



**Horizon School Division No. 67
Regular Board Meeting – Division Office
ERIC JOHNSON ROOM
Monday, August 24, 2015**

Regular Board Meeting Agenda

A - Action Items

- | | |
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| A.1. Agenda | |
| A.2. Minutes of Regular Board Meeting held Tuesday, June 16, 2015 | ENCLOSURE 1 |
| A.3. June-August 2015 Payment of Accounts Report | ENCLOSURE 2 |
| A.4. Locally Developed Course – German and LGSM Cultural Studies | ENCLOSURE 3 |
| A.5. 2015 Board Organizational Meeting Date | |
| A.6. Senior Management Remuneration | |
| A.7. Trustee Remuneration | |

D – Discussion Items

- | | |
|--|--------------------|
| D.1. 2015 Board Tour Dates of Schools and Colony Schools | ENCLOSURE 4 |
| D.2 Draft 2016-2017 School Year Calendar | ENCLOSURE 5 |
| D.2. September 2015 Board Meeting Date – Blair Lowry | |

I- Information Items

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| I.1. Superintendent's Progress Report – Wilco Tymensen | HANDOUT |
| I.2.Trustee/ Committee Reports: | |
| I.2.1 Zone 6 ASBA Report – Marie Logan | |
| I.2.2 Facilities Committee Report – Derek Baron | ENCLOSURE 6 |
| I.3. Associate Superintendent of Finance and Operations Report – John Rakai | |
| I.4. Associate Superintendent of Programs and Services Report – Clark Bosch | HANDOUT |
| I.5. Associate Superintendent of Curriculum and Instruction Report – Amber Darroch | HANDOUT |
| I.6 Correspondence: | ENCLOSURE 7 |
| • Meeting Request from Minister Eggen | |
| • Thank-You Letter from Brian Mason, Minister of Finance | |
| • June 2015 Education Law Reporter | |
| • Taber Times News Articles | |
| • Horizon School Division Press Releases re new Staff | |

Horizon School Division No. 67

6302 – 56 Street Taber, Alberta T1G 1Z9
Phone: (403) 223-3547 1-800-215-2398 FAX: (403) 223-2999
www.horizon.ab.ca

The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Tuesday, June 16, 2015 beginning at 1:00 p.m. in the Eric Johnson Room

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

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

ACTION ITEMS

- A.1 Moved by Derek Baron that the Board approve the agenda as presented with the following addition:

Under Action Items:

A.5 – Horizon Learning Centre (ACE Place/Taber Mennonite School) Paging System

Carried Unanimously

AGENDA
APPROVED
82/15

- A.2 Moved by Terry Michaelis that the Board approve the Minutes of the Regular Board Meeting held Tuesday, May 19, 2015 as provided in Enclosure 1 of the agenda.

Carried Unanimously

BOARD MEETING
MINUTES
APPROVED
83/15

- A.3 Moved by Blair Lowry that the Board approve the May/June Payment of Accounts report in the amount of \$4,083,850.93 as provided in Enclosure 2 of the agenda.

Carried Unanimously

PAYMENT OF
ACCOUNTS REPORT
APPROVED
84/15

- A.4 On April 21, 2015 the Board of Trustees passed a 2015-16 Interim Budget based on the March 26th Budget 2015 announcement of the Progressive Conservative Government. The budget included cuts in expenditures to balance a projected shortfall of \$1.65 million dollars. Subsequent to the budget submission deadline of May 31, 2015, the New Democratic Party was elected on May 5, 2015. The newly elected government extended the submission deadline to June 30, 2015 to allow the new government time to review 2015-16 school authority funding. The new government announced new education funding on May 28, 2015.

Certain funding rates were increased – basic instruction and class size, while all other rates were reinstated to 2014-15 level. School jurisdictions will also continue to be funded for enrolment growth and restrictions on Board approved usage of reserves were removed. The resulting revised budget outcome reflects a \$1.06 M shortfall.

Administration will provide an updated, detailed budget report to the Board once the provincial budget has passed and September 30, 2015 enrolments are confirmed. This update will be provided in October or November 2015.

Moved by Bruce Francis that the Board approve the revised 2015-2016 Horizon School Division budget by cutting expenditures by \$150,636 and using an estimated \$905,337 from reserves – including \$388,00 for unsupported amortization of capital assets, in order to balance the budget.

2015-2016 HORIZON
SCHOOL DIVISION
BUDGET APPROVED
85/15

Carried Unanimously

A.5 Moved by Derek Baron that the Board approved the amendment to Policy DGA *Authorized Signatures* as presented in Enclosure 3 of the agenda.

AMENDMENT TO
POLICY DGA
APPROVED
86/15

Carried Unanimously

A.6 Moved by Derek Baron that the Board approve the installation of a paging system in the Horizon Learning Centre, which houses ACE Place Learning and the Taber Mennonite School at a cost of up to approximately \$30,000.00

HORIZON
LEARNING CENTRE
PAGING SYSTEM
APPROVED

Carried Unanimously

87/15

DISCUSSION ITEMS

D.1 August – October Board Meeting Dates

Due to conflicting dates with Horizon's Induction Program taking place in August, the board agreed to change their meeting date from Tuesday, August 25, 2015 to Monday, August 24, 2015. The September Board meeting will be taking place on Tuesday, September 15, 2015 and the October Board meeting date has been set for Tuesday, October 20, 2015

INFORMATION ITEMS

I.1 Superintendent's Progress Report

Educational Leadership and Student Welfare

- Meetings and conversations have been ongoing regarding student welfare and school practices. Dialogue has included legal counsel.
- One knows it is the end of the school year, as High School Diplomas have begun.

Fiscal Responsibility

- Implications stemming from Budget 2015 and Alberta's May provincial election have been carried forward to the June Board meeting.

Personnel Management

- May and June have been exceptionally busy with hiring of new teachers, over 25 teachers have been hired for the 2015-16 school year.
- Meetings with the staff of the Warner Hockey School Program have occurred. Discussions have revolved around the student handbook and player contracts as well as employee contracts.

Policy and Strategic Planning

- Horizon was successful in acquiring an Alberta Education technology grant that allows us to build leadership capacity with regard to the new Learning and Technology Policy Framework. A follow up meeting with Apple occurred to discuss implementation of Alberta Education's framework.

Organizational Leadership and Management

- Meetings with Sahuri, Alberta Education, and Alberta Infrastructure are ongoing with regard to the Warner modernization given the fact that it is extensively over budget. Recommendations to bring the scope within budget are being considered including reducing the footprint.

Communications and Community Relations

- A number of meetings and celebrations have taken place over the last month. These include but are not limited to
 - VES, VHS, Colony, Warner, ERHS, and Hays staff meetings. Conversations have focused on Budget, staffing practice changes and board philosophy regarding transportation, and ELL programming. Staff question and answer were answered.
 - W.R. Myers and Warner graduation. ACE Place, Taber Mennonite School, and Horizon Mennonite Alternative Program's graduation celebrations are still to occur.
 - Met with the Hays School Council to discuss the profile for the new principal.
 - Alberta Health Services meeting that included a presentation and discussion around the correlation of education and health (social determinants of health).
 - Administrator's meeting
 - Division Office staff meeting
 - CASSIX meeting

I.2 Trustee/Committee Reports

2.1 Zone 6 ASBA Report - Marie Logan, Zone 6 Representative, provided an update of the Zone 6 meeting that took place on Wednesday, June 10, 2015 in Lethbridge which included information on the following topics:

- 2015 Edwin Parr Awards – Everyone was pleased with the evening, with a suggestion being made to invite local MLA's to the event
- Professional Learning – Training to be provided for local bargaining with advanced skill levels
- Alberta Education Director's Report – Topics of the report included universal basic skills, elementary math professional learning, welcoming, caring, respectful and safe learning environments. Also the *CTS Bridge to Teacher Certification Program* application deadline is June 30th.
- Zone 6 news from each jurisdiction

2.2 ASBA Spring General Meeting Report

Marie Logan and Jennifer Crowson attended the June ASBA Spring General Meeting in Red Deer. Ms. Logan provided some highlights of the meeting as follows:

- The ASBA Budget was passed, including eight bylaw amendments
- Meeting with 2 Assistant Deputy Ministers
- Discussions regarding Board reserves
- A session with the new Education Minister which included conversations around the Education Act, how teacher negotiations should be handled (at the local Board level), government priorities over the next 100 days, Inspiring Education, rural issues, full-day kindergarten,

2.3 Administrators' Meeting Report

Marie Logan reviewed [highlights of the June 9, 2016 Administrators' meeting](#) which took place at Vauxhall High School.

2.4 Facilities Committee Report

Derek Baron, Facilities Committee Chair, provided an update on work undertaken during the past month within the Facilities Department. The May Facilities Report was enclosed in the agenda and included the following highlights:

Ace Place / Taber Mennonite School

- Window replacement for TMS is scheduled to begin immediately following the 2015 school year.

- Washroom upgrading has begun for the both Ace Place and TMS. New plumbing fixtures, vanities and repaired or replacement of partitions are included in the scope of the project.
- Sound proofing of councilors offices are complete.
- Pricing is underway for a paging system to be installed throughout the facility to address significant safety concerns brought forth by school administrations as well as by the Taber Police Services.

Central School Retaining Wall – IMR Contingency

- Work on the Central School retaining wall has resumed. In addition to addressing safety concerns with removal of the wooden retaining wall, water displacement issues will also be addressed.

Chamberlain School Contingency Project

- Pricing for Stucco replacement with brick on the West gymnasium wall and the South side of the 2004 section have been received. Work is expected to be complete prior to the start of the 2015/16 school year. A blue skin vapor barrier has now also been added to the scope of the project

Enchant School

- Ventilation and Air Conditioning improvements are underway for the original 1952 section, particularly the second floor.
- Repointing and repair of exterior masonry is complete. Stucco walls will be strapped using CCA preserved lumber and finished using resilient synthetic polymer to enhance its esthetics appeal. Stucco replacement start time is expected for the week of June 18

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 is now underway. Completion is expected prior to the end of the school year

Hays School

- The primary Electrical distribution upgrades are scheduled to begin on June 29. A complete electrical shutdown of the school will last approximately two weeks.
- Barrier free accessibility project is underway. The main entry way doors and frames will be replaced with new steel doors with barrier free accessibility built into the door and framing.

Vauxhall Elementary School Exterior Columns

- Exterior column repair is complete. Water displacement improvement is complete and directed to the retention pond constructed during the school capital project.

Maintenance Projects

- Ongoing painting of Lomond School
- Irrigation setup and replacement of heads is ongoing
- Installation of vehicle post in the Erle Rivers High School parking lot as requested by school administration and local law enforcement.
- Replaced concrete lifted and damaged landing on egress door at ERHS
- Fertilizing of all playing fields and green strips complete. Additionally, spraying for weeds is complete for the first round; ongoing spot spraying will be required throughout the summer months.
- Gopher control in rural schools in underway and ongoing.
- Built and installed shelving for Chamberlain school caretaking space.
- Inspection and repair / replacement of playground equipment is complete
- Continuing LED lighting upgrading in various schools. Particularly in exterior lighting.

