

**Horizon School Division No. 67
ERIC JOHNSON ROOM**

Tuesday, February 24, 2015 – 1:00 p.m.

Regular Board Meeting Agenda

A – Action Items

| | | |
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| A.1 | Agenda | |
| A.2 | Minutes of Regular Board Meeting held Tuesday, January 20, 2015 | ENCLOSURE 1 |
| A.3 | Summary of Payment of Accounts Report | ENCLOSURE 2 |
| A.4 | Jurisdiction Photocopier RFI/RFP/Contract | |
| A.5 | Three-Year Capital Plan | HANDOUT |
| A.6 | First Reading of Policy EEA <i>Student Transportation and Attendance Areas</i> | ENCLOSURE 3 |
| A.7 | Policies (for Second and Final Reading) as Follows: <ul style="list-style-type: none"> • DFH <i>School Generated Funds</i> • DJF <i>Purchasing Procedures</i> • HGAA <i>Locally Developed Courses</i> • IE <i>Student Attendance</i> • IFH <i>Formal Parent Student Appeals</i> • IHCF <i>Supervision of Students</i> • II <i>Students Awards and Scholarships</i> | ENCLOSURE 4 |

D – Discussion Items

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| D.1 | ASBA Spring General Meeting Attendance (June 1 st & 2 nd) | |
| D.2 | ASBA – Bylaw Amendments | ENCLOSURE 5 |
| D.3 | ASBA – Board Learning Opportunities | ENCLOSURE 6 |
| D.4 | Budget Committee Meeting Dates and Guiding Principles | |

I- Information Items

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| I.1 | Superintendent’s Progress Report <ul style="list-style-type: none"> • Power Point Presentation (<i>Future of Principalship in Canada</i>) | ENCLOSURE 7A ENCLOSURE 7B |
| I.2 | Trustee/Committee Reports: <ul style="list-style-type: none"> • Zone 6 ASBA Report – Marie Logan • February 2015 Admin. Meeting Report – Bruce Francis • Facilities Committee Report – Derek Baron | HANDOUT ENCLOSURE 8 |
| I.3 | Associate Superintendent of Finance and Operations Report – John Rakai | |
| I.4 | Associate Superintendent of Programs, Services and Human Resources Report – Clark Bosch | HANDOUT |
| I.5 | Associate Superintendent of Curriculum and Instruction Report – Erin Hurkett <ul style="list-style-type: none"> • HCA Dual Credit Update | HANDOUT |

Correspondence

- Alberta Health Services – Measles & Travel Information
- News Article re Homeschooling Issues and the LGM Population
- Article from Alberta Government re Homeschooling Issues in Alberta
- Horizon Homestay Newsletter
- Vauxhall Advance News Article re Feb. 2nd Transportation Open House
- February 11th Superintendent Column in Lethbridge Herald
- Public Response to February 11th Superintendent Column
- Miscellaneous Horizon Newspaper Clippings

ENCLOSURE 9

Horizon School Division No. 67

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The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Tuesday, January 20, 2015 beginning at 2:00 p.m. in the Eric Johnson Room

TRUSTEES PRESENT: Marie Logan, Board Chair
Bruce Francis, Board Vice-Chair
Blair Lowry, Rick Anderson, Derek Baron, Jennifer Crowson, Terry Michaelis

ALSO PRESENT: Wilco Tymensen, Superintendent of Schools
Clark Bosch, Associate Superintendent of Programs, Services & HR
Erin Hurkett, Associate Superintendent of Curriculum & Instruction
Barb McDonald, Recording Secretary
J.W. Schnarr, Taber Times

REGRETS: John Rakai, Associate Superintendent of Finance & Operations

ACTION ITEMS

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| A.1 | Moved by Jennifer Crowson that the Board approve the agenda as presented. | AGENDA APPROVED 01/15 |
| | Carried Unanimously | |
| A.2 | Moved by Derek Baron that the Board approve the Minutes of the Regular Board Meeting held Monday, December 15, 2014 as provided in Enclosure 1 of the agenda. | BOARD MEETING MINUTES APPROVED 02/15 |
| | Carried Unanimously | |
| A.3 | Moved by Rick Anderson that the Board approve the Minutes of the Special Board Meeting held Monday, January 5, as provided in Enclosure 2 of the agenda. | SPECIAL BOARD MEETING MINUTES APPROVED 03/15 |
| | Carried Unanimously | |
| A.4 | Moved by Terry Michaelis that the Board approve the December/January Payment of Accounts report in the amount of \$4,083,850.93 as provided in Enclosure 3 of the agenda. | PAYMENT OF ACCOUNTS REPORT APPROVED 04/15 |
| | Carried Unanimously | |
| A.5.1 | Moved by Derek Baron that the Board approve second reading of Policy GCM <i>Professional Growth Planning</i> as provided in Enclosure 4 of the agenda. | SECOND READING OF POLICY GCM APPROVED 05/15 |
| | Carried Unanimously | |
| A.5.1.1 | Moved by Jennifer Crowson that the Board approve final reading of Policy GCM <i>Professional Growth Planning</i> as provided in Enclosure 4 of the agenda. | FINAL READING OF POLICY GCM APPROVED 06/15 |
| | Carried Unanimously | |
| A.5.2 | Moved by Blair Lowry that the Board approve second reading of Policy HC <i>School Year</i> as provided in Enclosure 4 of the agenda. | SECOND READING OF POLICY HC APPROVED 07/14 |
| | Carried Unanimously | |

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| A.5.2.1 | Moved by Derek Baron that the Board approve final reading of Policy HC <i>School Year</i> as provided in Enclosure 4 of the agenda. | Carried Unanimously | FINAL READING OF POLICY HC APPROVED 08/14 |
| A.5.3 | Moved by Jennifer Crowson that the Board approve second reading of Policy IFC <i>Student Conduct</i> as provided in Enclosure 4 of the agenda. | Carried Unanimously | SECOND READING OF POLICY IFC APPROVED 09/14 |
| A.5.3.1 | Moved by Rick Anderson that the Board approve final reading of Policy IFC <i>Student Conduct</i> as provided in Enclosure 4 of the agenda. | Carried Unanimously | FINAL READING OF POLICY IFC APPROVED 10/14 |
| A.5.3.1.1 | Moved by Bruce Francis that the Board approve the deletion of Policy EEACC <i>Student Conduct on a Bus</i> . | Carried Unanimously | DELETION OF POLICY EEACC APPROVED 11/15 |
| A.5.4 | Moved by Blair Lowry that the Board approve second reading of Policy IG <i>Student Discipline</i> as provided in Enclosure 4 of the agenda. | Carried Unanimously | SECOND READING OF POLICY IG APPROVED 12/15 |
| A.5.4.1 | Moved by Terry Michaelis that the Board approve final reading of Policy IG <i>Student Discipline</i> as provided in Enclosure 4 of the agenda. | Carried Unanimously | FINAL READING OF POLICY IG APPROVED 13/15 |
| A.5.5 | Moved by Rick Anderson that the Board approve second reading of Policy IHCE <i>Student Illness/Injury</i> as provided in Enclosure 4 of the agenda. | Carried Unanimously | SECOND READING OF POLICY IHCE APPROVED 14/15 |
| A.5.5.1 | Moved by Derek Baron that the Board approve final reading of Policy IHCE <i>Student Illness/Injury</i> as provided in Enclosure 4 of the agenda. | Carried Unanimously | FINAL READING OF POLICY IHCE APPROVED 15/15 |
| A.5.5.1.1 | Moved by Jennifer Crowson that the Board approve the deletion of Policy EEBB <i>Vehicle Requirements</i> . | Carried Unanimously | DELETION OF POLICY EEBB APPROVED 16/15 |
| A.5.6 | Moved by Blair Lowry that the Board approve second reading of Policy IHCG <i>Head Lice</i> as provided in Enclosure 4 of the agenda. | Carried Unanimously | SECOND READING OF POLICY IHCG APPROVED 17/15 |
| A.5.6.1 | Moved by Jennifer Crowson that the Board approve final reading of Policy IHCG <i>Head Lice</i> as provided in Enclosure 4 of the agenda. | Carried Unanimously | FINAL READING OF POLICY IHCG APPROVED 18/15 |

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| A.5.7 | Moved by Derek Baron that the Board approve second reading of Policy IHF <i>Safe and Caring Schools</i> as provided in Enclosure 4 of the agenda. | Carried Unanimously | FIRST READING OF POLICY II APPROVED 19/15 |
| A.5.7.1 | Moved by Bruce Francis that the Board approve final reading of Policy IHF <i>Safe and Caring Schools</i> as provided in Enclosure 4 of the agenda. | Carried Unanimously | FINAL READING OF POLICY IFH APPROVED 20/15 |
| A.5.7.1.1 | Moved by Blair Lowry that the Board approve the deletion of Policy GBEB <i>Staff Harassment</i> . | Carried Unanimously | DELETION OF POLICY GBEB APPROVED 21/15 |
| A.5.7.1.2 | Moved by Derek Baron that the Board approve the deletion of Policy GBJ <i>Sexual Harassment</i> . | Carried Unanimously | DELETION OF POLICY GBJ APPROVED 22/15 |
| A.5.7.1.3 | Moved by Bruce Francis that the Board approve the deletion of Policy IFAA <i>Student Harassment</i> . | Carried Unanimously | DELETION OF POLICY IFAA APPROVED 23/15 |
| A.5.8 | Moved by Terry Michaelis that the Board approve second reading of Policy JBB <i>Canadian Anti-Spam Legislation</i> as provided in Enclosure 4 of the agenda. | Carried Unanimously | SECOND READING OF POLICY JBB APPROVED 24/15 |
| A.5.8.1 | Moved by Blair Lowry that the Board approve final reading of Policy JBB <i>Canadian Anti-Spam Legislation</i> as provided in Enclosure 4 of the agenda. | Carried Unanimously | FINAL READING OF POLICY JBB APPROVED 25/15 |

DISCUSSION ITEMS

D.1 Revised (Draft) Policy EEA Student Transportation

The preliminary draft of revised policy EEA *Student Transportation* was reviewed with the Board and discussions took place. This revised policy will also be presented at the February 2nd Transportation Open House at Central School and will be reviewed with participants at that time. Based on feedback received from parents and community members, it is the intent to bring this policy forward to the Board for first reading at the February Board Meeting. After the anticipated first reading takes place in February, the policy will again be sent to Administrators, parents, school councils and community members and stakeholders for final review and feedback. It is the Board's intent to approve the final draft of the transportation policy at the May 2015 Board Meeting in order for it to take effect with the commencement of the 2015-2016 school year.

INFORMATION ITEMS

I.1. Superintendent's Progress Report

Educational Leadership

- The Superintendent partook in the January 13 and 19 assessment workshop. Both days were spent with principals and teachers from around the jurisdiction discussing guidelines and procedures that will inform a new assessment policy. Opportunities for further discussion with all parents and staff will be an integral component of this process. With parent input, our intent is to create a policy that will not only align research

and best practice but lay the foundation for ongoing parental conversations about reporting student learning and student achievement.

Fiscal Responsibility

- With the ongoing Associate Superintendent of Finance and Operations absence, additional duties continue to be attended to.

Personnel Management

- Principal evaluation observations and conversations are ongoing and mid-evaluation reports have been completed and shared with all seven probationary principals.
- Conversations are also underway about changing practice within Horizon. Changes that will expedite hiring practices and put Horizon in a position to be able to hire to best and the brightest before they are snapped up by other jurisdictions. We are also exploring changes in staff allocation that include a shift away from formula based decisions and towards needs based decisions. Our hope is that this will provide more stability and predictability in teacher allocations and reduce the continual turnover of part time and temporary staff.

Policy

- As part of the ongoing review of dated policies and the need to review these policies in light of the upcoming proclamation of the Education Act, extensive work has been undertaken regarding student transportation. Conversations regarding new directions have occurred with the board and Board direction has been shared with principals. The next step is collecting feedback from parents regarding shifts in practice including collection of critical perspectives and thoughts about implications of any proposed changes. I am looking forward to engaging parents and hearing their feedback.

Organizational Leadership and Management

- As per the provincial framework agreement, the Superintendent met with school principals to discuss the possibility of applying for an exemption to the 907 instructional hour requirement. Principals are working to meet the submission deadline of January 2015.
- C2 conversations are ongoing, and preparations for the upcoming committee meeting have commenced. It is the intent of the C2 committee to continue to discuss teacher efficacy and workload and expand the conversation to include principal efficacy.
- Meetings with were also had with the following groups:
 - Horizon's School Administrators
 - Alberta School Board Association: Zone six
 - Alberta Education: Field Services – discussions around the jurisdiction's three year plan and annual education results report.
 - Regional Collaborative Services Delivery group – regional threat assessment protocol.

Communications and Community Relations

- The Superintendent and Senior Administrative Leadership Team attended a large number of school Christmas Concerts in December.
- I wanted to formally thank the staff within the Division Office. Every year, this amazing staff goes above and beyond their duty to bring the Christmas spirit to families in need. This year was once again no exception. Staff adopted two families in need, brought gifts for each member of the families; gifts which took half a day to wrap. They then brought them to the unsuspecting family. Seeing the children's surprise and parental eyes makes it all worthwhile. Thank you for your generosity, you are an amazing group to work with.
- Conversations with home school providers and home school parents brought forth an opportunity for these students to visit our schools. An engaging day of project based learning was had by all. Our hope is that this experience will blossom into an ongoing collaborative endeavor that will further enhance student success and build lasting relationships with these community members.
- As an integral partner within the Town of Taber, I was able to represent Horizon on a Taber and District Community Adult Learning committee. The committee's work will come to fruition on February 6, 2015 with a half day community forum that will explore education within our community. Conversations will revolve around what we are doing well, what our challenges are, and how we can fill the gaps.

- As a proud supporter of the Apex youth awards, I have been working collaboratively with the dedicated individuals to once again organize this celebration for Taber and area's outstanding students. I can't wait to once again be present as we celebrate these amazing young citizens.

I.2 Trustee/Committee Reports

2.1 Zone 6 ASBA Report - Marie Logan, Zone 6 Representative, provided some of the following highlights of the Zone 6 meeting that took place on Wednesday, January 1, 2015 in Lethbridge:

- Craig Kielburger will be the keynote speaker at the SGM in Red Deer. Mr. Kielburger is a Canadian activist for the rights of children. He is the co-founder, along with his brother Marc, of the *Free the Children* charity and of the *Me to We*, a social enterprise that donates half of its annual profits to *Free the Children* by selling socially conscious products and services
- The ASBA Zone 6 audited financial statements indicated a surplus of \$33,611.00
- Scott McCormack was selected as the new ASBA Executive Director
- The deadline date for submission of nominations for the annual Zone 6 Edwin Parr Awards is Friday, March 20, 2015.
- Updates on Early Child Development Mapping Initiative
- Government's recently released *Plan for Promoting Healthy Relationships and Preventing Bullying*
- New Education Act Regulations are posted on the Alberta Education website, giving Albertans the opportunity to provide comments and feedback until January 31, 2015
- Changes to Alberta High School Transcripts with the new forms being released in April 2015
- Assurance Model for Board and Trustee Development
- The School Library Policy (from 1984) is now called Learning Commons. This is a shift in thinking from school library (a place) to learning (students and teachers sharing).

2.2 Administrators' Meeting Report

Bruce Francis provided a handout which included a summary of the January 13th Administrators' Meeting.

