

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

Tuesday, March 31, 2015 – 1:00 p.m.

Regular Board Meeting Agenda

A – Action Items

A.1 Agenda	
A.2 Minutes of Regular Board Meeting held Tuesday, February 24, 2015	ENCLOSURE 1
A.3 Summary of Payment of Accounts Report	ENCLOSURE 2
A.4 First reading of Policy HK <i>Student Assessment, Evaluation and Reporting</i>	ENCLOSURE 3

D – Discussion Items

D.1 Date for Transportation Policy Meeting	
D.2 2015 Budget	

I- Information Items

I.1 Financial Report – Phil Johansen	HANDOUT
I.2 Superintendent's Progress Report	ENCLOSURE 4
I.3 Trustee/Committee Reports: <ul style="list-style-type: none">• Zone 6 ASBA Report – Marie Logan• March 2015 Admin. Meeting Report – Terry Michaelis• Facilities Committee Report – Derek Baron	ENCLOSURE 5 ENCLOSURE 6
I.4 Associate Superintendent of Finance and Operations Report – John Rakai	
I.5 Associate Superintendent of Programs, Services and Human Resources Report – Clark Bosch	HANDOUT
I.6 Associate Superintendent of Curriculum and Instruction Report – Erin Hurkett <ul style="list-style-type: none">• Edwin Parr Nominee	ENCLOSURE 7

Correspondence

- From Ed. Minister re Amendments to Bill 10
- From Ed. Minister re Bill 19
- From Ed. Minister re Dual Credit & Diploma Exam Weighting
- Article re Diploma Exam Weighting
- Transportation Memo from Horizon Board Chair
- Letter of Support from Horizon for Lethbridge Handicap Riding Association
- Superintendent Lethbridge Herald Article

ENCLOSURE 8

Horizon School Division No. 67

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The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Tuesday, February 24, 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, Rick Anderson, Derek Baron, Jennifer Crowson, Terry Michaelis

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

ACTION ITEMS

- A.1 Moved by Terry Michaelis that the Board approve the agenda as presented with the following addition:
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| Under Action Items | | AGENDA |
| A. 8 Employee and Family Assistance Program | | APPROVED |
| | Carried Unanimously | 29/15 |
- A.2 Moved by Derek Baron that the Board approve the Minutes of the Regular Board Meeting held Tuesday, January 20, 2015 as provided in Enclosure 1 of the agenda.
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| | Carried Unanimously | BOARD MEETING MINUTES APPROVED |
| | | 30/15 |
- A.3 Moved by Jennifer Crowson that the Board approve the January/February Payment of Accounts report in the amount of \$7,251,059.40 as provided in Enclosure 2 of the agenda.
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|--|---------------------|-------------------------------------|
| | Carried Unanimously | PAYMENT OF ACCOUNTS REPORT APPROVED |
| | | 31/15 |
- A.4 The jurisdiction has under gone an open Request for Information followed by an invitation for two shortlisted vendors to respond to a Request for Proposal (RFP) for the provision of Multi-Function Devices (MFD) (photocopier/printer/scanner/fax) on a jurisdiction wide fleet replacement plan basis. An RFP Evaluation Committee comprised of division wide employee stakeholders, met with the two vendors on Monday, February 23, 2015 and is awaiting some final information required to complete the evaluation.
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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------|
| Moved by Bruce Francis that, based on the RFP information received from shortlisted vendors, that the Board approve a jurisdiction-wide multi-function device fleet replacement plan agreement based on the final recommendation of the RFP Evaluation Committee to senior management. | | JURISDICTION PHOTOCOPIER PURCHASE APPROVED |
| | Carried Unanimously | 32/15 |

A.5	Moved by Derek Baron that the Board approve Horizon School Division's Three-year Capital Plan 2015-2018 as provided in the handout that was distributed identifying W.R. Myers/D.A. Ferguson, Erle Rivers High School and Hays School as the Boards top 3 priorities for the next three years.	Carried Unanimously	THREE-YEAR CAPITAL PLAN APPROVED 33/15
A.6	It was determined by the Board that before moving ahead with the approval of the first reading of Policy EEA <i>Student Transportation</i> , that further review and consideration of this policy will need to take place. Future Policy Committee Meeting dates will be set at the March Board meeting.		FIRST READING OF POLICY EEA DEFERRED
A.7.1	Moved by Derek Baron that the Board approve second reading of Policy DFH <i>School Generated Funds</i> as provided in Enclosure 4 of the agenda.	Carried Unanimously	SECOND READING OF POLICY DFH APPROVED 34/15
A.7.1.1	Moved by Jennifer Crowson that the Board approve final reading of Policy DFH <i>School Generated Funds</i> as provided in Enclosure 4 of the agenda.	Carried Unanimously	FINAL READING OF POLICY DFH APPROVED 35/15
A.7.2	Moved by Derek Baron that the Board approve second reading of Policy DJF <i>Purchasing Procedures</i> as provided in Enclosure 4 of the agenda.	Carried Unanimously	SECOND READING OF POLICY DJF APPROVED 36/15
A.7.2.1	Moved by Blair Lowry that the Board approve final reading of Policy DJF <i>Purchasing Procedures</i> as provided in Enclosure 4 of the agenda.	Carried Unanimously	FINAL READING OF POLICY DJF APPROVED 37/15
A.7.3	Moved by Bruce Francis that the Board approve second reading of Policy HGAA <i>Locally Developed Courses</i> as provided in Enclosure 4 of the agenda.	Carried Unanimously	SECOND READING OF POLICY HGAA APPROVED 38/15
A.7.3.1	Moved by Jennifer Crowson that the Board approve final reading of Policy HGAA <i>Locally Developed Courses</i> as provided in Enclosure 4 of the agenda.	Carried Unanimously	FINAL READING OF POLICY HGAA APPROVED 39/15
A.7.4	Moved by Rick Anderson that the Board approve second reading of Policy IE <i>Student Attendance</i> as provided in Enclosure 4 of the agenda.	Carried Unanimously	SECOND READING OF POLICY IE APPROVED 40/15
A.7.4.1	Moved by Terry Michaelis that the Board approve final reading of Policy IE <i>Student Attendance</i> as provided in Enclosure 4 of the agenda.	Carried Unanimously	FINAL READING OF POLICY IHCE APPROVED 41/15

A.7.5	Moved by Derek Baron that the Board approve second reading of Policy IFH <i>Formal Parent/Student Appeals</i> as provided in Enclosure 4 of the agenda.	Carried Unanimously	SECOND READING OF POLICY IFH APPROVED 42/15
A.7.5.1	Moved by Blair Lowry that the Board approve final reading of Policy IFH <i>Formal Parent/Student Appeals</i> as provided in Enclosure 4 of the agenda.	Carried Unanimously	FINAL READING OF POLICY IFH APPROVED 43/15
A.7.6	Moved by Bruce Francis that the Board approve second reading of Policy IHCF <i>Supervision of Students</i> as provided in Enclosure 4 of the agenda.	Carried Unanimously	FINAL READING OF POLICY IHCF APPROVED 44/15
A.7.6.1	Moved by Jennifer Crowson that the Board approve final reading of Policy IHCF <i>Supervision of Students</i> as provided in Enclosure 4 of the agenda.	Carried Unanimously	FINAL READING OF POLICY IHCF APPROVED 45/15
A.7.7	Moved by Rick Anderson that the Board approve second reading of Policy II <i>Student Awards and Scholarships</i> as provided in Enclosure 4 of the agenda.	Carried Unanimously	SECOND READING OF POLICY II APPROVED 46/15
7.7.7.1	Moved by Terry Michaelis that the Board approve final reading of Policy II <i>Student Awards and Scholarships</i> as provided in Enclosure 4 of the agenda.	Carried Unanimously	FINAL READING OF POLICY II APPROVED 47/15
A.8	As of January 1, 2015, Alberta School Employee Benefit Plan (ASEBP) has introduced an Employee Family Assistance Program that is available to employee groups who are participating in at least one ASEBP group benefit plan at no cost to the employer or employee. Early retirees, substitute teachers, casual staff and employees not participating in ASEBP are not eligible for this coverage.		HORIZON'S PARTICIPATION IN ASEBP'S EMPLOYEE FAMILY ASSISTANCE PROGRAM APPROVED
	Moved by Bruce Francis that the Board approve Horizon School Division's participation in the Employee Family Assistance Program offered through the Alberta School Employee Benefit Plan (ASEBP) for those employee groups participating in at least one ASEBP group benefit plan.	Carried Unanimously	48/15

DISCUSSION ITEMS

D.1 ASBA Spring General Meeting

The Alberta School Boards' Association Spring General Meeting will be taking place from June 1st to 2nd in Red Deer. Marie Logan, Board Chair will be attending as Horizon's representative.

D.2 ASBA Bylaw Amendments

ASBA's bylaw amendments and proposed policy positions were reviewed with the Board and no recommendations for change to the bylaws came forward from the Horizon Board.

