

**Regular Board Meeting Agenda – 1:30p.m.** (or immediately following organizational meeting)

**MONDAY, OCTOBER 28, 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	
A.2 Minutes of Regular Board Meeting held Monday, September 23 <sup>rd</sup> , 2024	<b>ENCLOSURE 1</b>
A.3 October 2024 Payment of Accounts	<b>ENCLOSURE 2</b>
A.4 First Reading Policy GA – Recruitment and HR	<b>ENCLOSURE 3</b>
A.5 First Reading Policy GBB – Right to Disconnect	<b>ENCLOSURE 4</b>
A.6 First Reading Policy GCNP – Progressive Discipline	<b>ENCLOSURE 5</b>

**D – DISCUSSION ITEMS**

D.1 Remembrance Day Ceremony Attendance	<b>ENCLOSURE 6</b>
D.2 Voluntary Driver’s Abstract	

**I – INFORMATION ITEMS**

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

**C - CORRESPONDENCE**

C.1 <a href="#">Alberta to move toward new funding model for K-12 schools</a>	
C.2 Letter to parents/staff of Milk River Schools	<b>ENCLOSURE 10</b>

**Board will move into Committee**

**DATES TO REMEMBER**

- |   |
|---|
| <ul style="list-style-type: none"> <li>November 4 – First Aid Training</li> </ul>                     |
| <ul style="list-style-type: none"> <li>November 6 – Behaviour Support for Teachers Meeting</li> </ul> |

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| • November 7 – Kindergarten Meeting                                    |
| • November 8 – Early Learning Meeting (AM)                             |
| • November 11 – STAT Holiday – no school                               |
| • November 12 – Administrator’s Meeting                                |
| • November 14 – Social/Emotional Learning Meeting                      |
| • November 15 – CUPE Bargaining Meeting                                |
| • November 17-19 – ASBA Fall General Meeting                           |
| • November 19 – K-3 Reading/Writing Workshop                           |
| • November 20 – 4-6 Reading/Writing Workshop                           |
| • November 25 – Division Wide Professional Development Day – All Staff |
| • November 26 – Board Meeting  |
| • November 27 – Colony Leader’s Meeting                                |
| • November 28 – Joint PD of Educational Assistants teaching Low German |

# 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](http://www.horizon.ab.ca)

The Board of Trustees of Horizon School Division held its Regular Board meeting on Monday, September 23<sup>rd</sup>, 2024, beginning at 1:00p.m.

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

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

VIA ZOOM: Cal Braid, Taber Times

REGRETS: Jennifer Crowson, Trustee

## **ACTION ITEMS**

<b>A.1</b>	Moved by Blair Lowry that the Board approve the agenda with the following change: A.9 – Split the motion for disposition of Erle Rivers High School & Kinniburgh School land  Carried Unanimously	AGENDA APPROVED  93/24
<b>A.2</b>	Moved by Mandy Court that the Board approve the Minutes of the Regular Board Meeting held Monday, August 26 <sup>th</sup> , 2024, as provided by Enclosure #1 of the agenda.  Carried Unanimously	BOARD MEETING MINUTES APPROVED  94/24
<b>A.3</b>	Moved by Maxwell Holst that the Board approve the September 2024 Payment of Accounts in the amount of \$3,982,881.94 as provided in Enclosure #2 of the agenda.  Carried Unanimously	PAYMENT OF ACCOUNTS APPROVED  95/24
<b>A.4</b>	Moved by Mandy Court that the Board approved Second Reading of Policy FD – Disposition of Property as provided in Enclosures #3 of the agenda.  Carried Unanimously	SECOND READING POLICY FD APPROVED  96/24
	Moved by Mandy Court that the Board approved Final Reading of Policy FD – Disposition of Property as provided in	FINAL READING POLICY FD APPROVED

	Enclosures #3 of the agenda.  Carried Unanimously	97/24
<b>A.5</b>	Moved by Derek Baron that the Board approved Second Reading of Policy FL – School Closures as provided in Enclosures #4 of the agenda.  Carried Unanimously	SECOND READING POLICY FL APPROVED  98/24
	Moved by Derek Baron that the Board approved Final Reading of Policy FL – School Closures as provided in Enclosures #4 of the agenda.  Carried Unanimously	FINAL READING POLICY FL APPROVED  99/24
<b>A.6</b>	Moved by Blair Lowry that the Board approved Second Reading of Policy GCAA – Central Office Administration as provided in Enclosures #5 of the agenda.  Carried Unanimously	SECOND READING POLICY GCAA APPROVED 100/24
	Moved by Blair Lowry that the Board approved Final Reading of Policy GCAA – Central Office Administration as provided in Enclosures #5 of the agenda.  Carried Unanimously	FINAL READING POLICY GCAA APPROVED 101/24
<b>A.7</b>	Moved by Maxwell Host that the Board approved Second Reading of Policy II – Student Awards as provided in Enclosures #6 of the agenda, with the friendly addition of the award name.  Carried Unanimously	SECOND READING POLICY II APPROVED  102/24
	Moved by Maxwell Holst that the Board approved Final Reading of Policy II – Student Awards as provided in Enclosures #6 of the agenda, with the friendly addition of the award name.  Carried Unanimously	FINAL READING POLICY II APPROVED  103/24
<b>A.8</b>	Motion made by Bruce Francis to forgo the notice of motion and further public input and permanently close Erle Rivers High School upon the completion of the Milk River Ridge School later this school year and direct the superintendent to commence the permanent transfer of all early learning thru to grade 12 students and staff from Erle Rivers High School to Milk River Ridge School at an appropriate time based on when the division regains possession of Milk River Ridge School, formerly Milk River Elementary School from Ward Bros and to notify the minister of the name of the	ERLE RIVERS HIGH SCHOOL CLOSURE

	<p>modernized school and effective date of the closure and to notify parents of every student enrolled in Milk River Elementary School and Erle Rivers High School of the effective date of the closure and transfer of students in alignment with Policy FL: School Closure, and the Education Act.</p> <p style="text-align: right;">Carried Unanimously</p>	104/24
<b>A.9</b>	<p><i>Given the upcoming completion of Milk River Ridge School in the coming months, anticipated demolition of Erle Rivers High School in the Spring of 2025, and the Board motion to permanently transfer all students and staff from Erle Rivers High School to Milk River Ridge School later this year and close Erle Rivers High School.</i></p> <p>Bruce France hereby makes the motion to designate the land on which Erle Rivers High School is currently situation on, for clarity this does not include the school fields, as surplus land following the demolition of Erle Rivers High School, and hereby direct the Superintendent to proceed with seeking Ministerial approval for disposition of the property to the Town of Milk River as per Policy FD: Disposition of Division Property, the Education Act, and the Real Property Governance Act.</p> <p style="text-align: right;">Carried Unanimously</p>	DISPOSITION OF ERLE RIVERS HIGH SCHOOL  105/24
<b>A.10</b>	<p><i>Given that the Board has not used the real property South of Purple Springs where the Kinniburgh School was once located since the amalgamation of school division in 1994 and given that there is interest from a third party to acquire ownership of this land.</i></p> <p>Bruce Francis hereby makes the motion to designate this real property as surplus and direct the Superintendent to seek Ministerial approval and dispose of the surplus real property as per Policy FD: Disposition of Division Property, the Education Act, and the Real Property Governance Act.</p> <p style="text-align: right;">Carried Unanimously</p>	DISPOSITION OF KINNIBURG SCHOOL LAND  106/24

## **DISCUSSION ITEMS**

### **D.1 COSC TRUSTEE ATTENDANCE**

Trustee, Maxwell Holst will be attending the October 17<sup>th</sup>, 2024 Council of School Councils meeting.

