

Regular Board Meeting Agenda – 11:00a.m.

MONDAY, AUGUST 26th, 2024

Acknowledgement of the Land

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

A – ACTION ITEMS

A.1 Agenda	ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4 ENCLOSURE 5 ENCLOSURE 6 ENCLOSURE 7
A.2 Minutes of Regular Board Meeting held Monday, June 24 th , 2024	
A.3 Minutes of Special Board Meeting held Tuesday, July 16, 2024	
A.4 August 2024 Payment of Accounts	
A.5 First Reading Policy FD – Disposition of Property	
A.6 First Reading Policy FL – School Closures	
A.7 First Reading Policy GCAA – Central Office Administrators	
A.8 First Reading Policy II – Student Awards	

D – DISCUSSION ITEMS

D.1 February 24, 2025 Board Meeting date – move	
D.2 Administrator Meetings (September/October) – Board representation	
D.3 ASBA Fall General Meeting (November 17-19, 2024) - attending	

I – INFORMATION ITEMS

I.1 Superintendent’s Report – Dr. Wilco Tymensen	
I.2 Trustee/Committee Report	
I.2.1 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	

C - CORRESPONDENCE

C.1 News Release: Enhancing post-secondary learning in Lethbridge	ENCLOSURE 8
C.2 Alberta News: Supporting Alberta’ youngest students	
C.3 Alberta News: More support for Albertas growing education system	

Board will move into Committee

DATES TO REMEMBER

• 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 18 – ASBA Zone 6 Meeting
• September 20 – Colony Teachers’ Meeting
• September 23 – Board Meeting
• September 30 – Indigenous People’s Day – No School/Division Office Closed
• October 3-4 – SIVA Training
• October 8 – Admin. Meeting
• October 14 – Stat Holiday - Thanksgiving
• October 16 – ASBA Zone 6 Meeting
• October 17 – COSC (Council of School Council’s Meeting)
• October 18 – Policy Committee Meeting – 8:20 – 11:30
• October 28 – Board/Organizational Meeting

Horizon School Division



6302 – 56 Street Taber, Alberta T1G 1Z9
 Phone: (403) 223-3547 1-800-215-2398 FAX: (403) 223-2999
www.horizon.ab.ca

The Board of Trustees of Horizon School Division held its Regular Board meeting on Monday, June 24th, 2024, beginning at 1:00 p.m.

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

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

REGRETS: Mandy Court, Trustee
 Phil Johansen, Associate Superintendent of Finance & Operations

VIA ZOOM Heather Cameron, Taber Times

ACTION ITEMS

A.1	Moved by Blair Lowry that the Board approve the agenda as presented. Carried Unanimously	AGENDA APPROVED 69/24
A.2	Moved by Jennifer Crowson that the Board approve the Minutes of the Regular Board Meeting held Monday, May 28 th , 2024, as provided by Enclosure #1 of the agenda. Carried Unanimously	BOARD MEETING MINUTES APPROVED 70/24
A.3	Moved by Bruce Francis that the Board approve the June 2024 Payment of Accounts in the amount of \$4,951,232.03 as provided in Enclosure #2 of the agenda. Carried Unanimously	PAYMENT OF ACCOUNTS APPROVED 71/24
A.4	Moved by Derek Baron that the Board approve the renewal of the Locally Developed Courses as provided in Enclosure #3 of the agenda. Carried Unanimously	LOCALLY DEVELOPED COURSES APPROVED 72/24
	Moved by Maxwell Holst that the Board approve the renewal of the Locally Developed Courses Course, Stained Glass 15, 25 & 35. Carried Unanimously	LOCALLY DEVELOPED COURSES APPROVED 73/24

A.5	<p>Moved by Maxwell Holst that the Board approved the CUPE Memorandum of Agreement.</p> <p style="text-align: right;">Carried Unanimously</p>	<p>CUPE MEMORANDUM OF AGREEMENT APPROVED 74/24</p>
A.6	<p>Moved by Bruce Francis that the Board approve the 2025-2026 Jurisdiction Calendar Option 1.</p> <p style="text-align: right;">Carried Unanimously</p>	<p>2025-2026 JURISDICTION CALENDAR OPTION 1 APPROVED 75/24</p>
A.7	<p>Moved by Derek Baron that the Board approve amendments to Policy IGB – Personal Digital Devices to align with Ministerial Order (#014/2024).</p> <p style="text-align: right;">Carried Unanimously</p>	<p>MODIFICATIONS TO POLICY IGB APPROVED 76/24</p>

DISCUSSION ITEMS

D.1 BOARD MEETING DATES (DRAFT)

The Board discussed the 2024-2025 meeting dates as outlined in the agenda.

INFORMATION ITEMS

I.1 SUPERINTENDENT’S REPORT

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

I.2 TRUSTEE/COMMITTEE REPORT

I.2.1 ASBA Zone 6 Report

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

- Reports given by the Zone 6 Board with highlights:
 - Dual Credit Review Advisory Group sending out a survey this fall
 - AI Committee hopes to finalize AI Policy Guidelines
 - Board Chairs meeting end of September
- Edwin Parr review

I.2.2 Administrator’s Meeting Report

Derek Baron, Trustee provided a summary of the June 2024 Administrator’s Meeting:

- Celebrations
- Human Services update:
 - Deanna Riddell hired as Human Services Coordinator Assistant
- Counseling Update
- Personal Digital Devices Policy discussed
- CUPE MOA – highlighted significant changes
- 2025 Administrative Symposium discussed
- Educational Assistant learning pilot discussed
- On-line Self-Declaration forms

- Horizon athletics update

I.2.3 Facilities Meeting Report

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

- Milk River Capital Project
 - Anticipated completion date by the end of November 2024
- W.R. Myers/D.A. Ferguson Modernization Phase 2
 - Bi-monthly meetings being held – planning stage
- Lomond School Caretaking Tender
- VAB Facilities discussion
- W.R. Myers/Central School Bus Loop parking Lines
- Enchant Barrier Free Washroom/Change Room
- Vape Sensors in schools
 - Motion passed in February to install sensors in schools

I.3 ASSOCIATE SUPERINTENDENT OF FINANCE AND OPERATIONS

- Philip Johansen, Associate Superintendent of Finance and Operations shared the following June summary.
 - Not available

I.4 ASSOCIATE SUPERINTENDENT OF HUMAN SERVICES REPORT

- View Karen Rancier, Associate Superintendent of Human Services' June 2024 Report [here](#).
 - Karen shared her appreciation to the Board, Superintendent and Sr. Administration for their support over the past year.

