

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

MONDAY, SEPTEMBER 23, 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
A.2 Minutes of Regular Board Meeting held Monday, August 26 th , 2024	
A.3 August 2024 Payment of Accounts	
A.4 Second & Final Reading Policy FD – Disposition of Property	
A.5 Second & Final Reading Policy FL – School Closures	
A.6 Second & Final Reading Policy GCAA – Central Office Administrators	
A.7 Second & Final Reading Policy II – Student Awards	
A.8 School closure – Erle Rivers High School	
A.9 Disposition of surplus lands (Erle Rivers High School & Kinniburgh School land)	

D – DISCUSSION ITEMS

D.1 COSC Trustee Attendance (Thursday, October 17 th)	
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I – INFORMATION ITEMS

I.1 Superintendent’s Report – Dr. Wilco Tymensen	ENCLOSURE 7
I.2 Trustee/Committee Report	
I.2.1 ASBA Zone 6 Report – Mandy Court	
I.2.2 Facilities Meeting Report – Bruce Francis	ENCLOSURE 8 ENCLOSURE 9
I.2.3 Administrator’s 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: Recovery Alberta to begin operations Sept. 1	ENCLOSURE 10
C.2 News Release – New campaign promotes Alberta’s skilled trades	
C.3 Grassy Lake east access	
C.4 Back to School Letter from Minister of Education	
C.5 Alberta News – Fast-tracking new schools for Alberta students	

C.6 EDC Minister – School Construction Accelerator Program

C.7 [Lethbridge Now](#)

Board will move into Committee

DATES TO REMEMBER

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|---|
| • September 30 – Indigenous People’s Day – No School/Division Office Closed |
| • October 3-4 – SIVA Training |
| • October 8 – Administrator’s Meeting (Mandy Court) |
| • 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



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The Board of Trustees of Horizon School Division held its Regular Board meeting on Monday, August 26th, 2024, beginning at 11:00 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
Cal Braid, Taber Times

ACTION ITEMS

A.1	Moved by Blair Lowry that the Board approve the agenda as presented. Carried Unanimously	AGENDA APPROVED 82/24
A.2	Moved by Derek Baron that the Board approve the Minutes of the Regular Board Meeting held Monday, June 24 th , 2024, as provided by Enclosure #1 of the agenda. Carried Unanimously	BOARD MEETING MINUTES APPROVED 83/24
A.3	Moved by Jennifer Crowson that the Board approve the Minutes of the Special Board Meeting held Tuesday, July 16 th , 2024, as provided by Enclosure #2 of the agenda. Carried Unanimously	SPECIALBOARD MEETING MINUTES APPROVED 84/24
A.4	Moved by Bruce Francis that the Board approve the August 2024 Payment of Accounts in the amount of \$9,783,622.74 as provided in Enclosure #3 of the agenda. Carried Unanimously	PAYMENT OF ACCOUNTS APPROVED 85/24
A.5	Moved by Jennifer Crowson, with a secondary motion by Bruce Francis, that the Board approved First Reading of Policy FD – Disposition of Property as provided in Enclosures #4 of the agenda. Carried Unanimously	FIRST READING POLICY FD APPROVED 86/24

A.6	<p>Moved by Blair Lowry, with secondary motion by Mandy Court, that the Board approved First Reading of Policy FL – School Closures as provided in Enclosures #5 of the agenda. With the addition of I.2 – motion made by Bruce/Mandy Seconds</p> <p style="text-align: right;">Carried Unanimously</p>	<p>FIRST READING POLICY FL APPROVED</p> <p style="text-align: right;">87/24</p>
A.7	<p>Moved by Derek Baron, with secondary motion by Jennifer Crowson, that the Board approved First Reading of Policy GCAA – Central Office Administration as provided in Enclosures #6 of the agenda.</p> <p style="text-align: right;">Carried Unanimously</p>	<p>FIRST READING POLICY GCAA APPROVED</p> <p style="text-align: right;">88/24</p>
A.8	<p>Moved by Mandy Court, with secondary motion by Bruce Francis, that the Board approved First Reading of Policy II – Student Awards as provided in Enclosures #7 of the agenda, with the friendly addition of the award name.</p> <p style="text-align: right;">Carried Unanimously</p>	<p>FIRST READING POLICY II APPROVED</p> <p style="text-align: right;">89/24</p>

DISCUSSION ITEMS

D.1 BOARD MEETING DATE

- The Monday, February 24th, 2024 Board Meeting date has been changed to Tuesday, February 25th, 2025

D.2 ADMINSTRATOR MEETING REPRESENTATION

- Board representational for the following Administrator’s Meetings will be:
 - September 10th, 2024 – Bruce Francis
 - October 8th, 2024 – Mandy Court

D.3 ASBA FALL GENERAL MEETING

- The ASBA Fall General Meeting will be held in November.

