

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

Tuesday, May 19, 2015 – 1:00 p.m.

Regular Board Meeting Agenda

A – Action Items

A.1 Agenda	
A.2 Minutes of Regular Board Meeting held Tuesday, April 21, 2015	ENCLOSURE 1
A.3 Payment of Accounts Report	ENCLOSURE 2
A.4 Hays Caretaking Tender	
A.5 Vauxhall High School Caretaking Tender	
A.6 Bull Creek Wind Power Project	ENCLOSURE 3
A.7 Second and Final Reading of Policy HK <i>Student Assessment, Evaluation and Reporting</i>	ENCLOSURE 4

D – Discussion Items

D.1 Budget	
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I- Information Items

I.1 Superintendent's Progress Report	HANDOUT
I.2 Trustee/Committee Reports: <ul style="list-style-type: none">• Zone 6 ASBA Report – Marie Logan• May Admin. Meeting Update – Blair Lowry• Facilities Committee Report – Derek Baron	ENCLOSURE 5
I.3 Associate Superintendent of Finance and Operations Report – John Rakai	
I.4 Associate Superintendent of Programs, Services and Human Resources Report – Clark Bosch	
I.5 Associate Superintendent of Curriculum and Instruction Report – Erin Hurkett	HANDOUT

Correspondence

- Board Memo to Dr. Hamman School re Lord's Prayer
- Horizon Press Release re Budget
- Horizon Press Release re Appointment of new Associate Superintendent
- Newspaper Articles pertaining to HSD

ENCLOSURE 6

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, April 21, 2015 beginning at 1:15 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

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

REGRETS: Terry Michaelis, Trustee; Barb McDonald, Recording Secretary

ACTION ITEMS

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

Under Action Items:

Add: A.5 Budget

Delete: D.1 Budget (moved to Action)

Under Information Items

Add: Superintendent Report

Carried Unanimously

AGENDA
APPROVED
62/15

- A.2 Moved by Jennifer Crowson that the Board approve the Minutes of the Regular Board Meeting held Tuesday, March 31, 2015 as provided in Enclosure 1 of the agenda.

Carried Unanimously

BOARD MEETING
MINUTES
APPROVED
63/15

- A.3 Moved by Jennifer Crowson that the Board accept as information the list of Principal Re-Appointments submitted by the Superintendent for the 2015 – 2016 school year as identified in the Agenda.

Carried Unanimously

RE-APPOINTMENT
OF PRINCIPALS
APPROVED
64/15

- A.4 Wilco Tymensen reported that the Board has received a letter from the Dr. Hamman School Parent Council formally requesting that the recitation of the Lord's Prayer become part of the school's opening exercises beginning in the 2015/2016 school year. The letter identifies that the Parent Council surveyed the school parent community for input in making the request based on the results of that survey that show:

- 80% of the parent population responded to the survey
- Of the 80% responding, 88% said yes and 12% said no to the question 'Should the Parent Council request of Horizon School Board that the recitation of the Lord's Prayer become part of the

School's opening exercises beginning in the 2015/2016 school year as per the new Horizon School Division Lord's Prayer Policy?"

Moved by Bruce Francis that, in light of the Dr. Hamman School Parent Community responding 88% in favor of the recitation of the Lord's Prayer, the Board directs Dr. Hamman School to recite the Lord's Prayer at the opening exercises of the school commencing the 2015-2016 school year.

Carried Unanimously

APPROVAL OF
LORD'S PRAYER TO
BE RECITED AT DR.
HAMMAN SCHOOL
OPENING
EXERCISES
65/15

A.5 Significant adjustments were announced in Budget 2015 by the Province on March 26, 2015 regarding school jurisdiction funding. The negative impact on student learning of Budget 2015 is becoming more and more clear. The budget does not fully cover front line teachers, as announced, and contains significant reductions in funding that will affect front line support staff and other non-classroom teaching costs, in and out of the classroom, and all other contracts, supplies and expenses. It is also about reduced flexibility for school boards to respond to local priorities that will further threaten the impact on all supports and services to the classroom. School Boards have been committed to finding efficiencies for several years and it will be hard to find more as funding becomes more uncertain and inadequate.

Budget 2015 concerns of the Board were expressed as:

- The absence of funding for enrolment growth – estimated to be 46 students in Horizon or in excess of \$358,693
- Reduced flexibility in using reserves to address local needs – effective immediately, Boards will require approval from the Minister in order to access their accumulated operation reserves or savings. Using reserves will only be approved for transitional measures to bridge to a new financial/cost structure that represent costs of a one-time, non-reoccurring nature only.
- Funding reductions that fail to support the needs of students.

Significant changes in funding include:

- No funding for student growth – funding will be based on the lower of the 2014/2015 or 2015/2016 enrolment
- Base instruction – 89% will receive a 2% increase, the remaining 11% will receive a 3.1% decrease
- Class size will receive a 2% increase
- Inclusive education will receive a 1.9% decrease
- Transportation will decrease 1.35%
- All other grants applicable to Horizon will decrease by 3.1% with the exception of Infrastructure Renewal that will revert to the 2013/2014 level of funding

The Board expressed disappointment in the Budget 2015 and will work to speak up to support student needs with parents, staff and other community stakeholders. However, in recognizing the need to submit a balanced

budget by the end of May, the Board agreed to reductions in programs and services that amount to \$1.65M in order to allow administration to start planning for staff and expense amendments that will have to be made prior to the commencement of the 2015/2016 school year.

Moved by Derek Baron that the Board approve that adoption of the 2015/2016 operating budget with a reduction of \$1.65M in programs and services in order to submit a balanced budget.

2015/2016 BUDGET
APPROVED WITH
\$1.65M IN
REDUCTIONS
66/15

Carried Unanimously

DISCUSSION ITEMS

D.1 Budget

Moved to Action Item A.5

INFORMATION ITEMS

Superintendents Report

The province is moving forward with planning in regards to Teaching Quality Standards. Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply result in optimum learning by students. All teachers are expected to meet the Teaching Quality Standard throughout their careers. However, teaching practices will vary because each teaching situation is different and in constant change. Reasoned judgment must be used to determine whether the Teaching Quality Standard is being met in a given context. Changes to the standard are currently being developed through Alberta Education. These changes will have to be reflected in amendments to existing policy regarding teacher responsibility.

Principal Quality Standards are also being reviewed and changes will further support promoting successful school leadership in Alberta. Changes to Board policy regarding School Principals, Vice and Assistant Principals.

Addressing the changes required through professional development opportunities will be hindered by the reductions to these type of funds as a result of Budget 2015.

