

**Horizon School Division No. 67
Regular Board Meeting – Division Office
ERIC JOHNSON ROOM
Tuesday, April 25, 2017 – 1:00 p.m.**

Regular Board Meeting Agenda

Presentation – Core Story of Brain Development – Robbie Charlebois

A – Action Items

<p>A.1 Agenda A.2 Minutes of Regular Board Meeting held Tuesday, March 21, 2017 A.3 April 2017 Payment of Accounts Summary A.4 HGB – Inclusive Learning – 2nd & Final A.5 HGBJ – Early Childhood Services – 2nd & Final</p>	<p>ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4</p>
---	---

D – Discussion Items

<p>D.1 2018-2019 Calendar - <i>handout</i> D.2 High School Graduation Dates D.3 Edwin Parr Banquet & Luncheon Attendance</p>	<p>ENCLOSURE 5</p>
--	---------------------------

I - Information Items

<p>I.1 Superintendent's Progress Report I.2 Trustee/Committee Reports <ul style="list-style-type: none"> • I.2.1 Zone 6 ASBA Report – Marie Logan • I.2.2 April Facilities Committee Report – Bruce Francis </p>	<p>ENCLOSURE 6</p>
<p>I.3 Associate Superintendent of Finance and Operations Report – Phil Johansen I.4 Associate Superintendent of Learner Services – Amber Darroch I.5 Associate Superintendent of Programs and Human Services Report – Anita Richardson</p>	<p>ENCLOSURE 7</p>

C-Correspondence

<p>C.1 170323 AB ED Letter C.2 Rural Caucus of Alberta School Boards – March Update C.3 Changes to Modernization Scope for DAF/WRM C.4 Bill 1 Consultation C.5 Northland School Division Act C.6 School Nutrition Program Expansion C.7 Request for Access to Taber LDS Church Gymnasium C.8 ASBA in the News – Bill 8 C.9 Bill 8 – An Act to Strengthen Municipal Government C.10 Results of curriculum survey support career C.11 041517 – Board Chair Email C.12 Summary – Proposed Changes – Sask Bill 63</p>	<p>ENCLOSURE 8</p>
---	---------------------------

Dates to Remember

April 28-30, 2017	ASCA Spring AGM – Edmonton
May 1, 2017	Division Wide PD Day
May 2, 2017	Administrator's Meeting – Derek Baron

May 10, 2017	Edwin Parr Awards Banquet
May 16, 2017	Board Meeting
May 17, 2017	COSC Meeting
June 4-6, 2017	ASBA Spring AGM
June 12, 2017	Board Tour (Gold Spring, Miltow, Bluegrass, Elmspring)
June 13, 2017	Administrator's Meeting – Terry Michaelis
June 20, 2017	Board Meeting
July 5 – 8, 2017	CSBA National Congress & National Trustee Gathering of Aboriginal Education (Whistler, B.C.)
June 12, 2017	Board Tour (Gold Spring, Miltow, Bluegrass, Elmspring) meet @DO @8:30

Horizon School Division No. 67

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

The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Tuesday, March 21, 2017 beginning at 1:00p.m. in the Eric Johnson Room.

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

ALSO PRESENT: Dr. Wilco Tymensen, Superintendent of Schools
Phil Johansen, Associate Superintendent of Finance & Operations
Amber Darroch, Associate Superintendent of Learning
Nikki Jamieson, Taber Times
Sheila Laqua, Recording Secretary

REGRETS: Anita Richardson, Associate Superintendent of Programs and Human Services

ACTION ITEMS

- A.1 Moved by Jennifer Crowson that the Board approve the agenda as presented. AGENDA APPROVED
30/17
Carried Unanimously
- A.2 Moved by Derek Baron that the Board approve the [Minutes of the Regular Board Meeting, held Thursday, February 16th, 2017](#) as provided by Enclosure 1 of the agenda. BOARD MEETING
MINUTES APPROVED
31/17
Carried Unanimously
- A.3 Moved by Bruce Francis that the Board approved The Minutes of the [Special Board Meeting held Monday, March 6, 2017](#), as provided by Enclosure 2 of the agenda. SPECIAL BOARD
MEETING MINUTES
APPROVED
32/17
Carried Unanimously
- A.4 Moved by Terry Michaelis that the Board approve the [March 2017 Payment of Accounts](#) report in the amount of \$2,384,105.69 as provided in Enclosure 3 of the agenda. PAYMENT OF
ACCOUNT APPROVED
33/17
Carried Unanimously
- A.5 Moved by Bruce Francis that the Board approve the tender from Bosscaples for the Warner/Barnwell Tender Site Plans. WARNER/BARNWELL
TENDER SITE PLAN
APPROVED
34/17
Carried Unanimously
- A.6 Moved by Rick Anderson that the Board approve the second reading of [Policy EBCE – School Security Lockdown as](#) provided in Enclosure 4 of the agenda. POLICY EBCE SECOND
READING
APPROVED
35/17
Carried Unanimously
- Moved by Derek Baron that the Board approved the final reading of Policy EBCE – School Security Lockdown as provided in Enclosure 4 of the agenda. POLICY EBCE FINAL
READING APPROVED
36/17
Carried Unanimously
- A.7 Moved by Blair Lowry that the Board approve the first reading of [Policy GDB – School Support Staff](#) as provided in Enclosure 5 of the agenda. POLICY GDB
FIRST READING

	Carried Unanimously	APPROVED 37/17
A.8	Moved by Jennifer Crowson that the Board approve the second reading of <u>Policy IE – Student Attendance</u> as provided in Enclosure 6 of the agenda.	POLICY IE SECOND READING APPROVED 38/17
	Carried Unanimously	
	Moved by Blair Lowry that the Board approved the final reading of Policy IE – Student Attendance as provided in Enclosure 6 of the agenda.	POLICY IE FINAL READING APPROVED 39/17
	Carried Unanimously	
A.9	Moved by Bruce Francis that the Board approve to extend the current Assessment Coach secondment to a second term for the 2017-2018 school year.	SECOND TERM ASSESSMENT COACH APPROVED 40/17
	Carried Unanimously	

DISCUSSION ITEMS

D.1 Canadian School Board Association Conference

The Board discussed the upcoming Canadian School Board Association Conference, held in Whistler, B.C. July 5-8, 2017. The Board expressed concerns regarding the cost of the event given its location. No decision was made regarding attendance or board representation at the annual Conference.

D.2 Kairos Blanket Exercise (June Board Meeting)

A Kairos Blanket Exercise will be held on June 20, 2017 beginning at 8:00 am. The group will include Board Members, Division Office Staff and Horizon School Division Counselors. The exercise will provide a better understanding and awareness of Canada’s history through the perspective of our Indigenous people.

D.3 Mid-year Financial Report

Jason Miller, Director of Finance presented the Mid-Year Financial Report ending February 28, 2017.

D.4 Budget 2017

The Government released Budget 2017 on March 17, 2017. Key highlights include:

- Full funding of provincial enrollment growth, predicted to be 1.8% (approximately 12,000 students).
- \$1.3 Billion in Capital Funding, which includes an additional \$488 million for 24 new and modernized schools.
- Bill 1, which if approved, would remove school fees for textbooks, workbooks, printing, and paper costs as well as bus fees for eligible students who reside over 2.4km from their designated school. The province is committed to funding jurisdictions for the loss of such funds as per the August 31, 2016 audited financial statement.
- These additional dollars will come from a cost sharing approach between Ministerial administrative efficiencies, a reduction in the High School CEU cap (from 60 CEUs to 45 CEUS, which will not affect block funded schools that are part of High School Redesign), and transfer of funds from other Ministries.

INFORMATION ITEMS

I.1 Superintendent’s Progress Report

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, facility use, and off-campus excursions.
- Met with the Board of Trustees and the Minister of Education regarding key provincial and jurisdiction priorities.

Personnel Management

- Principal Evaluation meetings are ongoing.
- CUPE collective bargaining draft agreement has been reviewed and is ready for signing
- I am very pleased to be able to announce that the new principal for Dr. Hamman School is Alyson Archibald. We have commenced advertising for a new principal for Chamberlain School and Arden T. Litt Center for Learning.

Policy and Strategic Planning

- Senior Leadership Team meeting
- Administrator leadership symposium planning meeting
- Strategic planning as it relates to the new Quality Standards and our three year plan

Organizational Leadership and Management

- Council of School Councils meeting
- Phone meetings with the Minister of Education and the Deputy Minister regarding Bill 1 – School Fees, and Budget 2017
- Met with M.C.C. and T.M.S. regarding enhancing instructional space for T.M.S.

Communications and Community Relations

- A number of meetings and celebrations were attended over the last month. These include but are not limited to
 - Administrator's meeting
 - Meetings related to the APEX Youth Awards have been attended
 - University of Lethbridge Meeting regarding Professional Practicums
 - College of Alberta School Superintendent annual learning symposium, which included a CASS retirement banquet that honored retiree, Mr. Clark Bosch

I.2 Trustee/Committee Reports

I.2.1 Zone 6 ASBA Report

Marie Logan, Zone 6 representative, shared information from the last Zone Meeting held on March 8, 2017 at the Lethbridge 51 Office. Highlights included that following:

- Alberta Education Learning Technology Policy Framework Power Point Presentation by Brian Callaghan
- Trustees were asked to take the “Learning & Technology Policy Framework 2013” placemat and the “Joint Commitment to Action” placemat back to their Boards for completion
- ASBA will conduct an e-scan of existing board policies and administrative procedures related to First Nations, Metis and Inuit student success

I.2.2 December Administrator's Meeting Summary

Jennifer Crowson reviewed the highlights of the March 14, 2017 Administrators' meeting. [Click here](#) to review the entire March 14, 2017 Administrators' meeting summary.

I.2.3 Facilities Report

Bruce Francis, Facilities Committee Chair, provided a report to the Board on the work undertaken during the past month within the Facilities Department and included the following highlights:

- Capital Projects
 - The Barnwell Modernization construction project has completed the first and primary phase of the work. Completion of the final phase of construction is anticipated to be June 30, 2017. Site work is expected to begin in April as weather and site conditions permit.
 - The Warner Modernization demolition of the first phase is complete and the construction of new space is progressing well. The current schedule's substantial completion date for phase one remains August 2017. Site work is expected to take place in June.
- Special board reserve projects are complete with the exception of the following three which will extend further into the 2017 calendar year.
 - Lomond Industrial Arts facility design and construction nearing completion

- Roof fall protection for all schools
 - Maintenance office Code upgrade
- Board Reserve funds will also be used to build secure storage shelving to house long-term documents as per legal requirements

I.3 Associate Superintendent of Finance and Operations Report

Phil Johansen provided an update to the Board as follows:

- Focus on compiling historical statistics for the budget
- Working on how to approach a balanced budget when working with a continuing operating deficit
- Transportation contract has been tendered with a closing date of April 28, 2017

I.4 Associate Superintendent of Learning

Learner Services lead team members:

Amber Darroch, Associate Superintendent
 Terri-Lynn Duncan, Director of Learning (Curriculum & Instruction)
 Robbie Charlebois, Director of Learning (Inclusive Education)
 Angela Miller, Clinical Team Lead
 George Epp, Low German Mennonite Liaison Worker

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- Supports for assessment have continued this month, including a particular focus on the second report cards in elementary and junior high/middle schools.
- This time of year is also when teachers revisit Instructional Support Plans (ISPs) and even begin transition planning for students for next year. Robbie Charlebois has been involved with a number of these ISP meetings and supporting best practices in assessment and reporting with schools.
- The division wide professional learning day on March 13th involved all Horizon teachers. They created collaborative groups to focus on topics most relevant to each teacher, including literacy, numeracy, assessment, technology integration, and inclusive education. There is a 95% satisfaction rate among all the teachers who have responded to the post-survey so far.
- Terri-Lynn Duncan has worked with staff at 5 schools this month on guided reading and what that can look like in the classroom. She delivered a professional learning session to school principals on the Fountas & Pinnell Baseline Assessment System and its benefits for teachers and students.
- A new strategy for technology evergreening has been jointly developed with administrators and teachers, and was well received by the Administrators' Committee on March 14. This new strategy builds in flexibility for schools to select from a variety of technologies so that they can best support student learning in the classroom.
- Horizon School Division has received preliminary notice of funding for a research grant focussed on the effectiveness of a sustained professional learning model for middle years math teachers. The project, valued at approximately \$50,000, will be in partnership with the University of Lethbridge. More information will be shared via a press release when the details are finalized by Alberta Education.
- Amber Darroch presented to leaders at the Provincial CASS/Alberta Education Conference on March 7 regarding Horizon School Division's approaches to supporting professional learning related to the Learning and Technology Policy Framework (LTPF).
- Amber Darroch attended the Alberta Assessment Consortium Board of Directors meeting in Edmonton on March 15.
- The annual Science Olympics will be held on April 12 date and Terri-Lynn would like to extend an invitation to a trustee to come and help with judging.