INFORMATION ITEMS

I.1 SUPERINTENDENT’S REPORT

Superintendent, Wilco Tymensen provided a verbal report

I.2 TRUSTEE/COMMITTEE REPORT

I.2.1 Facilities Meeting Report

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

- Milk River School Capital Modernization
 - Photos were shared with the Board
 - Project is on schedule and to be complete by November 1, 2024
- WRM/DAF Phase 2 – 90% planning complete
- CMR (Capital Maintenance & Renewal) Project for 2025/26 are underway
- Report on 2024-25 IMR completed projects

I.3 ASSOCIATE SUPERINTENDENT OF FINANCE AND OPERATIONS

- Philip Johansen, Associate Superintendent of Finance and Operations shared the following August summary:
 - CUPE Collective Agreement updates
 - Year-end is August 31, 2024

I.4 ASSOCIATE SUPERINTENDENT OF HUMAN SERVICES REPORT

- Karen Rancier, Associate Superintendent of Human Services' provided a verbal report which included the following highlights:
 - New hiring and interviewing throughout the summer
 - 15 Probationary teachers & 18 Temporary teachers
 - Support staff recruitment continues
 - Horizon Induction Program (new teachers to Horizon) first session was on August 19th
 - Back to School Backpack Program was on August 20th with 219 students served

I.5 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

- Terri-Lynn Duncan, Associate Superintendent of Learner Services' provided a verbal report which included the following highlights:
 - Start-up feedback & the ½ day Division-wide PD Day has been positive
 - Learner Services Team has been working on summer project to support new curriculum
 - Harpara workspaces were developed by teachers for Science & Social Studies
 - Tech Update
 - Over the summer all students were migrated to a single sign on through Microsoft
 - W.R. Myers computer lab refresh
 - BYOD to sign on to the Horizon network
 - New mandatory Alberta Education assessments for elementary schools

CORRESPONDENCE

- No discussion came from the correspondence.

Moved by Derek Baron that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

90/24

COMMITTEE ITEMS

Moved by that Bruce Francis the Board meet in Committee.

Carried Unanimously

COMMITTEE

91/24

Moved by Mandy Court that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

92/24

Marie Logan, Chair

Sheila Laqua, Executive Secretary

PAYMENT OF ACCOUNTS REPORT
Board Meeting - September 23/2024

U.S.	August 20/24		6326.28
General	August 27/24		429858.98
General	August 28/24		1037613.35
General	Sept 4/24		370575.44
U.S.	Sept 9/24		4660.17
General	Sept 9/24		53708.08
U.S.	Sept 10/24		1655.24
General	Sept 10/24		275994.3
"A" Payroll	August 2024	Teacher	1513918.25
		Support	273564.79
"B" Payroll	August 2024	Casual	15,007.06
		Subs	0.00
Total Accounts			3,982,881.94
Board Chair			
PJ:dd			
Sept 17/24			

HORIZON SCHOOL DIVISION

POLICY HANDBOOK

Policy Code: FD
Policy Title: Disposal of Division Property
Cross Reference: 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
Legal Reference: 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
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.

Policy FD: Disposal of Division Property – Cont'd

~~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~~ 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.
 - 1.3. When students are being transferred or a school is being closed due to a modernization or new construction, the board may by resolution forgo the opportunity for public 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

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

~~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 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.

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

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;

Policy FL - School Closure, Cont'd.

7.3. The impact on educational programing offered to students;

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 Horizon Academic Achievement Award in the following sums 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.

Superintendents Progress Report

September 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.

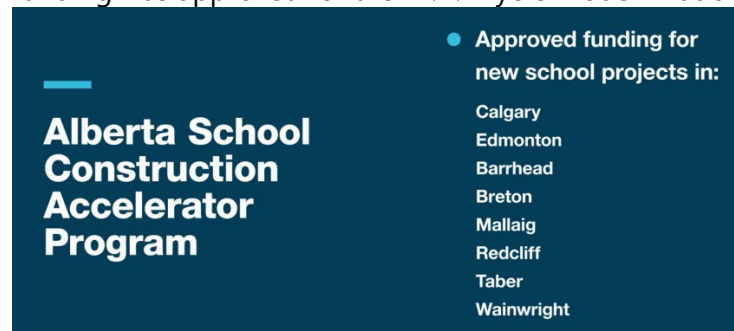
School authority operations and resources

- Alignment with goals and priorities.

Supporting Effective Governance

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

During the Premier's September 17, 2024 provincial address the premier announced that funding was approved for the W.R. Myers modernization project.



Alberta School Construction Accelerator Program

- Approved funding for new school projects in:
 - Calgary
 - Edmonton
 - Barrhead
 - Breton
 - Mallaig
 - Redcliff
 - Taber
 - Wainwright

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

- Alberta Health Services meeting
- Teacher Employer Bargaining Association (TEBA) meeting
 - Preparation for ATA and CUPE bargaining has resumed
- Administrator meeting
- All schools (excluding Hutterite Colonies) were also visited
- Seven principals are under evaluation this year and meetings have taken place to discuss the evaluation process
- Retirement celebration was attended in Lomond School for Cindy West (secretary)
- Senior leadership attended welcome back BBQs when possible

- Principal meetings to discuss their professional growth plan, Three Year Education Plan, and Annual Education Results Reports have commenced
- Division Office staff meeting
- W.R. Myers modernization meetings
- Horizon Indigenous Cultural Event
- Student attendance numbers are being closely monitored.
- September 17, 2024 enrollment summary is as follows

School	Project ed K-12 (FTE)	Actual as of Sept 17, 2024 (FTE)	Variance	Additional students expected to attend prior to Sept 30	Notes
BAR	163	161	-2		
CEN	198	199.5	1.5	3	
CHA	61.5	60	-1.5		
DAF	284	302	18		
DRH	191.5	192	0.5		
ENC	105	92.5	-12.5		Down a rural small school grant category
ERH	89	79	-10		
HAY	30	18.5	-11.5		
LOM	90	85	-5	1	
LTW	55	60.5	5.5		
MRE	88.5	79	-9.5		
TCS	381	362	-19		
TCHS	128	123	-5		
VES	113.5	124.5	11		Now a rural small school
VHS	142	144	2		Now a rural small school
WAR	93	89.5	-3.5	2	
WRM	426	436	10		
ACE	114	127	13	10	
ATL	19	20	1		
MAP	59	50	-9		
COL	434.5	442.5	8		
TOTAL	3265.5	3240.5	-21	16	
TOTAL (Non-rural school grant schools)			7.5	13	
LEGEND: Small Rural School Grant Schools					
New Rural School Grant category (136-155)					