I.5 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

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

CORRESPONDENCE

- No discussion came from the correspondence.

Moved by Maxwell Holst that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

77/24

COMMITTEE ITEMS

Moved by Blair Lowry that the Board meet in Committee.

Carried Unanimously

COMMITTEE

78/24

Moved by Bruce Francis that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

79/24

Marie Logan, Chair

Sheila Laqua, Executive Secretary

HORIZON SCHOOL DIVISION



6302 – 56 Street Taber, Alberta T1G 1Z9
Phone: (403) 223-3547 1-800-215-2398 FAX: (403) 223-2999

The Board of Trustees of Horizon School Division held a Special Board Meeting on Tuesday, July 16, 2024 beginning at 9:35 a.m.

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

Waiver of Notice of Special Meeting and Special Meeting Agenda Attached

A.1	Moved by Maxwell Holst that the Board approve the Special Meeting Agenda as contained in the Waiver of Notice of Special Meeting Carried Unanimously	AGENDA APPROVED 80/24
A.2	Moved by Bruce Francis that the Board of Trustees accept the Lomond School Caretaking Tender from Johan and Helena Thiessen from Sept. 1, 2024 to June 30, 2026. Carried Unanimously	ADVANCED VOTE APPROVED 81/24
A.3	Moved by Derek Baron that the meeting adjourn Carried Unanimously	MEETING ADJOURNED 82/24

PAYMENT OF ACCOUNTS REPORT
Board Meeting - August 26, 2024

Canadian Money Order	June 18/24		18225
General	June 25/24		608382.78
General	July 2/24		1491547.13
General	July 9/24		384341.90
General	July 16/24		480501.68
General	July 23/24		110254.28
General	July 29/24		1231094.92
General	July 30/24		26240.64
General	August 6/24		110396.42
General	August 13/24		155928.02
General	August 20/24		88090.95
U.S.	August 20/24		9003.49
"A" Payroll	June 2024	Teachers	2,072,113.60
		Support	667,103.18
"B" Payroll	June 2024	Support	50,668.22
		Casual	46,828.34
"A" Payroll	July 2024	Teachers	1,504,256.64
		Support	704,379.55
"B" Payroll	July 2024	Subs	4,059.17
		Casual	20,206.83
Total Accounts			9,783,622.74
Board Chair _____			
PJ:dd			
August 20, 2024			

HORIZON SCHOOL DIVISION

POLICY HANDBOOK

Policy Code:	FD
Policy Title:	Disposal of Division Property
Cross Reference:	<u>FL School Closure, Education Act S.192, 201, Municipal Governance Act, S.666-673, Real Property Governance Act, Disposition of Property Regulation-Disposition of Property Regulation 3/2001</u>
Legal Reference:	
Adoption Date:	December 18, 1996
Amendment or Re-affirmation Date:	September 29, 2009 November 30, 2017 November 25, 2019

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SHALL FOLLOW THE PROCEDURES OF THIS POLICY WHEN DISPOSING OF SURPLUS, UNSERVICEABLE, AND/OR OBSOLETE REAL OR PERSONAL PROPERTY BELONGING TO THE SCHOOL DIVISION.

DEFINITIONS

Personal Property means property other than Real Property that is movable, including furniture and equipment that is not affixed to a building, vehicles, etc.; whose ownership belongs to the Division.

Real Property means :

any land, buildings or structures owned or leased, in whole or in part, by the Board, and includes any interest in land, buildings or structures held by the Board including school reserve.

~~Permanent and immovable property such as land or a building or an object that has become permanently affixed to land or a building.~~

School Reserve is a~~Personal Property:~~

~~Property other than Real Property that is movable, including furniture and equipment that is not an affixed to a building, vehicles, etc.; whose ownership belongs to the Division.~~

~~s defined in Division 8 of the Municipal Government Act. Obsolete/unserviceable:~~

~~to classify items including equipment, furniture and books as obsolete and/or unserviceable individuals must seek the opinion and approval of the Superintendent of Finance and Operations or designate with regard to whether the items can no longer be kept in service without excessive repair costs, or changing conditions or programs make them unsuitable for further use.~~

GUIDELINES

1. The sale of all real and personal property will comply with:

1.1. the Real Property Governance Act, the Disposition of Property Regulation, the Municipal Government Act, and board policy in the case of real property; and

1.2. Board policy in the case of personal property.

2. Where the board no longer uses any real property for any specific program, or determines any real property to be surplus, the Board, prior to any sale, disposition or transfer of the real property to any other person,
 - 2.1. shall notify the Minister about the real property, and
 - 2.2. must offer to transfer the real property to the Department of Infrastructure at net book value according to the terms, conditions and manner specified by the Minister.
3. If an offer to transfer is made under 2.2 the Department of Infrastructure shall assess whether the real property should be repurposed or disposed of by the Minister.
- ~~1. When personal property is surplus to the needs of one school/facility, the division will endeavor to extend its usefulness through internal transfer of the item(s) prior to the final disposition.~~
- ~~2. Every attempt shall be made to dispose of surplus property at "fair market value."~~
- ~~2.1. Where property has no "fair market value" it shall be disposed of in the most efficient and cost effective manner.~~
- ~~3. No Horizon owned material or equipment may be directly sold or disposed of by any school, or the maintenance department because~~
- ~~3.1. all goods that are purchased or received as donations by a school/jurisdiction are the legal property or responsibility of the Horizon Board of Trustees; and~~
 - ~~3.2. the authority to dispose of these items is vested in the Superintendent of Finance and Operations or designate.~~