D.3 ASBA Board Learning Opportunities

Marie Logan reviewed some professional development/learning opportunities and workshops offered through the Alberta School Boards Association for school boards within the province which are designed to further empower, enhance and build capacity. Sessions include topics such as how to develop and review mission and vision statements, goal setting, strategic planning, engaging all audiences in future thinking, accountability, etc. Marie Logan will contact ASBA to obtain additional information regarding dates and costs.

D.4 Budget Committee Meeting Dates

The release of the provincial budget is rumored to be taking place on March 19th. School jurisdictions traditionally have received their information from the province within a two-day time frame outlining what they will receive from the province in terms of funding formula rates. Based on the time needed to transform these formulas into Horizon’s budget, and for the Board to have discussions regarding the budget, it was agreed upon that the March Board meeting be changed from March 17, 2015 to March 31, 2015.

Moved by Derek Baron that the Board approve that the March Board Meeting be changed from March 17, 2015 to March 31, 2015 to be held at the Division Office commencing at 1:00 p.m. Carried Unanimously	MARCH BOARD MEETING DATE CHANGE APPROVED 49/15
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The Horizon School Division Budget Committee meeting date has been set for Tuesday, April 14th.

INFORMATION ITEMS

I.1. Superintendent’s Progress Report

Educational Leadership

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

Fiscal Responsibility

- Met with David LeGrandeur to discuss the financial situation of the Warner Hockey School

Moved by Bruce Francis that the Board provide interim financing in the amount of \$25,000 to the Warner Hockey School effective immediately and to be repaid back over a period of three years. Carried Unanimously	ITERIM FINANCING FOR THE WARNER HOCKEY SCHOOL APPROVED 50/15
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- Met with the Education Minister to discuss how the jurisdiction is moving forward with Inspiring Education. The Minister indicated that while he supported much of the content within the Task Force on Teaching Excellence, he did not support the requirement for teachers to be recertified every 5 years or the recommendation to remove principals from the Alberta Teachers’ Association. Discussions also included diploma exam weightings and challenges that the jurisdiction currently faces including the upcoming budget. The Minister spoke of a 15% loss in the Provincial budget and that “This is going to be a very difficult year and challenging year. A year where we “will need to cut public spending.” He called on people to reflect on "burden-sharing”. Since that time, the Premier has communicated a possible 9% reduction in expenses. For Horizon’s \$45 million dollar budget that could equate to a reduction in more than \$4 million dollars.

Personnel Management

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

Policy

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

Organizational Leadership and Management

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

Communications and Community Relations

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

I.2 Trustee/Committee Reports

2.1 Zone 6 ASBA Report - Marie Logan, Zone 6 Representative, provided some of the following highlights of the Zone 6 meeting that took place on Wednesday, February 11, 2015 in Lethbridge:

- Presentation by Terry Gunderson on education regulations
- Review of ASBA's Director's report including:
 - Engaging all education stakeholders regarding the development of future curriculum to ensure it prepares young Albertans for success
 - February 25th is Pink Shirt Day in support of creating welcoming, caring, respectful and safe learning environments
 - There are now over 150 schools involved in the *Moving Forward with High School Redesign* initiative
- The town of Cardston will be donating \$2,000,000 to assist with building a new CTS campus at the high school
- Livingston Range School Board has approved a two-year calendar
- A trustee from the Prairie Rose School Division has resigned

2.2 Administrators 'Meeting Report

Bruce Francis reviewed highlights of the [Administrators' meeting](#) which took place on February 10, 2015

2.3 Facilities Committee Report

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

- Enhancement of fire separations between the central corridor and adjoining rooms at Chamberlain School
- Completion of flooring project in the main corridor as well as replacement of flooring in the administration and staff room of Lomond Community School
- Repair and painting of games lines at the Hays School gym
- Update of maintenance projects throughout the division
- Updates on the Facilities Department Administration

I.3. Associate Superintendent of Finance and Operations Report

- In conjunction with the Transportation Coordinator, the jurisdiction has been preparing for the upcoming Provincial Transportation Compliance Audit which will be taking place in mid-March
- Together with the Facilities Manager the 60% specifications that were developed by the architect for Barnwell School were reviewed
- Attended the February Administrators meeting
- Met with David LeGrandeur - Warner Principal, Wilco Tymensen - Superintendent and Clark Bosch - Associate Superintendent regarding the Warner Hockey School
- Along with the Superintendent and Board Chair, attended the ASBA Regulatory Review meeting in Lethbridge
- Working on getting budget spreadsheets updated for schools for Budget 2015/16.
- Working with Amber Darroch regarding the review of documents for a jurisdiction wide RFP's for a multi-function device fleet replacement agreement.

I.4 Associate Superintendent of Programs and Services Report

Mr. Bosch's report included the following information and highlights:

- Attended the Hutterian Colony Schools Elder Meeting in February
- Met with all principals over the past couple weeks regarding grade by grade enrollment projections for the 2015/16 school year

- Almost all staff intentions for the 2015-2016 school year have been returned with no indications of any upcoming retirements at this point in time
- Attended the Vivian Robinson presentation in Calgary
- Met with Warner Hockey School regarding their current financial situation
- Met with Dan Ferguson and Susan Poole regarding high school re-design

I.5 Associate Superintendent of Curriculum and Instruction Report

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

Literacy & Numeracy

1. Colony Guided Reading Observations – Erin is visiting colony teachers to assist with guided reading practices. Erin models some lessons and observes and gives teachers feedback in relation to this practice.
2. Writing Workshop for Beginning Teachers – Erin facilitated a writing workshop for new teachers with UofL professor David Slomp. The morning session focused on the writing process and teaching for transfer. Erin worked with elementary teachers in the afternoon while David worked with sr. high teachers focused on writing developmental stages, assessment, and strategies to teach students how to write. David focused on unit planning, strategies, and daily writing prompts.
3. ERHS Literacy Enrichment Consultation – Erin collaborated with the principal of ERHS to develop a plan of action for a literacy enrichment block for the 2015/2016 school year.
4. Numeracy Committee – Trevor Calkins, the creator of Power of Ten, consulted with Horizon's Numeracy Committee for two days in February. He led the administrators through a leadership numeracy session and modeled math lessons at Central School for teachers on the Numeracy Committee. Trevor also facilitated a workshop for teachers on the Committee in relation to numeracy assessment and effective strategies.

Inclusive Learning

1. Collaborative Team Meetings - Erin, Ann, and Daelynn met with Chamberlain School staff for a collaborative team meeting. Staff identify students whose needs they would like to address to a further degree (behavioural, emotional, or academic), and the team shares expertise and discusses various ways to support students in the classroom.
2. Leadership Symposium Committee – Erin met with the leadership symposium committee to plan for the April symposium. The Committee decided to ask Kurtis Hewson to facilitate the first day's session regarding the Collaborative Response Model. This model includes the importance of student assessment, an articulated pyramid of interventions, and collaboration. It is a way of discussing and addressing student needs and sharing expertise with colleagues.

21st Century Learning Competencies

1. Welding Simulator ADLC – Erin was able to borrow a welding simulator from ADLC. Principals from Lomond, Chamberlain, W.R. Myers and Taber Mennonite School met to look at the simulator to see if it could be utilized in their schools.
2. Videoconferencing – Erin met with high school principals interested in video-conferencing for the 2015/2016 school year. A tentative schedule has been created that includes Math 20-1, Math 31, Art 10-30, and Physics 20/30.

3. K&E Programming – Erin and Ann consulted with the principals from ACE Place and WR Myers to discuss potential K&E programming for 2015/2016.
4. Dual Credit Programming – The provincial Health Care Aide Program is undergoing curriculum changes and development. The changes will not impact our current cohorts of students, but if a third cohort is accepted, students would be impacted by changes part way through the program. The College also predicts that program hours will change from 485 hours to 800-1000 hours. Because of these changes, jurisdictions involved in the HCA program with Lethbridge College have decided to suspend involvement in the program until the new curriculum has been developed and changes have been solidified.

Other

1. Vivianne Robinson – Erin attended a Vivianne Robinson workshop with the senior leadership team. The workshop focused on student-centred leadership.
2. Leadership Cohort – Erin facilitated another session for the leadership cohort with David Townsend from the UofL. The cohort engaged in a book study, reflected on leadership practices and growth, and discussed calendar and timetable creation.
3. C2 Committee – Erin attended a C2 Committee meeting.
4. Transportation Meeting – Erin attended the transportation at Taber Central School.
5. 7 Habits Training – Erin attended a 7 Habits training session facilitated by Amber Darroch.

Correspondence

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

COMMITTEE ITEMS

Moved by Jennifer Crowson that the Board meet in Committee.

Carried Unanimously

COMMITTEE
51/15

Moved by Bruce Francis that the meeting reconvene.