- Diploma and PAT results are starting to come out, Terri is analyzing results which remain confidential until the government publicly releases results later in October
- Meetings and conversations with principals, staff, and parents as needed and/or requested. Conversations have focused on:
 - school off-campus excursions,
 - human resource issues including student and staff concerns,
 - transportation requests

Note that Lori Thompson has been elected the new CUPE president for the 2024-2025 school year.



230924 Board Report

Associate Superintendent of Human Services

Human Services

- At the time of writing this report, all teacher vacancies are filled while five support staff vacancies are unfilled.

Horizon Induction Program (HIP)

- The first two sessions of the school year have occurred:
 - *August 19*: overview of HIP program, introduction of Division Office Team, Policy review, Counselling Model and Curriculum, Instruction, and Assessment overviews, Teacher Growth, Supervision and Evaluation, time for mentors and mentees to spend together.
 - *September 16*: overview of Inclusion Philosophy, ISPs, Collaborative Response, and Continuum of Supports.

Clinical Team Leader (CTL)/FSLC/Wellness Coaches

- The previous two Family Connection Wellness Coaches positions for the schools of Enchant, Grassy Lake, Hays and Warner and Milk River respectively have been filled. We would like to introduce Carly Piper as our new Wellness Coach for Enchant, Grassy Lake, Hays and Kaitlyn Wendt at Milk River and Warner.
- Family Connections program is funded by Alberta Health Services. We would like to acknowledge that, starting on September 1st, 2024, Alberta Health Services for the mental health and promotion portion is now called "Recovery Alberta".
- Reanne Bouvier (Braun) resigned her FSLC role at DAF as of Sep 10, 2024. As a result, Mackinley Williams, FSLC from Dr. Hamman and Taber Christian School, has been moved to DAF at her request.
- Lorrin Ball, who was hired as the .06 FSL for Lomond, Enchant and Hays and temporary .04 Warner School, has been moved to a full time FSLC position at Dr. Hamman and TCS at her request.
- Linda Yamamoto, the FSLC at W.R. Myers, resigned her position as of September 20.
- Currently, we are advertising for a 1.0 FTE FSLC for W.R. Myers and a .06 permanent part time position (Lomond, Enchant and Hays) and .04 temporary at Warner School.
- CTL Angela Miller and Rylee Beland provided Level 1 Threat Assessment training for 12 staff on August 21 and 22.
- Collin Larsen provided Mental Health Literacy training Aug 22, 2024 to six staff.
- Angela Miller and Collin Larsen (MHCB Program Manager) will be meeting with all Horizon School Principals in the month of September to discuss Family Liaison Program goals for the year, collaboration and programming. The FSLP team put together an action plan to increase collaboration, team building, rapport building, program/services and communication within the schools to which they are assigned.
- All Division-wide events organized by the FSLP team are included in the jurisdictional calendar and are also linked here [FSLP Horizon Event Dates](#).

- Angela Miller, in collaboration with Erika Publow, Clinical Team Lead from Palliser Regional Schools and Canadian Mental Health and Headstrong Working Minds, are finalizing details for the Headstrong Youth Summit that will take place on October 29. The event will be hosted at Palliser Regional Schools.

Summer Camps

- Camps started on July 4th and continued until August 11.
- Family Connections staff ran rural camps that changed weekly to a different town or village: Grassy Lake, Vauxhall, Lomond, Enchant, Warner and Milk River.
- Family Connections, in partnership with Safe Haven, ran Taber in-town camps that served students from Taber and Barnwell for a total of six weeks.
- Overall there were 75 students served by the Family Connections Team: 41 students came from in-town and 34 students came from rural communities.



Annual Backpack Program Event

- The backpack program was held on August 18th, 2022 from 9:00 AM to 3:00 PM at Central Elementary School.
- Community Agency Partnerships also attended the event and provided resources to the families of Horizon School Division and other referrals as deemed necessary.
- The agencies in attendance were: MyCityCare, Safe Haven, Taber Public Library, FCSS (Family Community Support Services, Taber Food Bank and Alberta Health Services Mental Health and Addictions).
- There were 88 students from Kindergarten to Grade 5 that received backpacks, 91 Students who received backpacks from Grade 6 to Grade 9 and there were 41 students who received backpacks from Grade 10 to Grade 12 for a grand total of 241 students receiving supplies for the upcoming school year.

Indigenous Learning

- The Indigenous Steering Committee met on September 9 to continue planning for our Indigenous Ally PD days for this year, the first of which will occur on September 18.
- 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. A special event is planned with Apollo Hess who is visiting DAF and WRM on September 23. He is a member of the Kainai Nation and a Paris Olympian who won Silver in swimming.
 - Supporting Division Office staff in their Indigenous learning with creating Kahoot game for Lunch and Learn on September 25.
 - Supporting families by providing support in registering for Indian Status Cards, transportation to appointments, assisting with “Master Your Money” registration for parents with Residential School funds, and organizing the 2nd Annual Family Feast. At the time of writing this report, 100 people had confirmed their attendance at the Feast.
 - Building community supports for students and their families by meeting with Elders, completing grant applications, and working closely with SAPDC and the Holy Spirit Indigenous Facilitator.