Vauxhall Junior, Senior High School

Under the direction of School and the facilities department, a group of high school students prepared several designs for the undeveloped courtyard space between the 1961 addition and the 1956 original building. As part

of the preliminary work conducted by the courtyard development crew, they prepared pricing, arranged for volunteer labor and organized the use of heavy equipment complete with operators at a largely discounted price.

The team will now be completing a final design for submittal and approval to school administration and the facilities department. Plant operations and maintenance will absorb the cost of irrigation, some concrete work as well as any sod placement.

Barnwell Capital Project Decanting and preparation

A 53' trailer was moved onto the hard surface space at Barnwell School. Staff will begin the process of moving equipment and supplies out of the main building in preparation for the upcoming modernization.

Decanting planning is complete. The school administration area will be relocated to the existing school computer lab. A multi-use office will be constructed in the corner of the existing lab to be used primarily by the School principal as well as vice principal and others that may require it.

The reception desk and the copier equipment will be relocated into the computer lab as well. The expectation is to begin this process when school concludes for the current term.

DAF / WRM Capital Project

Alberta Education provided funding to enable Horizon School Division to move forward with the planning and preliminary design work for a potential upcoming capital project to modernize DA Ferguson and WR Myers Schools.

In order to proceed, Horizon School Division has engaged the services of an engineering firm out of Lethbridge to prepare the design work and continue with a more detailed structural review of the existing facilities.

Administration staff for both schools, senior administration, the engineering representatives as well as Horizon facilities will be meeting for an information gathering session on June 24th.

I.3. Associate Superintendent of Finance and Operations Report

John Rakai provided the following report

- Since the last Board meeting held on May 19th, the provincial election took place, with a majority NDP Government coming into power. Mr. Rakai provided information on the new government's enhanced funding for school boards. Based on the initial provincial budget that was released in March 2015, the initial deficit for Horizon School Division would have been \$1.65 million dollars. On May 28, 2015 the new NDP government announced a revised budget which included the reinstatement of funding for enrollment growth, restoration of grants to the 2015-2015 levels, base funding increase of 1.8% as well as an increase to class-sized funding of 2%, resulting in a deficit of \$517,000.00. In addition, restrictions on Board use of reserves were lifted.
- Attended meetings with Alberta Infrastructure and Alberta Education regarding the Warner School Project regarding the overage in the projected cost of the project.
- ASEBP visited the division in early June to conduct a review of their services and to provide information on some of the additional benefit programs that they are providing
- Participated in a commercial vehicle safety meeting on June 11th with the designated authority from each school that own co-curricular and extra-curricular activity vehicles.

I.5 Associate Superintendent of Programs, Services and Human Resources Report

Mr. Bosch provided the following update in terms of staffing within Horizon School Division:

Human Resources:

- A total of 39 teaching positions have been posted in the original internal round of teacher staffing and subsequent rounds.
- To date we have filled 35 of 39 positions. We are continuing to look for people in Hays, Taber Christian, D.A. Ferguson and Early Childhood.

- The Division has had one retirement in the teaching staff in addition to John Rakai's retirement from Division Office in the fall.
- Lynn Saler, our Early Learning /Pre-K Consultant, has accepted a position from Holy Spirit in the same area. Lynn will begin at Holy Spirit upon the start of the next school year. Lynn has been a tremendous colleague, professional and advocate for our students and we wish her the best as she moves on with Holy Spirit.
- We also will be saying goodbye to Daelynn Takasaki, our Clinical Team Leader, as she will be on maternity leave for the 2015-16 school year. Daelynn will continue to support students in the Division next year as she will be providing us with our Psych- Ed Assessments.
- Angela Miller, our Assistant Clinical Team Leader, will serve as the Clinical Team Leader in Daelynn's absence.

Early Learning – Lynn Saler:

- We have had an opportunity to screen children new to Kindergarten or Pre-Kindergarten in all our communities this year. 142 children were screened this year as compared to 107 children in the spring of 2014.
- We currently have 98 children registered for Pre-K and will continue to accept registrations throughout the summer.
- For the upcoming school year, we have children registered in every community and are hopeful that both Enchant and Hays will have a program (2013-2014 – Not Hays program; 2014-2015 No Enchant program)

Inclusive Learning – Ann Muldoon:

Response to Intervention

- Following the Leadership Symposium in April, schools are continuing to develop systems and structures for student support based on the Collaborative Response Model.
- Dan Vanden Dungen from Horizon MAP shared the work his school has done in this area at the June Admin meeting, and he presented on the continuum of supports his staff has identified as needed in MAP's particular context within the areas of literacy, numeracy, attendance and completion.
- To support the work of Horizon schools in moving towards a response to intervention model, Ann will be attending two workshops in July on Leveled Literacy Interventions (K – 2 and 3 – 8) run by Fountas and Pinnell.

Children's Allied Health (CAH) Pilot Project

- Over the past five months, Barnwell, Chamberlain and L T Westlake Schools have been working on a pilot project with CAH where therapists have been spending time in classrooms, observing students and supporting teachers with universal strategies in areas such as social participation, communication, executive functioning, attention, and motor skills. Visits to classrooms took place in the morning and afternoons were dedicated to meetings between therapists and teachers, with Lynn and Ann in attendance. These meetings provided an opportunity for all staff to share their expertise to better support students at the classroom level.
- Informal feedback throughout the project has been very positive, and we will be doing a more formal evaluation before the end of the year. It is hoped that this initiative can be expanded to include more schools next year.

Instructional Support Plans in Dossier

- Customizations to the Instructional Support Plan in the Dossier program are complete (including integration of ELL Benchmarks), and our tech team is now busy meeting the technical requirements.
- Plans are in place to hold a training session for administrators and learning support teachers on August 27, and Ann will follow up with support to schools throughout September.
- The September 25th PD Day has been dedicated to completing support plans for students who require them.

Level B Assessments (Completed by LSTs prior to Psych-Ed Assessment)

- After completing research on Level B assessments and following discussion at LST meetings, it was decided earlier this year that we should switch from the WJIII Tests of Achievement as our Level B assessment to the WIAT-III. The WIAT-III has updated Canadian norms for pre-K through grade 12 and provides enhanced skill analysis for core subtests.
- All learning support teachers attended a one-day training course on the administration and interpretation of the test on May 5, and we have purchased six kits to be signed out of division office as needed.

CASS Inclusive Education Sub-Committee

- At the provincial level, Ann has been working with the CASS Inclusive Education Sub-Committee to make revisions to the *2004 Standards for Special Education* that are more reflective of the principles of inclusion. Our revisions will be submitted to Alberta Education for consideration as they update their guiding documents.

FNMI Education:

- Lisa Sowinski has been working with families in groups on Wednesday after schools for 2 hours since April 22 focussing on cultural awareness. This group involves students of all ages from elementary, middle school and high school and parents grandparents. The largest group was 25 participants and we see this number as a sign of success.
- Some classes were learning how to smudge make Bannok some crafts.
- Lisa is currently organizing and fundraising for a youth camp to take place this summer.
- We are pleased to inform the board that we have a few of our students who will be pursuing their studies at the post-secondary level in the fall. Lisa has been very involved in helping them with forms required by both the band and the schools of their choice.
- Lisa continues to help families with resources and supports they require.
- Presentations have been made to students. An Elder who survived residential schooling was brought in to discuss the experience with grade 8 students from DAF.

Counselling:

- The Mentorship program wrapped up for Dr. Hamman and Central school and the feedback from the students was very positive.
- Wellness packs were completed for all grade 5 students in the Division providing supplies and materials to help prepare for the transition to middle school.
- The Resiliency campaign was a success again this year and was well attended by the community.
- Psychology Club at W.R. Myers planned an event titled, "Drugs Over Dinner" on May 21st that was a great success. They raised \$1000 in grant money to pay for the dinner which was attended by 25 people, including some from the community. The evening provided an opportunity to engage in an open and honest conversation about drugs and addiction and everyone there found it helpful. The students hope to do it again next year.
- Daelynn will be facilitating PREPARE Training for the counselling staff from some of the school Divisions in the region, as well as some administrators and agency providers in our community. The focus of this training is to better prepare our teams to aid in school crisis prevention and response.
- The GSA meets every week at Myers and has organized an event for the community. They will be hosting a Friday afternoon feature film and then discussing equal rights at the Taber Public Library at noon on June 19th. The movie will be Selma.
- We are also looking at rolling out Mental Health Training for our teachers and curriculum for High School students. This training will take place in October and we will train staff in our Division to roll this program out. Amber is currently a trainer as well. The training is offered by Stanley Kutcher and the website is www.teenmentalhealth.org.

Career Counselling:

- We have renewed our subscription to “Career Cruising” for next year. This software is used throughout the division and is seen as a great resource for students as they proactively plan for the future.
- Garth and Kristin are busy completing career presentations to all students in the division taking Career and Life Management. (CALM)

High School Redesign:

- Clark and all Principal’s involved in High School Redesign met with Alberta Education representatives to discuss the progress of their respective schools in the area of HSRD.

Hutterian Brethren Schools:

- Horizon Colony school teachers and assistants recently participated in the Alberta Colony Educators’ Conference in Olds, AB, on May 14 and 15th. The conference was well organized by Golden Hills School Division and featured many pertinent colony-focused sessions. Workshop sessions included: balanced literacy practices within a multi-graded school, music resources available for colony-based teachers, differentiating between ELL and learning disability concerns, preparing colony students for writing provincial achievement tests in science and social studies, just to name a few.
- On Monday, May 26, colony teachers participated in our final professional development day for the present school year. Teachers participated in professional learning sessions on guided reading practices for pre-readers, listened to and viewed background information and examples of ‘project-based learning’ methodologies and how this could be incorporated into the colony school experience, as well as discussing the proposed ‘collaborative intervention’ processes that will be initiated to support colony students and teachers in the 2015-16 school year, including the targeting of struggling readers in grades 2 and 3.
- Students at Lomond Colony School are presently engaged in a ‘Pheasants Forever’ project where they are teaming with Alberta Conservation Association (ACA) to raise chicks to the stage of release. Members of the colony have assisted with the infrastructure and the guidance of the students as they feed and support the pheasants. Students are collecting data on the birds’ development and engaged in many cross-curricular connections using the ‘pheasant’ theme. Maintaining and caring for one hundred fifty young pheasants, as well as learning about the stewardship of the ecosystem in which they live, has helped make the learning relevant and engaging for both the students, their teacher (Fleur Sweetman) and the community at Lomond Colony.
- Grade six and nine colony students participated in the writing of the ELA part A (writing) PAT on May 13th. The remaining PATs will be written in the final two weeks of school.
- IPP meetings, organized by our learning support teacher Mitzi Schmale, occurred in the first couple of days of this June. Teachers will be engaging parents on their child’s ‘instructional support plan’ through conversations about their child’s progress during the final portion of the school year.
- The upcoming school year is not that far off and the planning has been underway for the 2015-16 school year for some time now. Colony teachers, students, German teachers, elders and community members, along with the administration of Horizon Colony Schools, appreciate the support the Board and the Division Office provides to the colony schools’ organization.

