used by an encryption algorithm to encrypt plain text into cipher text.~~

~~**Https:** The protocol for accessing a secure Web server. Using HTTPS in the URL instead of HTTP directs the message to a secure port number rather than the default Web port. The session is then managed by a security protocol.~~

~~**Key Management:** In cryptography, keys are required for decipherment and authentication. These procedures provide no security when the keys have been handled incorrectly. Key management implies the effective creation, storage, transmission, installation and eventual destruction of keys~~



~~**Sensitive Information:** Information that requires special precautions to protect it from unauthorized access, modification, or deletion. Sensitive information may be either public or confidential. It is information that requires a higher than normal assurance of accuracy and completeness.~~

~~**VPN:** A virtual private network (VPN) is a private data network that makes use of the public telecommunication infrastructure, maintaining privacy through the use of a tunnel protocol and security procedures.~~

~~APPENDUM B – ENCRYPTION~~

~~Microsoft Windows includes the ability to encrypt data directly on volumes that use the NTFS file system so that no other user can use the data. You can encrypt files and folders if you set an attribute in the object's **Properties** dialog box.~~

~~USB sticks can also be purchased containing vaults which can store encrypted data).~~

~~HOW FILES ARE ENCRYPTED~~

~~Files are encrypted through the use of algorithms that essentially rearrange, scramble, and encode the data. A key pair is randomly generated when you encrypt your first file. This key pair is made up of a private and a public key. The key pair is used to encode and decode the encrypted files.~~

~~If the key pair is lost or damaged and you have not designated a recovery agent then there is no way to recover the data.~~

~~HOW TO ENCRYPT A FOLDER~~

~~Although you can encrypt files individually, generally it is a good idea to designate a specific folder where you will store your encrypted files, and to encrypt that folder. If you do this, all files that are created in or moved to this folder will automatically obtain the encrypted attribute.~~

~~**NOTE:** You can encrypt files and folders only on volumes that use the NTFS file system.~~

- ~~1. Click **Start**, point to **All Programs**, point to **Accessories**, and then click **Windows Explorer**.~~
- ~~2. Locate and right-click the folder that you want, and then click **Properties**.~~
- ~~3. On the **General** tab, click **Advanced**.~~
- ~~4. Under **Compress or Encrypt attributes**, select the **Encrypt contents to secure data** check box, and then click **OK**.~~
- ~~5. Click **OK**.~~
- ~~6. In the **Confirm Attribute Changes** dialog box that appears, use one of the following steps:~~
 - ~~• If you want to encrypt only the folder, click **Apply changes to this folder only**, and then click **OK**.~~
 - ~~• If you want to encrypt the existing folder contents along with the folder, click **Apply changes to this folder, subfolders and files**, and then click **OK**.~~

The folder becomes an encrypted folder. New files that you create in this folder are automatically encrypted. Note that this does not prevent others from viewing the contents of the folder. This prevents others from opening items in the encrypted folder. For example, if another user attempts to open a Microsoft Word document that has been created in the encrypted folder, the following message appears:

~~Word cannot open the document: Username does not have access privileges (drive:\filename.doc)~~

If another user attempts to copy or move a document from the encrypted folder to another location on the hard disk, the following message appears:

~~Error Copying File or Folder~~

~~Cannot copy Filename: Access is denied.~~

~~Make sure the disk is not full or write-protected and that the file is not currently in use.~~

~~HOW TO SHARE ACCESS TO ENCRYPTED FILES~~

~~NOTE: You must be a member of the administrators group or the user that encrypted the file in to add users to it. If you are not authorized to add users to an encrypted file, you receive the following error message:~~

~~EFSADU~~

~~Error in adding new user(s). Error code 5.~~

~~You can retain the security of file encryption while allowing specific users access to your encrypted files. To allow access to your encrypted files:~~

- ~~1. Right click the encrypted file, and then click **Properties**.~~
- ~~2. Click the **General** tab (if it is not already selected), and then click **Advanced**.~~
- ~~3. Click **Details**, and then click **Add**.~~
- ~~4. Select the user you want to share access to the encrypted file with, and then click **OK**.~~
- ~~5. When you are finished adding users, click **OK** three times.~~

~~Note Any user who can decrypt a file can also remove other users if the user who does the decrypting also has write permissions on the file.~~

