

Horizon School Division No. 67
Regular Board Meeting – Division Office
ERIC JOHNSON ROOM
Tuesday, December 20th, 2016 – 1:00 p.m.

Regular Board Meeting Agenda

FNMI Presentation – Lisa Sowinski

A – Action Items

A.1 Agenda	ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4 ENCLOSURE 5
A.2 Minutes of Regular Board Meeting held Tuesday, November 29 th , 2016	
A.3 December 2016 Payment of Accounts Summary	
A.4 Policy HK – Student Assessment Evaluation and Reporting	
A.5 Policy DJAA – Purchase cards	
A.5 Locally Developed Course for K-9: Biblical Studies	

D – Discussion Items

D.1 Board of Trustees/SALT Photo	ENCLOSURE 6
D.2 Board Chair Letter Dec 5 2016 – Rural School Boards' Organization	
D.3 DAF/WRM modernization	

I- Information Items

I.1 Superintendent's Progress Report	ENCLOSURE 7
I.2 Trustee/Committee Reports <ul style="list-style-type: none">• I.2.1 Zone 6 ASBA Report – Marie Logan• I.2.2 December Administrators' Meeting Summary – Bruce Francis• I.2.2 Facilities Report – Bruce Francis	ENCLOSURE 8
I.3 Associate Superintendent of Finance and Operations Report – Phil Johansen	ENCLOSURE 9 ENCLOSURE 10
I.4 Associate Superintendent of Programs and Human Services Report – Anita Richardson	
I.5 Associate Superintendent of Curriculum and Instruction Report – Amber Darroch	
I.6 2 nd Annual First Nations & Inuit Education Gathering	
I.7 W.R. Myers COSC will be hosting a Christmas Breakfast from 8:00 – 8:45 a.m. on Friday, December 23 rd . Board Members and Sr. Admin. are invited to attend	

Correspondence

C.1 ASBA Health Matters Newsletter Vol. 3, No. 1	ENCLOSURE 11
C.2 Taber Times –D.A. Ferguson/W.R. Myers School Modernization Hits a Snag	
C.3 EDC Minister – Holiday Greetings From the Minister & Deputy of Education	

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, November 29th, 2016 beginning at 1:00p.m. in the Eric Johnson Room.

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

ALSO PRESENT: Dr. Wilco Tymensen, Superintendent of Schools
Phil Johansen, Associate Superintendent of Finance & Operations
Amber Darroch, Associate Superintendent of Learning
Anita Richardson, Associate Superintendent of Programs & Human Services
Jason Miller, Director of Finance
Darren Adamson, Avail
Nikki Jamieson, Taber Times
Sheila Laqua, Recording Secretary

ACTION ITEMS

- | | | | |
|-----|--|---------------------|---|
| A.1 | Moved by Rick Anderson that the Board approve the agenda as presented. | Carried Unanimously | AGENDA APPROVED
131/16 |
| A.2 | Moved by Jennifer Crowson that the Board approve the Minutes of the Regular Board Meeting held Tuesday, November 15th, 2016 , as provided in Enclosure 1 of the agenda. | Carried Unanimously | BOARD MEETING
MINUTES APPROVED
132/16 |
| A.3 | Moved by Blair Lowry that the Board approve the November Payment of Accounts report in the amount of \$3,798,090.67 as provided in Enclosure 2 of the agenda | Carried Unanimously | PAYMENT OF
ACCOUNT APPROVED
133/16 |
| A.4 | Moved by Bruce Francis that the Board approve the Audited Financial Statements of the year ending August 31, 2016 as presented by Darren Adamson of Avail. | Carried Unanimously | AUDITED FINANCIAL
STATEMENTS
APPROVED
134/16 |
| A.5 | Moved by Derek Baron that the Board approve the Horizon School Division 2016-2017 budget as presented by Phil Johansen, Associate Superintendent of Finance & Operations. | Carried Unanimously | 2016-2017 HSD BUDGET
135/16 |
| A.6 | Moved by Rick that the Board approve the Horizon School Division 2016-2017 Three-Year Education Plan and Annual Education Results as presented in Enclosure 3 of the agenda | Carried Unanimously | 3-YEAR EDUCATION
PLAN & AERR
APPROVED
136/16 |

DISCUSSION ITEMS

D.1 Christmas Concerts

The Board and Senior Administration, discussed attending school and colony school Christmas concerts scheduled for the month of December, 2016.

D.2 D.A. Ferguson/W.R. Myers Modernization

Wilco Tymensen provided an update to the Board regarding the Modernization of the D.A. Ferguson/W.R. Myers Complex. The update included the following points:

- History of the project design including the reason for the required demolition of the 1949 portion of the building.
- Staff comments and concerns received in October regarding the current design were shared including concerns about the loss of instructional space that would result from the demolition of the 1949 wing.
- Discussion of Alberta Education utilization rates for similar sized schools
 - Alberta Education target utilization rates for post modernizations is 85%
 - DAF/WRM utilization rates are currently 63 and would increase to 84%
- Benefits of the modernization including significant HVAC, and electrical upgrades as well as student safety (bringing the building up to current building code)

Given the concern from staff regarding space the Board discussed possible options including withdrawing support for the project, reconfiguring the school (e.g. having gr. 6 in elementary schools), combining the building into one administration, and enhancing the project with IMR and/or reserves.

The Board also took a close look at the current floor plan and proposed plan. Following an extensive review, the board felt that the loss of three (3) classrooms and six (6) specialized instructional spaces needed to be more fully explored.

The Board of Trustees decided to host a community forum to seek input into the proposed modernization of the D.A. Ferguson Middle School and W.R. Myers High School complex. The forum will be held in Central school's gym on Monday Dec 12, at 7:00p.m. It is the Board's intention to provide an update on the modernization including a presentation on current issues with the project as well as some potential solutions to existing concerns (e.g. reconfiguring Taber schools to address space issues, which may or may not include keeping elementary students in their elementary schools for grade six). The meeting will start with a larger group presentation and will followed up with smaller table conversations where parents, students, and the community can share their perspectives and thoughts with board members. The Board is seeking input so that they can make an informed decision as to how to move forward and is encouraging attendance.

D.3 Public School Board Association (PSBA)

- Marie Logan, Board Chair has been invited to attend the Public School Board Association Meeting in February 2017
- PBSA Home Education Policy Statement was shared with the Horizon School Division Board of Trustees

INFORMATION ITEMS

I.1 Board School Visit Schedule

Board of Trustees School Visits Monday, December 5th, 2016

Dr. Hamman School	8:45 a.m.
Taber Christian School	9:30 a.m.
L.T. Westlake School	10:15 a.m.
Taber Mennonite School	11:00 a.m.
ACE Place	11:30 a.m.

Correspondence

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

COMMITTEE ITEMS

Moved by Jennifer Crowson that the Board meet in Committee.

COMMITTEE
137/16

Carried Unanimously

Moved by Derek Baron that the meeting reconvene.

RECONVENE
138/16

Carried Unanimously

Moved by Terry Michaelis that the meeting adjourn

MEETING
ADJOURNED
139/16

Carried Unanimously

Marie Logan, Chair

Sheila Laqua, Executive Secretary

PAYMENT OF ACCOUNTS REPORT
Board Meeting - December 20, 2016

General	November 29/16		1042714.2
U.S. Funds	November 29/16		284.83
General	December 6/16		154215.66
General	December 14/16		962396.44

"A" Payroll	November 2016	Teachers	1,677,880.61
	November 2016	Support	576,727.82
"B" Payroll	November 2016	Casual	21,228.04
	November 2016	Subs	85,740.20

Total Accounts			2,361,576.67
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Board Chair _____

PJ:dd
December 14, 2016

Horizon School Division November 2016 U.S. Accounts
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U.S. Funds	Canadian Fund
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**Christian Schools
International**

208.48

284.83

Total U.S. Accounts	208.48	284.83
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JM:dd

November 29, 2016.

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:	Feb, 26, 1997; Dec. 13, 2001
Amendment or Re- affirmation Date	June 16, 2006; May 19, 2015

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. Often learning outcomes of the Alberta Programs of Study are at a grade level different from the enrollment grade. Adapted programming provides additional resources so a student can participate actively.
 - 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. Students receiving modified programming are not on graded curriculum but receive programming that focuses on life skills, foundational skills and academic readiness skills
 - c. **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.

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

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 for students on adapted or modified programs will reflect the outcomes and time frames identified in their support plans
- 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. Adaptations or modifications to a student's program must be clearly reflected on the report card and indicate the grade level of outcomes achieved if different from the student's enrolled grade.
- 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.
- 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.

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

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.~~3.9. 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.~~3.10. The school authority and schools shall report provincial assessment data by school or jurisdiction as required by Alberta Education.

~~3.12.~~3.11. The Superintendent shall provide a report regarding student achievement to the Board annually.

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

Policy Code: DJAA
Policy Title: Purchasing Cards
Cross Reference:
Legal Reference:
Adoption Date: December 8, 2005
**Amendment or Re-
affirmation Date:**

POLICY

THE BOARD SUPPORTS THE USE OF PURCHASING CARDS BY SCHOOLS IN ORDER TO PROVIDE FOR AN EFFICIENT COST-EFFECTIVE METHOD OF PURCHASING AND PAYMENT FOR SMALL DOLLAR TRANSACTIONS.

REGULATIONS

1. Principals who wish to use a purchasing card shall:
 - a) Sign an agreement with Horizon School Division to accept the purchasing card as per Attachment 1.
 - b) Adhere to the guidelines and procedures contained in Attachment 2.

HORIZON SCHOOL DIVISION No. 67 ROYAL BANK VISA PURCHASING CARD

Agreement to Accept the Purchasing Card

The Royal Bank Visa Purchasing Card represents the Division's trust in you. You are empowered as a responsible agent to safeguard Division assets. Your signature below is verification that you have read the "Horizon School Division No. 67 / Royal Bank Visa Purchasing Card Policy and Procedures Manual" and agree to comply with it as well as the following responsibilities:

1. I understand the card is for Division-approved purchases only and I agree not to charge personal purchases.
2. Improper use of the card can be considered misappropriation of Division funds. This may result in disciplinary action, up to and including termination of employment.
3. I agree to surrender the card immediately upon termination of employment, whether for retirement, voluntary separation, resignation, lay off or dismissal. I understand I may also be requested to surrender the purchasing card for reasons not relating to my own personal situation, such as reorganization or work stoppage.
4. I will maintain proper security of the purchasing card. If the purchasing card is lost or stolen, I will immediately notify Royal Bank VISA and the Associate Superintendent by telephone. I will confirm the telephone call with a written notice sent by mail or facsimile and copied to the Associate Superintendent.
5. The card is issued in my name. I will not allow any other person to use the card. I am considered responsible for any and all charges against the card.
6. All charges will be billed directly to and paid directly by the Division. The Royal Bank cannot accept any monies from me directly, therefore any personal charges billed to the company could be considered misappropriation of Division funds.
7. I will receive a monthly Cardholder Statement, which will report all activity during the statement period. Since I am responsible for all charges (but not for payment) on the card, I will resolve any discrepancies by contacting either the supplier or the Royal Bank.
8. As the card is Division property, I understand that I am required to comply with internal control procedures designed to protect Division assets. This may include periodically being asked to produce the card to validate its existence and account number. I will be required to reconcile my monthly statement against my Transaction Log, and return it with the appropriate receipts to the Associate Superintendent within the time frame indicated in the purchasing card manual.

