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| • March 3 – CUPE Bargaining Meeting |
| • March 4 – EDCAN Admin. Meeting at Prairie Rose School Division |
| • March 5 – 4-6 Reading/Writing Workshop |
| • March 7 – CUPE Bargaining Meeting (Mediation) |
| • March 10 – Colony Teacher’s Meeting |
| • March 11 – Administrator’s Meeting |
| • March 12 – COSC Meeting |
| • March 12 – TEBA Monthly Engagement Session |
| • March 14 – Curriculum Cafe |
| • March 19 – ASBA Zone 6 Meeting |
| • March 24 – Supporting Students on The Spectrum Workshop |
| • March 27 – ASBA Minister’s Engagement |
| • March 31 – Board Meeting |

Horizon School Division



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The Board of Trustees of Horizon School Division held its Regular Board meeting on Monday, January 27, 2025, beginning at 12:45p.m.

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

ACTION ITEMS

A.1	Moved by Jennifer Crowson that the Board approve the agenda. Carried Unanimously	AGENDA APPROVED 01/25
A.2	Moved by Blair Lowry that the Board approve the Minutes of the Regular Board Meeting held Tuesday, November 26 th , 2024 as provided by Enclosure #1 of the agenda. Carried Unanimously	BOARD MEETING MINUTES APPROVED 02/25
A.3	Moved by Mandy Court that the Board approved the Minutes of the Special Board Meeting held Thursday, November 28 th , 2024 as provided by Enclosure #2 of the agenda. Carried Unanimously	SPECIAL MEETING MINUTES APPROVED 03/25
A.4	Moved by Derek Baron that the Board approve the January 2025 Payment of Accounts in the amount of \$10,061,617.50 as provided in Enclosure #3 of the agenda. Carried Unanimously	PAYMENT OF ACCOUNTS APPROVED 04/25
A.5	Moved by Bruce Francis that the Board delete Policy GDB – School Support Staff as provided in Enclosure #4 in the agenda. Carried Unanimously	DELETED POLICY GDB APPROVED 05/25

A.6	Moved by Mandy Court that the Board approved First Reading of Policy EBCB – Fire Prevention as provided in Enclosure #5 of the agenda. Carried Unanimously	FIRST READING POLICY EBCB APPROVED 06/25
A.7	Moved by Jennifer Crowson that the Board approved First Reading of Policy EBCE – Lockdowns as provided in Enclosure #6 of the agenda. Carried Unanimously	FIRST READING POLICY EBCE APPROVED 07/25
A.8	Moved by Derek Baron that the Board approved First Reading of Policy FEA – Custodial Services as provided in Enclosure #7 of the agenda. Carried Unanimously	FIRST READING POLICY FEA APPROVED 08/25
A.9	Moved by Maxwell Holst that the Board approved First Reading of Policy GK – Sales Personnel as provided in Enclosure #8 of the agenda. Carried Unanimously	FIRST READING POLICY GK APPROVED 09/25

DISCUSSION ITEMS

D.1 MILK RIVER RIDGE SCHOOL GRAND OPENING DATE

- The Milk River Ridge School Grand Opening will be held on September 5 or 10, 2025

D.2 BOARD TOUR OF SOUTH SCHOOLS – THURSDAY, FEBRUARY 13, 2025

- Board members, along with Sr. Administration will be visiting Milk River Ridge School and Warner School on Thursday, February 13th, 2025

INFORMATION ITEMS

I.1 SUPERINTENDENT'S REPORT

Superintendent, Wilco Tymensen January 2025 report can be viewed here.

Special congratulations to our Board Chair, Marie Logan for receiving 2 prestigious awards:

- *King Charles III'S Coronation Medal*
- *Distinguished Volunteer Leader Award for 50 years of service to 4-H Alberta*

I.2 TRUSTEE/COMMITTEE REPORT

I.2.1 ASBA Zone 6 Report – Mandy Court

- ASBA Executive presented a slide presentation on the framework of supports and services
- Election guide for trustees is available on the ASBA public site
- Vivian Aboud: Google offered (US) roadshow 30 minutes for students to learn online safety ('Be Internet Awesome') First roadshow could be in Alberta.
- Zone Banking discussion
- ASBA Upcoming Awards:
 - Honouring Indigenous Student Award

I.2.2 Facilities Meeting Report

Vice Chair, Bruce Francis, provided an update regarding Facilities Department work for the month of January 2025:

- Milk River Capital Project
 - Erle Rivers High School demo starts the end of March
- W.R. Myers/D.A. Ferguson Modernization
 - Tentative Milestone timelines are as follows:
 - Project up for public tender the week of January 20, 2025,
 - Tender close February 28, 2025,
 - Tender award for March 14, 2025,
 - Contractor mobilization April 14, 2025

I.2.3 Administrator's Meeting Report

- Superintendent, Wilco Tymensen provided highlights from the December 2024 Administrator's Meeting:
 - School 3-Year plans
 - APEX Youth Awards
 - Educational Assistant Training
 - Enrollment Projections
 - CASA Classroom

I.3 ASSOCIATE SUPERINTENDENT OF FINANCE AND OPERATIONS

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

- Working on Joint Use Planning Agreements with municipalities
 - agreements will be brought to the Board in the next couple of months for discussion
- Support Staff timetables
 - update for ease of understanding

I.4 ASSOCIATE SUPERINTENDENT OF HUMAN SERVICES REPORT

Karen Rancier, Associate Superintendent of Human Services January 2025 report can be viewed [here](#).

I.5 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

Terri-Lynn Duncan, Associate Superintendent of Learner Services January 2025 report can be viewed [here](#).