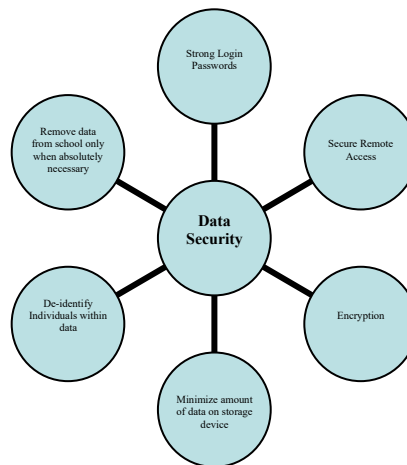
~~HOW TO ENCRYPT A USB STICK~~

~~Although you can encrypt files individually, generally it is a good idea to designate a specific folder where you will store your encrypted files, and to encrypt that folder. If you do this, all files that are created in or moved to this folder will automatically obtain the encrypted attribute.~~

~~NOTE: You can encrypt files and folders only on volumes that use the NTFS file system. Since USB sticks typically are formatted as FAT or FAT32 the first thing to do is reformat them to NTFS.~~

- ~~1. Click **Start**, point to and click **Control Panel**, point to and click **System**.~~
- ~~2. On the **Hardware** tab click **Device Manager**.~~
- ~~3. Locate and click on **Disk Drives** and then locate and right click on **USB Device** (e.g. Kingston Data Traveler 2.0 USB Device) and then click **Properties**.~~
- ~~4. On the **Policies** tab, click **Optimize for Performance** and click **OK**.~~
- ~~5. Close all windows.~~

6. Click **Start**, point to and click **My Computer**.
 7. Right click **USB drive** [e.g. Kingston (E:)] and click on **Format**.
 8. Locate **File System** and change from **FAT to NTFS**, click **OK**
- You can now create and encrypt folders on the USB device.
 - See “How to encrypt a folder” on previous page for details.



Superintendents Progress Report

January 2023

The Superintendent Leadership Quality Standard:

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

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

Building Effective Relationships

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

Modelling Commitment to Professional Learning

- Enhancing leadership, teaching, and learning.

Visionary Leadership

- A preferred future.

Leading Learning

- Promotes shared responsibility for student success and continuous improvement.

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

- Establishing structures and providing the resources for schools.

School authority operations and resources

- Alignment with goals and priorities.

Supporting Effective Governance

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

The following is a summary of meetings and activities that I have participated in.

- Meetings and conversations with principals and staff as needed and/or requested. Conversations have focused on:
 - school off-campus excursions,
 - human resource issues including support staff concerns,
 - student discipline including suspensions
 - provincial assurance survey administration
- Recruitment for a number of positions have taken place. Meetings and discussions with staff have taken place to seek input into profiles and interviews have taken place on a number of positions. I am please to be able to share the following:
 - New Central School principal – Coral James
 - New Warner School principal –
 - New Off Campus Teacher – Bryan Pritchard
 - New Learner Services Coordinator –
 - We wish Shea all the best as she transitions to her new role at the UofL.
- Bargaining for ATA has concluded. The provincial and local Memorandum of Agreements have been incorporated into the local collective agreement. Trustee signatures have

been collected and the collective agreement has been distributed to all teaching staff.

- CUPE bargaining continues with the next meeting scheduled for the end of February. A provincial Teachers' Employer Bargaining Association (TEBA) meeting was also attended.
- During the extreme cold spell all school were cancelled for two days
- Schools have submitted their 2024-25 school calendars. A huge thank you to Sheila Laqua for creating templates and aiding principals in completing this work. Approved calendars are now available on the division website.
- A number of other meetings, events, and professional learning activities were attended over the month. These include but are not limited to
 - AB ED field services meeting re: Annual Education Results Report (AERR) and Three Year Education Plan
 - AB ED meeting re: educational assistant professional growth opportunity
 - AB ED meeting re: new curriculum (Social Studies scope and sequence)
 - College of Alberta School Superintendent (CASS) provincial executive meeting
 - College of Alberta School Superintendent (CASS) mentorship presentation
 - Senior Administrative Leadership Team (SALT) meeting
 - Administrator meeting
 - Division Office staff meeting
 - Policy meeting
 - W.R. Myers modernization meetings
 - W.R. Myers meeting re: Taber Mennonite School name
 - M.D. of Taber meeting was attended re: application for new congregated home learning site just East of Taber. The application has been withdrawn.
 - Numerous Christmas concerts



240130 Board Report

Associate Superintendent of Human Services

Human Services

- Deanna Killinger and I represented Horizon School Division at the University of Lethbridge Teacher Career Fair on December 8.
- Deanna Killinger and I met with Margaret Plumtree from Taber Adult Learning to learn about their Work Exposure Program and to ensure Horizon would be invited to their job fair.
- Meetings are currently being held with all principals to discuss their enrollment projections and potential teaching staff scenarios for the 2024-2025 school year.
- The Horizon Induction Program (HIP) participants met together in the evening of January 24 to focus on learning more about student engagement, effective literacy practices across all subjects and grades, and dos and don'ts from a principals' perspective.