Mr. Tymensen informed the Board that he has been attending school staff meetings to address questions that any staff may have regarding Horizon's operations.

Senior Management staff attended the Horizon Leadership Symposium that Erin Hurkett, Associate Superintendent – Curriculum & Instruction, Ann Muldoon, Director of Learning, and Amber Darroch, Director of Learning had a big part in developing. Thank you to these individuals and all the other staff that assisted in this endeavor.

I.1 2015 Horizon School Division High School Graduation Dates

Marie Logan requested that Trustees consider attendance at school graduations as identified in Enclosure 3 and requested that they let Barb McDonald know which they will be attending.

I.2 Trustee/Committee Reports

- **Zone 6 ASBA Report**

Marie Logan reminded that the Zone 6 meeting will be held in Taber at the Horizon School Division Office – Eric Johnson Room on May 13, 2015. This meeting will precede the Edwin Parr Awards event that will be held at the Heritage Inn that evening.

The Zone 6 meeting agenda will include a presentation from each jurisdiction as to Budget 2015's effect on each jurisdiction.

- **Facilities Committee Report**

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

- 2015 IMR Projects
- Maintenance Projects
- Maintenance Work Completed
- Upcoming Custodial Tenders for Contracted Services

I.3. Associate Superintendent of Finance and Operations Report

Subsequent to the last meeting of the Board and the Easter break, most time has been spent on work related to Budget 2015. The Board's Budget Committee meeting was well attended by stakeholder members and the input provided during the meeting was well appreciated.

I.4 Associate Superintendent of Programs, Services and Human Resources Report

Clark Bosch's report was distributed as an enclosure with the Agenda and included the following information:
Human Resources:

- I met with each Principal regarding their school's needed teaching allocation. The result of these meetings suggested the need for 7.8 FTE additional teachers. Initially this number was reduced to 5.0 FTE and then it was further reduced to 2.5 additional FTE. The increases will allow for appropriate admin time and the reduction of our part-time teaching staff. At this time we may have 15 fewer part-time teachers next year compared to this year.
- We are moving ahead with our teacher staffing timeline as proposed in January. This timeline will allow us to staff teaching position far earlier than we have in past years enabling us to maximize teacher retention and attraction.

Early and Inclusive Learning:

- **March 9 PD Day**

Ann and Lynn worked with Erin Hurkett to plan and coordinate a morning session for all staff on the Collaborative Response Model facilitated by Kurtis and Lorna Hewson from Jigsaw Learning. They also planned 15 sessions for support staff in the afternoon, the focus of which was supporting literacy and numeracy within the inclusive classroom. Session evaluations were extremely positive, and feedback from support staff indicated that they would appreciate more frequent PD of this nature.

As a follow-up to the morning session, Ann, Lynn and Erin continue to work with Jigsaw Learning to plan for a full-day session on the Collaborative Response Model at the administrators' symposium in April. Principals and vice-principals will have an opportunity to look more closely at the components of the model – assessment, pyramid of interventions and collaborative teams – and to determine next steps for their schools.

- CASS Inclusive Education Sub-Committee

As a member of the CASS Inclusive Education Sub-Committee, Ann has had the opportunity to contribute to discussions at the provincial level on the current state of inclusive education in Alberta and future direction. On March 27, the committee met with Dean Lindquist, Assistant Deputy Minister of the Learning Supports and Information Management Division to discuss successes and challenges and to provide an overview of the work of the committee.

- Collaborative Work of Inclusive Learning Team

In the past two months the inclusive learning team from division office has attended collaborative meetings with staff in Vauxhall High School, Chamberlain School and DA Ferguson School to provide support to teachers and identified students.

Ann and Lynn have also facilitated three meetings with staff from Children's Allied Health and principals and learning support teachers from LT Westlake, Chamberlain and Barnwell to plan for pilot projects in those three schools. Following the initial meeting, Barnwell School had an occupational therapist and a speech-language pathologist in classrooms on the morning of March 24, and we met with teachers and therapists in the afternoon to discuss concerns and possible solutions. Chamberlain and LT Westlake have dates set aside in May and June for their classroom visits.

- Early Learning

Screening for children aged 3 to 5 starts on April 20 and will be held in schools this year. Schools are also accepting registrations for pre-Kindergarten and Kindergarten.

- Budget Reminder:

- **What are Centralized Funds?** - Centralized Inclusive Learning funds are intended to meet the needs of students who require more individualized support, and to ensure that specialized services, such as REACH or psychologist/behaviour support, are accessible to students in all schools, regardless of school size, location or demographics, through division office. Centralized supports may include:
 - Learning assistants for students who require individualized supports (assigned to schools)
 - Learning Support Teacher time (assigned to schools)
 - Speech language assistant time to support speech/language development (assigned to schools)
 - Psychologist/Behaviour support
 - Access to REACH consultants (Division pays an hourly rate)
 - Professional development for teachers and assistants to support inclusive practices
 - Sub costs for team meetings/IPP meetings that require more time than a regular parent/teacher conference
 - Administration/coordination of specialized supports and services (In-house, regional, community-based)
- **What are Decentralized Funds?** - Decentralized funds are a means of channeling resources "to provide for a continuum closer to the learner" (*Planning for a Continuum of Specialized Supports and Services*, Alberta Education, 2012). Schools are best placed to identify the strengths and needs of each learner and to plan for and provide universal supports and targeted interventions. Learner profile data gathered from assessments, such as literacy or numeracy benchmark assessments, or from interest/learning preferences inventories, enable schools to establish their own priorities in terms of the strategies and interventions needed. Decentralized funds are weighted to reflect the need for early intervention, with Div. I students receiving 38% of funds, Div. II 28%, Div. III 22% and Div. IV 12%. Decentralized funds may be used to provide or enhance supports such as:
 - Differentiated instruction and assessment
 - Benchmark assessments

- Literacy and numeracy supports/interventions
- Flexible scheduling and groupings
- Assistive technology
- Positive behaviour supports
- Collaborative planning time
- Lead teacher time (E.g. Literacy)
- Increased learning support time
- Assistant support

FNMI Education:

- Lisa Sowinski continues to enable some parents to get to and from appointments with appropriate service agencies. Many of our families in need have no way to keep these appointments without Lisa's help.
- Lisa has attended school-based meetings along with students and parents in an effort to assist in success planning for our FNMI students who are struggling.
Introduced some mothers to Karen Kallen (constituency assistant) to help them receive their family allowance, they have been cut off for some reason and Karen will assist them with this.
- Doing presentations with Elder , had one at Dr. Hamman and have a couple coming up in April one in Grassy Lake and the other at DAF.
- Lisa has been helping students going on to post-secondary school with applications and bursary programs applications.
- Providing support and encouragement to students that have fallen behind to get assignments in order to receive full credit.
- Working with family services to get some students tested that may have FASD.
- Providing support to a family who has had issues with the band by directing them to the proper agencies that they need to resolve the issues.
- Meeting some new families that have moved to Milk River and Warner.
- Assisting families by familiarizing them to the food bank and other agencies that are needed.
- Helping fill out forms for Kidsport, registration forms for status, finding out when they can go get pictures for treaty cards at another reserve other than theirs.
- Lisa continues to transport some students to school, and continues to facilitate the picking up and dropping off of homework for students who have been ill.