## **INFORMATION ITEMS**

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

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Superintendent, Wilco Tymensen September 2024 report can be viewed [here](#).

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

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#### **I.3.1 ASBA Zone 6 Report**

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

- Presented handbook changes for Zone 6 – to be voted on in the October AGM
- Budget presentation – to be voted on in the October AGM
- ASBA presented on how to write a position statement

#### **I.3.2 Facilities Meeting Report**

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

Milk River Capital Project:

- Shared photos of the Milk River Ridge School
- Expected that school will be turned over to Horizon School Division on November 1<sup>st</sup>
- Transfer of students to take place after Christmas holidays

W.R. Myers/D.A. Ferguson Project:

- Phase 2 design phase is just about complete
- Approval for new school, with anticipated start date of June 2025

#### **I.3.3 Administrator's Meeting Report**

Vice Chair, Bruce Francis, provided a summary/discussion from the September 2024

Administrator's Meeting:

- Eric Neufeld – new Resource Officer for the Taber area
- Career Pathway team presentation
- OH&S in schools
- CUPE agreement update
- Personal Digital Devices in school
- Emergency school closures
- August Start-up week review
- PowerSchool updates
- Social Studies piloting

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

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

- Year-end is August 31 with books being closed September 24th to start working on the Audited Financial Statement.
- Working on detailed Fall Budget Report. The purpose of this is to better understand the full impact of the CUPE collective agreement on the budget this year.
- Transportation Update
  - Bussing process reviewed with the Board
    - Students are supposed to register for transportation by June 1. Students are added to bus runs using the following priority:

- Students that have registered prior to June 1.
- Students registered after June 1 and wanting to attend their designated school
- Students registered after June 1 that qualify for transportation funding that wish to attend their non-designated school. These are evaluated after September 15 to ensure that there is room on the bus for students attending their designated school who register late.
- Students that are requesting transportation to a non-designated school.

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

Karen Rancier, Associate Superintendent of Human Services September 2024 report can be viewed here.

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

Terri-Lynn Duncan, Associate Superintendent of Learner Services September 2024 report can be viewed here.

**CORRESPONDENCE**

- No discussion came from the correspondence.

Moved by Blair Lowry that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

107/24

**COMMITTEE ITEMS**

Moved by Derek Baron that the Board meet in Committee.

Carried Unanimously

COMMITTEE

108/24

Moved by Mandy Court that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

109/24

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Marie Logan, Chair

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Sheila Laqua, Executive Secretary

**PAYMENT OF ACCOUNTS REPORT**  
**Board Meeting - October 28th, 2024**

General	August 30/24		146180.53
General	August 30/24		65838.12
General	August 31/24		34100.36
General	August 31/24		19690.13
General	September 18/24		397830.37
General	September 25/24		273149.11
General	October 2/24		1192399.54
U.S.	October 2/24		1854.76
General	October 8/24		63719.25
General	October 15/24		69196.83
U.S.	October 21/24		7827.16
General	October 22/24		562934.1
"A" Payroll	September 2024	Teacher	1734182.97
		Support	743777.34
"B" Payroll	September 2024	Casual	20,538.58
		Subs	66,868.32
<b>Total Accounts</b>			<b>5,400,087.47</b>
<b>Board Chair</b>	_____		
<b>PJ:dd</b>			
<b>October 22/24</b>			



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

GA

**POLICY HANDBOOK****Cross Reference:**

GAA,

**Legal Reference:***Education Act* Part 7**Adoption Date:**

February 26, 1997

**Amendment or Re-**~~June 24, 1998~~**affirmation Date:**~~Jan. 16, 2018~~

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**Policy Title:**~~Hiring of~~  
Personnel Recruitment and  
Human Services**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION EXPECTS EMPLOYEES TO UTILIZE A SYSTEMATIC AND JUSTIFIABLE PROCESS TO HIRE-RECRUIT AND RETAIN THE BEST QUALIFIED INDIVIDUALS FOR EACH POSITION.

**GUIDELINES**

1. The Superintendent shall be hired by the Board. Division employees and School Councils shall be provided an opportunity to contribute to the profile used as part of the hiring process.
2. Central Office administrators shall be hired by the Superintendent with input from the Board. The senior administrative leadership team and school principals shall be ~~provided~~provided with an opportunity to contribute to the profile used as part of the hiring process.
  - ~~3-2.1.~~ Associate Superintendent of Finance and Operations shall be considered the jurisdiction Secretary Treasurer.
  - ~~4.3.~~ Principals shall be hired by the Superintendent with input from the senior administrative leadership team, the and the Board. School employees and School Councils shall be provided an opportunity to contribute to the profile used as part of the hiring process.
  - ~~5.4.~~ Individuals occupying the Vice-Principal or Assistant Principal position shall be appointed by the Superintendent in consultation with the principal.
  - ~~6.5.~~ Teachers shall be hired by the Superintendent on the recommendation of the Associate Superintendent of Human Services in consultation with school Principals. School employees and School Councils shall be provided an opportunity to contribute to the profile used as part of the hiring process.
    - 6.1. Principals shall work under the direction of the Associate Superintendent of ~~Programs and~~ Human Services when recruiting and filling ~~teacher~~ positions.
  - ~~7.6.~~ School Support staff shall be hired by the Superintendent on the recommendation of the school Principal.
  - ~~8.7.~~ Non-school support staff shall be hired by the Superintendent on the recommendation of the immediate supervisor.

9. ~~Substitutes or casual staff shall be pre-approved by the Superintendent. School Principals may utilize pre-approved substitutes or casual staff as needed.~~

## Policy GA - Hiring of Personnel – Continued

8. Substitutes or casual staff shall be pre-approved by the Superintendent.

8.1. School Principals may utilize pre-approved substitutes or casual staff as needed.

9. Contract staff shall be hired by the Superintendent on the recommendation of the immediate supervisor.

10. When dealing with vacancies, transfers, promotions, lay-offs, discipline, and termination, the division shall adhere to the applicable provisions contained in Collective Agreements, policy, provincial and federal legislation and regulations, and the principles of natural justice and procedural fairness.

~~10.11. The Board shall be kept informed of all staff hiring and terminations.~~

### **REGULATIONS**

1. The principal or immediate supervisor in the case of non-school staff shall work through the Human Services department with the Superintendent or designate to identify when dealing with vacancies, transfers, promotions, lay-offs, discipline, and terminations and define required positions.