Agreement to Accept the Purchasing Card – Page 2

- 9. The charges made against my card are automatically assigned to the General Ledger account code assigned to the card as specified on the purchasing card application form. To change an account code, a written request to the Associate Superintendent must be provided by the Principal or Supervisor on the Purchasing Card Cardholder Change Request form.

- 10. I understand the purchasing card is not necessarily provided to all employees. Assignment is based on an employee’s need to purchase materials for the Division. My card may be revoked based on change of assignment or location. I understand the card is not an entitlement nor is it reflective of title or position.

This document outlines the responsibilities I have as a holder of a Horizon School Division No. 67 Purchasing Card. My signature indicates that I have read and understand the responsibilities, and agree to adhere to the guidelines established for the program.

Name (Please Print)

School / Location

Signature

Date

Principal / Supervisor (Please Print)

Principal / Supervisor Signature

Overview

The purpose of the Horizon School Division No. 67 / Royal Bank Visa Purchasing Card Program is to establish a more efficient, cost-effective method of purchasing and payment for small-dollar transactions.

This booklet provides the guidelines under which an authorized employee may utilize a Purchasing Card. Please read it carefully. The employee's signature on the enclosed Cardholder Agreement indicates that the employee understands the intent of the program and agrees to adhere to the guidelines established for the program. An authorized employee will usually receive a Visa Purchasing Card within fourteen days of the Principal or Supervisor submitting the signed Agreement to Accept the Purchasing Card. As an employee uses the card, please contact your Principal or Supervisor or the Associate Superintendent if there are any questions.

All cards are issued at the request of the School Principal or Supervisor. Card usage may be audited and/or rescinded at any time. Only the authorized employee is entitled to use the card!

Record keeping will be essential to ensure the success of this program. This is not an extraordinary requirement - standard reimbursement policies require retention of receipts, etc., therefore as with any charge card, employees must retain receipts for their own protection.

Finally, remember as an authorized employee, you are committing company funds each time you use the Visa Purchasing Card. This is a responsibility that cannot be taken lightly!

General Information

The Purchasing Card Program is designed to be simple and easy to use. The card provides a tool needed to perform the purchasing task more quickly and with fewer steps. The goal of the program is to eliminate the cost and time associated with writing and approving purchase orders and processing the invoices for small dollar purchases.

The program also helps to reduce the use of petty cash, requests for cheques and use of personal funds reimbursed by expense report.

The program is NOT intended to avoid or bypass appropriate purchasing or payment procedures. Rather, the program complements the existing processes available.

The card is not to be used for personal use.

The program can be used for both in-store purchases as well as for mail or fax orders. The Visa Purchasing Card may be used at any authorized vendor or supplier who accepts the Visa card throughout Canada or any other country.

Each authorized employee is responsible for the security of their card and the transactions made with the card. The card is issued in the employee's name and it will be assumed that any purchases made with the card will have been made by that employee. A card used out of compliance with the guidelines established for this program will result in the card being rescinded and/or more severe consequences, up to and including termination of employment.

To Obtain a Card

Horizon School Division No. 67 recommends that each employee read this booklet in its entirety before requesting a Visa Purchasing Card through their Principal or Supervisor. The booklet provides a variety of information about the process, the types of purchases that can and cannot be made, who will accept the card, records that must be maintained and reconciled monthly and miscellaneous information about the program.

After an employee has read this handbook and understands the procedures outlined, complete both an "Agreement to Accept a Purchasing Card" and "VISA Purchasing Card" application forms. Please indicate your office address on the form and do not use any special characters in these fields.

Your Principal or Supervisor must indicate approval by signing both forms. All requests will be processed through the Associate Superintendent.

When an employee receives a VISA Purchasing Card, the employee must call the Royal Bank card activation number (1-800-588-8067), sign the back of the card and always keep it in a secure place. Although the card is issued in the employee's name, it is the property of the Horizon School Division No. 67 and is only to be used for Division purchases as defined in this document.

To Change Card Information

To change the purchasing card information on **existing** cards, such as account distribution code, credit limit, address, school / location, the "Purchasing Card Cardholder Change Request" form must be filled out and approved by the Principal or Supervisor.

The form is then forwarded to the Associate Superintendent who will advise Royal Bank Visa of changes.

To Cancel a Card

The following steps are to be taken when a card is cancelled or an employee leaves the Division:

- Principal or Supervisor is responsible for collecting and cutting the purchasing card in half immediately.
- Principal or Supervisor of cardholder notifies the Associate Superintendent and returns the destroyed purchasing card immediately in a secure, sealed envelope.
- The Associate Superintendent notifies the bank to cancel the card regardless of whether or not the card is returned.

Examples Where the Purchasing Card May Be Used

- Resource materials such as books, video tapes
- Home Economics / Industrial Education supplies
- Seminar / Workshop registrations
- Office supplies, forms
- Computer forms, software, maintenance expenses
- Electronic database services

Examples Where the Purchasing Card May Not Be Used

- Cash advances or other financial services
- Lottery tickets or other betting
- Any item exceeding \$500 in value (including GST & shipping)
- Splitting purchases to avoid the \$500 single line item value
- Fuel, oil, vehicle repairs
- Capital equipment
- Any merchant, product, or service normally considered to be inappropriate use of Division funds
- Any commitment requiring a purchasing agreement, contract or similar arrangement obligating the Division to future services
- Any purchase intended to bypass the Division's obligation to the competitive bidding process
- Travel or entertainment
- Temporary help
- Personal purchases

General Ledger Account Codes

Each purchasing card is linked by default to one General Ledger account code in which all monthly card transactions will be recorded. The Principal or Supervisor is responsible for identifying the appropriate general ledger account code distribution for each cardholder if the 'linked by default' account code is not appropriate.

Reallocations of purchases to a General Ledger account code other than the cardholder's 'linked default' code can be identified on the Cardholder Statement.

Some Built-In Restrictions

- Single transaction limits for the individual cardholder: \$ 500
- Monthly credit limits for the individual cardholder: \$2,000
- Single transaction limits for the Principal & Secretary: \$2,000
- Monthly credit limits for the Principal & Secretary: \$4,000

Each card has been assigned an individual monthly credit limit as identified above. If, over time that the limit is too low to accommodate an employee's monthly requirements, please contact your Principal or Supervisor to re-evaluate the limit. If a Principal or Supervisor agrees that it would be appropriate to raise a limit, the Principal or Supervisor must contact the Associate Superintendent so that appropriate maintenance can be authorized and performed by Royal Bank personnel. Royal Bank will not change a credit limit without the approval of the Associate Superintendent.

No transaction may exceed the limits identified above. If you have a transaction that will exceed the limit, use a properly completed and authorized Purchase Order.

Some vendors have been "blocked" from usage in the program. If a card is presented to any of these vendors, the transaction will be declined. It is likely that any vendor an employee currently utilizes as a source for products or services will accept your Card. If an employee is declined and the employee feels the decline should not have occurred, the employee may contact Royal Bank Customer Service by calling the 800 number on the card. The Royal Bank will determine if the decline is due to merchant blocking, having exceeded the single transaction limit or the monthly credit limit imposed on the card.

Sample of merchant categories that have been blocked:

- Airlines and duty free shops
- Car rental agencies
- Liquor and drinking establishments such as bars, lounges, nightclubs
- Betting
- Cash advances and other financial services
- Bail and Bond Payments

Principals or Supervisors can receive reports providing transaction details, summaries, exceptions, etc. These reports are designed for management to monitor purchases made with the purchasing card. It is the responsibility of the Principal or Supervisor of all cardholders to monitor the purchasing card usage.

Each cardholder is responsible for the security of their purchasing card and the transactions made against it. The purchasing card is issued in each authorized employee's name and it will be assumed that any purchases made against the card will have been made by that employee.

Although the card is issued in the employee's name, it is the property of the Division and is only to be used for Division purchases.

The Associate Superintendent will control and maintain a central listing of all cardholders, limits, etc. Principals or Supervisors may request reports for their respective location/employees at any time.

Remember that Division funds are being committed each time the purchasing card is used. There is an obligation on the part of all cardholders to use the purchasing card responsibly.

Improper use of the card or accumulation of air mile points from purchases made with a Division purchasing card is strictly prohibited. Such practices would be considered misappropriation of Division funds and will result in the card being rescinded and/or other disciplinary action being taken - up to and including termination of employment.

Purchasing Procedures

➤ On-site (pick up) purchases

The steps of a typical pick up order include the following:

- a) The cardholder selects goods and presents them with the card to the cashier.
- b) The cashier totals the sale and obtains authorization from Royal Bank Visa.
- c) The cardholder signs a detailed cash register receipt and receives a copy to be attached to the monthly Cardholder Statement. (Supplier's GST registration number must be on cash register receipt.)
- d) The cardholder enters pertinent information into the Purchasing Card Log.

➤ Telephone Purchases

The steps of a typical telephone order include the following:

- a) The cardholder selects goods or services then calls the supplier with the order.
- b) The cardholder instructs supplier to charge goods or services to the Royal Bank Visa card number.
- c) The cardholder enters pertinent information into the Purchasing Card Log.
- d) The cardholder must instruct the supplier to forward a receipt or packing slip to the cardholder for confirmation (to be attached to the monthly Cardholder Statement) and ensure the GST registration number is on the receipt or packing slip.

The Purchasing Card Log

The Purchasing Card Log is an ongoing record of information about the transactions made on each employee's card. The form is simple and easy to use, and will require a minimum amount of time to maintain. A sample of the form is included at the back of this manual.

Individual receipts typically itemize merchandise purchased. The log allows management to review the types of goods and services purchased on the card and where the card is being used. It also provides a record of activity so that you will be able to reconcile your monthly Cardholder Statement. In addition, the receipts retained in conjunction with the log provide the documentation necessary for the Accounts Payable department to make payment and should there be a GST audit.