I.6 MINISTERIAL ORDER

- The Minister approved an additional Taber trustee for the 2025 election
- Members of the public may submit trustee nomination papers as of January 1, 2025 for the election in the fall of 2025

I.7 ASBA GUIDE FOR SCHOOL BOARD TRUSTEES

- [View Here](#)

I.8 BUSINESS VIEW – NOVEMBER 2024

- [View Here](#)

Moved by Bruce Francis that the meeting adjourn.
Carried Unanimously

MEETING ADJOURNED
10/25

COMMITTEE ITEMS

Moved Jennifer Crowson by that the Board meet in Committee.
Carried Unanimously

COMMITTEE
11/25

Moved by Maxwell Holst that the meeting adjourn.
Carried Unanimously

MEETING ADJOURNED
12/25

Marie Logan, Chair

Sheila Laqua, Executive Secretary

PAYMENT OF ACCOUNTS REPORT
Board Meeting - February 25, 2025

General	January 20/25		1113010.13
U.S.	January 21/25		1679.34
General	January 27/25		234883.21
General	January 30/25		1270550.92
General	February 5/25		108895.5
General	February 12/25		573392.60
General	February 18/25		81504.23

"A" Payroll	January 2025	Teacher Support	1755371.01
			735997.9

"B" Payroll	January 2025	Casual Subs	31,089.35
			100,970.41

Total Accounts			6,007,344.60
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Board Chair _____

PJ:dd
February 19, 2025

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code:	HGB
Policy Title:	Inclusive Learning
Cross Reference:	JFH, IEB
Legal Reference:	Education Act 16 Alberta Education (2004) Standards for Special Education
Adoption Date:	August 24, 1995
Amendment or Re- affirmation Date:	<i>April 25, 2017</i>

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT EVERY CHILD CAN BE EMPOWERED AND ACHIEVE SUCCESS. THE BOARD RECOGNIZES THE NEED TO PROVIDE A CONTINUUM OF SUPPORTS AND SERVICES IN PARTNERSHIP WITH HOME, SCHOOL, AND COMMUNITY TO ENSURE THAT ALL STUDENTS HAVE ACCESS TO APPROPRIATE INCLUSIVE LEARNING ENVIRONMENTS AND INCLUSIVE LEARNING OPPORTUNITIES.

DEFINITIONS

Accommodation A change to the regular way a student is expected to learn, complete assignments or participate in the classroom. Accommodations match the specific learning needs of individual students to cope with gaps that may limit their success.

Adapted programming means programming that retains the learning outcomes of the Program of Studies but adjustments to the instructional and/or assessment process are provided to address the needs of the student so he or she can achieve the learning outcomes.

Continuum of Supports and Services is an intentionally designed set of actions, strategies, support and services designed to maximize the academic success, well-being and sense of belonging for all students. A continuum is flexible and responsive to learner needs.

Differentiated Instruction is a philosophy and approach to teaching in which teachers and school communities actively work to support the learning of all students through strategic assessment, thoughtful planning and targeted, flexible instruction.

Inclusion is a way of thinking and acting that demonstrates universal acceptance that promotes a sense of belonging for all learners. It is an attitude and approach that embraces diversity and learner differences and promotes opportunities for all learners to achieve success.

Instructional Support Plan (ISP)/Individual Program Plan (IPP)

means a concise plan of action designed to increase understanding of individual students' learning needs and strengths. It enhances communication between teachers, parents and students, and builds students' skills and knowledge in order to be effective self-advocates and participants in their own learning.

Intervention Targeted assistance and or additional instruction for an individual or small group of students. It

should be based on assessment, be in addition to regular classroom instruction, and is meant to effectively bridge a gap for students.

Policy HGB – Special Education Program Regulations

Learning Team involves a group, including family members, who work collaboratively toward the success of the child or youth and family, through informal or formal supports and services. Team-based ensures the supports and services are consistently and effectively implemented, managed and measured.

Level A Assessments informal assessments in the classroom performed by the classroom teacher. These are opportunities for the teacher to gain clarity of the student's learning, adapt instruction and determine a need for further assessment. Level A assessment is ongoing and integral to the student's program.

Level B Formal assessments are individually administered assessments which typically serve to provide initial, deeper level information to identifying student need, structure further, more intense supports and/or follow up with further assessment completed by an outside school designate (i.e. registered psychologist for psych-ed assessment). The Learning Support Teacher (LST), once certified, will administer formal assessments to further determine suitable instructional programming. Some examples of Level B assessment include the Wechsler Individual Achievement Test (WIAT III), Test of Auditory Perceptual Skills (TAPS), Test of Visual Perceptual Skills (TVPS).

Level C Restricted formal assessments may be necessary to determine appropriate educational programming, and/or to comply with Alberta Education coding criteria. A Level C assessment requires a different level of professional qualifications and are typically completed by a registered psychologist. Some examples of Level C assessments include the Wechsler Intelligence Scale for Children (WISC V), Adaptive Behaviour Assessment System (ABAS), and other cognitive, social, emotional and behavioural inventories, tests and scales.

Modified Programming means programming in which the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet the student's educational needs.

Multi-Disciplinary Team an inclusive, responsive, accessible collaborative team that promotes and strengthens partnerships by eliminating barriers between the school and community. It operates in way to enhance the school, home and community life of the child or youth and family.

Response to Intervention is an approach to give schools different ways of thinking about classroom instruction, assessment and resource allocation to ensure all students are successful.

Strategies are typically used at the classroom level and focus on what could work for students. Targeted strategies support effective instruction and support for all learners in the classroom.

GUIDELINES

1. The education of all students is a shared responsibility of all staff.
2. The jurisdiction will ensure that teachers know and apply the knowledge, skills, and attributes of inclusion to meet the diverse learning needs of all students.
3. Every effort will be made to provide all students with an inclusive program whereby they are given every opportunity to participate in all aspects of school life.
4. Adapted programming and modified programming will be available and provided for students requiring additional supports to enable and improve learning.

Policy HGB – Special Education Program Regulations

5. Student information will be maintained in compliance with Board Policy IO: Student Records, Alberta Education Student Record Regulations and the Freedom of Information and Privacy Protection Act (FOIP).