Counselling:

- We have Gay Straight Alliances (GSAs) at both VHS and Myers. Around 5-10 students each week attend meetings. We have met with the Taber Public Library about having a movie night to talk about gender/sexual stereotypes. We've also been in contact with GSAs in Lethbridge.
- We sponsored Pink Shirt Day (anti-bullying) in February.
- Psychology Club received \$500 from the Community Foundation of South West Alberta. We are planning a Drugs Over Dinner event where we invite students and community members to take part in a frank, open discussion about drugs and addiction over a light meal. We are looking to collaborate with TCAD on this as well.
- Mentorship is currently underway at Dr. Hamman, Central and Myers. Going great!
- A new group for helping both students who struggle with depression and their friends who struggle with how to help them is in the planning stages. The goal is to teach the students how they can help but also how to maintain proper boundaries and their own self-care when they have loved ones that struggle with mental health concerns.

- The 4th R program with the grade 9 class out at Grassy Lake is underway. The program focuses on effective relationship skills such as conflict management as well as refusal skills, which includes turning down the pressure to use drugs or alcohol. The staff at the school has noticed an increase in smoking by grade 10 students so they are hoping this program will help prevent the grade 9s from following the same route.
- Triple P parenting program is going well in Vauxhall. We have had 4 participants show for the first 2 sessions, which is 3 more than in the previous years it was put on. As a result of the program, 2 of the participants have signed up for further 1-1 parenting sessions with the FCSS parenting coach who is co-facilitating the program with me.
- Resiliency Campaign is underway and the Postcard selection for the event occurred March 24, which resulted in great participation from many community members. The celebration night is in May at the Taber Community Center. This program involves schools from a number of different schools within our division. It is a great night, and we encourage anyone to join us!
- Clinical Team Leader attended a Train the Trainer PD opportunity on The PREPARE Model for School Crisis and Prevention and Intervention. She hopes to run training for our Division and community partners before the end of the school year.
We are also looking at a couple of programs we may offer training to principals and teachers in to build in Mental Health awareness into schools and classrooms. These programs all encourage social-emotional literacy and creating cultures of support.
- Universal programs continue to run throughout the division on topics such as conflict-resolution and emotional literacy (i.e., Kelso's Choice, Kimochis, Superflex and MindUP)

Career Counselling:

- **Meeting the Need of all our Schools:** Garth recently did some work with the Vauxhall MAP programs around career themes and found the students willing and eager to consider a wide variety of occupations and training. This represents a portion of the growing demand for career related programing and advising that has outstripped our ability to provide even a basic program capable of supporting teachers and students in our schools. Many of our grade 8 to 12 students are haphazardly preparing for their transition from high school as evidenced by the numbers who do not use Career Cruising in any capacity other than to complete assignments in CALM class. A basic program would try to make sure that every student gets several presentations or meetings each year including an introduction or re-fresher on Career Cruising, access to a career fair, a basic transition planning presentation, a career development presentation and then access to individual help if they need it. This is all pretty basic stuff that other school divisions have moved to address but we have been stretched too thin to accommodate in each of our schools.
- **Xploring The Trades Committee:** This group created a Youth Exploring the Trades event called YETT that was fantastic at introducing apprenticeship trades to students. They also participate in the Trade Recognition Gala that recognizes apprenticeship businesses that mentor youth through the RAP program. This group just became an education subcommittee of the Lethbridge Chamber of Commerce. There is potential here for our rural students to develop a higher level of connection with Lethbridge employers and with our voice they could continue the good work started by Xploring Trades. Meetings are held in Lethbridge on the second Tuesday of every month at 8 am.
- **Parent Outreach:** Workshops are being offered in the North and South areas of Horizon School Division for parents of grade 10 and 11 students. The workshops will cover dates and requirements for college, university and trades entrance. This is similar to our early workshop for grade 12 parents with the hopes that parents will make one of these meetings. Workshops are scheduled in April.

Resources for Parents

- ☑ **Scholarships** - how do we get them, how many are out there and when do we start looking?
- ☑ **College, University, Trades and Polytechnic Admission Updates** - what is happening?
- ☑ **Career or Academic Planning** - resources for parents

Parents of Grade 10 and 11 students are invited to attend:

Vauxhall: April 22nd at 6:30 and done by 7:30 **Where:** in the Vauxhall High School Library

Warner: April 21 at 5:30 and done by 6:30 **Where:** Warner School Library

Call or email Garth at 403-360-2737 or garth.mouland@horizon.ab.ca for more information

- **Career Rally:** Dates are proposed and invitations are ready to go out. Garth will be attempting to meet with principals in the next two weeks in person to person meetings to gain a commitment to the event and to begin the process of arranging transportation. Student numbers have reduced to a point in the south schools that the day will be a half day event and the northern rally will continue to be a whole day procedure.
- **Career Wiki:** At the suggestion of Warner School we added a page called Graduation and Transition that includes information on obtaining a high school diploma, helps students find entrance exams for US schools and links to the new NCAA Eligibility Center web page.
- **Myers Online Registration:** For the first time students had the opportunity to register for classes online. The career practitioner and office staff worked with one class at a time in the computer lab and had students enter their own course registrations. This process took place on March 25 and 26.
- **Myers Web Page:** The Career Corner appears on the Myers web page with updates on graduation, the career newsletter and scholarship information.
- **Review of Program Goals**
 - 1.1 Provide students with career counselling
 - 1.2 Promote advantages of career management
 - 1.3 Supply and promote career resources
 - 1.4 Promote and provide special career events
 - 2.1 Provide career programming
 - 2.2 Connect present education to career choices
 - 2.3 Liaise with career / school related groups or projects
 - 3.1 Advise and assist students as they prepare to act on their transition plans
 - 3.2 Assist parents

High School Redesign:

- Representatives from all of our high schools currently participating in High School Redesign will be attending an Alberta Education session in May in Calgary.