2.2 Facilities Committee Report

Derek Baron, Facilities Committee Chair, provided an update on work undertaken during the past month within the Facilities Department. The [January Facilities report](#) was enclosed in the agenda and included the following highlights:

- Projects undertaken and completed during the Christmas break
- Monitoring energy and utility usage including electricity, gas and water has been a major focus for the Facilities department
- Snow removal for all Taber schools, Division Office and Maintenance Office
- All planned 2013/14 IMR projects have been completed with planning for the 2014/15 year also nearing completion
- Update of maintenance projects throughout the division
- Updates on the Facilities Department Administration

I.3. Associate Superintendent of Programs and Services Report

Mr. Bosch's report was distributed as a handout and included the following information highlights ([Please click here to view Mr. Bosch's full report](#)):

- Human Resources/Staffing Updates
- Revised Teacher and Principal staffing process for the 2015-2016 School year
- Updates in the area of Inclusive Education including:
 - Instructional Support Plans
 - Pilot Initiative with Children's Allied Health
 - Regional Collaborative Service Delivery and the Request for Boundary Changes
- Updates in the area of Early Learning including:
 - Pre-K registration for the 2015-2016 school year
 - First-Aid training for Pre-K staff
 - Pre-K Teachers' book study using *Joyful Literacy Interventions*
 - Upcoming workshop for staff members on *The Explosive/Non-Compliant Child*.
- FNMI Education

- Counselling
- High School Re-Design
- Hutterian Brethren Schools
- Career Counselling
- Promoting and providing special career events
- Providing career programming
- Liaised with career/school related groups or projects
- Advised and assisted students as they prepare to act on their transition plans and assisted parents of Grade 12 students regarding post-secondary awards
- Career Rally
 - The Career Rally will be taking place during the 2015-16 school year in Vauxhall and Milk River. The rally will be open to students in grades 8, 9, 10 and 11.
- Ongoing Teacher Evaluations

I.4 Associate Superintendent of Curriculum and Instruction Report

Erin Hurkett's report was distributed as a handout and included the following information:

Literacy & Numeracy

1. Literacy Resources – Erin has been contacting schools to discuss resources required for comprehensive literacy programming. To address certain literacy components, specific resources are required. Erin will be working with schools to address the needs and provide direction in terms of quality resources.
2. Literacy Dream Team – Taber Christian School has developed a literacy dream team. Erin has been consulting with the team to provide feedback and assistance with their direction. The school will begin to gather baseline data on the understanding that teachers encompass regarding literacy components. This will be done via a survey/questionnaire. The results of the data will inform the staff about which components to address.
3. Literacy at Central School – Erin has been consulting with lower and upper elementary teachers regarding the Fountas & Pinnell leveled literacy resource. The staff will be making decisions about the purchase of this resource to support student learning in their school.
4. ELL Workshop - Erin provided a workshop for teachers at Taber Mennonite School based on English language acquisition, explicit vocabulary instruction.
5. Universal Numeracy Assessment – Barnwell has agreed to pilot a numeracy assessment called “testonline” that was developed by teachers in BC. Rebecca Nelson from Chamberlain School is a member on the Numeracy Committee who traveled to Edmonton to learn about the numeracy assessment tool that has been developed by that district. Sheldon and Rebecca will be providing feedback on the tools to the Numeracy Committee during the February meeting.
6. Harry Baker is the Grand Slam Poetry Champion from the UK. He will be visiting Horizon School Division on April 1st and 2nd. He will be spending April 1st at Barnwell School and on April 2nd will provide a poetry workshop for students in Jr. and Sr. high.

21st Century Learning Competencies

1. Project Based Learning – Erin and Amber attended an instructional leadership session focused on project based learning. The session focused on the necessity of leadership to provide the conditions necessary for teachers to implement this kind of instruction. Several teachers within the division have taken workshops on project based learning and are beginning to implement this practice in their classrooms.
2. Dual Credit – Erin attended a meeting with Lethbridge College regarding the Health Care Aide program. The College will no longer be receiving a grant to assist with costs, so they are asking for an increased amount of funds from divisions -funding that would be equivalent to 25 CEUs (we are currently paying the equivalent of 16 CEUs) beginning in the 2015/2016 school year.
3. Welding Simulation – Erin has contacted Gary Frederickson from ADLC. He will be facilitating an information session for teachers and principals on Wednesday, January 21st. He will be bringing a welding simulator and discuss the courses that can be offered for students.
4. CTS Boxes – Erin is seeking assistance from high school CTS teachers to assist with developing new CTS boxes for students. Some initial thoughts have included wood burning, a “shed” box, and a wooden puzzle making box.

Director of Learning – Amber Darroch

21st Century Learning Competencies

1. Assessment Committee - Amber has held three sessions this month for administrators, elementary teachers and secondary teachers. These sessions allowed us to extend our understanding about fair, reliable and valid assessment and the types of policy, procedures and other communication would support aligning our practice across the school division. Communicating effective assessment practice to parents and the community has also been a key point in our discussions this month.
2. Problem Based Learning - Amber and Erin attended an SAPDC session for instructional leaders on how to support project based learning in our schools. A number of Horizon teachers continue to seek professional learning on this approach and implement strategies in their classrooms. The session informs our district perspective on how to support school staff in this important work.
3. Apple Education Leadership Institute - Amber attended this two day session in Toronto for educational leaders to examine the best strategies for supporting 21St Century Learning at the jurisdiction and school levels. School superintendents and school leaders presented their best practices, and key note speakers, including Simon Breakspear, Ontario's Minister of Education, and Apple Education Vice President spoke about innovation and authentic learning/teaching.

Effective and Purposeful Use of Technology

1. Learning and Technology Policy Framework - The December board report included information about our success in a grant application for a total of \$70,000, spanning the new year through the 2015-16 and 2016-17 school years. No further communication has been received on the project and it remains to be seen if Alberta Education will be moving forward with this work given the current financial climate across the province.
2. Multi-function Business Machine Request for Information (RFI for copiers) was shared provincially and closed January 14th, 2015. A shortlist of vendors will be determined from the respondents; shortlisted vendors will be invited to make a presentation to the district committee struck to evaluate the best option for a jurisdiction-wide contract.
3. Alberta Education School Technology Advisory Committee (STAC) - Amber was asked to join this provincial committee, representing Horizon as one of ten jurisdictions, along with other stakeholders.
4. School Modernization Planning - Amber is consulting with the architects and engineers collaborating on the Barnwell and Warner school modernization projects to help guide the vision for technology infrastructure and hardware we can expect to see in the buildings.
5. Internet Bandwidth Improvement - With the constantly growing use of mobile devices and the continuing integration of technology, the demand on Horizon's infrastructure is increasing also. Schools are finding lagging internet at peak use times of the day: early morning, noon hour, and early afternoon. It has reached the saturation point and become necessary to do a full upgrade of the division's Supernet infrastructure. The bandwidth will be increased at each school site and at the core of where all of our internet and VOIP traffic joins the main Supernet "pipeline". This planning is underway and the project is expected to be completed by the end of March.

Other

1. Seven Habits of Highly Effective People - Amber is facilitating two days of training based on this Steven Covey program. Horizon's Family School Liaison Counsellors, Family Connection Workers, and Computer Technicians will be participating in this training together on January 27 & 28.

5. Other Information (Upcoming Dates Reminders)

- February 6, 2015 – Taber & District Community Adult Learning Education Forum
- February 9, 2015 – C2 Meeting
- March 20, 2015 – Alberta Education LGM Forum at the Taber Heritage
- April 22, 2015 – Annual APEX Youth Awards at the Taber Civic Centre

6. Correspondence

No items of discussion came forward from Correspondence as provided in Enclosure 8 of the agenda.

COMMITTEE ITEMS

Moved by Bruce Francis that the Board meet in Committee.

Carried Unanimously

COMMITTEE
26/16

Moved by Derek Baron that the meeting reconvene.

Carried Unanimously

RECONVENE
27/15

Moved by Bruce Francis that the meeting adjourn

Carried Unanimously

MEETING
ADJOURNED
28/15

Marie Logan, Chair

Barb McDonald, Secretary

PAYMENT OF ACCOUNTS REPORT

Board Meeting - February 24, 2015

| | | | |
|--------------------------|-----------------------|-----------------|---------------------|
| General | January 13/15 | | 354,559.97 |
| Canadian Funds | January 20/15 | | 3,000,000.00 |
| U.S. Funds | January 20/15 | | 869.91 |
| General | January 20/15 | | 85,651.34 |
| General | January 26/15 | | 1,292,387.14 |
| U.S. Funds | January 29/15 | | 284.20 |
| General | February 3/15 | | 168,264.59 |
| General | February 11/15 | | 136,455.69 |
| U.S. Funds | February 11/15 | | 883.25 |
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| "A" Payroll | January 2015 | Teachers | 1,583,453.90 |
| | January 2015 | Support | 563,573.74 |
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| "B" Payroll | January 2015 | Casual | 9,627.34 |
| | January 2015 | Subs | 55,048.33 |
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| Total Accounts | | | 7,251,059.40 |
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| Board Chair | | | |
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| PJ:dd | | | |
| February 12, 2015 | | | |

HORIZON SCHOOL DIVISION NO. 67**Policy Code:** EEA
Policy Title: Student Transportation and Attendance Areas**POLICY HANDBOOK****Cross Reference:**
Legal Reference: Education Act 49
Adoption Date: December 18, 1996
Amendment or Re-affirmation Date:

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES AND IS COMMITTED TO ITS RESPONSIBILITY TO PROVIDE SAFE AND APPROPRIATE TRANSPORTATION FOR ALL ELIGIBLE RESIDENT STUDENTS, KINDERGARTEN TO GRADE TWELVE (12), IN HARMONY WITH ALBERTA LAWS, REGULATIONS, AND PROCEDURES.

DEFINITIONS

Resident Student: a person who is entitled under section three (3) of the Education Act to have access to an education program and who meets the requirements of section four (4) of the Act.

Eligible Resident Student: resident students who live more than 2.4 km from, and attends, their designated school.

Designated School: a school within an attendance area as established by the board, where students residing within that area are directed to attend.

Attendance Area: the area surrounding a school as established by the Board (see Appendix A). Attendance areas may overlap due to a number of factors including but not limited to:

- School grade configurations
- Alternative program designation (e.g. outreach, cultural/English language learners, religious)

Transportation Service Area: the area within each attendance boundary in which the board establishes school bus routes by which students may be transported to and from school.

- Normally the attendance area excluding the distance of 2.4 km from the school.

2.4 km: The shortest distance measured along a travelled road or public right of way between the boundary of the school site and the boundary of the quarter section or lot on which the student's parents reside.

Designated pick up/drop off point: a bus stop as approved by the Board, where students are able to access transportation services.

Transfer Bus: means a bus utilized to transfer students from either their residence to a central transfer location or a central transfer location to their school. Students utilizing transfer buses typically take two buses when being transferred from their residence to school.

Policy EEA - *Student Attendance Area and Transportation, Cont'd.*

GUIDELINES

1. The Board will attempt to pass a budget for transportation services that will provide optimum service to students in a safe and appropriate environment within the revenues provided by Alberta Education.
2. The Board shall establish attendance areas (see Appendix A) and transportation service areas for all schools and reserves the right to direct students to attend schools, adjust bus routes, attendance areas and transportation service areas from time to time to make more efficient use of facilities and bus routes. Changes proposed for the beginning of any school year shall be communicated to affected parents by the preceding June 1.
3. The Board recognizes the right granted by the Education Act for parents to request that their children, who are resident students, attend a school other than the designated school within their attendance area. Parents opting to access such rights may be required to take responsibility for transporting their child(ren) to the non-designated school. When parents act on their rights, Board decisions are made in line with the Education Act, the Transportation Regulation, and Board policy.
4. All parents opting to enroll their child(ren) within a non-designated school that is outside of their attendance shall have principal approval prior to the commencement of attendance.
5. All parents requesting transportation services for their child(ren) shall have approval of, and arrangements confirmed, with the Transportation Coordinator, prior to the commencement of any transportation.
6. The Division will transport E.C.S. students on regular scheduled routes.
7. Early entry children are not eligible, because of their age, to be transported on a regular school bus.
8. Special consideration may be given to handicapped students.
9. All grandfathering agreements regarding students who are not attending their designated school shall be null and void upon approval of this policy. As such, this policy shall replace all previous policies and decisions that apply to student attendance and transportation.
10. Each fall, Trustees will be made aware of the number of students registering in non-designated schools
11. When a parent requests transportation of their child(ren) to a non-designated school, the trustee for the non-designated school and the trustee from the student's designated school will be notified of the request.
12. Parent(s) may appeal decisions to a higher level of authority. The levels of appeal shall be:
 - 12.1. Superintendent;
 - 12.2. Transportation Committee of the Board;
 - 12.3. The Board.

Policy EEA - Student Attendance Area and Transportation, Cont'd.

REGULATIONS

Attendance and Transportation Service Areas

1. The Board shall establish, maintain, and communicate attendance areas for each school which shall guide transportation service areas.
 - 1.1. The Board shall consider the following criteria prior to making changes to school attendance areas and/or transportation service areas:
 - 1.1.1. The impact on enrollment on the school(s) affected by the change.
 - 1.1.2. The efficacy of providing transportation services to the affected area.
 - 1.1.3. The impact in both time and distance on bus routes in the affected area.
 - 1.1.4. Communication from parents and students within the affected area.
 - 1.1.5. The recommendation(s) of Division Office administration.
 - 1.2. Prior to attendance area and/or transportation services area changes being approved by the Board, notice shall be provided to schools and parents and in the affected area and the jurisdiction transportation contractor. Notice shall be given via a letter or electronic communication such as telephone or email, and may be publically announced in a newspaper serving the area, or school website. Such notice shall offer a means of response to the proposed change.
 - 1.3. Bus route changes within approved transportation service areas are the responsibility of the Transportation Coordinator.
 - 1.4. Prior to bus route changes being approved by the Transportation Coordinator, notice shall be provided to schools, parents of transported students, and the jurisdiction transportation contractor. Notice shall be given via a letter or electronic communication such as telephone or email. Such notice shall offer a means of response to the proposed change.
2. The Board will provide transportation for eligible resident students to attend their designated school. Students may access such transportation services via a designated pick up/drop off point.
 - 2.1. The Board may utilize transfer buses when transporting students to school.
 - 2.2. Where sparsity and distance make it disadvantageous to use a school bus, the Division will consider paying the parent(s) to transport their child(ren) to and from school by paying the parents in accordance with Alberta Education Transportation grant regulations.

Transportation when students reside within 2.4 km of their designated school

3. Student living less than 2.4 km from their designated school do not qualify for transportation services unless there is a safety concern, as determined by the Board.
 - 3.1. The following situations will constitute a safety concern:
 - 3.1.1. Students having to cross roadways with speed limits in excess of 60km/hr
 - 3.1.2. Students having to walk along roadways with speed limits in excess of 60km/hr where no sidewalks exist.
 - 3.1.3. Or at discretion of the board under individual circumstances

Policy EEA - *Student Attendance Area and Transportation, Cont'd.*

4. Notwithstanding three (3) above, the Superintendent or designate may approve transportation requests when student(s) reside less than two point four (2.4) km from their designated school provided that:
 - 4.1. The request is in writing (Appendix B).
 - 4.2. The student(s) utilizes a designated pick up/drop off point.
 - 4.3. There is unassigned seating available on the school bus.
 - 4.4. The request is approved on a one (1) year conditional basis.
 - 4.5. The parent(s) purchase an annual, under 2.4 km bus pass from the Horizon transportation coordinator (Appendix B).
5. Seniority of transportation requests will be used to determine loss of transportation service for those students attending their designated school, but living less than 2.4 km from their designated school when busing capacity issues arise.

Non-designated School Enrollment

6. Parents who choose to have their child(ren) attend a non-designated school operated by the Board may do so in accordance with the Education Act, the Transportation Regulation, and Board policy. However, transportation becomes the sole responsibility of the parent(s).
7. Parents requesting that their child(ren) attend a non-designated school shall make written application (Appendix C) for registration to the Principal of the school they wish their child(ren) to attend by June 1 preceding the commencement of the next school year when no division transportation is required.
 - 7.1. The review of the application by the Principal shall be based on the following factors:
 - 7.1.1. the availability of space;
 - 7.1.2. the teaching load of the staff;
 - 7.1.3. projected enrolment for the school;
 - 7.1.4. suitability of school programs and services; and
 - 7.1.5. listed priority of enrolment (see below).
 - 7.2. Enrolment priority shall be as follows:
 - 7.2.1. student living in the attendance area and/or transportation service area;
 - 7.2.2. division special needs students who can best be educated at the school;
 - 7.2.3. student currently attending from outside school attendance area;
 - 7.2.4. non-attendance area students who have siblings in attendance area at the school;
 - 7.2.5. non-attendance area students whose family needs or arrangements are special;
 - 7.2.6. non-attendance area students with none of the above considerations; and
 - 7.2.7. Non-resident students.
8. The Principal of a non-designated school shall communicate with the Principal of the designated school prior to considering non-designated enrolment request.
9. The Principal of a non-designated school shall inform the Superintendent or designate of all non-designated student enrollments each fall.