Professional Development and Meetings

- I participated in the panel interviews for the principalships of Central and Warner Schools as well as the Off Campus Education Teacher position.
- Along with other Senior Leadership Team members, I met with an Alberta Education Field Services representative to review Horizon's AERR.
- I attended (and thoroughly enjoyed!) a number of school's Christmas Concerts in December.

Clinical Team Leader/FSLC/Wellness Coaches

- December 6, January 17, 22, and 29 Angela Miller, Clinical Team Leader, presented to all Central School classes around Animal Assisted Intervention with therapy dog Ebony. Topics covered were: boundaries, regulation, and empathy.
- January 18 Horizon School Division, Taber Police Service and Alberta Law Enforcement Response Team put together a parent information evening around Internet safety, cyber fraud and child exploitation. Approximately 35 people attended, 25 of whom were parents.
- January 24 - Bell Let's Talk. The Family School Liaison Program team and Division office will be participating to promote "talking about mental health!"
- January 8 - Shelby Asmundson-Hall started as our new CYCW at VES, VHS and MAP. She holds a diploma in Social Work. Laura Harvey also joined us as a Master in Education, Counselling Psychology practicum student from the university of Lethbridge. Laura will be at W.R. Myers and DAF until April 15.
- *Sleeve the Stigma* is a campaign to reduce the stigma associated with mental health by promoting positive mental health awareness. At least one student from each school in Horizon has been selected to have their design with a positive mental health message printed on a coffee sleeve.
- The Loft has agreed to endorse our students' designs again! Sleeve the Stigma will be taking place on Bell Let's Talk Week, January 22nd to 26th.

Indigenous Learning

- Indigenous Allies had a PD Day on January 29, focussing on incorporating Indigenous content into curriculum at all grades and subjects.
- 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, arranging for Elder visits, applying for grants, organizing Indigenous Kits and preparing vouchers for honorariums for Indigenous guests.
 - 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.

Workplace Wellness

- On January 24, 13 of our Principals attended the third of six Mental Health in Schools (MHIS) sessions. Erle Rivers High School hosted 24 school and division leaders from Horizon and Prairie Rose School Divisions.

Report completed by Karen Rancier, Associate Superintendent of Human Services



Associate Superintendent, Learner Services
Report to the Board of Trustees – Jan 30, 2024

Learner Services team members:

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

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- In support of student engagement and effective instruction, Instructional Coach is working with teachers at various schools using the Teaching Sprints PD model - which uses research to make incremental changes in practice and is supported for 3-4 weeks at a time. Teaching sprints is where teachers choose a classroom teaching practice that is backed by research and then they work with the instructional coach on that strategy or practice for 4 weeks in the classroom. It is intended to work alongside what they are currently doing and is complementary to their teaching practice.
- The Coordinator of Learner Services spent a half day in all Early Learning programs across the district getting a perspective on students and supporting staff through on-site discussion and follow-up actions.
- Both the Instructional Coach and Coordinator of Learner Services began meeting with some schools for a short presentation during a staff meeting. Sharing the organizational document for the Horizon Curriculum and Assessment shared drive including hyperlinks. Also highlighting the Parabytes PD Website at the same time.
- In support of Outcomes-based reporting in Junior High Social Studies, the Instructional Coach met with a small cohort of Junior High Social Studies teachers to work on assessments and exams.
- Introduction to (Construction, Transportation) and Trades have 14 Horizon students registered for the 2nd semester (4 in construction, 6 in trades, and 4 in transportation), along with 4 students taking dual credit coursework. We also have 23 Registered Apprenticeship Program students.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- Early Learning staff met in mid-December. The Coordinator of Learner Services brought in the Occupational Therapist Jocelyn Byl to give a presentation on Toileting. This was similar to the one that all Educators' had the month prior. Additional presentations were given to respond to needs in the classroom. This included Laura Elliott presenting on Positive Behaviour Supports as well as both Speech-Language Pathologists JoAnn Hill and Jaelyn Belisle presenting on Looking for Opportunities for Natural Communication Engagement.
- The Early Learning Educators recently had a meeting. The focus was on the core components of an Early Learning program. Each educator took a turn sharing in small groups, what their schedule looks like and how they incorporate various pieces. Educators were able to brainstorm with one another possible solutions to barriers in implementing activities they wanted. Professional development included viewing a PAra-byte from the Circles from the Start section (focused on Early Learning) followed by a discussion amongst the Educators on how it could apply to their classroom.
- The Coordinator of Learner Services met with a new LST as a follow-up to a half-day coaching/mentoring session from last November. Time was spent clarifying, answering questions and collaborating on Individual Support Plans.
- Alberta Learning audited 18 students for the Program Unit Funded verification process. The Coordinator of Learner Services uploaded the required documents per the Alberta Learning process. Results from Alberta Education will be shared in March.
- In collaboration with senior leadership and administrators, the learner services team will be examining the possibility of implementing additional in-house training and professional learning opportunities for educational assistants for the coming school year.
- Learner services team members are joining a number of mid-year ISP and ECSP meetings in schools through January and February with the goal of ensuring that our most vulnerable students are receiving the support they need to be successful.