Workplace Wellness

- On September 10, the Principals who volunteered to plan Mental Health in Schools PD had their first meeting. Given that funding has been extended for another year, Horizon plans to continue partnerships with Ed Can and Prairie Rose School Division to support Principals in identifying ways to continue to find wellness in their work.

Report completed by Karen Rancier, Associate Superintendent of Human Services



Associate Superintendent, Learner Services
Report to the Board of Trustees – September 23, 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
Crystal Carver, Instructional Coach
Garth Moulard and Sharla Kane, Career Practitioners
Bryan Pritchard, Off-campus Teacher
Helena Goertzen, Low German Mennonite Liaison

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- The Associate Superintendent has been gathering feedback on the SLA Assessments that the grade one to three teachers have been doing. I asked for their thoughts and feedback on the September exams.
- Several new teachers have contacted me to pilot the K-6 social studies draft curriculum. We now have 37 teachers who will be piloting.
- Early Learning Educators and Educational Assistants had their first meeting, which focused on creating fine motor centers for little ones, fun activities, and slime for the early learners to play with. There was also a discussion about routines and what each educator and assistant were excited about and looking forward to.
- The focus for the Early Learning Professional Development this year will focus on the FLIGHT Curriculum. This curriculum is a framework intended to guide the significant work of early learning. Children’s play is central to this curriculum framework as an active, exploratory, creative, expressive process deeply embedded in children’s everyday experiences, through which children participate in, learn about, and actively make sense of the world.
- The Learner Services team organized the Division-wide Professional Development Day at the end of August. The learning theme was connected to the ethical use of artificial intelligence, and the staff was treated to a terrific presentation by our keynote speaker, Dr. Sarah Eaton. She shared about “Back to School in the Age of Generative Artificial Intelligence.” We also enjoyed leadership from many Horizon teachers who hosted a “digital playground” experience for other teachers to learn about and try various AI platforms.
- The Instructional Coach has been visiting all schools and principals to discuss how she can support learning and school goals. She has also asked to attend all of the school's staff meetings. These meetings have been productive, and several teachers have already reached out to book

time to work with Crystal and Amber.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- The Learner Services Team hosted the Horizon Induction Program teachers for a workshop on Inclusive Education focusing on Differentiated Instruction, Behaviour Supports and the Collaborative Response Model. It was a highly collaborative session that provided learning and networking opportunities for beginning or new teachers in the Division.
- The Director of Learner Services began “Fall Meetings” with school administration and Learning Support Teachers at each school site to learn about new students, successes, and challenges facing schools from an Inclusive Learning perspective.

KEY ACTION AREA #3:

K-12 Career Exploration

- We have 18 students this semester taking individual dual credit classes through Lethbridge Polytechnic.
- We have one student taking a Veterinary Technical Assistant from Olds College.
- The third year of the pathway program which is pre-employment - We have two Students in this program.
- Intro to the Trades second year: We have three students in Introduction to Construction, two students in Introduction to Electrical, and four students in Introduction to Transportation.
- Intro to the Trades pathway first year- Students have filled all eight spots.
- Career Practitioners and the Off-Campus teacher presented to the Administrator on how they can support students for this upcoming school year.

LEADERSHIP PRACTICES

- The Instructional Coaches have attended training on facilitating UFLI (University of Florida Literacy Institute) training. This program is in its second year of adoption and implementation in all our K-2 classrooms. It is one key piece in teaching phonemic awareness. Teachers have also decided to use this program and are seeing progress in reading and writing in their classrooms.
- The Associate Superintendent joined the CASS (College of Alberta School Superintendents) Mentorship program this year to help mentor another CASS member who is new to their position in a district up North.
- The Associate Superintendent and Low German Mennonite Liaison attended and had a table at the Multicultural Festival in Confederation Park on September 14, 2024. This was the first time this event had been held, and was very well attended. (Pictures below)

TECHNOLOGY INFORMATION (Information will be shared as needed)

- Significant progress has been made over the summer with respect to updating the Horizon School Division Network as well as access procedures for students and staff. The team has been working to increase efficiencies in the Human Services department, the Family School Liaison Program, the Student Information System (Powerschool) and Learner Services through the automation of a number of tasks. The goal has been to make access easier for Horizon users while ensuring the security of Horizon data.

Photo Gallery (Multicultural Festival)



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

Date: Fri, Aug 30, 2024 at 1:32 PM

Subject: News Release: Recovery Alberta to begin operations Sept. 1

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

Recovery Alberta to begin operations Sept. 1

August 30, 2024 [Media inquiries](#)

Alberta's new provincial health agency Recovery Alberta is set to begin operations on Sept. 1.

Alberta's government has proudly established itself as a leader in mental health and addiction care. In 2019, Alberta established an Associate Ministry of Mental Health and Addiction, a first step to putting more focus on these services that had previously been part of the Ministry of Health. With the establishment of the Ministry of Mental Health and Addiction in fall 2022, Alberta's government is now providing direct oversight to ensure high-quality mental health and addiction services are available to meet Albertans' needs today and into the future.

The next step for improving mental health and addiction services was to establish Recovery Alberta, a new provincial health agency focussed on delivering public mental health and addiction services. Recovery Alberta will officially begin operations on Sept. 1 with more than 10,000 staff working in Alberta Health Services (AHS) addiction and mental health, and correctional health services moving to the new organization. They will continue to operate and manage contracts for about 1,650 psychiatric beds, 1,350 addiction detox and treatment beds, and health services for more than 4,800 people in 10 provincial correctional facilities.