Teacher Evaluation:

- Completed evaluations for five first year teachers. All but two will be returning to Horizon next year.

College of Alberta School Superintendents:

- Attended the spring CASSIX meetings in Medicine Hat.

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. Consulted with Rebecca Edwards (Chamberlain School) in relation to chairing the Numeracy Committee in 2015/2016.
2. Trained Lori Delanoy on how to utilize the Fountas & Pinnell literacy benchmarks at the jr/sr high level.
3. Ordered literacy intervention resources for jr/sr high schools.

Inclusive Learning

1. Attended a session on the Blue Ribbon Panel.
2. Attended a collaborative response meeting at Chamberlain School.
3. Provided feedback to Dossier for ISP/ELL online program plans.

21st Century Learning Competencies

1. Met with the Southern Alberta Professional Development Consortium (SAPDC) to discuss professional learning opportunities and collaborative endeavours for 2015/2016. SAPDC assists with professional learning related to initiatives introduced in Inspiring Education: literacy, numeracy, competencies, high school redesign, technology integration, etc.

Technology

1. Inter-jurisdictional Resource Centre: Order forms and communication have been sent out to schools so teachers are able to order digital/online resources at a discounted price for the 2015/2016 school year.

Curriculum

1. Some locally developed courses have been acquired and some are being updated. They will be brought to the Board for approval in July or August.

Leadership

1. The last leadership cohort gathering was held this month. All participants shared their successes and philosophy of educational leadership.

Other

1. Assisted some schools with teacher interviews.
2. Attended the Community Grant Awards Banquet. Taber Christian, Taber Mennonite and L.T. Westlake received funds for various projects in their schools.
3. Attended the ERHS graduation ceremony.

COMMITTEE ITEMS

Moved by Jennifer Crowson that the Board meet in Committee.

Carried Unanimously

COMMITTEE
88/15

Moved by Bruce Francis that the meeting reconvene.

Carried Unanimously

RECONVENE
89/15

Moved by Derek Baron that the meeting adjourn

Carried Unanimously

MEETING
ADJOURNED
90/15

Marie Logan, Chair

Barb McDonald, Secretary

PAYMENT OF ACCOUNTS REPORT

Board Meeting - August 24, 2015

U.S. Funds	June 5/15		1,207.90
General	June 9/15		825,131.43
General	June 17/15		144,445.06
General	June 23/15		256,544.76
General	June 30/15		1,302,121.36
U.S. Funds	July 3/15		8,114.03
U.S. Funds	July 6/15		354.76
General	July 7/15		84,886.81
U.S. Funds	July 8/15		69.43
General	July 14/15		430,157.80
General	July 21/15		350,688.46
General	July 27/15		1,117,602.20
General	August 6/15		133,782.30
General	August 11/15		88,234.20
U.S. Funds	August 12/15		19,028.39
U.S. Funds	August 13/15		2,930.18
"A" Payroll	June 2015	Teachers	1,820,902.57
	June 2015	Support	579,472.40
	July 2015	Teachers	1,448,013.22
	July 2015	Support	499,357.84
"B" Payroll	June 2015	Casual	20,678.59
	June 2015	Subs	60,883.58
	July 2015	Casual	12,003.83
Total Accounts			9,206,611.10
Board Chair _____			
PJ:dd			
August 18/15			

German Language and Low German Speaking Mennonite Cultural Studies**Locally Developed Course (Revised and updated June, 2015)****Horizon School Division****Course Description**

German Language and Low German Speaking Mennonite (LGSM) Cultural Studies includes the study of: Low German oral language, High German written language, and Low German Speaking Mennonite (LGSM) culture, including religious practices. The course fosters the development of knowledge, skills and attitudes related to Low and High German language and LGSM culture.

Philosophy

The aim of the German Language and LGSM Cultural Studies program is to develop an understanding of basic communication skills in Low and High German, and an understanding and appreciation of LGSM cultural practices, including their religious practices. Students will be able to develop and improve their Low German language skills through oral communication, and their High German communication skills through reading and writing. Students will gain an understanding of LGSM cultural traditions and partake in cultural celebrations. Students will also be provided the opportunity to explore LGSM religious practices through Bible and Catechism study. Students will develop as engaged citizens as they gain understanding and pride in their community and culture.

Rationale

LGSM communities are concerned that their languages and cultures are being lost. The establishment of German Language and LGSM Cultural studies is an important action toward sustaining LGSM language and culture and understanding LGSM language, culture and religion.

For all students, the program can serve to increase an awareness, appreciation and understanding of the rich and long-lasting history, culture and contributions of the Mennonite people as part of our society. It can also serve to enlighten and contribute to discussion and analysis of Mennonite issues.

Students who already have some understanding of the Low German language, or a connection to the culture, have the opportunity to connect with their home language and culture or to maintain and develop literacy in their first language. The benefits of developing and maintaining the home language are many, as stated in the publication, *Working with Young Children who are Learning English as a New Language* (Government of Alberta, 5-6, 2009): “Research shows that when

young children are developing two languages at the same time, the two developing languages build on each other rather than take away from each other. The stronger the first (or home) language proficiency is, the stronger the second language proficiency will be, particularly with academic literacy. Maintaining the home language is key to a child's success in school." The article continues to explain that family relationships can weaken, self-esteem may suffer, and a sense of belonging to the home culture can diminish without proficiency in the home language. Preserving language and cultural identity should be a priority to ensure success and well-being. Students without an LGSM background, who choose to take the course, have the opportunity to learn some basic Low and High German and to develop an awareness and appreciation of the LGSM culture including their religious practices. The course incorporates the following concepts:

- there is a need to respect, honour and celebrate LGSM culture in Alberta, Canada and the world
- Mennonite values and beliefs are resilient and relevant to global issues
- LGSM have a strong, diverse and evolving cultures that has adapted to a changing world
- Language is one of the essential means by which culture is learned.

Introduction

German Language and LGSM Cultural Studies is a locally developed course that can be taken by students in Kindergarten to grade nine. The course is intended to be provided throughout the entire school year and timetabled according to the unique structures and needs of each school context. In most school contexts, the course instructor will be a member of the LGSM community, who will be supervised by a certified teacher.

General Outcomes

Students will:

- Demonstrate basic speaking and listening skills in Low German
- Demonstrate basic reading and writing skills in High German
- Understand and appreciate Low German Speaking Mennonite culture
- Understand and appreciate Low German Speaking Mennonite religious practices
- Fosters a sense of self-worth and pride by encouraging LGSM students to appreciate their cultural heritage and social, and economic contributions to society
- Enables all students to demonstrate an understanding that societies are made up of diverse cultures and diverse individuals, and that each individual has a responsibility to the well-being of the society.

Specific Outcomes

Low German Speaking and Listening Skills

K-4

Students will:

- Identify people, places, and things using basic and common vocabulary in Low German
- Follow simple instructions in Low German
- Respond appropriately to simple questions in Low German
- Participate in choral singing activities in Low German

5-9

Students will:

- Discuss familiar topics using basic and common vocabulary in Low German
- Follow more complex instructions in Low German
- Respond to a variety of oral questions using simple sentences in Low German
- Participate in choral singing activities in Low German

High German Reading Skills**K-4**

Students will:

- Recite the alphabet in High German
- Read common and familiar words in High German
- Read simple sentences in High German
- Participate in choral reading activities in High German

5-9

Students will:

- Read simple and complex sentences in High German
- Read paragraphs and/or simple stories in High German
- Demonstrate an understanding of what is read in High German
- Participate in choral reading activities in High German

High German Writing Skills**K-4**

Students will:

- Write the characters of the alphabet in High German
- Write common and familiar words in High German
- Write basic sentences in High German

5-9

Students will:

- Write basic and complex sentences and/or paragraphs in High German
- Use High German vocabulary and appropriate sentence structure in writing
- Spell High German words and phrases correctly, with the use of reference materials

Understand and Appreciate Low German Speaking Mennonite Culture

K-9

Students will:

- Prepare, cook and/or bake Low German Speaking Mennonite specialties
- Perform in and/or observe Low German Speaking Mennonite cultural celebrations that occur within the school and/or community
- Recognize elements of Low German Speaking Mennonite culture within the classroom such as greetings, apparel, and leave-taking

Understand and Appreciate Low German Speaking Mennonite Religious Practices

K-9

Students will:

- Study the catechism and verses from the King James Bible that are important to the Low German Speaking Mennonite community
- Listen to Bible stories and discuss Bible themes that are important to the Low German Speaking Mennonite community

Resources

These resources are in compliance with Section 3 of the School Act by not promoting any superiority, persecution, intolerance, or social disobedience.

- ABC (Neu Bearbeitet, Chihaua, Mexico 1996)
- Bible (King James version)
- Catechism with Articles of Faith (Katechismus mit Glaubensbekenntnis)
- Let's Learn German (Pathway Publishing Corporation, LeGrange, Indiana, 1974)
- Nina und Timo Arbeitsheft (Centro Escolar Evangelico, Chihaua, Mexico, 2005)
- Schulerbuch fur die Unterstufe (Faith and Life Press, Newton, Kanas, 1960)
- Sprachlehre (Quellen Kolonie, Chihaua, Mexico, 1991)

Assessment

The majority of student learning within this course will be assessed formatively (observation and written and/or oral feedback) on an on-going basis.

Students will be awarded a pass/fail mark as assigned by the supervising teacher on report cards.

Facilities

The German Language and LGSM Cultural Studies instructor will be provided with a classroom within the school for instruction.

Equipment

The classroom in which German Language and LGSM Cultural Studies takes place will be equipped with student desks and/or tables, a computer, SmartBoard, and a projector.

Safety Components

The German Language and LGSM Cultural Studies instructor will follow safety rules, regulations, and policies as indicated in the school handbook where he/she works, as well as Horizon School Division Policy. These include, but are not limited to, the policies/procedures provided below:

Student Conduct: <http://horizon.ab.ca/documents/general/IFC.pdf>

Welcoming, Caring, Respectful and Safe Learning

Environments: <http://horizon.ab.ca/documents/general/IHF.pdf>

School Lockdown Procedures:

<http://horizon.ab.ca/documents/general/EBCE%20Attach.%20A%20School%20Lockdown%20Procedures.pdf>

Sensitive & Controversial Issues

The German Language and LGSM Cultural Studies course will focus on the practices of the LGSM community, a minority group in Albertan society, and will be delivered in a sensitive and respectful manner. Students who have questions about the LGSM language and culture will be encouraged to discuss them with their instructor and fellow classmates in a respectful and sensitive manner, allowing diverse viewpoints to be heard and acknowledged. Students will be provided opportunities to reason logically, to open-mindedly and respectfully examine different

points of view, and to make sound judgments.