- We will be hosting a High School Principals meeting in May where we will be visiting all things in the High School world in an effort to move forward on the foundations of the HS Redesign project. These foundational areas include: **(This meeting has been cancelled by AB ED)**
 - Mastery Learning
 - Rigorous and Relevant Curriculum
 - Personalization
 - Flexible learning Environments
 - Educator Roles and Professional Development
 - Meaningful Relationships
 - Assessment
 - Welcoming, Caring, Respectful and Safe Environments
 - Home and Community Involvement

Vauxhall Baseball Academy:

- Attended the VAB Gala evening in March.

Warner Hockey School:

- Met with Director of Hockey Operations, Mikko Makela, regarding a student discipline decision.
- Met with Hockey school staff regarding student discipline moving forward.
- Met with parents of the Warner Hockey School during their Showcase to clear up any question they may have regarding the Hockey School moving forward. At the moment the Hockey School is in the middle of solving issues it is facing in regards to a number of facets of the program.

Hutterian Brethren Schools:

- Clark and Gary have had discussions with German teachers and many Ministers regarding the 'pooling' of the 8-10 minutes per day dedicated for German Studies. The discussions were to collect feedback on the possible move to a one-hour block of time at the end of the day, 27 times (Wednesdays) throughout the school year. Based on the feedback received, we will be moving forward with this timetable adjustment for the upcoming 2015-16 school year. We have always appreciated the benefits from the support provided to students, staff and Horizon School Division by our German teachers, Ministers, elders and community members. The pooling of time into one larger block of prep time will hopefully benefit teachers a bit more and ultimately our students.
2015-16 Budget concern. From the perspective of colony schools, with many grades and 100% ELL school population, 'support' to help facilitate the curriculum delivered is imperative. The proposed hits to both 'decentralized incl. ed.' and 'ELL' that we have the potential for devastating affects at all schools. Unlike town schools, who would be able to reduce the support via seniority, or lowest person on the totem pole, our pain would be spread throughout every school. We cannot simply remove 1-2 support staff and have the remaining assistants absorb and carry the load - due to the fact that we are at 18 isolated sites.
- Colony Teachers will be attending the Alberta Colony Educators Conference May 15-17 in Olds.

Teacher Evaluation:

- I continue to evaluate five teachers.

College of Alberta School Superintendents:

- I attended the spring CASS learning symposium in Calgary where I took part in sessions dealing with Alberta Education direction in regards to High School Redesign as well as sessions surround staff mentorship, accommodation and retention.

I.5 Associate Superintendent of Curriculum and Instruction

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

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. David Slomp from the University of Lethbridge – will be starting a writing research project with sr. high teachers beginning fall 2015.
3. Poetry workshop – Harry Baker, the world champion slam poet, led students from across the division in a poetry workshop at Barnwell School.

Inclusive Learning

1. Leadership Symposium – School leaders met to further discuss the collaborative response framework and were given time to discuss how this framework can be utilized across the division and within schools. Kurtis Hewson facilitated the first day of the symposium and senior leadership facilitated the second day.
2. Instructional Support Plans (ISP) & Dossier: Ann Muldoon facilitated a session where learning support teachers and I provided feedback in relation to the customization of ISPs for the Dossier program that Horizon will be purchasing.

21st Century Learning Competencies

1. Jr. and sr. high students from across the jurisdiction will attend a student leadership gathering facilitated by Kaitlyn Mills (a student from VHS). The theme is “The Ideal School.” Students will discuss what an ideal school looks like from a variety of perspectives (superintendent, board members, teachers, students, parents, etc.) and then design a model of an ideal school.
2. Science Olympics: Jr. high students from across the jurisdiction will meet on April 29th at the Civic Centre to partake in science-related activities and competitions.

Correspondence

No items of discussion came forward from Correspondence as provided in Enclosure 6 of the agenda.

COMMITTEE ITEMS

Moved by Bruce Francis that the Board meet in Committee.

Carried Unanimously

COMMITTEE
67/15

Moved by Rick Anderson that the meeting reconvene.

Carried Unanimously

RECONVENE
68/15

Moved by Bruce Francis that the meeting adjourn

Carried Unanimously

MEETING
ADJOURNED
69/15

Marie Logan, Chair

Barb McDonald, Secretary

PAYMENT OF ACCOUNTS REPORT

Board Meeting - May 19, 2015

General	March 24/15		216,127.68
General	March 31/15		61,342.77
General	April 1/15		1,116,366.70
General	April 14/15		83,691.43
U.S. Funds	April 15/15		3,657.95
General	April 22/15		803,196.75
General	April 28/15		1,156,095.34
General	May 5/15		62,757.38
U.S. Funds	May 5/15		371.85
U.S. Funds	May 11/15		117.46

"A" Payroll	March 2015	Teachers	1,594,395.94
	March 2015	Support	571,799.74
	April 2015	Teachers	1,591,779.91
	April 2015	Support	563,710.97

"B" Payroll	March 2015	Casual	12,973.71
	March 2015	Subs	48,355.92
	April 2015	Casual	11,866.86
	April 2015	Subs	57,801.26

Total Accounts			7,956,409.62
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Board Chair _____

PJ:dd
May 12, 2015

Bull Creek Wind Power Project – Next Steps

On October 23, 2012, the Board of Trustees of the Horizon School Division No. 67 approved its participation in the Bull Creek Wind Power Project and authorized the execution of a Direct Sales Agreement (DSA) to that effect with BluEarth Renewables Inc. (the Vendor).

As contemplated under the DSA, the Board agreed to execute the ancillary agreements, documents, consents, acknowledgement and instruments that are reasonable and customarily required by the lender of the project to allow the Vendor to obtain financing for the project.

All such ancillary documents have been negotiated and reviewed by legal counsel representing the School Division to ensure their legitimacy and compliance with the DSA and that such documents do not make the School Division liable in any respect to the lender of the project, except regarding confirming the obligation to purchase electricity from the project under the terms and conditions already agreed to under the DSA.

The Bull Creek Wind Project Power Resolutions are therefore presented to the Board of Trustees for approval, including the appointment of the authorized signatories for the Board to negotiate, execute and deliver each of those ancillary documents discussed below and listed in Schedule "A" of the resolution.

1. A Trustee's Certificate

Signed by a Trustee, the purpose of the Certificate is to certify that each Board exists as a corporation, and has the capacity and authority to sign and enter into each of the documents to be executed. This includes signatures of each of the Authorized Signatories, a copy of the Order of the Minister of Education that establishes the Board, copies of the Board's Policies or other governing documents (if applicable) and a signed copy of the Resolution of the Board of Trustees as identified in 1. above.