“We have reached an exciting milestone for mental health and addiction services in Alberta. This summer, I had the chance to hear from many front-line staff about the work being done to improve patient care by prioritizing mental health and addiction services. Together, we have an opportunity to make meaningful and lasting changes to improve the wellness of Albertans, and through Recovery Alberta, we will make it happen.”

Dan Williams, Minister of Mental Health and Addiction

Historically, the delivery of mental health and addiction services has been an afterthought within the health care system and broader health system planning. Having a dedicated provincial health agency to deliver mental health and addiction services will allow for strategic planning and resource allocation to meet the needs of Albertans efficiently and effectively. Recovery Alberta will be overseen by Alberta Mental Health and Addiction as the ministry responsible for delivering these services.

In every part of the province, Albertans deserve quality access to mental health and addiction care. In Budget 2024, Alberta's government budgeted more than \$1.13 billion on the delivery of mental health and addiction services by AHS. That funding will now support the operation of Recovery Alberta with more oversight, ensuring services are consistently available to Albertans in need.

Alberta's dedicated front-line workers, service providers and mental health and addiction professionals provide exceptional care to Albertans and remain essential to the successful launch of Recovery Alberta. Patients currently receiving mental health or addiction care will continue to work with their trusted care team and access high-quality services without interruption. There will continue to be no disruptions to service delivery, and staff who transition to Recovery Alberta will not see changes to their terms of employment.

Alberta's government has been working closely with the senior leadership of Recovery Alberta and AHS to ensure the transition goes smoothly without disruptions to the employment of front-line staff or patient care. The review of mental health and addiction programs and services will continue throughout the transition and beyond to ensure they continue to be delivered effectively and are meeting the needs of Albertans.

Kerry Bales, Recovery Alberta's chief executive officer, will continue working to establish a senior leadership team and ensure mental health, addiction and correctional health services continue to run smoothly with no gaps in the delivery of care. Mr. Bales will be supported by Dr. Nick Mitchell, who previously served as provincial medical director of Addiction and Mental Health at AHS and will continue to serve as chief medical officer under Recovery Alberta.

"Recovery Alberta will launch on Sept. 1 thanks to the commitment and professionalism of thousands of dedicated staff members and physicians, along with a

collaborative network of community partners and organizations, and a shared purpose to serve some of the most vulnerable members of our community. We will continue to provide the important services Albertans rely on, and work to enhance care in every corner of the province.”

Kerry Bales, chief executive officer, Recovery Alberta

Alberta’s government has made significant strides and investments in mental health and addiction care and building the Alberta Recovery Model. Recovery Alberta is the next big step in prioritizing mental health and addiction care and improving the patient experience across the continuum of care, including prevention, intervention, treatment and recovery.

Quick facts

- Alberta’s government is investing \$1.55 billion in 2024-25 to continue building the Alberta Recovery Model.
 - This includes more than \$1.13 billion for the delivery of mental health and addiction services historically delivered by AHS.
- In May 2024, the *Regional Health Authorities Act* was amended to create the *Provincial Health Agencies Act*, enabling Alberta’s government to establish Recovery Alberta as a provincial health agency to provide mental health, addiction, and correctional health services to Albertans.
- Recovery in mental health “refers to living a satisfying, hopeful and contributing life, even when there are on-going limitations caused by mental health problems and illnesses.” (MHCC, 2012, p.15)
- Virtual engagement sessions for AHS staff and service providers were held in April 2024.
 - Recordings can be listened to online.

Related information

- [Recovery Alberta](#)
- [Refocusing health care in Alberta](#)
- [Alberta Recovery Model](#)
- [Virtual engagement sessions for AHS staff](#)

Related news

- [Next steps in refocused mental health, addiction care](#) (June 11, 2024)
- [Setting the foundation for a refocused health system](#) (May 14, 2024)
- [Refocusing health care: mental health and addiction](#) (April 2, 2024)
- [Refocusing on patient-centred care](#) (Nov 8, 2023)

Media inquiries

[Hunter Baril](#)

780-619-5774

Press Secretary, Mental Health and Addiction

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

Date: Fri, Sep 6, 2024 at 1:18 PM

Subject: News Release: New campaign promotes Alberta's skilled trades

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

New campaign promotes Alberta's skilled trades

September 06, 2024

Alberta's government is launching a new campaign to highlight the important role of apprenticeship education and skilled trades in the province to encourage more students to begin in-demand careers.

From homes to highways, skilled tradespeople build Alberta's landscape and play a pivotal role in upholding and advancing industry standards. They are highly valued individuals that go on to become leaders, innovators, business owners and educators in various industries.

Alberta's government is launching an advertising campaign and [website](#) to champion apprenticeship education and emphasize the value skilled tradespeople bring to our province. Apprenticeship education is post-secondary education and any effort an individual takes to build skills, whether through an apprenticeship or a university education, will set them up for economic success and career satisfaction.

“With the world around us consistently changing, Alberta's government is committed to helping our post-secondary students get the skills they need to succeed in the economy of tomorrow. By championing apprenticeship education and careers in the skilled trades, we can inspire future apprentices and attract more skilled tradespeople to our province.”