The Cardholder must always obtain a receipt when using the Purchasing Card. If a purchase is made via phone or mail, ask the vendor to include the receipt with the goods when the product is shipped. This receipt is the original documentation required for payment and specifying whether or not tax has been applied against the purchase.

On the log, record the date of the transaction, the name of the merchant, the merchandise purchased, the dollar value of the sale and GL account code change (if required). A separate line item is required for each transaction. Indicate if the order was placed via phone, mail or in person.

This log is the record against which an employee will reconcile their monthly Cardholder Statement. The statement, supported by receipts or other supporting documentation, must be signed by the cardholder and

the Principal or Supervisor to indicate approval and review. Original documents will be filed and maintained by the Accounts Payable Department in accordance with Division records retention practices. If all the items for which you have receipts do not appear on the monthly statement due to timing, etc., simply retain the receipts until the following month.

A "Transaction Log" can be maintained electronically by those who have access to the FirstView Cardholder software. Procedures are available in the separate "FirstView Cardholder Manual".

Reconciliation and Payment

The Visa Purchasing Card Program carries Division liability, not individual liability. The Accounts Payable Department will pay invoices. Employees will not be required to pay the monthly Cardholder Statement using their own funds. The program does not impact an employee's personal credit rating in any way.

Each cardholder will receive a "Cardholder Statement" each month, identifying each transaction made against the card during the previous billing cycle. Each Principal or Supervisor will receive a summary of all cards for their location/program. The statement must be reconciled for accuracy against the Transaction Log and retained receipts.

Employee's must forward the reconciled statement to their Principal or Supervisor for review and approval. Once approved, the statement will then be sent to the Accounts Payable Department for payment, filing and audit purposes.

A summarized "Corporate Summary Statement" and transaction detail by individual cardholder will be electronically transmitted by the Royal Bank to the designated central office personnel. Actual payment of a central invoice will be made by Accounts Payable within 14 days of the statement date by way of a cheque delivered to the Royal Bank.

Summary of Cardholder's Reconciliation Procedure

- Cardholder maintains a Purchasing Card Log of all transactions.
 - Cardholder receives a monthly Cardholder Statement approximately five days after billing date to reconcile with the Purchasing Log.
- Cardholder reviews statement for accuracy, signs it and attaches receipts to Principal or Supervisor review. Responsibility rests with the cardholder to ensure all transactions are accurate and legitimate.
- Any discrepancies must be identified and appropriate action taken to resolve disputes. (See next page for process).
 - If the statement is correct, cardholder routes the original Cardholder Statement, Transaction Log and all receipts to the Principal or Supervisor for approval and signature.
 - Principal or Supervisor reviews statement for propriety and compliance.
 - All authorized monthly statements with receipts attached are forwarded to the Accounts Payable department within five (5) days of receiving statement.
 - Late payment interest charges will be the responsibility of the cardholder's school or program and will be charged to their default general ledger account code.

Purchasing Card Dispute Process

(When your records don't agree with your statement.)

There may be occasions when items on a statement do not correlate with the entries in the log or retained receipts. The transaction may not have been made, the amount of the transaction may be incorrect, or there may be a quality or service issue.

The first recourse is to contact the vendor involved to try to resolve the error. If the vendor agrees that an error has been made, he will credit your account. Highlight the transaction in question on your log as a reminder that the item is still pending resolution.

If the vendor does not agree that an error has been made, contact Royal Bank Customer Service using the 800 number on the back of the Purchasing Card. State that you would like to dispute a charge on the card. You will be asked to submit the information in writing on a "Cardholder's Dispute Form" so that Royal Bank can research the disputed item. The completed form may be faxed to your representative at Royal Bank. The amount of the next invoice will be reduced by the amount of the disputed item until the question is resolved.

Any charge that is disputed must be identified in writing within 60 days of the statement date. Disputes will then be resolved by Royal Bank within 90 days.

Cardholders are responsible for the transactions identified on their statement. If an audit is conducted on an account, receipts and/or proof that the transaction occurred must be produced. If an error is discovered, the cardholder is responsible to show that the error or dispute resolution process has been invoked.

Lost or Stolen Cards

The Visa Purchasing Card is Division property and should be secured just as one would secure their personal credit cards. If a card is lost or has been stolen, notify the Associate Superintendent, and contact the Royal Bank Customer Service immediately. The number

to call is either (416) - 955-5279 or 1-800-588-8067. Written confirmation of cancellation must then be sent by mail or fax to the Associate Superintendent and the Royal Bank Customer Services representative.

Upon receipt of notice of lost or stolen card, further use of the card will be blocked. Prompt action in these circumstances can reduce the company's liability for fraudulent charges.

The lost or stolen card will be cancelled and a replacement card will be issued as soon as possible.

Managing Cardholder Declines

Several factors may create a situation for a card decline. These include:

- exceeded monthly credit limit
- exceeded transaction limit (total dollars including applicable taxes)
- Merchant Category Code (MCC) block
- card number entered incorrectly by merchant (telephone orders)
- "expiry date" entered incorrectly by merchant (telephone orders)
- exceeded corporate limit
- late payment of account

If a cardholder is declined, they may contact Royal Bank Purchasing Card Customer Service. The number is located on the back of the Purchasing Card. The customer service representative has direct access to all cardholder purchasing information and can readily determine the reason for the card decline within 3 days of the decline. Once the reason for the decline has been determined, this information (credit limit decline, Merchant Category Control number exclusion, transaction limit, etc.) must be directed to the Associate Superintendent for review and /or changes. Cardholders may not request changes directly from Royal Bank customer service centre.

- ***Cardholders must call Royal Bank Customer Service Representatives within 3 days to determine the reason for the decline.***
- ***If a card number is entered incorrectly by a merchant, or the merchant tries to process the card as a Master Card number, the transaction will be declined but will not trace back against the card number within the customer service personnel's terminal.***

When requesting decline information from the customer service centre, the cardholder will need to supply the following:

Name: Horizon School Division No. 67
Cardholder Name:
Card Number:
Date of Transaction:
Amount of Transaction:
Merchant Name:

Key Contacts

Associate Superintendent of Finance and Operations (Purchasing Card Administrator)

John Rakai 1-403-223-3547 ext. 10043

Division Office Purchase Card Contacts

Accounts Payable:
Diane Dongworth 1-403-223-3547 ext. 10021

Finance Director
Phillip Johansen 1-403-223-3547 ext. 10024

Royal Bank Customer Service **1-800-588-8065**
Hours of service (8:00 a.m. to 8:00 p.m.)
(Note: this number is on the back of your card)

Royal Bank Lost/Stolen Reporting **1-800-588-8067**
24 hours – 7 days per week

Royal Bank – Card Activation **1-800-588-8067**

In Summary

The Purchasing Card Program is designed to be simple and easy to use, providing cardholders with the materials needed to perform their job more quickly and with fewer steps to accomplish purchasing tasks. It is extremely important however that appropriate controls are maintained to ensure the ongoing success of the program.

Cardholders must exercise good judgment and act responsibly when using their card. The card is issued in the cardholder's name, and all activity will be assumed to have been incurred by that employee. Cardholder's must maintain their Purchasing Card Transaction Log accurately and always retain receipts.

Random audits may be conducted for card activity and retention of receipts/sales slips as well as the reconciliation of monthly Transaction Logs and Cardholder Statements. Consequences, ranging from suspension of cards and/or termination of employment, will be invoked for improper use of the Purchasing Card Program.

Employee feedback regarding this program is important! The program is intended to improve and streamline the way the Horizon School Division conducts business in relation to small dollar purchases and we welcome suggestions for improvement. If you have any questions about the program or need additional information, please contact the Associate Superintendent.

Biblical Studies

Locally Developed Course: Revised December 2016

Horizon School Division

Course Description

Biblical Studies for Kindergarten through Grade 9 includes the study of the Holy Bible and the application of its messages to life today. It is a complementary course designed to expose students to concepts not a part of Alberta Education’s course offerings.

Rationale

A large representation of Taber’s population has a Christian background and many families seek learning opportunities for their children consistent with these beliefs. This course is not intended exclusively for those of a particular faith but is created to provide all students, regardless of religious affiliation, with the knowledge, skills and attitudes necessary to understand Christian spirituality as described in the Bible. The aim of this locally developed course is to develop an understanding of living a life that serves others and God with a Christ-like attitude.

Introduction

The course is intended to be provided throughout the entire school year or semester, and timetabled according to the unique structures and needs of each school context. The course instructor will be a certified teacher already on the school staff.

General Outcomes

Students will:

- *Demonstrate knowledge and understanding of Bible stories*
- *Memorize and recite Bible verses*
- *Demonstrate understanding of the role of devotions in one’s life*

Specific Outcomes

Grades K-3

Students will:

- Understand the Bible as the Word of God
- Understand and apply Christian virtues as described in the Bible
- Explore the Bible, its stories, and its role in a Christ-centred life
- Read, re-tell and recall Bible stories
- Understand the importance for daily devotions in Christian life

Grades 4-6

Students will:

- Understand the Bible as the Word of God
- Interpret Bible stories and relate them to their own lives
- Analyze Bible stories for literary, cultural, and geographical significance
- Explore their own spiritual life and relationship with God in conjunction with the Bible
- Recite selected scripture
- Understand the importance for daily devotions in Christian life

Grade 7-9

Students will:

- Understand the Bible as the Word of God
- Explore other literature with Christian content and relate themes to the Bible
- Reflect and share through written and oral means how biblical concepts relate to their own lives
- Analyze and explore the life of Jesus and understand the importance for living a life that serves others with kindness and understanding
- Recite selected scripture
- Understand the importance for daily devotions in Christian life

Resources

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

- *Holy Bible* (various versions including: King James; The Adventure Bible-New International Version; The New International Reader's Version, The Message)
- Wiersma, Rachelle. *The Story of God and His People – God's Promises*: Christian Schools International.
- DeVries, Anna. *Story Bible for Young People*
- Donahue, Syndey. *Readers' Theatre Bible-based Dramas: Old Testament*
- Hickox. *Walking with God and His People*: Christian Schools International.

Assessment

A variety of evidence of student learning will be gathered, as developmentally appropriate.

In Division I, assessment will be more performance-based including teacher observation, conferencing, and evidence of understanding in student artwork and writing.

In Division II and III, assessment will be performance-based as well as related to student work like written reflections, projects, quizzes and tests.

Facilities

Biblical Studies will be delivered in the context of a regular classroom.

Equipment

Basic student supplies and instructional technologies will be utilized in daily instruction.

