

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

**MONDAY, APRIL 28<sup>TH</sup>, 2025**

**Acknowledgement of the Land**

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

**A – ACTION ITEMS**

A.1 Agenda	
A.2 Minutes of Regular Board Meeting held Monday, March 31, 2025	<b>ENCLOSURE 1</b>
A.3 April 2025 Payment of Accounts	<b>ENCLOSURE 2</b>
A.4 Final reading policy HGB – Inclusive Learning	<b>ENCLOSURE 3</b>
A.5 Final reading policy HGBJ – Early Childhood Services	<b>ENCLOSURE 4</b>
A.6 Final reading policy IE – Attendance	<b>ENCLOSURE 5</b>
A.7 First reading policy HGAE – Religion and Human Sexuality	<b>ENCLOSURE 6</b>
A.8 First reading policy HNJ – Health Emergencies	<b>ENCLOSURE 7</b>
A.9 First reading policy IP – Gender and Athletics	<b>ENCLOSURE 8</b>
A.10 First reading policy IQ – Preferred Name and Pronoun	<b>ENCLOSURE 9</b>
A.11 CUPE MOA Ratification	<b>ENCLOSURE 10</b>
A.12 Advance Vote	<b>ENCLOSURE 11</b>
A.13 Appointment of a Substitute Returning Officer	<b>ENCLOSURE 12</b>
A.14 Voting Stations	<b>ENCLOSURE 13</b>
A.15 Voting Hours	<b>ENCLOSURE 14</b>

**D – DISCUSSION ITEMS**

D.1 Graduation Ceremonies	<b>ENCLOSURE 15</b>
D.2 Edwin Parr Banquet – Wednesday, May 21	

**I – INFORMATION ITEMS**

I.1 Superintendent’s Report – Dr. Wilco Tymensen	<b>ENCLOSURE 16</b>
I.2 Trustee/Committee Report	
I.2.1 ASBA Zone 6 Report – Mandy Court	
I.2.2 Facilities Meeting Report – Bruce Francis	
I.2.3 Administrator Meeting Report – Bruce Francis	
I.3 Associate Superintendent of Finance and Operations – Phil Johansen	
I.4 Associate Superintendent of Human Services – Karen Rancier	<b>ENCLOSURE 17</b>
I.5 Associate Superintendent of Learner Services Report – Terri-Lynn Duncan	<b>ENCLOSURE 18</b>

## **C - CORRESPONDENCE**

C.1 Alberta News: Responding to the changing education system

**ENCLOSURE 19**

### **Board will move into Committee**

#### **DATES TO REMEMBER**

- |   |
|---|
| • April 30 – Council of School Councils Meeting (Blair Lowry) |
| • May 1 – Referral Assessments                                |
| • May 1 – LST Meeting   |
| • May 5 – 9 – Teacher Appreciation Week                       |
| • May 6 – Case Consult Meeting                                |
| • May 7 – SIS Meeting   |
| • May 8 – First Aid Training                                  |
| • May 9 – HIP Celebration of Learning                         |
| • May 13 – Administrator’s Meeting                            |
| • May 29 – STAT Holiday                                       |
| • May 21 – ASBA Zone 6 Meeting @ Horizon School Division      |
| • May 21 – Edwin Parr Banquet & Awards                        |
| • May 21 – Spark Fair   |
| • May 27 – Board Meeting                                      |
| • June 1 – 3 – ASBA Spring General Meeting                    |
| • June 10 – Administrator’s Meeting – Milk River Ridge School |
| • June 18 – ASBA Zone 6 Meeting                               |
| • June 23 – Board Meeting                                     |
| • June 25 – Last day for students                             |
| • June 26 – Last day for staff                                |

# Horizon School Division



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The Board of Trustees of Horizon School Division held its Regular Board meeting on Monday, March 31, 2025, beginning at 1:00p.m.

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

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

VIA ZOOM Cal Braid, Taber Times

## **ACTION ITEMS**

<b>A.1</b>	Moved by Mandy Court that the Board approve the agenda with the addition of A.9 – CMR Approval Carried Unanimously	AGENDA APPROVED 23/25
<b>A.2</b>	Moved by Blair Lowry that the Board approve the Minutes of the Regular Board Meeting held Tuesday, February 25 <sup>th</sup> , 2025 as provided by Enclosure #1 of the agenda. Carried Unanimously	BOARD MEETING MINUTES APPROVED 24/25
<b>A.3</b>	Moved by Jennifer Crowson that the Board approve the March 2025 Payment of Accounts in the amount of \$4,794,103.24 as provided in Enclosure #2 of the agenda. Carried Unanimously	PAYMENT OF ACCOUNTS APPROVED 25/25
<b>A.4</b>	Moved by Derek Baron that the Board approved Second reading of Policy FEA – Custodial Services as provided in Enclosure #3 of the agenda. Carried Unanimously	SECOND READING POLICY FEA APPROVED 26/25
	Moved by Bruce Francis that the Board approved Final reading of Policy FEA – Custodial Services as provided in Enclosure #3 of the agenda. Carried Unanimously	FINAL READING POLICY FEA APPROVED 27/25

<b>A.5</b>	<p>Moved by Maxwell Holst that the Board approved Second reading of Policy EBCB – Fire Prevention as provided in Enclosure #4 of the agenda.</p> <p style="text-align: right;">Carried Unanimously</p>	<p>SECOND READING POLICY EBCB APPROVED 28/25</p>
	<p>Moved by Blair Lowry that the Board approved Final reading of Policy EBCB – Fire Prevention as provided in Enclosure #4 of the agenda.</p> <p style="text-align: right;">Carried Unanimously</p>	<p>FINAL READING POLICY EBCB APPROVED 29/25</p>
<b>A.6</b>	<p>Moved by Derek Baron that the Board approved Second reading of Policy EBCE - Lockdowns as provided in Enclosure #5 of the agenda.</p> <p style="text-align: right;">Carried Unanimously</p>	<p>SECOND READING POLICY EBCE APPROVED 30/25</p>
	<p>Moved by Mandy Court that the Board approved Final reading of Policy EBCE - Lockdowns as provided in Enclosure #5 of the agenda.</p> <p style="text-align: right;">Carried Unanimously</p>	<p>FINAL READING POLICY EBCE APPROVED 31/25</p>
<b>A.7</b>	<p>Moved by Maxwell Holst that the Board approved Second reading of Policy GK – Sales Personnel as provided in Enclosure #6 of the agenda.</p> <p style="text-align: right;">Carried Unanimously</p>	<p>SECOND READING POLICY GK APPROVED  32/25</p>
	<p>Moved by Jennifer Crowson that the Board approved Final reading of Policy GK – Sales Personnel as provided in Enclosure #6 of the agenda.</p> <p style="text-align: right;">Carried Unanimously</p>	<p>FINAL READING POLICY GK APPROVED  33/25</p>
<b>A.8</b>	<p>Moved by Mandy Court that the Board shall enter into agreements, where possible, with the municipalities and counties sharing boundaries with The Horizon School Division, to conduct joint elections for each ward.</p> <p style="text-align: right;">Carried Unanimously</p>	<p>JOINT ELECTIONS RESOLUTION APPROVED  34/25</p>
<b>A.9</b>	<p>Moved by that the Board approved the 2025-2026 CMR (Capital Maintenance Renewal) Budget as presented to the Board.</p> <p style="text-align: right;">Carried Unanimously</p>	<p>2025-2026 CMR APPROVED  35/25</p>

## **DISCUSSION ITEMS**

### **D.1 LOMOND SCHOOL ATHLETICS**

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Moved by Jennifer Crowson that the Board approved the Lomond Community School application for inclusion in the Deep South Volleyball League for the upcoming season.  Carried Unanimously	LOMOND APPLICATION FOR INCLUSION IN DEEP SOUTH VOLLEYBALL LEAGUE APPROVED 36/25
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## **INFORMATION ITEMS**

### **I.1 SUPERINTENDENT'S REPORT**

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Superintendent, Wilco Tymensen March 2025 report can be viewed [here](#).

### **I.2 TRUSTEE/COMMITTEE REPORT**

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#### **I.2.1 ASBA Zone 6 Report**

Trustee, Mandy Court provided the ASBA Zone 6 update to the Board.

#### **I.2.2 Facilities Meeting Report**

Trustee, Bruce Francis, provided an update regarding Facilities Department work for the month of March 2025:

- CMR projects for the 2024-25 year are complete and have been submitted to Alberta Infrastructure. Planning for the 2025-26 CMR year is underway.
- 1<sup>st</sup> Draft IMR has been submitted to the Facilities Committee for review
- Capital Projects
  - WRM/DAF Modernization Phase II – timeline
    - Tender closes April 15, 2025
    - Tender award for May 1, 2025
    - Contractor mobilization June 2025

#### **I.2.3 Administrator's Meeting Report**

Trustee, Derek Baron provided highlights from the March 2025 Administrator's Meeting:

- CUPE Presentation by Superintendent, Wilco Tymensen
- Technology Update by Director, David LeGrandeur
- Horizon Assurance Survey open until April 11

### **I.3 ASSOCIATE SUPERINTENDENT OF FINANCE AND OPERATIONS**

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

- Budget
  - We received our funding profile last week. Overall funding is up 1.6%. The budget has been somewhat difficult so far this year because we have not known what the funding rates are, we are in the middle of negotiating with CUPE and the province is in the middle of negotiations with the ATA.
  - We are still waiting for the funding manual to provide us details related to the funding profile that we provided.