School Authority Monitoring and Evaluation

The supervisor of the course (a certified teacher) will oversee the instructor (if the instructor is not a certified teacher) and monitor the delivery and assessment of The German Language and LGSM Cultural Studies course. The principal of the school will oversee the supervisor and instructor. The Associate Superintendent of Curriculum and Instruction will ensure the course curriculum is up-dated on a regular basis and ensure the course meets the approval of the Horizon School Division Board of Trustees.

Horizon School Division No. 67

History of Board Tours to Schools & Colonies

2016 - 2017 (Proposed Visits)			
Prairie Home Colony Midland Colony Evergreen Colony <i>(Fall 2016)</i>	River Road Colony Miltow Colony Fairlane Colony <i>(Fall 2016)</i>		
2015 – 2016 (Proposed Visits)			
Vauxhall Elementary Vauxhall High School Hays Horizon MAP <i>(Fall 2015)</i>	Chamberlain Arden T. Litt Hillridge Colony Oaklane Colony <i>(Fall 2015)</i>	Milk River Elementary Erle Rivers High School Warner <i>(Spring 2016)</i>	Milk River Elementary Erle Rivers High School Warner <i>(Spring 2016)</i>
2014 - 2015			
Delco Colony Kingsland Colony <i>(October 28, 2014 – Beginning @ 8:30)</i>		Bluegrass Colony Sunnysite Colony Elmspring Colony <i>(November 4, 2014 – Beginning @ Noon)</i>	
2013-2014			
NO TOUR DATES SCHEDULED FOR THE 2013 – 2014 SCHOOL YEAR DUE TO CONFLICTING SCHEDULES AND TIME COMMITMENT FROM THE BOARD DUE TO HORIZON'S TRANSPORTATION REVIEW			
2012-2013			
Dr. Hamman L.T. Westlake Barnwell <i>(November 5, 2012)</i>	W.R. Myers D.A. Ferguson Copperfield Colony <i>(November 26, 2012)</i>	Enchant Enchant Colony Cameron Farms Colony <i>(February 27, 2013)</i>	Lomond Lomond Colony Armada Colony <i>(April 15, 2013)</i>
2011-2012			
Elmspring Colony Fairlane Colony Bluegrass Colony <i>(November 1st)</i>	Miltow Colony Prairie Home Colony River Road Colony Evergreen <i>(November 28th)</i>	Central School Central MAP School ACE Place <i>(March 15th)</i>	Milk River Elementary Erle Rivers High School Warner <i>(March 22nd)</i>
2010-2011			
Sunnysite Colony Delco Colony Kingsland Colony <i>January 31st:</i>	Oaklane Colony Hillridge Colony Cameron Farms <i>March 1st:</i>	River Road Colony Miltow Colony Elmspring Colony <i>April 5th:</i>	Evergreen Colony Prairie Home Colony Fairlane Colony Bluegrass Colony <i>May 24th:</i>
2009-2010			
Vauxhall Elementary Vauxhall High School Hays	Horizon MAP Cameron Farms East Enchant	Enchant Colony Lomond Lomond Colony	Armada Colony
2008-2009			
Coutts Dr. Hamman Barnwell	Erle Rivers D.A. Ferguson Central	Chamberlain ACE Place L.T. Westlake	Milk River Elementary W.R. Myers Warner
2007-2008			
Visited Colonies Across the Jurisdiction			

Horizon School Division

DRAFT: 2016-2017 School Year Calendar

Aug-16				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
♥	♥	♥	31	

Instructional Days M-Th F

Sep-16				
M	T	W	T	F
			☀	1
H	5	6	7	8
12	13	14	15	16
19	20	21	22	23
26	27	28	29	II

Instructional Days 20 M-Th 16 F 4

Oct-16				
M	T	W	T	F
3	4	5	6	7
H	10	11	12	13
17	18	19	20	●
◆	24	25	26	27
31				

Instructional Days 18 M-Th 15 F 3

Nov-16				
M	T	W	T	F
	1	☒	☒	☒
☒	☒	☒	10	H
14	15	16	17	■
21	22	23	24	25
28	29	30		

Instructional Days 20 M-Th 18 F 2

Dec-16				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
H	H	H	H	H

Instructional Days 17 M-Th 13 F 4

Jan-17				
M	T	W	T	F
H	H	H	H	H
9	10	11	12	☒
☒	☒	17	☒	☒
☒	☒	☒	☒	☒
☒	☒	☒	☒	☒
☒	☒	☒	☒	☒

Instructional Days 16 1st Sem. M-Th 13 F 3
1 2nd Sem. M-Th 1 F 0

Feb-17				
M	T	W	T	F
		1	2	●
6	7	8	9	10
13	14	15	16	17
H	H	H	◆	◆
27	28			

Instructional Days 14 M-Th 12 F 2

Mar-17				
M	T	W	T	F
		1	2	3
6	7	8	9	10
◆	13	14	15	16
20	21	22	23	24
27	28	29	30	31

Instructional Days 22 M-Th 17 F 5

Apr-17				
M	T	W	T	F
				1
3	4	☒	☒	☒
☒	☒	☒	☒	☒
H	H	H	H	H
24	25	26	27	28

Instructional Days 15 M-Th 12 F 3

May-17				
M	T	W	T	F
◆	1	2	3	4
8	◁	9	10	◁
15	16	17	18	●
H	22	23	24	H
29	30	31		

Instructional Days 20 M-Th 17 F 3

Jun-17				
M	T	W	T	F
			1	2
H	5	6	7	8
☒	☒	☒	14	☒
☒	☒	☒	☒	☒
☒	☒	☒	☒	☒

Instructional Days 20 M-Th 16 F 4

Sem. 1	Sem. 2	Total
--------	--------	-------

H.S. Instructional Days	91	92	183
Teacher Prep Days	3	0	3
Division Wide PD	1	4	5
Parent Teacher Interviews	1	0	1
School Based T. Prep Days	0	0	0
School Based Holidays	0	0	0
School Based Parent Teacher Interview	0	0	0
School Based P.D. Days	1	2	3
Staff Days	97	98	195

High	1st Sem.	M-Th	75	F	16
School	2nd Sem.	M-Th	75	F	17
			150		33
			183		

Symbols Legend:

- ☀ First Day of School (1-12)
- ☺ First/last day of ECS classes
- ☒ ECS Orientation/Testing Day
- ECS instructional day
- Last day of 1st Semester
- First day of 2nd Semester
- H Observance - Mennonite Students & Colonies
- Last Day of School (Elem. & Jr. High)
- Last Day of School (Sr. High)
- R Report Card
- ◁ Achievement Exams Grades 3, 6, 9
- ☒ Diploma & Achievement Exams
- ♥ Division Wide Teacher Preparation Day - no students
- H Division Wide Holiday - no students, no teachers
- Division Wide Parent/Teacher Interviews - no students
- ◆ Division Wide PD Day - no students
- ◆.5 Division Wide PD (Half) Day - no students
- % Division Wide P.D. Day - joint Horizon/ATA pd day - no students
- ♥ School Based Teacher Preparation Day - no students
- H School Based Holiday - no students, no teachers
- School Based Parent/Teacher Interviews - no students
- School Based PD Day (All Schools) - No Students
- .5 School Based PD Day (All Schools) - no students
- II Planning for Student Support Day (All Schools) - no students

Gr. 12 Diploma Exams	Nov.	Jan.	Apr.	Jun.
English LA 30-1 Pt. A	2	13	5	12
English LA 30-2 Pt. A	2	13	5	12
Social 30-1 Pt. A	3	16	6	13
Social 30-2 Pt. A	3	16	6	13
English LA 30-1 Pt. B	4	19	7	16
English LA 30-2 Pt. B	4	19	7	16
Social 30-1 Pt. B	7	20	10	19
Social 30-2 Pt. B	7	20	10	19
Math 30-1	8	24	11	22
Math 30-2		24		22
Physics 30	9	30	12	23
Chemistry 30	8	26	11	27
Biology 30	9	26	12	26
Science 30		27	13	28

Achievement Exams	Gr. 6	Gr. 9
English Language Arts Part A	May 10	May 9
English Language Arts Part B	June 23	June 22
Science	June 17	June 19
Mathematics	June 22	June 20
Social Studies	June 24	June 23

Date	Holidays & Observances
September 5, 2016	Labour Day
October 10, 2016	Thanksgiving Day
November 6, 2016	Daylight Savings Ends
November 11, 2016	Remembrance Day
December 25, 2016	Christmas Day
December 26, 2016	Boxing Day
January 1, 2017	New Year's Day
January 6, 2017	Epiphany (MAP & Colonies)
February 20, 2017	Family Day (Alberta)
February 23 & 24, 2017	Teachers Convention
March 12, 2017	Daylight Savings Begins
April 14, 2017	Good Friday
April 17, 2017	Easter Monday
May 22, 2017	Victoria Day
May 25, 2017	Ascension (MAP & Colonies)
June 5, 2017	Pentecost (MAP & Colonies)
July 1, 2017	Canada Day

August 24, 2015

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

With summer very quickly coming to an end, facility crews are busy wrapping up projects and preparing for the return of staff and students to the school facilities.

With approximately 30 projects scheduled for the summer, all facility crews have worked unyieldingly working many additional hours and days to ensure each projects is seen through to fruition prior to the start of September. Additional projects, that will not interfere with the return of the staff and students are currently underway or will begin shortly, and will continue until their completion as well.

Projects included significant flooring replacement and upgrading, roofing recapping, facility renovations, interior and exterior painting, electrical upgrading, site developments and maintenance, and many more.

The following is a summary of activities during the summer months:

2015 Maintenance and Renewal (IMR)

Ace Place Project I- Acoustical protection

- Four counselling officer were sealed and protected for acoustical measures over the summer. Projects entailed the following:
 - Adding ducting insulators complete with sound baffles and branch diffuser
 - Insulating hollow core doors,
 - Adding automatic drop down sweepers on the base of the doors
 - Insulating walls between each office and classroom.

Ace Place Project II – Washroom upgrade

- Waterless urinals were removed and replaced with conventional low water volume urinals. Heavily deteriorated drainage infrastructure was removed and replaced with modern ABS and PVC piping. Replacement freshwater feeders were installed as well.
- As part of the washroom upgrade, new basins were installed as well as all new plumbing fixtures.

Ace Place Project III – Window Replacement

- Seven original windows were removed and replaced with high efficiency PVC windows complete with built-in blinds, new casings and paint completed the job. Two additional windows will be replaced as part of this project.

Ace Place Contingency project

- A building wide paging system was installed in the Ace Place facility, the paging systems incorporates a bell schedule, the ability to page separate zones or all zones as needed, as well as a lock-down alarm.
- Three push-to-talk microphones were installed for easy access and paging ability. Three lock-out signaling devices have also been incorporated

- All air handling units are being added to the Building Management System (BMS) enabling better control of the ventilation system, the ability to set back temperatures and disable systems during non-school days, as well as improved ventilation throughout the facility.

Central School Retaining Wall – IMR Contingency

- The retaining wall has been completed along with new drainage tile designed to move water away from the building. A paving stone walkway was added along the north end of the building enabling mobility challenge accessibility.