Policy FD: Disposal of Division Property – Cont'd

4. After an assessment is made under 3, the Minister shall review the assessment and, if the Minister considers it proper,
 - 4.1. the Minister may take necessary steps for transferring the real property from the Board to the Department of Infrastructure, and
 - 4.2. the Board shall transfer the real property to the Department of Infrastructure in accordance with the terms, conditions and manner specified by the Minister.
5. If, after reviewing the assessment under 4, the Minister decides not to accept the offer to transfer made under 2.2, the Minister shall notify the Board that the Department of Infrastructure will not acquire the real property.
6. The Board shall not offer for sale, sell, dispose of or otherwise transfer to any other person any real property referred to in this section, unless and until,
 - 6.1. the Minister is notified under 2.1, and
 - 6.2. the Board is notified under 5.
7. Some of the guidelines above may not apply to the following real property as per legislation:
 - 7.1. land used for grazing leases or access to grazing leases under the Public Lands Act;
 - 7.2. land provided for affordable accommodation under the Alberta Housing Act with respect to single family accommodation with a caveated interest within the meaning of the Land Titles Act;
 - 7.3. land designated as a contaminated site under the Environmental Protection and Enhancement Act; and
 - 7.4. any other land identified by the Minister in the regulations.
8. The Board shall consider negotiating a right of first refusal option in the sale of any real property. Such right shall provide that the Board will have first option to purchase back the property if it is ever offered for sale by the owner.
9. To classify personal property as surplus, unserviceable, or obsolete individuals must seek approval of the Superintendent of Finance and Operations or designate, prior to sale, disposition, or transfer.
 - 9.1. When personal property is surplus to the needs of one school/facility, the division will endeavor to extend its usefulness through internal transfer of the item(s) prior to sale, disposition, or transfer to any other person.
10. No Horizon owned personal property may be sold, disposed of, or transferred to another person by any employee, school, or the maintenance department because:
 - 10.1. all goods that are purchased or received by a school/jurisdiction are the legal property or responsibility of the Horizon Board of Trustees, and
 - 10.2. the authority to dispose of these items is vested in the Superintendent of Finance and Operations or designate.

~~4. The sale of all property will comply with the Disposition of Property Regulation.~~

11. Every attempt shall be made to dispose of personal property at “fair market value”.

11.1. Where personal property has no “fair market value” it shall be disposed of in the most efficient and cost-effective manner. The Board shall consider negotiating a right of first refusal option in the sale of any real property. Such right shall provide that the Board will have first option to purchase back the property if it is ever offered for sale by the owner

~~5.~~

REGULATIONS

1. If the Board cannot identify a use for surplus real property in the foreseeable future, and having considered deferred maintenance, real property condition, and other costs of ownership, determines that it is in the Division’s best interest to dispose of the real property, the Board may declare the real property to be permanently surplus.

1.1. Permanently surplus real property may be leased, provided the Board is relieved of any of its obligations under the lease agreement upon sale or disposition of the surplus real property, and provided the Board retains a termination clause in the event of sale, demolition, or other disposal of the real property.

1.2. Permanently surplus real property may be sold or otherwise disposed of subject to Board approval, provincial legislation, and applicable Joint Use Agreement.

~~1.2.~~ The disposition/sale of real property over \$50,000 and personal property that has a value of more than \$10,000 shall be undertaken by the Associate Superintendent – Finance and Operations ~~subject to Alberta Disposition of Property Regulation.~~

~~2.3.~~ The following steps will be followed in disposing of real property that has a value of less than \$50,000:

~~2.1.3.1.~~ Sale will be conducted by the Associate Superintendent – Finance and Operations;

~~2.2.3.2.~~ At least two or more current independent appraisals of the market value of the property is required;

~~2.3.3.3.~~ Property must be sold via public tenders, a public auction, real estate broker, or any other method with Minister approval;

~~2.4.3.4.~~ The disposal of the real property must be advertised for a minimum of 10 business days in any manner that is commercially reasonable and likely to be seen by the community members and potential buyers; and-

~~2.5.3.5.~~ The board may only sell property if the bid, tender, or offer is reasonable, in the opinion of the board with regard to the appraisals it received.

2.5.1.3.5.1. In regard to real property, the Minister approves the sale after the bid, tender, or offer is received.

Policy FD: Disposal of Division Property – Cont'd

~~3.4.~~ Personal property that has a value of less than \$10,000.00 may be disposed of/~~sold~~ in consultation with the Associate Superintendent – Finance and Operations and with final approval of the Associate Superintendent – Finance and Operations. The following steps will be taken by the school administrator, department manager/supervisor/coordinator to dispose of personal property.:

~~3.1.~~ 4.1. If under \$1,000.00 estimated value:

~~3.1.1.~~

~~3.1.1.1.~~ 4.1.1. aA process for sale or disposition of the personal property, and the finalization of transactions, shall be determined in consultation with the Associate Superintendent – Finance and Operations.

~~3.1.1.1.~~

~~3.1.1.1.1.~~ 4.1.1.1. Books classified as obsolete/unserviceable may be donated to charitable organizations or disposed of through recyclers to the maximum extent possible.

~~3.1.1.1.1.~~

~~3.1.1.2.~~ 4.1.1.2. Equipment and furniture classified as obsolete/unserviceable shall be disposed of in as efficient, practical and environmentally friendly manner as possible.