Policy EEA - *Student Attendance Area and Transportation, Cont'd.*

Non-designated School Transportation

10. Notwithstanding approval of parental requests for enrolling their child(ren) in a non-designated school and parents providing transportation to and from such school, parents may request, of the Superintendent or designate, approval for transportation to a non-designated school; something parents are not otherwise entitled. The Superintendent or designate may approve transportation requests when student(s) attend non-designated school provided that:
 - 10.1. The request is in writing (Appendix D) to the Transportation Coordinator.
 - 10.2. The student(s) utilizes a designated pick up/drop off point.
 - 10.2.1. Parents are responsible for making provisions with a residence on the existing bus stop for shelter in case of inclement weather or failure of the parent to arrive at the bus stop at the same time as the bus.
 - 10.3. The parent(s) purchase an annual, non-designated school bus pass from the Horizon transportation coordinator (Appendix D).
 - 10.3.1. Parents purchasing a non-designated school bus pass are not required to purchase a 2.4 km bus pass.
11. The review of the application by the Superintendent or designate shall be based on the following factors:
 - 11.1. practicality of bussing services for the student and other students,
 - 11.2. there is availability of non-registered/unassigned seating space on an applicable bus,
 - 11.3. the decision is in the best educational interests of the student(s) as decided by the principal of the receiving and departing schools, and Superintendent or designate
 - 11.4. recommendation of the program supervisor, Director of Learning, clinical team Leader, Low German Mennonite Liaison Worker, or Native Liaison Worker and such recommendation is supported by the principal of the departing and receiving schools, and Superintendent or designate,
 - 11.5. approval is on a one (1) year conditional basis only, and
 - 11.6. Seniority of transportation requests will be used to determine loss of transportation service for those attending a non-designated school when bussing capacity issues arise.

Resident Student Enrollment Outside the Division

12. Parent(s) who choose to register their child(ren) with another Board and have their child(ren) attend a school outside the Horizon boundaries may do so in accordance with the Education Act, however, transportation becomes the sole responsibility of the parent(s).
 - 12.1. Parents may request that the Board create a transportation services agreement with other divisions or schools to operate transportation services within its boundaries, as the Board does not permit other divisions or schools to operate within its boundaries without such a transportation service agreement and then only under the following conditions:
 - 12.1.1. an appropriate educational program cannot be provided to the student by Horizon School Division;
 - 12.1.2. the costs of transporting a student to a school in Horizon are unreasonable;
 - 12.1.3. the length of the bus ride would be unreasonable;

Policy EEA - *Student Attendance Area and Transportation, Cont'd.*

- 12.1.4. the well-being of the student would be seriously compromised by attending a school within Horizon School Division.
- 12.1.5. The student is a sibling of a student who has been approved for cross jurisdictional boundary transportation.

Non-Resident Student Enrollment Within the Division

- 13. Parent(s) who choose to have their non-resident child(ren) attend a Horizon school may do so in accordance with the Education Act and this policy Notwithstanding a non-resident student's parent's sole responsibility to provide transportation, parents requesting transportation services are subject to the following preconditions.
 - 13.1. The Board must receive written permission from the non-resident student's board prior to transportation services crossing divisional boundaries.
- 14. Where a resident Board refuses to provide written permission approving transportation services to cross divisional boundaries parents must meet a Horizon bus at a designated pick up/drop off point in the attendance area for the school they choose to attend and the Board must adhere with the non-designated school enrollment section above.

Transportation of Student to non-division Schools within the jurisdiction

- 15. Transportation will be provided for students attending schools other than Division schools if:
 - 15.1. Space exists on the current bus route
 - 15.2. The Division is able to collect the Alberta Learning Transportation grant on behalf of the student
 - 15.3. The Superintendent or designate approves the request
 - 15.4. An agreement for bussing of students to a non-Division school within the jurisdiction has been negotiated between the respective Boards.

Policy EEA - *Student Attendance Area and Transportation, Cont'd.*

APPENDIX A: TRANSPORTATION AREA BOUNDARIES

ACE Place Learning Center

- 7-12 school (one boundary)
- boundary is same as WRM gr 10-12 boundary (Taber and Barnwell)
 - Students from Barnwell and Taber attending ACE Place are attending their designated school (overlapping boundary) and no non-designated school bus pass is required

Arden T. Litt Center for Learning

- Chamberlain and Arden T. Litt have same boundary (one boundary)
- buses will not cross into Taber's boundary to pick up students with the exception of the 2 buses that pick up students from Taber
 - These 2 buses will be eliminated in the long run but will remain for the time being with some modification due to TMS space issues.
 - No new students will be approved for these buses
 - The 2 buses will be reduced to one bus
 - The route will have a reduction of detours off the highway. The expectation is that parents choosing to attend Arden T. Litt, a non-designated school, will be require to purchase a non-designated school bus pass, and be expected to transport their child(ren) to a designated stop that may be further away from their residence than is current practice.

Barnwell School

- K-9 school (one boundary)
- buses will not cross into Taber's boundary (Dr. Hamman) to pick up students
- there are buses from Taber that travel into Barnwell's boundary to pick up senior high students as Barnwell is a K-9 school
 - K-9 students on these buses and attending Taber schools (with the exception of ACE Place, and Taber Mennonite School, see below) are attending non-designated schools and will be require to purchase a non-designated school bus pass

Central Elementary School

- K-5 School (has one boundary)
- Central's Mennonite program boundary will become the same as the rest of Central school. The intent will be to commence dialogue with the Mennonite population about enhancing programing in their community schools and the implementation and enhancement of programming so that they do not feel the need to choose another school.
- because it is a K-5 school, Gr 6-12 buses will continue to come into the school's boundary and transport 6-12 students
 - K-5 students on these buses and attending other schools in Taber (with the exception of Taber Christian: see below) are attending non-designated schools and will be require to purchase a non-designated school bus pass
- Central's Mennonite program accommodates some grade 6 students. This service will remain for the time being but grade 6 students will be required to pay a non-designated bus pass.

Policy EEA - Student Attendance Area and Transportation, Cont'd.

Chamberlain School

- Chamberlain and Arden T. Litt have same boundary (one boundary)
- buses will not cross into Taber's boundary to pick up students with the exception of the 2 buses that pick up students from Taber
 - These 2 buses will be eliminated in the long run but will remain for the time being with some modification due to TMS space issues.
 - No new students will be approved for these buses
 - The 2 buses will be reduced to one bus
 - The route will have a reduction of detours off the highway. The expectation is that parents choosing to attend Chamberlain School, a non-designated school, will be require to purchase a non-designated school bus pass, and be expected to transport their child(ren) to a designated stop that may be further away from their residence than is current practice.

D.A. Ferguson Middle School

- 6-8 school (one boundary)
- boundary is all of Taber (LTW, DRH, CEN)
- buses will not cross into Barnwell or Grassy Lake's boundary to pick up students
 - because it is a 6-8 school, buses will continue to come into Taber's K-5 school boundaries (CEN,DRH,LTW) and pick up 6-8 students
 - because of Holyspirit agreement, buses will continue to come into Grassy Lake's school boundaries to pick up Holyspirit students
 - 6-8 students on these buses and attending D.A. Ferguson are attending non-designated schools and will be require to purchase a non-designated school bus pass
 - 6-8 students within D.A. Ferguson's boundary but attending either ACE, TMS, or TCS are attending their designated school (overlapping boundary) and no non-designated school bus pass is required

Dr. Hamman Elementary School

- K-5 School (one boundary)
 - Note: attendance area south of Highway 3 (along highway 36) will become part of L.T. Westlake Fine Arts Elementary School.
- because it is a K-5 school, Gr 6-12 buses will continue to come into the school's boundary and pick up 6-12 students
 - K-5 students on these buses and attending Taber schools (with the exception of Taber Christian, see below) are attending non-designated schools and will be require to purchase a non-designated school bus pass

Enchant School

- K-9 school (one boundary)
- buses will not cross into either Lomond's or Vauxhall's boundary to pick up students
- there are buses from Vauxhall that pick up senior high students as Enchant is a K-9 school (boundaries overlap)
 - K-9 students on these buses and going to Vauxhall are attending non-designated schools and will be require to purchase a non-designated school bus pass

Erle Rivers High School

- MRE (K-5) and ERHS (6-12) have same boundary (one boundary)
- buses will not cross into warner's boundary to pick up student

Policy EEA - *Student Attendance Area and Transportation, Cont'd.*

Hays School

- K-9 school (one boundary)
- buses will not cross into Vauxhall's boundary to pick up students
- there are buses from Vauxhall that pick up senior high students as Hays is a K-9 school (boundaries overlap)
 - K-9 students on these buses and going to Vauxhall are attending non-designated schools and will be require to purchase a non-designated school bus pass

Horizon Mennonite Alternative Program

- 7-12 school (has one boundary)
 - Treated the exact same as VHS 10-12 boundary
 - 7-9 students on Enchant and Hays buses and going to HMAP are attending a designated school and will NOT be required to purchase a non-designated school bus pass.

Lomond Community School

- 1-12 school (one boundary)
- buses will not cross into Enchant's boundary to pick up students

L.T. Westlake Fine Arts Elementary School

- K-5 School (one boundary)
 - Note: Dr. Hamman Elementary School's attendance area south of Highway 3 (along highway 36) will become part of L.T. Westlake Fine Arts Elementary School.
- It is not formally designated as an alternative school. (Alternative Schools are schools of parental choice and receive no transportation funding)
- because it is a K-5 school, Gr 6-12 buses will continue to come into the school's boundary and pick up 6-12 students
 - K-5 students on these buses and attending Taber schools (with the exception of Taber Christian, see below) are attending non-designated schools and will be require to purchase a non-designated school bus pass

Milk River Elementary School

- MRE (K-5) and ERHS (6-12) have same boundary (one boundary)
- buses will not cross into warner's boundary to pick up student

Taber Christian School

- Considered an alternative school (school of choice) by AB ED
- When Taber Christian School amalgamated with Horizon, the agreement was that the Board shall manage all transportation operations for the TCS Alternative Program students within the Board attendance boundaries in the same manner as all other students in accordance with Board policies, with requests for transportation outside the Board attendance boundaries to be managed in accordance with Board Policy, unless otherwise agreed upon.
 - Taber Christian School is able to run their own buses where our buses don't exist to transport students into Taber in areas that have normally been part of their boundary.
- Boundary includes all of Taber (LTW,CEN,DRH)
 - All K-9 Taber students living within Taber and attending Taber Christian School are attending their designated school (overlapping boundaries) and do not require a non-designated school bus pass.

Policy EEA - *Student Attendance Area and Transportation, Cont'd.*

- K-9 Barnwell students or students bused to Taber Christian outside Taber will need to come to designated bus stops as door to door service will not occur and will be required to purchase a non-designated school bus pass.

Taber Mennonite School

- 7-12 boundary is same as WRM gr 10-12 boundary (Taber and Barnwell)
 - Students from Barnwell and Taber attending TMS are attending their designated school (overlapping boundary) and no non-designated school bus pass is required

Warner

- K-12 school (one boundary)
- buses will not cross into Milk River's boundary to pick up students
- northern boundary is a grey area (overlaps somewhat with Holyspirit and LTW boundary which is the Etzikom Coulee)
 - Students south of Wrentham highway and north of Etzikom Coulee may attend either Warner or L.T. Westlake as both are their designated school

Vauxhall Elementary School

- K-6 school (one boundary)
- buses will not cross into either Enchant or Hays' boundary to pick up elementary students
- there are buses from Vauxhall that pick up senior high students as Enchant and Hays are K-9 schools (boundaries overlap)
 - K-6 students on these buses and going to Vauxhall are attending non-designated schools and will be require to purchase a non-designated school bus pass

Vauxhall High School

- 7-12 school (has two boundaries)
 - Gr 7-9: boundary is same as VES
 - Gr 10-12: boundary expands to include Enchant and Hays boundary
- there are buses from Vauxhall that pick up senior high students within Enchant and Hays' boundary as these are K-9 schools
 - 7-9 students on these buses and going to Vauxhall are attending a non-designated school and will be require to purchase a non-designated school bus pass

W.R. Myers High School

- 9-12 school (has two boundaries)
 - Gr 9: boundary is same as DAF (Taber includes LTW, DRH, CEN boundaries)
 - Gr 10-12: boundary expands to include Barnwell
- 9-12 students within W.R. Myer's boundary and attending either ACE or TMS are attending their designated school (overlapping boundary) and no non-designated school bus pass is required

Policy EEA - Student Attendance Area and Transportation, Cont'd.

Appendix B: TRANSPORTATION REQUEST RESIDENCE LESS THAN 2.4 KM FROM DESIGNATED SCHOOL

Parents desiring that their child(ren) receive transportation even though they live less than 2.4 km from their designated school, shall make written application for transportation by June 30 preceding the commencement of the next school year. The Transportation Coordinator will review the application and communicate a decision regarding busing.

APPLICATION FOR SCHOOL YEAR _____

DATE _____ PARENT NAME(S) _____

CIVIC ADDRESS/LEGAL LAND LOCATION _____

MAILING ADDRESS _____ POSTAL CODE _____

HOME PHONE _____ WORK PHONE _____ CELL PHONE _____

STUDENT INFORMATION:

| First Name | Last Name | Grade | Requested School |
|------------|-----------|-------|------------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Is the reason for wanting transportation to a designated school less than 2.4 km of residence a safety concern?

Please check on: Yes No

The following situations will constitute a safety concern:

- 1) Students having to cross roadways with speed limits in excess of 60km/hr
- 2) Students having to walk along roadways with speed limits in excess of 60km/hr where no sidewalks exist.

Parent(s):

Bussing approval for the above listed student(s) is subject to the following criteria:

- 1) Student(s) utilize a designated pick up/drop off point
- 2) There is unassigned seating available on the school bus.
- 3) The request is approved on a one (1) year conditional basis.
- 4) The parent(s) purchase an annual, under 2.4 km bus pass from the Horizon transportation coordinator.
- 5) Signed agreement below

I/We acknowledge that approval is contingent on the conditions listed above. I/We understand that bussing service will be considered only after students attending designated schools are accommodated. I/We agree to abide by the terms of service as defined by Horizon School Division.

Date _____ Signed _____

FOR DIVISION OFFICE USE ONLY

Date _____

DESIGNATED SCHOOL _____

Horizon School Division No. 67 hereby grants access to bussing service for the above student(s). Approval shall be subject to the conditions and information contained in this application.

Signed _____ Position _____

Policy EEA - *Student Attendance Area and Transportation*, Cont'd.

Policy EEA - Student Attendance Area and Transportation, Cont'd.

Appendix C: NON-DESIGNATED SCHOOL ATTENDANCE REQUEST

As per policy, parents desiring that their child(ren) attend a non-designated school, shall make written application for registration at the school, by June 1 preceding the commencement of the next school year. The principal of the requested school will review this application and communicate a decision based on the factors identified in the policy.

This form must be completed before non-designated school registrations will be considered. Non-designated school attendance request is a one-time request. Once approved your child is able to continue to attend the school in future years.