- Financial Reporting
  - The Director of Finance is back now.
  - In the last month the following items have been filed:
    - Charitable Return
    - Contractor T4A's
    - GRE
    - January Monthly Report
    - February Monthly Report
- Bargaining
  - As we continue to bargain with CUPE, I have spent a significant amount of time costing out proposals. It is imperative that we understand the operating implications of the proposals that are being made.
- Elections
  - The next General Election for trustees is October 20, 2025. Nomination Day is September 22, 2025 at noon. Election information has been published on the division's website.

**I.4 ASSOCIATE SUPERINTENDENT OF HUMAN SERVICES REPORT**

Karen Rancier, Associate Superintendent of Human Services March 2025 report can be viewed here.

**I.5 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT**

Terri-Lynn Duncan, Associate Superintendent of Learner Services March 2025 report can be viewed here.

**CORRESPONDENCE**

No discussion came from the Correspondence.

Moved by Derek Baron that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

37/25

**COMMITTEE ITEMS**

Moved by Mandy Court that the Board meet in Committee.

Carried Unanimously

COMMITTEE

38/25

Moved by Blair Lowry that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

39/25

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Marie Logan, Chair

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Sheila Laqua, Executive Secretary

**PAYMENT OF ACCOUNTS REPORT**

**Board Meeting - April 28, 2025**

General	March 24/25		251730.09
General	March 31/25		1375114.52
General	April 8/25		527363.96
General	April 14/25		124321.23
"A" Payroll	March 2025	Teacher	1792913.88
		Support	731812.84
"B" Payroll	March 2025	Casual	20,329.16
		Subs	92,836.10
<b>Total Accounts</b>			<b>4,916,421.78</b>
<b>Board Chair _____</b>			
<b>PJ:dd</b>			
<b>April 22, 2025</b>			

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**HORIZON SCHOOL DIVISION****POLICY HANDBOOK**

<b>Policy Code:</b>	HGB
<b>Policy Title:</b>	Inclusive Learning
<b>Cross Reference:</b>	JFH, IEB
<b>Legal Reference:</b>	Education Act 16 Alberta Education (2004) Standards for Special Education
<b>Adoption Date:</b>	August 24, 1995
<b>Amendment or Re- affirmation Date:</b>	<i>April 25, 2017</i>

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT EVERY CHILD CAN BE EMPOWERED AND ACHIEVE SUCCESS. THE BOARD RECOGNIZES THE NEED TO PROVIDE A CONTINUUM OF SUPPORTS AND SERVICES IN PARTNERSHIP WITH HOME, SCHOOL, AND COMMUNITY TO ENSURE THAT ALL STUDENTS HAVE ACCESS TO APPROPRIATE INCLUSIVE LEARNING ENVIRONMENTS AND INCLUSIVE LEARNING OPPORTUNITIES.

**DEFINITIONS**

**Accommodation** A change to the regular way a student is expected to learn, complete assignments or participate in the classroom. Accommodations match the specific learning needs of individual students to cope with gaps that may limit their success.

**Adapted programming** means programming that retains the learning outcomes of the Program of Studies but adjustments to the instructional and/or assessment process are provided to address the needs of the student so he or she can achieve the learning outcomes.

**Continuum of Supports and Services** is an intentionally designed set of actions, strategies, support and services designed to maximize the academic success, well-being and sense of belonging for all students. A continuum is flexible and responsive to learner needs.

**Differentiated Instruction** is a philosophy and approach to teaching in which teachers and school communities actively work to support the learning of all students through strategic assessment, thoughtful planning and targeted, flexible instruction.

**Inclusion** is a way of thinking and acting that demonstrates universal acceptance that promotes a sense of belonging for all learners. It is an attitude and approach that embraces diversity and learner differences and promotes opportunities for all learners to achieve success.

**Instructional Support Plan (ISP)/Individual Program Plan (IPP)**

means a concise plan of action designed to increase understanding of individual students' learning needs and strengths. It enhances communication between teachers, parents and students, and builds students' skills and knowledge in order to be effective self-advocates and participants in their own learning.

**Intervention** Targeted assistance and or additional instruction for an individual or small group of students. It



should be based on assessment, be in addition to regular classroom instruction, and is meant to effectively bridge a gap for students.

## Policy HGB – Special Education Program Regulations

**Learning Team** involves a group, including family members, who work collaboratively toward the success of the child or youth and family, through informal or formal supports and services. Team-based ensures the supports and services are consistently and effectively implemented, managed and measured.

**Level A Assessments** informal assessments in the classroom performed by the classroom teacher. These are opportunities for the teacher to gain clarity of the student's learning, adapt instruction and determine a need for further assessment. Level A assessment is ongoing and integral to the student's program.

**Level B Formal assessments** are individually administered assessments which typically serve to provide initial, deeper level information to identifying student need, structure further, more intense supports and/or follow up with further assessment completed by an outside school designate (i.e. registered psychologist for psych-ed assessment). The Learning Support Teacher (LST), once certified, will administer formal assessments to further determine suitable instructional programming. Some examples of Level B assessment include the Wechsler Individual Achievement Test (WIAT III), Test of Auditory Perceptual Skills (TAPS), Test of Visual Perceptual Skills (TVPS).

**Level C Restricted formal assessments** may be necessary to determine appropriate educational programming, and/or to comply with Alberta Education coding criteria. A Level C assessment requires a different level of professional qualifications and are typically completed by a registered psychologist. Some examples of Level C assessments include the Wechsler Intelligence Scale for Children (WISC V), Adaptive Behaviour Assessment System (ABAS), and other cognitive, social, emotional and behavioural inventories, tests and scales.

**Modified Programming** means programming in which the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet the student's educational needs.

**Multi-Disciplinary Team** an inclusive, responsive, accessible collaborative team that promotes and strengthens partnerships by eliminating barriers between the school and community. It operates in way to enhance the school, home and community life of the child or youth and family.

**Response to Intervention** is an approach to give schools different ways of thinking about classroom instruction, assessment and resource allocation to ensure all students are successful.

**Strategies** are typically used at the classroom level and focus on what could work for students. Targeted strategies support effective instruction and support for all learners in the classroom.

## **GUIDELINES**

1. The education of all students is a shared responsibility of all staff.
2. The jurisdiction will ensure that teachers know and apply the knowledge, skills, and attributes of inclusion to meet the diverse learning needs of all students.
3. Every effort will be made to provide all students with an inclusive program whereby they are given every opportunity to participate in all aspects of school life.
4. Adapted programming and modified programming will be available and provided for students requiring additional supports to enable and improve learning.

## Policy HGB – Special Education Program Regulations

5. Student information will be maintained in compliance with Board Policy IO: Student Records, Alberta Education Student Record Regulations and the Freedom of Information and Privacy Protection Act (FOIP).

### REGULATIONS

1. When a teacher is concerned about the progress of an individual student the following steps will be taken as part of the school's Response to Intervention process:
  - 1.1. Review the ISP/IPP with the learning team, if applicable
  - 1.2. Consult with parents/guardians and individual, where appropriate
  - 1.3. Gather more evidence and information about the student and his/her learning strengths and needs:
    - 1.3.1. Consult student ~~cum~~ digital record file, anecdotal observation reports, previous report cards;
    - 1.3.2. Converse with previous teachers and/or schools;
    - ~~1.2.1.~~1.3.3. Conduct baseline assessment to determine current level of academic functioning work with the learning team to establish instructional strategies, differentiated instruction, adapted and/or modified programming based on the school's established pyramid of intervention or continuum of supports model.
  - 1.4. Develop an ISP/IPP with the learning team or multidisciplinary team.
    - ~~1.2.2.~~1.4.1. Obtain parent signature as acknowledgement and concurrence with the ISP/IPP
    - ~~1.3.~~1.5. Provide continuous review and progress monitoring of the ISP (minimum of two times per year)/IPP (three times per year)
    - ~~1.4.~~1.6. Complete an annual evaluation of the program and services and create a transition plan to be shared with the learning team.
  - 1.7. If further intervention is required, a level B and/or level C assessment could be considered the next step on the ~~pyramid of intervention and supports~~ Continuum of Supports and Services.
    - 1.7.1. The appropriate parental consent and referral forms must be signed and filled out.
    - 1.7.2. Parents must ~~be consulted with before and after~~ provide written consent before any level B or level C assessment is completed.
    - ~~1.4.1.~~1.7.3. After the completion of any level B or C assessment, results must be shared with the learning team.
2. The jurisdiction will work together with members of the community (including community agencies, organizations and associations, and other education authorities) to meet the needs of individual children/students.

## Policy HGB – Special Education Program Regulations

~~3.~~ The Superintendent or designate (~~Assistant Superintendent of Learner Services~~) is responsible for approving programs and services.