Carried Unanimously

RECONVENE
52/15

Moved by Blair Lowry that the meeting adjourn

Carried Unanimously

MEETING
ADJOURNED
53/15

Marie Logan, Chair

Barb McDonald, Secretary

PAYMENT OF ACCOUNTS REPORT

Board Meeting - March 31, 2015

General	February 23/15		471,531.66
U.S. Funds	February 25/15		2,299.80
U.S. Funds	February 26/15		2,672.40
General	February 26/15		1,242,063.04
General	March 10/15		173,768.81
U.S. Funds	March 10/15		537.01
General	March 17/15		356,630.70
U.S. Funds	March 17/15		438.65
"A" Payroll	February 2015	Teachers	1,596,994.99
	February 2015	Support	566,354.87
"B" Payroll	February 2015	Casual	8,984.08
	February 2015	Subs	46,097.05
Total Accounts			4,468,373.06
Board Chair			
PJ:dd			
March 23, 2015			

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

Policy Code:	HK
Policy Title:	Student Assessment, Evaluation and Reporting
Cross Reference:	HKA, IFH
Legal Reference:	School Act, Sec. 18,20,23,39 Alberta Ed. Policy 2.1.2
Adoption Date:	February 26, 1997
Amendment or Re- affirmation Date:	December 13, 2001; June 16, 2006

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT THE PRIMARY PURPOSE OF ASSESSMENT, EVALUATION, AND REPORTING IS TO IMPROVE STUDENT LEARNING. IT SHOULD ALSO BE USED TO IMPROVE TEACHING, PROGRAMS, STANDARDS, AND STUDENT ACHIEVEMENT.

DEFINITIONS

1. **Assessment**: the ongoing process of collecting evidence, both formative and summative, related to students' learning with regard to the Programs of Study and may be teacher-developed, provincially-developed, and/or externally-developed.
 - a. **Summative Assessment (Assessment of learning)**: aligns, visibly and verifiably, with learner outcomes from the Programs of Study and counts towards student grades.
 - b. **Formative Assessment (Assessment for learning)**: is used to coach students into deeper understanding and higher achievement of learner outcomes. Formative evidence is often recorded, but is not calculated in student grades.
2. While student learning is measured in relation to learner outcomes from the Alberta Programs of Study, some students' programs are adapted or modified via an Individual Program Plan (IPP) or Individual Support Plan (ISP) in one or more subjects to meet their individual learning needs.
 - a. **Adapted programming**: means programming that retains the learning outcomes of the Program of Studies and where adjustments to the instructional process are provided to address the unique needs of the student.
 - b. **Modified programming**: means programming in which the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet the unique needs of the student.
 - c. **Accommodations**: any changes to instructional strategies, assessment procedures, materials, resources, facilities or equipment to accommodate the unique needs of the student.
3. **Evaluation**: judgment regarding the quality, value or worth of assessment evidence. Evidence of learning, formative and summative, is recorded on a regular basis using a meaningful system of data (e.g. symbols, numbers, colours, categories, etc.) and reported to students and parents.

Policy HK - Student Assessment, Evaluation and Reporting, Cont'd.

GUIDELINES

1. Assessment, evaluation, and reporting provide, in varying degrees, information that enables:
 - 1.1. A student to be informed about, to reflect upon, and to initiate activities to enhance his or her learning;
 - 1.2. Parents to have meaningful conversations with their child and their child's teacher(s);
 - 1.3. A teacher to effectively meet the learning needs of a student;
 - 1.4. A principal to strategically support instructional practices and address the organizational needs within the school;
 - 1.5. A school council to give advice about the learning opportunities, resources, and services provided by the school;
 - 1.6. A superintendent to allocate resources appropriately and advocate for effective instructional practices;
 - 1.7. Trustees to create or amend policies;
 - 1.8. The Province to inform the implementation and delivery of provincial curriculum at the local level;
 - 1.9. The public to receive assurance that the education system is meeting its goals;
2. Students who know the purpose of an assessment are in a better position to respond in a successful manner. Students must be told why and how assessment information is being collected, how this information will be used in the grading process, and what criteria will be measured. Instructional strategies such as scoring guides, rubrics, benchmarks, exemplars, and detailed course outlines are essential for student success.
3. Students and parents have the right to expect that all evaluations will be based upon the learning outcomes provided in Alberta Education's Programs of Study and assessment and evaluation procedures are conducted in a fair and equitable manner.
4. Report cards provide a legal written record that summarizes information that should have already been shared in other ways. Communication efforts should be such that there are no surprises on the report card for either the parent or the student.
5. All matters relating to individual and group achievement shall be made public in accordance with FOIPP and Alberta Education regulations.

REGULATIONS

1. Assessment

- 1.1. Student assessment is established in accordance with the expectations of Alberta Education and the needs of the students;
- 1.2. The teacher(s) of the class or course, using their professional judgment, is/are responsible for individual student assessment.
- 1.3. Assessment evidence should be broad-based: include a variety of evidence gathered over time using varied assessment methods (e.g. observations, conversations, products, and student reflections) to ensure validity and reliability of student achievement as part of a fair and thorough assessment plan;
- 1.4. Schools will establish consistent, student success-driven policies to support and ensure achievement of student learning outcomes. Policies will outline proactive and responsive steps to be taken in situations where evidence of student learning is insufficient. These policies will include parameters,
 - 1.4.1. for when and how a zero may be assigned in relation to a student's performance.
 - 1.4.2. for when and how insufficient evidence of student learning will be assessed and communicated
 - 1.4.3. where subsequent opportunities to demonstrate learning may be necessary or beneficial for a student. The subsequent assessment may take a similar or varied form. Prior to a re-assessment, it is recommended that students participate in specified learning activities to increase the likelihood of success (e.g. study session, learning contract, previous assignment completion, and conference with teacher, etc.).
- 1.5. Where students are served according to an individualized program plan or instructional support plan, assessment standards shall be set in relation to the outcomes and time frames identified in the those documents.
- 1.6. Provincial assessments shall be used to complement procedures used to assess the quality and effectiveness of education provided to students, and to inform teacher instruction as the assessment data allows.
- 1.7. The Superintendent shall be responsible to monitor student assessment in all schools in the Division.

2. Evaluation

- 2.1 Evaluation information, including the purpose, key learner outcomes, topics and general assessment methods, shall be communicated in writing to students and parents/guardians within the first five instructional days of a course.

Policy HK - Student Assessment, Evaluation and Reporting, Cont'd.

- 2.2 Evaluation practices must ensure the accurate assessment of learning. Assessment practices that distort the accuracy of measurement shall not be utilized. This includes:
 - 2.2.1 awarding extra credit or bonus points;
 - 2.2.2 giving all members of a group a single grade for a demonstration of learning;
 - 2.2.3 deducting marks for student work submitted after the due date;
 - 2.2.4 applying a grade of zero as a punishment.
 - 2.2.4.1 A zero could be given as a place holder until evidence is collected, such as a redo of the assessment.
- 2.3. If used, final assessments shall provide for student demonstration of achievement relative to the key outcomes in the Programs of Study. It must also facilitate determination of grade level achievement in accordance with the outcomes in the Programs of Study. Individual students shall not be exempted from completing final assessments unless special needs or circumstances warrant it.
- 2.4. If used in grades 1 through 9, final assessments shall be weighted at a maximum of 20% of a student's grade in the course.
 - 2.4.1. Schools will develop policy regarding which subjects and which grades have final assessments
 - 2.4.2. The decision of how the Provincial Achievement Test contributes to the final assessment shall be part of the school policy. Student Learning Assessments should not be used for summative evaluative purposes.
- 2.5. At the high school level, (grades 10-12), final assessments are to be administered at the end of English, Mathematics, Social Studies, and Science where Alberta Education does not provide a diploma exam. When administered the following considerations will apply:
 - 2.5.1. School-based final Assessments shall be weighted at a maximum of 30% of the final school mark in non-diploma courses;
 - 2.5.2. School-based final assessments shall be weighted at a maximum of 15% of the final school mark for diploma exam courses. This culminating evaluation would therefore account for no more than 10.5% of the student's total final mark given that the diploma examination accounts for 30%;
- 2.6. Final assessments shall be retained for a period of 75 calendar days following administration.
- 2.7. Final grades are subject to appeal within 14 calendar days following release of the results. To accommodate summer holidays, appeals regarding June final grades are subject to appeal within 75 calendar days. Any appeal shall be carried out in harmony with policy IFH with the exception of diploma examinations which must be appealed directly to Alberta Education.

Policy HK - Student Assessment, Evaluation and Reporting, Cont'd.

- 2.8. Students will acquire proficiency in different contexts and at different rates; consequently, students may wish to complete a course through a process and protocol that do not require mandatory attendance in the course. The Principal will be responsible for establishing guidelines and procedures for such requests. Guidelines and procedures regarding course challenges shall be in compliance with Alberta Education's policies, regulations, and practices.
- 2.9. Students and schools shall adhere to Alberta Education Student Evaluation Regulation A.R.177/2003 in the administration of provincial assessments, examinations, or other methods of evaluating a student's achievement. Eligible students will not be exempted from student learning assessments, achievement tests and diploma examinations unless exemption criteria established by Alberta Education are met.