Please check one: **I will** ____ **will not** ____ **be requesting transportation.**

APPLICATION FOR SCHOOL YEAR _____

DATE _____ PARENT NAME(S) _____

CIVIC ADDRESS/LEGAL LAND LOCATION _____

MAILING ADDRESS _____ POSTAL CODE _____

HOME PHONE _____ WORK PHONE _____ CELL PHONE _____

DESIGNATED SCHOOL: _____

NON-DESIGNATED SCHOOL PLACEMENT REQUEST: _____

STUDENT INFORMATION:

| First Name | Last Name | Grade | Requested School |
|------------|-----------|-------|------------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Reason for wanting to send child(ren) to non-designated school:

Parent(s):

Registration approval is requested for the above listed students subject to the following criteria:

- 1) the availability of space;
- 2) the teaching load of the staff;
- 3) projected enrolment for the school;
- 4) suitability of school programs and services; and
- 5) listed priority of enrolment.
 - a. student living in the attendance area and/or transportation service area;
 - b. division special needs students who can best be educated at the school;
 - c. student currently attending from outside school attendance area;
 - d. non-attendance area students who have siblings in attendance area at the school;
 - e. non-attendance area students whose family needs or arrangements are special;
 - f. non-attendance area students with none of the above considerations; and
 - g. non-resident students.

Policy EEA - Student Attendance Area and Transportation, Cont'd.

I/We acknowledge that approval is contingent on the conditions listed above. I/We understand that registration will be considered only after students attending their designated schools are accommodated. I/We agree to abide by the terms of service as defined by Horizon School Division.

Date _____ Signed _____

FOR DIVISION OFFICE USE ONLY

Signature
Principal of Non-Designated Horizon School
where placement is requested

Principal of Designated Horizon School
in attendance area, has been contacted

Principal Signature

If requesting transportation services, please fill out this form and fax together with Appendix D to Horizon School Division No. 67 (403-223-2999) or mail to 6302 – 56 Street, Taber, AB, T1G 1Z9

Policy EEA - Student Attendance Area and Transportation, Cont'd.

Appendix D: NON-DESIGNATED SCHOOL TRANSPORTATION REQUEST

Parents desiring that their child(ren) attend a non-designated school, and wish to request Division transportation shall make written application for transportation by June 30 preceding the commencement of the next school year. The Transportation Coordinator will review the application and communicate a decision regarding busing. Transportation requests for non-designated schools must be made annually.

DATE _____ PARENT NAME(S) _____

CIVIC ADDRESS/LEGAL LAND LOCATION _____

STUDENT INFORMATION:

| First Name | Last Name | Grade | Requested School |
|------------|-----------|-------|------------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Reason for requesting transportation of child(ren) to non-designated school:

Parent(s):

Bussing approval is requested for the above listed students subject to the following criteria:

- 1) The student(s) utilizes a designated pick up/drop off point.
 - a. Parents are responsible for making provisions with a residence on the existing bus stop for shelter in case of inclement weather or failure of the parent to arrive at the bus stop at the same time as the bus.
- 2) The parent(s) purchase an annual, non-designated school bus pass from the Horizon transportation coordinator.
- 3) practicality of bussing services for the student and other students,
- 4) there is availability of non-registered/unassigned seating space on an applicable bus,
- 5) the decision is in the best educational interests of the student(s) as decided by the principal, and Superintendent or designate
- 6) recommendation of the program supervisor, Director of Learning, clinical team Leader, Low German Mennonite Liaison Worker, or Native Liaison Worker and such recommendation is supported by the principal, and Superintendent or designate,
- 7) The request is approved on a one (1) year conditional basis.
- 8) signed agreement below

I/We acknowledge that approval is contingent on the conditions listed above. I/We understand that bussing service will be considered only after students attending their designated schools are accommodated. I/We agree to abide by the terms of service as defined by Horizon School Division.

Date _____ Signed _____

FOR DIVISION OFFICE USE ONLY

Date _____

DESIGNATED SCHOOL _____

Horizon School Division No. 67 hereby grants access to bussing service for the above student(s) Approval shall be subject to the conditions and information contained in this application.

Signed _____ Position _____

Policy EEA - *Student Attendance Area and Transportation*, Cont'd.

Policy EEA - Student Attendance Area and Transportation, Cont'd.

Appendix E: BUS PASS

Parents requesting student transportation when they live less than 2.4 km from their designated school or requesting transportation to a non-designated school are required to purchase a bus pass in order to access transportation.

COST OF BUS PASS

If living under 2.4 km from designated school

- \$75 per student per year or
- a family pass for \$200 per year

If attending a non-designated school

- \$150 per student per year or
- a family pass for \$400 per year

Bus passes are

1. Purchased from the Horizon Transportation Coordinator (403) 223-3547
 - Note: Parents are expected to sign an agreement indicating they understand and agree to the terms of transportation including the forfeiture of the bus pass should their child not comply with student conduct expectations.
2. Mandatory for under 2.4 and non-designated school attenders wishing transportation
 - There will be NO exemptions or waiving of the fee to acquire a bus pass when such decisions are due to parental choice except
 - 2.4 km bus pass may be waived if it is a safety issue (see Q & A below or Policy section 3.1)
 - When students are redirected to a different school by the Board, or Superintendent in consultation with Principals (e.g. expulsion) attending a non-designated school is not a parental choice in this case and the non-designated bus pass requirement is waived.
3. Parents will need to purchase 2.4 k bus pass or non-designated bus pass before their child(ren) can access transportation
 - non-eligible resident students will not be allowed on the bus without a bus pass
 - students will not be transported to non-designated school without a bus pass
4. Bus pass is
 - An annual pass (Sept to June)
 - Pass may be purchased per semester
 - Prorated monthly (e.g. you may acquire a pass anytime within the year but once you acquire the pass it is for the remainder of the school year.
 - Non-refundable unless parents move to new residence and move results in student transfer to new school, or move qualifies their child(ren) for free transportation
 - Non-transferable (student specific)

Policy EEA - *Student Attendance Area and Transportation*, Cont'd.

Appendix F: Questions and Answers

Q1: My child is currently not attending their designated school. Will they be required to change schools?

A1: Most likely not. You will need to apply for registration at the non-designated school and if there is room they will be allowed to continue to attend. Should you wish transportation you will be required to buy a bus pass for \$150/student/year or a family fee of \$400/student/year

Q2: Our child is currently being transported to a non-designated school. The bus from this school is crossing the attendance boundary specifically pickup our child. Will this continue?

A2: No, you will be required to transport your child to a designated bus stop within the boundary of the school you wish to attend. You will also be required to buy a bus pass for \$150/student/year or a family fee of \$400/student/year

Q3: I'd like to have my child transported to their designated school but we live less than 2.4km is this possible?

A3: Yes, but you will need to purchase a bus pass for \$75/student/year or a family pass for \$200/student/year

Q4: Are there any exceptions to the 2.4km walk limit and requirement to purchase a bus pas prior to receiving transportation?

A4: Yes, when there is a safety consideration the need to purchase a 2.4km bus pass will be waived. Safety considerations include when your child has to: (1) cross roadways with speed limits in excess of 60km/hr, (2) have to walk along roadways with speed limits in excess of 60km/hr where no sidewalks exist, or (3) at discretion of the board under individual circumstances.

Q5: I'd like to register my child in non-designated school (another school, outside the attendance area within which I live. Is this possible?

A5: Yes, if space is available it is possible. There is no fee for registering your child, but should you wish to receive transportation there is a bus pass that you will need to purchase for \$150/student/year or a family fee of \$400/student/year

Q6: If I live within 2.4km from my designated school and my child is transported to a non-designated school will I need to pay both the \$75/student/year for being under 2.4 km and the \$150/student/year for transportation to a non-designate school?

A6: No, if you are transported to a non-designated school and purchase a bus pass for being a non-designated school for \$150/student/year fee you will not need to purchase the 2.4km pus pass (\$75/student/year)

Q7: My child is not succeeding in their designated school are there options?

A7: Yes, parents have the freedom to choose to register their child in any school within Horizon but are responsible for transporting their children to non-designated schools. If there are buses with space you may be able to purchase a bus pass and transport your child to a designated bus stop for the other school and have your child transported to school. In some cases there are overlapping boundaries and there may be more than one school that counts as a designated school. Contact the transportation coordinator as you may qualify for registration and transportation to another school.

Policy EEA - Student Attendance Area and Transportation, Cont'd.

Q8: We are from outside the jurisdiction but want to attend a Horizon School. Is there a fee?

A8: If you transport your child to a designated bus stop within the attendance area there would not be a fee nor a need to purchase a bus pass as you are not transferring from one school to another within Horizon.

Q9: There is reference to designated pick up spots in the transportation policy. Do these stops change on an ongoing basis and will the Board create a new one for me.

A9: The board will create a new designated pick up spot for students attending their designated school if one does not exist close by. The Board will not normally create a new pick up spot for students under 2.4km and for non-designated schools. These students will need to go to a stop approved by the Board. Contact the transportation coordinator to determine where the closest designated stop is.

Q10: I received approval to have my child attend a non-designated school. Does this mean that they are able to continue in that school from year to year or do I have to reapply and seek permission to register every year?

A10: Once a request for enrollment in a non-designated school is approved, you will not be required to seek enrollment approval for your child each year. If you wish to receive transportation, you will need to purchase a bus pass for \$150/student/year or a family pass for \$400/year each year.

Q11: I can't afford the annual bus pass. Am I still able to receive transportation?

A11: There is no fee for being transported to your designated school when you live more than 2.4km from that school. Transportation when living less than 2.4km or transportation to a non-designated school is a parent's choice and no opportunity for waiving the fee exists. You may need to take responsibility for your choice by either having your child walk, transport your children yourself, or attend your designated school.

Q12: What constitutes a family when determining a bus pass?

A12: A family is more than two children that share at least one parent/guardian and reside at the same residence.

Q13: The jurisdiction says I live less than 2.4km but I drove to the school and its more than 2.4km. How does the jurisdiction calculate the distance?

A13: The 2.4km determination is based upon the shortest distance measured along a travelled road or public right of way between the boundary of the school site and the boundary of the quarter section or lot on which the student's parents reside. When a conflict arises, it is Alberta Education's calculation that will be used as this calculation determines whether there is funding from Alberta Education or not.

Q14: There is room on the bus and I want my child to access transportation. Why do I need to purchase a bus pass?

A14: Alberta Education only funds the jurisdiction for transporting students to their designated school when they reside more than 2.4km from that school. Yet our bussing contractor invoices the jurisdiction for every student who accesses bussing. The intent of having parents purchase a bus pass is to provide compensation for the costs incurred by the jurisdiction from parents' choices. These funds are allocated to balance the transportation budget.

Policy EEA - Student Attendance Area and Transportation, Cont'd.

Q15: My child crosses a train track and highway to go to school. Is this a safety issue that qualifies them for transportation?

A15: If your child crosses the train track or highway due to parental choice to attend a non-designated school, the parent will need to address the safety issue. The Board believes the train track is not a safety issue. In all cases, visibility is good and in most cases there are cross arms and signal lights that make it even safer. Highways may be considered a safety issue if your child has to: (1) cross the roadway and the speed limit is in excess of 60km/hr, or (2) walk along a roadway with speed limits in excess of 60km/hr where no sidewalks exist.

Q16: We are divorced and our child lives part of the time with both parents. Is it possible to have bus service to and from both locations?

A16: Alberta Education only funds transportation services to and from one home address. Parents will need to decide which address will be the primary residence and parents will need to make personal arrangements to transport the child to this location for bus transportation when not residing there.

Q17: I work full-time. Is it possible for my child to be bussed to my day home or other care givers as I won't be home when my child arrives home from school?

A17: No. Your child is approved for busing to and from your home. Alternate care-giving arrangements fall under the parent's responsibility. Should you wish to have someone else look after your child after work, you will need to arrange transportation from your child's drop off point to the care-giver.

Q18: My child attends the Taber Child Care Center before and after school. I currently transport them to the Center and they get picked up and dropped off at the Center rather than my house. Will this continue to be a possibility?

A18: No. Your child is approved for busing to and from your home. Alternate care-giving arrangements fall under the parent's responsibility. Should you wish to have someone else look after your child after work, you will need to arrange transportation from your child's drop off point to the care-giver.

Q19: My child attends Kid Zone after school, but does not attend Central. They access the bus from their school and are transported to Central in order to access Kid Zone. Will this continue to be a possibility?

A19: Yes. Although your child is approved for busing to and from your home, and alternate care-giving arrangements fall under the parent's responsibility. Kid Zone is an after school care program within a Horizon School. Those wishing to access bussing from their school to the program may access existing buses if space is available on the bus and will need to purchase a bus pass for \$75/student/year or a family pass for \$200/student/year.

Q20: My child wants to invite a friend over after school. Are they able to access the bus from school to come to my house.

A20: Maybe, transportation services are considered school buses. They are not public transportation. Parents will typically need to make private arrangements. However, in the rare occasion it is possible if there is room on the bus. Please contact first student 48 hours in advance to confirm seat availability.

Policy EEA - *Student Attendance Area and Transportation, Cont'd.*

Q21: My child is involved in after school activities. Are they able to receive transportation to access these services?

A21: No, such decisions are parental choice and transportation would fall under the parent's responsibility. Bus drivers may only provide services to and from the child's home address once approved by the school division.

Q22: As a parent, I'd like to ride the bus with child. Is it possible for me to access transportation services?

A22: No, only authorized students are permitted to access transportation services.

Q23: There has been a death in our family. We will be absent in order to deal with the tragedy. We'd like to leave our children with another family. Are they able to access transportation from this new site?

A23: Maybe, in such circumstances we will try to accommodate your family's needs. However the children will need to access an existing designated bus stop that goes to their school. Parents would need to contact the Transportation Coordinator to make arrangements.

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SHALL COMPLY WITH ITS RESPONSIBILITY UNDER THE SCHOOL ACT AND THE FISCAL MANAGEMENT ACT AND SHALL ENSURE THAT SCHOOL GENERATED FUNDS ARE REPORTED AND ACCOUNTED FOR THROUGH THE FINANCIAL RECORDS OF THE SCHOOL DIVISION.

DEFINITION

School Generated Funds are funds raised in the school and community for activities that come under the control and responsibility of school management. They represent monies collected and retained at the school for expenditures which are charged against revenue in a school's account (e.g. year book sales, graduation fees, field trips, extra-curricular sports and monies received from non-registered parent advisory groups). In cases where school management and/or employees are accountable for these monies and are in roles whereby the activities of the organizations generating the funds are controlled by them (majority of directors, sole/bank signing authority, etc.), then the organization's activities are most likely School Generated Funds.

Textbook rentals, rent revenue, lease revenue, lunch program fees, and other funds collected at the school and remitted to central office for expenditures which are charged against the school budget but accounted for in central office are NOT considered to be School Generated Funds.

REGULATIONS

1. It is the Principal's responsibility to develop and maintain appropriate procedures to provide assurance that monies related to School Generated Funds are safeguarded and proper records are maintained.
2. The Secretary-Treasurer and/or his/her designate shall perform a financial review of each school's financial records on a rotation basis. This review will be performed in a positive manner with recommendations made in the best interest of the school. The Secretary-Treasurer and/or his/her designate, as part of the review, will check that the following information is in good order:
 - 2.1. list of all School Generated Funds accounts
 - 2.2. signing authority on all accounts
 - 2.3. system for receipting revenue
 - 2.4. system for tracking corresponding expenditures
 - 2.5. reconciliation of students' fees
 - 2.6. cash (cheques, money orders) disbursements should be accompanied by an invoice, till slip, etc.
 - 2.7. bank reconciliation's
 - 2.8. reporting procedure, including opening balance, revenues, expenditures, a summary of transactions, and closing balance
 - 2.9. principal monthly review of bank reconciliations

Policy DFH - *School Generated Funds*, Cont'd.

3. Schools will provide an annual report to the Secretary-Treasurer on the School Generated Funds in order for the Secretary-Treasurer to prepare the information required for the Audited Financial Statements for the school division.

HORIZON SCHOOL DIVISION NO. 67**POLICY HANDBOOK**

Policy Code: DJF
Policy Title: Purchasing Procedures
Cross Reference:
Legal Reference:
Adoption Date: April 21, 1998
Amendment or Re-affirmation Date: March 20, 2003

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION EXPECTS ALL SCHOOLS AND DEPARTMENTS TO FOLLOW PURCHASING PROCEDURES THAT WILL MAXIMIZE THE EDUCATIONAL VALUE DERIVED FROM THE EXPENDITURE OF FUNDS.