REGULATIONS

1. When a teacher is concerned about the progress of an individual student the following steps will be taken as part of the school's Response to Intervention process:
 - 1.1. Review the ISP/IPP with the learning team, if applicable
 - 1.2. Consult with parents/guardians and individual, where appropriate
 - 1.3. Gather more evidence and information about the student and his/her learning strengths and needs:
 - 1.3.1. Consult student ~~cum~~ digital record file, anecdotal observation reports, previous report cards;
 - 1.3.2. Converse with previous teachers and/or schools;
 - ~~1.2.1.~~1.3.3. Conduct baseline assessment to determine current level of academic functioning work with the learning team to establish instructional strategies, differentiated instruction, adapted and/or modified programming based on the school's established pyramid of intervention or continuum of supports model.
 - 1.4. Develop an ISP/IPP with the learning team or multidisciplinary team.
 - ~~1.2.2.~~1.4.1. Obtain parent signature as acknowledgement and concurrence with the ISP/IPP
 - ~~1.3.~~1.5. Provide continuous review and progress monitoring of the ISP (minimum of two times per year)/IPP (three times per year)
 - ~~1.4.~~1.6. Complete an annual evaluation of the program and services and create a transition plan to be shared with the learning team.
 - 1.7. If further intervention is required, a level B and/or level C assessment could be considered the next step on the ~~pyramid of intervention and supports~~ Continuum of Supports and Services.
 - 1.7.1. The appropriate parental consent and referral forms must be signed and filled out.
 - 1.7.2. Parents must ~~be consulted with before and after~~ provide written consent before any level B or level C assessment is completed.
 - ~~1.4.1.~~1.7.3. After the completion of any level B or C assessment, results must be shared with the learning team.
2. The jurisdiction will work together with members of the community (including community agencies, organizations and associations, and other education authorities) to meet the needs of individual children/students.

Policy HGB – Special Education Program Regulations

~~3.~~ The Superintendent or designate (~~Assistant Superintendent of Learner Services~~) is responsible for approving programs and services.

3.

3.1. Approval is based on the student's needs and the level of inclusive learning funding available.

4. Parents/guardians shall be advised of their right to make a formal *appeal* of decisions regarding the programming needs of their children.

5. Should the Board determine that an educational program cannot be provided for an individual with diverse learning needs, the matter shall be referred to a ~~Special Needs~~Complex Education Needs Tribunal as per the Education Act.

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code: HGBJ
Policy Title: Early Childhood Services
Cross Reference:
Legal Reference:
Adoption Date: November 28, 2000
Amendment or Re-affirmation Date: **April 25, 2017**

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT EARLY CHILDHOOD IS A PARTICULARLY SIGNIFICANT PERIOD IN HUMAN DEVELOPMENT THAT NEEDS TO BE SUPPORTED BY EARLY CHILDHOOD SERVICES. ~~PROGRAMS~~

DEFINITIONS**Early childhood services program**

Early Childhood Services (ECS) refers to programming offered by school authorities prior to compulsory schooling that meets the diverse needs of young children and their families. It includes Kindergarten and Pre-Kindergarten (Early Learning).

GUIDELINES

1. Early Childhood ~~Services programs~~ Services provide learning experiences designed to build foundations for entry into Grade 1.
2. Participation in Early Childhood ~~Services~~ Services Programs is ~~voluntary~~ voluntary.
3. An Early Childhood Services ~~Early Childhood Services program~~ shall be provided at each school where there is adequate eligible enrollment and no private program operating within the school.

REGULATIONS

1. Early Childhood Services ~~Early Childhood Services programs~~ shall operate in accordance with the requirements of Alberta Education.
2. Early Childhood Services ~~Early Childhood Services programs~~ shall operate in accordance with the following provisions.
 - 2.1. Fees are charged for Early Learning as these programs are not currently government--funded. Children who meet Alberta Education criteria may qualify to have fees waived and receive additional support. Some of the criteria that may qualify children to have fees waived are learning English as an ~~second-on additional~~ language and children assessed with disabilities and/or developmental delays in areas, such as, speech, language, hearing, vision, etc. ~~which meet Alberta Education criteria may qualify for special funding and additional supports.~~

~~Horizon School Division No. 67~~

Policy HGBJ Early Childhood Services – Continued

- 2.2. Programs with 10 or more students will operate within the limits of available resources. Special consideration may be given to providing a ~~programa program~~ with less than 10 children if the number of children receiving program unit funding in the program warrant a program;
 - ~~2.3.~~ The following options ~~are~~ may be available to parents and schools with fewer than 10 children in their Early Childhood Services ~~programs~~;
 - ~~2.3.~~
 - ~~2.3.1.~~ transport children to another ~~Early Childhood Early Childhood Services~~ program;
 - ~~2.3.2.~~ convert regular teacher time to ~~e~~ Early Childhood Services teacher learning educator time;
 - ~~2.3.3.~~ combine the Early Childhood ~~Services~~ program with other grade level classes; ~~or~~
 - ~~2.3.4.~~ pay for the cost of additional teacher time; or
 - ~~2.3.1-2.3.5.~~ any other solution approved by the Superintendent or designate.
 - 2.4. Assistant time, other than that provided through program unit funding for individual students, may be provided at the discretion of the ~~Supervisor~~ Coordinator of Early Learning in consultation with senior administration.
 - 2.5. Parents shall be encouraged to participate in Early Childhood ~~Services~~ programs;
 - 2.6. Additional Early Childhood ~~Services~~ programs shall be considered when a school's enrollment reaches sufficient numbers or the needs of the students within the program warrant it.
3. As an Early Childhood Services operator serving students with diverse learning needs, Horizon School Division shall:
- 3.1. maintain screening/assessment information on file;
 - 3.2. consult with and inform parents of all program placement decisions and program planning, implementation and evaluation activities directly involving their child;
 - 3.3. have on file an ELP-ECSP (Early ~~Learning~~ Childhood Support Plan) for each child identified with ~~severe or mildsevere, mild or~~ moderate learning needs;
 - 3.4. apply for Program Unit funding for each eligible child; and
 - 3.5. coordinate with service providers to best meet the programming needs of the individual student.