Rajan Sawhney, Minister of Advanced Education

In 2024-25, Alberta is investing more than \$117 million in apprenticeship programming. This includes \$78 million for seats in apprenticeship programs in 11

post-secondary institutions around the province, an increase of \$24 million over last year.

When considering apprenticeship education, students are considering a high-impact, low-cost investment in their future with a wide range of opportunities to contribute to Alberta's growing economy. From carpentry to hair styling, Alberta currently offers 47 different apprenticeship programs to choose from.

Alberta's government is committed to ensuring all underrepresented groups, such as women, newcomers and people with disabilities have the opportunity to pursue a career in the skilled trades.

Promoting skilled trades and apprenticeships

Alberta's commitment to advancing apprenticeship education and the skilled trades has been supported by investments in institutions such as the NAIT Advanced Skills Centre and the Apprenticeship Learning Grant, and partnerships like BLUprint (TELUS Spark Science Centre) and Crane and Hoisting Equipment Operator training (International Union of Operating Engineers).

Alberta is committed to reaching students in various ways, including physical outreach opportunities. This summer, Apprenticeship and Industry Training (AIT) hosted information booths at two of Alberta's most popular summertime events: the Calgary Stampede and K-days. Advanced Education will also be visiting high schools in the fall to reach potential apprentices and ensure information is available for those hoping to learn more about apprenticeship opportunities.

Alberta is amplifying the voices of young adults in the skilled trades through the Skilled Trades Youth Ambassador advisory council and the Youth Skills Network, and has also partnered with Ontario's Ministry of Labour, Immigration, Training and Skill Development, signing a memorandum of understanding to define a framework for international credential recognition and post-journey person certification.

By making targeted investments that increase apprenticeship seats and programs in high-demand sectors, Alberta's government is connecting students to fulfilling career paths that are key to boosting the province's economy.

Quick facts

- Budget 2024 invests an additional \$24 million per year over the next three years to create 3,200 more seats in apprenticeship classes across the province.
- Alberta offers 47 apprenticeship education programs and registrations have been rising sharply over the past two years.
- Alberta's apprenticeship programs include about 80 per cent on-the-job learning through paid employment under the instruction of a qualified mentor and 20 per cent classroom instruction, which involves structured learning in classrooms and labs at public post-secondary institutions in Alberta.

Related information

- [A career to be proud of](#)
- [Become an apprentice in Alberta](#)
- [Tradesecrets - Home](#)
- [Tradesecrets - Youth Skills Network](#)
- [Skilled Trades Youth Ambassadors](#)

Related news

- [Sparking kids' interest in the skilled trades | Susciter l'intérêt des enfants pour les métiers spécialisés](#) (July 31, 2024)
- [Partnering to streamline trade credentials](#) (July 5, 2024)
- [Investing in the future of apprenticeships at NAIT](#) (May 28, 2024)
- [Amplifying young voices in the skilled trades | Faire entendre les points de vue des jeunes dans les métiers spécialisés](#) (May 22, 2024)
- [Investing in crane operator apprenticeships](#) (April 18, 2024)
- [Supporting and growing Alberta's skilled trades](#) (Feb. 23, 2024)
- [Building learning spaces for power engineers](#) (Jan. 29, 2024)

September 9, 2024

Honourable Devin Dreeshen
Honourable Demetrios Nicolaides
Honourable Pete Guthrie
Honourable RJ Sigurdson
Honourable Ric McIver
Grant Hunter
Brian Hildebrand

via email: transportation.minister@gov.ab.ca
via email: education.minister@gov.ab.ca
via email: infrastructure.minister@gov.ab.ca
via email: AGRIC.Minister@gov.ab.ca
via email: minister.municipalaffairs@gov.ab.ca
via email: Taber.Warner@assembly.ab.ca
via email: bhildebrand@mdtaber.ab.ca

Re: Grassy Lake Bypass (East Highway Access)

It has come to the Board of Trustees of the Horizon School Division's attention that the Grassy Lake Bypass which is part of the Highway 3 twinning project may not have an East Entrance. This decision would see most of the Grassy Lake traffic heading East accessing highway 3 via Highway 877. Highway 877 entering Grassy Lake runs next to the Division's Grassy Lake School which is a kindergarten to grade 9 school and contains an early learning program. Given that there is a Viterra Inland Terminal just East of Grassy Lake this would mean large transport trucks would be required to drive past the school and through the town to access the terminal. The Board is concerned about the increase in traffic, particularly large transport trucks that would be driving past the school and encourages the government to include an East entrance similar to the community of Barnwell, to enhance student safety and minimize large transport trucks within the community.

Thank you for taking the time to listen and we look forward to the completion of the project.

Respectfully,



Marie Logan
Board Chair
Horizon School Division

Cc: Board of Trustees, Horizon School Division



ALBERTA
EDUCATION

*Office of the Minister
MLA, Calgary - Bow*

September 5, 2024

Dear parents,

As the summer winds down and a new school year begins, I want to take a moment to share updates you may hear more about as your child returns to the classroom.

As Alberta's Minister of Education, my mandate is to ensure our students are receiving a world-class education that sets them up for success. An important piece of this work is building an inclusive and comprehensive curriculum that reflects our modern world and inspires a passion for learning.

Since the 2022-23 school year, school authorities have implemented new curriculum in six Kindergarten to Grade 6 (K-6) subjects through a phased approach. This school year, all students in Grades 4-6 will be learning from new French first language and literature, French immersion language arts and literature and science curriculums. We continue to support school authorities and elementary teachers as they implement new curriculum by providing a variety of learning and teaching resources.

