

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

MONDAY, JUNE 24, 2024

Acknowledgement of the Land

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

A – ACTION ITEMS

<ul style="list-style-type: none"> A.1 Agenda A.2 Minutes of Regular Board Meeting held Tuesday, May 28, 2024 A.3 June 2024 Payment of Accounts A.4 Locally Developed Courses (renewal) A.5 CUPE Memorandum of Agreement A.6 2025-2026 Calendar <ul style="list-style-type: none"> Option 1 Option 2 A.7 Policy IGB Personal Digital Devices 	<p>ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4 ENCLOSURE 5</p> <p>handout</p>
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D – DISCUSSION ITEMS

<ul style="list-style-type: none"> D.1 Board Meeting Dates (draft) 	<p>ENCLOSURE 6</p>
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I – INFORMATION ITEMS

<ul style="list-style-type: none"> I.1 Superintendent’s Report – Dr. Wilco Tymensen I.2 Trustee/Committee Report <ul style="list-style-type: none"> I.2.1 Zone 6 Report – Marie Logan I.2.2 Administrator’s Report – Derek Baron I.2.3 Facilities Meeting Report – Bruce Francis I.3 Associate Superintendent of Finance and Operations – Phil Johansen I.4 Associate Superintendent of Human Services – Karen Rancier I.5 Associate Superintendent of Learner Services Report – Terri-Lynn Duncan 	<p>ENCLOSURE 7</p> <p>ENCLOSURE 8 ENCLOSURE 9</p>
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C - CORRESPONDENCE

<ul style="list-style-type: none"> C.1 2024 – 2025 Budget Press Release C.2 News Release: Giving students a head start in Alberta’s job market C.3 News Release: Alberta expands education relationship with Heese, Germany C.4 News Release: Limiting distractions in Alberta’s classroom 	<p>ENCLOSURE 10</p>
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Board will move back into Committee

DATES TO REMEMBER

• June 26 – Last Day for Students
• June 27 – Horizon Induction Program Planning & Assessment
• July 1 – Stat Holiday – Canada Day
• August 5 – Civic Holiday – Heritage Day
• August 19 – Horizon Induction Program
• August 20 – LST Meeting
• August 21/22 – VTRA Training
• August 23 – Division Wide PD Day
• August 23 – Secretary PD
• August 26 – Board Meeting
• August 28 – First Day of School
• September 2 – Stat Holiday – Labour Day
• September 10 – Admin. Meeting
• September 16 - Horizon Induction Program
• September 18 – Indigenous Allies Meeting
• September 23 – Board Meeting

Horizon School Division



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The Board of Trustees of Horizon School Division held its Regular Board meeting on Monday May 28th, 2024, beginning at 9:45 a.m.

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

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

VIA ZOOM Heather Cameron, Taber Times

ACTION ITEMS

A.1	Moved by Derek Baron that the Board approve the agenda with the following change: A.4 moved to D.2 Carried Unanimously	AGENDA APPROVED 55/24
A.2	Moved by Jennifer Crowson that the Board approve the Minutes of the Regular Board Meeting held Monday, April 22 nd , 2024, as provided by Enclosure #1 of the agenda. Carried Unanimously	BOARD MEETING MINUTES APPROVED 56/24
A.3	Moved by Derek Baron that the Board approve the April 2024 Payment of Accounts in the amount of \$5,165,193.12 as provided in Enclosure #2 of the agenda. Carried Unanimously	PAYMENT OF ACCOUNTS APPROVED 57/24
A.4	<i>MOVED TO D.2</i>	
A.5	Moved by Maxwell Holst that the Board approve the Three-Year Education Plan as provided in Enclosure #4. Carried Unanimously	THREE-YEAR EDUCATION PLAN APPROVED 58/24
A.6	Moved by Blair Lowry that the Board approved the 2024-2025 Budget as presented by Philip Johansen, Associate Superintendent of Finance and Operations. Carried Unanimously	2024-2025 BUDGET APPROVED 59/24

A.7	Moved by Bruce Francis that the Board approve the 2024-2025 IMR Plan as provided here . Carried Unanimously	2024-2025 IMR APPROVED 60/24
A.8	Moved by Blair Lowry that the Board approve the 2024-2025 School Fee Schedules as provided in the agenda link. Carried Unanimously	2024-2025 SCHOOL FEE SCHEDULES APPROVED 61/24
A.9	Moved by Jennifer Crowson that the Board approve the second reading of DA – Records Management as provided in Enclosure #6 of the agenda. Carried Unanimously	SECOND READING POLICY DA APPROVED 62/24
	Moved by Jennifer Crowson that the Board approve the final reading of Policy DA – Records Management as provided in Enclosure #3 of the agenda. Carried Unanimously	FINAL READING POLICY DA APPROVED 63/24
A.10	Moved by Maxwell Holst that the Board approve the second reading of IGB – Personal Communication Devices as provided in Enclosure #7 of the agenda, with suggested amendment to I.1 <i>kindergarten to Grade 8</i> . Carried Unanimously	SECOND READING POLICY IGB APPROVED 64/24
	Moved by Maxwell Holst that the Board approve the final reading of IGB – Personal Communication Devices. Carried Unanimously	FINAL READING POLICY IGB APPROVED 64/24
A.11	Moved by Bruce Francis that the Board approve that the Central School Two-Year Caretaking Tender be awarded to Parhar Custodial Services. Carried Unanimously	CENTRAL SCHOOL CARETAKING TENDER APPROVED 65/24