HORIZON SCHOOL DIVISION**Policy Code:**

IE

Policy Title:~~Student~~ Attendance (authorizedandunauthorized)**POLICY HANDBOOK****Cross Reference:**~~BFD, IC, IED,~~ IGD**Legal Reference:***Education Act S. 7, 8, 9, 256, 258, Trespass to Premises Act***Adoption Date:**

April 23, 1997

Amendment or Re-~~March 21, 2017~~**affirmation Date:**~~November 30, 2017~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT THE ROLES AND RESPONSIBILITIES OF PARENTS, STUDENTS, TEACHERS, AND PRINCIPALS WITH REGARD TO STUDENT ATTENDANCE ARE SPECIFIED IN THE EDUCATION ACT. THE BOARD BELIEVES THAT THERE IS A STRONG CORRELATION BETWEEN REGULAR ATTENDANCE AND STUDENT LEARNING. AS SUCH, THE BOARD OF TRUSTEES EXPECTS ALL STUDENTS TO ATTEND SCHOOL REGULARLY AND PUNCTUALLY AND EXPECTS PARENTS AND STUDENTS TO BE ACCOUNTABLE FOR THE DAYS WHEN STUDENTS ARE ABSENT.

DEFINITIONS

~~—The preamble of the Education Act states that parents have a right and responsibility to make decisions respecting the education of their children.~~

1. Attendance officer is defined as the superintendent

~~1. The definition of “parent” and “student” is as defined under the Education Act~~

~~2. While parents provide the reason for the absence, it is the school that determines whether the absence is excusable or inexcusable.~~

~~2.1.2. EXCUSABLE ABSENCE~~ Excusable absences means an absence as defined in Section 7(4) of the Education Act:

2.1. The student is unable to attend due to reason of sickness ~~Illness~~ or other such unavoidable cause;

~~2.1.1.~~

2.2. The day is recognized as a ~~Re~~religious holidays ~~by~~ of the denomination to which the student belongs;

~~2.1.2.~~

2.3. The principal of the school has suspended the student from school and the suspension is still in effect~~An imposed suspension is in place;~~

~~2.1.3.~~

2.4. The student has been expelled from a school and has not yet been enrolled in another education program, or

2.5. The board

2.5.1. determines that the parent of the student has shown sufficient cause as to why the student

should not be required to attend school, and

2.5.2. excuses the student from attending school for a prescribed period of time.

2.6. Where a student is excused from attendance at school under 2.5, that student is excused from attendance at school only during the period of time prescribed by the board.

~~2.1.4. ——— The student has been expelled and has not yet been enrolled in another education program; and~~

~~2.1.5. ——— Other as approved by school administration.~~

2.2.3. INEXCUSABLE ABSENCES ~~Inexcusable absences~~ shall include all other reasons for being absent and may be referred to as truancy.

REGULATIONS

~~1. Students are required to attend school regularly and punctually unless excused under the provisions of the Education Act.~~

~~1.1. The definition of regular and punctual may vary depending on school and/or program and shall be defined by the school in relation to active participation in learning.~~

Policy IE – Student Attendance, Cont’d.

4. Parent is as defined under the Education Act.

5. Student is as defined under the Education Act.

GUIDELINES

1. The preamble of the Education Act states:

1.1. parents have the right and the responsibility to make informed decisions respecting the education of their children, and

1.2. parents have a prior right to choose the kind of education that may be provided to their children..

2. While parents provide the reason for the absence, it is the school that determines whether the absence is excusable or inexcusable.

3. Students and parents shall account for absences or tardiness in a manner satisfactory to the school and in alignment with policy and the Education Act.

4. Schools are not mandated to provide school work for extended absences. Student absences of two or more weeks from school or instruction due to illness, injury, life events, participation in major events, or international travel may, depending on circumstances, result in parents being responsible for the education of their child.

5. A student who was not in attendance in September is transferred out according to the September 30 count date requirements.

REGULATIONS

1. Students are required to attend school regularly and punctually unless excused under the provisions of the Education Act.

1.1. The definition of regular and punctual may vary depending on school and/or program and shall be defined by the school in relation to active participation in learning.

1.2. No person shall

1.2.1. disturb or interrupt the proceedings of a school,
~~1.1.1.~~

1.2.2. disturb or interrupt the proceedings of a school meeting, or
~~1.1.2.~~

1.2.3. loiter or trespass in a school building or on property owned by a board, or

~~1.1.1.~~1.2.4. conduct themselves in a manner detrimental to the safe operations of a school.

1.3. The superintendent or designate may issue a no trespass order against an individual who has not abided by clause 1.2 above.

Policy IE – Student Attendance, Cont’d.

1.3.1. Notice not to trespass may be given orally or in writing

1.3.1.4. Students not registered in the school may not partake in classroom or school related activities without principal approval ~~(this means friends and relatives of students who are not enrolled in the school shall not be approved to attend classes.)~~

~~2. Each school is responsible to establish and publicize an attendance policy that reflects the general guidelines of this policy.~~

~~3.2.~~ Schools shall establish and communicate an ~~have~~ attendance administrative guideline ~~policies and procedures in place~~ which includes a process for,

~~3.1.2.1.~~ tracking student attendance,

~~3.2.2.2.~~ keeping parents informed of student attendance issues,

~~3.3.2.3.~~ students and/or parents to notify the school of student absences, and

~~3.4.2.4.~~ consequences that may result from truancy.

4.3. Schools shall make students and parents aware of their responsibility for regular and punctual student attendance and of consequences that may result from truancy.

5.4. Teachers shall keep accurate attendance records for each of their students using the Student Information System and report attendance to the principal and/or parents in accordance with school ~~policies~~ practices.