2. An Agency Agreement

Signed by authorized signatories this document appoints the Fort McMurray Roman Catholic Separate School Division No. 32 (FMRCSD) as the Agent on behalf of all the Boards that are purchasers under the DSAs, and recognizes that Bull Creek Wind Power Limited Partnership is the Vendor party under the DSA.

3. A Consent and Acknowledgement Agreement

Signed by authorized signatories this form acknowledges by the Board that certain lenders have loaned money to Bull Creek Wind Power Limited Partnership for the purpose of constructing the wind farm contemplated in the DSA, and allows the lenders to step in to Bull Creek Wind Power Limited Partnership's shoes if Bull Creek Wind Power Limited Partnership defaults on its obligations under the DSA.

The resolution proposed by the Agent Board – FMRCSD, to authorize signing of all the above documents is as follows:

"Moved that the Horizon School Division No. 67 Board of Trustees approves the Bull Creek Wind Project resolution as presented"

**BULL CREEK WIND PROJECT RESOLUTIONS PASSED BY
THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION NO. 67
(THE "BOARD")**

RECITALS:

- A. The Board is the Board of Trustees of The Horizon School Division No. 67 (the "**School Division**"), an Alberta school division established under the *School Act* (Alberta).
- B. Bull Creek Wind Power Limited Partnership ("**Bull Creek**"), in conjunction with certain of its affiliates, proposes to construct, maintain and operate a 29 megawatt wind power project in the Province of Alberta (the "**Project**").
- C. Pursuant to the documents and agreements listed in Schedule A hereto (collectively, the "**Documents**"), drafts of which have been presented to the Board, the School Division (by and through the Board and/or the Agent (as defined below and as applicable)) has, or proposes to, among other things:
- (a) purchase from Bull Creek electricity generated by the Project as per the Direct Sales Agreement dated July 31, 2013 (listed in Schedule A hereto), as approved by the Board of the School Division pursuant to board motion 96/12 dated October 23, 2012;
 - (b) together with certain other School Divisions, Districts and Regions, appoint The Fort McMurray Roman Catholic Separate School District No. 32 as its agent in connection with certain of the Documents (the "**Agent**");
 - (c) enter into arrangements in respect of certain rebates that will or may be issued in connection with the Project and the Documents; and
 - (d) consent to and acknowledge certain rights and remedies in respect of the Documents to and in favour of Bull Creek's secured lenders.
- D. The Board considers it advisable and in the best interests of the Board and the School Division for the School Division (by and through the Board and/or the Agent, as applicable) to negotiate, execute, deliver and perform its obligations under each of the Documents and the transactions contemplated thereby, together with any other ancillary agreements and other documents in connection with any of the foregoing (collectively, the "**Ancillary Documents**").

RESOLVED THAT:

1. The School Division (by and through the Board and/or the Agent, as applicable) be and is hereby authorized and approved to enter into the Documents on terms substantially similar to the draft Documents that have been presented to the Board, and perform its obligations thereunder in accordance with the terms of such Documents.
2. All Documents entered into prior to the date hereof are hereby ratified and approved.
3. The School Division (by and through the Board and/or the Agent, as applicable) is hereby authorized to approve, authorize, negotiate, enter into, execute, deliver and perform its obligations under each of the Documents and any Ancillary Documents.

4. The School Division (by and through the Board) hereby appoints the Agent to act as its agent to execute and deliver the Retail Function Services Agreement (listed in Schedule A hereto) pertaining to the Project in accordance with the terms of the Agency Agreement (listed in Schedule A hereto).
5. The School Division (by and through the Board) hereby authorizes its Superintendent and Secretary-Treasurer (each, an "**Authorized Signatory**") to negotiate, execute, and deliver each of the Documents and Ancillary Documents for and on behalf of the Board, and to negotiate such additional terms and take all such further actions in connection with the Documents, Ancillary Documents, and the Project as the Authorized Signatory may in his or her sole discretion deem necessary or advisable.
6. These resolutions may be signed in counterparts and delivered by facsimile or other electronic means, and such counterparts together shall constitute one and the same instrument.

[Remainder of page left intentionally blank.]

THE FOREGOING RESOLUTIONS are hereby consented to and passed by the trustees of the Board pursuant to the *School Act (Alberta)* effective as of this 19th day of May, 2015.

Marie Logan, Board Chair

Wilco Tymensen, Superintendent

John Rakai, Secretary-Treasurer

SCHEDULE A

Documents

1. Direct Sales Agreement dated July 31, 2013 between 1646658 Alberta Ltd., as Vendor, and the School Division, as Purchaser, as amended by Letter Agreement dated December 22, 2014.
2. Consent and Acknowledgement Agreement between the agent (on behalf of certain lenders providing financing to Bull Creek), the School Division, and Bull Creek regarding the Direct Sales Agreement and the Agency Agreement.
3. Agency Agreement between, *inter alios*, Bull Creek, as Vendor, The Fort McMurray Roman Catholic Separate School District No. 32, as Agent, and the School Division, as Purchaser.
4. Retail Function Services Agreement between Bull Creek, as Provider, and The Fort McMurray Roman Catholic Separate School District No. 32, as Agent.
5. If applicable, the Power Rebate Program Agreement Letter between Bull Creek, as Vendor, and the School Division, as Purchaser.

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 Education 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.
 - c. **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.
 - d. **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.
 - e. **Accommodations**: any changes to instructional strategies, assessment procedures, materials, resources, facilities or equipment to accommodate the unique needs of the student.

2. **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.

May 19, 2015

HORIZON SCHOOL DIVISION NUMBER 67 - FACILITIES DEPARTMENT

Facilities Committee Report

Jake Heide

With the arrival of warm weather, in addition to the regular day to day maintenance operations throughout the division; facility crews have been addressing many other needs including exterior landscaping, painting parking lot and running track lines, clearing bushes, shrubs and broken tree branches, as well as sweeping sand from staff and student parking lots.

Responding to urgent and growing needs 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 continuing fluctuations in 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.

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

Horizon MAP – Vauxhall

Outstanding site work at Horizon MAP is complete. Three hard surface (paving stone) student picnic areas were added to be utilized by students during breaks. Decorative rocks, stones, bushes and trees were also added. A sports area was not installed behind the school due to lack of room and the proximity to the building facility. Consideration for erecting a sporting area on the north east corner of the parking lot is underway. This would result in the loss of approximately five parking spots.