DISCUSSION ITEMS

D.1 EMPLOYEE RECOGNITION AWARDS

Each year the Board of Trustees recognizes employees who have served for 5, 10, 15, 20, etc. years with Horizon School Division. The Board would like to thank each of them for their dedication and the service that they have provided.

D.2 HORIZON ASSURANCE SURVEY

Superintendent, Wilco Tymensen shared the results of the Horizon Assurance Survey. [Results can be found here.](#)

INFORMATION ITEMS

I.1 SUPERINTENDENT'S REPORT

- View Dr. Wilco Tymensen, Superintendent's May 2024 Report [here](#).

I.2 TRUSTEE/COMMITTEE REPORT

I.2.1 ASBA Zone 6 Report

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

- Edwin Parr Annual Banquet and Awards
- ASBA President, Marilyn Dennis & Dr. Vivian Abboud attended the Zone 6 meeting held in Taber at the Horizon School Division
- ASBA Vice-President, Shali Bazuik shared information on AI in schools
- Cell phone use in schools was discussed
 - A round table discussion will be held at the June meeting to further discuss the matter

I.2.2 Administrator's Meeting Report

Jennifer Crowson, Trustee provided a summary of the May 2024 Administrator's Meeting:

- Collegiate Presentation by Dr. Cheryl Gilmore
- Budget Update
- Clarity around Employee Self-Declaration forms
- Mental Health reflections
- Cell phone policy
- Assurance Survey Data
- AI (Artificial Intelligence) in schools
- 2025 Administrator's Symposium

I.2.3 Facilities Meeting Report

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

- MRE Capital Project progress
- WRM/DAF Modernization Phase 2 Update
- 2024-2025 IMR
- Central School Caretaking Tender

I.3 ASSOCIATE SUPERINTENDENT OF FINANCE AND OPERATIONS

- Philip Johansen, Associate Superintendent of Finance and Operations shared the following May summary.
 - 2024-2025 Budget
 - Upcoming Insurance Renewal

I.4 ASSOCIATE SUPERINTENDENT OF HUMAN SERVICES REPORT

- View Karen Rancier, Associate Superintendent of Human Services' May 2024 Report.

I.5 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

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

CORRESPONDENCE

- No discussion came from the correspondence.

Moved by Derek Baron that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

66/24

COMMITTEE ITEMS

Moved by Mandy Court that the Board meet in Committee.

Carried Unanimously

COMMITTEE

67/24

Moved by Maxwell Holst that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

68/24

Marie Logan, Chair

Sheila Laqua, Executive Secretary

PAYMENT OF ACCOUNTS REPORT

Board Meeting - June 24/2024

General	May 27/24		1380799.2
General	June 5/24		779592.88
General	June 11/24		89170.04
General	June 18/24		150915.09

"A" Payroll	May 2024	Teachers	1,732,034.42
		Support	676,464.49
"B" Payroll	May 2024	Casual	30,767.84
		Subs	111,488.07

Total Accounts **4,951,232.03**

Board Chair _____

PJ:dd

June 19, 2024

Course Name ↑	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
ESL Expository English Level 1 15	5 Credits (2024-2028)	LDC1271	2024-2025	2024-08-28	2027-2028
ESL Expository English Level 2 15	5 Credits (2024-2028)	LDC1276	2024-2025	2024-08-28	2027-2028
ESL Introduction to Mathematics 15	5 Credits (2024-2028)	LDC1350	2024-2025	2024-08-28	2027-2028
Reading Foundations A 15	3 Credits (2024-2028)	LDC1296	2024-2025	2024-08-28	2027-2028
Reading Foundations A 15	5 Credits (2024-2028)	LDC1296	2024-2025	2024-08-28	2027-2028
Reading Foundations B 15	3 Credits (2024-2028)	LDC1311	2024-2025	2024-08-28	2027-2028
Reading Foundations B 15	5 Credits (2024-2028)	LDC1311	2024-2025	2024-08-28	2027-2028
Religious Studies Book of Mormon Part B 35	3 Credits (2022-2026)	LDC3130	2024-2025	2024-08-28	2025-2026
Religious Studies Doctrine and Covenants Part A 35	3 Credits (2019-2026)	LDC3566	2024-2025	2024-08-28	2025-2026

CUPE Memorandum of Agreement Summary

On June 5, 2024 the Board of Trustees of the Horizon School Division CUPE bargaining committee reached a Memorandum of Agreement (MOA) with CUPE, Local 3203. CUPE ratified the agreement on June 4, 2024. A summary of key changes to the collective agreement is listed below. The updated Collective Agreement will be posted on the Horizon website as soon as the MOA is incorporated into the current agreement language.