Chamberlain School Mortar and Brick Replacement

- Stucco along the West wall of the gymnasium as well as the south side of the 2004 addition has been removed. Additional ridged foam insulation was added before the installation of new brick work.
- The mortar repointing and joint sealer on the remaining portion of the facility has been completed.

Chamberlain Interior Wall Fire Separation Modernization

- As identified during a regular five year RECAPP review, all interior fire walls have been upgraded to meet modern building code.

Dr. Hamman Classroom flooring

- Flooring replacement for five classrooms is complete. The existing flooring was removed by Horizon forces while the installation of the new floor was completed by certified flooring installers. The gym floor was also re-finished as part of this project.

Dr. Hamman Roofing

- The re-roofing tender was completed and the project awarded to the lowest of the three bidding contractors. Roofing work is expected to begin the week of August 17.

Enchant School

- Ventilation and Air Conditioning improvements are underway for the original 1952 section, particularly the second floor.
- Repointing and repair of exterior masonry is complete. Stucco walls were strapped using CCA preserved lumber and finished with matching brick work.

Hays School

- The primary Electrical distribution upgrades were completed over the summer holidays. The upgrades included increasing the existing single phase three hundred amp service to a new three phase, four hundred amp service. Installation of a new Central Distribution Panel complete with current transformers and all required metering equipment.
- The existing distribution fusible equipment was removed and replaced with a new breaker type feeders,
- Existing water services in the room were removed and relocated to the previously constructed caretaking closet outside of the electrical room.
- Barrier free accessibility project is underway. The main entry doors and frames were replaced with new steel doors with barrier free accessibility built into the door and framing. Certification of Barrier free remains outstanding, but is expected to be complete by September 15.

Lomond School IMR Project

- Flooring for the classrooms and main floor corridor has been completed. Standard colors were selected by the facilities department along with new rubber cove base throughout.

LT Westlake Fire Door Upgrades

- All fire doors have been upgraded to meet current building code requirements including a minimum 45 minute rating. Additionally, magnetic hold opens were added to the gymnasium doors.

Milk River Elementary School Ceiling

- The Ceiling in the main entry foyer as well as the entire administration area was repaired and covered with a new drop ceiling with all replacement ceiling tiles.

Vauxhall Elementary School Exterior Columns

- Exterior column repair is complete. Water displacement improvement is complete and directed to the retention pond constructed during the school capital project.

WR Myers 1949 Section roofing

- After a thorough inspection of the condition of the roofing system including vapor barrier, insulation and SBS roofing membrane, a determination not to re-roof the 1949 section was made. A complete replacement of the roofing system will be required within the next couple of years.

Maintenance Projects

TMS Renovations

- A new principal office and paper/photocopy room was constructed off the main corridor. Additionally, the wall separating the classroom from the office was relocated to increase the classroom size and enable us to reallocate the library
- Main office was previously moved to the front of the facility
- Shelving for storage room was constructed and installed. Additional lighting was also required.
- The former principal and administrative assistant offices were combined to form a new Library. New carpeted flooring was installed utilizing horizon forces.

Fire Alarm Inspection

All annual fire alarm inspections have been completed by in house personnel. One of the school panels required minor warranty work. This has been assigned and corrective actions are underway.

Painting

- Most parking lot lines throughout the school division have been re-painted. As part of the line painting, barrier free parking stalls have been re-painted as well
- Many exterior doors throughout the division were sanded and repainted. Painting of exterior columns, walls and frames were completed
- Interior painting of classroom, corridor and administration spaces

Dr. Hamman Bus Route

- Excavated newly designed bus route 18 inches and packed with road crush, pit run, screened rock over fabric lining.

- Fencing changes to the west of the playground were required and was completed as contractors were able
- A walking path in the parking lot has been designated and will allow for safe travel from the bus drop off space to the school. This space will be added to the snow removal schedule during the winter time.
- A complete side walk along the west end of the school, along with a paving stone boarder will complete the walking path to the south entrances
- Replacement of the wooded retaining wall on the perimeter of the playground space will be completed also.

ERHS Welding Trailer

- The existing concrete pad accessing the industrial arts section was heavily deteriorated, removed and poured new larger pad to suit new welding trailer. Electrical distribution to be installed.

DA Ferguson / WR Myers Foods Room

- Modifications were made to the foods room to provide additional barrier free access and usability. Modifications included extending the barrier free counter top, changing storage methods by incorporating rolling shelves and drawers, modifying the teachers' desk to allow more maneuvering space, addition of electrical circuits and adding shelving for storage.

Chemical Free Sanitation

As part of a pilot project, Horizon School Division has purchased 10 ozone infusion machines (Lotus Pro) in an effort to move towards chemical free cleaning within the school district.

The machine works by infusing ozone into normal cold tap water effectively changing the O₂ into O₃, increasing regular waters ability to clean, disinfect, deodorize, eliminate mold and mildew on all surfaces by a factor of 3000 when compared to water alone. Stabilized Aqueous Ozone (SAO) from the lotus PRO is a versatile cleaner that does the work of general purpose cleaners. The extra oxygen molecule activates the water to dislodge and lift dirt and debris. Glass and all-purpose cleaners, light degreasers, plus floor, carpet and upholstery cleaners are all replaced by SAO. The oxidizing ability of ozone makes it a deodorizer and provides an extra measure of sanitizing as it cleans.

The use of ozonized water is widely used in the U.S. within school facilities, office buildings and hospitals. More locally, Bee Clean Red Deer has the custodial contract for all Red Deer Catholic Schools and installed the Lotus Pro in 2010 in each of their schools. Bee Clean reports an annual savings in overall cleaning expenditures of 70% with no reduction to sanitary levels.

A single instant kill disinfectant will remain available in the facilities for cleanup in the event of nose bleeds and other spills, but Ozonized water will be the primary cleaning method for all day-to-day needs.

Irrigation Water Usage

During the summer of 2014, Horizon School Division, in partnership with the town of Taber and EPCOR, installed separate irrigation water meters in all Horizon Schools in Taber. With the

exceptionally dry summer experienced by Southern Alberta this year, the need for irrigation was greatly increased.

The total amount of water used by July 31 was 8,277 cubic meters with an estimated 3,311 meters still to be used; Horizon School Division No. 67 will reduce total water expenditures by an estimated \$8,227.00 in the first year of operation. Horizon School Division No. 67 total initial investment was \$7,800.00.

DAF / WRM Capital Project

Alberta Education provided funding to enable Horizon School Division to move forward with the planning and preliminary design work for a potential upcoming capital project to modernize DA Ferguson and WR Myers Schools.

In order to proceed, Horizon School Division has engaged the services of an engineering firm out of Lethbridge to prepare the design work and continue with a more detailed structural review of the existing facilities. As part of the design and preparation work, a complete hazardous materials assessment as well as a complete review of the underground wastewater and storm drainage infrastructure is being conducted.

- The engineering firm has created a master footprint plan of the entire school and is in the stages of preparing the different options to consider for the modernization. Options will be presented in an upcoming meeting to be scheduled by the firm
- In each of the options presented, the intention is to outline and highlight the areas to be addressed for all the engineering disciplines including civil, architectural, structural, mechanical and electrical
- When parameters for each option have been established, a cost estimate on the respective work can be completed.
- The preliminary design and investigative work is scheduled to be completed by October 25

Hays Facility Review

Horizon School Division No. 67 engaged the services of Songer Architecture Inc. to conduct a complete review of the roof system, cold space ventilation and the general condition of the building envelope.

As the new roof is only roughly twelve years old, the recommendation would be to complete the conversion of the roof system to a warm roof type. Seal the soffit vents and ensure that the insulation above the exterior wall meets the roof insulation so as to create a continuous layer of insulation around the conditioned spaces within the exterior envelope.

A cost estimate for the project has been completed. The scope of the project requires the removal of concrete board containing low level asbestos which requires specific procedures for proper and safe removal, as well as framing new wall partitions from the existing ceiling space to the newly installed roof deck, applying no less than an R40 level spray foam insulation, replacing the removed concrete boards and installation of new non-vented metal soffit.

Pending project approval, work will proceed early in September.

Barnwell Capital Project Decanting and preparation

A 53' trailer was moved onto the hard surface space at Barnwell School. Staff will begin the process of moving equipment and supplies out of the main building in preparation for the upcoming modernization.

Decanting planning is complete. The school administration area has now been relocated to the existing school computer lab. A multi-use office was constructed in the corner of the existing lab to be used primarily by the School principal as well as vice principal and others that may require it.

The reception desk and administration equipment has also been relocated into the computer lab.

Temporary walls have been erected, complete with access and egress doors to permit the use of the phase one construction areas including the existing gymnasium until the actual project start date. Student lockers were relocated as well.

From: **Education Minister** <Education.Minister@gov.ab.ca>
Date: Thu, Jun 18, 2015 at 4:24 PM
Subject: Meeting Request - Fall 2015
To:

Dear Board Chairs:

As the newly appointed Minister of Education, it is my goal to establish a collaborative relationship and to better understand each of your local contexts. To that end, I plan to arrange meetings with groups of public and separate school authorities and charter schools.

I am planning to begin these meetings in the fall of 2015 or early in 2016, depending on the schedule for the fall sitting of the Legislature, and giving due consideration to the school calendar.

The board chair and superintendent of each school authority will be invited to provide a brief review of their recent successes and challenges. In addition, I want to take this opportunity to discuss our government's intentions for education.

As I determine my schedule, my office will be in touch to make arrangements.

Thank you for your commitment to public education and to the students served by your board. I look forward to meeting with all of you.

Sincerely,

David Eggen
Minister

cc: Superintendents of Schools
Communications Contacts at School Divisions



ALBERTA
INFRASTRUCTURE
TRANSPORTATION

*Office of the Minister
Government House Leader
MLA, Edmonton-Highlands-Norwood*

July 8, 2015

Ms. Marie Logan, Board Chair
Horizon School Division No. 67
6302 - 56th Street
Taber, AB T1G 1Z9

Dear Ms. Logan:

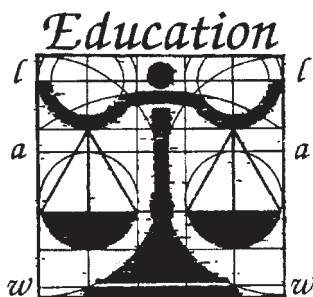
Thank you for your well wishes regarding my appointment as Minister of Infrastructure and Minister of Transportation. I appreciate you taking the time to write.

As a new chapter begins in the story of our province, I look ahead with excitement and optimism at what the future will bring. Premier Notley is dedicated to honest, open government and to providing infrastructure that will strengthen Alberta's communities and serve the needs of Alberta's families. As such, I am honoured our Premier has entrusted me with the responsibility of building and maintaining the schools, hospitals, senior's facilities, roads, bridges and other public infrastructure essential to support our province's growth now and for future generations.

I look forward to working together to build on what we have today to ensure a strong, caring and prosperous Alberta tomorrow.

