

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

MONDAY, JANUARY 27TH, 2025

Acknowledgement of the Land

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

A – ACTION ITEMS

A.1	Agenda	
A.2	Minutes of Regular Board Meeting held Tuesday, November 26, 2024	ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4 ENCLOSURE 5 ENCLOSURE 6 ENCLOSURE 7 ENCLOSURE 8
A.3	Minutes of Special Board Meeting held Thursday, November 28, 2024	
A.4	January 2025 Payment of Accounts	
A.5	DELETE Policy GDB - School Support Staff	
A.6	First Reading Policy EBCB – Fire Prevention	
A.7	First Reading Policy EBCE – Lockdowns	
A.8	First Reading Policy FEA – Custodial Services	
A.9	First Reading Policy GK – Sales Personnel	

D – DISCUSSION ITEMS

D.1	Milk River Ridge School Grand Opening Date	
D.2	Board Tour of South Schools – Thursday, February 13	

I – INFORMATION ITEMS

I.1	Superintendent’s Report – Dr. Wilco Tymensen	ENCLOSURE 9
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 (Dec.) – Wilco Tymensen	
I.3	Associate Superintendent of Finance and Operations – Phil Johansen	ENCLOSURE 10 ENCLOSURE 11 ENCLOSURE 12 ENCLOSURE 13 ENCLOSURE 14
I.4	Associate Superintendent of Human Services – Karen Rancier	
I.5	Associate Superintendent of Learner Services Report – Terri-Lynn Duncan	
I.6	Ministerial Order – Number of Horizon Trustees	
I.7	ASBA Guide for School Board Trustees	
I.8	Business View – November 2024	

C - CORRESPONDENCE

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Board will move into Committee

DATES TO REMEMBER

• February 4 – K-3 Reading/Writing Workshop
• February 5 – 4-6 Reading/Writing Workshop
• February 6 – SIVA Re-Certification
• February 7 – CUPE Bargaining Meeting
• February 10 – Curriculum Café
• February 11 – Administrator’s Meeting
• February 11 – TEBA Monthly Engagement Session
• February 12 – ASBA Zone 6 Meeting
• February 13 – School Board visits to South Schools
• February 17 – Stat Holiday (Family Day)
• February 18-21 – No School – ALL
• February 24 – Division Wide PD Day (teaching staff only) – no students
• February 25 – Board Meeting
• February 27 – LST Meeting
• February 28 – Curriculum Support Meeting
• March 3 – CUPE Bargaining Meeting

Horizon School Division



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The Board of Trustees of Horizon School Division held its Regular Board meeting on Tuesday, November 26, 2024, beginning at 1:00p.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

ACTION ITEMS

A.1	Moved by Blair Lowry that the Board approve the agenda. Carried Unanimously	AGENDA APPROVED 124/24
A.2	Moved by Derek Baron that the Board approve the Minutes of the Organizational Board Meeting held Monday, October 28 th , 2024 as provided by Enclosure #1 of the agenda. Carried Unanimously	ORGANIZATIONAL BOARD MEETING MINUTES APPROVED 125/24
A.3	Moved by Jennifer Crowson that the Board approve the Minutes of the Regular Board Meeting held Monday, October 28 th , 2024 as provided by Enclosure #2 of the agenda. Carried Unanimously	BOARD MEETING MINUTES APPROVED 126/24
A.4	Moved by Bruce Francis that the Board approve the November 2024 Payment of Accounts in the amount of \$4,110.830.85 as provided in Enclosure #3 of the agenda. Carried Unanimously	PAYMENT OF ACCOUNTS APPROVED 127/24
A.5	Moved by Blair Lowry that the Board approved Second Reading of Policy GA – Recruitment and Human Services provided in Enclosures #4 of the agenda. Carried Unanimously	SECOND READING POLICY GA APPROVED 128/24
	Moved by Blair Lowry that the Board approved Final Reading of Policy GA – Recruitment and Human Services provided in Enclosures #4 of the agenda.	FINAL READING POLICY GA APPROVED

	Carried Unanimously	129/24
A.6	Moved by Bruce Francis that the Board approved Second Reading of Policy GBB – Right to Disconnect provided in Enclosures #5 of the agenda. Carried Unanimously	SECOND READING POLICY GBB APPROVED 130/24
	Moved by Bruce Francis that the Board approved Final Reading of Policy GBB – Right to Disconnect provided in Enclosures #5 of the agenda. Carried Unanimously	FINAL READING POLICY GBB APPROVED 131/24
A.7	Moved by Derek Baron that the Board approved Second Reading of Policy GCNP – Progressive Discipline provided in Enclosures #6 of the agenda. Carried Unanimously	SECOND READING POLICY GCNP APPROVED 132/24
	Moved by Derek Baron that the Board approved Final Reading of Policy GCNP – Progressive Discipline provided in Enclosures #6 of the agenda. Carried Unanimously	FINAL READING POLICY GCNP APPROVED 133/24
A.8	DEFERRED - Moved that the Board approve the Audited Financial Statements of the year ending August 31, 2024	AUDITED FINANCIAL STATEMENT <i>DEFERRED</i>
A.9	Moved by Mandy Court that the Board approve the Annual Education Results Report (AERR). Carried Unanimously	ANNUAL EDUCATION RESULTS REPORT APPROVED 134/24

DISCUSSION ITEMS

D.1 UPDATED BUDGET

- Kendall Olsen, Director of Finance shared an updated budget. No further questions or further discussion was held.

D.2 CHRISTMAS CONCERT ATTENDANCE

- Board members, along with Sr. Administration will be attending Christmas concerts and assemblies throughout the Division.

D.3 LOCAL AUTHORITIES' ELECTION ACT AMENDMENT (TRUSTEE CRIMINAL RECORD CHECKS)

- Requirement for a Criminal Record Check will be examined when being nominated for a trustee position. A Board policy is currently being drafted.

A.10

Moved by Blair Lowry that the Board approve First Reading of Policy GB – Trustee Criminal Record Check, with amendments.

Carried Unanimously

FIRST READING
POLICY GB
APPROVED
135/24

INFORMATION ITEMS
I.1 SUPERINTENDENT'S REPORT

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

I.2 TRUSTEE/COMMITTEE REPORT
I.2.1 Facilities Meeting Report

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

- Milk River Capital Project
 - Horizon School Division took possession of the school on November 25th
 - Photos of the project were shared with Board members
- W.R. Myers Phase 2
 - Possible contractor in place for January 2025
- Arden T. Litt School furnace stopped working. Looking to replace them ASAP

I.2.2 Administrator's Meeting Report

Trustee, Maxwell Holst, provided highlights from the November 2024 Administrator's Meeting:

I.3 ASSOCIATE SUPERINTENDENT OF FINANCE AND OPERATIONS

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

- Fall budget and financial statements
- Annual Transportation Grant has been completed and being reviewed

I.4 ASSOCIATE SUPERINTENDENT OF HUMAN SERVICES REPORT

Karen Rancier, Associate Superintendent of Human Services November 2024 report can be viewed [here](#).

I.5 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

Terri-Lynn Duncan, Associate Superintendent of Learner Services November 2024 report can be viewed [here](#).

CORRESPONDENCE

- No discussion came from the correspondence.

Moved by Bruce Francis that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

136/24

COMMITTEE ITEMS

Moved by that the Board meet in Committee.

Carried Unanimously

COMMITTEE

137/24

Moved by that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

138/24

Marie Logan, Chair

Sheila Laqua, Executive Secretary

HORIZON SCHOOL DIVISION



6302 – 56 Street Taber, Alberta T1G 1Z9
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The Board of Trustees of Horizon School Division held a Special Board Meeting on Thursday, November 28th beginning at 11:02am.