Benefits

- Articles 2, 4, and 20 has been altered so that eligibility for benefits has been expedited
 - E.g. probationary period has been reduced by 30 days
 - E.g. individuals hired after Sept 30 are not automatically temporary employees
 - E.g. prorated Benefits are now provided to eligible temporary employees

Filling vacancies

- Hiring practices will now consider date of application when weighting staff with the same seniority and qualifications.
- Vacancies posting are no longer required to be faxed to schools

Discipline

- Article 13 has been altered to address progressive discipline
 - E.g. defines steps in progressive discipline
 - E.g. employees have right to CUPE representation
 - E.g. employee may request to have disciplinary letter removed from employment file.

Vacation Pay

- increase after 25 yrs service

Leaves of Absence

- Unpaid personal leaves increased from 3 to 5

Wages

- Red circle when return after resignation
- September 1, 2023 market adjustment and February 1, 2024 2.75% increase

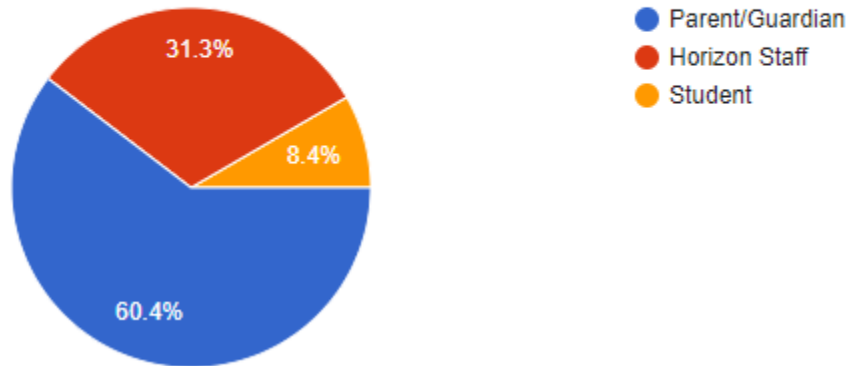
Duties

- Updated educational assistant duties

2025-2026 Draft Division Calendar Survey Results

Please identify

275 responses



27% WRM
14% MRR
14% BAR
10% DAF
9% DRH

60% prefer Option 2 – Sept start date

- Note: that this calendar option may require lengthening the school day for Vauxhall High School and W.R. Myers to achieve the required 1000 instructional hours.
 - Vauxhall High School's start time (M-F) may be 5 minutes earlier than normal.
 - W.R. Myers Friday dismissal may be 15 minutes later than normal. This would then lengthen all Taber Bussing cluster school's Friday dismissal time by 15 minutes due to bussing connections.

Comments

- As a teacher, I find it hard to get the students into the groove when starting before labour day and having short weeks for the first 2 weeks of the year.
- As a working parent, it is more convenient for me if my children return to school closer to the time I return to work in the school.
- As a Grade 12 diploma subject teacher with intensive course content, I would always prefer more instructional days rather than adding a few minutes to each day. More days helps makes the heavy course content more manageable for students.
- Neither option is great but starting in August is hard for kids and staff.

- It is ridiculous that school starts before the labor Day weekend. Also, way too many PD days. Do all the PD days at the end of the year and have the kids end school earlier
- I would like to switch to a 4 day schedule to help with not only travel costs but to improve mental/physical health by being able to attend appointments that could help me with these goals.
- Why can't we go back to full day Fridays to help make up the hours and days.
- September!!!!
- Any option that lengthens the school day is not worthwhile to most students who already dread coming to school. If anything students would wish for less time in school. This effect has been produced by negative peer groups which I have seen myself.
- If Barnwell students are affected by the 15 min bus delay at WR Myers. They won't be out of school until 4:00. But all activities in taber swimming lessons, gymnastics dance etc. start at 4 and would have a negative impact on those students. Also would make for an even longer day than those kids currently have.
- I feel this is beneficial with our demographic of kids in our area. A lot are helping on farms and this gives them a few extra days at home. Also this will be similar to the surrounding areas (Grasslands etc.) who start after the long weekend.
- Children still have summer holidays on the brain prior to the long weekend in September.
- It would be nice if it isn't such a challenging situation for the students and the school to have Sept. 2, 2025-2026 school year start date in my opinion.
- School should not start so early in August. Cornfest weekend is the highlight of the summer for most kids, they cannot enjoy the festival if they are in school.
- I think trying a student start after the Sept. long weekend is worth a try. I believe a number of parents would prefer this so let's try and see if it works.
- School should never start until after Labour Day weekend. I wish this was just a standard policy. Families are still in holiday mode & it's extremely stressful & annoying to return to school before the September long weekend. Let children experience a proper summer holiday. If that means some schools need to lengthen their day, I am in favour of that. I would prefer less random days off during the year in exchange for a full summer