I am pleased to share that 62 school authorities have also chosen to pilot new draft K-6 social studies curriculum in classrooms across Alberta this school year. The new draft curriculum, which was developed after nine months of consultation with education partners, teachers, parents and Albertans, focuses on building students' critical thinking skills and empowers them to be engaged citizens. Throughout the piloting process, school authorities and teachers will provide valuable feedback to help Alberta Education finalize the new K-6 social studies curriculum.

This is just one change parents can expect in Alberta's schools this fall. When students return to class, their smart phones will not. In April 2024, we asked Albertans to tell us what they thought of cellphone use in schools. More than 68,000 educators, parents, and other stakeholders shared their thoughts. The feedback was clear: Almost 90 per cent of respondents were concerned about student cellphone use at school and 85 per cent said they believe cellphones have a negative impact on student achievement.

My government felt it was important to respond quickly to this feedback and has been working with educators and other stakeholders over the last several months to introduce restrictions on personal mobile devices and social media use in schools.

.../2

These changes come into effect on September 1, with school authorities having until January 1, 2025, to formalize their policies and procedures for implementing the restrictions within their schools. This means that, beginning immediately, students are asked to keep their devices silent or powered off during class and stored out of view, unless a valid exception is in place. Parents and guardians should reach out to their school or school authority if they have questions regarding how restrictions will apply to a particular student or child.

Restricting personal mobile devices and social media use in Alberta Early Childhood Services and kindergarten to Grade 12 classrooms will reduce distractions, maximize learning time, support student mental health, and reduce opportunities for cyberbullying. This is one of many things we are doing to support our children's mental health.

I recently announced an additional \$6.7 million to extend 59 Mental Health in Schools pilot projects across the province to ensure students can get the supports they need, when they need them. This is in addition to the Budget 2024 investment of \$1.5 billion for learning support funding, which includes funding that allows school authorities to provide students with psychological and social-emotional supports, and access to mental health workers and other wellness supports, as needed.

As you know, Alberta's population is growing, and school enrolment is too. Our government recognizes this growth comes with challenges, which is why we made a funding commitment over the summer to invest an additional \$125 million for operational costs associated with enrolment growth and inflationary pressures.

And, we have invested \$2.8 billion over three years to maintain, enhance, plan, and build new schools. Our capital plan advances 43 priority school projects across Alberta, including 28 new schools, 10 replacement schools, and five modernizations, which will create 35,000 new and modernized student spaces! We recognize these advancements will not be realized immediately and space is needed now, which is why we are also putting \$90 million toward the purchase of up to 100 modular classrooms and the relocation of up to 50 more, for the communities of greatest need. This will help address emergent enrolment pressures and urgent space needs.

In closing, I want to thank and acknowledge our hardworking teachers, educational assistants, principals, and other school support staff. Their work is at the heart of Alberta's education system and is deeply acknowledged and appreciated by Alberta's government.

Finally, I want to thank you, Alberta's parents. As a father myself, I know that a child's education does not start and end in the classroom. Parents are busy behind the scenes packing lunches and schoolbags, helping with homework, and cheering our kids on at their school concerts and sporting events. Thank you for all you do to support your children, their teachers, and the larger school community to which you belong.

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I am wishing you a wonderful year ahead!

Best,

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

Demetrios Nicolaides ECA PhD
Minister of Education

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

Date: Wed, Sep 18, 2024 at 10:02 AM

Subject: News Release: Fast-tracking new schools for Alberta students

Fast-tracking new schools for Alberta students

September 18, 2024

Alberta's government is committing \$8.6 billion to complete and open 200,000 new student spaces across the province in the next seven years.

Alberta's population is growing exponentially as more people from across Canada and around the world choose to make the province their home. This rapid growth is causing strain on the Kindergarten to Grade 12 education system, with student enrolment increasing at historic rates.

To keep up with fast-rising student enrolment, Alberta's government is committing \$8.6 billion through the new School Construction Accelerator Program. This program will create more than 200,000 new and modernized spaces for students to learn, grow and reach their full potential. Starting in Budget 2025, Alberta's government will kick-start up to 30 new schools and as many as eight modernizations and replacement schools every year for the next three years.

“Every student deserves a quality education in a school that can meet their learning needs and set them on a path to success in the future. As hundreds of thousands of people are choosing to make Alberta their home, we are responding by funding and building the schools our fast-growing communities need. As we build, we're asking school boards and municipalities to work with us so we can get shovels in the ground as quickly as possible.”

Danielle Smith, Premier

The Calgary Metropolitan Area and Edmonton Metropolitan Region, along with other communities across the province, have been feeling the pressures of strong student growth and aging school infrastructure. The School Construction Accelerator Program will result in 50,000 new or modernized student spaces over the next three years – and more than 150,000 new and modernized spaces over the following four years. In total, the School Construction Accelerator Program will mean approval for up to 30 new school projects and as many as eight new modernization and replacement projects every year over the next three years. In addition to the school projects, 20,000 new student spaces will be delivered through modular classrooms over the next four years.

“We are investing in the future of our province. Through our commitment to kick-start 30 new schools each year over the next three years, we are delivering new student spaces across the province and in our fastest-growing communities for students to learn, grow and reach their full potential.”

Demetrios Nicolaidis, Minister of Education

“I look forward to working with my ministry and industry partners to build the schools Albertans need and ensuring that each project is as unique as the students who use them. School builds, modernizations and renovations support tens of thousands of jobs across the province. As Alberta communities continue to grow, this announcement will allow us to meet demands for spaces faster and more efficiently, all while creating jobs and boosting our local and provincial economies.”