GUIDELINES

1. Schools shall comply with the terms and conditions of all jurisdictional purchasing contracts
 - 1.1 This includes the requirement to purchase technology through the technology department and in compliance with any signed jurisdictional technology agreements.

REGULATIONS**1. Purchase Orders**

- 1.1 Generally all supplies and equipment shall be ordered through Division Office on the appropriate purchase order forms which must be signed by the Principal (for schools) and by the Manager (for departments).
- 1.2 Purchases should be made in writing to avoid errors in ordering.
- 1.3 A purchase order must be completed at the time of ordering with a copy being sent to division office immediately after the order is received.
- 1.4 Within five days of receiving an order, the Principal (or designate) or department Manager shall ensure that packing slips are checked and returned to division office for payment processing.

2. Paper Purchase Through Bulk Tender

- 2.1 When possible schools should purchase most of their paper supplies through the annual jurisdiction bulk purchase.
- 2.2 By the last courier day in January of each year schools shall submit their requests on the appropriate form provided by division office.
- 2.3 The Principal (or designate) shall ensure that the packing slips are checked with deficiencies identified and sent to division office within five days of receipt of supplies.

3. Petty Cash

- 3.1 If advantageous, schools may purchase low cost items from their petty cash accounts and submit a collection of proof of purchase documents together with a requisition or purchase order to division office for reimbursement.

Policy DJF – *Purchasing Procedures, Cont'd.*

- 3.2 Receipts must be provided for the claim to be valid.
- 3.3 Petty cash claims/receipts must be claimed in the school year in which the expense occurred.
Petty cash claims must be submitted to division office either monthly or when the claim amount reaches \$500.

4. Visa

- 4.1 Corporate visas are available to principals and secretaries at each school via the Associate Superintendent of Finance and Operations. They are a preferred method of payment for decentralized items rather than using petty cash and staff's personal funds.
- 4.2 Those utilizing Visas must adhere to jurisdiction practices and procedures

DRAFT

HORIZON SCHOOL DIVISION NO. 67

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|--|---|
| Policy Code: | HGAA |
| Policy Title: | Locally Developed Courses |
| Cross Reference: | |
| Legal Reference: | <u>School Act</u> (S.50), Alberta Education 1.2.1 & 1.2.2 |
| Adoption Date: | August 24, 1995 |
| Amendment or Re-affirmation Date: | September 28, 1995 May 30, 2002 |

POLICY HANDBOOK**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT LOCALLY DEVELOPED COURSES PROVIDE UNIQUE OPPORTUNITIES FOR STUDENTS TO EXPLORE AND SUPPORT A RANGE OF PERSONAL INTERESTS AND ABILITIES IN SUBJECT AREAS, TO PROVIDE STUDENTS WITH LEARNING OPPORTUNITIES THAT EXTEND AND COMPLEMENT THE LEARNING OUTCOMES IN PROVINCIALY AUTHORIZED PROGRAMS, OR TO ACCOMMODATE INNOVATION AND RESPONSIVENESS AT THE LOCAL LEVEL. LOCALLY DEVELOPED COURSES SHALL BE DESIGNED AND DELIVERED IN ACCORDANCE WITH ALBERTA EDUCATION REQUIREMENTS.

GUIDELINES

1. Approval of locally developed courses shall be by Board motion.
2. Approval shall be for a maximum of three years, and then is subject to renewal
3. Approval may be withdrawn at the discretion of the Board.
4. All locally developed courses must align with applicable provincial legislation, policy, standards, and guidelines.
5. All locally developed courses are subject to monitoring and review by Alberta Education and the Associate Superintendent of Curriculum and Instruction.

REGULATIONS

1. The Associate Superintendent of Curriculum and Instruction, or designate shall assume responsibility for coordinating the development and approval of locally developed junior and senior high school courses and ensure course content and approval process /timeline is in compliance with Alberta Education policy.
 - a. All senior high locally developed courses shall be approved by Alberta Education via the Locally Developed Courses Online Management System (LDCOMS).
2. Board approval must be obtained before the implementation of locally developed courses.
3. At the end of the three years, the Associate Superintendent of Curriculum and Instruction will request confirmation regarding re-approval in accordance with Alberta Education timelines.
 - a. Failure to obtain re-approval shall result in the course being cancelled at the end of the approved three year term.

HORIZON SCHOOL DIVISION NO. 67
POLICY HANDBOOK

Policy Code: IE
Policy Title: Student Attendance
Cross Reference: BFD,IC,IED,IGD
Legal Reference: Education Act
(S)1,4,7,8,(D)7

Adoption Date: April 23, 1997
Amendment or Re-affirmation Date:

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. **PARENT** The definition of parent is set out in section 1(1)(r), 1(2) of the Education Act , 2012, as amended
2. **STUDENT** Section 1(1)(n), (w), and (hh) of the Education Act, 2012, as amended defines a “student”
3. While parents provide the reason for the absence it is the school that determines whether the absence is excusable or inexcusable.
 - 3.1. **EXCUSABLE ABSENCES** means an absence as defined in Section 4 of The Alberta Education Act, 2012, as amended:
 - 3.1.1 Illness or other such unavoidable cause;
 - 3.1.2 Religious holidays of the denomination to which the student belongs;
 - 3.1.3 An imposed suspension is in place;
 - 3.1.4 The student has been expelled and has not yet been enrolled in another education program; and
 - 3.1.5 Other as approved by school administration.
 - 3.2. **INEXCUSABLE ABSENCES** shall include all other reasons for being absent and may be referred to as truancy.

Comment [WT1]: 1.1.1.Duties to assist in family survival; and
1.1.2.Doctor, dentist, or Optometrist appointments;
1.1.3.Compassionate reasons (e.g. death or critical illness in family);

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.

2. Each school is responsible to establish and publicize an attendance policy that reflects the general guidelines of this policy.
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.
4. Schools shall have attendance policies and procedures in place which include a process for,
 - 4.1. tracking student attendance,
 - 4.2. keeping parents informed of student attendance issues,
 - 4.3. students and/or parents to notify the school of student absences, and
 - 4.4. consequences that may result from truancy
5. 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.
6. Students and parents shall account for student attendance absences including tardiness in a manner satisfactory to the school.
7. 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. When students are inexcusably absent they are not excused from classroom work or assessments they miss.
 - 8.1. Students excusable absent may or may not be excused from missed classroom work and/or assessments at the discretion of the teacher.
9. Parents and school staff should work collaboratively to enforce student attendance.
10. When in the judgment of the principal or designate a student's absence record becomes a concern, the principal or designate shall initiate one or more of the following actions:
 - 10.1. encourage through discussion with the student;
 - 10.2. hold a conference with the parent(s), student and/or school administration;
 - 10.3. adjust a program or schedule;
 - 10.4. provide counselling;
 - 10.5. deny school privileges;
 - 10.6. impose a suspension;
 - 10.7. recommend for expulsion; and/or
 - 10.8. other action deemed appropriate by the school administration.
11. 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. If an attendance officer has reasonable and probable grounds to believe that a student is not attending school in accordance with section 7 of the Education Act, the attendance officer may as per section 8 of the Education Act enforce compulsory attendance up to and including: making an ex parte application to a judge or justice of the peace.

HORIZON SCHOOL DIVISION NO. 67**POLICY HANDBOOK**

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|--------------------------|-----------------------------------|
| Policy Code: | IFH |
| Policy Title: | Formal Parent/Student Appeals |
| Cross Reference: | IGD, HGB |
| Legal Reference: | Education Act 41,42,43,44 |
| Adoption Date: | May 28, 1997 |
| Amendment or Re- | February 21, 2002, March 9, 2006, |
| Affirmation Date: | November 17, 2009 |

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT A FORMAL PROCESS MUST BE IN PLACE PERMITTING PARENTS (AS DEFINED IN THE SCHOOL ACT) AND STUDENTS (SIXTEEN YEARS OF AGE OR OLDER) A METHOD OF APPEAL THAT RESPECTS THE RESOLUTION OF DISPUTES OR CONCERNS AT THE SCHOOL LEVEL BETWEEN PARENTS AND SCHOOL STAFF.

GUIDELINES

1. Where a decision of an employee of the Board, or failure to make a decision, significantly affects the education of a student, then either (a) the parent of the student, and/or (b) the student, if 16 years of age or older, may within a reasonable time from the date that the parent or student was informed of the decision, as prescribed by regulation, appeal that decision to the next administrative level. For the sake of this policy, the levels shall be:
 - a) Teacher (who made the decision)
 - b) Principal
 - c) Superintendent
 - d) School Board
2. The Board may establish one or more committees for the purposes of carrying out the Board's responsibility under this policy.
3. A Board may make any decision that it considers appropriate in respect of the matter that is appealed to it under this section.
4. Under Section 43 of the Education Act, the only matters on which the Minister of Education will consider appeals are:
 - a) specialized supports and services;
 - b) early childhood service program enrollment;
 - d) student expulsion;
 - e) access to and accuracy or completeness of student records; and
 - h) which board is responsible for a student.
5. The parties at each level are encouraged to resolve the matter informally at that level prior to proceeding to a formal appeal.
6. The party receiving the appeal shall be certain the appeal is at the appropriate level and that the decision has been mutually discussed and understood by both parties before initiating formal appeal.

REGULATIONS

1. Every decision must be directed toward the educational interests of the student and must consider the impact of the decision on the total population of students served and the availability of resources.

Policy IFH – Formal Parent/Student Appeals, Cont’d.

2. In the event that a decision of a teacher is appealed, the first step is for the teacher who made the decision to convene a formal meeting that includes all of the parties to the decision. The purpose of the meeting is to examine and clarify all of the aspects of the decision, and attempt, through a negotiation process, to reach a conclusion that is satisfactory to the parties.
3. Should a satisfactory resolution not be attainable, the employee to whom the appeal is directed shall, within two work days following the conclusion of the negotiation process:
 - 3.1. confirm, amend, or withdraw the decision; and
 - 3.2. inform the appellant of the decision, the right to further appeal, and to whom the appeal should be made.
4. If, after the first appeal, the decision remains unacceptable to the appellant, the appellant may appeal to the next level in the organization (typically the principal). The appeal must be lodged within five workdays of receiving the results of the last appeal. The person to whom the appeal is made shall, after consulting (where possible) with the original decision-maker and the appellant:
 - 4.1. support, amend, or overturn the decision;
 - 4.2. provide the appellant and the original decision-maker with the decision within five work days of receiving the appeal, and
 - 4.3. notify the appellant of the right to further appeal, and to whom the appeal should be made.
5. Appeals to the Superintendent must be lodged in writing within ten workdays of receiving the results of the last appeal.
 - 5.1. The last decision-maker must present, in writing to the Superintendent, the history of the appeal to date and his/her reasons for the decision taken.
 - 5.2. The Superintendent shall, after consulting (where possible) with the original decision-maker and the appellant:
 - 5.2.1. support, amend, or overturn the decision;
 - 5.2.2. provide the appellant and the original decision-maker with the decision within ten work days of receiving the appeal, and
 - 5.2.3. notify the appellant of the right to Board appeal.
6. Decisions of the Superintendent may be appealed to the Board.
 - 6.1. A notice of appeal to the Board shall be submitted in writing by the appellant, to the attention of the Secretary-Treasurer, within ten workdays of receiving the results of the last appeal and briefly set forth the reasons for the appeal.
 - 6.2. Appeals will be heard by the Board at a regular Board meeting, whenever possible, which allows the appellant and the Superintendent, or designate, whose decision is being appealed, sufficient notice and time to prepare for the presentation.
 - 6.3. The Secretary-Treasurer, upon receipt of a Notice of Appeal to the Board, will:
 - 6.3.1. advise the Superintendent or designate of the request for a hearing;
 - 6.3.2. schedule the hearing
 - 6.3.3. advise the appellant of the following:
 - 6.3.3.1. date, time and place of the hearing;
 - 6.3.3.2. the right to have a resource person(s) present;
 - 6.3.3.3. the right to examine the student’s school cumulative record, upon request, prior to the hearing, if applicable;
 - 6.3.3.4. the right to present any information pertaining to the appeal, including expert medical, psychological and educational testimony;
 - 6.3.3.5. the opportunity to decide whether or not the student will be present at the appeal hearing during the presentation of evidence, if applicable;
 - 6.3.3.6. the expectation, if applicable, that matters under appeal must be specific to the student represented by the appellant unless authorized, in writing, by the other individuals to speak on their behalf; and

Policy IFH – Formal Parent/Student Appeals, Cont’d.

- 6.4. Parents, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents. Expert witnesses may make representations on behalf of the district administration.
- 6.5. The Superintendent will supply the Board, in writing, his/her decision with regard to the appeal and any other material deemed pertinent. The Board may request the parent and/or the student, and any employees who have made decisions on the matter under appeal, to appear before it to present their positions.
- 6.6. The matter would normally be discussed in the committee of the whole before being acted upon by the Board.
- 6.7. The Board reserves the right to make its decision at a subsequent Board meeting. The parties to the appeal will be advised when the decision will be made. The Board decision will be made in open session.
- 6.8. After the Board has made its decision, the appellant and each person to whom an appeal has been made must be informed of the decision in writing forthwith. The appellant will be informed that the decision of the Board is final, except in regard to those matters listed in Section 43 of the Education Act,
 - 6.8.1. With respect to the exceptions listed in Section 43 of the Education Act, a person may request, in writing, that the Minister of Education review decisions of the Board.
7. The appeal hearing will be conducted in accordance with the following guidelines:
 - 7.1. The Board Chair will outline the purpose of the hearing, which is to provide:
 - 7.1.1. an opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological and educational data and may be presented by witnesses;
 - 7.1.2. the Board with the means to receive information and to review the facts of the dispute; and
 - 7.1.3. a process through which the Board can reach a fair and impartial decision.
 - 7.2. Minutes of the proceedings will be recorded for the purpose of the Board’s records.
 - 7.3. The Superintendent, who made the decision under appeal will explain the decision and give reasons for the decision.
 - 7.4. The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by administration.
 - 7.5. Administration will have an opportunity to respond to information presented by the appellant.
 - 7.6. Board members will have the opportunity to ask questions of clarification from both parties.
 - 7.7. The parties to the appeal will not have the right to cross-examine each other or any witnesses who may be called.
 - 7.8. The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have legal counsel in attendance.
 - 7.9. If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
 - 7.10. The Board decision and the reasons for that decision will be communicated to the appellant by telephone and confirmed in writing following the hearing, with a copy provided to the Superintendent.

HORIZON SCHOOL DIVISION NO. 67**POLICY HANDBOOK**

Policy Code: IHCF
Policy Title: Supervision of Students
Cross Reference: IHCE,HICA,GCAD,GCAG
Legal Reference: School Act, Sec. 13, 15
Adoption Date: May 28, 1997
Amendment or Re-affirmation Date: February 12, 2002

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION IS COMMITTED TO PROVIDING A WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENT. THE BOARD BELIEVES THAT IT IS THE RESPONSIBILITY OF THE PRINCIPAL TO ENSURE THAT STUDENTS ARE ADEQUATELY AND ACTIVELY SUPERVISED WHILE ATTENDING SCHOOL AND/OR SCHOOL SPONSORED/AUTHORIZED ACTIVITIES.