- School year should follow solstice; in June, we belong sitting around a campfire, poking sticks in the embers at 10pm... not doing school work. LOL
- Starting after Sept long weekend would be fantastic!
- Why the heck do they get an option to start in September when everyone started in August
- Rather than lengthening every school day, would it be more feasible to add a few extra days for the high school students to get their instructional hours?
- I would vote for the earlier start date if it would let the kids out for the summer earlier. Both calendars have equal dates on Christmas break, it looks to me that the date they will be dismissed for summer is the same, so why would I vote for my kids to go back before Sept long weekend?
- Thank you for providing an after Labour Day school start option. I support it even if it means lengthening the Friday dismissal time. Our summers are so short. It feels like we are getting a whole extra week of summer by starting after Labour Day.
- An August start date allows for a soft start to the year.
- Cancel some PD days and start after the long weekend without lengthening days
- Change Easter break to the correct week.
- August really should be summer and not school. The broken schedule before sept long really wouldn't be well used time, but after the long weekend everyone would be done with summer plans are ready to jump right in
- Can we put more pd days Sept 27,28 and 29 and keep the length of the school days the same.
- Add pd days on Aug 26,28,29 instead of during the school year. That way we can start on Sept 2 and keep the school days the same length.
- Kids do better easing into the school year than full week right away
- Ease kids back in slowly better than full speed right away
- It doesn't make sense to start before the long weekend in any situation. Many people take this as their last chance to get away and many kids are missing. This is my answer whether it's the 25/26 year or any year - start after Labour Day
- Considering our context of rural farming families, a later student start may be more beneficial for families.
- I have always thought it to be stupid that we start before the long weekend then go back to school only to come back the next week and have a PD. Day. We should always be going back to school after the September long Weekend.
- There are many students who observe traditional Mennonite holidays such as Ascension Day and Pentecost. Perhaps it would be worthwhile considering doing PD on those days for those schools with heavy Mennonite populations.

- It is best to start Monday as the first day of school .
- Less long weekends during December and January and more in may
- I feel that option 2 is best, BUT there needs to be an option 3 so that break between classes is NOT shortened. I do not have any children in the 2 schools affected, but i believe that either day starts sooner and runs a bit later. I believe the kids will need that 5 minute break between class, and could be detrimental to their health without it. the start later is better for those high school kids with full time summer jobs and I believe younger kids will benefit from more holidays rather than a slower start to school.
- For working parents clusters of days off (PD days, etc) are better rather than a bunch of random days here and there. Even better if PD days can be planned immediately before/after STAT holidays. Easier to get grandparents to come for childcare or plan vacation during those times. Random Fridays or Mondays off are disruptive and difficult for childcare.

TENTATIVE Board Meeting Dates

DATE
Monday, August 26
Monday, September 23
Monday, October 28
Tuesday, November 26 (*Division Wide PD on the Monday)
Monday, January 27
Monday, February 24
Monday, March 31
Monday, March 28
Monday, May 26
Monday, June 23

Superintendents Progress Report

June 2024

The Superintendent Leadership Quality Standard:

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

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

Building Effective Relationships

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

Modelling Commitment to Professional Learning

- Enhancing leadership, teaching, and learning.

Visionary Leadership

- A preferred future.

Leading Learning

- Promotes shared responsibility for student success and continuous improvement.

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

- Establishing structures and providing the resources for schools.

School authority operations and resources

- Alignment with goals and priorities.

Supporting Effective Governance

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

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

- School and operational meetings and conversations regarding:
 - Year-end school off-campus excursions
 - human resource issues including student and staff concerns
 - WRM principal interviews
- Union Bargaining is now a regular operational component
 - CUPE bargaining – a tentative Memorandum of Agreement has been reached
 - June 22, 2024 the next round will commence
 - Teacher Employer Bargaining Association meeting
 - Central Bargaining with ATA is ongoing with local bargaining to follow later this fall.
- Alberta School Board Association (ASBA) Spring General Meeting
- 2023-2024 graduation ceremonies
- Staff retirement celebrations
- Div Off BBQ

A number of other regular activities, meetings, events, and professional learning activities were attended over the month. These include but are not limited to

- College of Alberta School Superintendent (CASS) provincial executive meeting
- Senior Administrative Leadership Team (SALT) meeting
- Administrator meeting
- Division Office staff meeting
- W.R. Myers modernization meetings



240624 Board Report

Associate Superintendent of Human Services

Human Services

- We successfully followed our Administrator/Teacher Staffing Process and remain in a phase of open competitions for teachers.
- At the time of writing this report, 24 teachers were offered a temporary or probationary position with Horizon School Division for the coming school year.
- We continue to hire support staff for the coming school year.
- The Horizon Induction Program (HIP) has its first meeting with the incoming new teachers on June 27.