~~3.2.~~ 4.2. If estimated value is between \$1,000.00 and \$10,000:

~~3.2.1.~~

~~3.2.1.1.~~ 4.2.1. sSeek and obtain approval of the Associate Superintendent – Finance and Operations to dispose/~~sell~~;

~~3.2.1.1.~~

~~3.2.2.~~ 4.2.2. aAdvertise within the Division the item(s) for transfer, disposal stating the estimated value;

~~3.2.2.~~

~~3.2.3.~~ 4.2.3. iIf not transferred, disposed of within the Division, advertise publicly requests for sealed tenders or arrange for a public auction;

~~3.2.3.~~

~~3.2.4.~~ 4.2.4. hHighest bid need not necessarily be accepted or if auctioned, reserve bid may be established;

~~3.2.4.~~

~~3.2.5.~~ 4.2.5. cCredit of the funds obtained through the transfer, disposition will be determined in conjunction with the Associate Superintendent – Finance and Operations; and;

~~3.2.5.~~

~~3.2.6.~~ 4.2.6. sSeek permission of the Associate Superintendent – Finance and Operations to finalize dispositional/sale.

~~4.5.~~ 4.5. Revenues generated from the ~~sale or disposition at or division of~~ n-real property and personal property over \$10,000 shall be returned to the Capital Reserve Account.

~~4.1.5.1.~~ 4.1.5.1. Revenues generated from the sale or disposal or ~~division~~-personal property with a value less than \$10,000 shall be credited to the school/facility via their decentralized account.

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code: FL
Policy Title: School Closure
Cross Reference: BBA, FD
Legal Reference: Education Act, S.10, 62, & 192, —, Real Property —
—Governance Act,
Disposition of
Disposition of Property
Regulation
Adoption Date: December 18, 1996
Amendment or Re-
affirmation Date: Apr. 17/08

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT UNDER SPECIFIC-CERTAIN CONDITIONS IT MAY BE NECESSARY TO PERMANENTLY OR TEMPORARILY CLOSE -A SCHOOL, OR A PORTION OF A SCHOOL TRANSFER STUDENTS FROM ONE SCHOOL BUILDING TO ANOTHER SCHOOL BUILDING. WHEN SUCH CONDITIONS OCCUR, THE BOARD SHALL FOLLOW CAREFULLY THE GUIDELINES AND PROCEDURES OUTLINED BELOW.

DEFINITIONS**DEFINITIONS School closure is defined as:**

School closure means closing, for a period exceeding twelve (12) consecutive months, a school or school building for the purposes of providing educational programming to students. For greater clarity, this policy does not apply to the following decisions:

1. the closure of a school due to emergency, health, or safety reasons;
2. designation or re-designation of students to a school pursuant to section 10 of the Education Act; and/or
3. The closure of a school for renovations, modernizations or major maintenance if the Board intends to reopen the building upon completion of repairs, renovations or major maintenance.
 - (a) Closing an entire school, permanently or for a specified period of time;
 - (b) Closing entirely 3 consecutive grades in an elementary school;
 - (c) Closing the entire junior high school program or the entire senior high program in any school;
 - (d) Transfer all students from one school to another or more other schools.

GUIDELINES

1. This policy does not necessarily apply where the Minister directs a board to dispose of a school building pursuant to section 192 of the Education Act.

2. The board may, pursuant to section 62 of the Education Act and only by resolution, permanently or temporarily,

2.1. close a school, or

2.2. transfer students from one school building to another school building.

3. The Board will fulfill its fiduciary duties, and act consistent with the board's values and beliefs, when making decisions regarding school closures and student transfers.

~~1. The Board will make every effort to keep all schools open in the jurisdiction. However, the Board may consider closure of a school or a division within a school (i.e., primary, upper elementary, junior high, senior high) when any one or more of the following conditions exist.~~

~~1.1. Student enrolments as of September 30 in the current school year or projected school enrolments for the forthcoming school year cause school budget allocations to be insufficient to maintain a quality educational environment for students;~~

~~1.2. The cost of keeping the school in operable condition or restoring it to operable condition is unreasonably high; or~~

~~1.3. Keeping the school open poses a threat to the health or welfare of students, staff or the public.~~

~~2. A review of the possible closure of a school or division within a school may be initiated by either one of the following groups:~~

~~2.1. The Board of Trustees, after recommendation by the Superintendent of Schools; or~~

~~2.2. The School Council, in consultation with the School Principal.~~

Policy FL - *School Closure, Cont'd.*

4. The board may opt to explore school closure or student transfers upon a formal board motion. Such a motion may be made by a trustee upon:
 - 4.1. a trustee's individual decision to make such a motion;
 - 4.2. a recommendation from the Superintendent of Schools; or
 - 4.3. a recommendation from the School Council.
 - 4.3.1. See Appendix A for recommended school council procedure to make a recommendation.
5. The process to permanently close a school must provide for:
 - 5.1. adequate opportunity for the public to respond to the board's proposal to permanently close a school;
 - 5.2. a process by which the board shall fairly consider responses provided under 5.1;
 - 5.3. consideration of future growth or decline in student enrolment; and
 - 5.4. consideration of possible alternative educational or community uses for all or part of the school building.
6. The disposition of a school once closed shall be as per policy FD: Disposition of Division Property.

REGULATIONS

1. When the board is considering an action referred to in guideline 2, the board shall,
 - 1.1. consider and make a decision on a proposed school closure or transfer of students from one school to another over two public meetings of the Board. At the first meeting the Board shall consider a resolution to commence public input into the proposed closure or transfer process; and
 - 1.2. shall not make the final decision to close a school, or transfer students until after the Board has provided an opportunity for public input and has given fair consideration to the public's input.
2. The Board shall provide a minimum of 60 calendar days for public input before making a final decision. The period for public input commences the day after the first public Board meeting at which a motion is passed in support of considering the proposed school closure or student transfer.
3. The Board may shorten the period for public input, including timelines for written input, if the Board is satisfied that there is a pressing need for a shorter time-period.
 - 3.1. A decision to shorten the 60-day period must be made by motion at a public meeting of the Board.
4. If the Board passes a motion to commence the public input process, the Board shall in writing, notify
 - 4.1. the parents of every student enrolled in the school, and
 - 4.2. any other person, municipality or community organization as determined by the board.