LEADERSHIP PRACTICES

- The Learner Services team and the Low German Mennonite Liaison enjoyed the school Christmas concerts that were shared with parents and community members across the division.
- The Associate Superintendent continues to work on the College of Alberta School Superintendents, Continuing Education Program Committee. This committee is working on creating coursework for System Leaders Professional Development.
- The Learner Services team provided professional development for all staff on the division-wide Professional Development Day. The feedback overall was very positive about the choices for Teachers and Support staff.
- The Associate Superintendent supported two students interested in Leadership opportunities with the Southern Alberta Interjurisdictional Leadership (SAIL) to attend a Southern Alberta Leadership cohort that is planning a Leadership conference for grades 9-12 in May.

TECHNOLOGY INFORMATION (Information will be shared as needed)

- The Tech team has begun the process of refreshing technology in schools this month. Barnwell, Lomond, Vauxhall Elementary and Vauxhall High School, Warner School, Arden T. Litt, and D.A. Ferguson School are scheduled to receive new PC's for teaching staff, learning commons and administration.
- Horizon School Division hosted an IT Professionals Day with representation from each school division in Zone 6. The day provided our tech team with the opportunity to discuss emerging topics with respect to technology in school divisions as well as continuing to build relationships with other tech teams throughout southern Alberta.

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

Date: Mon, Nov 27, 2023 at 10:32 AM

Subject: News Release: Let's plan: Budget 2024

Let's plan: Budget 2024

November 27, 2023 [Media inquiries](#)

Albertans are invited to share their views as the government develops Budget 2024.

Feedback from Albertans is an important part of the budget process and will help set the province's financial priorities. Budget 2024 will further the government's commitment to balance the budget, address growth pressures, keep life affordable and stand up for Albertans.

Albertans are encouraged to fill out the Budget 2024 online survey and join telephone town halls with President of Treasury Board and Minister of Finance Nate Horner. Businesses, municipalities, industry associations, community organizations and other groups can send budget submissions on behalf of their organizations through an online portal.

"Budget 2024 is an opportunity to continue building a resilient economy, strengthening services for Albertans, attracting more investment and creating jobs. Your input is important in determining how we will keep our economy moving forward so every Albertan can benefit from our prosperity and responsible fiscal management. I look forward to hearing what is important to you and your community for Budget 2024."

Nate Horner, President of Treasury Board and Minister of Finance

Listening is key to the budget process, and through public consultations with Albertans, community groups, business leaders and the finance community, the government can build a stronger and more prosperous future for tomorrow.

The survey and online submission portal are live until Jan. 19, 2024. Telephone town halls will be held on Dec. 11 and Dec. 12. To participate, Albertans can register online.

Quick facts

- Last year, 23,780 Albertans completed the Budget 2023 online survey and about 25,000 Albertans participated in the telephone town halls.
- Albertans provided their views on key topics including health care, cost of living and inflation.
- The government received about 159 total budget submissions: 140 submissions came from partners, such as financial associations and community organizations, with 19 submissions from individual Albertans.
- Alberta's budget must be released before the end of February each year.