3.

3.1. Approval is based on the student's needs and the level of inclusive learning funding available.

4. Parents/guardians shall be advised of their right to make a formal *appeal* of decisions regarding the programming needs of their children.

5. Should the Board determine that an educational program cannot be provided for an individual with diverse learning needs, the matter shall be referred to a ~~Special Needs~~Complex Education Needs Tribunal as per the Education Act.

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**HORIZON SCHOOL DIVISION****POLICY HANDBOOK**

**Policy Code:** HGBJ  
**Policy Title:** Early Childhood Services  
**Cross Reference:**  
**Legal Reference:**  
**Adoption Date:** November 28, 2000  
**Amendment or Re-affirmation Date:** **April 25, 2017**

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT EARLY CHILDHOOD IS A PARTICULARLY SIGNIFICANT PERIOD IN HUMAN DEVELOPMENT THAT NEEDS TO BE SUPPORTED BY EARLY CHILDHOOD SERVICES. ~~PROGRAMS~~

**DEFINITIONS****Early childhood services program**

Early Childhood Services (ECS) refers to programming offered by school authorities prior to compulsory schooling that meets the diverse needs of young children and their families. It includes Kindergarten and Pre-Kindergarten (Early Learning).

**GUIDELINES**

1. Early Childhood ~~Services programs~~ Services provide learning experiences designed to build foundations for entry into Grade 1.
2. Participation in Early Childhood ~~Services~~ Services Programs is ~~voluntary~~ voluntary.
3. An Early Childhood Services ~~Early Childhood Services program~~ shall be provided at each school where there is adequate eligible enrollment and no private program operating within the school.

**REGULATIONS**

1. Early Childhood Services ~~Early Childhood Services programs~~ shall operate in accordance with the requirements of Alberta Education.
2. Early Childhood Services ~~Early Childhood Services programs~~ shall operate in accordance with the following provisions.
  - 2.1. Fees are charged for Early Learning as these programs are not currently government--funded. Children who meet Alberta Education criteria may qualify to have fees waived and receive additional support. Some of the criteria that may qualify children to have fees waived are learning English as an ~~second-on additional~~ language and children assessed with disabilities and/or developmental delays in areas, such as, speech, language, hearing, vision, etc. ~~which meet Alberta Education criteria may qualify for special funding and additional supports.~~

~~Horizon School Division No. 67~~

**Policy HGBJ Early Childhood Services – Continued**

- 2.2. Programs with 10 or more students will operate within the limits of available resources. Special consideration may be given to providing ~~a programa program~~ with less than 10 children if the number of children receiving program unit funding in the program warrant a program;
  - ~~2.3.~~ The following options ~~are may be~~ available to parents and schools with fewer than 10 children in their Early Childhood Services ~~programs~~;
    - ~~2.3.~~
      - ~~2.3.1.~~ \_\_\_\_\_ transport children to another ~~Early Childhood Early Childhood Services~~ program;
      - ~~2.3.2.~~ \_\_\_\_\_ convert regular teacher time to ~~e~~Early ~~Childhood Services teacher~~ learning educator time;
      - ~~2.3.3.~~ \_\_\_\_\_ combine the Early Childhood ~~Services~~ program with other grade level classes; ~~or~~
      - ~~2.3.4.~~ \_\_\_\_\_ pay for the cost of additional teacher time; or
      - ~~2.3.1-2.3.5.~~ any other solution approved by the Superintendent or designate.
  - 2.4. Assistant time, other than that provided through program unit funding for individual students, may be provided at the discretion of the ~~Supervisor~~ Coordinator of Early Learning in consultation with senior administration.
  - 2.5. Parents shall be encouraged to participate in Early Childhood ~~Services~~ programs;
  - 2.6. Additional Early Childhood ~~Services~~ programs shall be considered when a school's enrollment reaches sufficient numbers or the needs of the students within the program warrant it.
3. As an Early Childhood Services operator serving students with diverse learning needs, Horizon School Division shall:
- 3.1. maintain screening/assessment information on file;
  - 3.2. consult with and inform parents of all program placement decisions and program planning, implementation and evaluation activities directly involving their child;
  - 3.3. have on file an ELP-ECSP (Early Learning-Childhood Support Plan) for each child identified with ~~severe or mildsevere, mild or~~ moderate learning needs;
  - 3.4. apply for Program Unit funding for each eligible child; and
  - 3.5. coordinate with service providers to best meet the programming needs of the individual student.

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**HORIZON SCHOOL DIVISION****Policy Code:**

IE

**Policy Title:**~~Student~~ Attendance (authorizedandunauthorized)**POLICY HANDBOOK****Cross Reference:**~~BFD, IC, IED,~~ IGD**Legal Reference:***Education Act S. 7, 8, 9, 256, 258, Trespass to Premises Act***Adoption Date:**

April 23, 1997

**Amendment or Re-**~~March 21, 2017~~**affirmation Date:**~~November 30, 2017~~

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT THE ROLES AND RESPONSIBILITIES OF PARENTS, STUDENTS, TEACHERS, AND PRINCIPALS WITH REGARD TO STUDENT ATTENDANCE ARE SPECIFIED IN THE EDUCATION ACT. THE BOARD BELIEVES THAT THERE IS A STRONG CORRELATION BETWEEN REGULAR ATTENDANCE AND STUDENT LEARNING. AS SUCH, THE BOARD OF TRUSTEES EXPECTS ALL STUDENTS TO ATTEND SCHOOL REGULARLY AND PUNCTUALLY AND EXPECTS PARENTS AND STUDENTS TO BE ACCOUNTABLE FOR THE DAYS WHEN STUDENTS ARE ABSENT.

**DEFINITIONS**

~~—The preamble of the Education Act states that parents have a right and responsibility to make decisions respecting the education of their children.~~

1. Attendance officer is defined as the superintendent

~~1. The definition of “parent” and “student” is as defined under the Education Act~~

~~2. While parents provide the reason for the absence, it is the school that determines whether the absence is excusable or inexcusable.~~

~~2.1.2. EXCUSABLE ABSENCE~~ Excusable absences means an absence as defined in Section 7(4) of the Education Act:

2.1. The student is unable to attend due to reason of sickness Illness or other such unavoidable cause;

~~2.1.1.~~

2.2. The day is recognized as a Religious holidays by ~~of~~ the denomination to which the student belongs;

~~2.1.2.~~

2.3. The principal of the school has suspended the student from school and the suspension is still in effect ~~An imposed suspension is in place;~~

~~2.1.3.~~

2.4. The student has been expelled from a school and has not yet been enrolled in another education program, or

2.5. The board

2.5.1. determines that the parent of the student has shown sufficient cause as to why the student

should not be required to attend school, and

2.5.2. excuses the student from attending school for a prescribed period of time.

2.6. Where a student is excused from attendance at school under 2.5, that student is excused from attendance at school only during the period of time prescribed by the board.

~~2.1.4. ——— The student has been expelled and has not yet been enrolled in another education program; and~~

~~2.1.5. ——— Other as approved by school administration.~~

2.2.3. INEXCUSABLE ABSENCES ~~Inexcusable absences~~ shall include all other reasons for being absent and may be referred to as truancy.

## REGULATIONS

~~1. Students are required to attend school regularly and punctually unless excused under the provisions of the Education Act.~~

~~1.1. The definition of regular and punctual may vary depending on school and/or program and shall be defined by the school in relation to active participation in learning.~~



## **Policy IE – Student Attendance, Cont’d.**

4. Parent is as defined under the Education Act.

5. Student is as defined under the Education Act.

### **GUIDELINES**

1. The preamble of the Education Act states:

1.1. parents have the right and the responsibility to make informed decisions respecting the education of their children, and

1.2. parents have a prior right to choose the kind of education that may be provided to their children..

2. While parents provide the reason for the absence, it is the school that determines whether the absence is excusable or inexcusable.

3. Students and parents shall account for absences or tardiness in a manner satisfactory to the school and in alignment with policy and the Education Act.

4. Schools are not mandated to provide school work for extended absences. Student absences of two or more weeks from school or instruction due to illness, injury, life events, participation in major events, or international travel may, depending on circumstances, result in parents being responsible for the education of their child.

5. A student who was not in attendance in September is transferred out according to the September 30 count date requirements.

### **REGULATIONS**

1. Students are required to attend school regularly and punctually unless excused under the provisions of the Education Act.

1.1. The definition of regular and punctual may vary depending on school and/or program and shall be defined by the school in relation to active participation in learning.

1.2. No person shall

1.2.1. disturb or interrupt the proceedings of a school,  
~~1.1.1.~~

1.2.2. disturb or interrupt the proceedings of a school meeting, or  
~~1.1.2.~~

1.2.3. loiter or trespass in a school building or on property owned by a board, or

~~1.1.1.~~1.2.4. conduct themselves in a manner detrimental to the safe operations of a school.

1.3. The superintendent or designate may issue a no trespass order against an individual who has not abided by clause 1.2 above.