REGULATIONS

1. It is the responsibility of the Principal, in consultation with the staff, to develop a supervision schedule to fulfill responsibilities for supervision:
 - 1.1 ten minutes prior to the commencement of school, at recesses, lunch time, and to ensure orderly dismissal and dispersal at the end of the school day;
 - 1.2 both within the school facility and on school grounds;
 - 1.3 during the loading and unloading of school buses on school premises; and
 - 1.4 during all co-curricular and extra-curricular activities, including off-site activities.
2. The Principal, in consultation with the staff, shall establish written procedures and a supervision schedule to be followed while carrying out supervision responsibilities. Such procedures shall
 - 2.1 be consistent with the age and mental ability of the student(s) and the nature of the activity in which the students are involved;
 - 2.2 ensure reasonable and prudent coverage and visibility for all designated areas of the school building, school grounds, school sponsored/authorized activity;
 - 2.3 reviewed annually by the principal and staff; and
 - 2.4 posted and maintained on file at the school.
3. Supervisors shall:
 - 3.1 report all accidents or incidents of a serious nature to the principal or designate at the earliest possible opportunity, providing relevant information, in writing, as required;
 - 3.2 Attempt to contact the student's parents in case of an accident, but failing to do so; and
 - 3.3 shall take whatever steps are necessary to care for the student.
4. An appropriate supervisor to student ratio shall be provided for school-sponsored/ authorized activities occurring off site.
5. Both professional and support staff may be assigned non-instructional supervision responsibilities. Student teachers at the PS-III level may be included in the supervision schedule. Student teachers at the Ed 2500, PS-I and PS-II level should only be used to accompany and assist other staff assigned to supervision duties.

Policy IHCF - *Supervision of Students*, Cont'd.

6. Staff shall engage in active supervision, ensuring they are present and visible throughout the entire supervision period. When students are outside of the school building before or after school and at scheduled breaks, it is expected supervisors will be outside with them. Active supervision implies moving constantly throughout the designated area and interacting directly with students.
7. School procedures should be established to ensure orderly entrance and exit of the school building at the beginning and end of the school day.
8. Except when performing outside supervision, teachers and support staff assigned to students or classrooms should ensure they are present at the entrance to their classrooms prior to the commencement of each class to provide supervision for students in the hallway and while they are entering the room.
9. Bullying or other harassing behaviour is not tolerated at any time, and it is expected school staff encountering such incidents while on supervision will take immediate, appropriate steps to intervene in accordance with Board policy.

HORIZON SCHOOL DIVISION NO. 67

Policy Code: II
Policy Title: Student Awards and Scholarships

POLICY HANDBOOK

Cross Reference:
Legal Reference:
Adoption Date: June 25, 1997
Amendment or Re-affirmation Date: March 9, 2006

POLICY

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

REGULATIONS

1. The Division shall provide financial support through the provision of an annual sum of:
 - 1.1. \$250 per school as a base amount.
 - 1.1.1. For the purposes of this policy colony schools shall be considered as one aggregate school.
 - 1.2. \$1.50 per student decentralized to each school based on September 30 grade 1 to 12 enrollment.
 - 1.3. \$100 for each grade 12 student with an average of 80% or higher and \$50 for each grade 12 student with an average of 75% to 79%. These awards shall be based on obtaining an average in the four Core academic subjects necessary for high school graduation. For diploma exam subjects the blended mark shall be used.
 - 1.4. \$100 for each student with severe special needs who enters into a post-secondary transitional program and \$50 for each student with severe special needs who completes at least three years of high school.
2. The Division may, at its discretion, adjust the amounts provided for student awards.
3. Local trustees shall be invited to present Division sponsored awards.



(Via e-mail)

February 9, 2015

To: Board Chairs
Zone Chairs

Dear Board/Zone Chair:

RE: BYLAW AMENDMENTS AND PROPOSED POLICY POSITIONS

Processes for addressing the business of the Association are outlined in the Association's bylaws and Board of Directors' governance policies and include the following:

1. The ASBA's annual budget and proposed bylaw amendments are determined by the membership at Spring General Meetings; and
2. Proposed Association policies and elections (as required) are discussed at Fall General Meetings.

Association bylaws: proposed amendments (deadline: March 27, 2015)

As you may know, the ASBA bylaws were recently reviewed in their entirety in 2013 by the Bylaws Review committee, comprised of members of the Policy Development Advisory Committee (PDAC) as well as representatives appointed at large.

Presentation, discussion, and receipt of input on the proposed bylaw amendments occurred at each Zone meeting in March 2013, and were approved by the membership at the 2013 Spring General Meeting.

Boards may submit any proposed amendments to the bylaws by March 27, 2015, via email, to Heather Tkachuk (htkachuk@asba.ab.ca). The current ASBA bylaws can be found on the [ASBA website](#).

Any proposed amendments to the bylaws, along with the proposed ASBA budget for 2015-16, will be included in the *Budget & Bylaws Bulletin*, which will be emailed to boards on or before April 1, 2015.

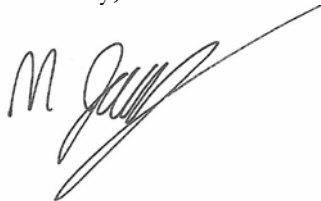
Association policy: development process (deadline: May 22, 2015)

- ♦ Boards are encouraged to identify matters on which ASBA policy is required and forward these to their Zone.
 - When identifying possible policy positions, please review the policies in the current [ASBA Governance Handbook](#) as the matter identified may already be addressed in the *Handbook*.
 - You may choose to identify new policy positions, or propose amendments, reaffirmations or deletions of existing policy positions.
 - The provision of background information, based on research to support proposed policy positions, is helpful.
- ♦ Each Zone may submit a maximum of three proposals (a maximum of six proposals from Zone 2/3) by email to Heather Tkachuk (htkachuk@asba.ab.ca) by May 22, 2015.
- ♦ The Policy Development Advisory Committee will develop draft policy positions from the submissions.
- ♦ The draft policy positions will be circulated back to Zones for review and response in the fall.
- ♦ This input will then be used to develop the final wording of the proposed policy positions that will be presented for consideration at the Fall General Meeting in November.

A document outlining the ASBA policy, bylaws and budget processes and timelines for bringing matters to 2015 SGM and FGM is appended as supplemental information.

Please feel free to contact me with any questions regarding the policy or bylaw processes at mjanz@asba.ab.ca, or Heather Tkachuk at 780.451.7125 / htkachuk@asba.ab.ca.

Sincerely,



Michael Janz
Chair, ASBA Policy Development Advisory Committee

cc: Superintendents
Secretary-Treasurers

Encl.

ASBA Budget, Bylaws and Policy Processes – 2015

| SPRING GENERAL MEETING (Budget and Bylaws) | | FALL GENERAL MEETING (Policy Positions) | |
|---|--|--|---|
| January 2015 | ASBA call for bylaw amendments letter sent to all Board Chairs, Zone Chairs | January 2015 | ASBA call for proposed policy positions letter sent to all Board Chairs, Zone Chairs |
| <u>March 27, 2015</u> | Deadline for Boards to submit proposed bylaw amendments to ASBA <i>Please submit via e-mail to: htkachuk@asba.ab.ca</i> | March-April 2015 | Boards submit proposed policy positions for FGM 2015 to zones; timelines and process at zones' discretion |
| April 1, 2015 | Budget and Bylaws Bulletin sent to all member boards <i>As per bylaw requirement of 60 days prior to SGM</i> | April-May 2015 | Zones to identify a maximum of three proposed policy positions to be submitted to the ASBA Board of Directors for consideration for the FGM (Zone 2/3 – maximum of six) |
| April-May 2015 | ASBA budget presented to zones | <u>May 22, 2015</u> | Deadline for Zones to submit a maximum of three proposed policy positions to ASBA for FGM (Zone 2/3 – maximum of six) <i>Please submit via e-mail to: htkachuk@asba.ab.ca</i> |
| <u>May 1, 2015</u> | Deadline for Boards to submit any proposed emergent policies to ASBA for SGM <i>Please submit via e-mail to: htkachuk@asba.ab.ca</i> | May 31, 2015 | ASBA Policy Development Advisory Committee (PDAC) reviews proposed policy positions submitted and determines wording of proposed policy positions to be presented to the Board of Directors |
| June 1, 2015 | Call to order SGM: ASBA business session | Summer 2015 | ASBA staff review proposed policy positions |
| | | September 2015 | ASBA circulates draft proposed policy positions to boards/zones to ensure intent reflected and background sufficient and clear |
| | | Fall 2015 | Zones discuss proposed policy positions and submit any suggested wording changes or further background information required <i>Please submit via e-mail to: htkachuk@asba.ab.ca</i> |

ASBA Budget, Bylaws and Policy Processes – 2015

| FALL GENERAL MEETING (Policy Positions) <i>continued</i> | |
|---|--|
| October 2015 | <p>ASBA Policy Development Advisory Committee (PDAC) meets to refine proposed policy positions based on feedback from zones and present final wording to Board of Directors</p> <p>ASBA Board of Directors determines proposed policy positions for presentation to the membership at the 2015 FGM</p> |
| <u>October 16, 2015</u> | <p>Deadline for Boards to submit proposed emergent policies to ASBA for the FGM</p> <p><i>Please submit via e-mail to: htkachuk@asba.ab.ca</i></p> |
| October 23, 2015 | <p>Policies Bulletin sent to all member boards</p> <p><i>As per bylaw requirement of 21 days prior to FGM</i></p> |
| November 16, 2015 | <p>Call to order FGM: ASBA business session</p> |

Re-imagining School Board Governance

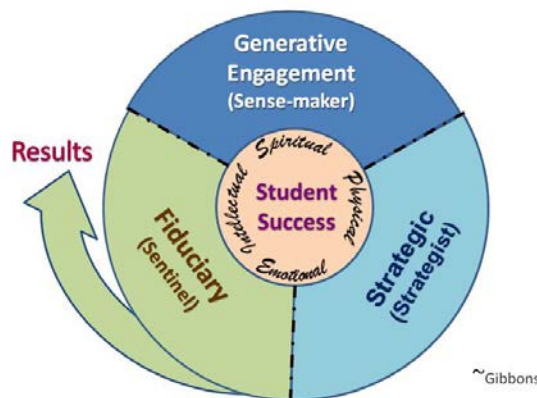
Board/Trustee Development Program

When the Education Act is proclaimed in September, 2015, school boards will be granted *natural person powers*, recognizing that “A board has the capacity and, subject to this Act and the regulations, the rights, powers and privileges of a natural person.”

School boards, as local governance, need to increase their capacity through individual and corporate growth and development in order to exercise these and other rights, powers and privileges to the benefit of the students and communities they serve.

This *Assurance Model for Board and Trustee Development* has been designed to support board and trustee development in the key areas of board governance.

Modes of Governance



Fiduciary Mode

When boards operate in the fiduciary mode they ensure that the accountability and stewardship of our most important asset – our students – are always front and centre. Boards also ensure that they are compliant with legislative standards of safety, legality and care and exercise their duties of loyalty and care.

| Fiduciary Modules | Fiduciary Courses |
|---|---|
| <ul style="list-style-type: none"> • Student achievement and success | <ul style="list-style-type: none"> • Accountability pillar • Satisfaction surveys |

| | |
|--|---|
| <ul style="list-style-type: none"> • System performance and improvement | <ul style="list-style-type: none"> • CEO evaluation • Board self-evaluation • Results-based budgeting/ system reviews |
| <ul style="list-style-type: none"> • Fiscal accountability | <ul style="list-style-type: none"> • Governance • Strong budgetary controls • Interim accountability reporting • Board audit committees • Indicators of financial health |
| <ul style="list-style-type: none"> • Policy development | <ul style="list-style-type: none"> • Foundational policies • Roles and responsibilities policies • Oversight policies • Other Acts • Administrative Procedures |

Generative Mode

Inspiring Education suggests that boards assume “...a more public role, one that engages the community in an ongoing dialogue that deepens everyone’s understanding of issues and trends and to generate new ideas”. In this mode the board sheds the shackles of cultural, professional or generational biases, challenges the status quo, reframes problems, and engages others in creating a preferred future for student learning.

| Generative Modules | Generative Courses |
|---|---|
| <ul style="list-style-type: none"> Engaging our communities | <ul style="list-style-type: none"> Modes of engagement Engagement tools |
| <ul style="list-style-type: none"> Establishing collaborative relationships | <ul style="list-style-type: none"> Win-win thinking Collaborative practices |
| <ul style="list-style-type: none"> Engaging internal/external audiences in futuristic thinking | <ul style="list-style-type: none"> Identifying future trends |

Strategic Mode

In the strategic mode, boards look “way down the road” in developing strategies to support student learning in the present and the future. Boards collaborate with their senior education team in developing broad goals and indicators of success, while keeping mission, vision, values, beliefs and principles at the forefront.

| Strategic Modules | Strategic Courses |
|---|---|
| <ul style="list-style-type: none"> Board advocacy | <ul style="list-style-type: none"> Key messages Communication and media relations Government relations |
| <ul style="list-style-type: none"> Developing /reviewing mission, vision, values and beliefs | <ul style="list-style-type: none"> Creating a positive culture |
| <ul style="list-style-type: none"> Goal setting and monitoring Strategic planning | <ul style="list-style-type: none"> Identification of issues and trends Key performance indicators |

| | |
|---|---|
| <ul style="list-style-type: none"> Collaborating as a first team | <ul style="list-style-type: none"> Board/CEO distinct responsibilities Collaborative roles |
| <ul style="list-style-type: none"> Assurance | <ul style="list-style-type: none"> Community expectations Community reporting Ministry reporting |

| Board Chair Modules | Board Chair Courses |
|---|---|
| <ul style="list-style-type: none"> Leading the way | <ul style="list-style-type: none"> Board operations Codes of Conduct Parliamentary procedures Conflict resolution |

Superintendents Progress Report

February, 2015

Educational Leadership

- The Superintendent continues to explore Career and Technology Studies opportunities with regard to Welding. Teachers met at Division Office to explore the online ADLC course that utilizes a virtual welder and the Superintendent visited the Lethbridge College to see how the College uses their virtual welder.

Fiscal Responsibility

- Met with David LeGrandeur to discuss the financial situation of the Warner Hockey School
- Met with the Education Minister to discuss how the jurisdiction is moving forward with Inspiring Education. The Minister indicated that while he supported much of the content within the Task Force on Teaching Excellence, he did not support the requirement for teachers to be recertified every 5 years or the recommendation to remove principals from the Alberta Teachers' Association. Discussions also included diploma exam weightings and challenges that the jurisdiction currently faces including the upcoming budget. The Minister spoke of a 15% loss in the Provincial budget and that "This is going to be a very difficult year and challenging year. A year where we "will need to cut public spending." He called on people to reflect on "burden-sharing". Since that time, the Premier has communicated a possible 9% reduction in expenses. For Horizon's \$45 million dollar budget that could equate to a reduction in more than \$4 million dollars.

Personnel Management

- Principal evaluation observations and conversations are ongoing with all seven probationary principals.
- The Superintendent also had the opportunity to spend an evening with Horizon's Leadership cohort; a group of approximately 15 new and aspiring leaders.

Policy

- As part of the ongoing review of dated policies and the need to review these policies in light of the upcoming proclamation of the Education Act, work continues regarding student transportation. An ASBA meeting was also attended that provided further clarity around differences in the School Act and Education Act and the current regulations and the 16 new proposed regulations. Discussions included how these differences will impact policy requirements.

Organizational Leadership and Management

- As per the provincial framework agreement, the Superintendent in collaboration with school principals applied for an exemption to the 907 instructional hour requirement for Hays and Warner schools. The request was approved.
- C2 conversations are ongoing, and preparations for the upcoming committee meeting have commenced. It is the intent of the C2 committee to continue to discuss teacher efficacy and workload and expand the conversation to include principal efficacy.
- A meeting was organized between the principals of D.A. Ferguson, W.R. Myers, and Taber Mennonite School to arrange facility sharing given the student attendance numbers at TMS.
- Work is coming to fruition regarding a new Emergency Response Manual. A simplified flip chart is being produced for all schools that will guide school leaders when faced with emergency situations.