KEY ACTION AREA #2:

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

- School literacy leads worked for a full day with Terri-Lynn Duncan 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. The group has also completed a book study of *Visible Learning for Literacy* by Nancy Frey, Douglas Fisher and John Hattie.
- Terri-Lynn has also worked with school numeracy leads this past month 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. Their Book Study has been *Mathematical Mindsets* by Jo Boaler.
- Each school is to have developed a pyramid of intervention and collaborative response to intervention that meets their schools’ needs. Robbie Charlebois is collaborating with staff as needed to help them complete this process.
- Robbie has designed a school profile review for schools that encompasses individual student needs, supports inclusive schools using a collaborative approach and can identify themes and trends happening throughout our school division. School profile reviews will be discussed throughout the month of March with individual school meetings.
- The Inclusive Practices Cohort met for the third time this year and, under Robbie’s leadership, worked through the root challenges of each of the 5 dimensions of focus. In their final meeting in May, the group will examine how to communicate the work that has been done as well as recommendations for continuous improvement for student success
- A new method of gathering statistics from Family School Liaison Counselors and Child and Youth Care Workers has been implemented. This data allows us to look at these services across the division and have a better overall impression of the counselling needs of Horizon students. The sum total of supports in the month of February follows. It is important to note there were only three weeks of school this past month due to the Family Day break.

FEBRUARY COUNSELLING SERVICES	HORIZON TOTAL Students
Students on a counselor’s caseload for one to one counseling	272
Students reached through various presentations	520
Students served this month in client sessions, drop-ins and small groups	794
Staff served through presentations and/or consultations on students	128
Suicide risk assessments completed	14
Violent Threat-Risk Assessments (VTRAs) completed	7

- Horizon’s Family Connections Program is a Mental Health Capacity Funding Program funded by Alberta Health Services. A total of five staff members totally 4.0 Full Time Equivalents serve all Horizon schools. The nature of their programming includes mental health promotion with staff and students as well as family outreach and support. Alberta Health Services requires mid-year reporting and the total statistics for Horizon’s team of Family Connections Workers follows. The team offers a repertoire of reviewed and high quality programs which can be extended to students, staff and parents. Many programs are comprised of multiple sessions, so, for example, the first line regarding Kindergarten students means that 177 students participated in 8 different groups in a total of 48 combined sessions. A single group of 14 elementary students might participate in a program like “Kelso’s Choice” in a series of 6 sessions.

August to December 2016 Family Connections Activity Summary	Groups/ Total Sessions	Total Individuals Reached
Kindergarten Student Programs	8/ 48 sessions	177
Grade 1-6 Student Programs	70/ 441 sessions	1894
Grade 7-9 Student Programs	17/ 72 sessions	1144
Grade 10-12 Student Programs	10/ 39 sessions	1119
Staff Presentations	2	69
Parent Programs	3/ 9 sessions	99

TOTALS	110 Groups 611 Sessions	4502 total participants
---------------	------------------------------------	------------------------------------

KEY ACTION AREA #3:

Stakeholder engagement impacts student success

- Through the health and wellness grant, many Horizon schools are looking at the well-being of staff and students, including examination of their cafeterias and healthier food options for students. Seed funding has been given to schools to implement their plans in amounts of ranging from \$500 to \$1800.
- Interest and enthusiasm for the Core Story, Trauma and Brain Development is taking off with our jurisdiction. Since the presentation to Horizon's Administrators' Committee, it has also been shared with LST's, Early Learning Instructors, and two individual schools. Future presentations include additional school staffs and groups of high school students.

LEADERSHIP PRACTICES

- The Associate Superintendent and Directors attended the CASS/Alberta Education Spring Conference and "BootCamp" March 8 – 10.
- The Associate Superintendent and Directors continue to work with probationary teachers on their summative evaluations.

I.5 Associate Superintendent of Programs and Human Services Report

Human Resources

- Spring staffing process is underway – Principal meetings are complete and meetings with teaching staff in regards to their intentions are underway
- School Calendars are being reviewed for approval
- 2018-2019 Calendar is being created
- Participated in Hiring Committee for Dr. Hamman School
- Attending MLT Aikins Human Resource Professionals Seminar today, regarding pertinent labour and employment law topics.

Leadership Practices

- Continuing with teacher evaluations for probationary teachers and working with principals in areas of concern
- Attended the CASS Spring Conference
- Presented at the "I Am Empowered Conference" for International Women's Day
- Attended Moving Forward with High School Redesign event with Division Principals and staff

Stakeholder Engagement Impacts Student Success

- OurSchool surveys are completed and training in how to investigate and utilize the data is underway.
- Met with University of Lethbridge with Wilco in regards to their teacher education program and practicum placements in Horizon

FNMI

- Hosted Tim Fox, Manager of Indigenous Initiatives for the Boys and Girls Clubs of Calgary at our March Admin Meeting. He presented on The Impacts of Intergenerational Trauma, incorporating his personal story with current research to help participants increase their tolerance, patience, understanding and ability to work with Indigenous Students as well as others who suffer the impact of long term, generational stress.
- Hali Heavy Shield attending Indigenous Committee Meetings on an ongoing basis to help us develop and incorporate our Action Plan
- Updating the FNMI Liaison Worker's Job Description to current expectations and role

Correspondence

No Discussions items came forward from Correspondence as provide in Enclosure 13 of the agenda.

COMMITTEE ITEMS

Moved by Derek Baron that the Board meet in Committee.

Carried Unanimously

COMMITTEE
41/17

Moved by Derek Baron that the meeting reconvene.

Carried Unanimously

RECONVENE
42/17

Moved by Rick Anderson that the meeting adjourn

Carried Unanimously

MEETING
ADJOURNED
43/17

Marie Logan, Chair

Sheila Laqua, Executive Secretary

PAYMENT OF ACCOUNTS REPORT

Board Meeting - April 25, 2017

General	March 16/17		765.00
U.S. Funds	March 20/17		887.15
General	March 21/17		111791.09
U.S. Funds	March 22/17		24182.05
General	March 27/17		1316719.29
General	April 4/17		504898.36
General	April 5/17		3085.00
General	April 10/17		515856.87
"A" Payroll	March 2017	Teachers	1,729,445.02
	March 2017	Support	564,689.12
"B" Payroll	March 2017	Casual	13,605.42
	March 2017	Subs	81,037.93
Total Accounts			2,388,777.49
Board Chair	_____		
PJ:dd			
April 12, 2017			

Horizon School Division March 2017 U.S. Accounts

	U.S. Funds	Canadian Fund
Hameray Publishing	651.36	887.15
Total U.S. Accounts	651.36	887.15

JM:dd
March 20, 2017

Horizon School Division March 2017 U.S. Accounts

	U.S. Funds	Canadian Fund
PowerSchool Group	17836.00	24182.05
Total U.S. Accounts	17836.00	24182.05

JM:dd

March 22, 2017

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

Policy Code:	HGB
Policy Title:	Inclusive Learning
Cross Reference:	IFH, IEB
Legal Reference:	School Act, 47, 48 Alberta Education – (2004) Standards for Special Education
Adoption Date:	August 24, 1995
Amendment or Re- affirmation Date:	June 12, 2008

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT EVERY CHILD CAN BE EMPOWERED AND ACHIEVE SUCCESS. THE BOARD RECOGNIZES THE NEED TO PROVIDE A CONTINUUM OF SUPPORTS AND SERVICES IN PARTNERSHIP WITH HOME, SCHOOL, AND COMMUNITY TO ENSURE THAT ALL STUDENTS HAVE ACCESS TO APPROPRIATE INCLUSIVE LEARNING ENVIRONMENTS AND INCLUSIVE LEARNING OPPORTUNITIES.

DEFINITIONS**Adapted programming**

means programming that retains the learning outcomes of the Program of Studies but adjustments to the instructional and/or assessment process are provided to address the needs of the student so he or she can achieve the learning outcomes.

Differentiated Instruction

is a philosophy and approach to teaching in which teachers and school communities actively work to support the learning of all students through strategic assessment, thoughtful planning and targeted, flexible instruction.

Inclusion

is a way of thinking and acting that demonstrates universal acceptance that promotes a sense of belonging for all learners. It is an attitude and approach that embraces diversity and learner differences and promotes opportunities for all learners to achieve success.

Instructional Support Plan (ISP)/Individual Program Plan (IPP)

means a concise plan of action designed to increase understanding of individual students' learning needs and strengths. It enhances communication between teachers, parents and students, and builds students' skills and knowledge in order to be effective self-advocates and participants in their own learning.

Accommodations – A change to the regular way a student is expected to learn, complete assignments or participate in the classroom. Accommodations match the specific learning needs of individual students to cope with gaps that may limit their success.

Intervention – Targeted assistance and or additional instruction for an individual or small group of students. It should be based on assessment, be in addition to regular classroom instruction, and is meant to effectively bridge a gap for students.

HORIZON SCHOOL DIVISION NO. 67
Policy HGB – Special Education Program Regulations

Strategies – are typically used at the classroom level and focus on what could work for students. Targeted strategies support effective instruction and support for all learners in the classroom.

Learning Team

involves a group, including family members, who work collaboratively toward the success of the child or youth and family, through informal or formal supports and services. Team-based ensures the supports and services are consistently and effectively implemented, managed and measured.

Modified Programming

means programming in which the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet the student’s educational needs.

Multi-Disciplinary Team

an inclusive, responsive, accessible collaborative team that promotes and strengthens partnerships by eliminating barriers between the school and community. It operates in way to enhance the school, home and community life of the child or youth and family.

GUIDELINES

1. The education of all students is a shared responsibility of all staff.
2. The jurisdiction will ensure that teachers know and apply the knowledge, skills, and attributes of inclusion to meet the diverse learning needs of all students.
3. Every effort will be made to provide all students with an inclusive program whereby they are given every opportunity to participate in all aspects of school life.
4. Adapted programming and modified programming will be available and provided for students requiring additional supports to enable and improve learning.
5. Student information will be maintained in compliance with Board Policy IO: Student Records, Alberta Education Student Record Regulations and the Freedom of Information and Privacy Protection Act (FOIP).