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

Waiver of Notice of Special Meeting and Special Meeting Agenda Attached

A.1	Moved by Bruce Francis that the Board approve the Special Meeting Agenda as contained in the Waiver of Notice of Special Meeting Carried Unanimously	AGENDA 139/24 APPROVED
A.2	Moved by Bruce Francis that the Board approve the audited financial statements as presented Carried Unanimously	AUDITED FINANCIAL STATEMENT 140/24 APPROVED
A.3	Moved by Blair Lowry that the Board approved second reading of Policy BG – Trustee Criminal Record Check Carried Unanimously	FIRST READING POLICY BG 141/24 APPROVED
A.4	Moved by Blair Lowry that the Board approve final reading of Policy BG – Trustee Criminal Record Check Carried Unanimously	FINAL READING POLICY BG 142/24 APPROVED
A.5	Moved by Derek Baron that the meeting adjourn Carried Unanimously	MEETING ADJOURNED 143/24

PAYMENT OF ACCOUNTS REPORT
Board Meeting - January 27, 2025

General	November 19/24		501295.39
General	November 25/24		233886.6
General	December 3/24		1752801.24
General	December 9/24		424174.01
General	December 17/24		505256.57
General	December 20/24		1293204.11
General	January 2/25		167999.71
General	January 6/25		61797.48
"A" Payroll	November 2024	Teacher	1740329.15
		Support	739120.62
"B" Payroll	November 2024	Casual	19,470.78
		Subs	74,150.09
	December 2024	Teacher	1,748,302.30
		Support	745,207.13
	December 2024	Casual	8,954.89
		Subs	45,667.43
Total Accounts			10,061,617.50
Board Chair	_____		
PJ:dd			
January 20, 2025			

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code: GDB
Policy Title: School Support Staff
Cross Reference:
Legal Reference:
Adoption Date:
Amendment or Re- December 13, 2001
affirmation Date: May 20, 2014,
June 20, 2017

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES SCHOOL SUPPORT STAFF ARE HIRED TO ASSIST STUDENTS, TEACHERS, AND ADMINISTRATORS IN VARIOUS CAPACITIES AS NEEDED IN THE DIVISION'S SCHOOLS. ALL SUCH SUPPORT STAFF MEMBERS SHALL MAKE THEMSELVES AWARE OF AND ENDEAVOR TO FULFILL THEIR ASSIGNED RESPONSIBILITIES.

DEFINITION

School Support Staff includes all staff covered by the C.U.P.E. Agreement and non-union staff to whom the school division applies the C.U.P.E. Agreement excluding the following:

- Maintenance Staff
- Caretaking Staff
- Those excluded Employees with managerial functions or confidential capacity in matters relating to labour relations, in accordance with the provisions of the Alberta Labour Relations Code
- Human Resources Coordinator, Payroll/Personnel Coordinator, Secretary Receptionists (Division Office), Transportation Coordinator, Communications & Information Coordinator, Accounts Payable Coordinator, Computer Technicians, FNMI Liaison Counsellor, Family School Liaison Counsellors, Career Counsellors, and the Child Youth Care Workers.

GUIDELINES

1. The provisions contained in the *Collective Agreement* between Horizon School Division #67 and C.U.P.E., division policy, provincial and federal legislation and regulations, and the principles of natural justice shall be adhered to when filling vacancies, laying-off, and terminating school support staff.

REGULATIONS**Hiring**

1. When hiring school support staff the hiring body shall follow procedures outlined in the *Staff Recruitment and Selection Guide* when filling a vacant position.
2. The primary consideration used in selecting and assigning support staff shall be the needs of the student(s).
3. School support staff shall be hired by the Superintendent on the recommendation from division office administration, the principal, or designate.
4. Division office administration, Principals, or designates shall be required to work through the Human Resource Department when filling vacancies.

Policy GDB – School Support Staff, Cont’d.

5. All successful applicants for support staff positions shall be required to provide the school division with supporting documents as requested by the Human Resource Department.
6. When additional support staff hours are assigned to a school the school principal shall give first consideration to present members of the school support staff.
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 Resource Department by the school principal or designate
8. It shall be the duty of the Human Resource Department to prepare the necessary letters of appointment for the Superintendent’s signature and share the necessary information with appropriate personnel.
9. Departures from normal hiring procedures may be made in exceptional circumstances but require the prior approval of the Superintendent.

Duties

1. Duties of school support staff members shall be determined by division office administration, the school principal or designate, and appropriate others.
2. The school principal or designate shall ensure that school support staff receive an orientation where roles and responsibilities, expectations, standard operating procedures are laid out. School support staff should also be made aware of applicable policies and informed of the online location of the Collective Agreement.
3. Roles and responsibilities shall be reviewed annually as part of the growth planning process.

Layoffs and Termination

1. Layoff and termination notices are issued from the Human Resource Department with the approval of the Superintendent on the recommendation of division office administration or the school principal.
2. Evaluation processes contained in policy are normally utilized to address competency issues prior to terminating the employment of a support staff member
 - 2.1. 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.

HORIZON SCHOOL DIVISION
POLICY HANDBOOK

Policy Code: EBCB
Policy Title: Fire ~~Drills~~ Prevention Measures
Cross Reference: HCE
Legal Reference: Fire Code Regulation
Adoption Date: November 26, 1996
**Amendment or Re-
affirmation Date:** ~~May 15, 2008~~
November 30, 2017

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION EXPECTS PRINCIPAL TO ESTABLISHING, IN ACCORDANCE WITH LEGISLATIVE AND CODE REQUIREMENTS AND IN CONSULTATION WITH THE LOCAL FIRE DEPARTMENT, APPROPRIATE PROGRAM AND PROCEDURES FOR THE SAFE AND ORDERLY EVACUATION OF STUDENTS DURING A FIRE DRILL, AN ACTUAL FIRE, OR OTHER EMERGENCY AND ENSURING APPROPRIATE FIRE PREVENTION MEASURES.

GUIDELINES

1. Approved fire extinguishers shall be provided in all schools and buildings and shall be of a type determined by the class of combustible material in the area to be protected.†
 - 1.1. Fire extinguisher inspections shall be organized and conducted annually by the Maintenance Department.
 - 1.2. Faulty fire equipment or vandalism to or theft of fire prevention equipment should be immediately reported to the principal and/or facilities manager.
2. Fire doors shall not be permanently held open and should be maintained in a closed position, unless equipped with a magnetic hold-open device.
3. Christmas trees brought into the school must comply with Fire Department guidelines.
 - 3.1. Harvested natural trees shall not be used for display purposes.
4. The use of extension cords shall be kept to a minimum.
5. Mechanical rooms, storerooms, and basement areas shall be kept in a clean, neat, and tidy condition at all times, free from rubbish, litter, oily rags, construction waste, and other waste matter of any description.
 - 5.1. Caretakers, maintenance, and technology staff shall not store or permit anyone else to store any materials or equipment in janitorial, server, boiler, electrical or mechanical rooms.
 - 5.2. All walls, ceilings, in boiler rooms and surrounding areas, shall be kept in a good state of repair to prevent the spread of fires.
6. All flammable, combustible, corrosive, oxidizing or organic liquids shall be properly stored in cabinets consistent with Work Place Hazardous Materials Information System (WHMIS) and Transportation of Dangerous Goods (TDG) regulations.

Policy EBCD Fire Prevention Cont'd

- 6.1. Cloths and rags used in conjunction with flammable liquids shall not be allowed to accumulate.
7. Flammable and combustible liquids in schools shall be limited to reasonable amounts essential for maintenance, demonstration, or experimental work and subject to storage requirements.
8. Students and staff should become familiar with at least two exits for evacuation in case one exit becomes inaccessible.
9. Staff should know the location of fire alarm stations in the school and be familiar with their operation.
10. Staff should know the location of fire extinguishers and be familiar with their use.

REGULATIONS

1. Fire escapes, balconies, ladders, halls, exits, and all means of egress shall be kept clear of obstructions at all times.
2. No exit door shall be locked, bolted, or otherwise fastened so that the door cannot be opened from the inside by the use of the ordinary door latch or knob or by pressure on the door or on a panic release device.
3. Within a day after its occurrence, the principal shall report to the Associate Superintendent of Finance and Operations, in writing, every fire regardless of its size.
- 1.4. The principal shall ensure that each teaching area in the school is posted with an appropriate fire drill sign indicating the normal evacuation route.
- 2.5. During the first week of school, employees and students shall be instructed how to proceed during an evacuation.
- 3.6. A fire drill shall be held at least three times during the fall semester and three times during the spring semester, as per code.
- 4.7. The principal shall maintain a record of all fire drills and evacuations including the following information:
 - 4.1.7.1. date and time of exercise;
 - 4.2.7.2. evacuation time
 - 4.3.7.3. comments and recommendations.
- 5.8. A copy of fire drill procedures shall be included in the School Safety Plan.

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code: EBCE
Policy Title: School Security (Lockdown)
Cross Reference: EBCB, EBCD, IFCJ, IHF
Legal Reference: *Education Act*
Adoption Date: May 30, 2002
Amendment or Re- Jan. 23, 2003; April 17, 2008
Affirmation Date: March 21, 2017

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT SCHOOL SECURITY (LOCKDOWN) DRILLS ARE AN ESSENTIAL PART OF ALL SCHOOL SAFETY PROGRAMS. THE BOARD DELEGATES TO THE PRINCIPAL THE RESPONSIBILITY OF ESTABLISHING AN APPROPRIATE PROGRAM AND PROCEDURES FOR A SAFE SCHOOL SECURITY (LOCKDOWN) DRILL.