**Policy IE – Student Attendance, Cont’d.**

1.3.1. Notice not to trespass may be given orally or in writing

1.3.1.4. Students not registered in the school may not partake in classroom or school related activities without principal approval ~~(this means friends and relatives of students who are not enrolled in the school shall not be approved to attend classes.)~~

~~2. Each school is responsible to establish and publicize an attendance policy that reflects the general guidelines of this policy.~~

~~3.2.~~ Schools shall establish and communicate an ~~have~~ attendance administrative guideline ~~policies and procedures in place~~ which includes a process for,

~~3.1.2.1.~~ tracking student attendance,

~~3.2.2.2.~~ keeping parents informed of student attendance issues,

~~3.3.2.3.~~ students and/or parents to notify the school of student absences, and

~~3.4.2.4.~~ consequences that may result from truancy.

4.3. Schools shall make students and parents aware of their responsibility for regular and punctual student attendance and of consequences that may result from truancy.

5.4. Teachers shall keep accurate attendance records for each of their students using the Student Information System and report attendance to the principal and/or parents in accordance with school ~~policies~~ practices.

6.5. Students and parents shall account for student attendance absences including tardiness in a manner satisfactory to the school.

7.6. School administrators, consistent with the Education Act, shall determine whether absences are excusable or inexcusable based upon reasons and rationale communicated by the student and/or parent(s).

8.7. When students are inexcusably absent they are not automatically excused from classroom work or assessments they miss.

~~8.1.7.1.~~ Students excusable ~~absent~~ absent may or may not be excused from missed classroom work and/or assessments at the discretion of the teacher.

9.8. Parents and school staff should work collaboratively to enforce student attendance.

9. When in the judgment of the principal or designate a student’s absence record becomes a concern, the principal or designate shall utilize the continuum of supports and services and may initiate one or more of the following actions:

~~10.~~

9.1. encourage through discussion with the student;

**Policy IE – Student Attendance, Cont’d.**

9.2. collaboration with parents;

~~10.1. encourage through discussion with the student;~~

~~10.2. hold a conference with the parent(s), student and/or school administration;~~

~~10.3-9.5.~~ adjust a program or schedule;

~~10.4-9.6.~~ provide counselling;

~~10.5-9.7.~~ deny school privileges;

9.8. impose a suspension;

~~10.6-9.9.~~ use of external supports;

9.10. refer the matter to Alberta Education Office of Student Attendance and Reengagement for a hearing of the Attendance Board.

9.11. recommend for expulsion; and/or

~~10.7. and/or~~

~~10.8-9.12.~~ other action deemed appropriate by the school administration.

~~11.10.~~ When, in the judgment of the principal, a student is in repeated violation of the attendance provisions of the Education Act, and/or the school, the Attendance Officer is to be consulted.

~~11.1-10.1.~~ If the attendance officer has reasonable and probable grounds to believe that a student is not attending school in accordance with section ~~8-7~~ of the Education Act, the attendance officer may enforce ~~compulsory school~~ attendance ~~up to and including: making an ex parte application to a judge or justice of the peace as per the Education Act.~~

## No Trespass Order

[DATE]

To: [NAME OF PARENT IF SENT TO PARENT]

At around [TIME] on [DATE], the principal of [SCHOOL NAME] was ... [DETAILS OF EVENT]. I have confirmed that [NAME OF STUDENT] did ...[DETAILS OF EVENT].

[STUDENT’S NAME]’s actions are in direct violation of division policy and section 256 of the Education Act which reads: “27(1) No person shall (a) disturb or interrupt the proceedings of a school, (b) disturb or interrupt the proceedings of a school meeting or board meeting, (c) loiter or trespass in a school building or on property owned by a board, or (d) conduct themselves in a manner detrimental to the safe operations of a school.~~a) disturb or interrupt the proceedings of a school and (c) loiter or trespass in a school building or on property owned by a board.~~

As [NAME OF STUDENT] [IS/IS NOT] a Horizon School Division student, is ~~loitering on school grounds, and vandalizing school and student property~~[a,b,c,d above], this letter serves as a “No Trespassing Order” for [STUDENT’S NAME] and notice of Section 2 of the Trespass to Premises Act, which states no person shall trespass on premises with respect to which that person has had notice not to trespass.~~no person shall trespass on premises which that person has had notice not to trespass.~~

Should [NAME OF STUDENT] be present again on any Horizon School Division property, including, but not limited to, [SCHOOL NAMES] it will be considered a contravention of Section 256 of the Education Act and Section 2 of the Trespass to Premises Act. Should this occur, [STUDENT’S NAME] shall be prosecuted for a trespassing offence and liable to a fine up to a maximum of \$1,000.

Sincerely,

Cc: POLICE [INCLUDE NAME]  
[NAME OF PRINCIPALS OF ADDITIONAL SCHOOLS WHERE TRESSPASS ORDER APPLIES]  
Superintendent of Schools

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**HORIZON SCHOOL DIVISION****POLICY HANDBOOK**

**Policy Code:** HGAE  
**Policy Title:** Religion & Human Sexuality  
**Cross Reference:** HNB, HGAC, HGAD  
**Legal Reference:** *Education Act 58 & 58.1,*  
**Adoption Date:** February 26, 1997  
**Amendment or Re-  
affirmation Date:** **January 23, 2023**  
**-June 2025**

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SUPPORTS PARENTS' RIGHT TO ~~WITHDRAW-CHOOSE WHETHER~~ THEIR CHILDREN ~~PARTICIPATE FROM IN~~ RELIGIOUS AND PATRIOTIC INSTRUCTION AND/OR EXERCISES, ~~AND SUBJECT MATTER THAT DEALS PRIMARILY OR EXPLICITLY WITH HUMAN SEXUALITY, GENDER IDENTITY, OR SEXUAL ORIENTATION~~ -AND SHALL AS REQUIRED BY THE EDUCATION ACT PROVIDE NOTICE TO A PARENT OF A STUDENT WHERE COURSES, PROGRAMS OF STUDY, INSTRUCTION, INSTRUCTIONAL MATERIALS, OR EXERCISES ~~DEALS WITH SUCH MATTERS, INCLUDE SUBJECT MATTER THAT DEALS PRIMARILY AND EXPLICITLY WITH RELIGION OR HUMAN SEXUALITY.~~

THE BOARD ACCEPTS A COOPERATIVE ROLE WITH THE HOME AND SHALL EXEMPT STUDENTS WITHOUT ACADEMIC PENALTY WHEN PARENTS ~~MAKE A WRITTEN REQUEST~~ CHOOSE FOR THEIR CHILDREN TO OPT-IN OR OPT-OUT OF SUCH ACTIVITIES.

**DEFINITIONS**

External party – means a person or organization other than

- an employee of the board,
- a student, or
- a student organization under S.35.1 of the Education Act.

Learning and teaching resources means any resource used in a school to engage in learning or teaching, but does not include resources created by student or accessed by a student independently, including through a school library.

Parents – as defined by the Education Act.

**GUIDELINES**

1. The matter of process regarding the commencement and cessation of Board directed recitation of the Lord's pPrayer as part of the opening day will be dealt with in policy HNA.
2. Parents shall have the opportunity to opt their children out of religious and patriotic instruction and/or exercises.
3. Parents must opt their children into instruction that deals primarily or explicitly with human sexuality, gender identity, or sexual orientation.

1. \_\_\_\_\_  
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## **POLICY HGAE – *Religion and Human Sexuality, Cont’d.***

4. Teachers shall provide notice to the parent of a student at least 30 calendar days before the start of the course, program of study, instruction, and/or exercise when dealing with human sexuality, gender identity, or sexual orientation.
5. Where no consent has been provided under this policy the teacher shall arrange for alternate instruction or supervision for the student outside the classroom or place where the course, program of study or instruction takes place or the instructional material or exercise is used.
6. This policy does not apply to incidental or indirect references to religion, religious themes, gender identity, sexual orientation or human sexuality in a course, program of study, instruction or exercises or in the use of instructional materials.
7. Nothing within this policy shall be construed so as to require notice or consent of the parent for any participation by the student in a student organization such as a Gay-Straight Alliance, or anti-bullying club, established under section 35.1 of the Education Act.
8. Teachers shall not use learning and teaching resources that deal primarily and explicitly with gender identity, sexual orientation, or human sexuality unless the learning and teaching resources are approved by the Minister.
  - 8.1. Resources students access independently such as via a library do not apply to this policy.

### **REGULATIONS**

1. The Board permits persons other than teachers to provide religious instruction or exercises to its students with principal approval.
2. Schools may access a health professional to assist with the delivery of the curriculum outcomes under the supervision of a teacher.
3. The Board will adhere to Section 58, 58.1, and 58.2 of the Education Act which requires boards to provide parents with notice (see Appendix) indicating that a particular outcome or component of a course contains subject matter that deals primarily and explicitly with religion or human sexuality, gender identity, or sexual orientation prior to commencement of instruction.
  - 3.1. The principal shall decide if parent information is best distributed through the provision of written information sent home or a parent meeting.
  - 3.2. Parent notification shall:
    - 3.2.1. be parent opt-out for religious and patriotic instruction and/or exercises (see Appendix);
    - 3.2.2. be parent opt-in for instruction that deals primarily or explicitly with human sexuality, gender identity, or sexual orientation (see Appendix);
    - 3.2.3. be at least 30 calendar days prior to the instruction or classroom content;
    - 3.2.4. contain sufficient information to so that parents may make an informed decision; and

**POLICY HGAE – Religion and Human Sexuality, Cont’d.**

3.2.5. provide the opportunity for parents to opt their children out or in for all or part of the instruction and /or exercises.