REGULATIONS

1. When a teacher is concerned about the progress of an individual student the following steps will be taken:
 - a. Review the ISP/IPP with the learning team, if applicable
 - b. Consult with parents/guardians and individual, where appropriate
 - c. Gather more evidence and information about the student and his/her learning strengths and needs

HORIZON SCHOOL DIVISION NO. 67
Policy HGB – Special Education Program Regulations

- i. Consult student cum file, anecdotal observation reports, previous report cards;
 - ii. Converse with previous teachers and/or schools;
 - iii. Conduct baseline assessment to determine current level of academic functioning work with the learning team to establish instructional strategies, differentiated instruction, adapted and/or modified programming based on the school's established pyramid of intervention or continuum of supports model.
- d. Develop an ISP/IPP with the learning team or multidisciplinary team
 - i. Obtain parent signature as acknowledgement and concurrence with the ISP/IPP
- e. Provide continuous review and progress monitoring of the ISP (minimum of two times per year)/IPP (three times per year)
- f. Complete an annual evaluation of the program and services and create a transition plan to be shared with the learning team.
- g. If further intervention is required, a level B and/or level C assessment could be considered the next step on the pyramid of intervention and supports.
 - i. The appropriate parental consent and referral forms must be signed and filled out.
 - ii. Parents must be consulted with before and after any level B or level C assessment is completed.
2. The jurisdiction will work together with members of the community (including community agencies, organizations and associations, other education authorities, Children's Allied Health, Alberta Health Services, Southwest Regional Collaborative Service Delivery, and Children's Services authorities) to meet the needs of individual children/students.
3. The Superintendent or designate (Director of Learning) is responsible for approving programs and services.
 - i. Approval is based on the student's needs and the level of inclusive learning funding available.
4. Parents/guardians shall be advised of their right to make a formal *appeal* of decisions regarding the programming needs of their children.
5. Should the Board determine that an educational program cannot be provided for an individual with diverse learning needs, the matter shall be referred to a Special Needs Tribunal as per the School Act.

HORIZON SCHOOL DIVISION NO. 67

POLICY HANDBOOK

Policy Code: HGBJ
Policy Title: Early Childhood Services
Cross Reference:
Legal Reference:
Adoption Date: November 28, 2000
Amendment or Re-affirmation Date:

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT EARLY CHILDHOOD IS A PARTICULARLY SIGNIFICANT PERIOD IN HUMAN DEVELOPMENT THAT NEEDS TO BE SUPPORTED BY EARLY CHILDHOOD SERVICES PROGRAMS

DEFINITIONS

Early childhood services program

Early Childhood Services (ECS) refers to programming offered by school authorities prior to compulsory schooling that meets the diverse needs of young children and their families. It includes Kindergarten and Pre-Kindergarten (Early Learning).

GUIDELINES

1. Early Childhood Services programs provide learning experiences designed to build foundations for entry into Grade 1.
2. Participation in Early Childhood Services Programs is voluntary
3. An Early Childhood Services program shall be provided at each school where there is adequate eligible enrollment.

REGULATIONS

1. Early Childhood Services programs shall operate in accordance with the requirements of Alberta Education.
2. Early Childhood Services programs shall operate in accordance with the following provisions.
 - a) Fees are charged for Early Learning as these programs are not currently government funded. Children who are learning English as a second language and children assessed with disabilities and/or developmental delays in areas, such as, speech, language, hearing, vision, etc. which meet Alberta Education criteria may qualify for special funding and additional supports.

Horizon School Division No. 67
Policy HGBJ Early Childhood Services – Continued

- b) Programs with 10 or more students will operate within the limits of available resources. Special consideration may be given to providing a program with less than 10 children if the number of children receiving program unit funding in the program warrant a program;
 - c) The following options are available to parents and schools with fewer than 10 children in their Early Childhood Services programs;
 - (i) transport children to another Early Childhood Services program;
 - (ii) convert regular teacher time to Early Childhood Services teacher time;
 - (iii) combine the Early Childhood Services program with other grade level classes; or
 - (iv) pay for the cost of additional teacher time;
 - (v) any other solution approved by the Superintendent.
 - d) Assistant time, other than that provided through program unit funding for individual students, may be provided at the discretion of the Supervisor of Early Learning;
 - e) Parents shall be encouraged to participate in Early Childhood Services programs;
 - f) Additional Early Childhood Services programs shall be considered when a school's enrollment reaches sufficient numbers or the needs of the students within the program warrant it.
3. As an Early Childhood Services operator serving students with diverse learning needs, Horizon School Division shall:
- a) maintain screening/assessment information on file;
 - b) consult with and inform parents of all program placement decisions and program planning, implementation and evaluation activities directly involving their child;
 - c) have on file an ELP (Early Learning Plan) for each child identified with severe or mild moderate learning needs;
 - d) apply for Program Unit funding for each eligible child; and
 - e) coordinate with service providers to best meet the programming needs of the individual student.

HIGH SCHOOL GRADUATION BANQUETS & CEREMONIES 2017

SCHOOL	DATE	TIME	PLACE	SALT
ACE Place	Monday, June 26	Doors open 5:30 pm Dinner 6:00 pm Ceremony 7:15 pm	Heritage Inn - Taber	
ATL	Saturday, May 27	Ceremony 11:00 am Dinner 6:00 pm	Chamberlain Gym Grassy Lake Community Hall	
ERHS	Friday, June 2	4:30 pm	Milk River Civic Center	
Horizon MAP	Friday, June 2	TBD	Vauxhall Community Complex	
Lomond	Saturday, May 13	Dinner - 6:00 pm Ceremony – 7:30 pm	Lomond Community Center	
TMS	Friday, June 2	Dinner – 5:30 pm Ceremony – 7:00 pm	Taber Civic Centre	
VHS	Friday, May 12	Banquet 5:30 pm Ceremony 7:30 pm	Mennonite Brethren Church Vauxhall Community Hall	
Warner	Friday, May 26	6:00 pm	Warner Civic Center	
WRM	Friday, May 26 Saturday, May 27	Grad Ceremony 4:00 pm Banquet 5:00 PM	Taber Ice Arena Taber Ice Arena	

Superintendents Progress Report

April, 2017

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 such as grievances. This month they also included staffing/transfers, facility use, off-campus excursions and parent concerns.

Personnel Management

- Two principal evaluation meetings were scheduled this month
- Eleven principal reappointment meetings have occurred this month
- CUPE collective bargaining draft agreement has been finalized and signed off
- I am very pleased to be able to announce that the new principal for Chamberlain School and Arden T. Litt Center for Learning is Scott Petronech.

Policy and Strategic Planning

- Senior Leadership Team strategic planning meeting occurred in March. Revisions to the 206-2017 Three Year Education Plan and 2017-2018 School Plan template were made
- Principals and senior leadership team attended the Leadership and Learning Series. This series is facilitated by Apple Canada and focuses on change management and system change
- Principals and senior leadership team attended the Administrator leadership symposium. School leaders spent two days working collaboratively to strengthen strategic partnerships with Horizon schools to strengthen the mobilization of key actions and supporting strategies as outlined in school Three Year Plans.
- The senior leadership team attended a FNMI session facilitated by Charlene Bearhead, the education lead from the National Research Centre for Truth and Reconciliation

Fiscal Responsibility, Organizational Leadership and Management

- ASBA local bargaining meeting was attended by senior administration and board representation
- DAF/WRM modernization meetings are ongoing with the latest announcement being that the 1949 three story does not need to be demolished as part of phase 1
- Work for preparation of Budget 2017 is ongoing. A huge thank you to Phil Johansen on the heavy lifting with regard to the current budget process review.

Communications and Community Relations

- A number of meetings and celebrations were attended over the last month. These include but are not limited to
 - APEX Youth Awards banquet.
 - Staff meeting
 - Warner Hockey Society meeting

Associate Superintendent, Learner Services
Report to the Board of Trustees – April 25, 2017

Learner Services lead team members:

Amber Darroch, Associate Superintendent
Terri-Lynn Duncan, Director of Learning (Curriculum & Instruction)
Robbie Charlebois, Director of Learning (Inclusive Education)
Angela Miller, Clinical Team Lead
George Epp, Low German Mennonite Liaison Worker

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- In support of student engagement and effective integration of technology, 48 Horizon educators participated in the **Lethbridge Google Summit** on March 24/25. These two full days – a Friday and Saturday – inspired participants to examine how they might design rich learning tasks that help students not only learn curriculum but build on competencies. Holy Spirit and Livingstone Range School Divisions partnered with Horizon to bring this event to Southern Alberta for the first time.
- The annual **Horizon School Division Science Olympics** was held on April 12th. Thanks to Blair Lowry for participating as a judge, as well as to the organizing committee of Terri-Lynn and 13 teachers. 106 students participated, representing 13 schools.
- Horizon’s **Literacy Committee**, including representatives from all schools and led by Terri-Lynn, worked together for a full day on the further development of the Literacy Framework document.
- Principals, vice principals, and division leaders participated in the third and final session of the **“Leadership & Learning” series** offered by Suhayl Patel from Apple Education. Amber and Suhayl designed the content together to not only address the Learning and Technology Policy Framework (LTPF), but also to equip school leaders with leadership and innovative strategies for improving student learning.
- CASS is providing professional learning opportunities for system leaders to expand knowledge of indigenous people and our history, and the Horizon senior leadership team attended a session offered on March 27th as part of this initiative. Charlene Bearhead, education lead with the National Centre for Truth and Reconciliation (NCTR), facilitated a **full day session on the history and legacy of residential schools** and strategies for moving forward in the work of reconciliation.

KEY ACTION AREA #2:

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

- South West Regional Collaborative Service Delivery (RCSD) hosted a session for system leaders which Amber, Robbie, Angela and Laura Elliott, behaviour consultant, attended on the nature of fentanyl use among youth and the scope of use of naloxone, its antidote.
- The Inclusive Education team is holding “Developmental Check-ups” in various communities throughout Horizon to screen young children for meeting developmental milestones before the enter Early Learning or Kindergarten programs. These sessions help identify those children who would benefit from early intervention to help jumpstart their learning.
- In preparation for next year, Robbie has met with all principals to discuss the specific needs of students at their schools and the approaches/interventions school teams will be taking in the 2017-18 school year.

KEY ACTION AREA #3:

Stakeholder engagement impacts student success

- The “Core Story of Brain Development” has been shared with all Early Learning instructors, Horizon’s Counselling team, and the Taber Mennonite School staff over the past month.
- Horizon School Division continues to participate in the “Five by Five Learning Coalition”. This community coalition for the MD of Taber and County of Warner areas collaborate to promote positive early development in children.

LEADERSHIP PRACTICES

- In follow up to a division-wide survey of teachers on the effectiveness of the **automated absence and substitute teacher dispatch system**, meetings were held with the current service provider and an alternative service to look at ways identified problems can be resolved. The outcome will be the implementation of a new and improved system offered by SRB, the company currently providing finance, payroll and human resources software to the division. This service will be in place for the beginning of the 2017-18 school year.
-



Horizon School Division No. 67

Our Learning Community

BARNWELL

Barnwell School
Phone: (403) 223-2902

ENCHANT

Enchant School
Phone: (403) 739-3770

GRASSY LAKE

Arden T. Litt Centre for Learning
(Outreach School)
Phone: (403) 655-2211

Chamberlain School
Phone: (403) 655-2211

HAYS

Hays School
Phone: (403) 725-3755

HUTTERIAN BRETHREN SCHOOLS

Phone: (403) 223-3547

LOMOND

Lomond Community School
Phone: (403) 792-3620

MILK RIVER

Erle Rivers High School
Phone: (403) 647-3665

Milk River Elementary School
Phone: (403) 647-3747

TABER

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

Central Elementary School
Phone: (403) 223-2170

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

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

L.T. Westlake Fine Arts
Elementary School
Phone: (403) 223-2487

Taber Christian Alternative School
Phone: (403) 223-4550

Taber Mennonite School
Phone: (403) 223-0179

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

VAUXHALL

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

Vauxhall Elementary School
Phone: (403) 654-2422

Vauxhall High School
Phone: (403) 654-2145

WARNER

Warner School
Phone: (403) 642-3931

March 23, 2017

Honorable David Eggen
Minister of Education
Legislature Office
228 Legislature Building
10800 - 97 Avenue
Edmonton, AB
Canada T5K 2B6

Dear: Minister Eggen

Re: Gay-Straight-Alliance website

On March 15, 2017 CBC reported that an Alberta government-funded website meant to connect LGBTQ students with community resources contained links of a sexual graphic content. While we commend the Institute for Sexual Minority Students and Services at the University of Alberta from immediately removing the third party links from their Gay-Straight-Alliance website we would like to express our concern about the fact that such links were present on a site built for students within the K-12 education system.