REGULATIONS

1. School Lockdown procedures must be developed and followed ~~the procedures outlined in Attachment 'A'~~ for the purpose of ensuring consistent division-wide procedures
2. The Principal shall conduct at least two school security (lockdown) drills per year (one per semester).
3. Staff, students, and parents shall be made aware of the purpose of the drill and the date and time.
4. Every effort should be made to reduce potential anxiety, especially with younger and special needs children.
5. Where appropriate, the Principal may involve police and other emergency response personnel who shall be invited to provide feedback for improvement.
6. The Principal shall maintain a record of all school security (lock down) drills, using the prescribed school division reporting system.

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4.

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code: FEA
Policy Title: Custodial Services
Cross Reference: ~~FEF, OHS Act~~
Legal Reference: *OHS Act, Education Act, S. 225*
Adoption Date: December 18, 1996
Amendment or Re- ~~November 17, 2009~~
affirmation Date: ~~January 23, 2019~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT QUALITY CUSTODIAL SERVICES ARE ESSENTIAL IN ALL DIVISION OCCUPIED BUILDINGS. CUSTODIAL SERVICES SHALL BE PROVIDED THROUGH EMPLOYMENT OR INDEPENDENT CONTRACTS BASED UPON ESTABLISHED CRITERIA, GUIDELINES AND REGULATIONS, TO ENSURE THAT BUILDINGS AND GROUNDS, WITHIN THE CUSTODIANS' DUTIES, ARE KEPT CLEAN, COMFORTABLE AND SAFE.

GUIDELINES

1. The level of custodial services shall be determined by the Facilities Manager in consultation with the Principal ~~or in consultation with other appropriate Division personnel for non-school buildings and~~ Associate Superintendent of Finance and Operations.
2. Determination of the level of services shall take the following into consideration at each building:
 - 2.1. student enrollment of schools (as the primary factor);
 - 2.2. number of staff;
 - 2.3. number of rooms;
 - 2.4. amount and type of circulation, storage, and washroom spaces;
 - 2.5. floor area; and
 - 2.6. perimeter green spaces, sidewalks and playgrounds.
3. Special consideration shall be given for:
 - 3.1. gymnasium space;
 - 3.2. public use of facility;
 - 3.3. multi-level areas; and
 - 3.4. age and condition of building.

REGULATIONS

1. The Facilities Manager has overall responsibility for custodial work in the Division.
2. The Custodian is directly responsible to the Principal in each school.
 - 2.1. The Facilities Manager will provide the Principal with a copy of the custodial contract, or job description in the case of a Horizon employee.
3. It is the responsibility of the Principal, through the custodian, to ensure the school buildings are secured at all times.
4. It is the responsibility of the Principal to ensure that school facilities are cleaned and maintained by custodians, in accordance with established criteria, guidelines and regulations.
5. The Principal shall notify the Facilities Manager of concerns regarding the custodial services being provided by the Custodian.
 - 5.1. The Facilities Manager will conduct an inspection/evaluation in consultation with the Principal and report findings and actions taken back to the Principal.
6. Custodians shall rectify emergency situations and immediately report such situations to the Principal and Facilities Manager.
7. Non-emergent situations requiring attention beyond the Custodians’ responsibilities are to be reported to the Principal and Facilities Manager using the work order system.
8. Custodians are responsible for daily record keeping as requirements required by the Facilities Manager.
9. Custodians shall be required to have the necessary certifications, requirements as required by Legislation and by contract, e.g. WHMIS, criminal record checks that are acceptable to the division, ability to be bondable.
10. The Facilities Manager will provide notice to the principal when custodial services are being renewed, reviewed or replaced, and the opportunity to review the services prior to hiring a Custodian or entering into a contract for services.

HORIZON SCHOOL DIVISION

Policy Code: GK
Policy Title: Sales Personnel on School Premises

POLICY HANDBOOK

Cross Reference: IE
Legal Reference: Education Act
Adoption Date: February 26, 1997
Amendment or Re- May 15, 2008
affirmation Date: November 30, 2017

POLICY

THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION PROHIBITS PERSONS FROM CANVASSING, SELLING OR OFFERING TO SELL GOODS, SERVICES, OR MERCHANDISE ~~TO A TEACHER OR A STUDENT ON SCHOOL PREMISES-DIVISION~~ PROPERTY WITHOUT PRIOR CONSENT ~~OF THE BOARD OF HORIZON SCHOOL DIVISION.~~

REGULATIONS

~~1.~~ Consent of the Board may be given by the Superintendent of Schools, ~~or~~ by the Principal of the school, or the facilities manager with regard to the Maintenance Building.

~~2.1.~~ _____

~~2.1.~~ ~~Written consent is preferable, but verbal consent is acceptable.~~

~~3.2.~~ Consent may be withdrawn at any time, and the ~~The Principal~~ individual who provided consent is authorized to have sales personnel ~~without the above consent~~ removed from the school premises.

Superintendents Progress Report January 2025

The Superintendent Leadership Quality Standard:

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

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

Building Effective Relationships

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

Modelling Commitment to Professional Learning

- Enhancing leadership, teaching, and learning.

Visionary Leadership

- A preferred future.

Leading Learning

- Promotes shared responsibility for student success and continuous improvement.

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

- Establishing structures and providing the resources for schools.

School authority operations and resources

- Alignment with goals and priorities.

Supporting Effective Governance

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

Powerschool Cybersecurity Incident

- On Tuesday, January 7, 2025, PowerSchool informed our leadership team that they experienced a cybersecurity incident involving unauthorized access to certain PowerSchool SIS customer data. Unfortunately, they have confirmed that the information belongs to some of Horizon's current and past families and these student's emergency contacts.
- No financial information was accessed or stored in PowerSchool.
- PowerSchool has assured us that the incident is contained, and they've strengthened their security measures to prevent future breaches. PowerSchool informed us that the taken data primarily includes teacher, parent, emergency contact, and student contact information and some student identifiable information, such as medical information.

Police presence at D.A. Ferguson and W.R. Myers on January 9, 2025

- Horizon received information that an adult made a concerning comment about coming to the D.A. Ferguson and W.R. Myers complex. While no threat was made, the police were informed present at the school.
- The police identified and apprehended the individual at home the next morning and there is no further concern.
- I commend school administration and appreciate the work of Taber Police with ensuring student safety.

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

- Teacher Employer Bargaining Association (TEBA) meeting
- Alberta Education Field Services meeting re: Annual Education Results Report
- College of Alberta School Superintendent Zone 6 (CASSIX) meeting
- Child and Adolescent Services Association meeting re: implementation of a "CASA" mental health classroom
- Lethbridge Collegiate open house attendance
- MD of Taber meeting re: future lot development
- Colony Elders meeting
- Policy Committee meeting
- School Christmas concert attendance
- Senior Administrative Leadership Team (SALT) meeting
- Administrator meeting
- School administration mental health PD partnering with Prairie Rose school and system administration
- Principal evaluation meetings
- Division Office staff meeting
- W.R. Myers modernization meetings
- Milk River Ridge School visit
- Meetings and conversations with principals, staff, and parents as needed and/or requested. Conversations have focused on:
 - school off-campus excursions
 - student and parent concerns
 - 2025/2026 calendars

A formal thank you from division office staff to the Board for hosting a Christmas lunch for division office staff.

250127 Board Report

Associate Superintendent of Human Services

Human Services

- Deanna Killinger and I represented Horizon School Division at the University of Lethbridge Teacher Career Fair on December 6.
- Meetings were held with all principals to discuss their enrollment projections and potential teaching staff scenarios for the 2025-2026 school year.
- The Horizon Induction Program (HIP) participants met together in the evening of January 22 to focus on strategies to effectively build relationships and engage Educational Assistants to support students in their classes.

Professional Development and Meetings

- Along with other Senior Leadership Team members, I met with an Alberta Education Field Services representative to review Horizon's AERR.
- I facilitated the Indigenous Steering Committee meeting on January 8 in preparation for our PD with Indigenous Allies on January 15.
- I organized the Mental Health in Schools (MHIS) PD for the Administrators in Horizon and Prairie Rose on January 13.
- I attended the CASSIX meetings at the end of November.
- I attended (and thoroughly enjoyed!) a number of school's Christmas Concerts in December.

Clinical Team Leader/FSLC/Wellness Coaches

- The Clinical Team Leader organized a Family School Liaison Program PD day for the Wellness Coaches and FSLC on November 25 and invited other FSLCs and Wellness Coaches from other Southern Alberta School Divisions. Eight staff from Palliser Schools attended as well as three staff from Westwind School Division. The morning consisted of PD from Dr. Tanya Surette around Cultural Competence. The afternoon consisted of wellness activities that Collin Larsen and Angela Miller organized including stations to practice wellness, such as nature therapy, mandala coloring, massages, yoga, and smoothie making. The feedback was very positive and very well received.