~~Where deemed necessary, a public meeting may be called to discuss the implications~~ ~~with all~~

Policy FL - *School Closure, Cont'd.*

the residents of the community.

5. Such notice shall include:

5.1. where individuals can access information about the proposed school closure and/or student transfer;

5.2. process, method and timelines, for parents and other interested persons to provide written responses into the proposed decision;

5.2.1. All written input must be received at least seven (7) calendar days prior to the date and time that the Board will deliberate and debate its decision to close a school and/or transfer students.

5.3. the date and time of the meeting of the Board of Trustees where the matter will be deliberated; and

5.4. any other information that the Board believes is relevant in the circumstances.

6. The Board shall at minimum engage in the following:

~~2.3.— After careful discussion of alternative programs, possibility of local supplementary funding, and any other important consideration, the School Council shall recommend to the Board the action they feel should be taken for the coming year.~~

~~2.4.— If it appears the majority of the group attending the meeting favor school closure, the Board shall proceed to survey all residents living in the attendance area of the school, and if the majority are in favor, the Board shall proceed with school closure initiation.~~

~~3.— The Board may at any time determine not to proceed with school closure. However, following the review of the above information, if the decision of the Board is to proceed with closure, the following procedures shall be followed.~~

REGULATIONS

~~1.— A notice of motion shall be made at a regular meeting of the Board indicating the school or school program which is being considered for closure.~~

6.1. organize and convene a public meeting for the purpose of allowing public input into the decision;

6.1.1. The entire Board shall endeavour to be present at the public meeting

6.1.2. The date, time and place of the public input meeting will be advertised through a variety of methods. This will include sharing information with parents of students in the affected schools, school councils, employees, and by posting information on the Division and school websites, and by any other means that are likely to bring the matter to the attention of affected persons or groups as determined by the Board.

6.1.3. The public meeting will include:

6.1.3.1. a presentation setting out the rationale for the proposed closure and/or student

transfer, including the pertinent facts and information, set out in the report prepared in support of the proposed closure and/or student transfer; and

6.1.3.2. sharing information on the timing of the proposed closure and/or transfer, the accommodation plan for students affected by the closure and/or transfer, and information about possible future uses of the school building; and

6.1.3.3. a means for the attendees to offer comment and questions.

~~3.1. The notice of motion shall set out the following:~~

~~3.1.1. The effect on the attendance area for that school and other schools is;~~

~~3.1.2. The number of students who would need to be relocated;~~

~~3.1.3. Transportation needs and implications;~~

~~3.1.4. The location and suitability of alternate school accommodations for the student involved;~~

~~3.1.5. Future enrolment projections for the school;~~

~~3.1.6. The impact on the community;~~

~~3.1.7. The educational and financial impact of the closing of school, including the effect on operational costs, outstanding debentures and the capital implications;~~

~~3.1.8. The financial and educational impact of not closing the school;~~

~~3.1.9. The implications for the students and staff, both those in the receiving school as well as those who will be transferred;~~

~~3.1.10. Program implications for other schools and for the students when they are attending other schools and financial implications for the receiving school;~~

~~3.1.11. Capital needs at schools that may have increased enrollment as a result of the closure.~~

~~3.1.12. The proposed disposal of the school, if entire school is closed.~~

~~1.1. Within seven days of the notice of motion, the Board shall notify the parents or guardians of each child affected by the closure, as well as all staff members that the Board is considering the closure of the school or school program and outline all the considerations set out in the notice of motion.~~

~~2. The Board shall organize and convene a public meeting for the purpose of discussing the possible closure, its implications for the students and for the school division, possible implementation plans and possible alternatives. If required, further meetings may be held.~~

~~3. The date and place of the meeting shall be:~~

~~4.1. Posted in five or more conspicuous places in the area or areas of the school or schools affected by the closure for a period of at least two weeks prior to the date of the public meeting, and~~

~~4.2. Published in a newspaper circulating within the area or areas of the school or schools affected by the closure once a week for at least two weeks prior to the date of the public meeting.~~

7. When considering school closures and/or transfer of students to another school, the board should consider a variety of factors such as:

7.1. Current student enrolment;

7.2. Considerations of future growth or decline in student enrollment;

7.3. The impact on educational programing offered to students;

Policy FL - *School Closure, Cont'd.*

7.4. The impact on attendance areas, transportation services, and the proximity of receiving schools;

7.5. Community, parent, student, and staff feedback;

7.6. Facility condition and the impact, if any, on the Division's long-term capital plan.

7.7. consideration of possible alternative educational or community uses for all or part the school building; and

7.8. Financial considerations including community financial contributions, cost savings, and future disposition;

~~4. A quorum of the Board shall be in attendance at this meeting.~~

~~5. The Board shall ensure that minutes of this meeting and all other public meetings held relating to school closure are prepared.~~

~~6. After the public meeting, concerned electors shall be allowed 21 days to present responses in writing to the Notice of Motion, indicating preferred alternatives. Such responses shall be presented to the Superintendent and the party or parties may elect to present their own responses verbally at the next Board meeting or to have the Superintendent present the written response.~~

~~7. The Board shall give the Council of the Municipality in which the school is located an opportunity to provide a statement on the effect the closure may have on the community.~~

~~8. After accepting all responses and having carefully followed the procedures outlined above, the Board may then debate and vote on the motion.~~

~~9. If the vote is in the affirmative, the Board shall proceed immediately to notify the Minister of Learning in writing of the decision and proceed with closure as outlined in the motions.~~

8. Where the board decides to close a school permanently, the board shall notify the Minister in writing forthwith and include

8.1. the name of the school, and

8.2. the effective date of the closure.

9. The Board will notify parents of students in the school, affected staff, municipality and/or community groups of the decision, where in the opinion of the Board that municipality or community group warrants knowledge of the Board's decision, and provide the effective date of the decision, and any other information it deems relevant to support implementation of the decision.