1.1. Evaluation processes contained in collective agreements, policy, and contract provisions are normally utilized to address competency issues prior to terminating the employee.

~~1.2. Progressive discipline and termination may occur without following an evaluation process for conduct matters, or when, in the best interests of students and the school, circumstances warrant the termination as per applicable collective agreements, policy, and contract provisions.~~

2. The principal or immediate supervisor in the case of non-school staff shall work with the Superintendent or designate to develop a profile, which shall include criteria upon which the selection will be based.

~~3. The principal or immediate supervisor in the case of non-school staff shall work with the Human Resources department to advertise:~~

~~3.1. as per the Collective Agreement; and~~

~~3.2. in local or regional papers at the discretion of principal or immediate supervisor in the case of non-school staff; and~~

~~3.3. on the Horizon School Division website and any applicable on-line recruitment provider deemed appropriate~~

3. The principal or immediate supervisor in the case of non-school staff shall screen short-list candidates, based on the profile, job description, reference checks, and resume.

4.3.1. The principal or immediate supervisor in the case of non-school staff, may include members of the interview committee to assist in screening.

~~4.1. Screening shall include:~~

~~4.1.1. collection of data and reference checks; and~~

## Policy GA - Hiring of Personnel – Continued

~~4.1.2. preparation of a short list of candidates.~~

~~5.4.~~ Interviewing of all short-listed candidates shall be carried out by the interview committee.

~~6.5.~~ Employment offers will be made to teachers by the Associate Superintendent of ~~Programs and~~ Human Services with Superintendent approval.

~~7.6.~~ Employment offers will be made to support staff by the principal or immediate supervisor in the case of non-school staff with ~~final approval being provided by~~ Superintendent approval.

~~7.1.6.1.~~ Before final confirmation of employment, the successful candidate shall be required to provide a Police Information Check. All applicants shall be required to provide the school division with supporting documents as requested and by the Human Services Department and approved by the Superintendent or designate as a condition of employment.

~~7.1.1.6.1.1.~~ Any costs incurred for ~~this security check~~ such documentation will be the responsibility of the ~~employee~~ applicant.

~~7.~~ All changes to support staff assignments, including the hiring of new staff members, changes in hours of work and changes in funding sources (i.e. English Language Learners, International Education, Inclusive Learning, and Decentralized), shall be communicated to the Human Services Department by the school principal or designate prior to the implementation of such change.

~~8.~~ It shall be the duty of the Human Services department to oversee the preparation and distribution of the necessary documentation with appropriate personnel.

~~9.~~ Departures from normal hiring procedures may be made in exceptional circumstances but require the prior approval of the Superintendent.

~~10.~~ The school principal or designate, or site supervisor shall ensure that staff receive an orientation where roles and responsibilities, expectations, standard operating procedures are laid out. Newly hired staff should also be made aware of applicable policies and informed of the online location of applicable Collective Agreements.

~~11.~~ Roles and responsibilities shall be reviewed annually as part of the growth planning process.

~~8.~~ The Board shall be kept informed of all staff hiring and terminations.

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

**Policy Code:** GBB  
**Policy Title:** Right to Disconnect  
**Cross Reference:**  
**Legal Reference:** Education Act,  
**Adoption Date:** August 2024  
**Amendment or Re-affirmation Date:**

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SUPPORTS AND ENCOURAGES STAFF HEALTH AND WELLNESS BY FOSTERING A WORK ENVIRONMENT THAT MAINTAINS A HEALTHY WORK-LIFE BALANCE, INCLUDING THE FREEDOM TO DISCONNECT FROM WORK OUTSIDE OF REGULAR WORKING HOURS.

**DEFINITIONS**

Disconnecting from work - not engaging in work-related activities or communications, including emails, telephone calls, video calls or the sending or reviewing of other messages, so as to be free from the performance of work.

Regular Hours of Work - the normal hours of work for the Employee as determined by their immediate supervisor and the respective collective agreement, terms and conditions of employment, or employment contract. It is understood that Employees may have different Regular Hours of Work depending on their position and the Board facility in which they work.

Despite the establishment of normal working hours, all employees of the Board recognize that there may be busier periods or other circumstances where work must be completed outside of normal working hours.

Scheduled Time Off - is time that an employee has scheduled and been approved to be absent from the performance of their duties, including sick leave, personal leave, lieu time, vacation, etc.

**GUIDELINES**

1. Where possible, work-related communications should be checked or sent only during regular working hours. Due to differing/non-standard patterns of work in the organization, some employees may send communications at times which are inopportune for other employees, such as evenings or weekends. The sender should give due consideration to the timing of their communication and potential for disturbance. The recipient should understand that they will not be expected to respond to the communication until their working time recommences (or unless otherwise required and stipulated within the communication per the circumstances as outlined within this Procedure).
  - 1.1. Where possible, employees should avoid sending work-related communications after-hours (between the hours of 6:00 p.m. to 7:00 a.m. Monday to Friday and all-day Saturday and Sunday) unless the matter can be reasonably constituted as an emergency or a significant event that calls for immediate action.

- 1.2. Schools should annually send communication to families that encourages communication during the workday and that such communication to staff will not receive a response after-hours.
2. If a manager/supervisor sends communications outside applicable normal working hours and it requires immediate or prompt response, the response expectation should be set out in the communication.
  - 2.1. Points to consider when sending electronic communication outside of the workday
    - 2.1.1. Be mindful and respectful of personal time
    - 2.1.2. Be aware of your audience - Who needs this information and when do they need it?
    - 2.1.3. “Reply-All” - Does everyone need the response or just the sender?
    - 2.1.4. Is the message better received in person, via phone, or another form of e-communication?
    - 2.1.5. What reasonable e-communication guidelines should we aim to establish when communicating with parents?
3. Employees should continue to expect system communications / automated alerts to be delivered outside of regular work hours, such as emails that are quarantined, etc. These messages do not require a response from employees and therefore employees may read them during regular working hours. Similarly, schools may send out routine communications outside of regular working hours, such as staff updates and newsletters. As these communications do not require a response from employees, they too can be read during regular working hours.