- **Inter Pipeline** once again made a \$5000 donation to our FSLP program to be put towards Wellness Packs, Backpack program and Spark Fair. We are appreciative of Inter Pipeline's ongoing support towards our program.



- Horizon School Division will be partnering with Alberta Wellness Initiative, TCAPS and Taber Police Service on Feb 24, 2025 to hold a Resilience Scale Masterclass. There will be two sessions morning: 8:30-12:00 pm and evening: 6-9
- The FSLP program still remains short a .6 FTE FSLC.
- **Angel Tree** - FSLCs and Wellness Coaches with the support of LFS (Lethbridge Family Services) were able to provide gifts to over 100 Horizon families.
- Horizon Division office staff additionally contributed towards another seven Christmas hampers for families in need.
- Our Program Manager along with Learning instructor delivered a recertification and full training for SIVA (Supporting Individuals through Valued Attachments) for Horizon School Division - 32 staff were trained.
- High Level Law, Shine Dental, Horizon Dental, Johnson Drugstore have all donated monetary donations or supplies to our Wellness packs we deliver in programming during the month of March.
- Sleeve the Stigma Campaign is beginning on January 20th and going to the 24th of January. We are celebrating student artwork at The Loft Coffee Shop with student designed mental health messages that support community positive mental health.
- Bell Let's Talk is being supported on January 22nd, 2025. The Family School Liaison Team will be providing different activities and swag on that day and throughout the week which coincides with the Sleeve the Stigma Campaign.

- The Stepping Stones Mentorship Program officially concluded on December 13th with Vauxhall, TCS/TCSH/DR and CEN/LTW/DA/MYERS group. The program ran a total of 12 weeks with approximately 60 students participating.
- FSLCs and Wellness Coaches are currently submitting marks for credits for mentors.
- Armada Colony concluded their six-week mental health and well-being program. In January and February there will be programming commencing at Delco and Sunnysite Colonies for a total of six weeks.
- Starting at the end of January, Wellness Coaches will begin delivering the Resiliency Program to Grade 5 students in the division. The celebration night will be April 16th, 2025 at the Taber Auditorium.

Sleeve the Stigma Samples:



Indigenous Learning

- Indigenous Allies had a PD Day on January 15, focusing on incorporating Indigenous content into curriculum at all grades and subjects through center activities on seeds and plants, story stones, and moccasins.
- 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, arranging for Elder visits, applying for grants, organizing Indigenous Kits and preparing vouchers for honorariums for Indigenous guests.
 - Supporting families by providing support in registering for Indian Status Cards, transportation to appointments, assisting with "Master Your Money" registration for parents with Residential School funds, and organizing the 2nd Annual Family Feast. At the time of writing this report, 100 people had confirmed their attendance at the Feast.
 - Building community supports for students and their families by meeting with Elders, completing grant applications, and working closely with SAPDC and the Holy Spirit Indigenous Facilitator.

Special Indigenous Events:

November 28th After school guest speaker William Singer III



- 5 Indigenous students
- 14 Indigenous family and community members
- 30 in attendance a professor and wife from Waterton, Will & Donna Bilozir
- Central, DAF, LT, ACE PI, TCHS, St.Pats, U of L, Family services, Foster Parents, Waterton couple, Community members.
- We learnt lots on plants for health and all kind of healing

December 5th after school loom beading



- 4 Indigenous students
- WR, DAF

December 9th - Angel Tree gift pickup



- 45 Indigenous students received Angel Tree Gifts

- DAF, WR, ACE, Central, TCHS, Grassy Lake, DR. H, VES, VHS

December 12th after school loom beading & pizza



- 7 Indigenous students enjoying the teachings and eating Pizza
- Central, WR, DAF

December 14th Christmas Craft (Taber Public Library)



- 10 Indigenous students
- 30 Indigenous families and community members
- 2 Family Connections Program workers
- VHS, VES, HMAP, Lomond, Central, DAF,
- We beaded and made Christmas bulbs, learnt how to make Christmas cards, had snacks and visited.

Workplace Wellness

- On January 13, our Administrators partnered with the Administrators of Prairie Rose School Division for continued PD on Wellness. The content focused on Hope, Efficacy, Resilience, and Optimism (HERO) - content created by EdCan.

Report completed by Karen Rancier, Associate Superintendent of Human Services



Associate Superintendent, Learner Services
Report to the Board of Trustees – January 27, 2025

Learner Services lead team members:

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

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- The Coordinator of Learner Services provided coaching for teaching staff at Hays and WRM on assessment and teacher clarity when designing learning tasks.
- The Instructional Coach has been working one-on-one with teachers who have reached out for some coaching. This has involved taking teachers to other schools to observe teachers teaching the same content and analyzing and reflecting on Diploma Results.
- The Coordinator of Learner Services hosted early learning educator and assistant meetings focused on executive functioning skills and strategies for young children and the Flight Program. The Flight Program is a curriculum framework that guides the significant work of early learning and childcare educators who work with young children.
- The Learner Services team has been participating with teachers at the K-3 and 4-6 grade levels with Dr. Miriam Ramzy and Dr. Michelle Bence as we dive deeper into strategies for reading and writing workshops.
- The Coordinator of Learner Services continues to visit early learning classrooms to support educators. There have been over eight new student registrations, and some new students with complex needs have also been registered in the programs since December. All Taber Early Learning programs are at capacity, with a few spots available at LT. Westlake School.
- The Instructional Coach continues to travel to different schools to observe teachers in action in various contexts. General class observations have happened at TCHS, Barnwell, MRRS, ACE, HMAP and TCS.

KEY ACTION AREA #2: Response to Instruction and Intervention

- The Director of Learner Services met with other Zone 6 members of South West Collaborative Support Services, sharing updates from our respective divisions while receiving updates from partnering ministries, including Children's Allied Health, Alberta Children's Services, Mental Health and Addictions.
- Coordinator of Learner Services provided TACPAC (communicating through touch and music) training to Learning Support Teachers and educational assistants.
- Coordinator of Learner Services provided staff training at Dr. Hamman school for the University of Florida Literacy Institute (UFLI) program to enhance literacy instruction in Kindergarten to grade 5.
- The Learner Services team will be attending Instructional Support Plan meetings at schools with staff, students, and their parents/guardians for mid-round meetings to assess progress and evaluate support, needs, successes, and strategies to support further moving forward.

KEY ACTION AREA #3: K-12 Career Exploration

- On December 13, 2025, SACI (Southern Alberta Collegiate Institute) held a Trade Luncheon, and presentations of our Collegiate students followed. We had one of our students from WR. Myers in grade ten, Hayden Davis. The presentation for the Trade Luncheon can be viewed using [this link](#).
- Schulich Scholarships are Canada's most coveted undergraduate STEM (Science, Technology, Engineering, Mathematics) scholarships. Up to 100 scholarships are awarded to entrepreneurial-minded high school students. We have a nominee from Milk River Ridge's Grade 12, Craig Singer, this year.
- Pre-Med Club #3 will happen on January 29, 2025, at 6:30 PM at the Taber Medical Clinic. Students will have an opportunity to practice suturing, casting, splinting, monitoring vitals, use of a stethoscope, blood pressure machine, a mock trauma case and an ultrasound demonstration on a pregnant mom. Board members are invited to join us. If you are interested, the flyer with information can be found using [this link](#).
- The "Amazing Shake" pilot event was at DA Ferguson on January 23, 2025. This event had 90 students participating with local businesses to develop confidence, courage, communication skills, enthusiasm, appreciation and determination. This event nurtures experiential learning and skill development as students learn about career pathways.

LEADERSHIP PRACTICES

- The Associate Superintendent has been collaborating with school divisions across Southern Alberta to expand the Pre-Med club, which has been very successful here in Horizon.
- The Director of Learner Services continued to support the delivery of the Educational Assistants Learning Modules Pilot with members learning about Supporting Students with Complex Behaviour Needs and Supporting Students with English as an Additional Language. There will be a virtual Community of Practice opportunity for pilot members at the end of January.
- The Associate Superintendent attended the CASS (College of Alberta School Superintendents) Mentorship webinar and continues working with the CASS CEP (Continuing Education Program).
- The Instructional Coach took SIVA Training and then SIVA Train the Trainer training. Since this training occurred, the instructional coach co-ran a day of SIVA recertification and a day of SIVA training for 24 Horizon participants.

TECHNOLOGY INFORMATION (Information will be shared as needed)

- The Tech Team worked with maintenance, contractors, and staff to support the successful transition from Erle Rivers High School to Milk River Ridge School in November, December, and early January.