Related information

- [Budget consultation web page](#)

From: **Alberta News** <alberta.news@gov.ab.ca>
Date: Tue, Nov 28, 2023 at 10:48 AM
Subject: News Release: More funding for student enrolment

More funding for student enrolment

November 28, 2023 [Media inquiries](#)

Alberta's government is investing an additional \$30 million to enable school authorities to better address enrolment growth.

This year, school authorities are experiencing higher than expected enrolment growth. To better support students, Alberta's government is providing an additional \$30 million in funding for the 2023-24 school year.

School authorities will receive \$1,500 per student for actual enrolment growth between zero and 100 students and growth exceeding 100 students will be funded at \$2,000 per student.

“Alberta continues to attract people from across Canada and around the world. We've seen many newcomers to Alberta in recent months, meaning more kids registering in our schools. We know schools are facing enrolment pressures, so we are providing school authorities with more funding to better support schools and students. This funding supplements the historic education investment made in Budget 2023.”

Demetrios Nicolaidis, Minister of Education

Funding will be allocated to school authorities in December through the supplemental enrolment growth grant. For the current school year, the supplemental enrolment growth grant has been modified so that all school authorities experiencing growth will now receive additional per student funding. In the previous school year, only school authorities with enrolment growth of more than two per cent were eligible for the grant. For the 2023-24 school year, authorities will be allocated funding based on the previous school year or the revised formula, whichever one provides more funding.

“Many of Alberta's locally elected public, Catholic and francophone school boards continue to experience significant enrolment growth and with it, increasing complexity in a student population requiring supports for mental health, learning and early intervention, and English as

an additional language. Alberta School Boards Association appreciates this additional investment from government to help school boards ensure student success.”

Marilyn Dennis, president, Alberta School Boards Association

“We are grateful that the government is responding to the historic enrolment growth and increasing complexity across CBE schools. This funding will enable us to hire additional teachers and school-based staff to support students.”

Laura Hack, board chair, Calgary Board of Education

“Our district is experiencing unprecedented growth. From September 2022 to September 2023, enrolment has increased by 4.6 per cent, and we continue to welcome new students. We are grateful for additional government funding to support the diverse needs of our growing student population.”

Shannon Cook, board chair, Calgary Catholic School District

“We strive to accurately forecast our enrolment projections, but some aspects are unpredictable. By removing the two per cent threshold and recognizing each and every student, we will receive more funding to better manage demands. Every dollar we invest in our students is an investment in Alberta’s future.”

Sandra Palazzo, board chair, Edmonton Catholic School Division

“Edmonton Public Schools is grateful for funding to support our classrooms as we grow by 5,000 students each year. We look forward to future conversations with the provincial government on the funding formula.”

Julie Kusiek, board chair, Edmonton Public Schools

Over the next three years, Alberta’s government is providing more than \$820 million to school divisions to address enrolment growth. This funding may be used to hire additional teachers and classroom support staff, so school authorities can manage class sizes and the growing number of students. A further \$126 million in new funding is being provided over three years so school authorities can add supports to complex classrooms and give students the focused time and attention they need.

Quick facts

- In the 2023-24 fiscal year, a record \$8.8 billion will be spent on education, which is equal to \$44 million every day students are in school.
- Alberta's government is investing \$2.3 billion over the next three years for new and modernized schools.
- In Budget 2023, Alberta's government announced support for 58 priority school projects that will provide new and improved student spaces, create jobs and support communities.
- The 2023 capital plan includes \$372 million for 33 school projects to provide new and improved student spaces, create jobs and revitalize Alberta communities. This includes:
 - 10 new schools
 - 16 replacement schools
 - seven modernizations
- These projects will create more than 9,400 new spaces and upgrade more than 15,500 student spaces.

Related news

- [Supporting more students in classrooms | Appuyer un plus grand nombre d'élèves dans les classes](#) (Mar 9, 2023)
- [More funding going into Alberta classrooms | Plus de financement pour les salles de classe de l'Alberta](#) (Mar 20, 2023)

Multimedia

- [Watch the news conference](#)

*****PRESS RELEASE*****
AUDITED FINANCIAL STATEMENT

On November 27, 2023, the Board of Trustees of the Horizon School Division approved the annual Audited Financial Statements for the year ended August 31, 2023. An audit report was provided by the audit firm Avail CPA. Over 95% of the Board’s funding is from the Provincial Government. Compensation for staff makes up 67% of the expenditures for the year.