## **REGULATIONS**

1. Employees may disconnect from work outside of their Regular Hours of Work.
2. Employees are encouraged to send emails and voicemails, and otherwise perform their work, during their Regular Hours of Work.
3. The Board wishes to provide Employees reasonable flexibility for when work is completed and so does not prohibit from contacting colleagues, other employees, students, and/or families outside of their Regular Hours of Work to meet work requirements; however, asks that all Employees:
  - 3.1. be aware that the recipient(s) may feel compelled to answer “right away” outside of their Regular Hours of Work and thus encourages that realistic response time expectations be conveyed to the recipient(s);
  - 3.2. be aware that Employees may have disconnected, and therefore may not review a message left outside of that Employee’s Regular Hours of Work; and

- 3.3. be aware that the monitoring of emails after Regular Hours of Work is at the discretion of Employees and there is no expectation that Employees respond to emails after Regular Hours of Work; and
- 3.4. consider using the Schedule Send feature in email so the email is received by the recipient(s) during their Regular Hours of Work.
4. Employees should be mindful of scheduling meetings with colleagues that are outside of their Regular Hours of Work; however, in exceptional circumstances, meetings outside of an Employer's Regular Hours of Work may be necessary.
5. There will be circumstances when Employees are required to respond to communications outside of their Regular Hours of Work due to critical or time-sensitive operational issues.
  - 5.1. Although all employees are asked to be mindful of the right to disconnect, it is important that employees are also mindful that there will be situations that arise where it is not possible to deal with matters solely during regular working hours.
  - 5.2. If during their workday an Employee is aware, or is made aware, of a critical or time-sensitive operational issue that may require attention after the end of their workday, the Board requires that the Employee remain available and monitor their work communications after the end of the workday and respond as appropriate to ensure operational needs are met.
6. If that an Employee will be unable to monitor their work communications for one (1) or more business days, they are expected to enable an out-of-office notification in their Board email and voicemail systems.
7. Employees in administrator and management positions or in positions that specifically require additional hours during specified times generally are expected to monitor their email outside of their Regular Hours of Work or be available by phone in order to ensure that all matters are managed within an appropriate time frame, considering the nature and urgency of each issue.
8. This policy does not restrict the Board's right to schedule and modify the hours of work of Employees, nor does it prohibit Employees from working outside of their Regular Hours of Work.

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

**Policy Code:** GCNP  
**Policy Title:** Progressive Discipline  
**Cross Reference:** GAA, GCN, GCNN, GCNO, GDN  
**Legal Reference:**  
**Adoption Date:**  
**Amendment or Re-affirmation Date:**

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THE SUPERINTENDENT'S AUTHORITY WITH REGARD TO STAFF DISCIPLINE.

**DEFINITIONS**

Progressive discipline is a series of increasingly escalated stages, ranging from informal verbal warnings or discussions to formal disciplinary meetings up to and including termination with cause, that a supervisor initiates to correct unacceptable work behaviour, or conduct.

**GUIDELINES**

1. The Horizon School Division (Horizon) uses progressive discipline to address conduct and policy violation issues.
  - 1.1. Concerns with an employee's competence are dealt with under Division evaluation policies.
2. Horizon's progressive discipline process is separate and distinct from the Alberta Teaching Profession Commission.
3. The goal of progressive discipline is to allow employees to correct issues or concerns that may arise.
4. Horizon strives to work with employees regarding issues in the workplace but also needs to hold employees to a high standard of conduct.
5. Suspension or placing an employee on unassigned duties may be part of an investigation.

**Mitigating Factors**

6. The following mitigating factors may be considered by the Associate Superintendent of Human Services during the formal discipline process.
  - 6.1. Effect or Potential Effect of Offense: If the effect or potential effect of an employee's actions is significant, the disciplinary action will tend to be more severe and will be a higher stage. Factors to consider include harm or potential harm to a student or colleague, safety implications, impact of the trust the Supervisor has in the employee, amount and value of damage caused, impact on the school's or Division's image to the public, and the level of employee's responsibility and general degree of negligence.



## ***Policy GXXX – Progressive Discipline Cont’d***

- 6.2. Prior Warnings and/or Documentation: Where an employee has previously received correction for an offense, more severe action should result for a future occurrence of a similar nature.
- 6.3. Impulsive versus Premeditated Acts: In addition to considering all other factors, one would judge that a premeditated act would result in a more severe disciplinary action than an impulsive act.
- 6.4. Provocation: The determination of whether or not an employee was provoked into action may affect the degree of disciplinary action applied. While provocation does not absolve the employee of responsibility for their actions, the existence of provocation is to be included in the content of any documentation.
- 6.5. Misunderstanding: Where an employee is involved in a breach of policy, procedure, or inappropriate conduct, the supervisor is to make a reasonable effort to ensure the employee is aware of and understands what is expected of them. Lack of knowledge and/or understanding of what is expected in certain situations may indicate that a lower stage of disciplinary action is more appropriate.
- 6.6. Uniformity of Application: It is extremely important the disciplinary action for similar offenses in similar circumstances be applied consistently for two reasons:
  - 6.6.1. The employee’s reaction will be more favorable with the knowledge the discipline is applied fairly and consistently to all employees.
  - 6.6.2. Disciplinary action must be viewed as consistent when compared with discipline given to other employees for similar infractions. Supervisors who apply disciplinary action inconsistently may have this fact alluded to as part of the written response attached by an employee to their letter.
- 6.7. Mitigating and/or Aggravating Circumstances: Where mitigating or aggravating circumstances do exist and enter into consideration of the degree of disciplinary action applied, such circumstances must always be fully documented. This will show why a supervisor utilizes a stage more or less severe than the general standard and will assist in maintaining a consistent approach to the use of discipline.

## **REGULATIONS**

### **Procedures**

1. In the event it becomes apparent an employee is not meeting acceptable standards of conduct and behavior and formal disciplinary action is being considered, the first step is to obtain advice as needed. The Supervisor shall initiate discussion with the Associate Superintendent of Human Services regarding the type of disciplinary action required and whether a full investigative process is to proceed.
2. The Horizon Progressive Discipline Procedure shall follow the following steps:
  - 2.1. Informal verbal warning or discussion.
  - 2.2. Formal disciplinary meetings which includes:

## ***Policy GXXX – Progressive Discipline Cont’d***

- 2.2.1. formal warning/letter of concern;
- 2.2.2. letter of direction;
- 2.2.3. letter of reprimand;
- 2.2.4. suspension; and
- 2.2.5. termination.

### **Informal Verbal Warning or Discussion**

- 3. The informal step is a verbal warning or discussion between the employee and their immediate supervisor which will occur as soon as possible following the identification of an issue. The verbal warning or discussion will include a description of the issue and how the employee can correct the situation. The supervisor may choose to informally document the discussion on a *Notice of Disciplinary Action Form* (Appendix A).
  - 3.1. It is the responsibility of the Supervisor to document the verbal warning or discussion to include the details of the discussion and the date and time it occurred.

### **Formal Disciplinary Meetings**

- 4. Upon notification of the formal disciplinary meeting the employee will be advised of the right to have a representative present at such meetings.
  - 4.1. In the case of Unionized staff, this is usually a union representative and/or work colleague.
  - 4.2. In the case of non-unionized staff, this is usually a work colleague.
- 5. In general, there are five stages within the formal Progressive Discipline Procedure:
  - 5.1. Stage 1 – Formal warning/Letter of Concern
  - 5.2. Stage 2 – Letter of Direction
  - 5.3. Stage 3 – Letter of Reprimand
  - 5.4. Stage 4 – Suspension
  - 5.5. Stage 5 – Termination
- 6. Depending on the severity of the infraction, it may be appropriate to repeat any of the first four stages.
  - 6.1. In the event of severe infractions, it may be appropriate to begin at stages 2, 3, 4 or 5.
  - 6.2. The facts of the circumstances of individual situations may dictate stages that vary in

## ***Policy GXXX – Progressive Discipline Cont'd***

some respect to what is set out in this procedure.