~~4. Parent notification does not apply to incidental or indirect references to religion, religious themes, or human sexuality in a course, program of study, instruction or exercises or in the use of instructional materials~~

5.4. Courses or applicable units within courses requiring notification include:

5.1.4.1. Career and Life Management;

5.2.4.2. Reproduction and Readiness for Parenting, HCS3050;

5.3.4.3. Developing Maturity & Independence, HSS1040;

5.4.4.4. Health and Life Skills (gGrades 7 through 9);

5.5.4.5. Physical Education and Wellness (grades 4 through 6);

5.6.4.6. religious courses and

5.7.4.7. some locally developed courses if they contain subject matter that deals primarily and explicitly with religion or human sexuality.

6.5. Where a parent makes a written requestopts their child out, teachers shall exempt the student, without academic penalty, and allow the student as requested by the parent

6.1.5.1. to leave the classroom or place where the instruction, course or program of study is taking place or the instructional materials are being used for the duration of the part of the instruction, course or program of study, or the use of the instructional materials, that includes the subject-matter; or

6.2.5.2. to remain in the classroom or place without taking part in the instruction, course or program of study or using the instructional materials, whichever is preferred by the parent.

6. The Minister shall approve any learning and teaching resources and any external party using or providing learning and teaching resources dealing primarily and/or explicitly with gender identity, sexual orientation, or human sexuality.

6.1. unless the resources are used or provided for religious instruction.

6.2. where the use or provision under regulation 6.1 is by an external party, the board shall not permit that use or provision unless the external party is approved by the Minister.



**POLICY HGAE – *Religion and Human Sexuality*, Cont’d.**

7. Where the use or provision of learning and teaching resources is by an external party, teachers shall not permit that use or provision unless both the learning and teaching resources and external party are approved by the Minister.

**POLICY HGAE – Religion and Human Sexuality, Cont’d.**

**NOTICE FORM UNDER SECTION 58.1 OF THE EDUCATION ACT**  
**Religious Instruction, and/or Exercises**

Date: \_\_\_\_\_

Dear Parent/Guardian:

Your child is currently enrolled in a course or educational program that [circle one]:

- a) includes subject matter that deals primarily and explicitly with \_\_\_\_\_  
\_\_\_\_\_ ~~Religion~~ [specify religion or human sexuality]; or
- b) uses an instructional material or exercise that includes subject matter that deals primarily and explicitly with \_\_\_\_\_ [specify religion or human sexuality] ~~Religion~~.

The subject matter is contained in the following areas: [identify the theme/outcome of the course of study, educational program, or instructional material, or exercise, that contains the subject matter].

The purpose for the inclusion of this subject matter in the course of study, educational program or instructional material or exercise is: [identify the learning outcome associated with the identified subject matter].

Instruction involving the subject matter will be provided on \_\_\_\_\_ [specify date(s) and time].

Pursuant to section 58.1(2) of the Education Act, you as a parent/guardian may request that your child be excluded from the above-identified instruction, without academic penalty, by having your child either:

- a) leave the classroom or place where the instruction is taking place or where the instructional material is being used for the duration of that part of the instruction; or
- b) remain in the classroom or place where the instruction is taking place without taking part in the instruction or use of instructional material.

In order to exercise this option, you must sign and return the attached exemption form to \_\_\_\_\_ [specify individual/student] on or before the date of the instruction indicated above. If this form is not returned before that date, your child will be included in the instruction above.

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

\_\_\_\_\_ [specify individual]

\_\_\_\_\_ [identify Principal]

**POLICY HGAE – Religion and Human Sexuality, Cont’d.**

**STUDENT EXEMPTION UNDER SECTION 58.1 OF THE EDUCATION ACT**  
**Religious Instruction, and/or Exercises**

TO: Principal/Teacher of \_\_\_\_\_ [identify school].

In response to the notice provided to me by the ~~Horizon School Division~~ dated \_\_\_\_\_ [date of notice] ~~school~~ indicating that a course of study or educational program in which my child is enrolled, or an instructional material or exercise used in a course of study or educational program in which my child is enrolled, includes subject matter that deals primarily and explicitly with Religion \_\_\_\_\_ [specify religion or human sexuality], I, \_\_\_\_\_ [name of parent/legal guardian], in accordance with section 58.1(2) of the Education Act, hereby request that my child, \_\_\_\_\_ [name of child], be excluded from the instruction, exercise or the use of instructional material identified in the notice.

I request that my child: (check relevant box)

- A) Leave the classroom or place where the instruction is taking place or where the instructional material is being used for the duration of that part of the instruction.

OR

- B) Remain in the classroom or place where the instruction is taking place without taking part in the instruction or use of instructional material.

I confirm that I ~~am the parent/legal guardian of~~ \_\_\_\_\_ [name of child] ~~and~~ have chosen to exercise my option to have my child excluded from the instruction described in the notice, ~~from~~ \_\_\_\_\_ School [name of school] ~~on the dates indicated in the notice.~~ I also confirm that it is my obligation to ensure that this form is returned to the school principal/teacher on or before the date of the instruction indicated in the notice.

~~The child to whom this exemption notice applies is:~~ \_\_\_\_\_ [name of child]  
~~Grade:~~ \_\_\_\_\_

\_\_\_\_\_  
Parent/Legal Guardian

\_\_\_\_\_  
Date

**POLICY HGAE – Religion and Human Sexuality, Cont’d.**

**NOTICE FORM UNDER SECTION 58.1(2) OF THE EDUCATION ACT**  
**Human Sexuality, Gender Identity, and/or Sexual Orientation**

Date: \_\_\_\_\_

Dear Parent/Guardian:

Your child is currently enrolled in a course or educational program that includes subject matter that deals primarily and explicitly with human sexuality, gender identity, or sexual orientation.

The subject matter is contained in the following areas: [identify the theme/outcome of the course of study, educational program, or instructional material, or exercise, that contains the subject matter].

The purpose for the inclusion of this subject matter in the course of study, educational program or instructional material or exercise is: [identify the learning outcome associated with the identified subject matter].

Instruction involving the subject matter will be provided on \_\_\_\_\_ [specify date(s) and time].

Pursuant to section 58.12(2) of the Education Act, you as a parent/guardian must confirm whether you wish to have your child included in the above-identified instruction. Choosing to not opt your child in, would not result in academic penalty, and your child would not be in the classroom or place where the instruction is taking place or where the instructional material is being used for the duration of that part of the instruction.

In order to opt your child in, you must sign and return the attached exemption form to \_\_\_\_\_ [specify individual] on or before the date of the instruction indicated above. If this form is not returned before that date, your child will not be included in the instruction above.

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

\_\_\_\_\_ [specify individual]

\_\_\_\_\_ [identify Principal]

**POLICY HGAE – Religion and Human Sexuality, Cont’d.**

**STUDENT EXEMPTION UNDER SECTION 58.1(2) OF THE EDUCATION ACT**  
**Human Sexuality, Gender Identity, and/or Sexual Orientation**

TO: Principal/Teacher

In response to the notice provided to me by the school indicating that a course of study or educational program in which my child is enrolled, or an instructional material used in a course of study or educational program in which my child is enrolled, includes subject matter that deals primarily and explicitly human sexuality, gender identity, or sexual orientation, I, in accordance with section 58 and of the Education Act, hereby request that my child, \_\_\_\_\_ [name of child], be included in the instruction and/or the use of instructional material identified in the notice.

I request that my child: (check relevant box)

A) partake in the instruction and/or exercise

B) Not partake in the instruction and exercise and leave the classroom or place where the instruction is taking place or where the instructional material is being used for the duration of that part of the instruction.

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Parent/Legal Guardian

Date

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**HORIZON SCHOOL DIVISION****POLICY HANDBOOK**

<b>Policy Code:</b>	HNJ
<b>Policy Title:</b>	Health Emergencies
<b>Cross Reference:</b>	JD
<b>Legal Reference:</b>	Emergency Management Act, Emergency Medical Aid Act Health Information Act Occupational Health and Safety Act Public Health Act Communicable Disease Regulation In Person Learning Regulation
<b>Adoption Date:</b>	June, 2025
<b>Amendment or Re-affirmation Date:</b>	

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT IN-PERSON LEARNING OPPORTUNITIES ARE IMPORTANT FOR STUDENT WELL-BEING AND SUCCESS AND SUPPORTS EFFORTS TO MINIMIZE EMERGENCY HEALTH ISSUES AND THEIR DISRUPTION TO THE OPERATIONAL ACTIVITIES OF THE DIVISION IN COOPERATION WITH THE PROVINCIAL GOVERNMENT AND ALBERTA HEALTH SERVICES.