Professional Development and Meetings

- I continue to meet with Principals to review their shortlists for teacher postings.
- I attended the HMAP Graduation on May 30, the Chamberlain Graduation on June 1, Barnwell's final band concert on June 3, the Indigenous Track and Field event in Enchant on June 4 and Dr. Hamman's Grade 5 Farewell on June 21.
- I participated in the CUPE Bargaining session on June 5.
- Five principals have met with me on two occasions to begin planning the administrators' Mental Health in Schools (MHIS) PD for the coming school year.
- Four principals met with Angela Miller, Collin Larsen and me to review and provide feedback on our Counselling model.

Clinical Team Leader (CLT)/FSLC/Wellness Coaches

- The CTL, Angela Miller, completed the final growth planning reviews with all Family School Liaison Counsellors.
- The CTL organized meetings in June for all the staff on the Family School Liaison Program team around what went well this year and goals for the 2024-2025 school year.
- Lorrin Ball, Masters in Counselling Psychology, was hired as our new FSLC for Hays, Enchant, Lomond and Warner.
- The CTL attended the regional Mental Health and Addictions Support Hub meeting with other Division counselling leads on May 31, 2024 and June 17, 2024, supported by Jodi Smith, Regional Coordinator, Southwest Collaborative Support Services. The meeting was to plan for our Headstrong Summit for the Fall and Threat Assessment updates.
- Josh Fuentes was hired for our Wellness Coach position at W.R. Myers High School and D.A. Ferguson Middle School.
- Kinlee Van Beers was hired as a casual summer student to help with our summer programming. This position goes from early July to Mid August. We will be hiring a second summer student to assist.
- There are two remaining opening positions in the Family Connections team and we continue to advertise for suitable candidates.
- Staff from the FSLP program are now taking referrals for summer programming as well as the annual back-to-school community backpack program.
- Summer programming will be a total of six weeks of camp that will run over the course of July and August with 5 weeks held in rural camps and 4 weeks in-town.
- In-town camps are being hosted in partnership with Taber Safe Haven.

- The community back to school backpack program is on track and FSLP team will be hosting the event on August 20th, 2024 at Central Elementary School. In order to receive a backpack, a referral must be submitted.
- The CTL and MHCB Program Manager as well as two Wellness Coaches volunteered to work at the casino Friday, Jun 7, 2024 from 7:00 pm - 4:00 am representing Directors for TCAPS. Funds from TCAPS help support our annual community backpack program.
- The CTL, Family Connections Program Manager and Associate Superintendent of Human Services held a focus group with a group of Principals to discuss what is going well with the Family School Liaison Program and what changes could be implemented. As a result, the FSLP team will work on an action plan for the 2024-2025 school year at the team retreat at the end of June.
- Our Headstrong wrap-up luncheon was held for 15 students who participated in the Fall Headstrong Summit to share their successes around reducing mental health stigma.

Celebrations:

The Family School Liaison Program Hosted its 7th Annual Ignite “Ur” Spark Fair in conjunction with Taber Agriplex. The event had 22 different vendors from Taber and local regions ranging from Taber Comets Cadets, Taber Youth Employment, and Alberta Corrections Services. The event was hosted on May 16th, 2024. The total number of total students who attended were 203.

Schools involved: WR Myers, D.A. Ferguson, Vauxhall High School, Horizon Map, Warner, Vauxhall Elementary, Hays, Barnwell, Ace Place.





Indigenous Learning

- Indigenous Liaison Report - Lisa Sowinski
 - Supporting students through clothing and food provisions, attending and contributing to Individual Support Plan (ISP) meetings, applications to post-secondary institutions and trades programs, creating resumes and cover letters, finding tutors, attending field trips, and participating in Travel Club.
 - Supporting schools with smudge kits, Land Acknowledgements, Professional Development (PD) workshops like Blanket Exercises, arranging for Elder visits, applying for grants, organizing and delivering Indigenous Kits and preparing vouchers for honorariums for Indigenous guests.
 - 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.
 - Attending Enchant’s Indigenous Track and Field Day and made fry bread, told stories, and answered questions.

Report completed by Karen Rancier, Associate Superintendent of Human Services



Associate Superintendent, Learner Services
Report to the Board of Trustees –June 24, 2024

Learner Services lead team members:

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

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- The coordinator of learner services and Instructional coach trained 16 teachers and educational assistants on implementing UFLI Foundations in their classrooms for the 2024-2025 school year. Many of the Educational Assistants are from our colony schools.
- The coordinator of learner services has been contacting families about Early Learning programming for the 2024-2025 school year.
- The Learner Services team has planned the Horizon Induction Program for the end of June to support our new teachers to Horizon with planning and assessment.
- The coordinator of learner services hosted an early learning educator meeting to celebrate this year's accomplishments for each of the programs, honouring the educators and celebrating the growth of the early learners.
- The Associate Superintendent and several teachers in the division who are piloting attended a webinar with Alberta Education on the new Social Studies Curriculum and what piloting will look like for teachers.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- The coordinator of learner services participated in collaborative response model training with learning support teachers and principals across the division.
- The coordinator of learner services attended early childhood support plan meetings with learning support teachers, principals, and parents to help students transition into the 2024-2025 school year.
- The coordinator of learner services supported the implementation of a WIAT test for a school that does not yet have a teacher trained in Level B testing to help determine student

programming.