A newly required accounting standard was implemented this year. This standard requires that future obligations to clean up hazardous materials and contaminated sites (Asset Retirement Obligations or “ARO”) be accounted for in the financial statements. The adoption of this accounting standard caused the following adjustments to the Audited Financial Statements compared to what would have been historically reported.

Tangible Capital Assets	Increase	\$1,238,531
Asset Retirement Obligations and Environmental Liabilities	Increase	\$3,543,650
Accumulated Surplus	Decrease	\$2,305,119
Supported Capital Revenue	Increase	\$33,972
Gain on Disposal of Assets	Increase	\$379,247
Amortization Expense	Increase	\$88,234
Surplus	Increase	\$324,985

An overall surplus of \$401,640 was reported, however \$324,985 is attributed to the implementation of the ARO accounting standard. The gain was realized by Alberta Infrastructure providing the funds to remediate the contamination at the Milk River Elementary School as a part of the school’s modernization.

The following key figures are from the approved Audited Financial Statements, and provide a snapshot of the division's financial state. The Board is please to be able to approve the Audited Financial Statement as the School Division remains in a healthy financial situation and is well positioned to support student success and the Board's strategic priorities as outlined in the Board's Three Year Education Plan.

Respectfully submitted



Marie Logan, Board Chair

	2023	2022
Financial Assets	\$7,505,085	\$9,494,309
Financial Liabilities	\$6,238,294	\$8,739,493
Net Financial Assets	\$1,266,791	\$754,816
Non-financial Assets	\$66,320,590	\$65,058,981
Spent Deferred Capital Contributions	\$58,955,660	\$57,583,716
Net Assets	\$8,631,721	\$8,230,081

Revenue

	2023	%	2022	%
Government of Alberta	\$48,132,252	95.5%	\$47,327,475	96.0%
Other	\$2,268,557	4.5%	\$1,970,267	4.0%
Total Revenue	\$50,400,809	100.0%	\$49,297,742	100.0%

Expenses By Program

	2023	%	2022	%
Instruction – ECS	\$1,293,850	2.6%	\$1,353,648	2.8%
Instruction – Gr 1 - 12	\$34,784,451	69.5%	\$35,023,741	71.7%
Operations & Maintenance	\$7,824,832	15.7%	\$6,922,228	14.2%
Transportation	\$3,634,067	7.3%	\$3,017,426	6.2%
System Administration	\$1,839,337	3.7%	\$1,926,619	3.9%
External Services	\$622,632	1.2%	\$602,571	1.2%
Total Expenses	\$49,999,169	100.0%	\$48,846,233	100.0%

Expenses By Object

	2023	%	2022	%
Certificated Salaries & Benefits	\$25,132,526	50.3%	\$25,547,500	52.3%
Non-certificated Salaries & Benefits	\$8,580,147	17.2%	\$8,465,640	17.3%
Total Compensation	\$33,712,673	67.5%	\$34,013,140	69.6%
Services, Contracts & Supplies	\$13,617,043	27.2%	\$12,232,822	25.0%
Amortization	\$2,669,453	5.3%	\$2,600,271	5.4%
Total Expenses	\$49,999,169	100.0%	\$48,846,233	100.0%



ALBERTA
EDUCATION

*Office of the Minister
MLA, Calgary - Bow*

Dear parents,

The year is coming to an end, and I'd like to share a few thoughts and reflections about the year past, and as well, share some views about what the new year will bring us.

Before I do though, I want to extend my utmost gratitude and appreciation to all the amazing staff in our schools and head offices. The work that they do does not go unnoticed, and as we take some time to rest and relax over the Christmas break, I want to say thank you. To our parents, teachers, principals, educational assistants, custodians, superintendents, and all staff, thank you for the work that you do, every single day, to ensure our students continue to receive a world-class education. As a father of two school-aged children, I've always been impressed by the quality of instruction, care, and attention they have received.

2023 saw some significant new investments into our education system. Budget 2023 included a 5.2 per cent increase in overall funding to our school boards this year. This includes \$820 million over three years to fund enrolment growth. In addition, 2023 saw the start of the new Classroom Complexity Grant, with \$126 million over three years to support the hiring of up to 3,000 more educational assistants, speech language pathologists, psychologists, and other staff to ensure our students have the support they need. We are already seeing strong results as this school year alone, our four metro school divisions hired over 1,200 new teachers and over 450 new educational assistants. Budget 2023 also approved 58 school projects, at various stages, across the province.