### **Stage 1 – Formal Warning/Letter of Concern**

7. If an employee's behaviour does not improve or depending on the nature or severity of the infraction, Human Services, in consultation with the Supervisor, may deem a letter of concern/letter of direction is required.
8. Stage 1 of the Progressive Discipline Procedure is a formal documented meeting between the employee and their immediate supervisor. The supervisor may choose to have another employee present to act as a witness. This meeting will occur as soon as possible following the identification of an issue. The employee will be invited to bring a representative to the meeting. The discussion will include a description of the issue, how the employee can correct the situation and potential future consequences.
9. The Supervisor shall contact the Associate Superintendent of Human Services for a templated letter of concern and assistance in drafting the letter. The employee will be provided with an opportunity for discussion at this meeting. The letter of concern may state:
  - 9.1. what the employee did wrong;
  - 9.2. what the employee should have done;
  - 9.3. reference to any previous disciplinary action;
  - 9.4. corrective action to be taken; and
  - 9.5. the potential future consequences.
10. The employee will be provided with a copy of the Progressive Discipline Policy at this stage. The letter will be provided to the employee and a copy sent to the Associate Superintendent of Human Services and placed on the employee's personnel file.

### **Stage 2 – Formal Warning/Letter of Direction**

11. If an employee's behaviour does not improve or depending on the nature or severity of the infraction, Associate Superintendent of Human Services, in consultation with the Supervisor, may deem a letter of direction is required.
12. At stage 2 of the Progressive Discipline Procedure a letter of direction will be issued to the employee during a meeting led by the Associate Superintendent of Human Services or designate and attended by the Supervisor. This meeting will occur as soon as possible following the identification of an issue. The employee will be invited to bring a representative to the meeting. The discussion will include a description of the issue, how the employee shall correct the situation and potential future consequences.
13. The letter of direction will be written by the Associate Superintendent of Human Services in consultation with the supervisor. The letter of direction will be on Horizon letterhead and signed by the Associate Superintendent of Human Services or designate. The letter of

## ***Policy GXXX – Progressive Discipline Cont’d***

direction may state:

13.1. what the employee did wrong;

13.2. what the employee should have done;

13.3. reference to any previous disciplinary action;

13.4. corrective action to be taken; and

13.5. the potential future consequences.

14. The employee will be provided with a copy of the Progressive Discipline Policy at this stage. The letter will be provided to the employee and a copy placed on the employee’s personnel file.

### **Stage 3 – Letter of Reprimand**

15. If an employee’s behaviour does not improve or depending on the nature or severity of the infraction, Associate Superintendent of Human Services, in consultation with the Supervisor, may deem a letter of reprimand is required.
16. At stage 3 of the Progressive Discipline Procedure a letter of reprimand will be issued to the employee during a meeting led by the Associate Superintendent of Human Services or designate and attended by the Supervisor. This meeting will occur as soon as possible following the identification of an issue. The employee will be invited to bring a representative to the meeting. The discussion will include a description of the issue, how the employee can correct the situation and potential future consequences.
17. The letter of reprimand will be written by the Associate Superintendent of Human Services in consultation with the supervisor. The letter of reprimand will be on Horizon letterhead and signed by the Associate Superintendent of Human Services or designate. The letter of reprimand may state:
- 17.1. what the employee did wrong;
- 17.2. what the employee should have done;
- 17.3. reference to any previous disciplinary action;
- 17.4. corrective action to be taken; and
- 17.5. the potential future consequences.
18. The employee will be provided with a copy of the Progressive Discipline Policy at this stage. The letter will be provided to the employee and a copy placed on the employee’s personnel file.

### **Stage 4 – Suspension**

### ***Policy GXXX – Progressive Discipline Cont’d***

19. If an employee’s behaviour does not improve, or if there is a significant issue that requires disciplinary action of a serious nature, the employee may be suspended with or without pay. A disciplinary suspension is a temporary removal of the employee from the workplace which is imposed by the employer as a disciplinary consequence.
20. At stage 4 of the Progressive Discipline Procedure a letter of suspension will be issued to the employee during a meeting led by the Associate Superintendent of Human Services or designate and attended by the Supervisor. This meeting will occur as soon as possible following the identification of an issue. The employee will be invited to bring a representative to the meeting. The discussion will include a description of the issue, how the employee can correct the situation and potential future consequences.
21. The letter of suspension will be written by the Associate Superintendent of Human Services. The letter of suspension will be on Horizon letterhead and signed by the Associate Superintendent of Human Services or designate. The letter of suspension may state:
  - 21.1. what the employee did wrong;
  - 21.2. what the employee should have done;
  - 21.3. reference to any previous disciplinary action;
  - 21.4. corrective action to be taken;
  - 21.5. the potential future consequences; and
  - 21.6. the effective date of the suspension with or without pay.

The employee will be provided with a copy of the Progressive Discipline Policy at this stage. The letter will be provided to the employee and a copy placed on the employee’s personnel file.

### **Stage 5 – Termination with Cause**

22. Termination with Cause is the most severe disciplinary action and one that must be used only when the employer is satisfied that all other types of discipline failed to correct the employee’s behaviour, or if there is a significant issue or incident which is cause for termination.
23. The purpose of termination is to terminate the employment relationship when corrective efforts have failed, and improvement no longer seems reasonably possible or when the conduct or action of the employee is so grave that it has caused irreparable damage to the employment relationship.
24. The supervisor MUST:
  - 24.1. consult with the Associate Superintendent of Human Services;
  - 24.2. demonstrate that the employee knew what was expected; and

## ***Policy GXXX – Progressive Discipline Cont’d***

- 24.3. demonstrate that the employee was informed verbally, and in writing, of the behaviour or issue, or demonstrate that the conduct or action was so grave or serious that it caused irreparable damage to the employment relationship.
25. A formal disciplinary meeting will be convened, the meeting will be led by the Associate Superintendent of Human Services or designate. The Supervisor may be present at the meeting. The employee will be invited to bring a representative to the meeting. At the meeting, the employee will be told of the recommendation of termination and the reasons for the decision and will be provided with a letter informing them of the recommendation for termination. The recommendation for termination letter will be placed on the employee’s personnel file.
26. The Associate Superintendent of Human Services will recommend termination to the Superintendent.
27. A formal termination hearing shall take place at which time the employee has the opportunity to share pertinent information with the Superintendent prior to the Superintendent making a final decision regarding termination.
28. The employee shall receive a Record of Employment, relevant information regarding salary, benefits and vacation pay, and any outstanding monies owed to the individual by Horizon.
29. The employee shall surrender any Horizon property following their termination as soon as possible.