We certainly recognize the challenge of monitoring content from third party websites but feel that given the community backlash regarding this polarizing issue over the last year that organizations needs to be extremely vigilant to ensure resources are appropriate for Alberta's youth. It is my understanding that "Fruit Loop", one of the sites references as containing inappropriate content made a public statement regarding their facebook site and stated that "their audience is based on 18+, as the Fruit Loop events are typically held in alcohol friendly venues." Sites whose target audience is 18+ should not be included in a list of resources for students age 6 to 18.

As a school authority within Alberta, we strongly believe in inclusion and champion the work being undertaken to ensure that all of our students feel welcomed and safe. We know that we have a variety of students and that not all identify the same. We believe that supports need to be in place to meet the needs of all our students. We know that the inclusion of digital resources aids students and parents.

When negative attention, especially of an inappropriate sexual nature, is brought forth, it not only negatively impacts the work being done to support all students but it negatively impacts the progress we've made to with respect to students feeling safe, welcomed, and respected.

We recognize the strong opinions regarding this matter and would strongly urge the government to reiterate to government-funded organizations that there is a requirement to be more vigilant with vetting resources and third party content providers prior to including such sites on their list of resources pages. Our work to support all our kids is too important not to be diligent with regard to this matter.

Yours respectfully,

Marie Logan, Board Chair

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

From: Faye Dunne <faye.dunne@btps.ca>

Date: Fri, Mar 24, 2017 at 11:03 AM

Subject: Rural Caucus of Alberta School Boards - March Update

On behalf of Chair Eddleston, here is a brief summary of what has been happening since the Rural Caucus of Alberta School Boards was formalized at the March 5th meeting;

- Chair Eddleston was contacted by Jeremy Nolais, Chief of Staff to the Minister of Education, to meet following the ARES. On March 8, 2017, Darcy Eddleston and Bob Allen met with Mr. Nolais, Chief of Staff to the Minister of Education and Erica Bullwinkle, Stakeholder Relations Manager, Premiers Office to talk more about some of the issues facing rural Alberta. This was a positive step toward future meetings.

- Chair Eddleston was then invited to attend the Minister's Round Table on the Budget with other Education Stakeholder Groups like ASBA, PSBA, ATA etc. As well Chair Eddleston was invited and attended the lockdown for the budget.

- The Rural Caucus of Alberta School Boards Executive held a conference call on March 23rd to review the above as well as have initial discussions regarding the impact of the 2017 Budget on rural boards and decide on next steps.

Next Steps

- The Directors of the RCASB volunteered to be the leads on the initial focus groups discussed at the March 5th meeting.

Director Stuart Angle ([email: stuart.angle@prrd.ab.ca](mailto:stuart.angle@prrd.ab.ca)) will lead the Transportation group - At the March 5th meeting Diane MacKay, Brenda Rosadiuk and Sylvianne Maisonneuve put their names forward to work with this group.

Director Barb Johnson ([email: barb.johnson@wrps11.ca](mailto:barb.johnson@wrps11.ca)) will lead the Health Services group - At the March 5th meeting Brenda Rosadiuk, Diane MacKay, Deb Pederson, Cheri Neitz and Bob Knull put their names forward to work with this group.

Director Tammy Henkel ([email: thenkel@hpsd.ca](mailto:thenkel@hpsd.ca)) will lead the Per Student Funding group - At the March 5th meeting Kim Webster and Holli Smith put their names forward to work with this group. Mark Francis has also stepped forward to help with this group.

Now that there is a lead for every group please feel free to help with any group you have an interest in by contacting the lead who will add you to their communication list for meetings.

- As part of the discussion at the conference call on March 23rd it was determined that additional information should be gathered regarding the impact of the Cap for 45 CEUs on rural boards. A survey will be sent out soon to gather this information from rural boards.

- On behalf of the group a letter was sent to the Minister of Education voicing concerns over little support in the budget for the challenges facing rural schools. The copy of that letter is attached.

Thank you

Faye Dunne
Board Secretary and
E/A to the Secretary Treasurer
FOIP Coordinator
Buffalo Trail Public Schools
1041-10A Street
Wainwright, AB. T9W 2R4
Ph: [780-806-2060](tel:780-806-2060)
Fax: [780-842-3255](tel:780-842-3255)
faye.dunne@btps.ca

"believe the best of everybody"...rudyard kipling

Buffalo Trail Public Schools is committed to maximizing student learning, in a safe and caring environment, supported by a highly effective team.



1041 - 10A Street
Wainwright, AB T9W 2R4

T: 780.842.6144
F: 780.842.3255
www.btps.ca

March 23, 2017

Honourable David Eggen,
Minister of Education
228 Legislature Building
10800 - 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister Eggen:

On March 5th, 2017 thirty rural boards from across our province came together to form the Rural Caucus of Alberta School Boards. The intent of this organization is to provide a voice for rural Alberta and provide input to government on those matters that are impacting the education of children in rural Alberta. As Chair of this important group, I appreciated the opportunity to meet with your Chief of Staff, Jeremy Nolais and engage in conversations about some of the issues boards are facing in rural Alberta. I look forward to more conversations with you and your staff to provide a rural perspective on matters related to education.

I do appreciate the fact that in Budget 2017 generally education in the province was protected from the challenges of a difficult economic climate. That being said, I am concerned with the direction that appears to be taken by government with respect to the education system in Alberta. From a rural Alberta perspective, this budget seemed to be fixated on funding enrolment growth. I want to assure you that rural sustainability, in light of rural depopulation, is the reality in rural Alberta. In all honesty, I saw very little in the Budget 2017 that supported the challenges that rural Alberta is experiencing. In fact, our initial impression is that some of the decisions to address enrolment growth in large urban centers were made at the expense of rural Alberta students.

We are in the midst of gathering information from rural school boards in our association that will help us to better understand the impact of Budget 2017 on rural school boards who are experiencing enrolment decline. Once we have been able to determine the impact, I would be more than willing to meet with you to share our findings and how we might work together to better support the reality in rural areas of our province.

Sincerely,

Darcy Eddleston,
Chair

Rural Caucus of Alberta School Boards

CHANGES TO MODERNIZATION SCPE FOR DAF/WRM

There has been a fairly, significant development in the D.A. Ferguson/W.R. Myers modernization that I would like to update all of you on. As some of you may be aware, Alberta Infrastructure scheduled a meeting today regarding new developments with the regulatory body, which require a different scope from what has been developed over the last number of months and which recently received the 30% sign off.

At today's meeting, we received formal approval to not demolish the three-story 1949 portion of W. R. Myers. This change in approval comes with a number of other changes. These are captured below.

- A fire wall will be created between D.A. Ferguson and W.R. Myers. We now have approval to only modernize the D.A. Ferguson side of the complex as per the original modernization
- D.A. Ferguson will continue to be modernized as per the original scope. This includes:
 - Demolition of the "Lemon Squeezer"
 - Relocation of the D.A. Ferguson entrance to the north side of the complex.
 - Relocation of the office, "snack shack", and creation of flexible learning commons space
 - Loss of the staffroom (There will only be one staffroom within the complex)
 - Mechanical and electrical upgrades
 - There will be no mechanical/electrical upgrade or structural changes to the two story wing which is shared by both schools. It is no longer part of the scope of the design.
- W.R. Myers will no longer have a significant role to play in the modernization
 - The 1949 building will not be demolished as part of this modernization nor will W.R. Myers have sprinklers installed
 - There will be a redesign of the canopy at the front of W.R. Myers
 - There may be some mechanical upgrades to small portions of W.R. Myers which would be limited to heat pumps.

Note that since there is no longer a requirement to address the W.R. Myers portion of the complex within this modernization. W.R. Myers would be modernized as part of a future project, which has no time of approval.

The additional funding received last fall from Alberta Education to meet code requirements including the installation of sprinklers in W.R. Myers and demolition of the 1949 wing are no longer available for the project as they are no longer required with this change in scope.

While we have had some significant obstacles and delays, today's news is certainly welcomed.

Alberta Infrastructure is hoping that given this recent development that the project can now proceed quickly to tender with a goal of decanting over the summer and a construction start date of September and a completion date of August 2018.

I will be scheduling a meeting with Jake Heide, Holly Godson, Johanna Kutanzi, and Crystal McGregor regarding what the instructional space will look like next year. An separate email will be forthcoming.

Feel free to share this email with staff.

Wilco

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

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

Date: Thu, Mar 30, 2017 at 4:30 PM

Subject: Bill 1 Consultation

To:

To: Board Chairs of Public, Separate and Francophone School Boards
Presidents of Stakeholder Associations
ASBA (Alberta School Boards Association)
ASCA (Alberta School Councils' Association)
ASBOA (Association of School Business Officials of Alberta)
CASS (College of Alberta School Superintendents)

I want to share with you some information regarding Bill 1: An Act to Reduce School Fees. As you know, the bill has been tabled in the legislature. Should it pass, it will come into effect for the beginning of the 2017/2018 school year.

Alberta Education is undertaking a collaborative engagement process with stakeholders on the creation of a School Fees Regulation. Bill 1 targets specific fees that will no longer be permissible to be charged by school boards. These fees include instructional supplies or materials fees, and transportation fees for students residing greater than 2.4 kilometres from their designated school. Government has signalled an intent to examine and further regulate other categories of school fees in future years as well.

A phased approach is being planned to support this legislation. The first phase involves the creation of a School Fees Regulation by June 2017. The first version of the School Fees Regulation will support Bill 1 and focus on fees that are not permissible to be charged for the 2017/2018 school year, and the accountability framework for boards to work within. In spite of time constraints, government is planning to co-ordinate engagement with stakeholders during April 2017 as this regulation is developed in advance of the 2017/2018 school year. This engagement will begin with your boards' instructional and finance leaders as represented by the College of Alberta School Superintendents and the Association of School Business Officials of Alberta, along with members from the Alberta School Councils' Association (ASCA). Alberta Education has reached out to these stakeholders already to begin this work. I would also like to meet with the ASBA board during the week of **April 18** to hear directly from trustees.

It is anticipated that an updated version of the School Fees Regulation will be developed in time for the 2018/2019 school year. The development of this second version of the regulation will include a more thorough consultation with impacted stakeholders and will align with the government's direction of further reducing or eliminating certain fee types in advance of the 2018/2019 school year.

Education values your input as we work together to make life more affordable for Alberta families.

Sincerely,

David Eggen
Minister

cc: Superintendents of Public, Separate and Francophone School Boards
Executive Directors of Stakeholder Associations

NORTHLAND SCHOOL DIVISION ACT

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

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

Date: Tue, Apr 4, 2017 at 3:33 PM

Subject: Northland School Division Act

Earlier today, I had the honour of introducing a new *Northland School Division Act* in the Legislature. Once the *Act* is proclaimed, it will lead to the reinstatement of an elected board in Northland School Division.

The new *Act* comes as a result of many years of extensive review, discussion and engagement with community members on the future of education in Northland. The result is a governance structure for Northland that will support the unique and diverse education needs of its First Nations and Métis students and the communities it serves, while ultimately, improving student learning and engagement.

Specifically, the new *Northland School Division Act* will:

- Introduce a governance structure with between seven and eleven wards, each with an elected trustee;
- Replace the existing Local School Board Committees with school councils that have similar roles/responsibilities as other school councils in Alberta;
- Ensure that the Northland school board is subject to the same requirements as all other boards under the *School Act*.

Our goal is to put supports in place and return Northland School Division to an elected board in time for the next school board elections in October 2017.

We are committed to continuing to work collaboratively with Northland School Division community members and stakeholders to protect and improve education in Northland School Division. Over the coming weeks, we will be seeking input from community members on the ward boundaries. Further details and next steps will be shared directly with community stakeholders and also posted on our website.