Safety Components

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

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

Welcoming, Caring, Respectful and Safe Learning Environments:
<http://horizon.ab.ca/documents/general/IHF.pdf>

Sensitive & Controversial Issues

The Biblical Studies course will reflect universal Christian tenets and will be delivered in a sensitive and respectful manner. As students discuss and explore key concepts, diverse viewpoints will be welcomed and acknowledged. Students will be provided opportunities to reason logically, to open-mindedly and respectfully examine different points of view, and to make sound judgments.

School Authority Monitoring and Evaluation

The principal of the school will oversee teachers delivering this curriculum. The Associate Superintendent, Learner Services will ensure the course curriculum is up-dated on a regular basis and ensure the course meets the approval of the Horizon School Division Board of Trustees.

DRAFT



1041 - 10A Street
Wainwright, AB T9W 2R4

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F: 780.842.3255
www.btps.ca

December 5, 2016

Open Letter to All School Board Chairs

Dear Board Chair;

On November 20th, 2016, at a meeting of rural school boards held at the Westin Hotel, direction was given to draft a letter to all school boards in the province with a formal invitation to join a rural school boards' organization focused on raising common issues and concerns in providing educational programming to students in rural Alberta.

A group of rural school boards was previously organized to address rural transportation issues. Information was gathered and shared with Minister Eggen in a face to face meeting in 2015. While rural transportation continues to be an area of concern, the feeling at the November 20th, 2016, meeting was that the mandate of this organization needs to be broadened to include a variety of other challenges faced by rural school boards.

At this point in time the structure and operation of this type of organization has not been defined. These decisions would be determined by the membership. We are purposely sending this invitation to all school boards in the province. Boards will make their own decision as to whether or not joining this organization would be beneficial.

If you would be interested in joining a rural school boards caucus, please provide a letter of response that includes contact information for your board representative to Board Secretary, Faye Dunne at faye.dunne@btps.ca by the end of December 2016.

If you have any questions, please contact Darcy Eddleston directly at [\(780\) 871-4711](tel:780-871-4711).

Sincerely,

Darcy Eddleston
Board Chair
Buffalo Trail Public Schools

Cc: Superintendents

Superintendents Progress Report

December, 2016

Educational Leadership and Student Welfare

- Dialogue between schools and division office are ongoing. Conversations/topics typically focus on processes that ensure student safety and well-being, financial management, instructional leadership, and legal matters. This month they also included staffing, and facility use.
- C.U.P.E. negotiations are ongoing, with three meetings having taken place to date.
- Senior leadership and school administration attended a Leadership and Learning Session hosted by Apple.
- The jurisdiction family school liaison counselling program hosted Headstrong – a student conference that aims to address and eliminate the stigma associated with mental health issues.

Fiscal Responsibility

- Our finance department has been hard at work preparing for the fall budget update and audited financial report, both of which will be presented to the Board at the November 29th Board meeting.
- Consultation and strategic planning is also underway regarding revisions to the current funding allocation model.

Personnel Management

- Evaluation meetings including conversations about school three year education plans, annual education results reports, and principal professional growth plans have occurred with all principals.

Policy and Strategic Planning

- Policy Committee met to discuss Policy JG: Community Use of Facilities and Policy HK – Student Assessment, Evaluation, and Reporting. Work has also begun on revisions to Policy IE – Student Attendance, Policy EBCE, School Security, Policy HGBJ Early Childhood Services, and Policy HGB Special Education.
- The Superintendent and Board attended the Alberta School Board Association Fall AGM.
- Barnwell's Library board contractual discussions relating to the Library's occupancy occurred.

Organizational Leadership and Management

- Significant work has been undertaken related to consultation and communication around the DAF/WRM modernization. A community forum took place on December 12.

Communications and Community Relations

- A number of meetings and celebrations were attended over the last month. These include but are not limited to
 - Admin Meeting
 - Division Office staff meeting
 - Senior administrative leadership team meeting
 - ACE Place 20 anniversary
 - Christmas concerts
 - Christmas family
 - CASSIX meeting

ADMINSTRATORS' MEETING
TUESDAY, DECEMBER 13TH, 2016

MEETING CHAIR: WILCO TYMENSEN
BOARD MEMBER IN ATTENDANCE: BRUCE FRANCIS
ATA REPRESENTATIVE: LINDA VIROSTEK

DISCUSSION ITEMS:

1. INDIGENOUS COMMITTEE

On behalf of Lisa Sowinski, Darlene presented the acknowledgement that we are on Treaty Seven Land.
"Today I would like to acknowledge that we are on treaty seven land. Creator guide us on our journey to build an FNMI program at Horizon School Division."

Committee Members

Lisa Sowinski	Angela Miller
Holly Godson	Anita Richardson
Johanna Kutanzi	Robbie Charlebois
Barb Arend	Darlene Peckford

Barb presented a questionnaire and a round table discussion was held to help guide the direction and needs of the FNMI Committee. It was also agreed upon that the Indigenous Committee to be a standing discussion item at upcoming Admin. Meetings.

2. VISITING STUDENTS

Because of liability and other issues, principals were advised that visiting (non-registered) students should not be allowed to attend school and partake in instructional activities, unless they are from an invited school who is parking in a school sponsored activity. The policy committee will look at modifying Policy IE – student attendance to reflect his recommendation.

3. ASSESSMENT

Amber shared the summary from the Dec. 7th Assessment Committee Meeting. Feedback was shared with the group and also in the enclosure linked through the Admin Agenda.

Schools are encouraged to tap into the support Sharon Skretting, Assessment Coach can provide. Starting in the New Year, Sharon will assign her in-school time each week to clusters of schools. Principals will be contacted in advance and invited to schedule some of Sharon's time in the designated week. This time may be as informal as a one on one meeting between Sharon and a teacher during a prep or break in the day, or may be structured small group or staff activities of the principal's design. Appointments may also be made at the request of principals themselves or the Students Achieve trainers, if applicable. Principals are asked to share the offer of support with their staff for those designated weeks.

Principals were reminded that support is available to all schools, regardless of whether they are using the new report card and/or software.

The conclusion of the discussion was that there is still a great deal of work to do in supporting shifts in assessment practice, and now that all teachers involved with the new report cards have the same baseline knowledge, we are well positioned to take professional learning forward.

4. ADMINISTRATOR'S PROFESSIONAL LEARNING

Monthly Administrator Meeting Professional Learning Series

December

- Review of budget allocation Process

January

- The Budget Process

February

- Assessment

March

- Alberta Family Wellness Initiative (AFWI) Core Story of Brain Development
- Learning and Technology Policy Framework - Suhayl (March 30)
- Google Summit (March 24/25, 2017 - Lethbridge)

April

- Admin Symposium

May

- Literacy/Numeracy Framework
- TQS, SLQS, and growth, supervision, eval policy

June

- None

5. LEARNING COMMONS

A short presentation was shared and leaders had a chance to share how they may have addressed Learning Commons already. The Alberta Education policy was established in 2014. Though the policy statement has been shared at a prior admin meeting, it was included as an attachment in the agenda.

The goal of the learning commons is to enable all students to be engaged thinkers and ethical citizens with an entrepreneurial spirit. The concept of a learning commons is a shift in thinking from a library as a physical space that is a repository of books, to an inclusive, flexible, learner-centered, physical and/or virtual space for collaboration, inquiry, imagination and play to expand and deepen learning. A learning commons is an agile and responsive learning and teaching environment available to individuals and groups to use for multiple, often simultaneous, purposes. It supports literacy, numeracy, competency development and student learning outcomes through access to and instruction in the effective use of print and digital resources. The learning commons approach functions best when learning experiences in the school community are coordinated to support student learning outcomes through collaborative planning, teaching and assessing.

Library	Learning Commons
Library collection and circulation	Exploration of all types of texts/media
A silent refuge for bookworms	A multi-dimensional space where all students belong
Independent reading + carpet space (elem)	Collaborative
Single function	A variety of spaces within the room
Adult driven	Student-centered
Clean, organized, structured	Latitude for making, tinkering, creating
Learning destination: literature	Learning destination: literature, the world beyond the school, visible learning across grades

6. SUB HUB

The current state of our automated absence management system was discussed. A survey of all teachers will be sent out in order to seek general feedback on the use of Sub Hub.

The survey will include the following questions:

- Do you find the Breeze module ("Sub Hub") easier compared to how you used book subs?
- Were you previously responsible for booking subs for yourself and/or others?
- Notwithstanding organizational or personnel issues, what features of the software itself could be improved?
- Are you a teacher or teacher/administrator?

7. DEMO SLAM

Control and scroll wheel – zoom in and out

Windows and "+" or "-" – zoom in and out

Windows + E – opens up File Explorer

Alt plus tab – shows all open windows

Window + D – shows desktop

Read & write google tool bar – highlight key ideas – collect highlight button – puts on a google doc and has reference

INFORMATION ITEMS:

1. SPARK FAIR



2. COMPREHENSIVE SCHOOL HEALTH

- Horizon School Division embarked on their wellness journey in the winter of 2015-16 when the Alberta Health Services (AHS) Health Promotion Coordinator (HPC) introduced a grant call from the Alberta Healthy School Community Wellness Fund (Wellness Fund) in December 2015. Their vision was to create a Healthy Horizon Team and division-wide approach to bridge, support and grow the health work being done at the school level.
- Participating Wellness Fund Schools: Seed funding up to \$1100 may be applied for to purchase materials to strengthen CSH or sub release time to move CSH forward in the school
'Our School' training will be January 10th, 2017 (Webinar) – more information will be sent out
- Comprehensive School Health (CSH) is a framework used to guide school-based health promotion by holistically addressing teaching practices, school policies, partnerships, as well as the school's physical and social environments. Despite the proven effectiveness of CSH in improving health behaviours and educational outcomes, we need more evidence of specific implementation strategies applied in a variety of contexts. Researchers from the University of Alberta sought to uncover the inner workings of CSH schools in more detail by interviewing CSH teachers, school health facilitators/champions, and more recently, several dozen CSH

school principals. Collectively, results showed that the principal acted as a key player in the implementation of CSH and therefore directly influenced the cultural shift to be a healthy school community.

3. LITERACY COMMITTEE

- The Literacy Framework has been co-constructed by the division-wide Literacy Committee to guide a cohesive approach to supporting literacy for all learners. The elements of the framework have been purposefully selected to document what high quality literacy instruction and intervention look like in Horizon School Division and to help all partners in education understand their roles in supporting students.
- Literacy is the ability to read, view, write, design, speak and listen in a way that allows you to communicate effectively. The power of literacy lies not just in the ability to read and write, but rather in a person's capacity to apply these skills to effectively connect, interpret and discern the intricacies of the world in which they live. It is the hope that teachers in all divisions and subject areas will find helpful information and clarification on addressing literacy in their classrooms.