### **Appeals**

30. If an employee feels that they have been wrongfully accused, or disciplined, they may file a written appeal with the Associate Superintendent of Human Services. Written appeals must contain:
- 30.1. details of the discipline;
- 30.2. events surrounding the discipline; and
- 30.3. why the employee feels the discipline is unwarranted or inappropriate.
31. The Associate Superintendent of Human Services shall review and respond to all written appeals within a reasonable timeframe.
32. Appeals of the Associate Superintendent of Human Services decision may be appealed to the Superintendent in writing within two weeks of the Associate Superintendent of Human Service’s decision.
33. Appeals of the Superintendent may be appealed as per statute.

**Appendix A –  
Notice of Action  
Informal Verbal Warning**

**Issued to**

Name :		Date of Issue:	
Position: :		Department/Location: :	

Disciplinary action taken for the following reasons (include date of occurrence):

History of occurrence (include date and explanation of previous disciplines and past corrective action taken):

Expected/acceptable behaviour:

Future Expectations:

**FURTHER INFRACTIONS MAY RESULT IN FURTHER DISCIPLINE UP TO AND INCLUDING TERMINATION**

## Remembrance Day Ceremonies

School	Date/Time	Board/SALT
TCHS	Wednesday, Nov. 6 (chapel) Friday Nov. 8 (moment of silence@ 11:00)	No rep. needed but welcome (informal)
Central School	Thursday, Nov. 7 @ 10:45	
Hays	Thursday, Nov. 7@ 10:45	
Lomond	Thursday, Nov. 7 @ 10:40	
VHS	Thursday, Nov. 7 @ 10:45	
Chamberlain	Friday, Nov. 8 @ 10:45	
ACE	Friday, Nov. 8 @ 10:00	No rep. needed (informal)
TCS	Friday, Nov. 8 @ 8:45	
Dr. Hamman	Friday, Nov. 8 @ 10:45	
MRRS	Friday, Nov. 8 @10:45	
Warner School	Friday, Nov. 8 @ 10:20	
DAF	Friday, Nov. 8 @ 10:30	
WRM	Friday, Nov. 8 @ 10:30	



# Superintendents Progress Report

## October 2024

### ***The Superintendent Leadership Quality Standard:***

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

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

#### **Building Effective Relationships**

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

#### **Modelling Commitment to Professional Learning**

- Enhancing leadership, teaching, and learning.

#### **Visionary Leadership**

- A preferred future.

#### **Leading Learning**

- Promotes shared responsibility for student success and continuous improvement.

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

- Establishing structures and providing the resources for schools.

#### **School authority operations and resources**

- Alignment with goals and priorities.

#### **Supporting Effective Governance**

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

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

- Teacher Employer Bargaining Association (TEBA) meeting
  - Preparation for ATA and CUPE bargaining has resumed
- Alberta School Board Association meeting with Minister Nicolaidis and AB ED senior leadership
- College of Alberta School Superintendent zone six (CASSIX) meeting
- Teacher Employer Bargaining Association meeting
- Alberta Education field services meeting to discuss Three Year Education Plan
- Administrator meeting
- Senior leadership provided welcome back breakfast for Division Office staff
- Principal meetings to discuss their professional growth plan, Three Year Education Plan, and Annual Education Results Reports are ongoing
- Council of School Council meeting
- Division Policy Committee meeting
- Alberta Teachers Association (ATA) teacher induction ceremony
- Senior Administrative Leadership Team (SALT) meeting
- Division Office staff meeting
- W.R. Myers modernization meetings including decanting plan development
- Erle Rivers modernization meeting with community group exploring redevelopment
- WR Myers awards evening
- Vauxhall High School awards evening

- Meetings and conversations with principals, staff, and parents as needed and/or requested. Conversations have focused on:
  - Personal leaves
  - custody matters
  - school off-campus excursions
  - student registration
  - student attendance concerns
  - athletics
  - human resource issues including student and staff concerns
  - transportation requests



241028 Board Report

## Associate Superintendent of Human Services

### **Human Services**

- Pre-conferencing, observations, and post conferencing have begun with teachers on a probationary contract.
- Horizon School Division was represented at the Taber Job Fair on October 1.

### **Horizon Induction Program (HIP)**

- Inclusion Session - September 16. David LeDrandeur and his team shared valuable information to our new teachers on providing the necessary support for all students to find success.
- HIP Check - virtual meeting October 16. Each protege shared ways that their mentor has been a support to them thus far in this school year.

### **Meetings**

- Along with other Senior Leadership Team members, I've met with Alberta Education to review our Education Plan and have also attended Professional Growth Plan Meetings (PGPMs) with individual Principals.
- I represented Horizon School Division at the Regional Wellness Lead meeting hosted by Alberta Health Services (AHS) on October 4.
- I attended the Policy Committee meeting on October 18.
- I attended the Prairie Centre for Christian Education (PCCE) Convention as a guest on October 24.

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

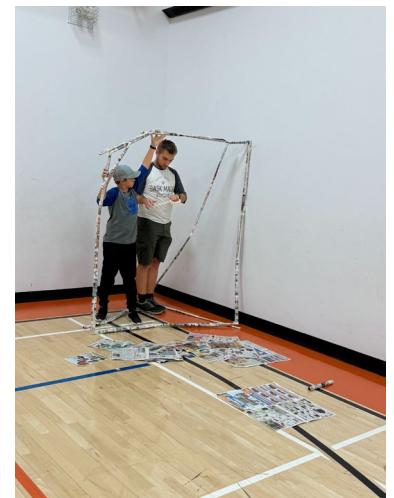
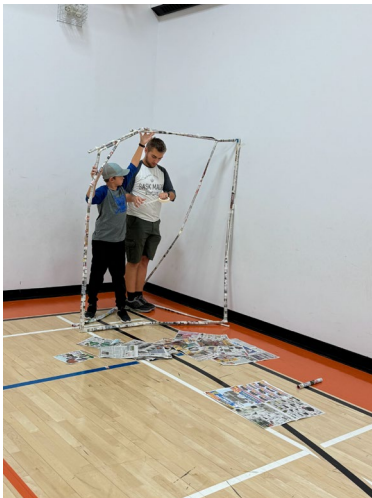
- Stepping Stones Mentorship Program started on October 9 and 10 from 3:30-5:00 and will go for 12 weeks. We have three mentorship programs currently running. We have VHS with 10 mentors and VES with 10 mentees, Taber Christian High School and ACE Place with 6 mentors and 6 mentees from D.R. Hamman School and Taber Christian School and W.R. Myers with 12 mentors and 12 mentees from L.T. Westlake and Central School. The mentors will be able to earn CEU credits.
- The Clinical Team Leader is meeting with FSLP team members to review growth planning for the 2024-2025 school year as well as required supervision and file reviews.
- The Clinical Team Leader and Family Connections Program Manager attended the monthly TCAPS meeting.
- 6 FSLP team members have been certified in suicide intervention training and 4 team members have been recertified on October 2,3 and October 16 and 17.
- Johnson Farms donated pumpkins for all the mentorship schools for pumpkin carving as well for wellness activities at VHS for pumpkin painting.
- Horizon School Division is partnering with Palliser Schools, Mental Health Commission of Canada and Southwest Collaborative Support Services to host our 8th annual Headstrong Youth Summit to be held at Palliser Regional Schools on Oct 29, 2024. We have a total of 24 students attending from grade eight, nine and ten from VHS, Lomond

School, W.R. Myers High School, Barnwell School, ACE Place, Taber Christian High School, Warner School, Erle Rivers High School, and Chamberlain School.