- Instructional Coach has provided individualized training for teachers taking on new classes in the 2024-2025 school year.
- The Learner services team developed a workflow to manage Behaviour Support and consultations in the school division next year.

KEY ACTION AREA #3: K-12 Career Exploration

- In semester 2, students in the school division completed 40 RAP courses, up slightly from 33 in semester 1.
- We have 31 students who are active in the GREEN program. The Off-Campus teacher is setting a goal of having more than 40+ students for next year.
- Dual credit - semester 2 was very successful. All students passed their courses, with an overall average of 88.3%
- On the Careers front, we had 136 students matched with an internship over the school year, with just three students needing to be found. Horizon's success rate was unmatched in the province, and we were the only school division that surpassed our quota.
- Summer work experience is now the focus as we place and evaluate sites and work into July with our students.
- We officially had our first graduating student from Coaldale Fire Academy, who is a student at ACE Place. He started taking the Locally Developed Fire Course with the MD of Taber and then moved to Coaldale Fire Academy last year. (See Pictures Below)
- Aviation Day—a few of our students attended to explore various aviation careers. It was an excellent inaugural event. This is especially noteworthy as the theme of the event was "Women in Aviation," and one of our female Lomond School Gr 12 students will be starting the Aircraft Structures Technician program at SAIT in Fall 2024.
- Community Outreach Class Field Trip—DAF Gr 7/8 Students (Mon May 27)—The students had an opportunity to visit the Lethbridge Therapeutic Riding Association to explore equine and rec therapy with horses and learn about its benefits for various clients with physical, mental, and emotional challenges. The students also enjoyed meeting some of the horses!

LEADERSHIP PRACTICES

- The coordinator of learner services attended board meetings for South Region Parents as Teachers.
- The Associate Superintendent made many visits to the schools to celebrate with students and families the farewell celebrations, graduations, retirements and well wishes to staff for summer break.

TECHNOLOGY INFORMATION (Information will be shared as needed)

- The technology team has moved most staff to an authentication process through Microsoft that will enhance security and ease of access to the Horizon Network.
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2024 – 2025 Budget Press Release

At the May 28, 2024, Board meeting, the Board of Trustees of The Horizon School Division approved the operating budget for the 2024-2025 school year. An overall deficit of \$37,623 was reported. As a part of that deficit is a one-time remediation revenue of \$708,591. This is in relation to the Alberta Education funded demolition of Erle Rivers High School and the reclamation of identified hazardous materials which has generated a revenue item that is not usually presented in the Division's financial statement. Adjusting for this remediation presents an operating deficit of \$746,214 for the upcoming school year.

Alberta Education funding rates received no provincial increase for the 2024-2025 school year. Funding adjustments that were received resulted from changes in enrolment or how certain grants were allocated provincially. The Horizon School Division receives over 90% of its revenue directly from Alberta Education and that funding received a total increase of 1.9%. This is insufficient to offset escalating costs. Significant cost increases relate to support staff wages, health benefit rates, Canada Pension Plan, carbon tax, staff absenteeism and general inflation.

The board has approved a significant deficit to limit reductions in staffing and programming. The deficit will be covered by board reserves. The practice of having deficits is not sustainable. If funding does not rise to offset cost escalations, adjustments to operations will have to be made in future years.

The budget summary is as follows:

The Horizon School Division Comparative Budget for the year ending August 31							
				2024	2025	2024 % of Rev	2025 % of Rev
REVENUE							
Government of Alberta				49,802,936	51,402,065	96.6%	95.9%
Other Revenue				1,761,737	2,195,827	3.4%	4.1%
TOTAL REVENUES				51,564,673	53,597,892		
EXPENSES By Object							
Certificated Salaries				20,802,772	20,871,085	40.3%	38.9%
Certificated Benefits				4,842,373	5,025,535	9.4%	9.4%
Non-certificated salaries and wages				7,854,072	8,460,475	15.2%	15.8%
Non-certificated benefits				1,889,679	2,074,485	3.7%	3.9%
Total Compensation				35,388,896	36,431,580	68.6%	68.0%
Services, contracts and supplies				13,536,652	14,563,873	26.3%	27.2%
Amortization				2,690,508	2,640,062	5.2%	4.9%
TOTAL EXPENSES				51,616,056	53,635,515	100.1%	100.1%
Deficit				(51,383)	(37,623)		
Adjust for Remediation Revenue				-	(708,591)		
Adjusted Deficit				(51,383)	(746,214)		

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

Date: Wed, Jun 5, 2024 at 2:06 PM

Subject: News Release: Giving students a head start in Alberta's job market

Giving students a head start in Alberta's job market

June 05, 2024

Alberta's government is launching a new advisory group to strengthen career education opportunities for students.