The full Literacy Committee update was included as an enclosure in the agenda.

4. NUMERACY COMMITTEE UPDATE

Alberta Education defines numeracy as the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living. A numerate individual has the confidence and awareness to know when and how to apply quantitative and spatial understandings at home, at school, at work or in the community.

Highlights of the day included:

- Jeff Adams from Pearson shared the Success Maker Math available to all classrooms K-9 in the division (50 open seats) If teachers are interested in using this resource, they need to contact Terri-Lynn to have their classes set up.
- Vauxhall Elementary brought and shared Numeracy Nets Binders for grades K-6.
- SAPDC Numeracy Committee Update (see below for update)
- The Numeracy Committee feels that it would be beneficial to have a numeracy framework for the division that is dynamic, usable and collaborative. It would create common vocabulary and consistency among our schools
- Division groups worked for a majority of the afternoon looking at assessments and thinking about creating some common assessments that can be helpful for identifying questions that are geared to the Specific learner outcomes and leveled in a (4 point scale) Based on Bloom's.

5. UNIVERSITY OF LETHBRIDGE VOUCHERS

U of L vouchers may be utilized to reimburse teachers for half of the day's sub cost (per voucher) for a Partial Paid Personal Day. School Secretaries will still enter them as 'BILL' and send the voucher to Deanna. Deanna will then recode them to Partial Paid Personal once the invoice is sent to U of L.

6. CAREER TRANSITIONS

A NEW opportunity – CANstruction. Students will have the opportunity to work as a group with an engineer or architect to create structures out of non-perishable food cans which are then donated to local food banks. Structures are built in a public setting and are judged by the public in various categories. There are engineers looking to partner with school groups and they are looking to have a competition in February and possibly May or June. Deadline to register for February competition is Dec. 31, 2016.

For more information, contact: douglas@bergenassociates.com

https://prezi.com/u3nqnauayn0/canstruction2017/?utm_campaign=share&utm_medium=copy

7. HORIZON COMMON

Last year, all of the old Horizon Common files were put into a folder called "Archived" and a new file structure was created in order to lend some better organization to the shared space. There are some excellent resources there, but it had become so muddled that it was near impossible to find anything. The new file structure includes key folders:

- Administrators – Admin Meetings, Leadership Cohort, MFHSR
- Curriculum – One folder per subject area with all curricular materials organize therein
- Educator Tools – Alberta Education; to be developed to include resources for PowerSchool
- Instruction – Areas related to the TQS that are not curriculum: Assessment, Classroom Management, PBL, etc.
- Schools – One folder per school. This is where teachers can temporarily place their own items. Each school folder also includes a “Sub Staff” folder where sub plans can be relayed
- Supports & Services – to be developed: Mental Health, Student Leadership, VTRA, Wellness, etc.

Moving forward (in January 2017), the Archived Folder is going to be changed to read-only. Staff will be able to retrieve documents from that location, but not update them or save new files. New files can only be saved in the new structure and should be organized using the new organizational structure.

Administrators have been asked to share this information with their staff.

8. ABSENCE GUIDELINE SPREADSHEET

Absence Approval Guidelines				
ATA Related:				
Employee	Circumstance	Payment?	Approval	Guidelines
Principal	1 Personal Day/year	With Pay	Anita	Cannot be split/Fri is full day
Principal	1 Family Medical day/year	With Pay	Anita	Cannot be split/Fri is full day
Principal	Critical Illness/Death (legal relatives as listed) 5 days/year	With Pay	Anita	Can be split/Fri is full day
Principal	Principal's Convocation/Graduation (1 day/year)	With Pay	Anita	Cannot be split/Fri is full day
Principal	Writing Professional Examinations (2 days/year)	With Pay	Anita	Cannot be split/Fri is full day
Principal	Birth of a child/adoption (2 days)	With Pay	Anita	Cannot be split/Fri is full day
Principal	Impassable Roads	With Pay	Prin/Wilco	As Required
Principal	Jury Duty, Summons to Witness	With Pay	Anita	As Required
Principal	4 Personal Days/year	Partial Pay	Anita	Can be split/Fri is full day
Principal	Additional Personal Days	Without Pay	Anita	Can be split/Fri is full day
Principal	Post Sec. Conv. of spouse/child (up to 2 days)	Partial Pay	Anita	Cannot be split/Fri is full day
Principal	Attend the ARA of the ATA as an official	Partial Pay/ATA Covers	Anita	As Required
Principal	Maternity and Parental Leave	As per Collective Ag.	Anita	As Required
Principal	Negotiation Leave	With Pay/ATA Covers	Anita	As Required
Employee	Circumstance	Payment?	Approval	Guidelines
Teacher	1 Personal Day/year	With Pay	Anita	Cannot be split/Fri is full day
Teacher	1 Family Medical day/year (if not emergent)	With Pay	Anita	Cannot be split/Fri is full day
Teacher	Crit. Illness/Death (legal relatives as listed) 5 days/year	With Pay	Anita	Can be split/Fri is full day
Teacher	Teacher's Convocation/Graduation (1 day/year)	With Pay	Anita	Cannot be split/Fri is full day
Teacher	Writing Professional Examinations (2 days/year)	With Pay	Anita	Cannot be split/Fri is full day
Teacher	Birth of a child/adoption (2 days)	With Pay	Anita	Cannot be split/Fri is full day
Teacher	Impassable Roads	With Pay	Prin/Wilco	As Required
Teacher	Jury Duty, Summons to Witness	With Pay	Anita	As Required
Teacher	4 Personal Days with partial pay/year	Partial Pay	Principal	Can be split/Fri is full day
Teacher	Additional Personal Days	Without Pay	Anita	Can be split/Fri is full day

Teacher	Post Sec. Conv. of spouse/child (up to 2 days)	Partial Pay	Anita	Cannot be split/Fri is full day
Teacher	Attend the ARA of the ATA as an official	Partial Pay/ATA Covers	Anita	As Required
Teacher	Maternity and Parental Leave	As per Collective Ag.	Anita	As Required
Teacher	Negotiation Leave	With Pay/ATA Covers	Anita	As Required
<u>CUPE / CUPE Related</u>				
Employee	Circumstance	Payment?	Approval	Guidelines
CUPE / CUPE rel	Compassionate Leave (3 days)	With Pay	Anita	Can be split/Fri is full day
CUPE / CUPE rel	Critical Illness (2 consecutive days)	With Pay	Anita	Cannot be split/Fri is full day
CUPE / CUPE rel	Pallbearer (1/2 day)	With Pay	Anita	As Required
CUPE / CUPE rel	Jury Duty, (Not including Summons to Witness)	With Pay	Anita	As Required
CUPE / CUPE rel	Union Functions requested by employer	With Pay	Anita	As Required
CUPE / CUPE rel	Authorized School Closures	With Pay	Prin/Wilco	As Required
CUPE / CUPE rel	1 Family Medical day/year (if not emergent)	With Pay	Anita	Cannot be split/Fri is full day
CUPE / CUPE rel	Employee, spouse, child -Post - Sec. Conv. (up to 2 days)	Partial Pay	Anita	Cannot be split/Fri is full day
CUPE / CUPE rel	Maternity/Parental/Adoption Leave	Without Pay	Anita	As Required
CUPE / CUPE rel	Union Functions	Without Pay/Union Covers	Anita	As Required
CUPE / CUPE rel	Personal Leave (up to three days/year)	Without Pay	Principal	Can be split/Fri is full day
CUPE / CUPE rel	Personal Leave (beyond three days/year)	Without Pay	Anita	Can be split/Fri is full day

9. LIONS VISION SCREENING

A letter was sent out to Administrators and Secretaries informing them that, Horizon School Division has partnered with the West Lethbridge Lions Club to provide a vision screening program for children in their kindergarten and grade two year. This was also included as enclosure in the agenda.

10. LEADERSHIP SYMPOSIUM UPDATE

Theme - "Celebrations"

Symposium will be group directed with topics to include: Best Practices, Core Instruction, Competencies and Intervention

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The Sr. Administrative Leadership Team recognized how busy the month of December can be and expressed how much they appreciate all that the Administrators do.

DATE TO REMEMBER:

• December 24 th – January 2 nd – Division Office Closed
• January 10 th – Admin. Meeting
• January 17 th – Board Meeting
• January 18 th – SIVA Re-fresher – 8:30am – 4:30pm @ Division Office
• January 25 th AM – Direction 5 (LTPF) Committee Meeting
• January 25 th PM – LST Meeting
• February 14 th – Admin. Meeting
• February 23 rd /24 th – SWATCA Teachers' Convention
• February 24 th – April Diploma Exam Registration
• February 28 th – Board Meeting
• March 1 st – COSC Meeting
• March 2 nd AM – Numeracy Committee
• March 6 th – Assessment Committee (all schools)
• March 13 th – Division Wide PD Day
• March 14 th – Admin. Meeting
• March 15 th PM – LST Meeting
• March 21 st – Board Meeting
• March 22 nd – Literacy Committee
• March 22 nd – APEX Youth Awards
• March 23 rd – Moving Forward with High School Redesign Meeting
• March 24, 25 – Lethbridge Google Summit (possible pre-summit on March 23)

Associate Superintendent, Learner Services
Report to the Board of Trustees – December 20, 2016

Representing Learner Services team members:

Amber Darroch, Associate SuperintendentAD
Terri-Lynn Duncan, Director of Learning (Curriculum & Instruction).....TLD
Robbie Charlebois, Director of Learning (Inclusive Education)RC
Angela Miller, Clinical Team LeadAM
George Epp, Low German Mennonite Liaison Worker.....GE

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

AD

- Attended Alberta Education “School Technology Advisory Committee” (STAC) meeting in Edmonton on November 22
- Facilitated Assessment Committee meeting on December 7 to debrief on the first reporting period and opportunities for future growth and development
- Attended CASSIX Meetings in Lethbridge with TLD and RC on November 24 and 25
- Organized the Annual CASSIX/ASBOA Christmas Banquet and Retirement Recognition on November 24
- Presented Session 2 of the Leadership & Learning Series (Learning and Technology Policy Framework) with guest facilitator Suhayl Patel from Apple Education. 33 principals and vice principals attended.
- Facilitated Tech Guide Meeting on November 30 with representatives from all schools to support technology integration and technical support
- Consulted on and visited Head Strong Student Summit (student attendees from Horizon, Holy Spirit, and Peigan Board) on December 8

TLD

- Coached/consulted with staff at 3 schools this month working on guided reading and what that can look like in the classroom
- Held a session for staff at a school who recently purchased new literacy materials and have been working on in servicing them on how to best use the resources
- Attended Scholastic’s two-day literacy presentation in order to help teachers to utilize the resources that they have in their schools

RC

- Worked with several learning teams in schools to develop individual student programs to support valuable learning experiences and growth, as well as school capacity to support students with exceptional needs

- Worked with Learning Support Teachers to build capacity in the Dossier system for meaningful and accountable ISP development
- Supported report card and assessment practices for students with ISP's, modified and adapted programming. This area continues to need further support and clarification

KEY ACTION AREA #2:

Response to Instruction and Intervention Framework to improve literacy and numeracy proficiency

AD

- Consulted on complex student needs with AM and RC
- Attended Alberta Family Wellness Initiative Community Engagement session in Lethbridge with RC and AM (hosted by the Palix Foundation)

TLD

- Facilitated full day workshop with school literacy leads in the development of a division wide literacy framework. 100% of the leads believe that our division needs a framework to provide best instructional strategies for all teachers in all subject areas.
- Facilitated half day workshop with school numeracy leads in the development of a numeracy assessment that can detect gaps in students learning as well as questions that will better fit the assessment practice and uses Blooms Taxonomy.