- Family Connections staff have secured donations for our Headstrong student raffle. We would like to acknowledge Rocky Mountain Equipment, Canadian Western Bank, Tater & Co. , Headwater Equipment, Analog Books, Millesy's Mobile Ag, Holiday Inn, Just Breathe - Massage Therapy, Extreme Training - Fitness Studio, Lethbridge Hurricanes among others for their generous gifts they have provided.
- Lethbridge Family Services has forwarded their Angel Tree referral forms and our Family School Liaison Program Team will be beginning to refer families for Christmas wish lists. All referrals will be due by November 20, 2024. Angela Tree has revamped the distance area for referrals within 30 minutes of Lethbridge. LFS will honor our agreement for this year.
- The Clinical Team Lead has signed a 2024-2025 memo of understanding with Big Brothers and Big Sisters Executive Director, Jen Visser to provide services to Horizon School in partnership with the FSLP team.

**Family Connections** has been funded by Alberta Health Services(AHS) since its inception in 2007. AHS is now separating into different pillars of health. As a result, our Family Connections program will now be known as Alberta Recovery, the new name for AHS.

- Annual Service Plans for the upcoming year and stats collected from previous school year, have been approved and tabulated for programming by Family Connections.
- Our Families First Program has commenced for our in-town schools. Family Connections hosts families and their children over the course of a 2.5 hour time period for three weeks. At this event, families are provided a meal and activities to do as a family. Additionally, parents receive an information session on topics such as social media trends, mental health trends, and sleep hygiene. We would like to thank TCS for allowing us to run this program in the evening at their school.
- After a Collaborative meeting with the Principal of the Hutterian Brethren Schools, the LST, the CTL and Director of Learner Services discussed plans to assist Colony School around social emotional learning programs. As a result, it was suggested that Family Connections PM Collin Larsen begin programming for Sunny Site, Enchant, and Armada School Colonies around regulation, resilience, and boundary building until December.



## **Mentorship - Newspaper Shelters**



### **Indigenous Learning**

- Kiera Van Der Ploeg, a High School, starred in Indigenous youth in a School Division was the film on September 30 where approximately 150 people attended, including MLA Grant Hunter, MD Reeve Tamara Miyanaga, Mayor Andrew Prokop, Karen Rancier, 9 school staff members, 13 Indigenous families, and community members.
- 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.

2024 graduate of Vauxhall *Little Deer*, a film about residential school. Horizon granted a special showing of

**September 17th, 2024.** DA Ferguson Gr. 6 Field Trip Writing on Stone



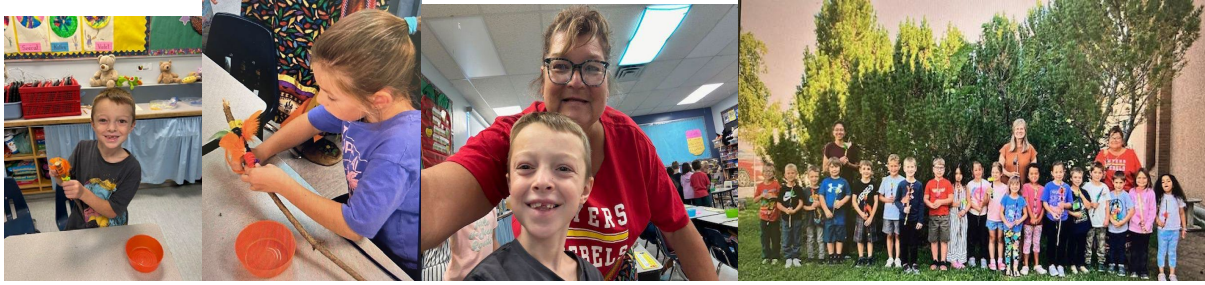
**September 17th, 2024 Tri School BBQ**



**September 18th, 2024 Indigenous Ally PD Day**



**September 19th, 2024 Dr. Hamman School Gr. 1 class Jocelyn Steinborn**



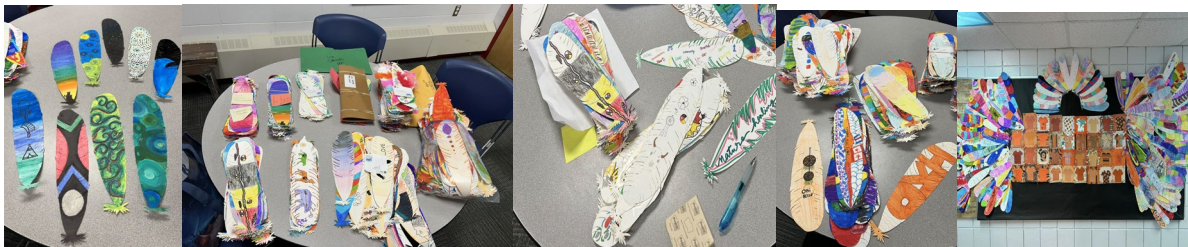
**September 26th, 2024** Elder Charlie Fox at D.A. Ferguson School



**September 30th, 2024.** National Day of Truth & Reconciliation



**October 8th, 2024** Spirit of Pita: Reconciliation in Flight project! The Lethbridge School Division invited us to participate in this.



11 schools participated in the project, VES, VHS, WR, DAF, Warner, LTW, Lomond, AcePI, Arden T. Litt, Central, TCS

### **Workplace Wellness**

- On October 8, our Principals and Senior Leadership Team members learned about the 6 Types of Working Genius as an assessment tool to better understand what brings them and their colleagues joy in the work they do. The information discovered in this PD session will help to inform our Administrators' committee and project work.

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





**Associate Superintendent, Learner Services**  
**Report to the Board of Trustees –October 28, 2024**

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Learner Services lead team members:

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

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**KEY ACTION AREA #1:**

**Strong core instruction that develops student competencies**

- The Instructional Coaches and the Associate Superintendent have started supporting teachers through a variety of Professional Development opportunities listed in a flyer called “A Cup of Learner Support.” The first event was the Social Studies Curriculum Cafe, Day one of the Reading and Writing for K-3, and University of Florida Literacy Institute (UFLI) training. All have been well received and successful, as teachers have shared great verbal feedback.
- The Associate Superintendent feels that it is essential for the Instructional Coaches to get out into schools in September every year to make connections and ask how we can best support schools and staff. The instructional coach has completed all her individual meetings with the Principals. She is also going to all the school staff meetings and about halfway through visiting all the schools.
- The start of the year for our little learners and the programs that Horizon provides is the priority for the Coordinator of Learner Services for September and October. To ensure programming and support are provided to each program, the Coordinator of Learner Services has been busy visiting and observing all our Early Learning Programs. The start-up has gone well, and many new students have been welcomed into our programs.
- Principals from DA Ferguson, Milk River Ridge and teachers from WR Myers, and Taber Christian School joined the Learner Services team in Canmore for a CAfLN (Canadian Assessment for Learning Network) conference. There was three days of learning that looked at best teaching practices for Formative and Summative Assessment in K-12 Education.