Career education enables students to have hands-on, experiential learning experiences that can lead to rewarding career opportunities in Alberta's growing job market. Dual credit programming enables students to pursue career education by providing them with the opportunity to explore their career interests in a variety of industries and professions while earning high school and post-secondary credits at the same time.

With growing demand for experiential learning, Alberta's government is strengthening dual credit programming by advancing the recommendations of the Career Education Task Force to establish a new Dual Credit Review Advisory group. The advisory group will review dual credit programming and identify opportunities for enhancement to ensure that students are equipped with the skills and opportunities they need to pursue post-secondary education and careers after high school.

“Alberta's government is making sure every student has the opportunity to pursue their career interests and succeed in Alberta's dynamic job market. That's why we are continuing to strengthen dual credit programming. The advisory group's work will help more students prepare for careers in our growing and diversifying economy and fill much-needed positions across the province to further boost the economy.”

Demetrios Nicolaidis, Minister of Education

The new advisory group consists of representatives from school authorities across Alberta, industry, post-secondary institutions and career organizations. The members are from geographically diverse areas and represent various school authorities, including First Nations,

Métis and Inuit, collegiate schools and independent schools that are involved with or interested in dual credit programming.

“Dual credit learning is a transformative educational experience that empowers students with knowledge, skills and confidence for the transition from high school to higher education or skilled employment. Dual credit allows students to explore career options and jump-start their future.”

Bradey Thompson, principal and co-founder, Fusion Collegiate

“This advisory group will enhance the importance of hands-on experiential learning, that through dual credit, empowers high school students to explore interests, develop skills and earn credentials towards their pathway to journey person status.”

Matthew Lindberg, dean, School of Skilled Trades, NAIT

In addition to the advisory group, education partners and stakeholders, including school authorities and post-secondary institutions, will be invited to complete a targeted survey in June to provide input on Alberta’s current and future dual credit programming. Survey results, along with feedback from advisory group meetings, will be summarized in a report that will be released in the fall.

Albertans can view the full list of members online.

Quick facts

- As part of Budget 2024, Alberta’s government is investing \$4.45 million into dual credit grants for the 2024-25 school year to help attract young Albertans to in-demand careers.
- The Career Education Task Force was created in July 2022 and provided its final report to Alberta’s government in April 2023, which included a recommendation to review current dual credit programming and find opportunities for enhancement.
- The Dual Credit Review Advisory Group will meet to gather input on:
 - the dual credit funding model and programming;
 - accessibility, transportation and equipment barriers;
 - transferability between post-secondary institutions;
 - the role of collegiate schools in dual credit delivery;
 - course offerings and instructional models; and

- increasing access to off-campus education.
- In July 2023, the minister of education received a mandate letter from the Premier outlining a commitment to enhance dual credit grant programs and to make more funding available for new dual credit programming and equipment.

Related information

- [Dual Credit Review Advisory Group](#)
- [Career Education Task Force](#)

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

Date: Mon, Jun 10, 2024 at 11:32 AM

Subject: News Release: Alberta expands education relationship with Hesse, Germany

To: <wilco.tymensen@horizon.ab.ca>

Alberta expands education relationship with Hesse, Germany

June 10, 2024 [Media inquiries](#)

Alberta has entered an agreement with the state of Hesse, Germany, to explore new opportunities for collaboration and partnership within the two education systems.

Alberta's government is continuing to build upon the province's world-class education system by setting students up for success in the classroom and life after school. In Alberta, career education programming in enhanced dual credit, career and technology studies and collegiate school programming are available to students to help them develop practical skills and position them for success.

By collaborating with international jurisdictions to exchange knowledge about educational programming, Alberta's government is better positioning students to achieve academic success while increasing their competitiveness to pursue post-secondary studies and high-demand careers in Alberta's job market.



Minister of Education Demetrios Nicolaidis and Hesse's Minister of Education, Culture and Opportunity, Armin Schwarz, sign an MOU to expand the relationship between Hesse and Alberta.

On June 10, Minister of Education Demetrios Nicolaides and Hesse's Minister of Education, Culture and Opportunity, Armin Schwarz, signed a memorandum of understanding (MOU) to reaffirm a long-standing education exchange program for students, teachers and school administrators and promote partnerships between schools in both jurisdictions based on mutual interests and goals in language learning, career and technology studies and other areas of common interest.

“Alberta’s new MOU with our long-standing education partners in Hesse formalizes a desire to share knowledge and best practices. We will continue our existing cultural and linguistic exchanges, while exploring opportunities to add technical and vocational exchanges as well. I’m confident that by working together and exploring mutually beneficial opportunities, we can help our students reach their full potential.”

Demetrios Nicolaides, Minister of Education

“We are pleased to continue our exchange programmes for students and teachers with our partner province of Alberta. The partnership is very important to us. It's about getting even closer on both sides, learning from each other, gaining further understanding and also regularly exchanging information about our education systems. This is a great opportunity for our young people in particular.”