6.5. Students and parents shall account for student attendance absences including tardiness in a manner satisfactory to the school.

7.6. School administrators, consistent with the Education Act, shall determine whether absences are excusable or inexcusable based upon reasons and rationale communicated by the student and/or parent(s).

8.7. When students are inexcusably absent they are not automatically excused from classroom work or assessments they miss.

~~8.1.7.1.~~ Students excusable ~~absent~~ absent may or may not be excused from missed classroom work and/or assessments at the discretion of the teacher.

9.8. Parents and school staff should work collaboratively to enforce student attendance.

9. When in the judgment of the principal or designate a student’s absence record becomes a concern, the principal or designate shall utilize the continuum of supports and services and may initiate one or more of the following actions:

~~10.~~

9.1. encourage through discussion with the student;

Policy IE – Student Attendance, Cont’d.

9.2. collaboration with parents;

~~10.1. encourage through discussion with the student;~~

~~10.2. hold a conference with the parent(s), student and/or school administration;~~

~~10.3-9.5.~~ adjust a program or schedule;

~~10.4-9.6.~~ provide counselling;

~~10.5-9.7.~~ deny school privileges;

9.8. impose a suspension;

~~10.6-9.9.~~ use of external supports;

9.10. refer the matter to Alberta Education Office of Student Attendance and Reengagement for a hearing of the Attendance Board.

9.11. recommend for expulsion; and/or

~~10.7. and/or~~

~~10.8-9.12.~~ other action deemed appropriate by the school administration.

~~11.10.~~ When, in the judgment of the principal, a student is in repeated violation of the attendance provisions of the Education Act, and/or the school, the Attendance Officer is to be consulted.

~~11.1-10.1.~~ If the attendance officer has reasonable and probable grounds to believe that a student is not attending school in accordance with section ~~8-7~~ of the Education Act, the attendance officer may enforce ~~compulsory school~~ attendance ~~up to and including: making an ex parte application to a judge or justice of the peace as per the Education Act.~~

No Trespass Order

[DATE]

To: [NAME OF PARENT IF SENT TO PARENT]

At around [TIME] on [DATE], the principal of [SCHOOL NAME] was ... [DETAILS OF EVENT]. I have confirmed that [NAME OF STUDENT] did ...[DETAILS OF EVENT].

[STUDENT’S NAME]’s actions are in direct violation of division policy and section 256 of the Education Act which reads: “27(1) No person shall (a) disturb or interrupt the proceedings of a school, (b) disturb or interrupt the proceedings of a school meeting or board meeting, (c) loiter or trespass in a school building or on property owned by a board, or (d) conduct themselves in a manner detrimental to the safe operations of a school.~~a) disturb or interrupt the proceedings of a school and (c) loiter or trespass in a school building or on property owned by a board.~~

As [NAME OF STUDENT] [IS/IS NOT] a Horizon School Division student, is ~~loitering on school grounds, and vandalizing school and student property~~[a,b,c,d above], this letter serves as a “No Trespassing Order” for [STUDENT’S NAME] and notice of Section 2 of the Trespass to Premises Act, which states no person shall trespass on premises with respect to which that person has had notice not to trespass.~~no person shall trespass on premises which that person has had notice not to trespass.~~

Should [NAME OF STUDENT] be present again on any Horizon School Division property, including, but not limited to, [SCHOOL NAMES] it will be considered a contravention of Section 256 of the Education Act and Section 2 of the Trespass to Premises Act. Should this occur, [STUDENT’S NAME] shall be prosecuted for a trespassing offence and liable to a fine up to a maximum of \$1,000.

Sincerely,

Cc: POLICE [INCLUDE NAME]
[NAME OF PRINCIPALS OF ADDITIONAL SCHOOLS WHERE TRESSPASS ORDER APPLIES]
Superintendent of Schools

2026 - 2027 JURISDICTION CALENDAR

26-Aug				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	SM27	PD28
31				
Student Days				1
Teacher Days				8

1 0 0 0 0

26-Sep				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
Student Days				20
Teacher Days				20

3 5 4 4 4

Oct-26				
M	T	W	T	F
			1	2
5	6	7	8	9
12	SS13	PD14	15	16
19	20	21	22	23
26	27	28	29	30
Student Days				19
Teacher Days				21

3 3 3 5 5

Nov-26				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	18	19	20	21
23	24	25	26	27
30				
Student Days				20
Teacher Days				20

5 4 3 4 4

26-Dec				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
Student Days				14
Teacher Days				14

2 3 3 3 3

27-Jan				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
Student Days				20
Teacher Days				20

4 4 4 4 4

27-Feb				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	TC18	TC19
22	23	24	25	26
Student Days				15
Teacher Days				17

3 3 3 3 3

27-Mar				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	PD25	26
29	30	31		
Student Days				18
Teacher Days				19

4 4 4 3 3

27-Apr				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
Student Days				20
Teacher Days				20

4 4 4 4 4

27-May				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
Student Days				20
Teacher Days				20

4 4 4 4 4

27-Jun				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
Student Days				19
Teacher Days				21

3 4 4 4 4

Student Days					
	Elem.	Jr. High		Sr. High	
		s1	s2	s1	s2
M	35	18	17	18	17
T	38	19	19	19	19
W	37	18	19	18	19
T	38	18	20	18	20
F	38	19	19	19	19
Total	186	92	94	92	94

	No School for Students and School Staff
Aug 20-21, 24-26	Division Wide Time (may be assigned) - no students
Aug 27	School Staff Meeting - no students (SM)
Aug 28	Division Wide PD Day - no students (PD)
Aug 31	1st day of school (K-12)
Oct 13	Planning for Student Support (full day) - no students (SS)
Oct 14	Joint Horizon/ATA PD Day - no students (PD)
Nov 1	Daylight Savings Ends
Jan 6	Epiphany
Jan 27	Last Day of Semester 1