**KEY ACTION AREA #2:**

**Response to Instruction and Intervention**

- In October, the Director of Learner Services completed “Fall Meetings” with Learning Support Teachers and Principals. The meetings are essential as they provide time for schools to share

inclusive learning successes and challenges and discuss new students who may require inclusive education support.

- The Coordinator of Learner Services has provided workshops for teachers on Fountas and Pinnell Benchmark reading assessments. The focus was on how to administer the assessments and how to implement the information from the data they received into reading interventions and practical strategies for their classrooms.
- The Learner Services team was available for support as Horizon teachers engaged in the “Planning for Student Support” day, during which staff collaborated on the development of Instructional Support Plans, Early Childhood Support Plans, English as an Additional Language plans, etc., to support students requiring support to increase their success in school.
- Early Childhood Support Plan Meetings have started. These meetings give opportunities for parents to ask questions, to engage in conversations with staff on how our staff along with teachers will support the early learners in our division. The Coordinator of Learner Services has started attending these meetings across the Division.

### KEY ACTION AREA #3:

#### K-12 Career Exploration

- SAIL (Southern Alberta Interjurisdictional Leadership) meeting happened on September 24, 2024, in Coleman, Alberta, at PEAKS (Place-based Experiences, Adventures and Knowledge for Students). This is an opportunity for Horizon School Division Students in grades 8-12 to gain leadership skills and bring them back to their schools to build student councils. This opportunity also allows our students to connect with other 8-12 students across Southern Alberta. Last year, three students were part of our Horizon Group. With the help of the Career Pathway team, we had 36 students from eleven of our junior/senior high schools join us this year. Our students will present their leadership to other students in May at Lethbridge Polytechnic. (Photos of the 1st SAIL day are enclosed)
- The very first Coulee Pre-Med club happened on Thursday, October 10, 2024. As we try to meet career pathway interests for students, this evening event was offered to all schools to share with students interested in the medical field. This event had 35 students and 7 parents attend the event. 71% of the students requested a monthly meeting or learning opportunity. Some ideas for our next events will include hands on experiences, more guest speakers, exploring clinic operations, hospital walk-throughs, possible job shadowing. Thank you to Dr. Ryan Torrie, Dr. Davis Yawney, Dr. Thomas Kazakoff - resident, Dr. Samantha Sanderson - resident, Dr. Kapilan Panchendrabose - resident, Dr. Prabhnoor Osahan - resident for their insights and valuable time for this evening. (Some Photos from the evening are included)

#### LEADERSHIP PRACTICES

- The Associate Superintendent and Director of Learner Services attended CASSIX at the end of September to learn and collaborate with other division leaders from Southern Alberta.
- The Associate Superintendent, Coordinator, and Instructional Coach of Learner Services attend CAfLN (Canadian Assessment for Learning Network) Conference.

- The Coordinator of Learner Services attended regional? Meetings hosted by Southern Alberta Professional Development Consortia (now known as The Consortium) focused on Literacy instruction and Early Learning Programming.
- The Associate Superintendent and Instructional coaches attended the Multi-Jurisdictional Curriculum on-line meeting with leaders from across Alberta. These conversations are always excellent as we learn from one another in areas of assessment, new curriculum, early years assessments and resource sharing.
- Principal Growth Plan Meetings have been a highlight of September and October as Principals share their growth plans and talk about their goals for the school community.
- The Associate Superintendent has been meeting with Principals that are part of her Liasion Schools. Some of the meetings are held monthly while others are on a bi-weekly basis.

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

- The Tech team attended the ATLE conference in Calgary for professional learning, networking with peers/colleagues and connecting with technology vendors who support the Horizon School Division
- 

#### SAIL Conference





**SAIL Conference**



Coulee Pre-Med Photos



September 23, 2024

To: Parents/Guardians, staff, and students at Milk River Elementary School and Erle Rivers High School.

As you are all aware, the modernization of Milk River Elementary School is approaching completion. Once complete later this year, all early learning to grade 12 students will be transitioning from Erle Rivers High School to the newly named elementary school, Milk River Ridge School, which will then be designated as an early learning to gr. 12 school.

Given the upcoming completion of Milk River Ridge School Modernization, which included two value management sessions involving school, community, and municipal government representation and significant community fundraising, I am pleased to be able to share that at the September 23, 2024, board meeting, the board of trustees passed the following motion regarding the permanent closure of Erle Rivers High School and the transfer of students to Milk River Ridge School.

- Motion made by Bruce Francis to forgo the notice of motion and further public input and permanently close Erle Rivers High School upon the completion of the Milk River Ridge School later this school year and direct the superintendent to commence the permanent transfer of all early learning thru to grade 12 students and staff from Erle Rivers High School to Milk River Ridge School at an appropriate time based on when the division regains possession of Milk River Ridge School, formerly Milk River Elementary School from Ward Bros and to notify the minister of the name of the modernized school and effective date of the closure and to notify parents of every student enrolled in Milk River Elementary School and Erle Rivers High School of the effective date of the closure and transfer of students in alignment with Policy FL: School Closure, and the Education Act.

While the exact date of the closure and transfer is not known at this time, the Board anticipates that students will be returning from the Christmas break to Milk River Ridge School. School administration will be communicating confirmation of this date closer to the Christmas break.

Once students have been transferred, Erle Rivers High School will be demolished as per the government contract with Ward Bros and land will be designated as surplus and disposed of as per the following board motion, board policy, and government statutes.

- Given the upcoming completion of Milk River Ridge School in the coming months, anticipated demolition of Erle Rivers High School in the Spring of 2025, and the Board motion to permanently transfer all students and staff from Erle Rivers High School to Milk River Ridge School later this year and close Erle Rivers High School, Bruce Francis motioned to designate the land on which Erle Rivers High School is currently situated on, for clarity this does not include the school fields, as surplus land following the demolition of Erle Rivers High School, and hereby direct the Superintendent to proceed with seeking Ministerial approval for disposition of the property to the Town of Milk River as per Policy FD: Disposition of Division Property, the Education Act, and the Real Property Governance Act.

This is an exciting time for the students, staff, and community of Milk River as we formally announce the opening of the new school. We thank you for your patience and financial support as we partner and work collaboratively to enhance educational opportunities for your children for the foreseeable future.

Sincerely,



Marie Logan, Board Chair

cc: The Board of Trustees of the Horizon School Division  
Larry Liebelt, Town of Milk River Major  
Randy Taylor, Reeve County of Warner Reeve