Communications and Community Relations

- I wanted to formally thank the staff within the Division Office. Every year, this amazing staff goes above and beyond their duty to bring the Christmas spirit to families in need. This year was once again no exception. Staff adopted two families in need, brought gifts for each member of the families; gifts which took half a day to wrap. They then brought them to the unsuspecting family. Seeing the children's surprise and parental eyes makes it all worthwhile. Thank you for your generosity, you are an amazing group to work with.
- Conversations with home school providers and home school parents brought forth an opportunity for home school students to visit two of our schools (W.R. Myers and Vauxhall High School). Meetings regarding ongoing collaborative endeavor have been scheduled.
- As an integral partner within the Town of Taber, the Superintendent was a committee member for the Taber and District Community Adult Learning's Creating Vibrant Learning Community Forum held February 6th.
- As a proud supporter of the Apex youth awards, the Superintendent continues to work collaboratively with the dedicated individuals to once again bring this celebration to fruition.
- The Superintendent met with the Hutterian Brethren Elders at the jurisdiction's annual meeting. Thank you to Gary Bradbury and Clark Bosch for organizing the opportunity.
- The Superintendent along with the Board attended the jurisdiction's transportation open house. With over 200 parents in attendance, I would like to thank these individuals for sharing their perspectives. We are committed to taking your feedback under advisement as we progress during this time of change.
- The Superintendent also attended the following meetings and learning opportunities.
 - College of Alberta School Superintendents, zone six meeting
 - College of Alberta School Superintendents professional learning session: renowned New Zealand educational guru Dr. Viviane Robinson.
 - Monthly school administrator meeting.
- Lastly it was with sad news, that the Superintendent attended Paul Giroux's funeral. Paul served the jurisdiction and its students for some 20 years before retiring as its First Nations, Metis, and Inuit liaison worker.



THE FUTURE OF THE **PRINCIPALSHIP** IN CANADA

**A NATIONAL RESEARCH STUDY ON THE TRENDS
SHAPING THE WORK OF CANADIAN SCHOOL LEADERS
AND THEIR ASPIRATIONS FOR THE FUTURE.**



SNAPSHOT of the WORK LIFE of the PRINCIPAL



- 90% find their work very fulfilling
- Growing authority dilemma – increasing expectation for shared decision making and collaboration but accountability resides with principal.
- 95% want to spend more time in classroom yet only 4.7 hours per week can be committed to instructional leadership
- Paradox – be an agent for change while not unsettling those resistant to change.

TOP 3 CONCERNS from Study



- School Role Overload
 - supports to students extends well beyond those related to academic learning
- Policy Problems related to Social Media
 - Cyber Bullying
 - Social Gossiping (student and parents)
 - Communication expectations - 24/7 response
 - Digital Divide - socio-economic disparity
- Meeting Diverse Student Needs
 - Family circumstances (e.g. single, blended)
 - Social changes - cultural, religious and ethnic organizations
 - socio-economic changes
 - discrepancy in beliefs and values between ‘mainstream’ and ‘immigrant’ community
 - Language barriers
 - Shifting parent perceptions regarding their role in education.
 - Increased tendency to make specific demands
 - Heightened parent expectations of schools
 - Bifurcated between very involved and place many demands upon the school and not involved at all.
 - Each extreme poses challenges for administrators and their staff. “Happy medium” of cooperative and mutually-respectful parental involvement.

THREE WAYS FORWARD



- **Diversity**
 - Support new Canadian families, particularly in English language learning
 - Strategically engage and develop better partnerships with families
 - Strategically address growing mental health issues
- **Collaborate and Build Professional Capacities**
 - Implement mentorship programs
 - Foster leadership development
- **Build Family and Community Relationships**
 - In the short term, support professional development that will help school leaders with negotiations, dispute resolutions, and boundary-setting
 - In the long run, work to build community-level partnerships
 - Advocate for integrated service models that house an array of family services in the school to benefit students and families directly, as well as to strengthen relationships in the community
- **Technology**
 - Recognize and assume a significant leadership role in teaching children and young people to use technology responsibly and thoughtfully
 - Continue professional development for school leaders and staff regarding technology in the classroom
 - Balance technical skills with sensitivity to the pedagogical and social consequences of technology for students' learning, social development and well-being
- **Continuous Leadership Learning**
 - Continue articulating leadership frameworks and competencies for school principals
 - Advocate for conditions that will not crowd out leadership learning with managerial competencies

February 24, 2015

HORIZON SCHOOL DIVISION NUMBER 67 - FACILITIES DEPARTMENT
Facilities Committee Report
Jake Heide

The past month has been filled with activity throughout Horizon School Division No. 67. Several projects were undertaken during the school break on the week of February 16. Additionally, the facilities crews have been actively involved in proactive and reactive maintenance, preparing for upcoming projects and scheduling the day to day activities for caretaking staff and contract laborers'.

In response to an urgent and growing need to ensure fiscal responsibility and accountability, monitoring energy and utility usage including electricity, gas and water has been a major focus for the facilities and caretaking crews over the past months and years. With winter, and everything it brings with it upon us, increased monitoring and regular adjustments of air supply volumes, temperature settings including the mixed air temperatures in major air handling equipment is a part of the day-to-day routine. Horizon School Division No. 67 has been very successful in maintaining a minimal environmental footprint as part of the operating practices.

A complete review of all caretaking contracts is now underway. In accordance policy FEF, Horizon School Division No. 67 will be re-tendering a minimum of two contracts this summer. After a thorough review of all active contracts, a determination will be made as to where the re-tendering process will begin.

Outlined below is a summary of progression in the past month.

2015 Maintenance and Renewal (IMR)

Chamberlain School IMR Project 2

- The Horizon School Division #67 engaged MPE Engineering Ltd. to evaluate the Fire Separations of the Chamberlain School as a result of the 2005 assessment report questioning the adequacy of the fire separations between the central corridor and adjoining rooms. After a thorough review, all fire separations were enhanced and penetrations repaired.

Lomond School IMR Project 1

- Flooring for the classrooms and main floor corridor has been completed. Standard colors were selected by the facilities department along with new rubber base throughout. The remaining flooring including the lower 1961 corridor, and the 1956 entry way will be completed throughout the school year as access permits.

Lomond School IMR Project 2

- The flooring in the administration and staff room were replaced during the week of February 16. The existing flooring was removed, and the flooring was prepared by Horizon in-house staff. Professional flooring installers completed the project.

Hays School Gym Floor

- The gym floor was sanded to bare wood removing any splinters and other hazards present. The game lines were painted directly onto the wood before several coats of finish were applied.

Maintenance Projects

- In conjunction with the flooring replacement and upgrading through Infrastructure Maintenance and Renewal in Lomond School, Horizon facilities crews are also in the process of repairing corridor and classroom walls in preparation for new paint and finishes.
- Completed a review of the exterior brick condition of Chamberlain and Enchant Schools. Complete mortar repointing and joint sealer is required. Pricing was requested and received by three qualified masonry contractors. After evaluating prices, contracts were awarded with an expectation to have crews mobilized as weather permits.
- Lighting replacement Donald A Ferguson Middle School gymnasium. Fixture cases remain in acceptable to good condition and were therefore not replaced. A total of 12 ballasts, and 44 lamps were replaced.
- Horizon facilities in house crews inspected several schools in which fire separation upgrading was required. Upgrading is underway in Lomond school as well as Enchant School. Additional upgrading will be an ongoing process until all schools are complete.
- Completed the urinal upgraded at Ace Place Learning Centre and Taber Mennonite School, low water usage urinals replaced the waterless fixtures. Miner drainage replacement was required, along with miner wall repair. RFP panels were utilized in place of porcelain wall tiles.
- LED lighting upgrading in various schools.

Maintenance work During January and February

During the past month, a total of 104 new Service request and generated preventive maintenance requests were submitted through Horizons electronic service request generating software, Asset Planner. 99 requests were completed.

Several other Maintenance repair projects and preventative maintenance projects were undertaken during the school break. Graffiti removal, wall repairs and painting, plumbing and heating repairs, installation of tack boards, and relocation of the display screen and shelving unit at WR Myers High School, rooftop unit repairs etc.

Facilities Administration

- Day to day operation of all facilities responsibilities including corrective and preventive maintenance, emergent responses, caretaking services, snow removal and other contractor services.
- Continued work with the upcoming capital projects in Barnwell and Warner.
- Completed the 10 year capital plan and maintenance list. This plan will enable the facilities crews to better organize and reduce the considerable deferred maintenance projects presently listed.
- Monitored all projects undertaken during the February break,
- Conducted caretaking review in all Horizon Schools,
- Responded to several after hour and weekend calls including intrusion alarms, Hays caretaking requirements, Hays snow removal, boiler alarms, furnace failures, etc.

To School Administration, Staff and Parents:

As spring holidays approach, we know that many families have vacations planned, both within and outside of Canada.

Travelling increases your family's risk of exposure to many different diseases, including measles. Measles is a very real threat in many parts of the world, including as close to home as California, where a measles outbreak is currently ongoing.

It is always important to ensure all your immunizations are up to date before you travel.

If you are travelling to an area where a measles outbreak is currently active (including, but not limited to, California), it is very important to ensure all travellers have received the right number of doses, for their age, of the MMR vaccine – the vaccine that protects against measles - before departing on the trip. Children six months to six years old may require an earlier dose of vaccine than provided in the routine schedule, anyone born in or after 1970 should ensure they have had two doses of vaccine, and adults born before 1970 should have one dose.

If you are uncertain whether you and/or your children need the MMR vaccine before travelling, please call your local community health centre to discuss. If you are not sure how to reach your local community health centre, you can also call Health Link Alberta at 1.866.408.5465.

Please remember:

Measles is a serious disease:

In addition to fever, rash and other symptoms, about one in three persons with measles will have one or more complications, including diarrhea, ear infections (which can lead to permanent hearing loss), pneumonia, inflammation of the brain and seizures. Measles can also lead to death. Although complications are more common among children under five years of age, individuals 20 years of age and older and those with compromised immune systems, even healthy people are a risk of complications. In fact, about one in ten people with measles need hospital treatment.

Measles is extremely contagious:

Measles disease is caused by a virus that spreads easily through the air. When someone with measles has been in a room, the virus can survive in the air for up to two hours after the person has left and infect people who simply breathe the air during that time. People who have never been vaccinated or who have never had measles disease are 90 per cent likely to get sick with measles, if exposed to the measles virus.

Measles can be prevented with vaccine:

Two doses of the MMR vaccine, at the appropriate ages and intervals, are required to be protected against measles. One dose of MMR vaccine provides approximately 95% protection. The second dose of MMR vaccine is required for 99% protection. Although everyone's body responds slightly differently to vaccine, we do know that without any vaccine, you are 100% at risk.

Be sure you and your family are protected. For more information on measles disease and the MMR vaccine, please visit www.immunizealberta.ca or call Health Link Alberta at 1.866.408.5465.

Sincerely,

Dr. Richard Musto
Medical Officer of Health
Alberta Health Services
Calgary Zone

Dr. Christopher Sikora
Medical Officer of Health
Alberta Health Services
Edmonton Zone

Dr. Albert de Villiers
Medical Officer of Health
Alberta Health Services
North Zone-West, North Zone Lead

Dr. Wadieh Yacoub
Medical Officer of Health
First Nations Inuit Health Branch
Health Canada

Dr Deena Hinshaw
Medical Officer of Health
Alberta Health Services
Central Zone

Dr. Vivien Suttorp
Medical Officer of Health
Alberta Health Services
South Zone

Home-schooling loophole leaves some Alberta kids uneducated, critics say

BY ANDREA SANDS, EDMONTON JOURNAL JANUARY 29, 2015



Grasslands Public Schools superintendent David Steele

Photograph by: Picasa, Supplied

EDMONTON - The province needs to close a loophole that covers home-schooling funding for Alberta students who attend makeshift schools led by non-certified teachers, concerned educators say.

School districts have been lobbying Alberta Education for years to address the issue. Some are concerned draft regulations for the new Education Act do nothing to tackle it.

In the Grasslands and Palliser school divisions, the situation exists in Low-German speaking Mennonite communities, said officials with the two public-school districts in southern Alberta.

"I don't think it's only a southern Alberta problem. It's creeping up in other places," said Don Zech, vice-chairman for the Palliser school board. "I would like to see the government just put some standards of accountability in place. They're getting money from the public and they should be accountable."

Home-education students who qualify for \$1,641 per year in government funding can end up going to school together at so-called "congregated sites," in a building such as a church hall, said Grasslands Public Schools superintendent David Steele. Classes don't have to follow the Alberta curriculum and are led by someone who is not a certified teacher, he said.

It's a setup that looks much like a private school that would not qualify for government funding, said Steele, who represented the College of Alberta School Superintendents on a committee that reviewed Alberta's home-education regulations and recommended changes.

"Some parents do a wonderful job of educating their kids at home. We're not suggesting that doesn't happen. But there are children who come to our (Grasslands) schools from these situations who are quite a ways behind in terms of what they have learned," Steele said from the district that serves about 3,500 students around Brooks, just east of Calgary.

"I would say most of the superintendents in southern Alberta have spoken to their MLA, to Alberta Education officials, to the various ministers that have been in that (education) portfolio. There's been extensive communication ... both through meetings and written submissions both of the problem and suggested remedies."

In a letter Jan. 20 to Education Minister Gordon Dirks, the Public School Boards' Association of Alberta said it's a "significant concern" that draft Education Act regulations don't tackle the problem. The new rules need "strong and definitive language" to protect kids who aren't being educated, the letter said.

"Not educating a child is not a choice," said the association's letter to Dirks.

"These congregated sites and concern regarding these sites continues to grow."

Dirks met Tuesday with the Alberta Home Education Association, which said on its website it planned to press Dirks for less regulation of home education.

"Educational choice is decreased when parents have less choice in who administers their home education program," said the post from association president Paul van den Bosch. Van den Bosch could not be reached for comment.

Dirks declined to be interviewed but said in an emailed statement the government is committed to ensuring the quality of home-education programs through regular monitoring. Alberta Education has also strengthened financial reporting requirements for private and public schools that oversee home-education programs, he said.

The Alberta Teachers' Association wants the government to introduce limitations to stop "what are essentially unregulated, unregistered private schools," ATA associate executive secretary Dennis Theobald said.

The ATA is expressing its concerns before the Saturday deadline for public comment on the proposed Education Act regulations.

"There is a mechanism for establishing a school that does not have to use certificated teachers and does not have to follow the Alberta program of studies. It's called a registered, private school," Theobald said. "Frankly, I would have concerns about the quality of education in such an environment, but at least we can be sure that a record is being kept that the children are at a place that meets basic

safety requirements, that there's some insurance in place ... that their well-being is ensured. That's not even the case in these congregated settings.”

asands@edmontonjournal.com

[Twitter.com/Ansands](https://twitter.com/Ansands)

Home education facts

Home-education students in Alberta must register with a supervising school authority. Government funding goes to that supervising board, which much offer at least half the money back to the home-schooled family to buy school materials. Hope Christian School in Champion is one of the largest private operators that registers home-education students, including some at congregated sites, Alberta Education says. Other operators include Trinity Christian School in Cold Lake, Morinville Christian School and Newell Christian school, the department said. Anecdotal information indicates there are a growing number of congregated sites in Alberta, the department said.

Here are some home-education numbers from Alberta Education:

- 7,466 home-education students in Alberta are registered with private school operators.
- 947 home-education families are registered with public school boards.
- 1,409 families are registered with separate school boards.
- Five are registered with francophone regional authorities.
- 500 students or fewer gather in churches for their home-education, according to anecdotal information collected by Alberta Education.

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Alberta home-ed group defends congregated school sites

BY ANDREA SANDS, EDMONTON JOURNAL FEBRUARY 1, 2015



Alberta Education Minister Gordon Dirks is sworn in at Government House in Edmonton on Monday, Sept. 15, 2014.

Photograph by: John Lucas, Edmonton Journal

EDMONTON - The Alberta Home Education Association is urging the province's education minister to conduct his own investigation if he needs assurances that children are learning appropriately at so-called congregated sites.

The association met with Education Minister Gordon Dirks last week, fending off criticisms that home-schooled students taught together in groups, sometimes in church buildings, aren't always being properly educated. Several education ministers have examined the issue, and former education minister Jeff Johnson conducted an investigation and decided no changes were necessary, said Paul van den Bosch, president of the Alberta Home Education Association.

"We said to Minister Dirks, this is what Jeff Johnson did, your predecessor. We invite you to do the very same. We will be providing the very same information that shows they are getting a good education."