**DEFINITIONS**

Student – “student” means a person who is enrolled in a school, or required under section 7 to attend school, but does not include a child younger than 6 years of age who is enrolled in an early childhood services program as such programs are not compulsory.

At-home learning – means teacher directed education programming provided by the board to a student on a temporary basis at the student’s residence or at a location other than the student’s regularly attended school.

**GUIDELINES**

1. Every student has a right to education in alignment with provisions in the In-person Learning Regulation during public health emergencies or state of emergency, and as declared under the Public Health Act or the Emergency Management Act.
  - 1.1. Any shift longer than three school days requires an exemption via Ministerial Order.
  - 1.2. Shifts of three or fewer school days to at-home learning for emergencies defined in the regulation do not require a Ministerial Order.
  - 1.3. The division retains the ability to temporarily cancel classes due to unforeseen emergent situations, such as inclement weather or a gas leak. Schools are required to maintain the minimum hours of instruction for their students as outlined in the Guide to Education.
2. When at-home learning without an in-person learning option is provided, schools must make reasonable efforts to enable a student to continue with the same courses and education program that the student is enrolled in when at-home learning begins.

## Policy XXX – Addressing Health Emergencies Cont’d

3. The division shall report any shift to at-home learning when they do not also offer an in-person option to the ministry within forty-eight (48) hours via the division’s Field Services manager (see appendix).
  - 3.1. When the Board resumes providing in-person learning, the Board shall also notify the Minister.
4. When shifts to at-home learning are being considered for public health emergencies, the division shall endeavour to accommodate students at other facilities or provide other accommodations when students are unable to work from home.
  - 4.1. At-home learning without also providing an in-person learning option may occur where there are circumstances that threaten the safe operation of all or part of the building where students regularly attend school.
    - 4.1.1. This would cover things like fires and structural failures, but not, for example, where a public health emergency is declared as defined in the Public Health Act.
    - 4.1.2. In the case of a public health emergency, the Public Health Act remains the overarching direction on all public health matters, and it may prevail over the Education Act.
5. As addressed in the Family Law Act, parents will continue to be required to provide written consent for their children to receive health-related treatment, including immunization, at school.
6. This policy does not apply to home education or outreach schools where students are engaged in studies via distance education, and/or online.

### **REGULATIONS**

1. In the event that Alberta Health Services identifies evidence of a health issue in the region, the Superintendent has the authority to make final decisions regarding crisis response unless Alberta Health Services enacts an order under legislation.
  - 1.1. When a state of emergency is declared by a Ministry of the Alberta Government, the particular ministry will have such authority.
2. The Superintendent will communicate the division’s emergency preparedness procedures and response protocols for dealing with significant health issues or outbreaks. These procedures and protocols shall include:
  - 2.1. consideration of ways to potentially accommodate students at other facilities;
  - 2.2. rationale/criteria for considering a shift to temporary at-home learning;
  - 2.3. how learning will continue during the shift;
  - 2.4. how schools will enable students to participate in at-home learning, and

2.5. how schools will provide accommodations for students.

3. In accordance with directives emanating from federal and provincial authorities and the consequent circumstances that may prevail, the Superintendent may temporarily suspend the Division’s current practices and operating guidelines.
4. The Superintendent must ensure that students are provided either in-person learning or at-home learning during a public health emergency in accordance with relevant regulations and orders.
5. The principal must ensure that parental notification and consent is received in the case of a student who is under the age of 16, and that parental notification and the consent of the student or parent is received for students 16 years or older for any health measures established by the Board that apply to the body of the student.
  - 5.1. Clause 5 does not apply to routine health or safety measures such as hand washing, safety glasses, cleaning or hygiene, or any health measure specifically exempted by Order of the Minister.

### **Appendix - Exemption process**

#### **Exemption criteria**

Exemptions from in-person learning would only be granted in exceptional situations. The Minister would consider criteria to assess the exemption request including, but not limited to, the following:

- education programming delivered in a high-risk environment not captured in Ministerial Order #23/2022 or its successor order;
- education programming delivered to a vulnerable, congregated special needs class; and
- situations where the school site is compromised, not safe for occupation and an alternate location cannot be found.

#### **At-home learning requirements**

- There is no requirement to provide at-home learning. Where an exemption has been granted allowing only at-home learning, a board must make reasonable efforts to enable students to continue with the same courses and education program that the student is enrolled in when at-home learning begins.

#### **Exemption request process**

##### **Shifts to at home learning for three school days or fewer - notification required**

1. Field Services manager will be provided the following:
  - an overview of the issue/concerns, including rationale
  - school(s) impacted
  - grades(s) and/or classes impacted



## Policy XXX – Addressing Health Emergencies Cont’d

- expected dates/duration of at-home learning shift
  - mitigation strategies being considered, how learning will continue (combining classes, deploying division staff, bussing to other facilities)
  - accommodations for students unable to learn at home
  - communication plan
  - any other relevant details
2. As soon as it is determined that there is the possibility of the shift extending beyond three school days, the superintendent shall contact their Field Services Manager and follows the procedure for a shift longer than three school days.

### **Shifts to at-home learning longer than three school days – exemption request required**

1. For any shift longer than three consecutive school days, the superintendent shall contact their field services manager to discuss the issue and potential request for exemption. This conversation should occur as soon as the issue impacting in-person learning is determined or expected to take longer than three school days.
2. Following the discussion, the superintendent or designate will send a request to [educationsystemssupport@gov.ab.ca](mailto:educationsystemssupport@gov.ab.ca) and their field services manager in order to seek Minister approval. The following information should be included:
  - an overview of the issue/concerns, including rationale for how the request meets exemption criteria
  - school(s) impacted
  - grades(s) and/or classes impacted
  - duration of the exemption requested (proposed start and end date)
  - plan for learning continuity, mitigation strategies (combining classes, deploying division staff, bussing to other facilities)
  - accommodations for students unable to learn at home
  - communication plan
  - any other relevant details and any additional information required by Alberta Education to support the request

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**HORIZON SCHOOL DIVISION****POLICY HANDBOOK**

**Policy Code:** IP  
**Policy Title:** Gender and Athletics  
**Cross Reference:**  
**Legal Reference:** Fairness and Safety in Sport Act  
**Adoption Date:** June, 2025  
**Amendment or Re-affirmation Date:**

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES SPORTS SHOULD BE FAIR AND SAFE FOR ALL STUDENTS AND IS COMMITTED TO PROTECTING THE INTEGRITY OF FEMALE ATHLETIC COMPETITION AND BIOLOGICALLY FEMALE ONLY LEAGUES.

**GUIDELINES**

1. Board shall establish, implement, and maintain policies respecting fairness and safety with respect to each relevant sport.
2. Policy shall address:
  - 2.1. eligibility requirements, and
  - 2.2. processes for determining whether individuals meet the eligibility requirements.
3. The board shall provide to the Minister a copy of the policy.
4. The board shall provide to the Minister with respect to each relevant sport, information respecting the following:
  - 4.1. Complaints relating to
    - 4.1.1. eligibility requirements,
    - 4.1.2. processes for determining whether individuals meet the eligibility requirements, and
    - 4.1.3. decisions made under this policy
  - 4.2. requests for the establishment of mixed-gender or mixed-sex leagues, classes or divisions, and
  - 4.3. the establishment of mixed-gender or mixed-sex leagues, classes or divisions.

**REGULATIONS**

1. Eligibility Requirements
  - 1.1. Only students whose registration of sex at birth is female may play in female only sports leagues, classes, or divisions.
  - 1.2. In the absence of a viable mixed league, a mixed team shall participate in the Boys' league.

2. Athletic procedures for junior and sr. high shall adhere to the policy handbook of the governing body of which they are a member.
  - 2.1. Practices and procedures related to athletics within the division shall receive final approval by the superintendent.

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**HORIZON SCHOOL DIVISION****POLICY HANDBOOK**

**Policy Code:** IQ  
**Policy Title:** Preferred Name and Pronoun  
**Cross Reference:** IED – independent students  
**Legal Reference:**  
**Adoption Date:** June, 2025  
**Amendment or Re-affirmation Date:**

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SHALL COMPLY WITH GOVERNMENT LEGISLATION WITH REGARD TO STUDENTS' PREFERRED NAME AND PRONOUN USAGE WHILE RESPECTING STUDENTS' DIGNITY AND PARENTAL RIGHTS.

**DEFINITIONS**

Independent Student means a student who is

- (i) 18 years of age or older, or
- (ii) 16 years of age or older and
  - a. living independently as determined by a board in accordance with section 6 of the Education Act, or
  - b. a party to an agreement under section 57.2 or the Child, Youth & Family Enhancement Act.

New preferred name or pronoun means a name or pronoun that varies from the name or pronoun that teachers, teacher leaders, and other school staff have regularly used when referring to the student and the student prefers for reasons related to the student's gender identity.