Appendix A

Recommended Process for School Council Recommendation to Close a School and/or Transfer Students

1. School closure and/or transfer of students to another school placed on school council agenda
2. Agenda is broadly shared prior to the meeting with all parent, staff, and school council members
3. School council discusses whether to make recommendation to the Board regarding school closure and/or transfer of students to another school
4. School council members present at the school council meeting decide whether to seek broader school parent, staff, and/or student input and whether to conduct survey regarding whether to make a recommendation to close the school and/or transfer students to another school
5. Collaboration with the superintendent to
 - 5.1. develop a survey questions
 - 5.2. develop background information to accompanies the survey
 - 5.3. select survey administration tool (e.g. online, paper, etc)
 - 5.4. determine time frame to response to the survey
 - 5.5. determine response rate threshold to act on survey results
 - 5.6. determine response threshold to act on survey results
6. Survey is administered
7. School council determines whether threshold is met to make recommendation
8. School council writes recommendation to the Board via the Superintendent

~~10. 1A decision of the Board to close a school may be appealed to the Minister.~~

~~All school closures shall be initiated and completed within the school year in which the decision to close the school is made.~~

HORIZON SCHOOL DIVISION

Policy Code: GCAA
Policy Title: Central Office
Administrators
Cross Reference: GA – Hiring of Personnel
Legal Reference:
Adoption Date: February 26, 1997
**Amendment or Re-
affirmation Date:**

POLICY HANDBOOK**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SHALL EMPLOY INDIVIDUALS WHO SHALL ASSIST THE SUPERINTENDENT IN ADMINISTRATIVE, EDUCATIONAL, AND OPERATIONAL RESPONSIBILITIES.

DEFINITIONS

Central Office Administrators for the purpose of this policy shall include the following:

- Associate Superintendent
- Assistant Superintendent
- Director

REGULATIONS

1. Central office administrators shall assume responsibilities under the direction of the Superintendent.
2. Job descriptions shall be developed for central office administrative positions.
3. Central office administrator contracts shall have a maximum term of five years.
4. An evaluation of the performance of each central office administrator shall be conducted a minimum of once every contract term.
 - 4.1. Evaluations shall be based on the responsibilities outlined in each individual's job description.

HORIZON SCHOOL DIVISION**Policy Code:** II
Policy Title: Student Awards and Scholarships**POLICY HANDBOOK****Cross Reference:**
Legal Reference:
Adoption Date: June 25, 1997
Amendment or Re- ~~March 9, 2006~~
affirmation Date: ~~February 24, 2015~~
~~November 30, 2017~~

POLICY

THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION SUPPORTS THE RECOGNITION OF STUDENT ACHIEVEMENT THROUGH THE PROVISION OF STUDENT AWARDS.

REGULATIONS

~~1.~~ The Division shall provide financial support through the provision of an annual sum of:
~~1.~~

~~1.1.~~ \$100 for each grade 12 student with an average of 80% or higher.

~~1.1.~~

~~1.1.1.~~ These awards shall be based on obtaining a high school diploma with an average of 80% or higher in 10 credits in any 30-level courses in addition to a 30-level English Language Arts, and a 30-level Social Studies.

~~1.1.1.~~

1.1.2. For diploma exam subjects the blended mark shall be used.

1.2. \$50 for each grade 12 student with an average of 75% to 79% in 10 credits in any 30-level courses in addition to a 30-level English Language Arts, and a 30-level Social Studies.

1.3. \$50 for each student receiving a Certificate of School Completion who meets the qualifications criteria as per the Guide to Education.

2. The Division, may at its discretion, adjust the amounts provided for student awards.

3. Local trustees shall be invited to present Division sponsored awards.

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

Date: Tue, Jun 25, 2024 at 9:05 AM

Subject: News Release: Enhancing post-secondary learning in Lethbridge

Enhancing post-secondary learning in Lethbridge

June 25, 2024

Lethbridge College will soon become Alberta's newest polytechnic institution, enriching educational opportunities in southern Alberta.

Post-secondary education plays a critical role in Alberta's economy by providing students with skills needed to begin rewarding careers in high-demand fields. Redesignation as a polytechnic institution will provide more hands-on, industry responsive higher education for the Lethbridge region.

As a polytechnic institution, Lethbridge College will provide career-focused post-secondary education, meeting the needs of students at every stage of life. In Alberta, polytechnic status gives institutions more opportunities to create a wide spectrum of programming to meet local needs – including degree, diploma, certificate, and apprenticeship education.

“Having provided degree programs since 2015, this redesignation further recognizes the vital contributions Lethbridge College makes to our province. This is an institution that has unlocked opportunities for students to pursue education close to home while developing skills needed to succeed in the economy of tomorrow.”

Rajan Sawhney, Minister of Advanced Education

Since 1957, Lethbridge College has been providing quality education to southern Albertans. ‘Lethbridge Polytechnic’ will continue to proudly offer degrees, diplomas, apprenticeship education, certificates and an environment for applied research, aligning with high demand industries within our province.

With a goal of meeting the needs of the community, this transition will enable Lethbridge College to focus on ‘hands-on’ technical learning approaches, providing students with valuable skills that can be used throughout their career.

“Being a polytechnic acknowledges the work we’ve done to provide a range of career-ready apprenticeships, certificates, diplomas, and degrees and to grow our applied research. The designation signifies a deepening of our mission to deliver practical, hands-on learning experiences and opens the door to creating even more pathways for students at every step of their educational and career journeys.”

Michael Marcotte, board chair, Lethbridge College

“While our official designation is changing from a college to a polytechnic, our commitment to the community remains the same – to provide programming that meets the needs of students and industry, and to engage in research that supports economic development.”