3. Reporting.

- 3.1. Communication between teachers and parents shall occur during the first six weeks of the school year or semester, and is expected more informally on an ongoing basis as needed. Initial communication should relate to the student's adjustment to the classroom environment and the teacher's preliminary sense of the student's academic response to the subject or grade level.
 - 3.1.1. Schools will develop policy regarding what this communication will look like
- 3.2. Schools will provide report cards to students and parents on a minimum of:
 - 3.2.1. two occasions per semester if the student's program is semestered; or
 - 3.2.2. three occasions annually if the student's program is non-semestered.
- 3.3. Where schools utilize the parent portal of the Student Information System to communicate information related to achievement and learning, and where all teachers enter assessment results in the gradebook component of the Student Information System in a timely and regular fashion as determined by school administration, parents and students may be provided the option of only receiving a report card upon completion of the course.
- 3.4. Reporting in Kindergarten shall be based on the seven learning areas identified in the Kindergarten Program Statement.
- 3.5. Inclusive Learning: Information about a student's individual program plan (IPP) or instructional support plan (ISP) where applicable, must be mentioned in the report card of each subject for which the student's program is adapted or modified;
 - 3.5.1. Reporting shall clearly indicate areas in which achievement is relative to student IPP or ISP goals.
- 3.6. Non-achievement factors not outlined in the Program of Study such as attendance, behaviour, effort, attitude, homework completion, respect, etc. may be collected, recorded, and communicated separately from achievement-based evidence.

Policy HK - Student Assessment, Evaluation and Reporting, Cont'd.

- 3.7. Communication about learning is criterion-referenced evidence (i.e. evidence aligned with learner outcomes). Norm-referenced information such as class or course averages (i.e. where students are measured in relation to peers) will not be communicated reported or published.
- 3.8. All junior and senior high teachers will use the gradebook component of the student information system.
- 3.9. Grades are to be calculated cumulatively (i.e. each report card represents a cumulative calculation from the beginning of the course to the end of the current reporting period, with teacher professional judgment used to determine and adjust item weightings). When more consistent and/or convincing evidence of learning is demonstrated by a student, teachers may de-emphasize (i.e. reduce the weighting of) or replace prior evidence of learning with more recent, more consistent, or more convincing evidence.
 - 3.9.1.1. Should teachers wish to communicate term marks, these should be in addition to cumulative marks.
- 3.10. Schools will develop policy in regard to communicating information about students to parents in addition to report cards, such as arranging and extending invitations for school-based conversations (e.g. in person or via telephone or e-mail), showcases, or conferences about learning. Ideally, these are student-involved or led.
- 3.11. The school authority and schools shall report provincial assessment data by school or jurisdiction as required by Alberta Education.
- 3.12. The Superintendent shall provide a report regarding student achievement to the Board annually.

Superintendents Progress Report

March, 2015

Educational Leadership

- Planning has taken place for the jurisdiction's leadership symposium. This symposium, taking place in April is part of the jurisdiction's ongoing focus on building the leadership capacity of Horizon's principals and vice/assistant principals.
- Work was also undertaken as part of the jurisdiction's new principal / leadership cohort where new and aspiring leaders come together regularly to improve their practice.

Student Welfare

- Meetings and conversations have been ongoing regarding student welfare. Dialogue with schools revolved around student conduct matters that could have led to recommendations for expulsion. In some cases, multiple agencies have met to not only discuss interventions that ensure the learning needs and safety of individual students is being met but that the safety of all students is considered.

Fiscal Responsibility

- Budget meetings have been held with the senior administrative leadership team and discussions regarding the implications of the 2015 budget are ongoing.

Personnel Management

- Principal evaluations are ongoing for Horizon's seven probationary principals. Meetings with all seven principals occurred in March.
- Meetings were also had to discuss reappointments of principals. Conversations and reflections regarding practice were guided by the principal quality practice guidelines.

Policy

- New policies continue to be developed and old policies reviews in light of the upcoming proclamation of the Education Act.

Strategic Planning and Reporting

- The senior administrative leadership team met to review jurisdiction priorities and discuss current work and its alignment with the jurisdiction goals.
- Conversations with Intellimedia have occurred as the jurisdiction finalizes transitioning from google docs to powerschool as the platform for Individual Student Plans
- A meeting was attended with W.R. Myers and ACE Place regarding student program planning and how it relates to the provision of Knowledge and Employment courses.

Organizational Leadership and Management

- As per the provincial framework agreement, the Superintendent in collaboration with the Board and senior leadership met with a number of representatives from the Alberta Teachers' Association. Conversations included discussions around needs based staffing and other hiring practices.
- A meeting was organized between the principals of D.A. Ferguson, W.R. Myers, and Taber Mennonite School to arrange facility sharing given the student attendance numbers at TMS. Meetings also occurred with MCC and George Epp regarding accessing more space for Taber Mennonite School.

- Other meetings that were attended included
- High School Video Conferencing meeting
- Administrators' meeting
- Enchant student programming and how collaboration with Horizon MAP could enhance high school completion rates.
- To enhance transparency and superintendent visibility, I've been attending every schools' staff meeting to engage staff in a dialogue about where Horizon is going, what Horizon's priorities are, and provided for an open and honest Question and Answer session regarding staff's inquiries.
- I was also able to attend the provincial CASS / AB ED Learning Symposium
- One of the jurisdiction's goals focuses on ensuring student needs in relation to the jurisdiction's continuum of supports and services. This was the focus of the March division wide professional learning day and the upcoming administrator leadership symposium will continue to focus on bringing this structure into being in every school within Horizon.

Communications and Community Relations

- Conversations with home school providers are ongoing. I had the opportunity to spend the day at Circle Hill, north of Vauxhall, and engage in conversations with some 400 Low German Speaking Mennonites (LGSM) who home school their children.
- I also attended Alberta Education's Low German Speaking Mennonite community forum where conversations revolved around successes, challenges, and next steps to meeting our students' needs.
- Conversations with the Lethbridge College and Taber and District Adult Community Learning regarding Trades programs for youth and adults stemming from the D.A. Ferguson/W.R. Myers value management scoping session also occurred.
- Lastly, I am pleased to indicate that I was able to attend Copperfield colony's high school graduation ceremony.

ADMINISTRATORS' MEETING

Tuesday, March 10, 2015
DIVISION OFFICE – ERIC JOHNSON ROOM

SUMMARY

MEETING CHAIR: Wilco Tymensen
BOARD MEMBER IN ATTENDANCE: Terry Michaelis
ATA REPRESENTATIVE: Linda Virostek

PROFESSIONAL DEVELOPMENT

The morning portion of the meeting consisted of a Professional Development session on ELL and Cultural Competence and how we can work better to interact more effectively with people of different cultures and socio-economic backgrounds.

DISCUSSION ITEMS

1. Transportation

Wilco asked Administrators if they had any additional feedback to share from the February 2nd Transportation open house that took place in the W.R. Myers gym. No additional feedback or comments were shared.

2. CTF (Career and Technology Foundations)

Administrators provided feedback on how to support the implementation of the new CTF curriculum – in particular in the smaller schools – which will be in place in schools this coming fall. The new CTF curriculum will be taking a more project-based/hands-on approach to learning

3. Coalition for Equal Access to Education

Erin briefly spoke about a [brochure](#) she distributed regarding a group based out of Calgary called The Coalition for Equal Access to Education. The mandate of the Coalition is their commitment to work with parents, communities, service providers, education and government stakeholders to promote access to quality, equitable education and services for ESL children and youth.

4. Science Boxes

Erin provided information on the feedback she received regarding a Science Box survey she had sent out to elementary schools. There had been suggestions that the Science Boxes be eliminated due to some of the outdated content but based on the feedback received, a high percentage of schools commented that they rely on these boxes to help implement their science curriculum and that some schools have purchased or developed their own science boxes. It was decided that the science boxes will not be eliminated at this time.

5. School Fees

Wilco reviewed Alberta Education's school fees regulation that will come into effect September 2015. The key provisions of the new regulation include:

- A board must establish policies and procedures respecting the charging of school fees
- Policies and procedures must at minimum include:
 - A requirement to consult with parents prior to setting, increasing or decreasing school fees;
 - A requirement to demonstrate to parents the need to charge fees;
 - A requirement to maintain financial statements in a form set by the Minister demonstrating that the school fees collected have been spent for the same purpose for which they are collected;
 - The circumstances in which school fees may be waived; and
 - The process a parent must follow in order to request a school fee waiver
- A board must disseminate to staff and parents circumstances and procedures for school fee waivers

ADMINISTRATORS' MEETING

Tuesday, March 10, 2015
DIVISION OFFICE – ERIC JOHNSON ROOM

- A board must establish and publish a school fee schedule listing each school fee that may be charged, prior to the commencement of each school year.
- A board must publish school fee policies and procedures and the school fee schedule on the board's website or in any other manner the board determines appropriate.

6. Emergency Response Manual

The draft of the new Emergency Response manual was passed around for Administrators to review. No major changes were brought forward so the division will now move forward with the printing and distribution of the manuals.

7. Budget Committee

Wilco reminded those Administrators who are on the Budget Committee that there will be a budget meeting taking place on Tuesday, April 14th. There will be a morning refresher session available to individuals who have not participated in the budget process or just wish to have a refresher, with the regular budget meeting beginning after lunch. Wilco also asked high school principals to encourage a student who may be interested in this process to participate on the committee as well.