Pete Guthrie, Minister of Infrastructure

The School Construction Accelerator program also takes immediate action to speed up the construction of schools by enabling school projects to be approved in-year for their next stage in the construction process without having to wait for the next budget cycle. This means all previously approved school projects currently in the planning and design stages can move forward to the next stage as soon as they are ready to do so. Through this change, 10 previously announced priority school projects are now approved for the next stage of project delivery, including six moving to full construction.

“We appreciate the government's recognition that there is an urgent need to provide additional learning spaces for CBE students. CBE families are looking forward to new

schools in their growing communities and modernizations to address aging infrastructure. Thank you to the Premier and the Government of Alberta for this much-needed investment.”

Patricia Bolger, board chair, Calgary Board of Education

“Edmonton Public Schools is grateful for the province’s funding for school infrastructure. This crucial support will help us meet urgent needs and positively affect our students and families.”

Julie Kusiek, board chair, Edmonton Public Schools

The population growth has not only increased pressure in the public and separate school system but has increased demand for publicly funded charter programming and space needs. Public charter schools play an important role in Alberta’s education system by offering unique programming to students focused on a learning style, teaching style, approach or pedagogy not already being offered by school boards where the charter is located. As part of this accelerated program, Alberta’s government will add 12,500 new charter school student spaces over the next four years through a Charter School Accelerator pilot program.

“The Association of Alberta Public Charter Schools is elated by this historic capital announcement. It will help ensure that more families and students can access the excellent programming our public charter schools offer for generations to come.”

Joanne Higgins, president, The Alberta Association of Public Charter Schools (TAAPCS)

Independent schools offer specialized learning supports as well as religious and cultural programming to support parental and educational choice. Alberta’s government will continue to explore opportunities for a school capital pilot program for non-profit independent schools to broaden learning options for Alberta families.

Quick facts

- The School Construction Accelerator Program will deliver more than 200,000 new and modernized student spaces.

- Previously approved school projects and modular classrooms will create about 50,000 new and modernized student spaces over the next three years.
- The program will create about 150,000 additional new and modernized student spaces. This includes:
 - more than 100,000 new student spaces
 - more than 16,600 modernized student spaces
 - more than 20,000 student spaces in new or relocated modular classrooms
 - about 12,500 new public charter school student spaces

Multimedia

- [Watch the news conference](#)

From: **EDC Minister** <Education.Minister@gov.ab.ca>
Date: Wed, Sep 18, 2024 at 11:34 AM
Subject: School Construction Accelerator Program

Subject: School Construction Accelerator Program

Dear colleagues,

As outlined in the Premier's address last night, the Alberta advantage is continuing to attract newcomers from across Canada and around the world. Subsequently, school enrolments continue to increase.

Alberta's government is addressing the historic growth in student population head-on, through the newly created School Construction Accelerator Program. This program will invest in school infrastructure and will kick-start up to 90 new schools and up to 24 modernizations and replacement schools over the next three years.

The program, together with previously approved school projects and modular classrooms, will deliver approximately 50,000 new and modernized student spaces over the next three school years and an additional 150,000 new and modernized student spaces in the four years after that, for a total of 200,000 new and modernized spaces.

As part of the new program, each of the next three provincial budgets (2025, 2026, and 2027) will include up to 30 new school capital projects per year. The first batch of these new school approvals will be announced alongside the provincial budget in early 2025.

We all know new schools take time to plan, design, and construct. That is why we are also making significant investments in modular classroom units. This program will expand the province's modular classroom program to create an additional 5,000 student spaces per year. This investment will provide more than 20,000 student spaces in communities where they are needed most over the next four years.

The program will also support educational choice by approving a three-year pilot program to support up to five charter school start-ups or expansions per year. This will create an additional 12,500 charter school student spaces over the next four years.

In addition to providing a framework for creating more student spaces, the program will upgrade existing schools and student spaces. In each of the next three years, five to eight modernization or replacement school projects will upgrade approximately 16,600 student spaces.

Finally, changes to the government's funding process will speed up the construction of new schools. From now on, funding for projects that are ready to proceed to the next phase of funding can be approved in-year without having to wait for the next budget cycle. This means all previously approved school projects currently in planning and

design phases can move forward to the next stage, once they are ready to do so. Currently, 10 previously announced projects are ready to move forward and further details about these projects will be announced in the coming days.

Site readiness is critical to the success of this plan. School boards and municipalities must work together to ensure priority school sites are permitted, serviced, and ready for construction work. The sooner your sites are ready to go, the more likely you are to get a school project approval—and, more importantly, the quicker those schools will get built to alleviate the space pressures being felt in our schools.

More details on today's announcement are available [here](#). I am confident this newly created program will help us to keep up with the province's significant student enrolment growth by building and modernizing schools where most needed. As always, our primary goal is to make sure that schools are fully supported, so they can continue to deliver a world-class education to Alberta students.

I encourage your school authority to keep working with your capital planning manager in the development of your capital priorities. For any additional questions, please contact Erin Owens, Executive Director, Capital Planning at Erin.Owens@gov.ab.ca.

Best,

Demetrios Nicolaides ECA PhD
Minister of Education

cc: Superintendents of Public, Separate, Francophone and Charter School
Authorities
Executive Directors of Stakeholder Associations
Secretary-Treasurers of Public, Separate, Francophone and Charter School
Authorities
Communications Contacts at School Divisions