Brad Donaldson, president and CEO, Lethbridge College

Lethbridge College and its students, faculty, and staff play a key role in the economic, social, and cultural life of Lethbridge and surrounding areas. With the establishment of a polytechnic institution, southern Alberta will soon have a university, a college, a First Nation college, and a polytechnic institution, each offering distinct programming to meet the diverse needs of the communities in the region. This will enable students to choose from various forms of post-secondary education, eliminating the need to travel long distances for post-secondary education.

Providing post-secondary education close to home is key to supporting the economic growth in communities of all sizes and every region of the province. No matter the form of education, any personal investment an Albertan takes sets them up for economic success and career satisfaction, while contributing to overall economic growth.

“On behalf of Lethbridge City Council, I want to congratulate Lethbridge Polytechnic on its new designation. This move is far more than a name change. It truly signifies the continual adaptation, growth and grand vision for one of our city’s beloved post-secondary institutions. At the City of Lethbridge, we are proud to employ many Lethbridge College alumni. We are also appreciative of our ongoing relationship and commitment to work-integrated learning projects in development with Lethbridge College.”

Blaine Hyggen, mayor, City of Lethbridge

These changes align with the goals of the Alberta 2030: Building Skills for Jobs strategy.

The official new name for the institution will be 'Lethbridge Polytechnic', taking effect on September 3, 2024. Alberta's government will continue to work with Lethbridge College to ensure a successful path to polytechnic status.

Quick facts

- Polytechnic institutions in Alberta must offer apprenticeship education, and diploma and certificate programs. They are also able to offer degree programs.
- Polytechnic status in Alberta supports the advancement of applied research and industry-driven results.
- The [Alberta 2030: Building Skills for Jobs](#) strategy is a transformational vision and direction for Alberta's higher education system, which will develop a highly skilled and competitive workforce, strengthen innovation and commercialization of research and forge stronger relationships between employers and post-secondary institutions.

Related information

- [Alberta 2030: Building Skills for Jobs | Alberta.ca](#)

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

Date: Thu, Jul 11, 2024 at 3:38 PM

Subject: News Release: Supporting Alberta's youngest students

Supporting Alberta's youngest students

July 11, 2024 [Media inquiries](#)

New screening tools for Alberta's youngest learners will ensure they continue succeed in the classroom by identifying any learning gaps early.

Alberta's government is building an education system that ensures no student falls through the cracks. Through a phased-in approach, students in kindergarten to Grade 5 will be assessed on their foundational literacy and numeracy skills. Beginning fall 2024, teachers and educational staff will be able to identify areas where students may need an extra hand earlier on in a student's education journey.

“Supporting our youngest learners as they develop essential literacy and numeracy skills is fundamental for their success in school and life. These skills are the foundation for living, working and succeeding in our modern world. These additional assessments will tell teachers, schools and parents about potential learning issues and better position them to support students.”

Demetrios Nicolaidis, Minister of Education

Under the new requirements, beginning in fall 2024, students in grades 1 to 3 will be assessed twice a year, and students receiving extra support will be assessed a third time in June to monitor their progress. In January 2025, an early literacy and numeracy screening will be introduced for kindergarten students, and in September 2026, there will be new screening requirements for students in grades 4 and 5.

“Research studies around the world have clearly shown that there should be early screening and frequent monitoring of children's reading and mathematics performance. Alberta's new framework for Early Learning Assessments is perfectly in line with this research. Early screening and monitoring of children's literacy and

numeracy skills is a human right, and I am happy to see Alberta's government prioritize this.”

Dr. George K. Georgiou, Professor, Faculty of Education, University of Alberta

Alberta's government is committed to ensuring each and every Alberta student has a supportive learning environment where they thrive. The new early years assessment framework was developed with input from school authorities, academic experts and other education stakeholders. School authorities will be provided with a list of approved assessments for staff and will have the autonomy to select the screening and assessment tools needed to support their students. The assessments will enable school authorities to make local decisions to better support students' specialized learning needs.

Quick facts

- Budget 2024 allocated \$10 million in Learning Disruption Funding, which school authorities can use to provide learning interventions to students assessed as requiring additional literacy and/or numeracy supports.
- Beginning September 2024: screening assessments for all students in grades 1 to 3 in September and January, with an additional assessment in June for students requiring additional supports.
- Beginning January 2025: new screenings for all kindergarten students in January.
- Beginning September 2026: new screening requirements for grades 4 and 5 students.



Wilco Tymensen <wilco.tymensen@horizon.ab.ca>

News Release: More support for Alberta's growing education system | Un soutien accru au système d'éducation en croissance de l'Alberta

Alberta News <alberta.news@gov.ab.ca>
To: wilco.tymensen@horizon.ab.ca

Tue, Jul 23, 2024 at 11:32 AM

More support for Alberta's growing education system | Un soutien accru au système d'éducation en croissance de l'Alberta

July 23, 2024 [Media inquiries](#)

New funding will address rising enrolment and enable school authorities to alleviate increased operational pressures in K-12 schools.

Alberta's population is booming and causing unprecedented growth in our education system, adding a historic number of new students across the province for the 2024-25 school year. Alberta's government recognizes and sympathizes with the challenges school authorities face with increasing enrolment, rising operational costs and inflation. That is why it is investing \$215 million to help alleviate these pressures, beginning in the 2024-25 school year.

This investment will expand operational funding for school authorities across the province and increase the number of modular classrooms in Alberta's fastest growing communities.

"More and more people are choosing to make Alberta their home and that means our K-12 schools are home to a growing number of students. We're providing school authorities with additional spaces and resources, so they can continue the important work they do educating young Albertans."

Danielle Smith, Premier

Every school authority across the province will receive a share of the \$125-million increase for operational funding. The amount available for each school authority will be determined based on the number of students it serves. This new funding can be used by school authorities to ensure they are equipped to support enrolment growth by hiring additional teachers and educational assistants. Additionally, this funding may be used to ensure rising operating costs do not take away from student learning.

“As cost pressures continue to increase, we want to ensure that education funding is not being redirected away from students and classrooms. The additional funding we are providing to school authorities will help protect the classroom experience for our students.”