INFORMATION ITEMS:

1. Universal Positive Behaviour Supports (Mindfulness)

Laura Elliott provided information on Universal Positive Behaviour Supports. She shared some key elements (listed below) in establishing a support plan based on each school's situation:

- Positive relationships
- Modifying the school environment
- Differentiating instruction
- School-wide behavioral expectations
- Social skills instruction
- Positive reinforcement of individual students and groups to consistently demonstrate positive behaviour
- Fair and predictable consequences for negative behaviour
- Collaborative leadership committed to building and maintaining a positive school culture
- Data driven decision-making
- Action plan for school change

More detailed information on Laura's presentation can be found by referring to the [Supporting Positive Behaviour in Alberta Schools](#) manual.

2. Hiring Practices

Wilco provided information to Administrators regarding a change to the jurisdiction's hiring practices. Under the direction and recommendation of ASBA Legal listed below are some of the new practices that have been implemented:

- With respect to the hiring of staff, it is the jurisdiction's legal obligation to ensure that employment practices are not challengeable under the *Alberta Human Rights Act*.
- It is legal counsel's professional opinion that the involvement of a third party (such as a School Council representatives) in the interview process is susceptible to a challenge under the *AHRA*.

ADMINISTRATORS' MEETING

Tuesday, March 10, 2015
DIVISION OFFICE – ERIC JOHNSON ROOM

- The Board/Division is also responsible (under the *Freedom of Information & Protection of Privacy Act*) to protect personal information gathered during the hiring process. The Board/Division would be held responsible for any breach of privacy that occurred as a result of a third party (such as a member of the School Council) improperly using or disclosing personal information
- Horizon was advised by legal counsel that school council members be limited to “assisting with profiling” for positions and that they are not involved in the actual interview process.

3. Inclusive Learning Update

Ann spoke about the PD sessions that took place on the March 9th PD Day. All sessions received overwhelmingly positive responses from the sessions that were offered. It was noted that more PD on literacy and numeracy are needed for assistants beyond the Division PD days.

Ann also provided information regarding the Instructional Support Plan Tool. The division will be moving ahead with the implementation of the new ISP and the plan is to also include the universal assessment results into this new tool with the results showing up on the printed ISP report. Ann also noted that most projections for the new school year are in so she is beginning to work on the centralized support for next year.

4. Pre-K Registrations

Ann provided an information report on behalf of Lynn Saler. She reported that Pre-K screenings dates for the new school year have been confirmed. Screening this year will take place in individual schools. Prior to the Easter break a screening information brochure will be sent out to schools with screening information that will be sent out to families. After the Easter break, schools will be contacted for information regarding new information on Kindergarten registrations so that families can be contacted for screening appointments. Lynn will be attending information on the new early learning curriculum framework. On March 25, Horizon will be hosting a Zone 6 early learning working group where a presentation will be put together for Administrators on what to look for in a Kindergarten setting.

5. C2 Communication

Wilco spoke about the recent C2 Committee meeting and some of the recommendations that came from this meeting. Teachers want to enhance communication around what the division is doing and where they are going. Erin is working to develop communication posters that can be placed in school staff rooms to list some of the changes the division is looking at. Administrators broke into discussion groups to talk about the challenges of C2 and shared them with the group.

6. Education Act (Funding Beyond Grade 12)

Wilco spoke about some of the new regulations that will be implemented into the Education Act this coming fall. He also spoke about funding for students if they wish or require schooling beyond their grade 12 years. The age of funding under the Education Act will increase by one year, 21 as of September 1st.

April Administrators' Leadership Symposium – (April 16th and 17th)

Amber provided information to Administrators regarding the upcoming April Leadership Symposium. The facilitator for the first day of the symposium will be Curtis Hughson who will be working with Administrators towards the implementation of the collaborative response model in schools and providing use of practical strategies on how implementation should take place and the role of leadership in this process. The Senior Admin. Team will be leading sessions on the Friday that will lay the foundation for the priorities within the jurisdiction's 2015-16 to 2018-19 three year education plan.

ADMINISTRATORS' MEETING

**Tuesday, March 10, 2015
DIVISION OFFICE – ERIC JOHNSON ROOM**

7. Mental Health Update

Daelynn informed Administrators of a training seminar she attended called "PREPaRE". This session provided Daelynn with the information and practice needed for her to become a certified PREPaARE Crisis Prevention and Preparedness" workshop trainer and will enable her to provide this mandatory training (geared towards mental health) to her FSLC team. She would also like to offer this training to Administrators/teachers and would like to have the training take place before the end of the school year. Daelynn will be in contact with Administrators as to when training will take place.

Daelynn also informed staff the Amber is training in "Go to Educator Training" - training which unites schools with health care providers to better meet the mental health care needs of our students. This training is based on the observation that in each school, there are educators with whom students form good relationships and feel comfortable talking to about their problems. This training will also be offered to Administrators.

All Administrators expressed interested in both training sessions at the commencement of the next school year.

Meeting adjourned.

Next Meeting – Tuesday, May 12, 2015

March 31, 2015

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

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

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

As part of Horizon School Division No. 67's effort to maintain environmental responsibility, for the past 10 years, we have engaged the services of Carbon Busters in an effort to monitor and reduce our carbon foot print. Horizon has enjoyed tremendous success with the program and will be continuing various aspects of the program past the terms of the contract in order to continue the success.

A complete review of all caretaking contracts has been completed. In accordance policy FEF, Horizon School Division No. 67 will be retendering two contracts this summer. After a thorough review of all active contracts, a determination to re-tender Vauxhall Jr. / Sr. High School and Hays School was made.

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

2015 Maintenance and Renewal (IMR)

Chamberlain School IMR Project 2

- The Horizon School Division #67 engaged MPE Engineering Ltd. to evaluate the Fire Separations of the Chamberlain School as a result of the 2005 assessment report questioning the adequacy of the fire separations between the central corridor and adjoining rooms. After required remediation's, MPE Engineering conducted a final inspection and issued required certifications

Enchant School

- Repointing and repair of exterior masonry has begun. Brick and mortar replacement has been extensive. Stucco walls will be strapped using CCA preserved lumber and finished using resilient synthetic polymer to enhance its esthetics appeal.

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 as well

Lomond School IMR Project 2

- The flooring in the administration and staff room were replaced during the week of February 16. The existing flooring was removed, and the flooring was prepared by Horizon in-house staff. Professional flooring installers completed the project. The staff room and remaining administrative storage space flooring to be replaced as time and access permits.

Hays School Underfloor ducting

- Underfloor ducting replacement, repair and cleaning have been completed. The overall condition of the ductwork is now acceptable to very good. Several sections required repair while approximately 8 linear feet required replacement. No additional repairs or replacement should be required within the next five years.

Maintenance Projects

- In conjunction with the flooring replacement and upgrading through Infrastructure Maintenance and Renewal in Lomond School, Horizon facilities crews are also continuing the process of repairing corridor and classroom walls. Repainting has begun as well.
- Heating and circulating pump was repaired and replaced in Vauxhall High School
- Inspection and repair / replacement of playground equipment is underway. This project was undertaken by certified facilities staff.
- Testing and repair of all Horizon commercial cross connection backflow preventers is underway.
- Boiler chemical testing and the annual recertification are underway and is expected to be complete by April 15.
- LED lighting upgrading in various schools. Particularly in exterior lighting.

Thermal image Scanning

As part of Horizon School Division #67's annual preventative maintenance program, thermal image scanning was conducted at DA Ferguson Middle School and WR Myers High School during regular school hours on the complete electrical distribution systems with a full electrical load applied.

During these scans and tests, a number of "warm" and "hot" spots were identified. Where possible, corrective action was taken before moving on, in one case a facility wide shut down will be required.

Maintenance work During February and March

During the past month, a total of 157 new Service request and generated preventive maintenance requests were submitted through Horizons electronic service request generating software, Asset Planner. Requests included climate control, plumbing, electrical, access, painting requests etc

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

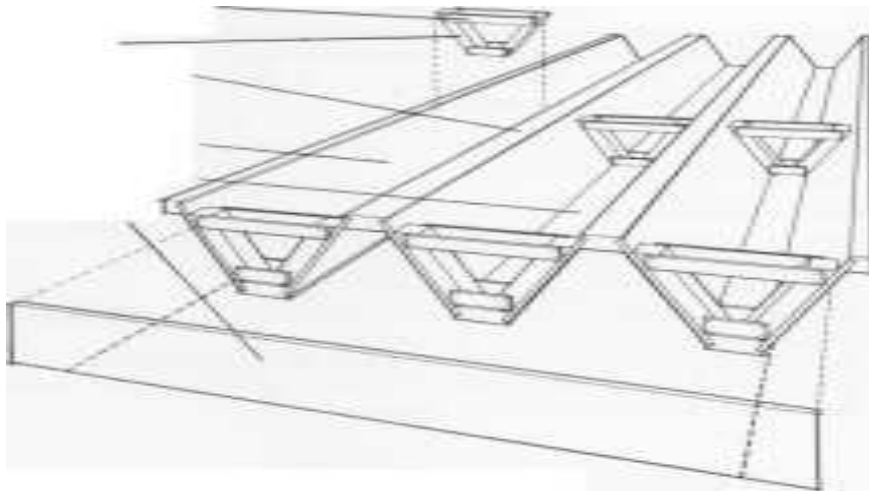
DA Ferguson WR Myers Structural Review

Horizon School Division #67 engaged MPE Engineering to undertake an investigation into the condition of the interior cinderblock foundation walls, the trofdek roof support structure and the roofing structure over the existing gymnasium.