**GUIDELINES**

1. This policy applies to:
  - 1.1. student requests where the student requests that a new preferred name or pronoun be used by school staff when referring to the student in school after September 1, 2025 and does not apply to students who have changed their preferred name or pronoun prior to September 1, 2025, and
  - 1.2. gender based name changes.
2. This policy does not apply to:
  - 2.1. independent students,
  - 2.2. conversations between students or between students and staff regarding one's preferred name or pronoun, and
  - 2.3. non-gender based name changes.

**REGULATIONS**

1. When a student requests that a new preferred name or pronoun be used by school staff when referring to the student in school, the school shall notify the student's parents of the request.

2. School staff shall only use the new preferred name or pronouns when referring to the dependent student in school
  - 2.1. in the case of a student who is under 16 or 17 years of age, once the student's parent is notified,  
or
  - 2.2. in the case of a student who is under 16 years of age,
    - 2.2.1. once the student's parent is notified ,and
    - 2.2.2. once the parent provides consent.
3. Where notifying the student's parent is reasonably expected to cause emotional or psychological harm to the student or the student requests assistance, the school shall ensure the student is provided with counselling or other assistance before notifying the student's parent.
  - 3.1. This could include supports such as counsellors that does not require parental consent for students to access in schools.
  - 3.2. Following parental notification, other supports can also be provided.

## CUPE MOA

### Term:

- 2024-2028

### Workload / Classification / OHS:

- Employee may request workload or classification review meeting
- Creation of OHS working committee

### Filling Vacancies:

- Where possible, additional hours provided to current staff prior to creating new positions.

### 1.0 FTE determination (eligibility and proration)

- Change in 1.0 FTE calculation – use annual hours that are more reflective of practice

### Change in benefit and grid movement eligibility calculation

- Probationary period (calendar days rather than days worked)
- 650hrs rather than 0.6FTE (benefits)
- Hrs worked rather than days (grid movement)
- More previous experience recognized (grid placement)
- HSA effective Sept 1, 2025

### Wage increases

- September 1, 2024 – 3%
- September 1, 2025 - \$1.25 or 3%, whichever is greater
- September 1, 2026 – 3%
- September 1, 2027 - \$1.25 or 3%, whichever is greater

Resolution: Advance Vote

When the School Division has entered into an agreement with a Municipality, County or Municipality to run a joint election, the School Division shall have an Advance Vote if the other party to that agreement is having an Advance Vote.

If the School Division has not entered into an agreement to run a joint election, there shall not be an Advance Vote.

Resolution: Appointment of a Substitute Returning Officer

Be it resolved that Sheila Laqua is appointed as Substitute Returning Officer for the 2025 School Board election.



**THE HORIZON SCHOOL DIVISION**  
**Bylaw 2025-01**  
**Re: Voting Stations**

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**Moved by TRUSTEE, Trustee that The Board of Trustees of Horizon School Division approve Bylaw 2025-01 to allow for multiple voting stations in the 2025 school board election as follows:**

The School Division shall provide for at least one voting station in each community represented by a Ward in the 2025 school board election.

When the School Division has entered into an agreement with a Municipality, County or Municipal district to run joint elections, the opportunity to vote for School Board Trustee shall be provided at each municipal voting station where the local authority's subdivisions overlap with the School Division's Ward.

When the School Division has not entered into an agreement to run joint elections, the School Division shall endeavor to provide a voting station at share locations with the Municipality, County or Municipal District. If there is not a shared voting location with the municipality, county or Municipal District two voting stations shall be established for each ward at the following locations:

Ward 1: Lomond Community School, Enchant School

Ward 2: Vauxhall High School, Hays School

Ward 3: Barnwell School, W.R. Myers High School

Ward 4: Chamberlain School, Warner School

Ward 5: Milk River Ridge School, Public location in the Village of Coutts, to be determined.

**CARRIED**

**APPROVED:**

**THE HORIZON SCHOOL DIVISION**  
**Bylaw 2025-02**  
**Re: Voting Hours**

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**Moved by , Trustee that The Board of Trustees of Horizon School Division approve Bylaw 2025-02 to allow for voting hours to occur before 10 am as follows:**

When the School Division has entered into an agreement with a Municipality, County or Municipal District to run joint elections, the voting hours shall align with the hours established by the municipality.

When the School Division and a municipality share a voting location, but have not entered into an agreement with the municipality to run joint elections, the voting hours may begin before 10:00 am to align with the voting hours at the voting station. (LAEA 46(2))

When the School Division is operating an election at a separate location from the municipal election, voting stations shall be open continuously from 10:00 a.m. and 8:00 p.m. (LAEA 46(1))

**CARRIED**

**APPROVED:**

## 2025 High School Graduation/ Elem and Jr High Farewell/Celebration Dates

School	Date	Location	Time	Trustee Attending	Sr. Admin Attending
HCP	Friday, May 9	WRM	5:30pm dinner 7:00pm - ceremony		
VHS	Friday, May 9	VHS	7:30pm - ceremony		Karen
WRM	Friday, May 23		5:00pm - ceremony		Wilco
ENC	Friday, May 23	ENC	6:00pm – gr. 9 farewell		Karen
WAR	Friday, May 30		6:00pm – ceremony w/refreshments		
ATL	Saturday, May 31	CHA	11:00am -ceremony		Dave
TCS	Wednesday, June 4		? – KG Celebration		
	Thursday, June 5		? – Gr. 8 Celebration		
	Friday, June 6	TCS	11:15am– Assembly		Wilco/Karen
TCHS	Friday, June 6	TCHS	3:00pm - ceremony		Wilco
MRRS	Friday, June 6	Civic Centre	5:00pm – banquet 7:30pm - ceremony		Terri
LOM	Saturday, June 7	LOM	3:00pm - ceremony		Karen
BAR	Thursday, June 12	BAR	1:30pm - assembly		Dave
CEN	Wednesday, June 18	CEN	1:00pm – gr. 5 farewell		Wilco
DRH	Friday, June 20	DRH	9:00am – gr. 5 farewell		Terri
LTW	Friday, June 20	LTW	10:45am – gr. 5 farewell		Terri
VES	Wednesday, June 25	VES	9:00am		Wilco
ACE	Wednesday, June 25	Heritage Inn	4:45pm – banquet and ceremony		Wilco

## **Superintendents Progress Report April 2025**

### ***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.

Pleased to be able to announce the new principal of Enchant School is Mrs. Crystal Carver as well as sharing the highlight of my month (being able to read to students in Enchant School.

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

- Teacher Employer Bargaining Association (TEBA) meeting regarding Alberta Teachers Association (ATA) Memorandum of Agreement (MOA)
- Collective Bargaining meeting – CUPE
  - Including bargaining that reached Memorandum of Agreement
- CASA mental health classroom meeting
- Horizon Student Resiliency Celebration
- Senior Administrative Leadership Team (SALT) meeting
- 2025-2026 budget meeting
- Administrator meeting
- Policy meeting
- Principal evaluation and recruitment meetings
- Division Office staff meeting
- Teacher allocation meetings with principals
- W.R. Myers modernization meetings
- Meetings and conversations with principals, staff, and parents as needed and/or requested. Conversations have focused on:
  - school off-campus excursions
  - student and parent concerns



240428 Board Report

## Associate Superintendent of Human Services

### **Human Services**

- We are on track in following the Administrator/Teacher Staffing Process document with the internal round of hiring (Round 1). Principals interviewed internal candidates the week prior to the Easter break.
- Deanna Killinger and I represented Horizon School Division at the U of L Career Fair on April 11.
- I continue to observe and provide feedback and support to teachers under evaluation this year.

### **Professional Development and Meetings**

- I participated in CUPE bargaining, attended the Policy Committee meeting, and supported Principals through the Vice-Principal hiring process.
- I attended TCS' Easter Musical, Dr. Hamman's Fine Arts Showcase, and TCHS' Easter Chapel.
- I attended the Resiliency Celebration on April 16.

### **Clinical Team Leader/FSLC/Wellness Coaches**

- Family Connections will be providing Summer Camps once again this year named rural communities as well as in Taber - more information to follow in May.
- TCAPS (Taber Community Action Prevention Society) will be donating \$3000.00 for our Taber Community Back to School Program that will be hosted at Central School on August 20, 2025.
- Currently we have one open Wellness Coach Position for Milk River and Warner - staff is being redeployed to support those schools on a as needs basis for the short-term.
- As summer draws closer, the Family Connections Program is looking to hire a summer student for the months of Late June to August - 8 Weeks
- We have successfully hired Mackina Moulard as our new FSLC for Hays, Enchant and Lomond. Mackina will start in her new position May 1, 2025.
- CTL is currently doing evaluations and program surveys for new FSLP staff.
- Principal meetings for May and June have been scheduled to discuss the Family School Liaison Program action plan goals that were created in the fall in conjunction with the Principals and the FSLP team.
- CTL will be attending a Child and Youth Care program advisory at Lethbridge Polytechnic on April 29, 2025 to discuss updates in the program and recruitment of staff and practicum students.
- CTL attended training and updates around threat assessment and neurodivergent students. CTL is currently providing training for the FSLP team to create updated documents for VTRA/ARTO (assessment of risk to others).
- CTL attended Safer Schools Together training around social media and how online groups are fueling individuals on the pathway to violence.
  - Provided a document to the Principals from the RCMP around warnings about a radicalized online group called "764" that is grooming and luring children and

adolescents to partake in self-harm and violence toward others. [Awareness Bulletin](#)

- Reminder that Taber's 8th Annual Ignite "Ur" Spark Fair is happening at the Taber Agri-plex on May 21, 2025.