Armin Schwarz, Minister of Education, Culture and Opportunity, Hesse, Germany

Alberta and Hesse officials will use this agreement to formalize regular connections, strengthen existing partnerships and promote collaboration that will strengthen the education systems of the two jurisdictions. The MOU will also support students and educational partners and staff who participate in bilingual and multicultural education programs.

The MOU will be in effect for five years and with an opportunity to renew.

Quick facts

- Alberta hosted an education delegation from Hesse that included the Hesse Minister of Education and a group of parliamentarians in 2022.
 - The Hesse delegation signalled a desire to formalize co-operation between the two jurisdictions.
- In 2023, Alberta hosted a delegation of German education ministers.

- Alberta's Minister of Education was invited to visit Germany by education ministers in the delegation.

Related information

- [Student and educator exchange programs](#)
- [International education partnerships](#)

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

Date: Mon, Jun 17, 2024 at 1:12 PM

Subject: News Release: Limiting distractions in Alberta's classrooms

Limiting distractions in Alberta's classrooms

June 17, 2024

To safeguard student mental health and reduce distractions, new standards will limit the use of personal mobile devices in classrooms and social media on school networks.

Personal mobile devices and social media are becoming more present in all aspects of life and Alberta's classrooms are no exception. While these can be useful tools to support learning, feedback from more than 68,000 parents, teachers, education partners and students, identified that personal mobile devices and social media can negatively impact student achievement and mental well-being.

Based on that feedback, Alberta's government is establishing standards that will be implemented by September 1 to ensure personal mobile devices and social media do not disrupt learning.

"Parents, teachers, students and our education partners were clear that the use of personal mobile devices and social media in the classroom was of concern. We're taking a measured approach to protect students by restricting the use of personal mobile devices during instructional time to reduce distractions and bullying, maximize learning time and support student mental health."

Demetrios Nicolaidis, Minister of Education

The new standards on personal mobile devices will establish restrictions, enforcement procedures and exceptions for Alberta's K-12 public, separate, francophone, public charter, independent school authorities and early childhood services operators. Exceptions will be made provincewide for students using mobile devices for health and medical needs, to support specialized learning needs and for educational purposes.

"The College of Alberta School Superintendents supports Alberta's initiative to promote the safety and well-being of students by setting standards regarding the use of personal mobile devices and social media at school. Respecting the flexibility of school authorities to meet the

unique learning needs of students within a regulatory framework is practical and greatly appreciated.”

Dr. Andrea Holowka, president, College of Alberta School Superintendents

“The ATA is pleased to see that the government’s direction reflects ATA policy in keeping students focused on their learning while balancing situations when technology can be used to meet medical and learning needs or outcomes. Teachers and school leaders look forward to having the support of government and school boards as they implement this new policy.”

Jason Schilling, president, Alberta Teachers Association

“Prioritizing student learning and mental health is vital to education stakeholders. Standards for mobile device use during instructional time, which acknowledge exceptions and school authority autonomy, will ensure a focus on learning. ASCA encourages school authorities to consult with school councils and parent communities when developing or refining implementation policies.”

Kerry Bodell, president, Alberta School Councils Association

“I am pleased to see Alberta’s government move forward with limitations to the use of personal mobile devices and social media in schools. Research is showing us ways that they can negatively influence student success and mental health. This initiative will support schools in addressing those areas of concern and help our students get the most out of their education.”

Dr. Michael Boyes, developmental psychologist, Department of Psychology, University of Calgary

School authorities will implement locally developed policies and procedures for the use of personal mobile devices and social media in their schools. These policies and procedures must reflect provincial standards but will still allow areas of autonomy and flexibility to meet the unique needs of the communities and students they serve.

School authorities will share details on their policies and rules with parents and guardians over the coming weeks and months.

“We are pleased to see the government take measures to address the issues of technology use in the classroom. There are appropriate uses for technology in schools; however, there are also a variety of negatives that come with it. This is why our Board has a policy to require all of our

schools to have a plan for the safe and effective use of a personal communication device while at school.”

Irene Gibbons, board chair, Sturgeon School Division

“AISCA welcomes the focus on student mental health and reducing distractions in classrooms. We look forward to collaborating with the government for a smooth implementation of the new standards.”

Abraham Abougouche, board president, Association of Independent Schools and Colleges in Alberta

Quick facts

- Alberta school authorities currently have the autonomy to set their own policy on how students use cellphones in schools. Policies vary widely across the province.
- In recent years, Ontario, Quebec and British Columbia have all announced provincewide restrictions or bans on cellphone use in schools, with certain exceptions in place.
- Alberta Education engaged with students, parents and education partners.
 - A survey for parents and school stakeholders received more than 68,000 responses. Almost 90 per cent of respondents shared concern over student cellphone use at school.
 - Diverse education stakeholders took part in two virtual engagement sessions.

Related information

- [Cellphone use in schools engagement](#)