2015 Maintenance and Renewal (IMR)

Central School Retaining Wall – IMR Contingency

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

Chamberlain School Contingency Project

- Pricing for Stucco replacement with brick on the West gymnasium wall and the South side of the 2004 section have been received. The contract was awarded to the low bidding contractor. Stucco removal and wall preparations will be done in house, while the brick installation and the stucco cap will be handled by the successful bidding contractor. Work is expected to be complete prior to the start of the 2015/16 school year

Enchant School

- Repointing and repair of exterior masonry is complete. Stucco walls will be strapped using CCA preserved lumber and finished using resilient synthetic polymer to enhance its esthetics appeal. Stucco replacement start time is forthcoming

Lomond School IMR Project 1

- Flooring for the classrooms and main floor corridor has been completed. Standard colors were selected by the facilities department along with new rubber base throughout. The remaining flooring including the lower 1961 corridor and the 1956 entry is now underway. Completion is expected prior to the end of the school year

Vauxhall Elementary School Exterior Columns

- Exterior column repair is complete. Water displacement improvement is underway to prevent further frost heaving and damage to structural columns.

Maintenance Projects

- Completed heating, ventilation and air-conditioning graphics for Vauxhall Elementary School modular classrooms.
- Installation of vehicle post in the Erle Rivers High School parking lot as requested by school administration and local law enforcement.
- Replaced concrete lifted and damaged landing on egress door at ERHS
- Set up irrigation for all schools.
- Fertilizing of all playing fields and green strips are underway. Additionally, spraying for weeds is primarily complete for the first round, ongoing spot spraying will be required throughout the summer months.
- Gopher control in rural schools in underway and ongoing.
- Built and installed shelving for DAF/WRM music room.
- 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. Replacement wall covering is underway.
- Inspection and repair / replacement of playground equipment is underway. This project is ongoing and is being undertaken by certified facilities staff.
- LED lighting upgrading in various schools. Particularly in exterior lighting.

Maintenance work During February and March

During the past month, a total of 74 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, additional shelving installed in the band room of WRM/DAF, construction and installation of mill work in Hays School, rooftop unit repairs etc.

Caretaking Tenders

Invitations for the supply of caretaking services for Hays School and for Vauxhall Junior / Senior High School were advertised. A mandatory site tour was held in Vauxhall on Friday May 1 and in Hays on Friday May 8.

Six contractors attended the mandatory contract review and site tour at Vauxhall jr/sr High School, while two contractors attended the Hays School meeting.

Bidding deadline for both tenders was Friday May 15, 2015.



Horizon School Division
No. 67

MEMORANDUM

DATE: April 22, 2015

TO: Principal of Dr. Hamman School

FROM: Horizon School Division Board of Trustees

RE: Lord's Prayer

The Board of Trustees of the Horizon School Division believes in religious tolerance, the acknowledgement of religious diversity, the maintenance of inclusive environments in its schools, and the provision of appropriate opportunities for students to give expression to their religious beliefs.

In accordance with the School Act, Education Act, the Alberta Act, the School Ordinance of the Northwest Territories and the Constitution of Canada, the Board is directing that Dr. Hamman Elementary School include recitation of the Lord's Prayer as part of its opening exercises as requested by the school council commencing in the 2015-16 school year.

In accordance with the School Act, the Alberta Human Rights Act, as amended from time to time, or pursuant to any successor legislation, and as per Horizon Policy HNA: Lord's Prayer, you are hereby directed as the principal to:

- a) Ensure that parents of Dr. Hamman School are informed of the religious practice at the time of registration each year (see sample notice, Appendix A in policy HNA);
- b) Ensure that parents are provided the opportunity to exempt their child from the recitation of the Lord's Prayer as part of the opening of the school day at the time of registration each year (see Appendix B in policy HNA); and
- c) Annually ensure that written approval is provided to students whose parents/guardians wish them to be excluded from the recitation of the Lord's Prayer as part of the school's opening exercises.
- d) Ensure teachers treat non-participants discreetly and with respect at all times.



Empowering All Our People to Excel

Horizon School Division No. 67

PRESS RELEASE

DATE: April 21, 2015
TO: All staff, budget committee, and stakeholders
FROM: Marie Logan, Board Chair
RE: 2015-16 jurisdiction budget

At the April 21, 2015 Board meeting, the Horizon Board of Trustees reluctantly approved the jurisdiction's budget for the 2015-16 school year, even though they have significant concerns about the effect the government's proposed 2015-16 budget will have on student success and the overall operation of the jurisdiction.

Given the province's directive to protect front-line teachers and reserve restrictions, the 2015-16 school year will see no reduction in teaching allocations but significant reductions and/or elimination of current programs and services, and reduction in support staff levels equaling approximately \$1.65 million dollars. Reductions that the Board believes will have long-term consequences for students and the effective functioning of the jurisdiction.

Further reductions in plant operation and maintenance (utilities), infrastructure maintenance and renewal (building upkeep) and student transportation totaling a further \$850,000 will also translate in the need to find further efficiencies in these areas.

Decisions regarding the need for unprecedented cuts were guided by the Board's beliefs and priorities including:

- meeting the educational needs of all students through quality instruction, programs, and services,
- staffing that provides for the highest level of educational opportunities for all students within the constraints of a sustainable budget, and
- commitment to the Board's strategic priorities as outlined in the jurisdiction's three year education plan.

The Board remains committed to collective agreement compensations for the 2015-16 school year and moving away from current reliance on formulas to staff schools. A new needs based model is being implemented that should reduce the reliance on part-time and temporary employees. The jurisdiction also remains committed to their most at-risk students by protecting the approximately \$2 million centrally allocated portion of the inclusive education budget (0% reduction), which is used to fund

approximately 40 full time equivalent support staff in schools, and the Family School Liaison Counseling program (2% reduction).

In an attempt to protect front-line staff the Board approved a 12.5% reduction to board and system administration expenses (approximately \$250,000) in addition to a further \$250,000 provincial budget reduction in this area that will translate to extensive reductions in supports for schools.

Schools will receive a 3% reduction in total budget allocations. Given that there is no reduction in teacher allocations and supports for our highest needs students, this reduction will translate to a 30% reduction in the non-teacher portion of school budgets.