Trofdek

Trofdek roofing and flooring systems were used from 1957 to approximately 1975, this is a, trough-shaped lightweight structural system for roofs and floors. Units are fabricated components consisting of V-shaped beams with slanting plywood webs attached to lumber flanges. They were designed to span as much as 14 meters between principal supporting members. The trofdeking used at DAF spans approximately 9 meters.

Typical Trofdek



Design

Since 1960's Trofdek sections are basically multiple plywood beams with sloping webs, with due regard for sloping webs and location of web splices. Special attention to shear deflection is required. Regular inspection and maintenance is required to maintain integrity

Purpose of study

MPE Engineering has undertaken the project to determine the deflection stability of the roofing system presently in place, and to determine its expected remaining lifespan as well as determining the need, if determined to be one, for structural reinforcement necessary to carry rooftop mechanical equipment and abnormal snow loads.

Final reports of the investigation concerning the trofdek structure, cinderblock condition and gymnasium structure are expected to be available in May 2015.

Associate Superintendent of Curriculum and Instruction

March 2015 Board Report

Key Action Areas:

Literacy & Numeracy

1. Colony Guided Reading Observations – Erin is visiting Colony teachers to assist with guided reading practices. Erin models some lessons and observes and gives teachers feedback in relation to this practice.
2. Word Work Workshop for beginning teachers – Erin facilitated a word work (phonetic, phonemic awareness, sight word recognition) workshop for new teachers at the division wide PD day.
3. David Slomp from the University of Lethbridge continued his work with Sr. High School teachers – teaching for transfer in writing.
4. Attended a training session for Literacy Place for the Early Years.
5. Assisted D.A. Ferguson with BICS and CALP strategies for ELL students.
6. Trained MAP teachers how to assess using the Fountas & Pinnell Benchmarks and assisted them with setting up their literacy intervention program.
7. Facilitated a professional development session with Milk River Elementary teachers in relation to using assessment to inform instruction and how to facilitate guided reading sessions.
8. Organized a numeracy committee meeting that was facilitated by Lenee Fyfe. Lenee is a teacher from Lethbridge who created a numeracy assessment directly linked to the Alberta Curriculum for grades K-9. The Committee was trained in how to use the assessment and will recommend the assessment to their schools.

Inclusive Learning

1. Division Wide Professional Development Day: March 9th – Kurtis and Lorna Hewson facilitated a morning workshop with Horizon staff regarding the Collaborative Response Model. The model includes the importance of assessment, collaborative team meetings, and an articulated pyramid of interventions. When all of these components are in place in a school, schools are better equipped to make informed decisions about meeting the needs of all students.
2. Leadership Symposium Committee –The Committee has continued to plan for the April leadership symposium. Kurtis Hewson will facilitate the first day's session regarding the Collaborative Response Model as a follow up to the division wide PD day. The senior leadership team will lead the second day where a focus will include identifying the components of a quality classroom environment (the first level of the pyramid of interventions).
3. Collaborative Team Meetings - Erin, Ann, and Daelynn met with Vauxhall High School staff for a collaborative team meeting. Staff identify students whose needs they would like to address to a further degree (behavioural, emotional, or academic), and the team shares expertise and discusses various ways to support students in the classroom.

21st Century Learning Competencies

1. Attended a Colony workshop on Project Based Learning and presented the units that were developed by the division that can be utilized in Colony settings (The Big Picture, Environmental Choices, Surviving Extremes).
2. Attended a trade school meeting with individuals from Lethbridge College to discuss future possibilities of trade opportunities for students and adults in Taber.

Other

1. Attended the joint Horizon/ATA PD Committee meeting.
 2. Attended a meeting to discuss scheduling between DAF, Myers and TMS
 3. Attended an inter-jurisdictional Alberta Education meeting regarding the Low German Speaking Mennonite population.
 4. Attended a home schooling (LGSM) meeting.
-

Director of Learning

Amber Darroch

Key Action Areas:

21st Century Learning Competencies

1. Assessment - Horizon's Policy Committee of stakeholders reviewed Policy HK Student Assessment, Evaluation, and Reporting. One of the leading educational researchers and speakers on assessment, Dylan William, presented in Edmonton on February 18. Amber attended with Shannon Fulton from Chamberlain School; the session was excellent.
2. CTF Implementation - Career and Technology Foundations is Alberta Education's curriculum for implementation in the 2015-16 school year. Amber has been working with school staffs to understand this increased focus on career possibilities, project based learning, and more authentic assessment in junior high option classes. Seven schools have arranged for short workshops to support their teachers in this work.

Effective and Purposeful Use of Technology

1. Multi-function Business Machine Request for Proposal (RFP for copiers) - The RFP was provided to two shortlisted vendors selected from the responses the previous "RFI". A selection committee comprised of Amber, John Rakai, Klaas Hoekstra, Darryl Moser, Sanjeev Pradhan and David Harmon heard presentations on Monday, Feb 23. Xerox Canada has been awarded the contract and an implementation plan is underway to replace all current equipment new Xerox machines. Anticipated delivery to all sites is the week of April 20th.
2. Alberta Education School Technology Advisory Committee (STAC) - Amber attended this meeting in Edmonton on January 21 and was part of a dialogue about the state of effective technology integration across the province, and the successes/obstacles school jurisdictions are experiencing. The next meeting will be in May.
3. Internet Bandwidth Improvement - The Technology Department, working with Axia, the company who administers the Supernet in Alberta, completed the infrastructure upgrade on Thursday, February 19. Initial results indicated that a Horizon student or staff member working on a computer at one of our sites saw an increase of speed from 5 Megabits per second (Mbps) to over 50 Mbps. Computers worked noticeably faster. As soon as users encountered this improvement, usage increased so much that the network was saturated within a number of days. The reason the system becomes so slow is the increased number of devices connecting to the network. Next steps are being taken to increase bandwidth another increment, and switching to a new service provider in July will result in significant further improvements.

Inclusive Education

1. The Leadership Symposium Planning Committee has planned for a focus on a Collaborative Response Model, as a follow up for leaders to the Division Wide professional learning session facilitated on March 9th. This year's symposium has been moved to Waterton Lakes Lodge upon the request of some administrators to find an alternative to the Bloomin' Inn near Pincher Creek. We were pleased to find a suitable venue that also offers us \$1000 in savings over last year for accommodations and meals.

Other

1. Crisis Response - Amber joined the ad hoc committee struck to give a final review of the Crisis Response resource. She also observed WR Myers/ DA Ferguson lockdown practice on February 11 and debriefed about best practices for all schools with Taber Police Service and the two schools' administrators.
2. University of Lethbridge Faculty of Education Keynote Address for PS II Students - Amber was asked to be the keynote speaker at a one day conference of all Professional Semester II students at the U of L. The session focused on inclusive education, classroom management, and positive relationships with students. The U of L has it's biggest group of PS II's this semester: about 240 students.
3. Online Substitute Teacher Dispatch/Teacher Absence Module - WR Myers and DA Ferguson will be piloting this new service upon the return from Easter Break. Orientation sessions for substitutes were held March 25 and 26, and teacher sessions are March 30 and 31.

From: **Education Minister** <Education.Minister@gov.ab.ca>
Date: Wed, Mar 11, 2015 at 8:48 AM
Subject: Amendments to Bill 10
To:

**To: Board Chairs of Public, Separate, Francophone and Charter School Boards
Presidents of Stakeholder Associations**

ACSTA (Alberta Catholic School Trustees' Association)
AEFAA (Alberta Educational Facilities Administrators Association)
ASBA (Alberta School Boards Association)
AHEA (Alberta Home Education Association)
ASCA (Alberta School Councils' Association)
ATA (Alberta Teachers' Association)
AAPCS (Association of Alberta Public Charter Schools)
ACFA (Association canadienne-française de l'Alberta)
AISCA (Association of Independent Schools & Colleges in Alberta)
ASBOA (Association of School Business Officials of Alberta)
CASS (College of Alberta School Superintendents)
CCSSA (Council of Catholic Superintendents of Alberta)
Federation des parents francophones de l'Alberta
Federation des conseils scolaires francophones de l'Alberta
Learning Disabilities Association of Alberta
PSBAA (Public School Boards' Association of Alberta)

Promoting safe, dignified and respectful education environments is a priority for Albertans and for this government. I remain committed to working with school boards—and our other education partners—to ensure we achieve this goal.

Since December 2014, government has been discussing gay-straight alliances with various groups throughout the province, including students, parents, teachers, principals, school boards, the Alberta Teachers' Association (ATA) and community leaders. Through these conversations, Albertans have sent a clear message: students who want GSAs should be able to have them on school property.

During these conversations, Albertans have also made it clear that they expect government to have a clear and definitive role in supporting GSAs.

I am pleased to provide you with information on how the amendments to Bill 10 will seek to accomplish all of this.