If you have any questions, or require further information, please contact Nathan Freed, Director, North Services, Alberta Education, at [780-422-0795](tel:780-422-0795) (toll-free by first dialing 310-0000).

Sincerely,

David Eggen
Minister
Alberta Education
MLA for Edmonton-Calder

SCHOOL NUTRITION PROGRAM EXPANSION

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

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

Date: Wed, Apr 5, 2017 at 11:17 AM

Subject: School nutrition program expansion

Dear colleagues:

Earlier today, I had the pleasure of joining Premier Rachel Notley to announce the expansion of the targeted school nutrition program for the 2017/18 school year. I am pleased to provide you with some additional information.

Our government is making life better for Albertans by charting a path towards a model that is sustainable for schools. As you are aware, the school nutrition program was first rolled out in the current school year with \$3.5 million in funding to 14 selected school jurisdictions. Through Budget 2017, we are adding \$10 million to the program for the 2017/18 school year and expanding it to every publicly funded school jurisdiction in the province.

The 14 school boards currently participating in the pilot for the 2016/17 school year will each receive \$250,000 in grant funding for the 2017/18 school year, while the remaining 46 school authorities will each receive \$141,000 in grant funding to implement the program. Funds will be distributed to establish or enhance existing nutrition programs and will be targeted for the provision of nutritional meals, including costs associated with ordering, preparation and delivery. Suggested funding is \$5 per student, per day, for the school year. Funds will not be available for the development of infrastructure, such as commercial kitchens or other food handling facilities.

Jurisdictions will be required to submit a detailed project plan (a template will be provided) that outlines how the program will be introduced and/or how the jurisdiction plans to enhance or expand an existing program(s); how the program adheres to the [Alberta Nutrition Guidelines for Children and Youth](#); and a detailed financial plan.

Field Services liaison managers will be following up with each jurisdiction to provide assistance and further information on timelines and next steps.

Our government wants what is best for Alberta's children and students. I appreciate your support and co-operation as this program is introduced across our province.

If you have any questions about the project, please do not hesitate to contact Carolyn Lewis, Education Manager, Field Services, at carolyn.lewis-shillington@gov.ab.ca or [780-415-5877](tel:780-415-5877), or Valerie Krook-Nelson, Education Manager, Field Services, at Val.Krook-Nelson@gov.ab.ca or [780-644-0267](tel:780-644-0267) (dial 310-0000 first for toll-free access).

Sincerely,

David Eggen
Minister

Alberta Education
MLA for Edmonton-Calder



Horizon School Division No. 67

Our Learning Community

BARNWELL

Barnwell School
Phone: (403) 223-2902

ENCHANT

Enchant School
Phone: (403) 739-3770

GRASSY LAKE

Arden T. Litt Centre for Learning
(Outreach School)
Phone: (403) 655-2211

Chamberlain School
Phone: (403) 655-2211

HAYS

Hays School
Phone: (403) 725-3755

HUTTERIAN BRETHREN SCHOOLS

Phone: (403) 223-3547

LOMOND

Lomond Community School
Phone: (403) 792-3620

MILK RIVER

Erle Rivers High School
Phone: (403) 647-3665

Milk River Elementary School
Phone: (403) 647-3747

TABER

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

Central Elementary School
Phone: (403) 223-2170

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

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

L.T. Westlake Fine Arts
Elementary School
Phone: (403) 223-2487

Taber Christian Alternative School
Phone: (403) 223-4550

Taber Mennonite School
Phone: (403) 223-0179

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

VAUXHALL

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

Vauxhall Elementary School
Phone: (403) 654-2422

Vauxhall High School
Phone: (403) 654-2145

WARNER

Warner School
Phone: (403) 642-3931

RE: Request for access to Taber LDS Church gymnasium

April 8, 2017

To: Mark Baldry

Dear Mark,

Alberta Government announced the modernization of the D.A. Ferguson Middle School. The Horizon School Division has been working collaboratively with Alberta Infrastructure to ensure that the modernization of the D.A. Ferguson and W.R. Myers complex. As you may be aware, progress has been slow given that the project encountered additional demolition and modernization beyond the initial scope of government grants.

Recently the authority having jurisdiction provided approval to proceed without having to demolish the three-story 19949 portion of W.R. Myers. This news will allow the project to proceed forward. We anticipate that construction will commence in September 2017 and conclude in August 2018.

Given that all of the students in D.A. Ferguson will need to relocate and the D.A. Ferguson gymnasium will not be accessible for the entire 2017-2018 school year I am reaching out to you to request access to the gymnasium within the Taber Latter Day Saints' Church Facility located at the corner of 54 street and 54 avenue. Access to this facility during the modernization would allow D.A. Ferguson students to continue physical education programming during the construction phase of the modernization.

I look forward to your response, and can be contacted at (403) 223-3547 should you have any questions.

Sincerely,

Wilco Tymensen

Superintendent

cc Holly Godson, principal D.A. Ferguson School
Bruce Francis, Board Vice Chair, Facility Committee Chair

ASBA in the News

From: Heather Massel <HMassel@asba.ab.ca>
Date: Tue, Apr 11, 2017 at 6:03 PM
Subject: ASBA In the News
To:
Cc: Suzanne Polkosnik <SPolkosnik@asba.ab.ca>

Good afternoon,

This email is being sent to the following distribution list this afternoon on behalf of Suzanne Polkosnik, ASBA Executive Director.

Distribution:

Board Chairs
Superintendents
Secretary-Treasurers
Zone Chairs
ASBA Staff and Contractors

Good afternoon,

Yesterday afternoon, the Alberta government introduced Bill 8, *An Act to Strengthen Municipal Government*, in the Legislature.

When Bill 8 was tabled in the Alberta Legislature, ASBA President Mary Martin was in the Members Gallery, watching the proceedings and attending at the personal invitation of Minister Shaye Anderson. The Minister introduced Mary in the Legislature (<http://www.assembly.ab.ca/Documents/isysquery/3c4f4a2f-49a6-49eb-bad6-55438368ca1a/1/doc/> Page 564 – Alberta Hansard, April 20, 2017), and Mary was invited to attend – and participate in – the follow-up media conference with members of the Alberta Legislature Press Gallery. She delivered a brief statement and took questions on ASBA's position to the amendments. We were the only stakeholder organization present. ASBA was also asked to provide a quote for the news release announcing Bill 8 had been tabled. We have received good media coverage so far, and a number of news links are included at the end of this email.

For more than a year, ASBA has worked hard to ensure the voice of our membership has been heard, every step of the way, while amendments to the *Municipal Government Act (MGA)* that have the ability to affect school boards have been developed.

At each phase of consultation, ASBA has sought the input of its member school boards and provided a comprehensive summary of recommendations and areas of concern to Municipal Affairs. Some key elements of our work included:

- An initial letter to now-former Minister of Municipal Affairs, Danielle Larivee, in January 2016, outlining ASBA's areas of concern with proposed amendments to the *MGA*;
- Meetings with the Minister of Municipal Affairs and/or key office staff at each phase of the amendment development process;
- Presentations at the Spring Issues Forum and Spring General Meeting 2016 for trustees and key senior administration staff;
- A submission (*Modernized Municipal Government Act*) in July 2016;

- A further submission (Continuing the Conversation: Further Topics for Discussion on the *Municipal Government Act*) in January 2017 with a cover letter to Education Minister David Eggen and former Municipal Affairs Minister Larivee;
- A letter to the new Municipal Affairs Minister, Shaye Anderson, following up on potential areas of concern and requesting a meeting.

We were pleased to see ASBA and member school board input on proposed amendments was clearly reflected in Municipal Affairs' follow-up discussion document – Continuing the Conversation – on proposed amendments to the *MGA* that were released in January 2017. We provided further input and commentary on the discussion document and requested member school boards do the same. We know our feedback has made a significant difference throughout this process, and we were told yesterday that our collective voice was heard loud and clear.

Links from yesterday's announcement on the introduction of Bill 8, *An Act to Strengthen Municipal Government*:

- Government of Alberta news release: <https://www.alberta.ca/release.cfm?xID=466537FE23DE6-C70E-5D02-A80ECCB363F63465>;
- ASBA's release (posted on our website): http://www.asba.ab.ca/media_releases/asba-supports-amendments-municipal-government-act-introduced-today/. We also tweeted out a link to our release yesterday afternoon, re-tweeted the link last night with a photo, and re-tweeted it this morning. Our tweets have so far generated more than 1,200 impressions (the number of times people see a tweet on Twitter);
- The link to the audio from yesterday's news conference with Alberta Municipal Affairs Minister Shaye Anderson and Mary: <https://soundcloud.com/your-alberta/province-set-to-lead-on-municipal-legislation-april-10-2017>;
- CBC online story (Mary Martin was quoted): <http://www.cbc.ca/news/canada/edmonton/alberta-bill-aims-to-let-municipal-councillors-take-parental-leave-1.4064761>;
- 630 CHED (Edmonton radio station) – posted to Calgary affiliate NewsTalk 770's website and picked up by affiliated radio stations, including CKNW in Vancouver: <http://www.630ched.com/syn/98/207579/207579>;
- ASBA's news release was quoted verbatim in a story in the Pincher Creek Voice: <http://www.pinchercreekvoice.com/2017/04/asba-supports-amendments-to-municipal.html>.

We are following up with media and anticipate there will be more coverage in the coming days. Here is the link to Bill 8 as it was introduced in the Legislature: http://www.assembly.ab.ca/ISYS/LADDAR_files/docs/bills/bill/legislature_29/session_3/20170302_bill-008.pdf.

There is no doubt our voices have made a difference, and ensuring the concerns of our membership have been heard has made the proposed amendments to the *MGA* better. More importantly, these amendments – as introduced yesterday – are good for Alberta students, families and schools.

If you have any questions, please do not hesitate to contact Mary on her mobile at [403-827-2196](tel:403-827-2196) or via email at mmartin@asba.ab.ca.

Sincerely,

Suzanne Polkosnik,
Executive Director

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

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

Date: Wed, Apr 12, 2017 at 2:25 PM

Subject: Bill 8 - An Act to Strengthen Municipal Government

On April 10, 2017, Bill 8, An Act to Strengthen Municipal Government, was introduced by the Honourable Shaye Anderson, Minister of Municipal Affairs, to amend the *Municipal Government Act* (MGA). There are four proposed changes to the MGA that are relevant to Education in Alberta:

- mandatory joint use agreements for school boards and municipalities;
- an off-site levy exemption for public school building projects;
- a new planning tool to assemble land and fund servicing for large school sites; and
- mandatory municipal notification to school boards about annexations and amalgamations.

The intent of these proposed amendments to the MGA is to enhance collaboration between municipalities and other local authorities, including school boards, to better enhance services and facilities within our communities.

Details about the proposed amendments are provided in the attached document. If you have any further questions, please contact Indira Breitzkreuz, Executive Director, Major Legislative Projects and Strategic Planning, Municipal Affairs, at [780-422-7317](tel:780-422-7317) or at indira.breitzkreuz@gov.ab.ca.

Sincerely,

David Eggen
Minister
Alberta Education
MLA for Edmonton-Calder

Joint Use and Planning Agreements

What's currently in place: The *MGA* provides the flexibility for municipalities to enter into joint use agreements with school boards, but they are not mandatory. These agreements outline how MR, MSR, and SR lands will be allocated between the municipality and each school board within its boundary. In the absence of a joint use agreement, the subdivision authority determines the needs of the municipality and the school board(s).

What we heard: Stakeholders expressed concern that municipalities are not adequately setting aside municipal reserve or school reserve sites for school building sites.

What's changing: Mandatory joint use and planning agreements (JUPA) will be required between municipalities and school boards, through amendments to the *MGA* and the *School Act*.