Yours truly,

Brian Mason
Minister of Infrastructure
Minister of Transportation
Government House Leader



Education Law

Reporter Elementary & Secondary

Vol. 26, No. 10, June 2015

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SOCIAL MEDIA and THE LAW

Bad Behaviour Caught on Camera

Facts Leads to Termination

It all started out as a hoax television interview. In January 2014, an American filmmaker, John Cain began making a series of three short films of a staged interview with phony reporters. Each of them uses the same offensive language. In one of them, a passerby grabs the mike from a female reporter and shouts a vulgar phrase threatening sexual violence. The phrase has come to be referred to as “FHRITP.” Readers can search for the phrase on YouTube for more details. The three films went viral on social media. Millions of people have viewed them.

What began as a hoax has turned into ongoing workplace harassment for female reporters filming in the community. Every day, men and boys would shout the phrase at female reporters while they were doing their job.

It happened again in Toronto on Sunday May 10, 2015. This time the reporter, Shauna Hunt, confronted a group of men who had witnessed the verbal attack. She asked them about why they supported the behaviour and she filmed the response. Her film also went viral.

One bystander replied with “This is f—ing hilarious. I don’t care what you say.” The man was recognized and identified through social media as Shawn Simoes, a Hydro One employee. The following day, Hydro One fired Mr. Simoes for violating its Code of Conduct. According to Hydro One’s statement “Respect for all people is engrained in the code and our values. We are committed to a work environment where discrimination or harassment of any type is met with zero tolerance.”

Simoes played soccer for Wilfrid Laurier University while attending the school during the early ’2000s. The University released a statement condemning the “extremely offensive and discriminatory comments” at Sunday’s game. “Laurier is deeply disappointed that Laurier alumni were associated with this incident,” according to the statement.

Another Laurier alumnus was identified among the group through social media. He is an employee of Cognex Corporation, which also issued a statement condemning the comments as reprehensible. The Cognex spokesperson did not com-

Managing Editor:

- Eleanor Doctor, B.Ed., M.A., LL.B.
Barrister & Solicitor (Ret.), Calgary

Editor:

- Donna Wickens, B.A., LL.B.

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ment on employee matters publicly but stated “We take this issue seriously and will be addressing it.”

No one doing their job should be subject to verbal assaults but who would think that supporting a vulgar attack on a reporter after a soccer game would result in that person being fired? Shawn Simoes, to his peril, obviously did not.

This is not the only case where an employee has been disciplined or discharged for off duty behaviour that has been shown through social media or conventional media. Some refer to this as the creep of employer supervision into an employee’s private life due to the influence of social media.

The Hydro One Employee earned over \$100,000 per year and it is reasonable to expect that he will bring legal action against his employer. In addition to remedies available to employees pursuant to collective agreements, and under common law and contract law (wrongful dismissal and breach of contract respectively), school boards operate in a setting where teachers and other staff are usually protected by legislation and union representation. Further, school boards are subject to the *Canadian Charter of Rights and Freedoms* (the “Charter”) and so an aggrieved employee could also claim breach of their right to freedom of expression, a protected right under the Charter.

Wrongful Dismissal

If the Hydro One employee is not a union member, he might bring a legal action claiming wrongful dismissal. The main issue before the courts would be whether the employer had sufficient cause to terminate the employment or whether some lesser discipline would have served the interests of the employer. If the courts rule that the employer does not have sufficient cause for dismissal, then the employee may be reinstated with back pay or awarded damages in lieu of notice. Due to the public nature of his termination, Hydro One employee might ask for puni-

tive damages for the damage to his reputation because his termination of employment was announced in the media.

Grievance

If the Hydro One employee is a union member, then the union may bring a grievance on his behalf seeking reinstatement and compensation for lost wages. An arbitrator’s decision in *Millhaven Fibres Ltd.* ruled that if a discharge is to be sustained on the basis of a justifiable reason arising out of conduct away from the place of work, there is an onus on a company to show the following:

1. The conduct of the grievor harms the company’s reputation or product;
2. The grievor’s behaviour renders the employee unable to perform his duties satisfactorily;
3. The grievor’s behaviour leads to refusal, reluctance or inability of the other employees to work with him;
4. The grievor has been guilty of a serious breach of the Criminal Code thereby rendering his conduct injurious to the general reputation of the company and its employees;
5. The Conduct places difficulty in the way of the company properly carrying out its function of efficiently managing its works and efficiently directing its working forces.

According to the decision in *Millhaven Fibres Ltd.*, demonstration of a serious breach of any one of the five factors set out above could lead to discharge.

Freedom of Expression

With respect to school boards, the Supreme Court of Canada canvassed the issue of discipline for off campus conduct in *Ross v. New Brunswick School District No. 15*, [1996] 1 S.C.R. 825 reported by us at that time. In this decision, the off campus conduct was the widespread dissemination by Malcolm Ross (“Ross”) of his anti-Semitic beliefs, in books, newspaper articles, and in T.V. interviews and, in the classroom as alleged (but not proven) by the parents of three Jewish students. This is a far cry

from the single remark of the Hydro One employee that was picked up by social media.

Three successive Attorneys General for New Brunswick refused to lay criminal charges against Ross under Canada’s “Hate Laws” and the President of the New Brunswick Teachers’ Federation claimed to have no authority to discipline him. The Minister of Education did advise the School District that the Board had broad powers, including the power to discipline and eventually dismiss Ross for bringing the school system into disrepute. The Board, however, reprimanded him only on the ground that his activities inhibited the Board’s ability to manage and direct the educational process”, ignoring completely the issue of discrimination against the Jewish students.

The parents brought a complaint under the *New Brunswick Human Rights Act* claiming religious discrimination on the part of the school board and Malcolm Ross. From 1988 to 1996, as followed by us in Volumes 2 to 7, the matter wound its way up to the Supreme Court of Canada where the Supreme Court had to balance the students’ protected rights under the Charter and human rights legislation, to be free from religious discrimination in school, with Ross’ Charter protected right to freedom of expression.

The Board of Inquiry under the *New Brunswick Human Rights Act* found that the off campus conduct of Ross was discriminatory in that it denigrated the faith and belief of the students. It ordered the school board to place Ross on suspension for 18 months and to transfer him to a non-teaching position if one became available within the 18 months. Otherwise, the School Board was ordered to terminate Ross’s employment if he persisted with this conduct. Ross appealed the decision of the Board of Inquiry through the courts system up to the Supreme Court of Canada where the order of the Board of Inquiry was restored.

The Supreme Court considered the balancing of *Charter* rights at length. In this context, the Court considered the right of the Ross to freedom of expression against the right of children in school “to be educated in a school system that is free from bias, prejudice and intolerance,” an equality right entrenched in section 15 of the *Charter*. The Court applied a less “searching degree of scrutiny” to restrictions to Ross’ freedom of expression and held that these restrictions were easier to justify under section 1 of the *Charter* because the primary purpose of Ross’ expression was to “attack the truthfulness, integrity, dignity and motives of Jewish persons”.

Applying the Section 1 *Charter* test, the Supreme Court held that the restrictions on Ross’ rights by the Board of Inquiry were demonstrably justified in a free and democratic Society:

1. The objectives of the Human Rights Board of Inquiry Order were clearly “pressing and substantial”;
2. At least with respect to Order 2 (a), (b), and (c), the restrictions were rationally connected with these objectives; and
3. The restrictions resulted in minimal impairment of Ross’ rights, considering the School Board’s commitment to the eradication of discrimination in the provision of educational services to the public, embodied in its position statement which read: “The school environment must be one where all are treated equally and all are encouraged to fully participate.”

The Supreme Court agreed fully with that statement and sent a clear message to teachers: The conduct of teachers is subject to school board and judicial scrutiny whether that conduct occurs on or off-campus. When that conduct offends against equality rights guaranteed under the *Charter* and poisons the school environment, it must not be tolerated. School authorities must convey this message to teachers and, as well, to all

members of the school community and the public.

The School Board also was found to have violated the *Human Rights Act*. It was guilty of discrimination for its failure to discipline Ross in a meaningful way and was ruled to have condoned his behaviour by allowing him to continue teaching in a classroom.

In the Supreme Court of Canada, Mr. Justice La Forest commented on the role of teachers as follows:

“It is on the basis of the position of trust and influence that we hold the teacher to higher standards both on and off duty, and it is an erosion of these standards that may lead to a loss in the community of confidence in the public school system. ...[W]here a “poisoned” environment within the school system is traceable to the off-duty conduct of a teacher that is likely to produce a corresponding loss of confidence in the teacher and the system as a whole, then the off-duty conduct of the teacher is relevant.”

To justify the termination, the question was whether Ross’s behaviour did, in fact, adversely impact on the school community based on the actual environment of the school as established by the evidence.

At the Board of Inquiry, there was strong and compelling evidence that students who were Jewish felt intimidated, and perceived the potential for misconduct. They were likely to feel isolated and suffer a loss of self-esteem based on their Judaism.

There was no direct evidence linking Ross’s behaviour to an impact in the school district, however it was reasonable to infer that the Ross’s off-duty conduct “poisoned” the school environment. His off-duty comments impaired his ability to do his job.

Ross v. New Brunswick School District No. 15 [1996] 1 S.C.R. 825

References: The Star.com, Lauren Pelley, May 12, 2015 and CBC May 13, 2015

Authored by
Donna Wickens, B.A., LL.B.



Implications and Applications

In the Ross decision, the discriminatory conduct was egregious and persistent. Further, it was deliberately and widely disseminated to the public by Ross. They had a detrimental effect on the school community and the Jewish students, in particular.

In the case of Hydro One, there was a single off the cuff remark of an employee, where public dissemination in the media was arguably unintended. Further, it was the employer’s decision to terminate employment which arguably garnered much more attention than the comment itself. One comment from one employee among thousands could hardly bring a hydro company into disrepute. We suggest that this single comment would not constitute just cause for termination.

If the employee was a teacher, the employee’s professional organization would certainly grieve, probably successfully, in favour of a much more lenient form of discipline. Applying the Section 1 *Charter* test and the considerations of the Supreme Court as stated above, the teacher might also be successful in arguing that this single off campus comment in the Hydro One context was a violation of their protected right to freedom of expression. Your comments would be appreciated.

STUDENTS and THE LAW

Students Denied Opportunity to Pray at Non-Denominational School

Facts

Webber Academy (the "School") is a non-denominational private university preparatory school in Calgary, Alberta. NS and SA were two boys from the Islamic faith. They applied for admission to the School and were accepted and started as students on December 1, 2011. For the first two and one-half weeks, they were permitted to pray at the school. Their prayer ritual took about five to ten minutes and included repetitions of standing, bowing, and prostrating for intervals through five cycles while reciting their prayers. On December 17, 2011, Dr. Patrick Webber, the School's founder and president wrote to the two families advising that prayer was forbidden on the campus. If the Students wanted to continue with their prayers, the School offered an accommodation. They would be permitted to leave campus for their prayer by driving to either a nearby mosque or to the house of neighbour who might allow them to pray there.