This 30% reduction in school budgets includes but is not limited to:

- Clerical hours – 100% reduction
- Support staff discretionary hours – 100% reduction
- High school CEU enhancements – 100% reduction
- Distance learning allocations – 50% reduction
- English language learning allocations – 40% reduction
- School inclusive education allocations for mild/moderate students – 32% reduction
- School decentralized budgets – 10% reduction
- Librarian hours – 10% reduction
- Outreach grants – 10% reduction

Board Chair, Marie Logan, spoke about Horizon's long standing tradition of fiscally responsible and strategic practices that allow the jurisdiction to weather financially volatile times. The jurisdiction achieves such financial stability by accessing its reserve funds. By removing Board controlled access to its own reserves the government is forcing the jurisdiction to make cuts. These deficiencies could essentially be covered by operational reserves, which is Horizon's historical practice. This appears to run counter to local autonomy, local governance, Board's natural person's power, and the vision of Inspiring Education. The Board remains hopeful that the government reverses the Board's inability to determine how its reserve is utilized and is strongly opposed to the lack of funding for all new students. Such changes would provide autonomy and flexibility for local board officials to address the needs of students.

In closing, the Board appreciates that the Province made commitments to the Alberta Teachers' Association, which it helped fund in the budget. "Unfortunately, constraints regarding how we can deploy funds, and limiting our ability to access reserves will increase teacher workload and stress as we will be required to reduce classroom supports", stated Logan. This will have an adverse impact on our students, particularly those with the greatest need.

Should the announced reductions and changes continue to stand following the election, the Board believes the province should reverse the loss of budgetary and decision-making flexibility as outlined previously so that the jurisdiction can continue to make local solutions that work in the best interests of our students at the local level.

Further information about specific impacts at the school level will be shared with principals as planning for 2015-16 continues.



HORIZON SCHOOL DIVISION NO. 67

NEWS RELEASE

APRIL 28, 2015

ASSOCIATE SUPERINTENDENT OF CURRICULUM AND INSTRUCTION



The Board of Trustees is pleased to announce that Amber Darroch has been appointed as the new Associate Superintendent of Curriculum and Instruction for Horizon School Division No. 67 effective August 01, 2015.

Marie Logan, Chair of the Horizon Board of Trustees, comments, "We were pleased that our Canada-wide advertising resulted in applications from across North America. Ms. Darroch was selected from a field of truly outstanding candidates. We believe that Amber's values, principles and organizational skills align with Horizon's vision and mission and the Board's beliefs; her strong work ethic, her ability to foster and strengthen relationships, and her commitment to school improvement lays the foundation for ongoing student success."

Ms. Darroch has maintained an exemplary record over a twenty-year period as an educator in Alberta. Amber has taught elementary, middle and high school students across a breadth of grades and subjects from Grade 1 to Social 30. Amber has served as a principal in elementary, secondary, and alternative settings as well as district principal and Director of Learning for the past 13 years, this past year being with Horizon School Division No. 67.

Ms. Darroch has a strong practical and theoretical background in educational leadership, holds a Master of Education degree from the University of Lethbridge (2005), possesses a strong skillset for supporting work in the area of teacher mentorship and leadership development, is committed to ensuring success for all students, and is passionate about promoting highly effective teacher practice. In her spare time Amber enjoys reading, travel, sports and spending time with her family.

Amber comments, "I have thoroughly enjoyed this year, getting to know the communities within Horizon School Division, and am honoured to be able to continue serving staff and students in this new role."

Cuts to school budget to include student, teacher awards

Freeze on funding for new students means \$400,000 less in funding for Horizon in the 2015/16 year

Continued from Page A1

There is no money in the Horizon School Division 2015 revised school budget to hand out awards to deserving students and teachers, and board members are blaming provincial budget cuts to education.

"It's our understanding from the Ministry (of Education) that (handing out awards) should not continue," said School Superintendent Wilco Tymensen. "We shouldn't be using taxpayer dollars and giving out scholarships and awards for students. We should be using those dollars to pay for a general education for kids."

"What's ridiculous to me is the government saying we can't even give awards out to students or staff," said Ward 4 Trustee Derek Baron. "That's ridiculous. The government is out to lunch on this budget. 'Hopefully, we have some change with this new election.'"

Further, English language learning and distance learning allocations are set to take a big hit in their funding.

A revised 2015 budget, was passed at the board's April 21 meeting, based on the mandate of cuts to operations handed down by the Jim Prentice PC government shortly before calling a May 5 election.

Tymensen said with a \$45 million HSD budget, the awards represent just a small amount of the funding.

"I don't think it's a huge savings at all," said Tymensen. "It's a fairly small number." He added the notion of celebrating the accomplishments of students for excellence is one way to keep students and staff interested and excited about education.

"When you start nickel and diming, and impacting the morale and the motivation with either our staff or our student population and parents, it just creates a really negative, toxic atmosphere."

The budget also includes reductions in plant operation and maintenance (utilities), infrastructure maintenance and renewal (building upkeep) and student transportation, totaling a further \$850,000. The Board also approved a 12.5 per cent reduction to board and system administration expenses, roughly \$250,000, in addition to a further \$250,000 provincial budget reduction to that area.

Schools in the division will be hit with a three per cent reduction, but as the province has mandated there is to be no reduction in teacher allocations and supports for high-needs students, those cuts will actually translate to a 30 per cent reduction in non-teacher portions of their budgets.

This 30 per cent reduction in school budgets includes but is not limited to:

Clerical hours, 100 per cent reduction; support staff discretionary hours, 100 per cent reduction; high school CEU enhancements, 100 per cent reduction; distance learning allocations, 50 per cent reduction; English language learning allocations, 40 per cent reduction; school inclusive education allocations for mild/moderate students, 32 per cent reduction; school decentralized budgets, 10 per cent reduction; librarian hours, 10 per cent reduction; outreach grants, 10 per cent reduction.

Tymensen said in making the decision where cuts should be made, a number of stakeholders were consulted.

"We had conversations with parents, students, teachers and community members, principals, and board members to talk about where those cuts could be," he said.

The other big issue surrounding the budget has been the freeze on funding for new students, which is

The other big issue surrounding the budget has been the freeze on funding for new students, which is already promising deficits in urban areas in the millions of dollars. HSD is expecting to see 50 new students in the 2015-2016 school year, which Tymensen said will equate to \$400,000 less funding.

"We have a legal obligation to teach, but no funding for about 12,000 kids coming into schools in Alberta next year," he said. "That's about \$100 million worth of funding and none of those kids will be funded."

The direction right now from the government is that it will happen for the next three years. "What that equates to is that six jurisdictions our size will have zero dollars to operate. There are only 60 jurisdictions."

The new Education Act is going to give local divisions more power to take care of their own business, and even goes so far as to grant school boards the rights of natural persons. With the mandates laid out in the budget, however, Tymensen said it appears as though the government is working to remove some of that local autonomy it had earlier championed.