Jan 28	First Day of Semester 2
Feb 18-19	Teacher Convention - no students (TC)
March 13	Daylight Savings Begins
March 25	Division Wide PD Day - no students (PD)
May 6	Ascension
May 16	Pentecost
June 21	National Indigenous Peoples Day
June 25	Last day for students
June 28-29	Division Wide Time (may be assigned) - no students
NOTE: Bus clusters are required to insert 2 FTE PD days	

APPROVED: [DATE]

Gr. 12 Diploma Exams	Oct.	Nov.	Jan.	Apr.	Jun.
English 30-1 Pt. A	29		15	6	14
English 30-2 Pt. A	29		15	6	14
Social 30-1 Pt. A	30		18	7	15
Social 30-2 Pt. A	30		18	7	15
Math 30-1		3	20	8	18
Math 30-2		3	20	8	18
English 30-1 Pt. B		2	21	9	17
English 30-2 Pt. B		2	21	9	17
Social 30-1 Pt.B		4	22	12	22
Social 30-2 Pt.B		4	22	12	22
Biology 30		5	25	13	23
Chemistry 30		4	26	14	24
Physics 30		5	27	13	25
Science 30		6	28	14	28

Achievement Exams (DRAFT)	Jan.	May	Jun.
Gr. 6 ELA Part A		27	
Gr. 6 ELA Part B			4
Gr. 6 Math Part A			15
Gr. 6 Math Part B			17
Gr. 6 Social			10
Gr. 6 Science			11
Gr. 9 ELA Part A	20	28	
Gr. 9 ELA Part B	21		9
Gr. 9 Math Part A	22		16
Gr. 9 Math Part B	25		18
Gr. 9 Social	27		22
Gr. 9 Science	26		23

***PAT dates are in DRAFT form.**

Student Days	186
Non-Instructional Days	14
Total Days	200

Superintendents Progress Report February 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

- Powerschool has initiated the process of notifying involved individuals of the incident about the resources now available to them. As part of this process, they have posted a [notice on their website](#). Credit monitoring and identity protection services are now activated and available.

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

- Teacher Employer Bargaining Association (TEBA) meeting
- College of Alberta School Superintendent Zone 6 (CASSIX) meeting
- Senior Administrative Leadership Team (SALT) meeting
- Collective Bargaining meeting - CUPE
- Administrator meeting
- Principal evaluation meetings
- Division Office staff meeting
- W.R. Myers modernization meetings
- School Visits
 - W.R. Myers, D.A. Ferguson, Hays, Warner, Milk River Ridge, ACE Place
- 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



250225 Board Report

Associate Superintendent of Human Services

Human Services

- Meetings have now concluded with all Principals to discuss their enrollment projections and potential teaching staff scenarios for the 2025-2026 school year.
- I continue to observe and provide feedback and support to teachers under evaluation this year.
- The second (and final) Classroom Supervisor Training session for the year will be held on February 18, 2025 with 15 participants. A total of 25 new Classroom Supervisors will be trained this year.
- I'm excited to share with you that Horizon's Edwin Parr nominee this year is Alexe Bara, an outstanding teacher from WR Myers High School!

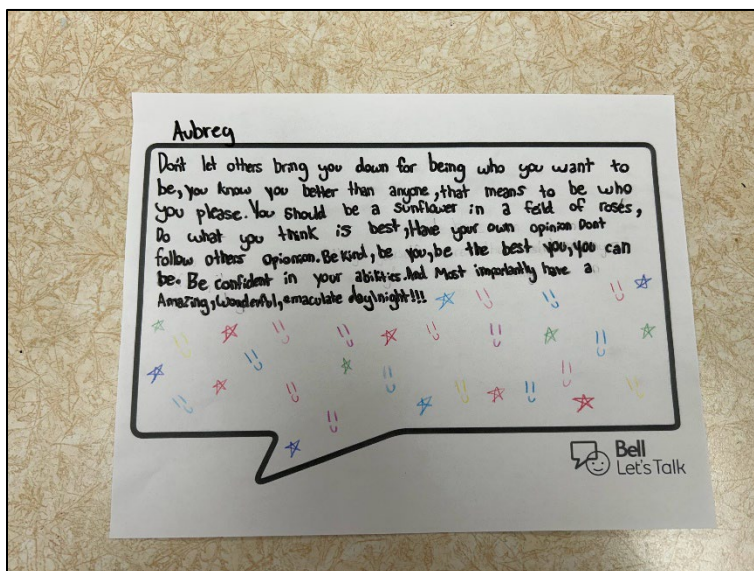
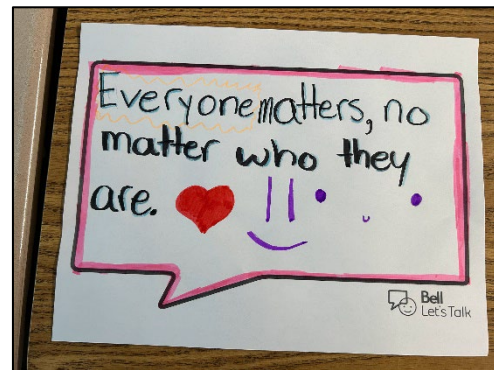
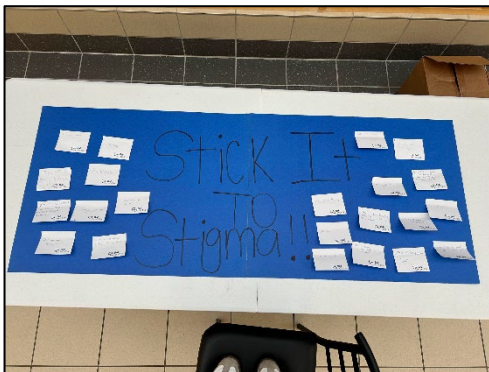
Professional Development and Meetings

- Along with other Senior Leadership Team members, I attended the February CASSIX Professional Development sessions and meetings.
- Along with other Senior Leadership Team members, I met with an Alberta Education Field Services representative to review Horizon's AERR.
- I participated in the CUPE Bargaining meeting on February 7.