What this means: This change will require all municipalities to have JUPAs with the school boards operating within their borders that consider:

- establishing a process for discussing matters relating to:
 - the planning, development, and use of school sites on municipal reserves, school reserves, and municipal and school reserves in the municipality;
 - transfers of municipal reserves, school reserves, and municipal and school reserves in the municipality;
 - disposal of school sites;
 - the servicing of school sites on municipal reserves, school reserves, and municipal and school reserves in the municipality; and
 - the use of school facilities, municipal facilities, and playing fields on municipal reserves, school reserves, and municipal and school reserves in the municipality, including matters relating to the maintenance of the facilities and fields and the payment of fees and other liabilities associated with them;
- how the municipality and the school board will work together collaboratively;
- a process for resolving disputes;
- a time frame for regular review of the agreement; and
- any other provisions the parties consider necessary or advisable.

When this takes effect: Upon proclamation of *An Act to Strengthen Municipal Government*.

Off-site Levies on Schools

What's currently in place: A school board may be required to pay off-site levies on private land holdings when constructing a school site. Municipalities may collect off-site

levies from new developments within its municipal boundaries to pay for land and facilities related to water service, sanitary sewage, storm sewer drainage, municipal roads. The *MMGA* expanded this list of offsite infrastructure to include libraries, police stations, fire halls, and community recreation facilities.

What we heard: In some situations a school board may be required to pay off-site levies when constructing a school building project if a school board develops on privately owned land (e.g. for a large high school site). School boards have requested that they be exempted from the application of off-site levies for school building projects given that new schools provide a public benefit within communities.

What's changing: The *MGA* is being amended to exempt school boards from paying off-site levies on public school site lands for school building projects.

What this means: School boards will be exempt from paying off-site levies on non-reserve lands when a public school site is developed for a school building project.

When this takes effect: Upon proclamation of *An Act to Strengthen Municipal Government*.

Reserve Land Assembly Area Contribution Structure

What's currently in place: Reserve land may be dedicated as municipal reserve (MR), school reserve (SR) or municipal and school reserve (MSR) lands. The *MGA* authorizes a subdivision authority to take up to 10 per cent of the lands subject to subdivision as reserve land or money in lieu of reserve land through the subdivision approval process. In addition, municipalities may require up to an additional five per cent of “developable land” if a proposed subdivision would result in a density of 30 dwelling units or more per hectare.

What we heard: Municipalities expressed concern regarding the difficulty of assembling land for larger parks and school sites under the current reserve land process. Municipalities have asked for a process that could be used to support land dedication and development of parks and school sites, which would allow the impact on developers in the area to be distributed more evenly.

What's changing: Municipalities will be provided with increased flexibility to use a reserve land assembly area contribution structure that would support land dedication and development parameters with respect to assembly of parks and school sites, including through a regulation.

What this means: This change allows municipalities to continue using the existing MR, SR, and MSR provisions of the *MGA* or, at the municipality's discretion, use an alternative optional structure that allows half of the currently allocated 10 per cent reserve land to be taken in cash as part of a ‘reserve land assembly area contribution’

towards assembling larger school sites and/or parks. This change is different from the MGA's money-in-place of reserve provisions in that it includes the costs required for the servicing of the reserve sites and promotes an equitable distribution of costs required to assemble and service the sites.

When this takes effect: Upon proclamation of *An Act to Strengthen Municipal Government*.

Notification of Amalgamations and Annexations

What's currently in place: The MGA currently indicates a municipal authority initiating an amalgamation or annexation must notify any local authority it considers would be affected by the proposed amalgamation or annexation. Local authorities include school divisions, regional health authorities, and regional services commissions.

What We Heard: Some local authorities expressed concern they are not always notified of proposed amalgamations or annexations. Albertans have indicated support for a change that would positively impact collaboration and ensure all those affected by an amalgamation or annexation would be informed.

What's changing: The municipality initiating an amalgamation or annexation will be required to notify all local authorities operating or providing services within the affected municipalities. For the purposes of an amalgamation, the notice must also include proposals for consultation with all local authorities operating or providing services within the affected municipalities. The municipality initiating an annexation will also be required to notify the Minister of Municipal Affairs.

What this means: All local authorities operating or providing services in the affected municipalities will be notified and engaged with during the amalgamation and annexation processes.

When this takes effect: Upon proclamation of *An Act to Strengthen Municipal Government*.

KM/Q&As

Joint Use and Planning Agreements

1. **The MGA currently allows for joint-use agreements. Why is government considering making them mandatory?**
 - There is little consistency across the province. Some school boards and some municipalities don't have good working relationships and find it difficult to sit at the same table to work out solutions. This creates a venue for the two parties to collaborate.

- This approach is consistent with the broader theme of mandating collaboration throughout the *MGA*.
- An overarching system will define the land-assembly process, the joint use of reserve land and when a school is deemed closed. That will help school boards and municipalities work together to determine who can use the land and facilities, when and for what.

What We Heard

Agree – 72%

Neutral – 19%

Disagree – 9%

Key Stakeholder Perspectives

- AUMA, AAMDC and the Alberta School Board Association are supportive.
- The cities of Edmonton and Calgary indicated they have joint use agreements in place and this change is likely to have minimal impact on their operations.
- CHBA and UDI are not supportive and believe the changes fail to respect fact that these lands were dedicated to municipality/school board for specific purpose. They recommend that if the land is declared to be surplus to needs of school board, the land first be offered to the originating the developer and then, if refused by the developer, offered to be sold back to the developer refuses.

Off-site Levies on Schools

- Exempting school boards from paying off-site levies for school development projects will ensure that funds intended for school construction are used for that purpose.
1. **Under the current system, under what circumstances do school boards pay off-site levies to help pay for the roads, water, sewer and storm systems around the school?**
 - Public school boards that use designated school reserves for school construction are exempt from paying off-site levies.
 - School boards sometimes buy land to develop because they want to build a school quickly to serve a growing community. At times, the municipal reserve land system doesn't move fast enough or provide sufficient land to keep up with demand.
 - School boards who have purchased undeveloped private land on which to construct a new school must pay off-site levies because they are considered developers in this scenario.
 2. **Why are school boards saying they should be exempt from paying such off-site levies?**
 - School boards are not developers in the traditional sense. They are in the business of providing public education, and any costs associated with building schools are ultimately costs to the Alberta taxpayer.
 - Increasing the cost of building schools, by adding off-site levies on top of construction costs, simply increases the cost to taxpayers.
 - School boards suggest the money used to pay off-site levies could be better spent in the classrooms to benefit students, teachers and communities.

3. If school boards no longer have to pay for off-site levies, who will cover those costs?

- Typically, school boards do not pay off-site levy costs. These costs are spread amongst developers and others who benefit from the development.
- The extra costs would be incorporated into the budgeting for new developments, since ultimately, developers benefit from roads and water systems, as well as having neighbourhood schools.

What We Heard

Agree – 58%

Neutral – 20%

Disagree – 22%

Key Stakeholder Perspectives

- AUMA and AAMDC indicated that “school board purpose” is too broad and would support excluding “schools”.
- CHBA and UDI do not support the proposed amendment and assert it will increase costs for new home buyers.

Funding Future Reserves - Reserve Land Assembly Areas

- The government continues to seek feedback during its review of the *MGA*, and is committed to working in an accountable and transparent way to strengthen the law that helps municipalities make the best decisions they can for their citizens.

1. Why is the current system not working?

- Municipalities have asked for greater flexibility to use a ‘reserve land assembly area contribution structure’ that supports reserve land dedication and development parameters with respect to large parks and school sites.
- This will enable municipalities to pay for costs associated with purchasing additional land for a larger site for schools or parks and to also cover the costs of servicing those lands.

What We Heard

Agree – 74%

Neutral – 20%

Disagree – 3%

Key Stakeholder Perspectives:

- AUMA is supportive but have concerns that this change will be difficult to implement in communities where development is slow.
- AAMDC and the cities of Edmonton and Calgary are supportive.
- CHBA and UDI are supportive in principle and would like to ensure the final approach does not have a significant impact on the amount of greenspace that is spread through the communities.

Annexation and Amalgamation Notifications

- The *MGA* is introducing a new era of collaboration between municipalities and their partners, including school boards.
- Keeping school boards and other affected organizations informed at the decision-making table would be better for children, parents and planning into the future.

What We Heard

Agree – 79%

Neutral – 18%

Disagree – 3%

Key Stakeholder Perspectives:

- AUMA, AAMDC and the cities of Edmonton and Calgary are supportive of the notification requirement for amalgamations and annexations.

Results of curriculum survey support career focus

April 13, 2017 [Media inquiries](#)

More than 32,000 Albertans had their say on the future of the provincial curriculum in a survey released last fall.



Minister Eggen visits Westmount Junior High School in Edmonton

Survey participants agreed that Alberta’s kindergarten-to-Grade-12 curriculum should open up pathways to careers and other post-secondary opportunities. Alberta’s curriculum should help students build a positive future for Alberta and prepare them for a more diversified economy.

“We know that Albertans want curriculum that prepares students to be critical thinkers and effective problem solvers. Our development of new curriculum will make life better for our students. The results of this survey confirm that Albertans have given us the green light to move forward in our work.”

David Eggen, Minister of Education

“Curriculum belongs to all Albertans. This survey, combined with other public engagement tools, is providing valuable direction for the teachers working to draft new curriculum. Parent and public input combined with teacher professional judgment ensures that we will have an effective and responsive curriculum for Alberta students going forward.”

Mark Ramsankar, President, Alberta Teachers’ Association

“The fall survey was a great opportunity for parents to provide feedback on the current curriculum and what students need to learn going forward. Changing Alberta’s curriculum is the first step to ensure students are well prepared to meet the challenges of our future.”

Allison Pike, President, Alberta School Councils' Association

“The direct involvement of parents and families is helping to shape what students will learn in the future. We commend our school communities for their thoughtful input and look forward to continued opportunities to work with the Provincial Government on the future provincial curriculum.”

Michelle Draper, Board Chair, Edmonton Public Schools

The Fall 2016 Provincial Curriculum Survey was divided into two parts. Part A of the survey was designed to understand Albertans' support for the direction of development of K-12 provincial curriculum. Part B was designed to let people provide subject-specific feedback on the current K–12 provincial curriculum. A total of 32,391 individuals responded to Part A of the survey and 25,615 individuals responded to Part B.

- 93% of respondents to Part A agreed that K–12 curriculum should open pathways to careers and other post-secondary opportunities, building a positive future for Alberta and preparing students for a more diversified economy.
- 97% of respondents to Part A agreed that students should learn to set goals, make responsible choices and be accountable for their decisions.
- 92% of respondents to Part A agreed that through learning outcomes, curriculum should support the development of literacy, numeracy and 21st-century competencies.
- Respondents in nearly all subject areas in Part B supported the development of critical thinking, reasoning and problem-solving skills.
- A significant number of respondents in Part B commented on the need for students to leave the K-12 system with a level of preparedness that would allow them to be successful in further studies, in the workplace, and in their communities. This included career preparation and financial literacy.

Quick facts

The survey was the first of many opportunities for parents, teachers and students to provide feedback during a six-year process to develop new curriculum across six subjects.

The Fall 2016 Provincial Curriculum survey was available online and open to all Albertans from Oct. 18 to Nov. 18, 2016.

Curriculum is being reviewed and updated in the six core subject areas: Language Arts (English, French, français), Mathematics, Social Studies, Sciences, Arts and Wellness Education.

Targeted Timelines for Ministerial Approval of Curriculum Development

- Grades K–4, December 2018
- Grades 5–8, December 2019
- Grades 9–10 (3 subject areas), December 2020
- Grades 9–10 (3 subject areas) + 11–12 (three subject areas), December 2021
- Grades 11–12 (3 subject areas), December 2022

Related information

- [Fall 2016 Survey Results](#)
- [Curriculum Development](#)
- [Guiding Framework](#)

Media inquiries

[Jeremy Nolais](#)

[780-720-4783](#)

Chief of Staff, Education

This email is being sent to you on behalf of Mary Martin, ASBA President.