Pre-Med Club #2





Elementary Career Exploration





ALBERTA

EDUCATION

Office of the Minister

GOVERNMENT OF ALBERTA
DEPARTMENT OF EDUCATION
MINISTERIAL ORDER (#025/2024)

I, Demetrios Nicolaides, Minister of Education, pursuant to Section 78(2) of the *Education Act*, make the Order in the attached Appendix, being The Horizon School Division Trustee Order.

DATED at Calgary, Alberta December 11, 2024.

Demetrios Nicolaides

MINISTER OF EDUCATION

APPENDIX

MINISTERIAL ORDER (#025/2024)

EDUCATION ACT

**The Horizon School Division
Trustee Order**

- 1 Pursuant to Section 78(2) of the *Education Act* and The Board of Trustees of Horizon School Division Bylaw No. 2024-001, passed October 28, 2024, the number of trustees to be nominated and elected to the board is hereby increased from seven (7) to eight (8).

- 2 This Order shall be in effect for the general election to be held in October 2025.



Alberta School Boards Association

Guide for School Board Trustees





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1 Introduction

School board trustees are elected representatives who play a critical role in shaping the future of public education.

Locally-elected public, catholic and francophone school board trustees (“trustees”) oversee and provide important governance for school boards in our education system. School boards are crucial decision-making bodies that guide the educational experiences of thousands of students across Alberta.

This guide outlines the vital role of a school board trustee in Alberta’s education system and the path to becoming one.

It includes:

- An overview of trustees’ roles and responsibilities
- Skills trustees need to succeed
- Key considerations and details for trustee candidates

Whether you are a first-time candidate or seeking re-election, your decision to participate in this important democratic process highlights the crucial role of local governance and leadership in strengthening our education system and building a better society for everyone across the province.



This guide outlines the vital role of a school board trustee in Alberta’s education system and the path to becoming one.



2 About School Board Trustees

Understanding the Roles

Trustees act as advocates for students, stewards of public funds and bridges between the community and the school division. Trustees work collaboratively as part of a school board to ensure students receive a high-quality education that reflects the values and needs of their community.

Their authority is rooted in the *Education Act*, which delegates governance powers to school boards, and the *Local Authorities Election Act (“LAEA”)*, which regulates trustee elections. Trustees are elected every four years and are accountable to their communities, parents and Alberta Education for their decisions.

Trustees in Alberta’s Education System

In Alberta, school boards are considered statutory corporations empowered by the provincial government to govern local education. This structure reflects the principle that decisions made at the community-level are more effective and responsive to local needs.

School boards have significant responsibilities, including:

- Planning for the division and setting long-term priorities.
- Evaluating the performance of the superintendent and the overall system.
- Communicating achievements and results to the public and advocating for funding and resources.
- Promoting public education as a cornerstone of a democratic society.

By fulfilling these responsibilities as part of school boards, trustees ensure Alberta’s education system remains inclusive, equitable and high performing. Their role is a crucial one, emphasizing the importance of local governance and leadership in creating a better society for everyone across the province.



By fulfilling these responsibilities as part of school boards, trustees ensure Alberta’s education system remains inclusive, equitable and high performing.

Understanding the Responsibilities

Trustees are entrusted to govern their division by balancing the diverse needs of students, families and communities. Their work encompasses several key areas:

- **Setting Direction:** Trustees establish the strategic vision and priorities for their division, ensuring that all students can succeed. This includes approving goals that reflect community input and comply with provincial guidelines.
- **Developing Policy:** By creating policies, trustees set the framework for how their division operates. These policies guide everything from fiscal oversight and student wellbeing to annual school calendars.
- **Budget Approval and Oversight:** Trustees approve the division's annual budget, ensuring that resources are allocated effectively and responsibly.
- **Superintendent Oversight:** Working together as the board, they hire and evaluate the superintendent, who is responsible for implementing board decisions and managing day-to-day operations.
- **Advocacy and Representation:** Trustees advocate for public education at the municipal and provincial levels, representing the interests of their communities.
- **Community Engagement:** Trustees actively communicate with parents, students and other stakeholders, ensuring everyone's voices are considered in board decisions.

The board is collectively responsible for governance and all trustees are bound by its decisions. Individual trustees hold no legal authority; decision-making power rests solely with the board. However, the role of a trustee carries leadership and accountability, both to their constituents and the broader community. In this capacity, trustees can serve as role models and set a positive example for others.

Skills and Attributes

Those with a passion for public education and community service can make a valuable contribution as a trustee. Essential skills and attributes for effective governance should be developed and strengthened to fulfill trustee duties to the highest standards.

These include:

1. **Leadership and Collaboration:** Trustees must work effectively as part of a team, contributing to strategic discussions and making decisions in the best interest of the students.
2. **Financial Acumen:** Overseeing large budgets requires the ability to understand financial statements and ask critical questions about spending and resource allocation.
3. **Knowledge of Legislation:** Familiarity with the *Education Act*, *LAEA* and related regulations and policies is vital for effective governance.
4. **Strong Communication:** Trustees require a repertoire of communication skills to engage effectively with a wide range of stakeholders, from students and parents, to elected officials and community.
5. **A Willingness to Learn:** Trustees are expected to participate in ongoing professional development to stay informed about developments in education policy and best practices.



Why Run for Trustee?

Seeking election provides an opportunity to make a lasting impact in your community and its future.

Serving as a trustee is a call to leadership and public service. Trustees contribute to the public good and help shape the educational landscape for generations to come.

Supporting Local Governance

Local governance in school boards is a cornerstone of democracy, with trustees providing citizens a direct way to influence public services. Trustees offer essential oversight of the education system, ensuring decisions align with community values while meeting provincial standards. This role enables trustees to make informed and balanced decisions.

Alberta's school boards operate with local autonomy, enabling them to address the unique challenges and opportunities in their communities. Trustees are instrumental in bringing local insights to educational policies and practices, ensuring that every student has access to the resources and opportunities they need to succeed.

Answering a Call to Leadership

Leadership as a trustee requires vision, collaboration and a commitment to serving others. Trustees help guide the direction of education in their division, advocating for innovative solutions and equitable practices that benefit all students. They are champions of public education, working to ensure that every voice is heard and that schools remain places of opportunity and growth.

Trusteeship offers opportunities to develop leadership skills, deepen your understanding of governance and education and build relationships with fellow community leaders.

Committing to Public Service

Public education is deeply tied to the social and economic health of a community. Trustees contribute to collective well being and play a key role in addressing critical issues, such as equity, inclusion and student achievement.

Trustees also act as a bridge between the school system and the community, facilitating open dialogue and encouraging active participation in education and student learning.

Serving as a trustee is one of the most rewarding forms of public service. Trustees are part of a team working to solve complex problems, implement innovative strategies and uphold the values of public education.

Considerations

Time Commitment

Trusteeship requires a significant commitment of time and energy. On average, trustees dedicate 10–20 hours per week to their responsibilities. This includes preparing for and attending board and committee meetings, engaging with parents and community stakeholders, and representing the board at public events. Trustees should also consider participating in professional development sessions to stay informed about best practices and emerging trends in education governance.

Remuneration

Trustee remuneration varies between school divisions. The amount is determined locally and typically reflects the significant responsibilities and time commitments of the role. While the position is not usually sought for financial reasons, remuneration helps support trustees in fulfilling their duties.

Ethical Expectations and Conflicts of Interest

Trustees must adhere to high ethical standards, maintaining the trust and confidence of their communities. Transparency is key, trustees are required to disclose any financial or personal interests that could influence their decisions. Under the *Education Act*, trustees must abstain from votes or discussions where conflicts arise to ensure integrity in the governance process.

Steps to Run

Municipal elections in Alberta are a structured process that require careful preparation and adherence to provincial regulations. The election process ensures that candidates are eligible, nominations are properly filed and campaigns are conducted transparently.

Eligibility

There are five requirements to consider when confirming eligibility to run. Review these requirements before planning a campaign and submitting nomination papers.

These are outlined in the *LAEA* and the *Education Act*.

1. You must be eligible to vote in the election. You must be a Canadian citizen and must be at least 18 years of age.
2. You must be a resident in the school division. According to the *LAEA*, a candidate for trustee of a board of a school division that is wholly or partly within the boundaries of a city is not required to be a resident of the ward but must be a resident of the school division. Refer to the *LAEA* for more details.
3. Some faith-based and francophone school boards have specific requirements to run for their school board. Reach out to ASBA or to the school board you are considering running for to find out specific requirements for that election.
4. You must not be otherwise ineligible or disqualified. You would be considered ineligible if you are the auditor of the local jurisdiction. Secondly, you must not be an employee of the school board for which the election is to be held unless you take a leave of absence. Thirdly, you need to ensure that you do not owe the municipality for taxes in default exceeding \$50. In addition, you must confirm that you do not owe the local jurisdiction for any debt exceeding \$500 and are not in default for more than 90 days. Lastly, you cannot have been convicted of an offence under the *LAEA*, the *Election Act*, the *Election Finances and Contributions Disclosure Act* or the *Canada Elections Act* within the last 10 years.