This accommodation was not satisfactory to the families who believed that they had been told during their original tours that the Students' prayers would be permitted. The Students continued to pray on the School campus.

On February 6, 2012, Dr. Webber again wrote to the families advising them that the Students would not be permitted to return the following year because they had ignored the School's policies. On February 10, 2012, Barbara Webber, the Vice-President of Administration encountered one of the Students praying in the School library. She went over to him, bent over him and asked him repeatedly what he was doing. The Stu-

dent testified that he was frightened by the incident and had to break his prayer.

The Students attended Rundle College in Calgary for the following two years where their request for prayer was accommodated.

Cause of Action

The Students and the Director of the Alberta Human Rights Commission (the "Complainants") filed a complaint against the School on the grounds that the School had discriminated against the Students in the provision of a service normally available to the public by refusing to allow them to pray on the School campus.

Decision

The School failed to accommodate the request to carry out their prayer on campus and discriminated against them. One Student was awarded damages of \$12,000. The Student, whose prayer was interrupted, was awarded \$14,000.00.

Reasons

The Alberta Human Rights Act (the "Act")

Section 4 of the *Act* prohibits anyone from denying "any person...any services...or facilities... that are customarily available to the public, or [discriminating] against any person with respect to ...services...or facilities....that are customarily available to the public because of....religious beliefs."

The Tribunal ruled that the School offers services and facilities that are customarily available to the public. The question for the Tribunal then became whether the School denied access or discriminated in the delivery of its services or the use of its facilities to the

Students in contravention of Section 4 of the *Act*.

Test for Discrimination

In the decision of *Moore v. British Columbia (Ministry of Education)*, the Supreme Court of Canada set out a three part test to determine if discrimination has occurred as follows:

1. The person has a characteristic protected from discrimination under the *Act*;
2. They have experienced an adverse impact with respect to the service or facility;
3. The protected characteristic was a factor in the adverse impact.

Characteristic Protected from Discrimination

The Tribunal heard evidence from Islamic scholars called by both the School and the Complainants whose opinions were directly opposed to one another. The expert called by the School testified that Muslim students who attend school have a valid reason within the Sunni Islam legal tradition to delay their Noontime prayer and to pray it during the time for the Afternoon prayer for a portion of the school year and that they would not be in violation of Islamic law by delaying their prayer.

Regardless of the expert opinion, the Tribunal ruled that "the focus of the inquiry is not on what others view the Students' religious obligations... but rather what the Students view these personal religious obligations to be. Further the Tribunal ruled that it is inappropriate to require expert opinions to show sincerity of belief. Rather, the first step to advance a claim that someone's freedom of religion has been infringed is for the claimant to demonstrate that he or she sincerely believes in a prac-

tice or belief that has a nexus with religion.

The Students' credibly established that they are required to pray their mandatory prayers during the school day in accordance with a set timetable in order to fulfill "being Muslim."

Both Students testified that they considered it a sin to regularly miss prayers, even if the prayers were made up later. Due to their sincerely held religious beliefs, they had shown that they have a characteristic protected by the *Act*.

Adverse Impact

The Tribunal ruled that the Students had suffered an adverse impact when they were denied their request to fulfill their sincerely held religious beliefs. They were placed in a conflict between their religious obligations and the School's rules. Both Students were upset by the situation and one of the Students testified to being fearful and humiliated.

The refusal to enroll the Students for the following year was also an adverse impact suffered by the Students for continuing to carry out their prayers.

Protected Characteristic as a Factor in the Adverse Impact

Although the School did accommodate many religious beliefs including the wearing of turbans and hijab, it argued that it did not provide prayer space to any students and therefore was not obligated to provide prayer space to the Students. The Tribunal rejected that analysis of what the Students were requesting. The Tribunal ruled that the Students were not requesting space for prayer, but rather the opportunity for prayer at the appointed times.

The School's denial of the Students' request for prayer and refusing to allow them to enroll the following year clearly showed that the Students were denied meaningful access to the School because of their religious belief. The Tribunal ruled that the Complainants had made out a *prima facie* case of discrimination.

Bona Fide and Reasonable Justification

Once the Complainants had established a *prima facie* case of discrimination, the onus shifted to the School to show that there was a *bona fide* and reasonable justification for establishing the policy to prohibit prayer which the Tribunal ruled was a discriminatory standard.

The test set out in *British Columbia (Superintendent of Motor Vehicles) v. British Columbia (Council of Human Rights)* is the standard that the School had to meet to show that its prohibition had a *bona fide* and reasonable justification. The School must prove the following:

1. That it adopted the prohibition for a purpose or goal that is rationally connected to the function the School performs;
2. It adopted the standard in good faith, in the belief that it was necessary for the fulfillment of the purpose or goal; and
3. The prohibition is reasonably necessary to accomplish the purpose or goal in the sense that the School cannot accommodate the Students without incurring undue hardship.

Connection to the Function of the School

The School argued that it had adopted the standard which prohibited prayer because the School was founded on the premise of a non-sectarian education with a secular mandate. The School had not adopted a written policy outlining the expectations of students or staff regarding religious practices but Dr. Webber testified that its standard could be expressed as "no overt prayer or religious activities on school property."

The Tribunal found that there was a rational connection between the purpose that the School was seeking and maintaining a non-denominational identity.

Good Faith

The standard was adopted in good faith by the School believing it was necessary to accomplish the purpose of maintaining a non-denominational identity.

Reasonable Necessary

Dr. Webber testified that 'non-denominational' was used in the sense that they welcomed students from many different religions and cultures, but religion would be the responsibility of the family. He testified that their published statement of being a non-denominational school was enough to convey that prayer was not allowed at the School. Allowing the Students to pray might be regarded as a religious influence and cause discomfort for other students.

The Tribunal differed with Dr. Webber regarding the meaning of non-denominational and ruled that it did not extend to be interpreted as meaning "no prayer or religious practise will be allowed."

Allowing two students out of 900 to pray behind closed doors for a period of five to ten minutes is insignificant in the context of religious identity. The accommodation offered to the Students of allowing them time to pray off campus was viewed as inadequate and possibly dangerous given the Canadian winter.

The School did not undertake a balancing assessment of whether allowing the Students to pray on campus would amount to a hardship for the School. For the first few weeks of attendance, four staff members facilitated the Students in their prayer. On that basis, the Tribunal inferred that the request of the Students was, in fact, easily accommodated as it was at the subsequent school they attended.

Failure to balance the hardship involved led to a finding that the School's actions were not reasonable and justifiable. It would not have been a hardship to accommodate the Students.

Amir and Nazar v. Webber Academy Foundation, 2015 AHRC 8

Authored by
Donna Wickens, B.A., LL.B.



SCHOOL BOARDS and THE LAW

Texting Student Results in Dismissal

The following case is an example of where in a school setting, inappropriate behaviour, texting a student after hours, can result in dismissal. Clearly the behaviour was unprofessional and serious enough for the Board to conclude that the employee could no longer carry out his duties. The forum for this decision was the Human Rights Tribunal.

Facts

Oluwagbenga Adegorite (the "Employee") was employed as a casual Education Assistant by the York Region District School Board (the "Board"). The Employee was a 36-year-old black man who began working for the Board in 2010. In April 2011, a teacher with the Board filed a written complaint with her principal alleging that the Employee had made unwanted personal advances toward her. She alleged that he called her "beautiful" twice, and asked her if she was happy with her boyfriend. He invited her out for drinks and asked her where she lived. He said that he would do anything for her and stood in close proximity to her.

The Employee admitted the complaint, but stated that he did not think the teacher had taken offense at his remarks and was shocked that she complained. As a result of the complaint, the Employee was barred from returning to that particular school and the principal suggested that the Employee receive training in the Board's Respectful Workplace Policy.

In 2013, the Employee became friendly with a sixteen-year-old female student (the "Student"). On December 9, 2013 the Employee picked up the Student's cellphone and without her knowledge memorized her telephone number. He called her several times that evening and

when she did not respond, he sent more than 25 text messages to her, the last one at 11:28 p.m.

The following day, the Student spoke to her guidance counsellor and then to the principal about the text messages. The police and Children's Aid Society were involved but no criminal charges were laid and Children's Aid Society did not take action because the Student was sixteen years of age and not in need of protection. The Board continued its investigation and, considering the earlier event with the Teacher and the text messages to the Student, terminated the Employee's employment.

The Employee filed an application with the Human Rights Tribunal in Ontario alleging that the Board had discriminated against him because he was a black male.

Cause of Action

The Board brought an application to have the Employee's complaint dismissed because there was no evidence to support the claim.

Decision

The Complaint was dismissed.

Reasons

Summary Hearing

The Human Rights Tribunal's Rules allow for a summary hearing where an

application may be dismissed if the Tribunal finds there is no reasonable prospect that the application will succeed. The summary hearing involves receiving the applicant's submissions on his legal theory and what evidence he will call at the merit hearing of a claim.

There must be evidence beyond speculations and accusations to establish a complaint of discrimination.

Onus of Proving the Complaint

The Employee had the onus of proving that a violation of the *Human Rights Code (the Code)* had occurred. He was required to satisfy the Tribunal of the violation on a balance of probabilities based on clear, convincing and cogent evidence.

The Employee needed to prove that he was a member of a group protected by the *Code*, that he was subject to adverse treatment and a *Code* ground was a factor in the adverse treatment.

As a black male, the Employee was a member of a group protected by the *Code*. His termination was an adverse treatment. The main issue was whether his race and sex were factors in the adverse treatment.

The undisputed facts were that the Employee was a 35 year old man who inappropriately took the Student's telephone number, tried to call her and then sent her numerous inappropriate text messages. Included among the messages was a request made several

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times not to tell anyone about the text messages. He used language like “cuz u partied all nite,” “What r u doing btw? Yea rite now” and “oh an u looked so bored @ room 220 when I came 4my coffee” and finally “LOL hey hope ur mature enuf to know u can’t be telling anyone we talk rite?”

The factors that the Employee used to support his claim of discrimination were that a white female teacher texting a student would not have been terminated. He claimed the Board did not follow its own policy in terminating him because it failed to use progressive discipline. He claimed that when the police did not charge him and the Children’s Aid Society declined to become involved, the Board should not

have continued its investigation. He argued that the Board should not have considered the previous incident when it decided to terminate him. He explained the purpose of the texts was that he felt the Student had an inappropriate attachment to him. The only reason for her complaint was that she felt rejected by him.

The Board’s policy clearly states that a single event of serious misconduct can result in immediate termination. The policy also allowed the Board to consider the disciplinary letter in the previous incident because the Procedures clearly state that discipline will be retained in an employee’s file for a *minimum* of three years. The dismissal fell within the three-year time frame.

There was no evidence to show that the Student had an inappropriate attachment to the Employee. The content of the texts did not support that allegation. The Employee was in a position of authority over the Student and was therefore in a position of trust towards her. His conduct was a serious breach of professional conduct.