"They specifically restricted areas we can cut and areas we can't cut," said Tymensen. "In my mind, it's a danger," he compared the action to that of a par-

ent directing a doctor on where to make cuts during a surgery on their child.

"The best way to impact and have the money spent in the right location is to allow local autonomy. The board's frustration is that the province has removed local autonomy."

"We have reserves in place specifically meant for these situations, and suddenly we don't have dollar amounts. We can't use them."

Tymensen said with the election, there is a lot of uncertainty with regards to the provincial education budget.

"With the new election, depending on which party gets in or what happens, there might be a new education budget a week later," he said.

"We might be back to the drawing board in a week."

"The message the board wants to send to the government is that they should have the flexibility to address their economic situation with full autonomy."

Ward 3 Trustee Blair Lowry said in passing the budget, he was concerned about some of the cuts being made.

"We're being directed, it seems, by the government now, to not fund student awards with a lack of money," he said. "I understand we need to pass this. I just I just wanted you to know that I have reservations with some of the things that this (budget) includes."

"It definitely doesn't enhance morale," said Vice Chair Bruce Francis.

Used 11111111
April 29, 2015

School division assessing student assessment policy

By J.W. Schnarr
Taber Times

jwschnarr@tabertimes.com

The Horizon School Division could be changing the way student assessments are handled after introducing a new policy at their last board meeting.

The policy, titled, "Student Assessment, Evaluation, and Reporting", passed first reading during the school board's regular meeting on March 31.

"There's been lots of work in different jurisdictions in the last number of years with a shift in assessment practices, and our jurisdiction has very much been one of those as well," said School Superintendent Wilco Tymensen.

Tymensen said the goal has been to implement a program to build assessment capacity in HSD schools around what is meant by assessment of learning and assessment for learning.

"In other words, an assessment that can inform your practice, improve student learning, and assessments that can inform parents, so parents have a better idea of where exactly their children are doing well and where they are not doing well."

Recently, the province announced a change to how diploma exams would weigh against a student's final grades, reducing the importance of the exam itself from 50 per cent of the final mark to 30 per cent.

Tymensen said the move opens up more diverse opportunities for student assessment.

Following first reading, Tymensen said the goal now

was to collect public information on the proposed policy before moving ahead with further readings.

"As with most policies, our intent for this one in particular is after first reading, to go out and engage in public consultation," he said. He added by engaging in conversations with staff and parents, the board would be able to clarify the direction they should be taking.

Further, Tymensen said moving beyond the assessment policy could see the division aligning their schools in regards to report cards. He said parents of students who travel between schools found it difficult to adjust to the different reporting conventions.

"We have lots of variation," said Tymensen. "We used to have schools in the jurisdiction which used a different reporting convention every grade."

He noted with the variation in reporting conventions came a lot of confusion from parents.

"They say, 'Well, my child used to be an A, but now suddenly is an 'F' Well, 'F' might stand for 'Fantastic.'"

He added the policy itself allows the board to catch a glimpse of how teachers view instruction in its fundamental form.

"It's an interesting policy because when you think about teachers, it truly comes right down to what they think at the heart of instruction," he said.

"It's a huge part of their everyday life. And there are very strong opinions on assessment. And very diverse opinions."

"I think our teachers have been open and they've very much enjoyed the opportunity to have the conversation," he added.

Worries on the Horizon

J.W. Schnarr

Southern Alberta Newspapers – Taber Times

English Language Learners and at-risk youth are facing cuts to their programming if Budget 2015 is implemented. In addition, a freeze on new student funding and a change in how the Horizon School Division board of trustees can access their reserves is going to lead to more cuts in programming, services and resources, according to Supt. Wilco Tymensen.

Vice-chair Bruce Francis called the cuts “ridiculous” in summing up the announcement.

“It makes zero sense,” he said, adding the province was behaving like “a dictatorship” in the handling of the budget.

Budget 2015, laid out by the Alberta PC government, includes program spending cuts ranging from 1.9 to 3.1 per cent, with an average of 2.7 per cent. These cuts will not be made to teachers, however. Instead, they will need to be made through operations.

The amount could mean close to \$1 million in cuts and will result in a significant impact on classrooms. Areas expected to take big hits from the freeze include the area of high-needs and at-risk students as well as English Language Learners, and could affect how transportation is handled by the division.

But Tymensen said there are more cuts to consider, which will raise that amount to \$1.65 million. This includes about \$400,000 in amortized funds the board has been spending every year to pay off buildings and projects they funded themselves.

“The board has used reserves in the past to support these assets and they are being written off at about \$400,000 every year. The money’s already been spent.”

A new budget process which will limit how school divisions spend their reserves will also limit the board from using that money to balance their budgets, something they have done in the past. According to the board, this will result in a further reduction in programs, services, and resources, as that \$400,000 amortization will have to be found elsewhere.

“Primarily, what (the Minister of Education) is saying, is school divisions and public servants in general are operating in an unsustainable structure. By forcing school divisions to look at these (structures), he’s forcing them to make significant changes operationally so they can come into alignment with the new fiscal reality, which is moving forward in this province because of the oil prices dropping,” said Tymensen.

According to material provided by the division, the board’s requirement to remove \$1.65 million from its non-teacher instructional expenses equates to a 12.89 per cent cut in funding. The need to make such extensive cuts when reserve funds are available will result in financial decisions that will see the loss of entire programs and services within Horizon.

“What are the actual effects for classrooms, students, and staff?” Tymensen asked. “We don’t yet know. Senior administration has been having in-depth conversations. There are some programs that are looking at a high per cent reduction, so they will simply cease to be.”

In an official response to the budget, board chair Marie Logan said the board has been prudent and responsible with tax funds in the past. The new requirement to seek ministerial approval for using operational reserves runs “contrary to the board’s local autonomy and the vision of Inspiring Education, and severely limits Horizon’s ability to address funding cuts.”

Another worry for the board is the fact new student funding has been frozen for the next three years, something which wasn’t immediately apparent in the announcement of cuts.

Tymensen said the lack of funding for new students could potentially be a huge hit for many divisions around the province.

“We’re talking about 46 students in our jurisdiction,” he said, adding those students amounted to a direct funding cut of \$300,000 before inflation. “I’m sure there are districts out there that have thousands of new students.”

He noted the media releases by the province have not told the whole story when it comes to how hard the school budgets will be affected by cuts.

“When you see the press release saying they cut (2.7 per cent), it’s really a two per cent cut and no funding for new students,” he said. “What they fail to tell you is that no funding for new students will feel like at 20 per cent cut moving forward.”