RC

- All school based assessment be completed and entered into Dossier. Data will be used to drive individual intervention, systematic intervention, and quality teaching instruction.
- Working with literacy and numeracy committee to support framework development that is inclusive, and provides opportunities to support all students, specifically, students with diverse learning needs
- Schools have completed or are working on a pyramid of interventions or continuum of supports to provide a school framework for teachers
- Terri-Lynn and Robbie presented to VHS EA staff regarding re-thinking the role of educational assistants and how they can best support all students.
- Continued work with MRE and the Collaborative Care pilot in the grade 2 classroom. Overwhelmingly positive work and progress is being made to support the students. A large collaborative team has met twice this year, as well as made classroom visits to provide feedback, strategies, support and intervention.
- Work with CASSIX group to streamline the Dossier software to best meet the needs of all students requiring additional strategies and supports. First meeting was November 7th. Next Meeting January 16th - both hosted at Horizon Division Office.

KEY ACTION AREA #3:

Stakeholder engagement impacts student success

AD

- Attended Community Forum on DAF/WRM modernization
- Contributing to division website, social media and staff intranet to promote Horizon events and other relevant content with the community

TLD

- Attended the Healthy Active School Symposium (HASS), a student health and wellness full day Southern Alberta event, with students and staff supervisors from three Horizon schools

RC

- Southwest Regional Collaborative Service Delivery continues to work with multiple stakeholders to provide support and services for students in the region. Currently, we are actively involved in engaging our FNMI partners to sit at the leadership and executive table with us so that they are included and supported.
- Five by Five Early Years Coalition meets monthly at Horizon School Division and includes partners such as FCSS, Holy Spirit Catholic School Division, Public Library, and Parents as Partners. The grant application was sent and the group was approved once again for funding. The coalition puts on a variety of activities for parents and children in and around the Taber area.
- Woodcock Munoz (academic assessment for ELL students) - will be meeting with ELL leads from both Lethbridge School District 51 as well as Holy Spirit to discuss some alternative options for level B assessment.

LEADERSHIP PRACTICES

AD

- Attended principals' schools goals and professional growth plan meetings with Senior Admin Leadership Team
- Facilitated collaborative meeting on December 15 between Horizon's tech department and Livingstone Range School Division IT staff to share best practices and maximize efficiencies

AD, RC, TLD

- Continuing teacher evaluations for probationary teachers
- Attending special events, celebrations, and performances at schools

FAMILY SCHOOL LIAISON & FAMILY CONNECTIONS SUMMARY

Clinical Team Leader – Angela Miller

- One FSLC on medical leave until January 9
- Completed a day and a half Go To Educator Training Oct. 13 & 14 for teachers, admin. and community agencies.
- Completed Growth Plans with all FSLC's and Family Connections Workers total of 14 staff. As well as met twice a month with each staff for supervision.

- Attended 2 Collaborative Meetings at Milk River Elementary in October and November.
- Attended 1 RCSD Mental Health Meeting in October, and 2 RCSD Counselling lead conference planning meetings in October and November.
- Met with Milton at FCSS in October about FCSS contract and increased funding.
- Attended a CYC Accreditation Meeting at Lethbridge College in October.
- Attended 2 TCAPS meetings in September and October.
- Attended RCSD PD Oct. 27 – Dr. Mark Ragins – Mental Health and Client engagement.
- Conducted 3 Case consultations with FSLC staff and community agencies which are ran the first Tuesday of every month.
- Conducted 3 FSLC staff Meetings the last Friday of every month which is a full day.
- Attended 2 south zone Mental Health Capacity Building meeting in Brooks in September and November.
- Meeting with Bob Johnston Regional Mental Health and Addictions Manager, Holy Spirit, Robbie, RCSD to discuss mental health gaps and needs in Taber and rural areas. Set another meeting for Dec. 9.
- Ran a Level 1 VTRA refresher Nov. 24.
- Ran a level 1 training for staff Dec. 1 and Dec. 2.
- 8 VTRA's
- Ran an Advisory Meeting Nov. 28.
- Ongoing meetings for Headstrong which runs Dec. 8
- Ongoing meetings for Ignite UR Spark which runs May 4
- Monthly Family Connections staff meetings.
- Attend Admin Meetings.
- Attended GAIN SS assessment training Nov.2 to try to streamline referrals to Mental Health and Addictions.
- Ongoing phone and face to face consultations. On average consult with FSLC's/CYCW's and Family Connections staff 5 times a day.
- Planning a Counselling conference for Marc 30.
- Hired a new .6 CYCW from temporary funding from RCSD. Completed orientation and will be taking around to rural schools to introduce her. This position will help alleviate some high needs areas.
- Completed Mental Health Capacity Building Project Year Work Plan in October.
- Liaise with Taber Mental Health and Addictions, Child Services and Safe Haven to work collaboratively on open cases and to streamline referrals.
- Ongoing on call support for School Administration.

Kelsey Atkinson DAF – Family School Liaison Counsellor

- We have started mentorship and it has been off to a great start
- We are helping Michelle Sawchuk plan the Girl's Retreat for March

- We are just about to start a social skills group in three parts (games, skills/learning and practicing/ and then we are hoping to end with the third part of relationships and have you and rossi come in)
- Angel Tree has been submitted
- Random Acts of Kindness day went really well!

TMS – Betty Adkins – FSLC

- 5 students will be attending the Youth Summit
- Girls Group for grades 7 and 8. Divided into 2 groups and each week alternates for the groups.

Central – Betty Adkins - FLSC

- Mentorship - every Wednesday after school for 10 weeks
- Very busy school for one-on-one counselling

Dr. Hamman and Chamberlain – Glenn Jankowiak – FSLC

- For Chamberlain and Dr Hamman: 20 clients
 - Dr Hamman: walking club and mentorship
 - Helped Angela do the VTRA refresher

Enchant/Lomond/Hays/Barnwell – Tara Odland – FSLC

I have 22 students on my caseload right now and I'm taking 7 students from my schools to the Headstrong summit

MRES/ERHS/Warner – Jennifer Hengeveld – FSLC

- I have done 1 suicide assessment at Erle Rivers and 1 at Warner. 1 VTRA at Milk River Elementary that turned out to be a worrisome report.
- I am currently running 2 friendship groups for girls grades 6&7 (11 Girls) and 8&9 (5 Girls) at Erle Rivers.
- I am also involved in mentorship at Milk River Elementary and I believe that there are 12 students in that.
- I spoke in classrooms at Erle Rivers and Warner regarding Headstrong and I also spoke at Community Helpers at Erle Rivers on the FSLC role.
- I currently have 28 open kids on my caseload. Warner is sending 7 students and Erle Rivers is sending 2 students to Headstrong

Joel Blake – CYCW Vauxhall

- 1 Suicide assessment this year at MAP
- Took 3 students out in the community for RAK day handing out candy and a RAK card. Kids really enjoyed it so did the community.

- Sending 6 VHS students to the Headstrong Summit.
- Looking to implement 7 Habits at MAP.
- Ashley has been doing great work with the Academy boys around team building, maybe she can touch on this more.
- Ashley and Lynda brought 6 students to the HASS.
- Have been looking at implementing some sort of 'mentorship' program at MAP that would involve alumni interacting with students about the challenges and benefits of school for LGM students.

Amy Davis – W.R. Myers – FSLC

- Amy will be starting to do a Community Helpers program with Lethbridge Family Services a Myers.
- GSA meets three times a month generally with 5-12 students that attend.
- CYCW and FSLC will be starting 4 presentations in the next couple of weeks with grade 9-12 on Mental Health.
- Groups will be starting that new CYCW will be running around depression and anxiety.
- In the past month FSLC estimates that she has conducted 10-14 Suicide Assessments.
- CYCW has conducted around 5

Brandon Petite – TCS and ACE/Family Connections

2 Suicide Assessments at Ace

Counselling case load at Taber Christian and Ace Place have been steadily increasing each week. Student needs have been from grief and loss, anxiety and depression, self esteem, and social skills.

In Taber Christian, Kelso's Choice will be in full swing on December 7th in the grade 2 class. After Christmas holidays grade 5's will be starting resiliency.

At Ace, I have been setting up and co-facilitating multiple presentation on topics such as addiction, positive mental health, sexual education. I have also been attending more outings with Ace and building relationships though various school activities.

With Family Connection's, The headstrong event is shaping up nicely and the little pieces are starting to fall into place.

Ashley Otte – FSLC – Vauxhall High/MAP

VHS- 0 VTRAs

2 Suicide Assessments

MAP- 1 VTRA

2 Suicide Assessments

Lisa Sowinski – FMNI

- Angel Tree list

- Registering new students
- Making sure families are signing up for their Christmas hampers
- List for head strong
- Interagency meeting
- First FNMI committee admin meeting and setting goals
- Meeting new Elders and contacts
- Checking on gr 12 students making sure they are on track to graduate
- Working with career councilors
- Exercise Blanket making contact

Dionne Sawatzky – Family Connections – Westlake/Central

Backpack Program:

Family Connections hosted the first annual Back-to-School Backpack Program for Horizon Schools. The Backpack Program is centered on providing complementary items and services to families during the “Back to School,” time of year.

In addition to being provided with a new backpack and supplies, children and families were able to access other resources in the community to help get the school year off to a successful start.

There were different agencies that we have in the Taber Community who attended the Back-To-School Backpack Program to give the Families different resources going into the 2016/2017 school year. Some of the agencies were FCSS, Public Health, AHS Addictions and Mental Health, Family Connections, AHS Health Promotion Coordinator, Taber Dental, AHS Child Mental Health Therapist, Safe Haven, Taber Food Bank, Eye Health Clinic, Kids Sport, and Escape Salon & Salon. There were 55 students referred the Back-to-School Backpack program from FSLC, FMNI, Safe Haven and Family Connections.