Board Chairs

ASBA Staff and Contractors

Dear colleagues,

It has been a busy couple of months for the ASBA Board of Directors and the new Board Executive, particularly in light of some of the significant and recent announcements from the Alberta government, including the tabling of Bill 1 – *An Act to Reduce School Fees* and Bill 8 – *An Act to Strengthen Municipal Government*.

As we approach the one-year anniversary of the Fort McMurray wildfire on May 3, we are also mindful of our colleagues and friends from Fort McMurray Public Schools, Fort McMurray Catholic Schools and the Conseil scolaire Centre-Nord, and our thoughts continue to be with them.

Bill 1

Here are some highlights of our work to date regarding Bill 1:

- The Bill was announced in the March 2, 2017 Speech from the Throne and introduced in the Legislature immediately afterward;
- ASBA received Alberta Education's consultation workplan for development of the regulations on March 20;
- On March 23, we circulated a survey for member input, with a deadline of April 7 for response;
- Initially, ASBA was not included in the two stakeholder roundtable sessions that were held on April 3 and April 13, but we were able to secure a spot at the table;
- A meeting with the Education Minister and the ASBA Board of Directors is scheduled for April 20;
- A total of 32 boards completed the ASBA survey on Bill 1. Two-thirds of the boards indicated they had delegated the task to administration. The overwhelming majority of responses indicated boards supported and agreed with the recommendations contained in the Association of School Business Officials of Alberta report from March, 2016, called

Recommendations for Effective School Fee Practices. We appreciate the feedback and would like to share with you highlights of the comments received:

- Boards need to retain the ability to assess fees, as necessary, to support programs – without requiring the approval of Alberta Education. Programs are developed to address community needs and, without the fees, programs may be eliminated;
- Boards that are not currently charging Instructional Supply and Material and/or transportation fees should not be penalized for making that choice and finding other ways to balance their budget so that parents are not unduly burdened with additional costs. The government must ensure funding dollars are distributed equitably and fairly to all boards on a per-student basis;
- Generally, jurisdictions supported the approach of a common procedure to approach school fees, while allowing for jurisdictions to have the freedom to recognize and respond to local needs, especially in rural areas;
- There needs to be a distinction between a “fee” and a “sale”, with a sale describing a tangible product or good that the student is able to keep;
- There were many comments about the requirement for clarity on definitions, particularly common definitions, such as a what defines a “basic” versus an “enhanced” education, what is a “core learning outcome” and what are considered “mandatory workbooks”;
- A “fee-free” path to graduation needs to be established;
- Managing and carrying forward fees may be easier said than done, especially for some smaller school jurisdictions, although some jurisdictions noted they are already managing this. There are practical considerations, such as the capacity in their financial systems and the time needed to manage the additional administrative tracking that will be required. It was also noted that school-generated funds should not be part of this process;
- Numerous boards expressed concern about funding equity as it relates to the 2.4 kilometre walk limit;
- Costs of transportation for those enrolled in programs of choice could become prohibitive and cause movement out of those programs into designated schools, which creates a potential capacity problem;
- If school boards are unable to support programs of choice, it may drive families into the private system;

- Many boards expressed concern about the continued erosion of the ability of locally-elected school boards to make decisions that are in the best interests of their communities. They were also concerned about the narrow timelines for consultation on the impacts to boards of the proposed legislation.

Bill 8

Here are some of the highlights of our work to date on Bill 8:

- An initial letter to now-former Minister of Municipal Affairs, Danielle Larivee, in January 2016, outlining ASBA's areas of concern with proposed amendments to the *Municipal Government Act (MGA)*;
- Meetings with the Minister of Municipal Affairs and/or key office staff at each phase of the amendment development process;
- Presentations at the Spring Issues Forum and Spring General Meeting 2016 for trustees and key senior administration staff;
- A submission (*Modernized Municipal Government Act*) in July 2016;
- A further submission (*Continuing the Conversation: Further Topics for Discussion on the Municipal Government Act*) in January 2017 with a cover letter to Education Minister David Eggen and former Municipal Affairs Minister Larivee;
- A letter to the new Municipal Affairs Minister, Shaye Anderson, following up on potential areas of concern and requesting a meeting.

For more than a year, ASBA has worked hard to ensure the voice of our membership has been heard, every step of the way, while amendments to the *Municipal Government Act (MGA)* that have the ability to affect school boards have been developed. At each phase of consultation, ASBA has sought the input of its member school boards and provided a comprehensive summary of recommendations and areas of concern to Municipal Affairs.

We were pleased to see ASBA and member school board input on proposed amendments was clearly reflected in Municipal Affairs' follow-up discussion document – *Continuing the Conversation: Topics for Discussion on the Municipal Government Act* – on proposed amendments to the *MGA* that were released in November 2016. We provided further input and commentary on the discussion document and requested member school boards do the same. We know our feedback has made a significant difference throughout this process. Feedback

on the first grouping of MGA Review-related draft regulations was collected by Municipal Affairs over a 60-day period from January 31, 2017 to March 31, 2017. We have been advised that the next grouping of draft regulations will also have a 60-day comment period.

It is also worth noting that yesterday afternoon the Education Minister sent an email to all Board Chairs, copied to communications contacts at school divisions, outlining the proposed changes in legislation as they relate to school boards and including an attachment called Joint Use and Planning Agreements. In our [news release on Monday](#), we indicated the proposed changes were good news for school boards and for Alberta families. We will be watching closely as this bill – and Bill 1 – proceeds through the Legislature, to ensure the original spirit and intent of the legislation is preserved.

Saskatchewan Bill 63

On April 5, 2017 Saskatchewan's Education Minister introduced Bill 63, *The Education Amendment Act, 2017*. This legislation proposes amendments to Saskatchewan's *Education Act* in response to findings from the *Educational Governance Advisory Panel Review*. Attached is a summary of key proposed changes, prepared by ASBA Legal Services. We will continue to watch closely as this bill proceeds through the Saskatchewan Legislature.

We are very pleased to advise that the author of the governance report that sparked the *Educational Governance Advisory Panel Review*, Dan Perrins, will present in a plenary session on the Tuesday morning of our Spring General Meeting 2017 in Red Deer.

School board trustee elections – resource materials

School boards have received copies of the school board elections handbook and brochure. If your jurisdiction needs more copies of the brochure, please contact ASBA Communications. Last week, I participated in a video that will be posted soon to the ASBA website on the importance of locally-elected school board trustees. We were also very happy to see Education Minister David Eggen participate in a second feature video that will also be posted to the ASBA website as soon as possible. We are working on adding more videos in the near future.

ASBA Vice President Anne-Marie Boucher and I will also attend the Alberta School Councils' Association Conference at the end of April, and I will present at a breakout session entitled, *So You Want to Become a School Board Trustee?*

Please note that ASBA will offer new trustee professional development, following ASBA's Fall General Meeting and early into the new year.

Budget

ASBA's Board of Directors is very pleased about the Association's new Foundational Statements and Strategic Plan 2017-2020. These documents represent a new and exciting direction and, most importantly, they reflect the clear direction given to the ASBA Board of Directors by our member school boards.

Informed by the future direction for the Association established through the new Foundational Statements and Strategic Plan, the Board of Directors approved the draft ASBA 2017-2018 budget for presentation to the membership. The draft budget includes resourcing, both financial and human, of the Strategic Plan which sets out the following strategic goals:

- Deliver relevant, effective, and timely communication, information and education to empower school boards;
- Bolster the viability, credibility and sustainability of the Association and school boards;
- Develop opportunities which result in efficiencies and cost savings for school boards; and
- Provide services that are delivered in a fiscally sound manner and deploy resources in alignment with Association priorities.

Objectives and opportunities associated with each of the four strategic goals informed the Board's determinations relative to the Association's budget.

The budget will be circulated to school boards by April 4, 2017, and will be presented at each zone as follows:

Zone 1 – May 24 (High Prairie)

Zone 2/3 – April 28 (Edmonton)

Zone 4 – April 24 (Rocky Mountain House)

Zone 5 – May 5 (Airdrie)

Zone 6 – May 10 (Taber)

School boards will consider and vote on the proposed budget at ASBA's Spring General Meeting, June 4-6, 2017 in Red Deer.

Spring General Meeting 2017, Red Deer Sheraton Hotel

As in the past, the 2017 Spring General Meeting will be held at the Sheraton Hotel in Red Deer. Registration will be live from the ASBA website by the end of next week. The theme of this year's SGM is "Building for the Future." New for this year is a Sunday evening reception from 7:00 – 9:00 p.m. Please mark this change in your calendar so you can attend. We are looking forward to seeing you there!

As always, if you have any questions or comments, please do not hesitate to contact me on my mobile at 403-827-2196 or via email at mmartin@asba.ab.ca.

Sincerely,

Mary Martin,
President

Bill 63 – The Education Amendment Act, 2017

Summary of Key Proposed Changes

On April 5, 2017 Saskatchewan's Education Minister introduced Bill 63 which proposes amendments to Saskatchewan's *Education Act* in response to findings from the *Educational Governance Advisory Panel Review*.

In its press release about Bill 63, the Saskatchewan government summarized the proposed amendments to the *Education Act* as follows:

- Shifts in governance to allow for a sector purchasing and services initiative to achieve efficiencies in transportation, bulk purchasing.
- Common salary grid for senior school division administrators.
- Standardizing board member costs.
- Reinforcing the value of school community councils.
- Providing the Minister with oversight on student success targets and financial decisions.
- A number of provisions in the Act pertaining to school board duties, powers and responsibilities, and school division administrative matters, have been repealed from the Act and are to be moved into regulations.

Bill 63 would give the Education Minister more powers with respect to education governance, school board finances, and spending. The majority of the provisions regarding establishment, elections, meetings, powers, duties and rules of procedure for boards of education, and administration in school divisions, currently set out in the *Education Act* have been repealed and are to be prescribed in the regulations.

As much has been left to the regulations (drafts of which have not yet been issued), the full implications of these changes are not yet known.

Key Changes

Following is a summary of a number of key changes proposed to Saskatchewan's *Education Act* by Bill 63:

- Powers of the Minister
 - Amends section 4 of the *Education Act* to broaden the Minister's authority.
 - Currently the *Education Act* provides that the Minister is responsible for all matters relating to elementary and secondary education that are not assigned to any other Minister. A new section would be added specifying that in accordance with that authority, the Minister "may do any things that the minister considers advisable to carry out" the responsibility for the elementary and secondary education systems.
 - Amends section 4 to add new Ministerial powers which include the power to:

- a. establish goals and objectives for the elementary and secondary education system;
- b. establish performance measures and targets for the elementary and secondary education system;
- c. develop, implement and evaluate elementary and secondary education policies;
- d. conduct financial, human resources and information technology planning for the elementary and secondary education system;
- e. develop methodologies for effective and efficient allocation of resources;
- f. in accordance with this Act and the regulations, administer the allocation of available resources for the provision of elementary and secondary education;
- g. make provision for the efficient organization, administration and operation of the elementary and secondary education system;
- i. in accordance with this Act and the regulations, establish boards of education;
- r. subject to this Act and the regulations, impose terms and conditions on, and issue written directives with respect to, grants made by the minister to a board of education or the conseil scolaire pursuant to this Act;
- ee. subject to the regulations, provide scholarships, bursaries or similar awards to pupils;
- ff. exercise any other powers given to the minister by this Act or the regulations.

- Clarifies that the official trustee is appointed in place of a board and not simply as another member of the board.

- Consultation

- A new section 4.01 has been added which specifies that in carrying out the Minister's responsibilities and exercising the Minister's powers: "The Minister may consult with, and seek the advice of, boards of education, the conseil scolaire and any other persons that the Minister considers appropriate".