Clinical Team Leader/FSLC/Wellness Coaches

- The Program Manager along with the Instructional Coach delivered a recertification training for SIVA (Supporting Individuals through Valued Attachments) for Horizon School Division - 14 Students.
- The Clinical Team Leader and Mckinley Williams, FSLC, will also be attending training in April to become trainers in SIVA.
- Millsey Mobile Ag Business donated \$500 to our Wellness Pack Program that supports the purchasing of supplies.
- High Level Law business donated \$100 to our Wellness Pack Program that supports the purchasing of supplies.
- Both Family School Liaison Counsellors and Wellness Coaches will be attending Horizon's PD Day on February 24th. The Family School Liaison Program team will attend the morning Master Resilience class. The Resilience Master Class was organized in partnership with Alberta Family Wellness Initiative, Palix Foundation, Taber Community Action and Prevention Society and Horizon School Division. Wellness Coaches and FSLCs are assisting with the evening Resiliency Masterclass for members of the community.
- Sleeve the Stigma Campaign began on January 20th and concluded on the 24th of January. Over 400 student designs were shared with the community which celebrated student art-work at The Loft Coffee Shop. The students designed coffee sleeves that contained mental health messages supporting positive mental health.
- Students and Horizon staff celebrated the Bell Let's Talk Initiative in the schools and Horizon Division office on January 22, 2025. The Family School Liaison Team provided different activities and swag throughout the week. All schools participated in different activities either on that week or the following week.

- Family Connections introduced a new program this year called The Spot Program. The Spot Program teaches social and emotional intelligence to elementary school students. This program has seen a lot of success in teaching social and emotional skills in a fun and engaging way. Currently, Hays, Enchant, Grassy Lake and Central have been introduced to the program.
- Delco and SunnySite colonies have started their 6-week program around resiliency. They will be finishing at the beginning of March. The principal of Hutterite Colonies talked to CTL and PM about how well the programming and education has been received and overall would love for it to continue in the future.
- The FSLP team will be trained in the Brain Wise program on March 5. This program is offered to students from K-12. BrainWise is a comprehensive program that provides the essential tools to help individuals make good decisions and take control of their lives. This program offers a proven means of teaching essential critical thinking skills called “executive functions.”
- The FSLP program still remains short a .6 FTE FSLC.



Indigenous Learning

- Indigenous Liaison Report - Lisa Sowinski
 - Supporting students through clothing and food provisions, attending and contributing to Individual Support Plan (ISP) meetings, applications to post-secondary institutions and trades programs, creating resumes and cover letters, finding tutors, attending field trips, and participating in Travel Club.
 - Supporting schools with smudge kits, Land Acknowledgements, Professional Development (PD) workshops, arranging for Elder visits, applying for grants, organizing and delivering Indigenous Kits and preparing vouchers for honorariums for Indigenous guests.
 - Supporting families by providing support in registering for Indian Status Cards, transportation to appointments, and assisting with “Master Your Money” registration for parents with Residential School funds.
 - Building community supports for students and their families by meeting with Elders, completing grant applications, and working closely with SAPDC and the Holy Spirit Indigenous Facilitator.

Workplace Wellness

- On March 4, our Administrators will partner for a second time 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 – February 25, 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

- Teachers and Principals requested that teachers new to teaching a diploma or Provincial Achievement test course be provided time to engage with veteran teachers to discuss strategies and learning materials. The Instructional coach facilitated these discussions.
- To get a systematic view of the variety of classrooms and teaching methods, the Instructional Coach continues to visit individual schools.
- Dr. Miriam Ramzy and Dr. Michele Bence have provided professional development regarding literacy layers to our teachers in K-6. This professional development was offered last year for K-3 and again this year. Teachers and Principals have commented on this excellent professional development opportunity and have requested the same opportunity for Junior High. The Associate Superintendent will converse with Miriam and Michelle to provide this opportunity.
- Teaching Sprints has been well received by Principals and Teachers. This is an opportunity for a teacher-directed choice for research-based professional development. The Instructional Coaches have had meetings with teachers on a one-to-one basis.
- PowerSchool for Elementary and Junior High Report Cards still requires support for new teachers or teachers filling in for teachers on leave. The Instructional Coaches have been supporting teachers and helping to build capacity in this area.
- Horizon Induction Program (HIP) is an opportunity for our beginning teachers to learn and grow as educators in their first year in Horizon School Division. Human Services and Learner Services work together to provide opportunities for our teachers to learn the best teaching strategies to support our students. This past month, the Learner Services team spent the evening with our first-year teachers to discuss how to work alongside our para-professionals (Educational Assistants) and provide them with the resources, planning and communication that they need to support our students. We invited an educational assistant, Jovy Demabildo, and Crystal Carver, our instructional coach, to share their experiences and perspectives on student and staff success.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- Staff continue to focus on observations of classrooms, modelling universal intervention strategies (strategies that benefit all students), and supporting classroom management techniques. The Coordinator of Learner Services and the Instructional Coach have modelled and provided these supports.
- Early Childhood Support Plans are essential for our staff to maintain consistent language, strategies, and resources that support our Early Learners and Kindergarten students. The Coordinator of learner services continues to attend and participate in these meetings to assist families, students, learning support teachers, kindergarten teachers, and educators.
- Level B assessments, such as the WISC (Wechsler Intelligence Scale for Children) and TAPS (Language Processing Skills Assessment), are essential for identifying the learning areas where our students require support to succeed. The Coordinator of Learner Services has been assisting learning support teachers with these student assessments and intervention strategies.
- SIVA (Supporting Individuals through Valued Attachments) is a Canadian-based program that supports safety management, education, and proactive strategies for our most vulnerable students who need behaviour support. Collin Larsen and Crystal Carver retrained many staff members this month.
- Principals and teachers want to examine their early years testing (the Alberta Government Tests for K-3) and Fountas and Pinnell Assessments. Based on the results of these assessments, the instructional coach and Associate Superintendent of Learner Services worked with teachers to identify small group and individual student goals so that intervention strategies could be created and taught.