Trustees must adhere to high ethical standards, maintaining the trust and confidence of their communities.





Nomination Process

Nominations must be filed during the designated nomination period, which begins January 1 of the election year and closes at 12 p.m. on Nomination Day (four weeks before the election).

Candidates must:

1. Complete the required nomination forms, including *Form 4 (Nomination Paper and Candidate's Acceptance)* and *Form 5 (Candidate Financial Information)*. The forms can be found on the Government of Alberta website, in the [Municipal Elections](#) section.
2. Secure signatures from at least five eligible electors who reside within the school board's jurisdiction (or more, if the board has passed a bylaw requiring additional signatures).
3. Submit the forms in person to the returning officer at the school board office, along with any required nomination deposit (if applicable).
4. Submit a current criminal record check, if the board has passed a bylaw requiring one.



Nominations must be filed during the designated nomination period, which begins January 1 of the election year and closes at 12 p.m. on Nomination Day.

Key Dates

January 1, 2025

Nomination period opens and the earliest date a municipal, school or Ombudsman employee wishing to be nominated may notify the employer that they are taking a leave of absence.

May 1, 2025

Start of “election advertising period” in which local jurisdictions must maintain a register of third parties who engage in election advertising.

**September 22, 2025
12 p.m.**

Nomination period closes.

September 23, 2025

Candidate may withdraw their nomination in writing, in person.

October 20, 2025

Election day.

**October 22, 2025
4 p.m.**

Deadline to receive a request for a recount.

**October 24, 2025
12 p.m.**

Recounts must be complete.

November 8, 2025

Last day for an elector to request a judicial recount.



3 Deciding to Run

What makes you want to serve?

While this may seem like a straightforward question – the answer is not always obvious. People need to trust you and your vision before they vote for you.

You need a rationale for running in your community. A good way to frame this is by tying your statement to an experience or narrative; consider how your campaign and policies address this.

Be accessible! Share your story, vision and background with your target audience. Highlight life and work experiences that are relevant to your platform and goals. Employ diverse types of media to your advantage, catering to the individuals who are most likely to vote for you. Use anecdotes, stories, photos, videos and testimonials that feed your campaign message. As well, you should address any vagueness or potential questions your target audience may have.

Most of all, it is important to be authentic. It is important to convey honesty and truth through your message, admit faults (such as a promise not kept or an unreturned phone call) and be as genuine as possible.

How to Prepare

The candidate has three tasks during the campaign:

1. Make a meaningful impression and convince constituents to vote for you.
2. Raise money (if required).
3. Recruit volunteers.

Given the limited resources a school trustee campaign may have, it may make sense for you to take on some campaign management roles as well. Candidates should be interacting with voters at every possible opportunity and speak directly with as many of them as possible.



People need to trust you and trust your vision before they are comfortable voting for you.

Getting Started

The first step for any candidate is to complete the nomination package.

To complete the nomination process, each local school board or municipal elections authority will have their own set of forms and requirements for you to complete. Standard across the province, candidates will have to complete the required “Form 4 – Nomination Paper and Candidate’s Acceptance” as well as “Form 5 – Candidate Information.”

How to Access and Submit Nomination Forms

These forms can be accessed via your local returning officer, municipal elections authority or school board. You can also find them online on the Government of Alberta [website](#).

It is important to be exceptionally diligent when completing these forms and ensure they are submitted correctly. Please note that municipalities have varying requirements for these forms, including how many electors are required to have signed the form to validate your nomination.

It is recommended that nomination forms are submitted as early as possible before the nomination deadline. It is also suggested to have more electors sign your forms than needed for your nomination to guarantee you reach the minimum requirement. In most cases, signatures need to be collected in-person. You can inquire with your local returning officer or municipal elections authority about the types of signatures that will be accepted on the form, including signatures obtained via e-mail.

Once completed, you must submit the forms appropriately as per LAEA guidelines. According to the LAEA, individual school boards can adjust how they receive nomination papers from trustees.

All nomination packages must:

- Be signed by at least five electors or more (check with your school board/ local municipal elections authority for additional requirements);
- Have a valid deposit (check with your school board/ local municipal elections authority if this is required and your deposit total);
- Be signed and affirmed by the candidate (check with your school board/local municipal elections authority if there are any additional signing/affirmation requirements).

In addition to having the correct deposit value, some elections authorities require specific methods of payment. Make sure you check with your local returning officer or municipal elections authority which methods are valid in advance of you filing your nomination papers.





4 Local Authorities Election Act

Recent Changes

The *Municipal Affairs Statutes Amendment Act* came into force on October 31, 2024. While the involvement of local political parties and slates is **not applicable** to trustees, several of the amendments impact the rules for local elections.

Regarding employment, one must **not** be employed by a school division, charter school, private school or Office of the Ombudsman if seeking election as a trustee. If employed by one of the above, one must notify the employer on or after January 1, 2025 and before the last working day prior to nomination that leave of absence without pay will be taken.



Regarding employment, one must not be employed by a school division, charter school, private school or Office of the Ombudsman if seeking election as a trustee.

Notable additional changes:

- Debt to the local jurisdiction for which the election is being held cannot equal or exceed \$500 for one to be nominated as a candidate.
- The campaign period begins on January 1 the year immediately following a general election and ending on December 31 immediately following the general election.
- Donations by an ordinary resident in Alberta cannot exceed \$5,000 in the aggregate to all trustee candidates of a public school or separate school division.
- Donations by a non-prohibited corporation in Alberta cannot exceed \$5,000 in the aggregate to all trustee candidates of a public school or separate school division.
- A candidate may spend up to \$10,000 of their own money during the campaign period. This amount does not need to be reimbursed to the candidate by the campaign funds at the end of the campaign.

5 Resources

Local Authorities Election Act

<https://open.alberta.ca/publications/l21>

The election law currently governing school board trustee elections in Alberta.

Education Act

<https://open.alberta.ca/publications/e00p3>

List eligibility requirements, trustee responsibilities amongst other legal requirements for trustees and candidates.

ASBA Resources

<https://www.asba.ab.ca>

Contact ASBA with any questions.





BUSINESS VIEW

VOLUME 5, ISSUE 11 | NOV 2024

civil and municipal

ERIE COUNTY OHIO

BUILDING A
YEAR-ROUND HUB

Also in this issue ATHENS, AL • PERKINS TOWNSHIP, OH • PEWAUKEE SCHOOL DISTRICT

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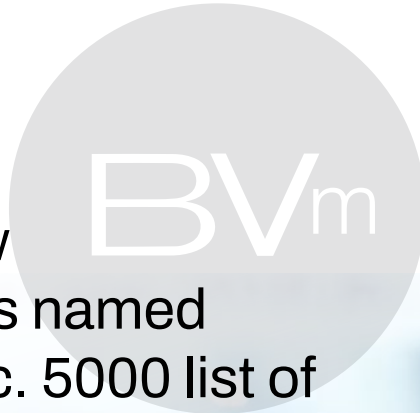
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GREAT NEWS!

Business View
Publishing was named
to the 2020 Inc. 5000 list of
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[Read the press release](#)



Dear Readers,

A late fall chill is in the air as we look towards the Christmas season which is quite literally right around the corner. The autumn has flown by and it is hard to believe that we are just a matter of weeks away from a new year. At Business View Publications, it is always a pleasure to capture the change of season and lead-up to a new year.

As late October leaves give way to frosty mornings, we consider it a privilege as always to bring our avid business readers an inside view into how municipalities, organizations of different sizes, and the many bustling airports throughout the continent are wrapping up their fall fiscal lineup as they gear up for 2025.

For our November issue, we touched down at several leading regional airports and sat down with their Airport Directors including Conroe-North Houston Regional Airport and John Murtha Johnstown Cambria Airport to discuss each of their airport master plans, meeting continued aviation growth and the vital economic link to the community and region these air hubs serve.

Looking at the municipalities we covered for our November issue, it is clear that continued best practices, bold initiatives, and critical infrastructure upgrades top the agenda at this time of the year. Civic officials continue to focus on key policies while adapting to economic challenges and putting residents first.

In-depth profile features filled our pages with city officials from Athens, Alabama, Edson, Alberta, Forest Park, Georgia, Gatesville, Texas, Glens Falls, New York, Half Moon Bay, California, Mableton, Georgia, Perkins Township, San Leandro, California among other fast-growing municipalities.