We've also continued work in renewing Alberta's curriculum. In September 2023, school boards began implementing the new Kindergarten to Grade 3 curriculum in Science, French First Language and French Immersion. September also saw all Kindergarten to Grade 6 students learning the new English and Math curriculums. We are also continuing our work to develop a new Social Studies curriculum. Almost 13,000 Albertans completed the online survey to share their views about what our Social Studies curriculum should include, and we are continuing to engage with teachers, subject matter experts, curriculum development specialists, First Nations leaders and multicultural groups.

As the new school year got underway, it was clear that our school boards were seeing record enrolment levels. Alberta's population is booming again! From April 1, 2022, to April 1, 2023, our population grew by 200,000. We are seeing the largest population boom since 1914. To help address this spike in enrolment, I announced an in-year funding boost of \$30 million to help our hardest hit school boards.

The year is closing on a high note, with announcement of the 2022 Programme for International Student Assessment (PISA) results. Alberta students scored first in Canada in reading, first in Canada in science and second in Canada in math. In addition, our students scored exceptionally well against international competitors. Globally we ranked second in reading, second in science and seventh in math. Our parents, educators and students deserve our praise.

As we look ahead to 2024, I plan to provide Albertans with an update on the new Social Studies curriculum, as well as more details on our plans to improve career education programming in our schools, significantly expand the number of schools in our growing communities, explore incentives to support the recruitment and retention of teachers and other staff, and strengthen life skills and financial literacy in our curriculum.

In closing, I want to recognize the hard work that goes on at home. Parents and guardians play a critical role in our education system, whether it's helping with homework and school assignments, volunteering at events, or participating on parent school councils.

I wish you all a restful holiday break, and a fantastic start to 2024.

Best,

A handwritten signature in black ink, appearing to read "Demetrios Nicolaides". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Demetrios Nicolaides ECA PhD
Minister of Education

From: **EDC Minister** <Education.Minister@gov.ab.ca>

Date: Wed, Nov 29, 2023 at 1:19 PM

Subject: School Transportation Amendment Regulation – In-Force Date Changed to September 1, 2025

Subject: School Transportation Amendment Regulation – In-Force Date Changed to September 1, 2025

Dear colleagues:

I am writing to inform you that the School Transportation Amendment Regulation's in-force date has been extended by one year, from September 1, 2024, to **September 1, 2025**. This decision provides school boards experiencing capacity challenges time to fully implement the student transportation eligibility criteria changes specified in the regulation.

I want to thank you for implementing the new eligibility distances for the 2023/24 school year. As a result, more than 56,000 additional students now have access to provincially funded transportation services. I recognize the operational challenges of acquiring additional buses and recruiting new drivers to enhance service and meet the new criteria. The efforts your school boards have given to work toward implementation have not gone unnoticed, and they are genuinely appreciated by myself and the students and families in your communities.

We also intend to have further conversations with school boards about whether the regulation can be improved.

If you have any questions about the regulation and the revised in-force date, please contact Rick Grebenstein, Director, Business Operations and Stakeholder Support, at rick.grebenstein@gov.ab.ca or 780-422-6018 (toll-free by first dialing 310-0000).

Best,

Demetrios Nicolaidis ECA PhD
Minister of Education

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

Date: Tue, Dec 5, 2023 at 3:27 PM

Subject: Statement: International success for Alberta students: Minister Nicolaides

International success for Alberta students: Minister Nicolaides

December 05, 2023

Minister of Education Demetrios Nicolaides issued the following statement on the Programme for International Student Assessment (PISA) 2022 results:

“The 2022 PISA results released Dec. 5 show that Alberta continues to be a leader in education in Canada and around the world. Alberta students rank first in Canada in reading, first in Canada in science and second only behind Quebec in math.

“In addition to our impressive results nationally, Alberta students also perform exceptionally well against international competitors. Globally, we ranked second in reading, second in science and seventh in math, within statistical deviation.

“We should all be extremely proud of Alberta’s success in these assessments. I want to take a moment to thank teachers, staff and parents for their work in ensuring Alberta’s education system remains world-class and congratulate students for their hard work and dedication to learning. Alberta’s continued participation in international assessments such as PISA reflects our government’s commitment to benchmark Alberta’s education system against the rest of the country and the world.”

Related information

- [Programme for International Student Assessment 2022 results](#)