Beyond the bald allegations made by the Employee, he did not point to any evidence by which he could show that any of his allegations were true. Accordingly, his application against the Board was dismissed

Adegorite v. York Regional District School, 2015 HRTO 498 (CanLII)

Authored by
Donna Wickens, B.A., LL.B



LANGUAGE RIGHTS and THE LAW

**French Minority
Language Rights
in the Yukon**

We have reported on the decision of the Yukon Court of Appeal in the case of the *Yukon Francophone School Board, Education Area #23 v. Yukon (Attorney General)* in a previous issue.

As an update, the Yukon Francophone School Board (the “Board”) appealed three elements of that decision to the Supreme Court of Canada. The Supreme Court rendered its decision on May 14, 2015. This report is to update

our readers on the decision from the Supreme Court.

Reasonable Apprehension of Bias

The Court agreed with the Court of Appeal in its decision that there was a reasonable apprehension of bias on the part of the trial judge. It arose out of the treatment given to the solicitor for the Yukon. The trial judge refused to hear argument from the solicitor before and after making a contested rul-

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ing. The trial judge also threatened the solicitor with costs to be awarded personally against him if he proceeded with an application to permit affidavit evidence from a witness who had suffered a stroke. Most troubling was when the trial judge refused leave for the solicitor for the Yukon to file a brief on costs. (The solicitor for the Yukon had been taken by surprise when the Board made an application for Solicitor and Client costs and punitive damages.)

The Court took issue with the finding that the trial judge was, at the same time, the governor of a philanthropic francophone community organization in Alberta. This was grounds to support the conclusion that there was a reasonable apprehension of bias. However, membership in an organization affiliated with a particular race, nationality, religion or language cannot, without other evidence, be sufficient to support a finding that a perception of bias can be reasonably said to arise.

Compliance with Section 23 of the Canadian Charter of Rights and Freedoms

The Supreme Court affirmed the decision of the Court of Appeal that the provincial or territorial government has the authority to determine whether non-rights holders should be admitted to the Board's school. The Board could not unilaterally decide to admit non-rights holders unless the function of determin-

ing admissibility has been delegated to the Board. No such delegation had occurred.

This finding, however, does not preclude the Board from bringing a claim that the solicitor for the Yukon had not ensured compliance with Section 23.

Whether the Yukon is required to communicate with the Board in French

The Yukon's obligations to communicate in the French language are governed by the Yukon's *Languages Act*. The Supreme Court ruled that the question

of language raised factual issues which should be determined at a new trial with the benefit of a full evidentiary record.

The effect of the decision by the Supreme Court of Canada is to affirm the Court of Appeal's decision remitting most issues in the Board's action back for trial. In addition, the Court has determined that the new trial should also determine the issue of what language the Yukon government must use when communicating with the Board.

Authored by
Donna Wickens, B.A., LL.B.



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Community Standards Bylaw to be Reviewed

By Trevor Busch

Taber Times

tbusch@tabertimes.com

Town of Taber council will be reviewing its controversial Community Standards Bylaw, which focused international attention on the community in early 2015.

That was the word from Mayor Henk DeVlieger at town council's July 20 meeting, in which a series of letters from Grade 9 and 10 students at Lomond Community School were reviewed by council. The letters highlighted many of the issues, both positive and negative, surrounding the bylaw.

"This fall we'll probably revisit the bylaw to see how it's going," said Mayor DeVlieger. "That's been in the newspaper before. It's not that we're ignoring the public, we're giving it a chance, and we'll revisit it in the fall." Since its passing, the bylaw inflamed a passionate response from Canadians on both sides of the issue from across the country, including provincial, national, and international media, as well as lighting up the online world through social media such as Twitter and Facebook.

Objections centered primarily on articles prohibiting an assembly of more than three persons under certain circumstances, as well as yelling, screaming or swearing in a public place. At the time, legal and constitutional experts roundly attacked both articles as clear violations of the Canadian Charter of Rights and Freedoms.

A series of eight letters were submitted to town council by Lomond Community School students Daniel Larson, Andrea Aquino, Alexa Sheridan, Jude Colot, Johnny Klassen, Kortney Dyck, Dakota Koch, and Brayden Stokes. While the letters prompted a largely positive discussion by council on the progress of the Community Standards Bylaw, Coun. Rick Popadynetz took the opportunity to launch an attack against the local media. "I was able to read all the letters, and was very impressed with how well edited the letters were. Unlike The Taber Times, it promoted the community very well."

According to administration, "this is likely a class project although that is not entirely clear. In any event, it seems appropriate to recognize the interest of these students in the town's bylaw, and the moral and legal issues it raises." "Personally, I thought this was really interesting," said CAO Greg Birch. "There's no official letter from Lomond school, but if you read these letters, it's apparent it was a Grade 9-10 project to look at our Community Standards Bylaw, and to comment on it. There's a series of letters here that are both for and against the bylaw. In a civil society, this was a really interesting exercise."

In the letters, largely in support of the Community Standards Bylaw, some students applauded the Town of Taber for "a great solution to rowdy teens and bad citizens" (David Larson), or "Citizens of Taber won't be scared to go outside and hang out with their family because of this bylaw. This bylaw protects people from being harassed and bullied" (Andrea Aquino); and "I'm sure the victims are fed up with rowdies and miscreants" (Jude Colot). Others nominally supported the bylaw, but offered advice on how it might be improved in future, such as allowing for larger gatherings "I think you should have a limit of at least six people in a group" (Johnny Klassen), or making reference to inclusions that have been criticized for allegedly targeting a specific ethnic group "Many people that live in Taber describe Mennonites to be rude and destructive" (Kortney Dyck).

Taber town council passed Community Standards Bylaw 4-2015 in late February by a 6-1 margin. The only dissenting vote was cast by Coun. Joe Strojwas, who at the time objected to the vagueness of certain articles in the bylaw, as well as other inclusions which could be more properly enforced under the Criminal Code of Canada. Curiously, Strojwas now appeared to be in support of the bylaw.

“Obviously, you have to give the Grade 9 mentality up there in Lomond a lot of credit, because for the most part it’s all positive about what we’ve accomplished here. You have to hand it to them, anyway — good for them.” Another student offered support for the bylaw on the grounds that it was already having a positive impact on problem behaviours in the community:

“Ever since you made the bylaw, it has really helped the community to not do bad stuff and some people don’t like the bylaw but I do because it helps people not to do anything bad to other people, like fighting or swearing at people” (Dakota Koch).

At least one student believes adults need a firm corrective hand just as much as youths: “This bylaw is keeping the citizens of Taber safe on the streets, from ignorant teens to ignorant adults” (Brayden Stokes).

“It’s very nice to have individuals comment on the Community Standards Bylaw without cussing and swearing about it, and calling people names and things like that,” said Coun. Randy Sparks. “It was a refreshing read, because they did it in a civil manner. And that’s how any issue should be handled, in a civil manner. You may disagree, but you can do it in a civil manner without going over the top.”

Only one of the eight students, Alexa Sheridan, was outrightly opposed to the bylaw, characterizing it as a “unambiguous violation of an extensive list of Charter and human rights” and criticizing the inclusion targeting assemblies of more than three persons “If a peace officer had a bad past experience with a certain someone and decided he had reasonable grounds to believe that group would disturb the peace, that would not be fair for anyone”. Sheridan also attacked the alleged impetus for the bylaw “Based on the examples of why this bylaw was put in place, it seems to be indirectly targeting Mennonites. Most of the effort goes into watching and making sure Mennonites live up to perfect expectations, meanwhile non-Mennonites are no better but nobody recognizes those problems”. Sheridan went on to comment about the negativity surrounding much of the publicity “The Community Standards Bylaw is giving Taber a bad name by making Taber look like a horrible town filled with rude teens”. Historically, attempts to legislate some behaviours or morality in Canada have often been met with failure, such as various inclusions in the Criminal Code of Canada governing sexual acts that were famously removed under Pierre Elliot Trudeau’s watch as federal justice minister in the late 1960s.

Similarly, the prohibition of alcohol in Canada is perhaps the most familiar example of morality-based legislation that later proved to be an abject failure, while changing attitudes and opinions today about the current prohibition of marijuana is leading to successful legalization efforts in various U.S. states, as well as a rising political awareness among Canadian legislators.

At their July 20 meeting, town council voted unanimously to request Mayor Henk De Vlieger compose a letter to the Lomond Community School Grade 9 and 10 classes, thanking students for their submissions regarding the town’s Community Standards Bylaw.



Empowering All Our People to Excel

HORIZON SCHOOL DIVISION NO. 67

Horizon School Division Welcomes New Associate Superintendent Philip Johansen

July 9, 2015



Horizon School Division No. 67 is pleased to announce the appointment of Mr. Philip Johansen as the new Associate Superintendent of Finance and Operations effective November 1, 2015.

Marie Logan, Chair of the Horizon Board of Trustees, comments, “We were pleased that our Canada-wide advertising resulted in excellent applications from four provinces.”

Mr. Johansen has had a long standing connection with Horizon School Division No. 67. He graduated from Erle Rivers High School in 1995 and returned to Horizon School Division No. 67 in 2007, in the role of Director of Finance, a position he has held for the past eight years.

Mr. Johansen holds a Bachelor of Management Degree that he completed at the University of Lethbridge in 2002. He also holds a designation as a Chartered Accountant, which he received in 2005. Mr. Johansen is currently working towards a Certified School Business Official designation.

Philip and his wife Lonna have four children. In his spare time Philip enjoys running, drawing, volunteering in his Church and spending time with his family.

Mr. Johansen states, “I am looking forward to continuing my career with Horizon School Division and assisting in building a solid education system for our students.”

The Board of Trustees is confident Horizon School Division will benefit from Mr. Johansen’s knowledge and expertise in the area of finance and in the operations of Horizon School Division No. 67.

Please help us in congratulating Philip on his new title of Associate Superintendent of Finance and Operations.

Marie Logan
Board Chair



Empowering All Our People to Excel

HORIZON SCHOOL DIVISION NO. 67

Horizon School Division Welcomes New Supervisor of Early Learning

August 12, 2015



Horizon School Division No. 67 is pleased to announce the appointment of Ms. Tanya Harvey as the new Supervisor of Early Learning effective the 2015-16 school year.

Ms. Harvey indicates she is “very passionate about working in the early years, as early intervention can set a solid foundation for future success in learning and life.” This being said, her career history shows she has been focused in the area of early childhood learning for the past 13 years as an educator at various levels to include: Early Childhood Educator, French Specialist, Teacher of grades K-6, and for the past five years, Early Learning Lead Teacher for Holy Spirit Schools.

Tanya and her husband Robin currently reside in Lethbridge with their twin boys. In her spare time Tanya enjoys: spending time with her children, reading, playing musical instruments, cooking, singing, volunteering in her community and she has recently joined a running group.

Tanya states, “I am passionate about early learning and I am honoured to be the Supervisor of Early Learning. I look forward to working with the staff, children and families in Horizon School Division.”

The Board of Trustees is confident Horizon School Division’s students, families and community will benefit from Ms. Harvey’s passion for early learning, family inclusion and community connection.

Marie Logan, Board Chair