Each region is embracing the fourth fiscal quarter of 2024 by providing residents with what is on their wish list. Continued commercial and industrial growth coupled with residential growth have propelled these municipalities into representing some of the fastest-growing regions across North America.

Companies profiled this month included CRM Properties, IPS Integrated Power Services, Prestige Pools, and Redline Athletics among other leading businesses and organizations. Looking ahead, all these companies show leadership and produce unparalleled projects to increase their business foothold, revving their economic engines towards further growth as we head towards 2025.

As we continue to bring you the very best sector and industry-focused features, we hope that you take time for yourself to embrace the thought of the festive season that is just a few short weeks away as we, as always, provide you with the best business view.



Karen Surca
Editor in Chief

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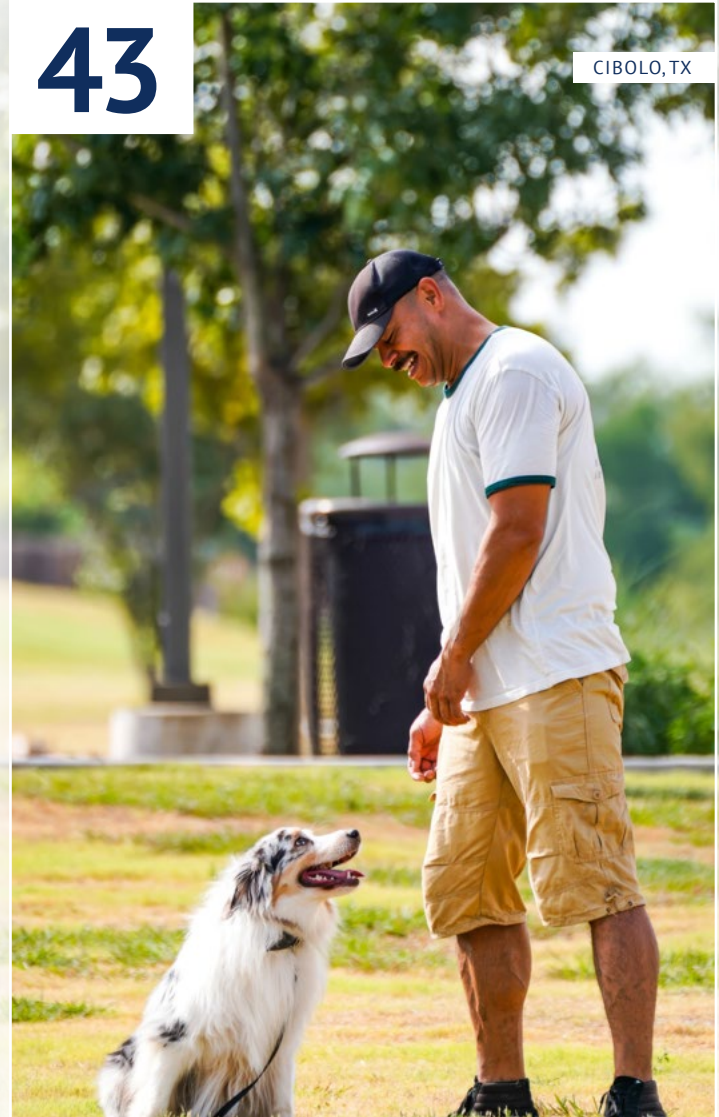
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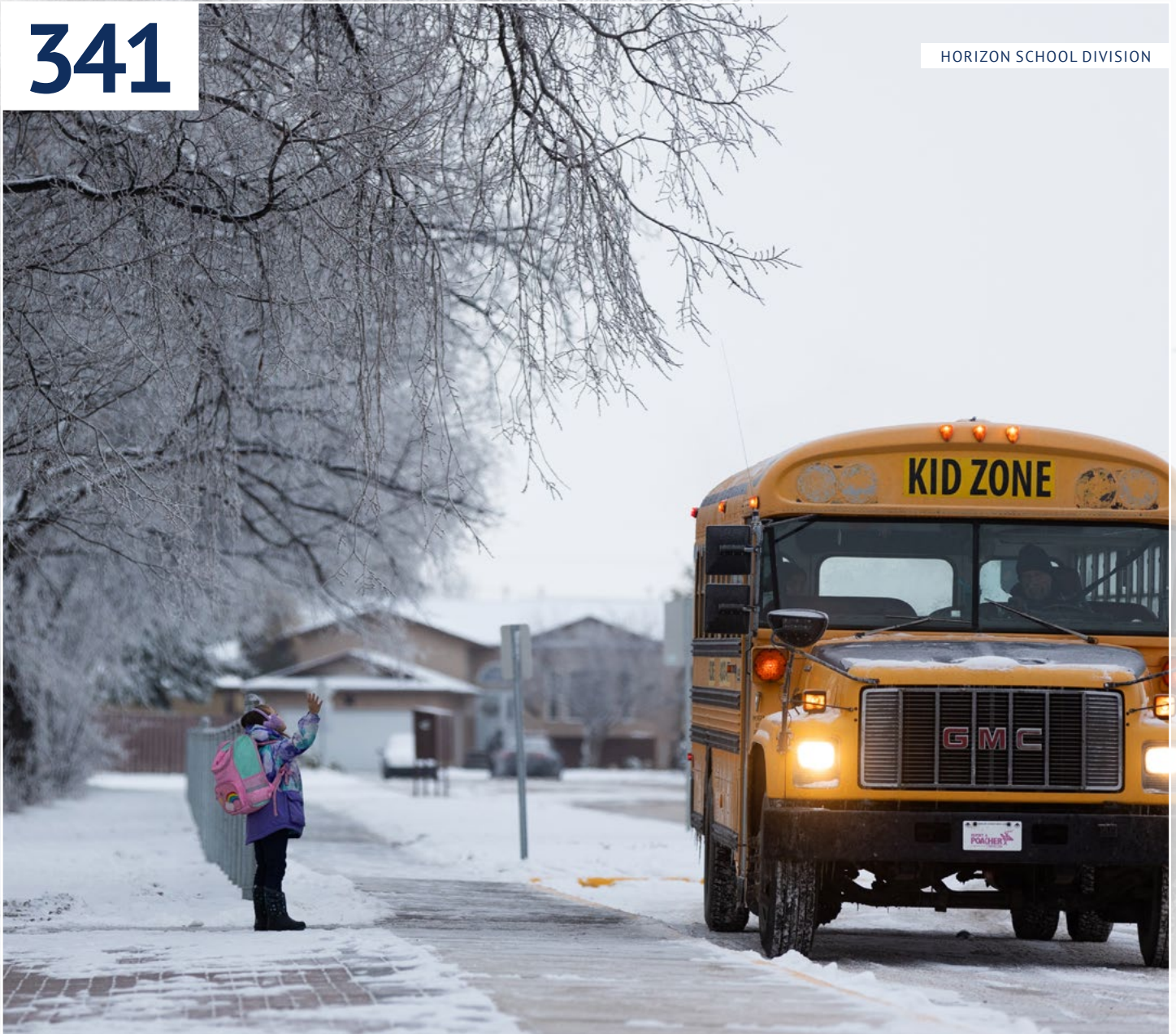
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HORIZON SCHOOL DIVISION

SHAPING FUTURE LEADERS WITH INNOVATION, INCLUSIVITY, AND RESILIENCE

From cutting-edge academic programs to robust mental health support; redefining what it means to prepare students for success in school and beyond.

AT A GLANCE

HORIZON SCHOOL DIVISION

WHAT: Progressive school division focused on academic success, mental health support, and community partnerships

WHERE: Southern Alberta, Canada

WEBSITE: www.horizon.ab.ca





Horizon School Division in southern Alberta might be situated in a rural setting, but its approach to education is anything but traditional. The division, which spans several small farming communities, prioritizes an inclusive, forward-thinking environment that prepares students for school and life beyond it. With roughly 40% of its student population coming from non-English-speaking backgrounds—Mennonite and

Filipino communities forming significant portions—Horizon is tackling diversity and inclusion challenges in a setting many might wrongly assume to be homogeneous.

Dr. Wilco Tymensen, Superintendent of Horizon, explains the division’s central focus: “We’ve worked very heavily on engaging and empowering students. We all know that students can succeed in school, but struggle once they’re out. Our mandate is to make sure that they are not only successful while they’re with us but that they’re also prepared to be contributing citizens once they leave.”

This outlook led the division to extensively consult with thousands of community members, including parents, staff, and students, to understand the values that matter most. Dr. Tymensen shares, “The importance of continual improvement, inclusion, and respect for diversity came through loud and clear.” The insights gained from this process helped shape Horizon’s approach, ensuring that it reflected the student population’s needs and resonated with the larger community.