Many studies show home-schooled students fare better academically than their peers, van den Bosch said. "The vast majority of the students in these congregate sites are getting an excellent education and doing well when compared on standardized tests."

Van den Bosch said he understands the complaint that congregated sites look more like schools than home-education. However, it's important that home-schooling parents be allowed to delegate parts of their children's education to outside experts — a music instructor, for example, or a carpenter, van den Bosch said.

"I'm still, as a parent, overseeing the child's education," he said. "In the home-schooling community, we do share our expertise. Not absolutely every subject has to be taught by the parents."

Concerned educators have said the province should close a loophole that covers home-schooling funding for Alberta students who attend schools in groups and who are taught by non-certified teachers. The Public School Boards' Association of Alberta, the Grasslands and Palliser public school districts, and the Alberta Teachers' Association have all expressed concerns that children at some of the congregated sites aren't getting an adequate education.

Students who have transferred into Grasslands Public Schools and Palliser Regional Schools from congregated schools in nearby Mennonite communities that speak Low German have been behind in their studies, officials from both districts have said.

Van den Bosch said he could point to hundreds of examples where public schoolchildren are also behind their grade level. "But we really shouldn't judge a Dirks is scheduled to meet in Lethbridge on Monday with representatives from about 10 southern-Alberta school districts, and at least three of those districts are expected to raise the issue of home education.

asands@edmontonjournal.com

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Hello Homestay Families!
February is upon us and we have a few new faces in the division that came in at the semester change.
PLEASE WELCOME



JuRan Lee, Intern, Vauxhall Elementary



JiWoong Kim, Lomond Community School

NEW STUDENTS

NANAKO TAKAHASHI-Erle Rivers

HARUKA MATSUMOTO-W.R. Myers

KEON SON—W.R. Myers

Please say Hello and Introduce yourself!

**Ways to Say
“I LOVE YOU”**

Expressing feelings for those we care about is universal. Try these out next time;

- English - I love you
- Afrikaans - Ek het jou lief
- Arabic - Ana behibak (to male)
- Arabic - Ana behibek (to female)
- Bulgarian - Obicham te
- Cambodian - Soro lahn nhee ah
- Mandarin - Wo ai ni
- Creole - Mi aime jou
- Danish - Jeg Elsker Dig
- Dutch - Ik hou van jou
- Elvish - Amin mela lle (from The Lord of The Rings, by J.R.R. Tolkien)
- Filipino - Mahal kita
- Finnish - Mina rakastan sinua
- French - Je t'aime, Je t'adore
- Gaelic - Ta gra agam ort
- German - Ich liebe dich
- Hawaiian - Aloha Au la'oe
- Inuit - Negligevapse
- Irish - Taim i' ngra leat
- Italian - Ti amo
- Japanese - Aishiteru or Anata ga daisuki desu
- Korean - Sarang Heyo or Nanun tangshinul sarang hamnida
- Moroccan - Ana moajaba bik
- Navaho - Ayor anosh'ni
- Norwegian
- Pig Latin - lay ovlay ouyay
- (Sheila Kurtz speaks this fluently)
- Polish - Kocham Ciebie
- Portuguese - Eu te amo
- Scot Gaelic - Tha graidh agam ort
- Spanish - Te quiero / Te amo
- Tahitian - Ua Here Vau Ia Oe



HOLIDAY RECIPES

One of the best ways to show our international students our “culture” is through our holidays and traditions. A lot of students enjoy helping to cook and bake, so why not whip up a batch of your favorite sugar cookies recipe for Valentines Day then wrap some up to share with a neighbor or loved one. Your student will get bake and see that we care about those around us!

Need a recipe? Check the link below.

<http://allrecipes.com/recipes/holidays-and-events/valentines-day/desserts/cookies/>

Learning is a two way street. Be sure to ask your student if they have a special day in their country set aside to show love and appreciation. What holidays from their homeland would they like to share with you?

FALL HOMESTAYS NEEDED

We are anticipating an increase in students for the 2015-2016 school year. If you or someone you know is interested in this unique opportunity to host a student, please let us know . We match them in March and April.



Horizon School Division holding transportation policy open house

POSTED ON JANUARY 29, 2015 BY VAUXHALL ADVANCE

By J.W. Schnarr

It could be called the biggest transportation move by Horizon School Division in recent memory.

Families of students in the Horizon School Division will have an opportunity to look at the draft of a new transportation policy which could have far reaching impacts on hundreds of students in the area.

During their regular meeting on Jan. 20, Horizon School Board discussed the upcoming planned transportation open house at Central School on Feb. 2. The event will take place at 6 p.m., and all are welcome to attend.

School Superintendent Wilco Tymensen said it is important to note this is a draft version of the policy, and there is still a lot of work to be done before it even comes before first reading. A policy needs three readings to come into effect.

“My understanding of the transportation policy is where we feel we have come to a point where we have a preliminary draft that was shared with schools,” he said.

“The policy has not gone out for first reading. Our intent was to hold an open house at which point its the boards desire to collect further feedback.”

Tymensen said the format of the evening is designed to have a more relaxed, informal feel to it. Attendees will be encouraged to ask questions and learn about the suggested changes face-to-face, rather than sitting through a presentation.

“The format is really informal,” he said.

“Parents can drop in, have a face-to-face conversation with a trustee, or have an opportunity to ask questions, leave comments, and we’ll make sure we provide an opportunity to leave an electronic comment.”

Following the event, work will continue on the policy with the information collected being added to the draft.

“We will bring all of that feedback with a preliminary draft in February, and it’s our intent to take that draft to first reading,” said Tymensen. “If anything changes, it will go back out for further public consultation.”

According to a memo released by board chair Marie Logan, Taber was chosen for the open house because the parents of students in the area are deemed to be the most impacted given the number of students who live within 2.4 kilometres of the school who are receiving busing (327 of the 357 students receiving transportation within 2.4 km are within Grassy Lake, Taber, and Barnwell), or attending non-designated schools (460 of the 516 students attending non-designated schools are within Grassy Lake, Taber, and Barnwell).

“It does impact a large number of students, I think there is 1,582 students we bus, I think a third of them are attending the wrong school, (their parents are deciding to have their children attend a different school),” said Tymensen. “About 380 or so of those students are being bussed, even though they are under 2.4 kilometres.”

Proposed policy changes could include:

Students who live less than 2.4 kilometres from their designated school would need to purchase an annual bus pass for their students, under certain conditions. Buses could no longer cross attendance boundaries to transport students to non-designated schools.

Parents who wish to have their students attend a non-designated school and who are seeking transportation could be required to transport their children to a designated school bus stop within the attendance area of the school they wish their child to attend, and to purchase a non-designated bus pass.

Tymensen said the provincial government funds busing for students more than 2.5 kilometres from their designated schools, but there are limits to how much help a parent with an out-of-area student can expect to receive with transportation.

“Alberta Education provides funding for transportation when students are over 2.4 kilometres, and they are attending their designated schools,” he said. “The School Act and Education Act provide the opportunity for parents to attend any school of their choice, but when they choose to attend a school that’s not their designated school there are responsibilities that fall on their parents laps.

“If they are seeking transportation to a non-designated school or a school based on less than 2.4km, there will be a bus pass they will have to acquire.”

Additionally, Tymensen explained the boundaries for some schools could change depending on which grade the student attends. He said at W.R. Myers, for example, the boundary for Grade 9 students is essentially the Taber town limits, but beginning in Grade 10 students who live in Barnwell are considered to be within the designated area, as Barnwell School only has students to Grade 9.

“So W.R. Myers has a double boundary,” he said.

“Vauxhall High School would be another example of that.”

Logan said while the big changes could cause some concern among parents, it is important for them to not these are proposed changes only, as the policy has not even passed a first reading yet.

“I think it’s very important that we get out to our administrators and school councils that they know it’s in draft form. said Board Chair Marie Logan. “It’s very important, I think.”

“It’s so important that people understand this is just a draft,” said Logan.

Logan’s memo made it clear that the board is intending to work collaboratively with parents to expand educational programming within its schools so that parents don’t feel the need to register their children in non-designated schools.

Is it time for rights to be subordinate to responsibilities?

It seems as if newspapers are continually reporting on incidents that involve people vigorously defending their rights; stories that include estranged adults demanding access to their children and bringing familial disputes into the school context, measles outbreaks and parents vigorously defending their decision not to vaccinate their children, and parents insisting that their child's school accommodate their child's allergy by making the school allergy free, whether that allergy is peanuts, milk, eggs, perfume or something else. Other stories take on a more ominous tone such as the argument about our right to free speech as is the case with the Charlie Hebdo massacre in France.

Why, for instance, should we be

surprised that when people act on their rights, free speech for example, and cruelly and relentlessly ridicule, harass and bully others or their beliefs, that these people, or the people who hold the people or subjects dear, become angry or act out?



EYE ON EDUCATION

Wilco Tymensen

Each Wednesday superintendents from around our region offer insights and news on the school system.

rights including multiculturalism, fundamental characteristic of the Canadian heritage and identity.

As a society, I would contend that the focus has shifted too

much onto our rights. I would posit that with rights there should be responsibilities — responsibilities we often fail to recognize or act on; responsibilities that include: obeying the law, taking responsibility for oneself and one's family, helping others in the community, volunteering, helping people in need, assisting at your child's school, encouraging and welcoming newcomers to our country, and the responsibility to respect the rights and freedoms of others. Since 1991 this includes the rights of children, and especially the right to an education, as per the United Nations Convention on the Rights of Children.

Perhaps it is time for rights to be subordinate to responsibility. For citizens to step up and act in a unified voice in order to serve and improve society and our children's future rather than the more individualized and misdirected efforts related to pursuing one's rights.

Wilco Tymensen is the superintendent for Horizon School Division No. 67.

RESPONSE TO THE FEBRUARY 11, 2015 SUPERINTENDENT ARTICLE IN THE LETHBRIDGE HERALD

From: **Chris Rawlinson** <chrisrawlinson@shaw.ca>

Date: Wed, Feb 11, 2015 at 8:52 AM

Subject: Website message from Chris Rawlinson

To: wilco.tymensen@horizon.ab.ca

From: Chris Rawlinson
Phone: Hi, Your comments in today's Lethbridge Herald echo sentiments I've felt to be true for years now. It seems a lot of people these days have lost sight of the fact that in exchange for all these rights they use to defend their every action, they have a responsibility to their community. 30+ years ago, as a student at the U of A, I read a research paper(can't recall the author's name) on this very subject which had a profound effect on me. Too bad more didn't read it. Let's hope more people read your comments in today's paper and start considering their role in society, and not just their rights. Thanks.

Barnwell principal wins music award

By Greg Price
Taber Times

gprice@tabertimes.com

Sheldon Hoyt winning a Principals of Music Award was music to the ears of Barnwell School.

The Barnwell principal was officially recognized for the award last week with a plaque in helping use his administrative skills at the school to make the music program at Barnwell School a vibrant one.

The Principals of Music Awards are presented annually by the Coalition for Music Education in honour of Mr. George Bishop, one of the founders and the first Executive Director of the Coalition.

The awards acknowledge the important role that administrators play in ensuring that music programs thrive.

In addition to national recognition, each principal will receive a cash award of \$1,500 to be applied to their school music program.

The Principals of Music Awards are supported by contributions from the music industry in Canada.

"I believe in the arts in general, not just music," said Hoyt. "There has been a lot of research that shows music helps in terms of learning and using music to help teach. Music helps develop the brain so kids can learn better."

Barnwell School consists of Pre-School to Grade 9 with a population of just under 200 students.

While the school may be small in stature as far as overall enrollment goes, its impact is huge when it comes to its focus on music among its students.

Although Hoyt does not have formal musical training, he is often heard singing "oldies but goodies" and contemporary pop

in the hallway.

He has made sure that monthly assemblies include at least one educational musical performance — reinforcing such curriculum concepts as the rotation of the planets, the Periodic Table, French language learning and protecting the environment.

The Barnwell principal has given up some of his own classroom space to store the music library and for use as a practice room. Under his tenure, Barnwell School has taken part in eight Music Mondays with the junior high band accompanying the elementary school's singing of the Music Monday Anthem.

Although the award is entitled the Principals of Music Awards, Hoyt noted the award does not belong to just one person.

"I appreciate the award, but really the award should go to the people who do the music, I just make sure the music is happening.

"It's recognition for the whole school," said Hoyt, who has been principal at Barnwell School for over 10 years. "For me, I've had some extremely good music teachers over the years and support from my community. Without those two things, there's no way I could run the program."

That support means you have to put money into the program, and Hoyt's commitment has been to ensure the music program at Barnwell School keeps going, although some administrators may think the arts are secondary.

"I believe we are the smallest school in Alberta who has a band program.

"And we are probably the only one that starts the band program at Grade 5," said Hoyt.

"They are very fortunate, especially a school this size,

where they are allowed to be part of that from Grade 5 all the way up to Grade 9. The arts in general are things that tend to disappear when budgets start to get tight.

"And to me, I'm relentless for not allowing that to happen. Easy solutions are cut your music program, but it's not a good solution. We try and encourage the music program."

Hoyt goes so far as to say not only should schools put an emphasis on arts funding, but the provincial and federal government as well.

"The province should be funding these programs better," said Hoyt. "There should be music in every school, that's my pitch to the government."

The \$1,500 will be used for more resources for the school where the program is constantly looking to purchase more instruments.

Hoyt has been known to personally deliver or pick up instruments in need of repair in the past.

"We do things like Music Monday and Kiwanis. We know if we don't do performances, the music program will die. So we have to make sure the kids keep performing," said Hoyt.

"If I think that music is important to all kids, then all kids should be taking music.

"We have the odd kid that ends up out of the music program, but for the most part, the parents are very supportive with what we do."

Hoyt was the western region winner of the Principals of Music Award for 2014-2015.

The eastern region winner was Lorraine Harnum from Woodland Elementary in Dildo, Newfoundland.

The central region winner was Debbie Linkewich from Pierre Elliott Trudeau High School in Markham, Ontario.

School divisions granted natural person powers

By J.W. Schnarr
Taber Times

jwschnarr@tabertimes.com

School divisions are people, too.

September of 2015 will see a new Education Act, including new regulations.

Among those new regulations will be a change in philosophy for how divisions operate, as they will be granted Natural Person Powers in order to give them more autonomy.

A "natural person" is considered an actual human being in the eyes of the law, and is legally entitled to do what they want unless the law states that they cannot do something. As an example, Wilco Tymensen, school superintendent, related the act of buying a car for a person with natural person status.

"If you want to buy a car, you are free to go out and buy a car," said Tymensen. "If you want to drive that car, the law says you need insurance." He noted the law makes no mention on a person's ability to purchase a car, but does have rules on how that car may be used.

Prior to the new Education Act, school boards did not have natural person powers. This means the school board could only take action on things described by the legislation and could not take any action not specifically outlined in

their rules.

"If the legislation was silent on borrowing money, as an example," he said. "School boards could not borrow money."

"It provides way more autonomy for school boards," he added. "It provides more flexibility. It gives you way more opportunity."

"If you made a list of things you were allowed to do versus things you are not permitted to do as a natural person, the list of things you are allowed to do is way bigger," he added. "The same thing with school boards."

Tymensen said it's too early to tell how these changes will affect HSD.

"The question becomes, 'What do they want to do?'" Tymensen said. "I don't know. There might be no change in business."

He said the conversion is much like the act of turning 18 and becoming an adult.

"You go to sleep, and you wake up with all these new freedoms, but

how has your life really changed?" he asked.

"For (HSD), I don't think there will be a big difference. It's not something the board has really taken note of."

He added for some boards, the new powers will allow them to take out bank loans to pay off their budget deficits.

"Legally, they will now be allowed to borrow money," said Tymensen. "Before, they couldn't."

Some actions allowed by natural persons will still be off limits for the school boards, according to Tymensen. For example, school boards will not be allowed to back specific political candidates or to make donations to political parties.

"Public school divisions can't publicly support a political candidate," he said. He noted bringing a single candidate in to speak to students as a "captive audience" would run counter to the goal of providing an open and fair environment for the students.