- Minister's Directive

- A new section 4.02 clarifies and broadens the Minister's authority to direct a board to undertake any action. It provides that the Minister may, from time to time, give a written directive to a board to take any action that the Minister considers necessary in relation to the operations of the board.

This directive may require a board to carry out its operations in accordance with the Minister's strategic direction, to carry out its responsibilities and exercise its powers in accordance with the *Education Act* and regulations, or coordinate the activities that a board undertakes with any other person or organization.

This section also provides that a board that receives the Minister's written directive "shall take any steps that are necessary to comply with the written directive".

- School Division Boundaries
 - The detailed requirements regarding school division boundaries (currently in subsections 40(2) to (9) of the *Education Act*), alteration of boundaries (currently in section 54 of the *Education Act*), have been repealed and are to be moved to the regulations. Requirements pertaining to boundaries will be made pursuant to the Act and regulations.
- School board establishment, elections, meetings, powers, duties and rules of procedure, administration
 - The majority of the provisions regarding the establishment, election, meetings, powers, duties and rules of procedure for boards of education, and administration in school divisions, currently set out in sections 42 and 61 through 117 of the *Education Act* have been repealed and will now be prescribed in the regulations.
- Finance
 - Budget
 - The current provisions regarding estimates of annual revenue and expenditures and estimates of capital expenditures have been repealed and replaced. These requirements shall be in accordance with the Act and regulations.
 - Currently there is a provision in the *Education Act* (section 280) that provides the Minister may issue a directive to a board to make any changes to its estimate of revenues and expenditures that the Minister considers appropriate or in the public interest. A new subsection has been added which provides that the Minister's approval of a board's budget estimates does not limit the Minister's power to impose terms and conditions on, and issue written directives with respect to, grants.
 - The provision regarding reporting to the Minister (section 282) has been repealed and replaced to provide that budget estimates, reports, financial statements and other information shall be prepared and submitted by boards to the Minister in accordance with the Act and regulations.
 - Audit
 - New sections have been added to the Act pertaining to audit requirements and referral to the provincial auditor. The audit provision is largely a reiteration of the auditing clauses repealed from the powers of boards, and also provides that the appointment of an auditor by a board shall be subject to the approval of the Minister.
 - A new provision has been added regarding referrals to the provincial auditor by the Minister where the Minister requests the Provincial Auditor conduct an examination, review or audit in relation to the financial affairs of the board.

- Grants

- The provision regarding grants (current section 312) has been amended to provide that a board must comply with every term and condition imposed on the grant by the Act, the regulations or the minister and that the grant shall only be used for the purpose intended.

- Regulation-making authority

New provisions have been added to the regulation-making power under section 370 of the Act. Many requirements have been moved from the Act to the regulations. New regulation-making provisions include:

- (b) prescribing additional powers of the minister;
- (c) respecting the establishment and disestablishment of school divisions;
- (d) respecting the alteration of boundaries of school divisions and subdivisions, subject to subsection 54(2);
- (e) respecting the administration of school divisions;
- (f) respecting the establishment, amalgamation and disestablishment of boards of education;
- (g) governing:
 - (i) the composition of boards of education;
 - (ii) the eligibility requirements, election procedures and terms of office of members of boards of education; and
 - (iii) the disqualification of members.
- (h) respecting the powers and responsibilities of boards of education and the conseil scolaire;
- (i) generally governing the activities and affairs of boards of education and the conseil scolaire;
- (j) respecting the establishment, powers and responsibilities of joint boards and the procedures applicable to joint boards;
- (n) governing members of boards of education and the conseil scolaire, including prescribing or otherwise governing:
 - (i) the responsibilities and liabilities of members;
 - (ii) conflicts of interests of members;
 - (iii) the remuneration and reimbursement of expenses payable to members;
- (ee) respecting the acquisition, specifications, financing, maintenance, use and disposition of equipment and supplies of the school division or the conseil scolaire, including vehicles used for transportation services;

- (ss) governing the preparation and submission of budget estimates by boards of education and the conseil scolaire pursuant to section 280;
- (bbb) respecting the payment by the minister of scholarships, bursaries or similar awards to pupils, including the number of awards that the minister may make each year and the amount of the awards.

To review Bill 63 and its progress and all changes proposed under the Bill, go to:

<http://www.legassembly.sk.ca/legislative-business/bills/progress-of-bills-current>

Saskatchewan *Educational Governance Advisory Panel Review Report* - March 2017

Executive Summary

In December 2016, Saskatchewan's Minister of Education announced a 6 person Educational Governance Advisory Panel (the Panel) to consult on the *Educational Governance Review Report*, issued by Dan Perrins in December, 2016 (the [Perrins Report](#)). The Panel included representation from school boards, school administration, Government and the Saskatchewan Teachers' Federation.

The Panel was to engage stakeholders and the broader school community and to review their input on the options for shifts in school board governance presented in the Perrins Report.

The following **considerations** described in the Perrins Report guided the Panel (p.1):

- Constitutional and legal considerations
- Elements of governance, including the following principles of good governance:
 - Strategic direction
 - Effectiveness and efficiency
 - Accountability
 - Transparency
 - Participation
 - Equity
 - Complexity and cost of achieving change
 - Geographic size and sparsity
 - Means of selecting board members (Elected or Appointed) (Perrins, p.17-20)

The following **themes** emerging from stakeholder input were identified by the Panel (p.4):

- “Students are the heart of education.
- Continue to focus on the Education Sector Strategic Plan (ESSP) to achieve 2020 targets, including those outlined in the *Saskatchewan Plan for Growth*.
- Local voice matters – there is strong support for elected boards of education.
- SCCs [school community councils] have an important role at the school level.
- Minority Faith and Minority Language Education are key considerations.
- There is significant support for the Shifts in Governance described on pages 20 and 21 of the Perrins Report.
- First Nations and Métis voices in education must be strengthened and engagement with First Nations and Métis communities must be respectful of their ways of knowing.
- A further dialogue with northern communities is needed.”

Shifts in Governance

The Panel determined that, generally, there was significant support for the following **shifts in governance** described on pages 20 and 21 of the Perrins Report “with the caveat that further

examination would be needed to ensure the impacts (intended and unintended) of their implementation are clearly understood”:

- Strategic direction and accountability
- Effectiveness
- Efficiency
- Consistency/Standardization
- Participation

The Panel made the following findings with respect to each of the 5 shifts in governance (p.13-20):

Strategic Direction and Accountability:

- “There was broad support to “redefine the roles of the Minister in legislation and regulations to enhance the ability to provide direction in relation to outcomes and standards and to assess the extent to which they are achieved” (Perrins, p. 20).”
- “There was openness to “examine the number of board members per board” for public and separate systems (Perrins p. 20).”
- “There was interest in standardizing “expectations of [elected] boards in relation to required competencies of board members” and requiring “mandatory board training” (Perrins, p. 20).”

Effectiveness

- “There was strong support to “renew and strengthen the emphasis on education outcomes through an ongoing focus on the ESSP” (Perrins, p. 20).”

Efficiency

- “The Perrins Report highlighted the need “to enhance the focus on lowering the cost curve, creating enhanced value in the system, and improving services to students through efficiency, shared services and continuous improvement initiatives in keeping up with the work already underway in the [Provincial Leadership Team] PLT (centralize business functions such as central IT, financial, HR, payroll, procurement and purchasing)” (Perrins, p. 20).”

Consistency/Standardization

- “There was general agreement to “standardize governance costs, including remuneration rates, annual maximum remuneration for board members and rates for travel and sustenance (taking into account northern areas) and professional development . . .” (Perrins, p. 21).”
- “There was no consensus on the “maximum number of board meetings” (Perrins, p. 21).”
- “There was openness to “standardize administrative costs, including consideration of a provincial pay grid for out-of-scope positions and standards for the number of central office staff in relation to school based staff” (Perrins, p. 21).”

- “There was broad-based consensus for the need to “consider additional standardization of locally-bargained terms and conditions” (Perrins, p. 21).”

Participation

- “The Perrins Report commented on the need to “reinforce the value of SCCs” (Perrins, pg. 21). There was consensus that SCCs are a valuable part of the education governance system at the school level and that the role of SCCs should be maintained.”
- “There was broad support to “enable First Nations representation on boards” (Perrins, p. 21).”

Response to Options described in the Perrins Report

The Perrins Report presented 4 options for changes in the structure of education governance in Saskatchewan:

- 1 Provincial model (1 appointed ‘super board’)
- 2 Regional model (4 appointed boards)
- 3(A) Division model – restructuring public school divisions
- 3(B) Division model – realigning boundaries

The Panel reported that responses to the 4 options included:

- Almost unanimous opposition to the first 3 options.
- A strong commitment to maintaining the status quo and a lack of interest in looking at a radically new structure of governance.
- Concerns expressed about the impact of amalgamation of school divisions in Saskatchewan in 2006 when the number of school divisions changed from 82 to 28, noting that it took nearly 5 years for the effects of the amalgamation to settle and that there were unintended financial costs that were not fully considered or planned for.
- Recognition by some that the creation of larger service areas in 2006 had benefitted students by creating full service areas and enhancing access to universal and specialized supports.
- Concerns expressed that any further expansion would not improve services and would lead to interference with the education system.

Preferred Option – Option 3(B) – Division Model – realigning boundaries

The Panel reported that most participants preferred no change, but most indicated that if any change was required, Option 3B - Division Model - realigning boundaries - was considered to be the least disruptive of the options in the Perrins Report.

Other Considerations and Complexity

The Panel reported that stakeholders also noted there may be potential implications arising from any change in governance for a number of unique circumstances within the education system, including the following:

- Hutterian schools
- Education in the City of Lloydminster
- Independent schools
- Home-based education

Concluding Comments

Concluding comments by the Panel regarding the consultations included:

- There is a strong attachment to the historic governance structure.
- There is recognition that the status quo is not sufficient.
- There is strong support for the current system of local governance and the current number and size of school divisions.
- Concern exists that creation of larger governance units would not be worth the upheaval.
- There was little consideration given of opportunities that could be found in a new or different governance structure.
- Recognition of a need for renewal and improvement, particularly for First Nations and Métis students.
- Recognition of a need to look for solutions and a new way of doing things in a time of economic restraint.
- The importance of doing the best for every student was at the centre of every dialogue.
- A recognition of a need to work together towards an education system that is structured to:
 1. Achieve improved student outcomes in keeping with Saskatchewan's plans for growth and the ESSP.
 2. Maintain and improve the quality of instruction.
 3. Achieve cost containment by maximizing the use of resources.
 4. Ensure consistent, effective and efficient business processes.
 5. Improve accountability and transparency.
 6. Preserve and strengthen parent and community voice. (Perrins Report, pg. 3)

Moving Forward

The Panel reported that the consultations indicated there was a will to move forward in the following ways:

Strategic Direction

- Build upon momentum created by the ESSP – student first focus, focus on common outcomes, cooperation and mutual accountability, share and implement effective practices.

Effectiveness

- Strengthen the education sector by identifying excellence and effective practices, and ensure continuous improvement.
- Move all boards to a level of size and effectiveness commensurate with their responsibility, including support for establishing a set of competencies, skills and a common curriculum.
- Examine school division boundaries.

Efficiency

- Continue to pursue efficiencies with a view to improving services, ensuring value and controlling costs.

Accountability

- Clarify roles, relationships and strategic direction through legislation, regulations, policy and improved communication.
- A need for enhanced processes of continuous improvement and accountability.

Transparency and Equity

- Improved consistency and equity province-wide by examining policies, procedures, costs and agreements.

Participation

- Listen at all levels to the voices of students, parents, teachers and communities, First Nations and Métis, new Canadians and others.
- Explore ways to engage with First Nations and Metis people while recognizing jurisdiction and their ways of governance and education.
- A need for strong leadership and a willingness throughout the sector to work together toward improvement.