Resiliency Campaign

Family Connections had their first Resiliency Meeting on November 30, 2016. The Resiliency Program is offered to grade 4/5 students. The topics that are discussed in this program are emotional management, positive thinking, problem solving, and asking for help. Near the end of the program students will write a postcard to a mentor in their life. The postcards who have consent are taken to Post Card Selection Night where the top 20 post cards are picked. There are about 8 schools that participate in this program. The students whose postcards are selected are invited to the Celebration Night where they will read their postcard to their Mentor. The Celebration Night is open to the community.

Families First

Central School and D.A Ferguson hosted Families First again this year. There were 6 families that attended. The guest speakers were Dave Gyepesi (Prescription Drug Safety), Kim Andrus (Nutrition) and Kim Forchuk from FCSS (Messy Play)

There will be another Families First on March 8, 15, and 22. We are always looking for volunteers.

Other Programs:

The FSLP team has submitted their Angel Tree Lists
Dionne Sawatzky is starting to plan Lunch Time Learning for the students at Central School.
Kelso's Choice in Kindergarten, Grade 1 and 2/3
Kimochis in Grade 1
Project Happiness in Grade 1
Second Step in Grade 3/4
K.C's Choice in Grade 5/6
Home Alone Program in 3 grade 4/5 classes
Targeted Friendship Group at LT Westlake
Mentorship Started on Nov 16
Breakfast Program and Lunch Program at Central School

Sara Luskey Family Connections – Vauxhall/Chamberlain

Chamberlain:
Kelsos Character Building (K)
Kelsos Choice (5)
Mental Health Tool Kits Presentations (grades 3, 7-12)
Lunch Time games and crafts
Executive functioning check ins grade 7 and 12
Resiliency (grade 5 January)
2nd step grade 2 (January)
Social skills girls group grade 6-8
Power of being a girl
Headstrong
Spark (May)
Lunch time gym games

Vauxhall elementary
Bucket filler campaign
Kelsos choice (2)
2nd step(1-3) German
2nd step (4)
Superflex (3)
KCs (4)
KCS (5)
Cooking group
Healthy snack day group (January)
Mentorship
Resiliency (January)
Cook up a story (1-3) German

VHS
Headstrong
Mentorship
4th R (Feb)
Anti stress presentations (exam week)

MAP
7 habits (December)
Girls group (January)

Amy Stroeve Family Connections – MRES/Warner/ERHS/Dr. Hamman

Dr. Hamman
Gr. 2s - Kelsos choices and project happiness
Gr. 3s - project happiness
Gr. 4s - second step
Gr. 5s - kcs choices
Mentoring 2 students

Warner
Gr. 1-2 - kimochis
Gr. 3-5 - second step

MRE
Mini-Mentorship with gr. 2 and gr. 5

After Christmas
Families First at MRE
Resiliency at dr. Hamman

MENNONITE LIAISON SUMMARY

LGM population count 2016 – In October 2014, I put together a summary showing the number of LGM students in various grades for all the Horizon schools and that will be updated as of the end of 2016.

Home Schooling matters (Wisdom Home Schooling)

Last month I reported about a specific family and their experience with Wisdom Home Schooling. Then there was the news regarding Trinity (Wisdom Home Schooling) and the Alberta Education Minister. There has been some public conversation about that and I have had several calls from parents who have their children in the Reinlander church school, supported by the Wisdom group. They are calling me to ask what I know about that system and for some guidance of what they should do regarding education and their own children.

Last Sunday night there was an Education meeting at the church. The reports I have about that are very interesting. A major discussion was about school money matters and validity of High School Diplomas. They guaranteed people that the High School Diploma (Wisdom) they are giving out is as valid as an “Alberta High School Diploma” issued by Alberta Education. It seems like the best approach I can take is

to respond to those inquires and help the LGM parents understand the truth, so they can make the right choices. I am following the Alberta Government's response regarding withdrawing support for Trinity, after the Jan 2 date by when Trinity's affairs will have been reviewed.

MCC Canada - Low German Mennonite Program meeting

In November I attended a networking meeting in Winnipeg with MCC Directors from Ontario, Manitoba, Saskatchewan, Alberta, as well as the program staff overseeing the work from Bolivia and Mexico.

We covered a variety of subjects such as:

- Education
- Health, Addictions and Mental Health concerns
- Child protect issues
- Conservative churches and our MCC connection to them
- Community integration issues
- Building trust while holding them accountable to comply with Government rules and regulation. (CRA, Child tax, EI, Canadian Border Services, etc) What are you teaching your young people?
- Ideas to engage with LGM young people
- Employment in Canada, Self-Employment and financial literacy
- Citizenship and Immigration matters
- Our relationship with Service Providers

SAKA (Southern Alberta Kanadier Association)

This is an organization that I have been involved for over 15 years. We are a group of service providers who work directly with LGM people. I have been president for about 5 years. We have meetings quarterly via AHS telehealth video conferencing. People from Redcliff, Medicine Hat, Bow Island, Taber and Lethbridge get together for discussion regarding the LGM and various issues facing the LGM people and the agencies that serve them. The AGM is planned for Jan 2017.

MCC – Services for Newcomers (Mennonite Central Committee)

Our relationship with the MCC office continues to be critical to a strong connection to newcomers and many of the LGM families. Enclosed is a sheet showing program activity and people traffic. The important factor is that they are helping people with basic critical matters such as employment, healthcare, housing, friendship and just helping them find their way. MCC also provides a valuable connection to LGM matters, across Canada, Mexico and Bolivia.

Calling on past HSD students

I use lists of former students to follow up on families who left Horizon and are now home schooling or working. It is important to keep the door open and find out what they are saying about their education. Sometimes these families make positive changes as a result of a call.

LGM programs in Horizon

In the next few weeks, I will again be gathering information from schools about how they are responding to the LGM people's request for "German" and "Bible" instruction. The goal is to have some consistency between schools and ensure that it is useful to the students. Also, that parents understand and support these programs. I often hear about these programs from parents who do not yet have their children in our schools, so need to ensure the public perception.

Other Southern Alberta School Divisions

I maintain a strong connection with other school divisions, so that LGM families can be referred to public schools when they move around and so we can compare notes regarding LGM matters. I certainly use my MCC connection to provide them updates on the LGM population.

Community Connections

I live in Taber and make an effort to watch, listen and have conversations with and about LGM people to encourage healthy integration in our communities. That work is in the community, in homes, churches, retail stores and businesses and in coffee shops.

School Connections

I will keep a connection with new staff that are working with LGM students. Also, I have offered some formal PD for staff and have more booked. I will offer to attend school staff meetings and facilitate discussion about the LGM people. I have attended some school events, including the German Christmas programs.

Summary

This is often the most difficult time of the year for families, including the LGM people. I have been involved in situations where people have financial difficulty, addictions, mental health issues, family discord and loneliness being new to Canada and away from family for Christmas.



LEADERSHIP EXCELLENCE FOR
WORLD-CLASS PUBLIC EDUCATION



First Nations, Metis & Inuit Education Gathering

Event Date

April 26 (evening) - 28, 2017

Location

Fantasyland Hotel

17700 - 87 Avenue
Edmonton, AB T5T 4V4



The ASBA Strategic Plan 2014-2017 stipulates that "Leadership and support are provided to school boards to share and implement best practices which address demographic and wellness challenges." This newsletter, "Health Matters", created by the ASBA Student Health and Wellness Task Force, will be distributed periodically and will support boards in their work of fostering student health.

**Alberta School
Boards Association**
780.482.7311
www.asba.ab.ca

The principal: A key player in creating a healthy school culture

Comprehensive School Health (CSH) is a framework used to guide school-based health promotion by holistically addressing teaching practices, school policies, partnerships, as well as the school's physical and social environments. Despite the proven effectiveness of CSH in improving health behaviours and educational outcomes, we need more evidence of specific implementation strategies applied in a variety of contexts. Researchers from the University of Alberta sought to uncover the inner workings of CSH schools in more detail by interviewing CSH teachers, school health facilitators/champions, and more recently, several dozen CSH school principals. Collectively, results showed that the principal acted as a key player in the implementation of CSH and therefore directly influenced the cultural shift to be a healthy school community.

The main findings from the principal interviews suggested that they acted in a fluid role throughout CSH implementation, shifting and adapting as required by their school community and specific context. Principals worked to shift school culture by:

1. Priming cultural change, establishing the project as a school priority and role modelling expected behaviours.
2. Communicating the project's importance to others by acting as a spokesperson for CSH.
3. Negotiating concerns and collaboratively planning by actively engaging with others in the school community.
4. Holding others accountable to the changes by staying true to the project's vision, while still enabling others to take ownership.
5. Playing an underlying supportive role by providing positive recognition and establishing ongoing commitment throughout.

It was also revealed, however, that principals must embody a number of pre-requisite qualities prior to the implementation of CSH, in order to maximize its success. These core qualities included:

1. A clear understanding of CSH principles and pillars.
2. An alignment of CSH with the principal's core values.
3. A firm understanding of their individual school context.
4. Pre-existing trusting relationships with others in the school community.
5. Confidence in their position as leader.

These findings indicate that principals play a critical role in providing direction and determining the culture for their schools. They are clearly key players in the implementation of CSH, regardless of whether their school has another health champion present. Taken together, it is hoped that these findings and recommendations will inform effective school leadership practices, help to improve CSH implementation efforts and, ultimately, lead to improvements in health outcomes for children and youth.

Did you know?

We are pleased to announce that the **Alberta Healthy School Community Wellness Fund** has received renewed Alberta Health funding until 2018. **Grants** offered to districts through the Wellness Fund support health and wellness among students using a Comprehensive School Health approach. Please check the following link for grant call updates <http://www.wellnessfund.ualberta.ca/en/Grants.aspx>
Welcome to the new Executive Director of the Wellness Fund, Ms. Colleen Wright.

Authors:

Erica Roberts, MSc, School of Public Health, University of Alberta
Doug Gleddie, PhD, Faculty of Education, University of Alberta
Paul Veugelers, PhD, School of Public Health, University of Alberta
Kate Storey, PhD, School of Public Health, University of Alberta

Source: Roberts, E., McLeod, N., Montemurro, G. M., Veugelers, P. J., Gleddie, D. L., & Storey, K. E. (2015). Implementing comprehensive school health in Alberta, Canada: the principal's role. Health Promotion International. 1-10, doi: 10.1093/heapro/dav083 (<http://www.appleschools.ca/files/PrincipalsRoleinCSH.pdf>)

Board resources

Concussion: Concussion is an issue within sports, physical activity settings and within school communities. Information and resources can be found at <http://injurypreventioncentre.ca/issues/concussion> to help school jurisdictions create and maintain awareness and policy to decrease concussions. For coaches and school sport leaders, an online training course is available at www.schoolcoach.ca.