KEY ACTION AREA #3:

K-12 Career Exploration

- The Amazing Shake is a dynamic and exciting competition that rallies leaders and role models in a school community together to teach students about professional skills for success. This event emphasizes teaching students manners, discipline, respect and how to conduct themselves in a professional manner. DA Ferguson held an Amazing Shake event at the end of January. This event was very successful, with 15 community volunteers and 16 local sponsors. The grade 8 students set up the experience for the grade 7 students, and many high school volunteers participated in the afternoon event. This event hit local media 5288 views, thanks to Tabers CO-OP “Do Some Good” (Pictures included)

LEADERSHIP PRACTICES

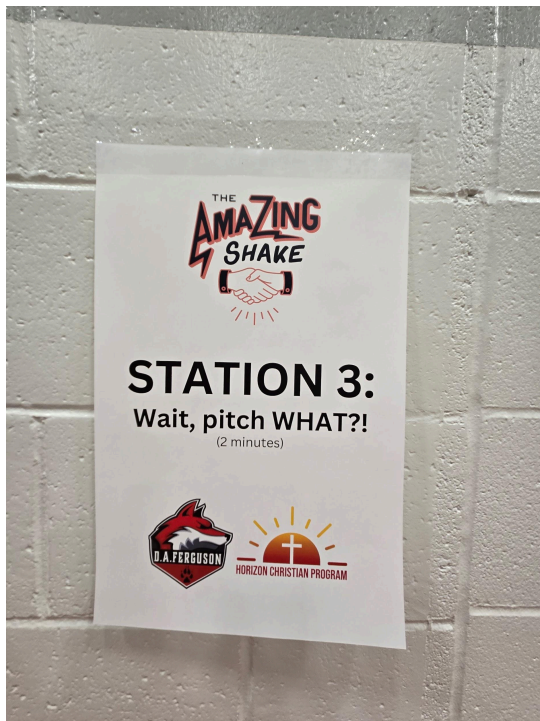
- CASSIX meetings are invaluable in collaborating with zone six colleagues to discuss current issues and allow the Associate and Director of Learner Services to connect, discuss trends, share, and receive innovative ideas.

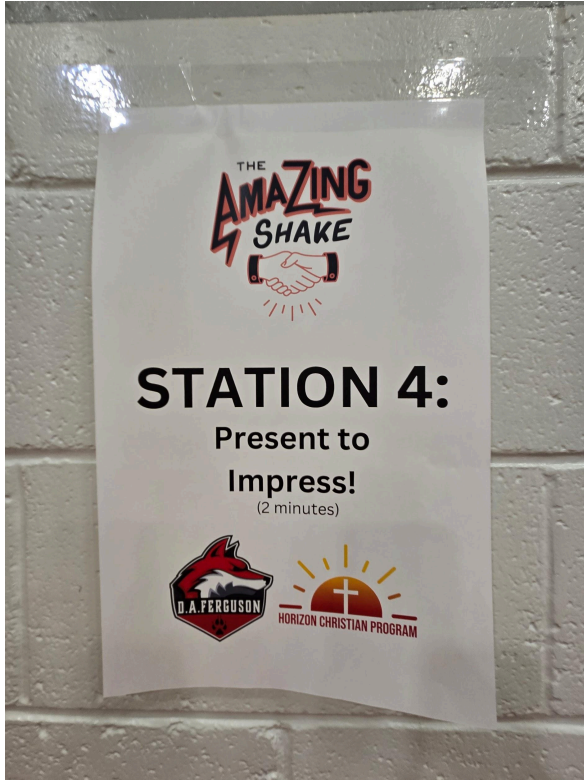
TECHNOLOGY INFORMATION (Information will be shared as needed)

- The Tech team is working with Principals to update the technology inventory connected to Chromebooks. Many of our Chromebooks no longer receive updates and pose a security risk.
 - The Tech team hosted a Zone 6 IT Professionals Summit in February. Members of 9 school divisions were represented. The day provided excellent networking and discussion opportunities related to the challenges faced by the Tech teams in all the school divisions.
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AMAZING SHAKE







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

Date: Wed, Jan 22, 2025 at 9:31 AM

Subject: Statement: Leading in financial literacy: Minister Nicolaides

Leading in financial literacy: Minister Nicolaides

January 22, 2025 [Media inquiries](#)

Minister of Education Demetrios Nicolaides issued the following statement on the latest results from the 2022 Programme for International Student Assessment (PISA):

“The latest PISA results from 2022 show that Alberta is a world leader in education. Alberta students rank first in financial literacy among Canadian provinces, ahead of Ontario and British Columbia, which tied for second place.

“Alberta students also performed exceptionally well against international competitors in financial literacy. Globally, Alberta students placed first ahead of Denmark, the top-ranked country.

“Alberta’s students’ achievement in financial literacy builds off the previously released 2022 PISA results. Across Canada, Alberta students rank first in science, reading and creative thinking and second in mathematics. Globally, Alberta students rank second only to Singapore in science, reading and creative thinking.

“Ensuring Alberta’s youth can build the financial literacy skills they need to make informed decisions about their finances and their future continues to be a focus for our government.

“That’s why we have invested \$5 million to support practical, hands-on financial literacy programming for students from Kindergarten to Grade 12 and our renewed K–6 curriculum that includes a stronger foundation in financial literacy.

“As we look forward, we will continue to develop new curriculum for grades 7–12 and ensure financial literacy is incorporated throughout all grades where appropriate.”

Related information

- [Programme for International Student Assessment 2022 results](#)
- [Financial literacy grants](#)

Related news

- [International success for Alberta students: Minister Nicolaides](#) (Dec. 5, 2023)