Establishment of groups and activities including GSAs and QSAs

The amendments to Bill 10 will make it clear that school authorities are required to allow groups to be formed, including gay-straight alliances (GSAs) or queer-straight alliances (QSAs) on school property if students express an interest in forming these peer-support groups.

We believe these amendments are in the best interests of our students and demonstrate the importance we place in ensuring safe and positive learning environments for all of Alberta's children.

Next Steps

Over the next few weeks, Education will be putting supports in place to help school authorities fulfill their obligations under the amended legislation. We will be sharing more information on these supports very soon.

Please find attached the amendment to Bill 10.

Sincerely,

Gordon Dirks
Minister
MLA, Calgary – Elbow

PP

GOVERNMENT AMENDMENT

AMENDMENTS TO BILL 10

**AN ACT TO AMEND THE ALBERTA
BILL OF RIGHTS TO PROTECT
OUR CHILDREN**

The Bill is amended as follows:

A Section 1(2)(a) is struck out and the following is substituted:

- (a) by striking out “or sex” and substituting “, sexual orientation, sex, gender identity or gender expression”;

B Section 2(2) is amended in the the proposed clause (d) by striking out “sections 35.1 and” and substituting “section”.

C Section 2(4) is amended by striking out the proposed section 35.1 and substituting the following:

Support for student organizations

35.1(1) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall

- (a) permit the establishment of the student organization or the holding of the activity at the school, and
- (b) designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.

(2) For the purposes of subsection (1), an organization or activity includes an organization or activity that promotes equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including but not limited to organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.

(3) The students may select a respectful and inclusive name for the organization, including the name “gay-straight alliance” or “queer-straight alliance”, after consulting with the principal.

(4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

D Section 3(5) is amended by striking out the proposed section 16.1 and substituting the following:

Support for student organizations

16.1(1) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall

- (a) permit the establishment of the student organization or the holding of the activity at the school, and
- (b) designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.

(2) For the purposes of subsection (1), an organization or activity includes an organization or activity that promotes equality and non-discrimination with respect to, without

limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including but not limited to organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.

(3) The students may select a respectful and inclusive name for the organization, including the name “gay-straight alliance” or “queer-straight alliance”, after consulting with the principal.

(4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

E Section 3(7) is amended in the proposed subsection (7) by striking out “sections 16.1 and” and substituting “section”.

F Section 5 is amended by striking out “March 1, 2015” and substituting “June 1, 2015”.

From: **Education Minister** <Education.Minister@gov.ab.ca>
Date: Tue, Mar 17, 2015 at 1:13 PM
Subject: Bill 19 the Education Amendment Act
To:

**To: Board Chairs of Public, Separate, Francophone and Charter School Boards
Presidents of Private Schools
First Nation and Metis Organization Education Contacts
Presidents of Stakeholder Associations:**
ACSTA (Alberta Catholic School Trustees' Association)
AEFAA (Alberta Educational Facilities Administrators Association)
ASBA (Alberta School Boards Association)
AHEA (Alberta Home Education Association)
ASCA (Alberta School Councils' Association)
ATA (Alberta Teachers' Association)
AAPCS (Association of Alberta Public Charter Schools)
ACFA (Association canadienne-française de l'Alberta)
AISCA (Association of Independent Schools & Colleges in Alberta)
ASBOA (Association of School Business Officials of Alberta)
CASS (College of Alberta School Superintendents)
CCSSA (Council of Catholic Superintendents of Alberta)
Federation des parents francophones de l'Alberta
Federation des conseils scolaires francophones de l'Alberta
Learning Disabilities Association of Alberta
PSBAA (Public School Boards' Association of Alberta)

Over the past several months, we have made significant strides in preparing for the proclamation of the *Education Act*. Yesterday, another milestone was reached, with the tabling of [Bill 19, the *Education Amendment Act*](#) in the legislature.

Bill 19 is a series of amendments that will ensure that the *Education Act*—upon its proclamation—is successful in: focusing education on the student, supporting educational choice, and enabling school boards to be more collaborative and responsive to their students' needs.

The amendments in Bill 19 are largely administrative in nature, with the purpose of providing clarity and accuracy, and ensuring alignment with other legislation—including the recently amended *Local Authorities Election Act* and Education's regulatory review.

Bill 19, the *Education Amendment Act* does not, in any way, change the intent or overall policy objectives of the *Education Act*. The amendments were identified during the regulatory review process, and amendments of this nature are not uncommon in large, complex pieces of legislation.

There are a few amendments within Bill 19 that I would like to highlight:

- Amendments impacting sections 1, 3, 4, and 5 of the *Education Act*, are being proposed to clarify that the requirement to reside in Alberta for the purpose of entitlement to an education program is during the school year.
- Section 56, dealing with student records is also being amended. This ensures that all requirements regarding records of students and children, the access to these records and the ability to ask for copies

or ask for corrections, are consistent across all types of school authorities (i.e., school boards, private schools, and private early childhood services operators).

- Several sections of the *Education Act* are being updated due to recent amendments in the *Local Authorities Election Act*, in which the term of office of school trustees shifted from three years to four years. The following sections of the *Act* are being amended to reflect that change: 81(2) and (4); 93(3); and 174(2).
- Procedural requirements respecting the list of separate school residents (s. 155 of the *School Act*) are being placed in the *Education Act*.

I would also like to take this opportunity to re-affirm our government's commitment to proclaiming the *Education Act*.

As you are aware proposed regulations were posted on the Alberta Education website in December 2014, and were open for comment for a six-week period. The comments indicated that stakeholders sought clarification on the regulations, but were generally pleased with how the regulations reflected policy directions.

Work towards finalizing the regulations continues and I would like to take this opportunity to re-affirm our government's commitment to proclaiming the *Education Act*. The regulations can only be finalized once the *Education Amendment Act* is passed.

Be assured you will continue to be provided with relevant updates on the *Education Act* when further information is available; as this legislation will have a significant, long-term impact on the school system, we need to ensure it is effective upon proclamation.

If you have any questions about the *Education Amendment Act*, or the implementation of the *Education Act*, please contact Policy and Legislative Services at (780) 643-0844. More information about the *Education Act* is also available on the Alberta Education website <http://education.alberta.ca/department/policy/education-act.aspx>

Thank you once again for your interest and participation in the *Education Act* process.

Sincerely,

Gordon Dirks
Minister
MLA, Calgary – Elbow

From: **Education Deputy Minister** <EducationDeputyMinister@gov.ab.ca>
Date: 2015-03-17 11:02 GMT-06:00
Subject: Dual Credit and Diploma Weighting
To:

**To: Superintendents of Public, Separate, Francophone and Charter School Boards
Private Schools Presidents and Board Chairs
First Nations Education Directors
Executive Directors of Stakeholder Associations**
ACSTA (Alberta Catholic School Trustees' Association)
AEFAA (Alberta Educational Facilities Administrators Association)
ASBA (Alberta School Boards Association)
AHEA (Alberta Home Education Association)
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CCSSA (Council of Catholic Superintendents of Alberta)
Federation des parents francophones de l'Alberta
Federation des conseils scolaires francophones de l'Alberta
Learning Disabilities Association of Alberta
PSBAA (Public School Boards' Association of Alberta)

I am pleased to provide an important update regarding the [announcement](#) for the 24 new dual credit opportunities and the shift in diploma exam weighting.

Dual Credit

We are very proud of the hard work of the Dual Credit Strategy Steering Committee and the collaboration between industry leaders, post-secondary institutions and school jurisdictions across the province.

On March 16, Education Minister Gordon Dirks along with Innovation and Advanced Education Minister Don Scott and Jobs, Skills, Training and Labour Minister Ric McIver announced 24 new dual credit opportunities in the province.

Dual credit allows high school students a chance to earn both high school and post-secondary credits for the same course at the same time.

New dual credit partnerships will mean that students have more opportunities to earn post-secondary credits or workplace certification while still completing high school. Successful dual credit opportunities have developed in pockets of the province; however, education stakeholders understand the need to further build on this positive momentum by expanding these opportunities for the benefit of our students.

There are now 50 dual credit opportunities supported under the Provincial Dual Credit Strategy. These opportunities are located across the province and reflect every one of Alberta's major industry sectors. School boards, post-secondary institutions, business and industry partnerships are vital in providing Alberta students greater learning opportunities while helping to build Alberta's workforce.

For more information, please visit <http://www.albertadualcredit.ca>

Diploma Weighting

Weighting of diploma exams has been 50/50 (school awarded mark/diploma exam mark) since the current program's inception in the 1983/1984 school year. This means that a student's final marks are determined by blending the mark awarded by their school with the mark on their provincially scored diploma exam at a weighting of 50 per cent each.

As you may be aware, a number of education stakeholder groups have adopted the position that the current weighting of diploma exam marks should be changed. The Government of Alberta has heard what Albertans and education partners have told us about diploma exam weighting and have taken action. On March 16, Education Minister Gordon Dirks [announced](#) that effective September 1, 2015, diploma exam weighting will be 70/30 (school awarded mark/diploma exam mark).