Given Horizon’s rural location, the diversity of its student body is remarkable. “People often think of small farming communities as being fairly uniform, but that’s not our reality,” Dr. Tymensen notes. He highlights the school’s inclusion of all students, regardless of background. This focus on inclusivity is paired with an emphasis on relationship-building—both crucial aspects of Alberta’s teaching and leadership quality standards, which the division has embraced. “The relationships we build are vital to the education process,” says Dr. Tymensen. “It’s a core competency, and it’s heartening to see that reflected in our culture and our structure.”

PREPARING STUDENTS FOR A NEW ECONOMY

As the world of work evolves, education must, too. Horizon School Division has recognized this shift, particularly at the high school level, where the focus is increasingly on preparing students for the realities of a new economy.

“One of our core mandates is to get kids ready for the next step, whether it’s post-secondary education





or directly into the workforce,” Dr. Tymensen explains. “The provincial government has been very clear in their expectations, especially when it comes to skilled trades.” With shortages in sectors like agriculture, mechanics, and wind turbine technology, the division is stepping up to fill the gap, offering students real-world experience beyond traditional academics.

Horizon is innovating through programs like dual credits, where students simultaneously earn high school and post-secondary credits. “We know that when kids are passionate and have a clear pathway, they become more engaged in their learning,” says Dr. Tymensen. Horizon’s partnership with Lethbridge Polytechnic and neighboring school divisions is a prime example. High school students can now explore trade programs ranging from heavy-duty mechanics to renewable energy technologies like wind turbines.

In this shift, Horizon is also challenging long-held assumptions about the paths available to students. The old idea that university is only for the academically elite while college is a fallback for others no longer holds. “We’re seeing students with high grades and strong social skills choose college programs because they’re realizing that these careers can lead to well-paid, fulfilling jobs,” Dr. Tymensen shares. “In many cases, after just two years in post-secondary, these students are earning excellent salaries, supporting their families, and contributing to society in meaningful ways.”

LITERACY AND EARLY INTERVENTION

In the Horizon School Division, ensuring student success begins in the early grades. Recognizing that early literacy is foundational to lifelong learning, the division has doubled down on a comprehensive approach that blends strong instruction, targeted intervention, and a growing emphasis on mental health.

“Literacy, for us, is all about early intervention,” Dr. Tymensen explains. “We’ve identified three core priorities: strong instruction, intervention for students who are struggling, and mental health support.” This triad has been especially important post-Covid, as the division works to help students recover academically, emotionally, and socially.



“During the pandemic, we saw significant gaps in literacy, with kids learning from home, but we also saw the breakdown of social structures. So now, we’re working hard to help students catch up.”

To address these challenges, Horizon has directed substantial funding and personnel toward the early grades, focusing on literacy fluency and phonics. “We’ve provided a lot of extra support,” Dr. Tymensen says. “The province has also helped by funding

additional resources, which allows us to offer targeted interventions in those key areas.”

Assessment plays a crucial role in Horizon’s strategy. In Alberta, recent shifts have increased the frequency and depth of student assessments, and Horizon has embraced these changes. “There’s much more assessment happening now than before,” Dr. Tymensen notes. The division uses tools like Fountas and Pinnell to regularly assess students’ fluency



motivating for our staff to see where the students start and how much progress they can make.”

INFRASTRUCTURE AND COMMUNITY PARTNERSHIPS

Horizon School Division has made substantial capital investments to create spaces that support education and enhance its students’ overall well-being and success. “The learning space has a significant impact on how well kids do,” Dr. Tymensen asserts. Thanks to government funding and local fundraising efforts, several schools have undergone extensive modernization over the past few years.

“We’ve been fortunate to have three or four schools modernized in our jurisdiction,” he notes. One example is Barnwell School, where the community raised over \$1.5 million to expand and enhance the facility. “The gym was more than doubled in size, and a weight room was added. We also partnered with the community to create a public library,” Dr. Tymensen says.

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and comprehension, allowing teachers to pinpoint exactly where each child is struggling.

Horizon’s efforts are informed by research from leading institutions like the University of Florida’s Literacy Institute, which the division has brought into the classroom. “We’ve been integrating that research into our teaching practices, making sure our educators are equipped with the latest methods to support literacy growth,” Dr. Tymensen adds. “It’s



Dr. Tymensen quickly points out that the board's investments match these efforts. "The board has invested heavily in ensuring our schools are equipped for modern learning," he explains. As southern Alberta experiences increasingly warmer temperatures, Horizon has improved classroom conditions. "We've upgraded the atmospheric controls in many of our schools because when classrooms are pushing 28 or 29 degrees Celsius, kids simply can't learn."

The division's attention to infrastructure extends to other areas, too. Aging parking lots have been resurfaced, and more flexible seating options have been introduced in classrooms, including standing

desks and rocking chairs. "We know some kids need to fidget, so we've provided alternatives to the traditional desk and chair setup," Dr. Tymensen says. Horizon has also equipped nearly all its schools with sensory rooms designed to help students self-regulate and manage their behavior.

Horizon's approach to education is deeply rooted in community collaboration. "It takes a village to raise a child," Dr. Tymensen emphasizes. "Our schools use a collaborative response model," he explains. "When a student is struggling, teachers come together to create a pyramid of intervention, looking for additional support that can help." This process



often involves working closely with families and the broader community to meet students' needs—whether that's connecting them with health services, helping parents navigate government support systems, or simply keeping families informed about their child's progress.

ENGAGING STUDENTS THROUGH ATHLETICS AND THE ARTS

Horizon School Division understands that a well-rounded education extends beyond academics, and the schools have become centers of activity for sports, the arts, and even niche interests like gaming. Dr.



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Tymensen acknowledges the significance of sports in tight-knit communities. “Athletics are huge,” he says. “During basketball season, our gymnasiums are packed—not just with parents, but with community members as well. It’s a big deal, and it really brings people together.”

The division has invested heavily in gymnasium enhancements, often with direct support from the communities. Dr. Tymensen highlights how the community’s willingness to fundraise has helped improve facilities. But athletics isn’t the only game in town. Recognizing that not all students are drawn to sports, Horizon has made sure there are other outlets for those with different interests. “We provide opportunities for gaming competitions and social clubs,” Dr. Tymensen explains. “It’s about giving all our kids a space where they feel they belong, whether they’re into athletics, gaming, or something else entirely.”

The same inclusive approach applies to the arts. Horizon’s schools offer a variety of fine arts programs,

from drama to visual arts, providing students with creative outlets and the chance to showcase their talents. “We put on drama productions that are open to the community, and our students perform in plays that everyone can attend,” Dr. Tymensen notes. These experiences are more than just extracurricular activities—they are pathways to future opportunities. “We’re linking these experiences to potential careers,” he adds, ensuring that students see the arts as a viable option for their futures, whether through scholarships or post-secondary programs.

LOOKING AHEAD: ACADEMIC SUCCESS AND MENTAL HEALTH

As Horizon School Division plans for the future, its priorities are clear: bolstering academic success through targeted interventions and addressing students’ growing mental health needs. Over the next 18 months, Horizon will continue to sharpen its focus on helping students overcome obstacles.

“We’re committed to making sure kids are successful academically,” Dr. Tymensen says. The division’s strategy revolves around supporting students who may be struggling, ensuring that no one falls through the cracks. “We’ll continue to focus on interventions for those who need them,” he adds, explaining how the division allocates budget and resources to provide this critical support.

The division is also paying close attention to the rising levels of emotional issues among students—a trend that has intensified in recent years. “There seems to be a higher level of stress and anxiety for kids,” Dr. Tymensen observes. Horizon is responding with increased access to counseling and peer mentorship programs. “We’re really trying to focus on building resiliency skills,” he says, pointing out that emotional strength and perseverance are just as vital to students’ development as their academic progress.

A key element of this strategy involves reshaping how students and their families think about adversity. “What parents are doing is trying to shield their children from difficulties because it brings about anxiety,” he explains. “But all that does is create a bigger wall and a bigger fear.” For Dr. Tymensen and the team at Horizon, it’s important that students learn





how to navigate setbacks and develop the resilience to bounce back stronger. “You learn through trial and error and making mistakes,” he says, adding that the division is working hard to promote a culture of perseverance. “We want kids to understand that making mistakes is part of learning.”

With this dual focus on academic intervention and mental health support, Horizon School Division ensures its students are prepared for more than just the next test or report card. They’re learning how to tackle real-world challenges with confidence and resilience and the understanding that setbacks are simply stepping stones on the path to growth.

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