Demetrios Nicolaidis, Minister of Education

“The ministry’s recognition of rising operational costs and need for classroom space for students is timely and is greatly appreciated. The College of Alberta School Superintendents supports this responsive funding announcement and the government’s efforts to enhance quality learning opportunities for students.”

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

“Alberta School Boards Association welcomes this additional investment from the government into our education system. This funding offers significant help to school boards as they manage enrolment pressures and space challenges amidst increasing operational costs.”

Marilyn Dennis, president, Alberta School Boards Association

To meet the need for more student spaces, Alberta’s government is investing \$90 million this school year to support the construction and installation of up to 100 new modular classrooms and the relocation of up to 50 modular units. These modular classrooms will provide school authorities with up to 2,500 new spaces and 1,250 optimized spaces for students in the province’s fastest-growing communities in the Calgary metropolitan region and Edmonton during the 2024-25 school year.

“By investing in new schools and modernized spaces, we are also investing in Alberta's students and communities. We want students to have access to the world-class schools they need to learn and succeed. Alberta Infrastructure is committed to working with our partners to ensure schools are delivered on time and on budget.”

Pete Guthrie, Minister of Infrastructure

“This is good news for the Calgary Board of Education and our growing student population! As we prepare to welcome another 8,000 students for the 2024-25 school year, this increased funding will go directly to CBE classrooms to support teaching and learning.

Escalating enrolment means many CBE schools are reaching capacity. Receiving additional modular classrooms will help address enrolment pressures, particularly in schools that have experienced significant growth in the past few years.”

Patricia Bolger, chair, Calgary Board of Education

“This mid-budget funding announcement is welcome news in light of the increasing cost pressures and unprecedented student enrolment growth Edmonton Public Schools is experiencing. We will continue to work with the province on supporting high-quality education and learning environments that keep pace with student enrolment.”

Julie Kusiek, board chair, Edmonton Public Schools

“Edmonton Catholic Schools continues to experience exceptional growth, and we anticipate welcoming 2,800 new students in the upcoming school year. We are grateful to the government for this additional funding and look forward to continued collaboration in addressing enrolment pressures and supporting student success.”

Sandra Palazzo, board chair, Edmonton Catholic Schools

“Calgary Catholic thanks the Government of Alberta for the additional funding to help address the ongoing pressures of growing enrolment.”

Shannon Cook, chair, Board of Trustees, Calgary Catholic School District

“This much-needed boost to operational funding will help Rocky View Schools direct additional dollars to support student learning and success. We are grateful the government is responding to our urgent request for additional modular classrooms in communities where we continue to experience significant year-over-year enrolment growth. The additional classroom space will help ease pressures in overcrowded schools while we eagerly await new schools to be built.”

Fiona Gilbert, chair, Rocky View Schools

Over the next three years, Alberta’s government is providing more than \$1.2 billion to school authorities to address enrolment growth. This funding will support the hiring of more than 3,100 additional teachers and classroom support staff, so school divisions can manage class sizes and the growing number of students. More than \$1.5 billion is also being provided so school authorities can support specialized learning needs and address complex classrooms by giving their students the focused time, support and attention they need to succeed.

Quick facts

- A record \$9.3 billion will be spent on Alberta’s education system in 2024-25, which is more than \$46 million every day students are in school.

- Alberta's government is investing \$2.1 billion to advance 43 priority school projects. These projects will result in 35,000 new and modernized student spaces.
- The \$90-million investment for modular classrooms to address enrolment pressures in the 2024-25 school year supplements the \$50 million directed towards modular classrooms in Budget 2024. Through the \$90-million investment for modular classrooms:
 - Calgary Board of Education will receive up to 31 new modular classrooms and have up to 14 relocated.
 - Calgary Catholic School Division will receive up to 14 new modular classrooms and have up to six relocated.
 - Edmonton Public Schools will receive up to 26 new modular classrooms and have up to 11 relocated.
 - Edmonton Catholic School Board will receive up to 17 new modular classrooms and have up to seven relocated.
 - Rocky View Schools will receive up to 12 new modular classrooms and have up to 12 relocated.

Multimedia

- [Watch the news conference](#)

Un nouveau financement répondra à la hausse des inscriptions et permettra aux autorités scolaires d'atténuer les pressions opérationnelles accrues dans les écoles de la maternelle à la 12e année.

La population de l'Alberta est en plein essor et entraîne une croissance sans précédent de notre système d'éducation, ajoutant un nombre historique de nouveaux élèves dans toute la province pour l'année scolaire 2024-2025. Le gouvernement de l'Alberta reconnaît et comprend les défis auxquels les autorités scolaires sont confrontées en raison de l'augmentation des inscriptions, de la hausse des coûts opérationnels et de l'inflation. C'est pourquoi il investit 215 millions de dollars pour aider à atténuer ces pressions, à partir de l'année scolaire 2024-2025.

Cet investissement permettra d'accroître le financement opérationnel des autorités scolaires de la province et d'augmenter le nombre de salles de classe modulaires dans les communautés de l'Alberta qui connaissent la croissance la plus rapide.

« De plus en plus de personnes choisissent de s'installer en Alberta, ce qui signifie que nos écoles de la maternelle à la 12e année accueillent un nombre croissant d'élèves. Nous mettons à la disposition des autorités scolaires des espaces et des ressources supplémentaires, afin qu'elles puissent poursuivre le travail important qu'elles accomplissent dans l'éducation des jeunes Albertains. »

Danielle Smith, première ministre de l'Alberta

Chaque autorité scolaire de la province recevra une part de l'augmentation de 125 millions de dollars pour le financement opérationnel. Le montant disponible pour chaque autorité scolaire sera déterminé en fonction du nombre d'élèves qu'elle dessert. Ces nouveaux fonds peuvent être utilisés par les autorités scolaires pour s'assurer qu'elles sont équipées pour soutenir la croissance des inscriptions en embauchant des