AMA video: The Alberta Medical Association (AMA) is proud to partner with ASBA in the creation of a collaborative video, highlighting the AMA Youth Run Club and speaking to the importance of Comprehensive School Health. Watch the video here: https://youtu.be/QkhCFZAg_TA

What's happening

Shaping the Future 2017: To Be Wisely Aware – Ever Active Schools provincial conference

Space is limited and the days are counting down to *Shaping the Future 2017*, January 26-28, 2017 in Kananaskis. Save \$50 and register at <https://event-wizard.com/ShapingtheFuture2017/0/register/> before the early bird rate ends on December 23, 2016. *Shaping the Future* is a provincial school health conference that brings together education health and other sectors to support the wellness of students in healthy school communities.

Shaping the Future 2017 pre-conference: The Alberta School Boards Association (ASBA) and Ever Active Schools are excited to partner together to offer *Students in Mind: An Upstream Approach to Student Mental Health*, with a focus on *Trauma Informed Environments* in a pre-conference on Thursday, January 26, 2017 at the *Shaping The Future* conference. The pre-conference will feature research, engaging conversations and personal and professional reflection. School trustees, senior school administrators, health professionals and teachers will leave empowered in how they can support student mental health within their school jurisdictions. Register at the *Shaping the Future 2017* conference link above.



Published by the ASBA Student Health and Wellness Task Force 780.482.7311 www.asba.ab.ca

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D.A. Ferguson/ W.R. Myers school modernization hits a snag

By Nikki Jamieson
 Taber Times

njamieson@tabertimes.com

With building code issues popping up with the D.A. Ferguson and W.R. Myers schools modernization, the Horizon School Board is seeking public input on how to proceed.

Stressing that nothing has been decided yet at a Nov. 29 meeting, the board discussed their options moving forward with the modernization, which has currently been put on hold.

"With D.A. Ferguson/W.R. Myers complex modernization, it's actually an Alberta Infrastructure project, and the funding is actually for partial modernization. So the design of the building has been focussing on D.A.

Ferguson. In fact, when we looked on the approval we received, it was specifically focussing on the two story portion and the 1960 portion, which, if you walk in the front door of Myers, is everything to the left, which you would normally think of as D.A. Ferguson," said Wilco Tymensen, superintendent for the Horizon School Division.

"There really is no phase to it at this point. There's no timeline for phase two and there's no money allocated to it for phase two."

"Really, it is a partial modernization, and if we want to do the second half of the building, as a board you'll have to submit that as your number one priority, we'd hope it would be a future approved project."

The issue causing the delay lies on the Myers' side of the building; the 1949 wing. The three-story portion of the Myers section is constructed out of lumber, and is currently not to building code. Although the modernization is focussed on the D.A. side, the moment they start the renovations, they have to do something about the 1949 wing as well.

"The funding was really for the new portion of the building, so there is a significant increase in cost. Alberta Ed did increase the budget somewhat, to deal with the demolition and to deal with sprinkling the entire building, but in order for that to happen, the three-story has to come down, according to Alberta Education and Alberta Infrastructure."

As this is an Alberta Infrastructure project, the school board is not in charge of handling the renovations, although they do provide input. Alberta Infrastructure had increased the budget to allow for the demolition of the wing, something staff at Myers are a bit leery about, for it would mean less teaching space.

Currently, Myers has 26 teachers working out of 17 classrooms and 19 special rooms — such as computer labs, art and band rooms — for a total of 36 learning spaces. With the demolition of the '49 wing and subsequent reworking of classroom space, the current, unfinalized blueprints have 14 total of 28 learning spaces in Myers.

By comparison, D.A. currently has 15 teachers working out of 11 classrooms and nine special rooms, and in the redesign retains the same number of classrooms and loses only one special room for learning.

According to Tymensen, the staff at D.A. and Myers both recognize the positives or negatives of the modernization for each other, and have similar concerns about windows and space and storage. With the reduction of space, there is also the issue of whether or not the schools have enough space to meet the educational needs of their students. Their feedback, adding that they are committed to working with the board to find a solution, included focussing on the non-negotiables, or things the schools really need; getting more money through grants or other areas in the budget; loose things to keep the current configuration of the school; and not rushing decisions for fear of not enough space.

Although the case can be made for keeping the '49 wing, as it provides the Myers side with additional classrooms, it would cost about \$1 million to upgrade the wing to today's building standards. Additionally, according to Alberta Education statistics, the building has more instructional space than needed. A school of 850 students should be about 7,200 square metres of space, with 4,874 square metres being instructional space. D.A. and Myers have 740 students, and currently spans 12,300 square metres. Although under the redesign it will be going down to 9,500 square metres — 5,030 square metres of which will be instructional — that will still have more space than needed.

"The big issue though, is that there is a lot of inefficient use of space in this building. It's got a larger library than what you would normally have, it's got a significantly larger shop than what you would normally have, that's really a poor utilization in terms of student numbers," said Tymensen.

"Alberta Ed would say a new school, their objective is 100 per cent capacity, so use them to their capacity."

Alberta Education considers a school as full when it reaches a utilization rate of 100 per cent. D.A. and Myers currently have a utilization rate of 63 per cent, and under the redesign, it will go to 84 per cent. Many schools in places such as Calgary often open with utilization rates of 150 per cent. The average utilization rate for all the schools in Taber — which feed into D.A. and Myers — is 69 per cent, and after the modernization it will be 78 per cent.

"Albert Ed tries to aim for — they recognize when you modernize, there's inefficiency space — so they try to aim for 85 per cent."

Currently, the project is over budget by about \$1.1 million. As no work on the schools has been done yet, at this point in time, Tymensen says the board has two potential options; cancel the project or forge ahead with it, with the former option not being very desirable.

Should the board try to cancel the budget, in the next few years, D.A. and Myers will need about \$1.2 million in Infrastructure Maintenance and Renewal (IMR) and a further \$5 million would be needed over the next five years. The building will lose \$9 million worth of improvements as well, and the area will lose an opportunity for employment. As this is a government project — and not the division's — there is the risk that they cannot cancel the project, and there is existing contracts for it, so money may be lost.

However, should they go forward with the project, they still have a few options at their disposal: work within the scope of the budget; reconfigure schools, such as moving grade 6 D.A. students back into elementary schools; combine D.A. and Myers into one school; and/or utilize IMR funds — for which their yearly budget is about \$25,000 — and their reserves for additions to make it work.

"What it all boils down to, is that you got to think of what's best for the students," said Marie Logan, chair of the board. "You got to have some support, you've got to do what's best for the students."

Should they go forward with the modernization, some of the benefits would include upgrading electrical, new shelving, new roof on half the building, upgrading the

ventilation/heating system, address Internet connectivity access, new drop-off point for D.A. students, changing the front entrance to Myers so it doesn't remind anyone of the "1999 incident" and bringing the entire building to code, making it safer for everyone.

"It certainly takes advantage of government funding, instead of our funding."

Nothing has been decided yet, in terms of the modernization design or what to do with the schools. Although board members tossed around a few ideas — such as not building a new cafeteria and using the money to construct an additional two classroom spaces on the south east corner of the school and using division funds for a new band room — no final decision on the design or placement of students has been made yet.

However, no matter what the decision is, Tymensen voiced his displeasure at the notion that some in the schools had voiced, that sending the grade six students back to elementary or combining the two schools would somehow diminish the learning culture.

"If their comment becomes, 'We're going to lose who we are, we're going to lose our philosophy about making sure kids are successful, I'm going to go, well if you do, I'm going to have a serious issue with you a) as a leader, and b) as a teacher, because if you lost one grade and you lost one administration, now suddenly it's ok for kids to fail?' said Tymensen. "It's not acceptable in our K-12 schools, why would it be acceptable in a 7-12?"

"Some of the parent's I've talked to, they think the students can re-adjust quickly, they don't have any problem with that," said Rick Anderson, board member. "But to the teachers and the general public, they have a little bit of trouble re-adjusting to this idea."

"When they switched to grade 6, 7, 8 and 9, parents were furious. They did not want to send their little grade sixers over to that school. And now, I was surprised, when we got responses on Thursday night, and they were furious about keeping them in an elementary school," said Bruce Francis, board member, commenting how he could see how some might be upset at the change but noting that grade 6 students were originally in elementary school.

The HSD will be hosting a forum on Tuesday, Dec. 13, at 7 p.m. at the D.A. gym to discuss options and get feedback from parents on the modernization design.

----- Forwarded message -----

From: EDC Minister <Education.Minister@gov.ab.ca>

Date: Thu, Dec 15, 2016 at 9:54 AM

Subject: Holiday Greetings from the Minister and Deputy Minister of Education

To: Board Chairs and Superintendents of Public, Separate, Francophone and Charter School Boards
Presidents and Executive Directors of Stakeholder Associations
AAMDC (Alberta Association of Municipal Districts and Counties)
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)
AUMA (Alberta Urban Municipalities Association)
CASS (College of Alberta School Superintendents)
CCSSA (Council of Catholic Superintendents of Alberta)
Fédération des parents francophones de l'Alberta
Fédération des conseils scolaires francophones de l'Alberta
Learning Disabilities Association of Alberta
PSBAA (Public School Boards' Association of Alberta)
First Nations Education Directors
Presidents of Private Schools

With the holidays and 2017 around the corner, it is a good time to look back at the year that was. Together we have accomplished many things and we truly are making a difference in the lives of our students.

We would like to thank you for your support, passion and dedication to our K-12 students and education in Alberta. We have made important decisions that impact the daily lives of our students and prepares them for their future. For that we should all be proud.

As we look ahead to next year, Alberta Education will continue to focus on the following priorities:

- Ensuring students have the skills they need to succeed in a changing economy and to secure rewarding careers in Alberta.
- Developing a comprehensive curriculum and continue to work collaboratively with our education partners on this important work.
- Incorporating reconciliation and First Nations, Métis and Inuit perspectives is addressed in all areas of future K-12 curricula.
- Ensuring that each student feels a sense of belonging and receives a high quality education – no matter their ability, disability, language, cultural background, sexual orientation, gender identity or gender expression.

You, our partners in education, play a key role in ensuring the success of our education system. We look forward to continuing to work together. Enjoy this time of year with your friends and loved ones.

Best wishes to you and yours and a safe and happy holiday season.

David Eggen
Minister of Education

Curtis Clarke, PhD
Deputy Minister of Education