### **Programming**

- The Family Connections Annual Wellness Pack Program for Grade 5/6 Students will be starting shortly. These packs include shampoo, body wash, toothpaste, toothbrush, deodorant, personal safety books etc. There were over 230 packs made and distributed to students by the Wellness Coaches through our annual Hygiene and Wellness Presentation.
- April 2, 2025 was our Resiliency Postcard Selection Day where we had community Committee members select postcards of students from both Horizon and Holy Spirit to participate in the Resiliency Celebration evening. Thirty-five students were chosen to participate in the evening celebration from 10 different schools in Taber and the surrounding area.
- The Resiliency Celebration took place on April 16 at the Taber Auditorium.

Photos:

Kids Have Stress Too Worry Boxes



Resiliency Celebration Night







### **Indigenous Learning**

- Indigenous Liaison Report - Lisa Sowinski
  - Ensuring teachers have access to Indigenous Kits to augment student learning.
  - 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 and delivering Indigenous Kits and preparing vouchers for honorariums for Indigenous guests.
  - Supporting families by providing support in registering for Indian Status Cards, transportation to appointments, and assisting with “Master Your Money” registration for parents with Residential School funds.
  - 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.

*Report completed by Karen Rancier, Associate Superintendent of Human Services*



**Associate Superintendent, Learner Services**  
**Report to the Board of Trustees – April 28, 2025**

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Learner Services lead team members:

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

**KEY ACTION AREA #1:**

**Strong core instruction that develops student competencies**

- The Coordinator of Learner Services and the Learner Services team continue to travel to schools and complete developmental check-ups for students registering for Kindergarten and Early Learning. The team also continues to provide speech/language and English as an additional language assessment because students need support as they begin our school programs.
- The Director of Learner Services, in consultation with the Learner Services team, coordinated a PD session on supporting students experiencing behaviour concerns, which was well attended.
- The Coordinator of Learner Services facilitated a Kindergarten teacher meeting to discuss feedback for piloting the new Social Studies curriculum and help teachers prepare for its implementation next year.
- The Instructional Coach continued to provide support within the Teaching Sprints process, with mid-sprint check-ups for a school they were working with and strategies and resources for an individual teacher from another school who wanted to begin the Teaching Sprints process.
- The Associate Superintendent met with Principals to discuss what resources need to be purchased divisionally to support teachers in the new curriculum.

**KEY ACTION AREA #2:**

**Response to Instruction and Intervention**

- The Director of Learner Services participated in the bi-monthly meeting with South West Collaborative Support Services group members. The primary discussion was about planning supports for next year. Horizon accesses an Occupational therapist, a Speech-Language Pathologist, a Physiotherapist, a Wellness Companion, and a small FTE of a teacher for the blind and visually impaired, as well as a teacher for the deaf and hard of hearing through the SWCSS.
- The Coordinator of Learner Services/Instructional Coach continues to perform behaviour observations and supports for schools.
- The Instructional Coach continued participating in the developmental check-ups around the



division, supporting the learner service team.

- The Instructional Coach ran a two-day SIVA training for staff.
- The Learner Services team provided Professional Development on Positive Behaviour Supports.

### KEY ACTION AREA #3: K-12 Career Exploration

- There are 165 students currently taking Work Experience in the division, which does not include the first-semester students who capped their Work Experience credits. Work Experience helps students have room in their busy high school lives for a minimum of 100 credits toward high school graduation; work experience enables some students to have flexibility with two fewer courses in their grade 11 or 12 year.
- Dual credit has increased this year, with 13 students in semester one and 28 in semester two. We also have 32 students taking the Green Certification, double our numbers from last year.
- The Registered Apprenticeship Program has 17 students enrolled. While we have 12 students who will be graduating this year, there are three students who are interested in this program for next year.

### TECHNOLOGY INFORMATION (Information will be shared as needed)

- The Tech Department is planning a Network infrastructure upgrade in which all schools in the division will have their switches and access points upgraded. Milk River Ridge School was upgraded as part of its modernization. This upgrade will improve access in schools as well as provide another layer of security for the Horizon network.
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From: **Alberta News** <[alberta.news@gov.ab.ca](mailto:alberta.news@gov.ab.ca)>

Date: Tue, Apr 8, 2025 at 3:12 PM

Subject: News Release: Responding to the changing education system

# Responding to the changing education system

April 08, 2025

Proposed changes to the *Education Act* would respond to changes in the education system and respond to feedback from Albertans.

If passed, the *Education Amendment Act, 2025*, would respond to feedback from parents and education partners. These changes would reflect the wide range of programming that private schools offer, strengthen democratic accountability in school boards and increase clarity and efficiency in the teacher discipline process. If passed, the act would also align school board and francophone school boards' joint use and planning agreement requirements with their municipal partners. Finally, changes to the *Education Act* would allow displaced Jasper residents to vote and run in school board elections.

“We are committed to a strong and reactive education system that meets the needs of students, teachers and communities. These proposed changes would respond to the ever-changing education landscape and the feedback we received from Albertans and education partners.”

*Demetrios Nicolaidis, Minister of Education*

## Language change in legislation

Proposed changes to the *Education Act* would change the term ‘private school’ to ‘independent school’ throughout legislation to reflect the wide range of programming and school choice independent schools provide for Alberta families. This proposed change is a result of feedback from the Association of Independent Schools and Colleges in Alberta.

“The Association of Independent Schools and Colleges in Alberta wishes to express its sincere gratitude for this change in language. The shift to the term 'independent school' more accurately reflects the reality that while our schools operate under independent school authorities, they are part of the collective system of education in Alberta. We welcome this adoption of more inclusive language that will bring us into alignment with our neighboring provinces.”

*John Jagersma, executive director, Association of Independent Schools and Colleges in Alberta*

## **Stronger democratic accountability**

Proposed changes would strengthen democratic accountability by removing the ability of school boards or francophone school boards to disqualify an elected trustee over code of conduct breaches, leaving those decisions in the hands of voters. These changes are proposed based on feedback from the public and education partners and would align with the *Municipal Government Act*.

## **Improving the teacher discipline process**

Proposed changes to the *Education Act* would improve clarity and efficiency in the teacher discipline process by:

- Allowing administrators to delegate reporting requirements and other complainant roles.
- Eliminating duplicate reporting requirements to decrease administrative burden.
- Enabling administrators to be informed about ongoing complaints when a teacher, principal or assistant principal becomes employed by a different school authority.
- Clarifying that the chair of the hearing committee may apply to the court for an order of compliance when necessary.

Additionally, changes to the *Education Act* would introduce a \$250 fee for complainant appeals, which would be refundable if the appeal is successful.

## **Clarifying joint use and planning agreements**

School boards and francophone school boards won't have to enter joint use and planning agreements with municipalities that are exempt from this requirement by Municipal Affairs. The minister of education will have similar regulatory powers as the minister of municipal affairs, allowing them to set criteria, requirements and exemptions for joint use agreements. These changes are based on feedback from municipalities, school boards and francophone school boards to ensure better consistency and cooperation between education and municipal partners.

“These changes pave the way for stronger collaboration and local flexibility, helping schools and communities thrive together. Empowering both education and municipal partners ensures smarter planning for the future.”

*Mike McMann, superintendent, Fort Vermilion School Division*

## **Ensuring voting rights for displaced Jasper residents**

Proposed changes to the *Education Act* would align with planned changes to the *Local Authorities Election Act* to ensure that Jasper residents displaced by the July 2024 wildfires can vote and run as candidates in the 2025 and 2026 school board and francophone school board elections.

## **Changes to school property ownership**

The *Education Act* would also be changed to enable Alberta Infrastructure to own new kindergarten to Grade 12 schools and playgrounds and lease them to school boards, francophone school boards and charter schools for operation and maintenance.

“Our priority is to ensure Alberta’s students have access as soon as possible to the state-of-the-art facilities they need to learn and succeed. The proposed changes would modernize public property management, enhancing accountability and transparency with public assets like new schools.”

*Martin Long, Minister of Infrastructure*

## **Quick facts:**

- If passed, changes related to private school terminology, teacher discipline and joint use and planning agreements would come into effect upon proclamation.
- If passed, amendments related to trustee accountability would come into effect on the day following the next local authorities' general election, in October 2025.
- Changes related to voting rights for Jasper residents would come into effect with the changes in Municipal Affairs' *Local Authorities Election Act* that are part of Municipal Affairs' *Elections Statutes Amendment Act* planned for spring 2025.
- Changes related to school property ownership would come into effect at the same time as the *Appropriation Act, 2025*.

## **Related information**

- [Strengthening Alberta's education system](#)
- [Bill 51: Education Amendment Act, 2025](#)