Alberta's teachers work year round to prepare students for their future and use their professional expertise to assess student performance based on a variety of factors. Provincial standardized tests are also an important part of Alberta's education system, and assessments such as diploma exams are meant to complement, not replace, day-to-day teacher observations and classroom assessment. At the same time, government provides a critical level of fairness and consistency to Grade 12 courses through diploma exam marks.

This change will not be retroactive. Alberta Education will review its business rules and processes as part of its preparations for the September 1, 2015 implementation of 70/30 diploma exam weighting. While the weighting is changing, the rigour of diploma exams remains the same.

School authorities, schools, principals and teachers are encouraged to share this information with students, parents and their communities. A question and answer document is provided to help facilitate understanding of this change.

<http://education.alberta.ca/admin/testing/diplomaexams.aspx>

High School Students Get New Opportunities to Succeed

Fairer reflection of student learning and more learning opportunities are at the forefront of two important changes.



Diploma exam weighting

As of September 1, 2015 diploma exam weighting will shift from a 50/50 weighting to a 30/70 weighting where school-awarded grades will be worth 70 per cent.

The change in diploma exam weighting will provide a more accurate reflection of student performance by putting a greater weight on teachers' assessments of students' abilities and knowledge. Students write diploma exams for Grade 12 core courses (language arts, social studies, mathematics and sciences). The first round of diploma exams to be written with the new weighting will take place in November 2015.

“We want students to benefit from classroom assessments that reflect their abilities over a longer period of time, rather than relying so heavily on one assessment lasting only a few hours.”

Gordon Dirks, Minister of Education

Dual credit partnerships

New dual-credit partnerships will mean that students have more opportunities to earn post-secondary credits or workplace certification while completing high school with 24 new partnerships.

For example, students can now take high school courses in carpentry, welding, esthetics, and accounting and get credits at a post-secondary institution.

“Dual credit is about enabling students to find their passions and get a lead on life after high school. Whether it’s providing a head start for a post-secondary education or a career, dual credit opportunities help open doors for students.”

Michael Kulchisky, CEO, Quinn Contracting Ltd. and Provincial Dual Credit Strategy Committee Member

Related information

- [High School Completion Framework](#)
- [Dual Credit Opportunities](#)
- [Dual Credit Strategy](#)
- [Diploma Exams](#)
- [Inspiring Education](#)



Empowering All Our People to Excel

**Horizon School Division
No. 67**

MEMORANDUM

DATE: February 25, 2015

TO: School Principals, School Council Chairs

FROM: Marie Logan, Chair; Horizon Board of Trustees

RE: Policy EEA Student Transportation and Attendance Areas

The Board of Horizon School Division believes in ethical transparent practices that are grounded in student-centered decision making. As a learning system, parents expect the school division to provide quality learning opportunities for children including the provision of student transportation to school. The Board of Trustees would like to thank the 300 or so parents who opted to attend and share their concerns and perspectives the February 2nd Board Community Transportation Forum and those that provided written feedback on the draft policy via other means.

The Board believes that parents', students', staff's, and other stakeholders' perspectives are essential to our continued success as a jurisdiction. The thoughts and opinions of people illustrate a passion for student learning, and a strong belief in welcoming, caring, respectful, safe, and supportive learning environments.

As Trustees we are committed to listening and taking parental feedback into account when making governance decisions. Such feedback serves as a filter for our policy and practice decisions and guides us as we work towards ensuring that (1) all learners finish school possessing the competencies of engaged thinkers and ethical citizens with an entrepreneurial spirit, and (2) all learners demonstrate the personal attributes of contributing global citizens.

At the February 24th Board meeting the, Board of Trustees engaged in extensive dialogue regarding conversations that occurred at the community forum. The Board also discussed the multitude of written submissions. Based on these conversations it became clear that a number of components within the draft policy were not desirable by parents.

Based on parental feedback the Board opted not to approve first reading of Policy EEA Student Transportation and Attendance Areas. The Board will be conversing in the upcoming weeks about potential changes to the draft policy. While the Board recognizes that the lack of an updated policy may create parental anxiety around unknown future practices, the Board feels that important decisions such as those involving transportation should not be rushed. The need for revisions and potential future parental feedback sessions means that a new policy will not be in place for the 2015-16 school year. While the Board is unsure of what the specific changes are at this time, the following directions have been provided to senior administration regarding a revised transportation policy.

- Fees should not be considered as part of the new policy.
- The Board is directing senior administration to review programs within schools and enhance programs and services that are desired by parents so that parents do not feel the need to attend a non-designated school. The development of such programs may be done prior to and outside of the development and implementation of a new transportation policy.

We recognize that schools can't do it alone and we further commit to continued communication regarding transportation policy drafts and ongoing opportunities for dialogue with parents such as the opportunities provided during our transportation review.

We value our partnerships and together we can support all our children in preparing for a successful future.



Empowering all our people to excel

6302 - 56th Street
Taber, Alberta T1G 1Z9
Phone: (403) 223-3547
Fax: (403) 223-2999
www.horizon.ab.ca

HORIZON SCHOOL DIVISION NO. 67

Our Learning Community

BARNWELL

Barnwell School
Phone: 403-223-2902

ENCHANT

Enchant School
Phone: 403-739-3770

GRASSY LAKE

Arden T. Litt Centre for Learning
(Outreach School)
Phone: 403-655-2372

Chamberlain School

Phone: 403-655-2211

HAYS

Hays School
Phone: 403-725-3755

HUTTERIAN BRETHREN SCHOOLS

Phone: 403-223-3547

LOMOND

Lomond Community School
Phone: 403-792-3620

MILK RIVER

Erle Rivers High School
Phone: 403-647-3665

Milk River Elementary School
Phone: 403-647-3747

TABER

ACE Place Learning Centre
(Outreach School)
Phone: 403-223-4761

Central Elementary School
Phone: 403-223-2170

D. A. Ferguson Middle School
Phone: 403-223-8971

Dr. Hamman Elementary School
Phone: 403-223-2988

...T. Westlake Elementary School
Phone: 403-223-2487

Taber Christian Alternative School
Phone: 403-223-4550

Taber Mennonite School
Phone: 403-654-4654

W. R. Myers High School
Phone: 403-223-2292

VAUXHALL

Horizon MAP
(Outreach School)
Phone: 403-654-4654

Vauxhall Elementary School
Phone: 403-654-2422

Vauxhall High School
Phone: 403-654-2145

WARNER

Warner School
Phone: 403-642-3931

March 17, 2015

Community Facility Enhancement Program

Alberta Culture

Suite 212, 17205 – 106A Avenue
Edmonton, AB T5S 1M7

TO WHOM IT MAY CONCERN:

On behalf of Horizon School Division No. 67, I am pleased to provide our support of the application being submitted by the Lethbridge Therapeutic Riding Association for a facility enhancement grant.

The Therapeutic Riding Association plays a critical role for special needs students within our division that have participated in the riding program over the past years but due to the collapse of the building in November 2014 as a result of heavy snow, riding classes have been cancelled. Approval of this grant will enable the LTRA to build a larger facility and allow them to continue with the excellent program they provide not only to our students but to Southern Alberta.

Our division fully supports the efforts of the Lethbridge Therapeutic Riding Association in their pursuit of this grant. Any program that can assist our students will benefit us all.

Sincerely,

Wilco Tymensen
Superintendent

COPY

Our Educational Shift to Competence Wilco Tymensen

Once a week, the Lethbridge Herald publishes a column written by a superintendent of one of five school jurisdictions in the Lethbridge area. This week's column is authored by Wilco Tymensen, Superintendent for Horizon School Division No. 67 and was published on March 25, 2014. CASS thanks the Lethbridge Herald for permission to post this article on our website.

Chris Alexander, Canada's Minister of Citizenship and Immigration Canada stated that Canada is one of the most culturally diverse countries in the world, a diverse place, where immigration has helped shape who we are as a country, since before confederation. Today over 265,000 individuals immigrate to Canada every year. In fact, immigrants constitute 20% of Alberta's working age population. We would be hard pressed to say that culture does not play a significant role in Alberta.

Our educational system is shifting from an emphasis on school to an emphasis on education and the learner and from content to competence. Competencies are interrelated sets of attitudes, skills and knowledge that are drawn upon and applied to a particular context for successful learning and living. Just as cultural competence refers to an ability to interact effectively with people of different cultures and socioeconomic backgrounds. The education system is working to create competent Albertans who are able to interact effectively across subject and discipline areas for learning, work, and life. We cannot assume that everyone who looks or sounds the same is the same or everyone who looks or sounds like us is like us. We need to pay attention to our biases as our beliefs influence our actions. We need to move beyond treating people equally as doing so ignores differences. Instead, we need to start treating people equitably as doing so recognizes and respects differences.

Focusing on competencies allows us to reframe our thinking, thereby allowing us to hear and understand other views and perspectives and allows us to understand how others define, name, and understand their role and educators' role in the learning/schooling process. Whether the topic is the recent announcement to reduce the weighting of Diploma exams to 30% or the greater provincial discourse around assessment practices, we need to make time to listen as doing so fosters relational trust with others by interacting with openness, understanding, and a willingness to hear different perspectives. Only through such action will we be able to create a welcoming learning environment that reflects the diverse communities we serve.