

**Horizon School Division No. 67
Regular Board Meeting – Division Office
ERIC JOHNSON ROOM**

**Regular Board Meeting Agenda
Wednesday, October 25th, 2017 – 1:00 p.m.**

A – Action Items

A.1 Agenda A.2 Minutes of Regular Board Meeting held Tuesday, September 26 th , 2017 A.3 October 2017 Payment of Accounts Summary A.4 2017-2018 IMR Projects	ENCLOSURE 1 ENCLOSURE 2
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D – Discussion Items

D.1 Policy JG – Community Use of Schools	ENCLOSURE 3
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I - Information Items

I.1 ASBA Trustee Handbook I.2 Superintendent's Report – Wilco Tymensen I.3 Trustee/Committee Reports <ul style="list-style-type: none">• I.3.1 Zone 6 ASBA Report – Marie Logan• I.3.2 October Administrator's Meeting Report – Blair Lowry• I.3.3 October Facilities Committee Report	ENCLOSURE 4 ENCLOSURE 5
II.4 Associate Superintendent of Finance and Operations Report – Phil Johansen I.5 Associate Superintendent of Learner Services – Amber Darroch <ul style="list-style-type: none">• PAT and Diploma Results (<i>Presentation</i>)	ENCLOSURE 6
I.6 Associate Superintendent of Programs and Human Services Report – Anita Richardson (<i>Handout</i>) I.7 Proposed Alberta Cannabis Framework I.8 Vauxhall Bus Bylaw	ENCLOSURE 7

C-Correspondence

C.1 Deputy Minister – Reappointment of Superintendent C.2 Editorial – Kid's Rights Come First C.3 Alberta Students Continue to Excel	ENCLOSURE 8
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Horizon School Division No. 67

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The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Tuesday, September 26th, 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, Terry Michaelis

ALSO PRESENT: Dr. Wilco Tymensen, Superintendent of Schools
Phil Johansen, Associate Superintendent of Finance & Operations
Anita Richardson, Associate Superintendent of Programs and Human Services
Amber Darroch, Associate Superintendent of Learning Services

Cole Parkinson, Taber Times
Sheila Laqua, Recording Secretary

ACTION ITEMS

- | | | |
|-----|---|--|
| A.1 | Moved by Blair Lowry that the Board approve the agenda with the following additions: | AGENDA APPROVED |
| | A.4 – Locally Developed Courses: Religious Studies | |
| | Carried Unanimously | 129/17 |
| A.2 | Moved by Derek Baron that the Board approve the Minutes of the Regular Board Meeting, held Tuesday, August 29th, 2017 as provided by Enclosure 1 of the agenda. | BOARD MEETING MINUTES APPROVED |
| | Carried Unanimously | 130/17 |
| A.3 | Moved by Terry Michaelis that the Board approve the September 2017 Payment of Accounts report in the amount of \$2,064,372.30 as provided in Enclosure 2 of the agenda. | PAYMENT OF ACCOUNT APPROVED |
| | Carried Unanimously | 131/17 |
| A.4 | Moved by Jennifer Crowson that the Board approve the locally developed high school courses Religious Studies: Book of Mormon, Part A and B (three credits each) acquired from Westwind School Division from August 31, 2017 to August 31, 2021. | LOCALLY DEVELOPED COURSES RELIGIOUS STUDIES APPROVED |
| | Carried Unanimously | 132/17 |

DISCUSSION ITEMS

No Discussion Items

INFORMATION ITEMS

I.1 Superintendent's Report

Wilco Tymensen's September report to the Board included the following:

Educational Leadership and Student Welfare

- Start-up meetings and 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. This month they also included budgeting, staffing, facility use, transportation, off-campus excursions, and Alberta Education requirements.
- Attended the AB ED School Act Consolation Meeting.
- Met with ATA representation related to the “Classroom Improvement Fund” stemming from the recently ratified provincial Memorandum of Agreement.

Personnel Management

- Three new principals (Hays, W.R. Myers, and Chamberlain) are being evaluated this year.
- M.D. of Taber has hired three ex RCMP officers as community liaison law enforcement personnel who have reached out to Horizon Schools within the MD.

Policy and Strategic Planning

- Policy work is ongoing.

Fiscal Responsibility, Organizational Leadership and Management

- Preparation for ATA Collective Bargaining regarding local table matters is ongoing. First meeting is scheduled for November 15, 2017.
- DAF/WRM modernization meetings are ongoing.
- AB ED Nutrition Grant (Central and Chamberlain schools) has commenced for Central and Chamberlain is scheduled to commence in the upcoming month.
- Enrollment as of September 18th, 2017 were shared with the Board.

Communications and Community Relations

- A number of meetings and celebrations were attended over the last month. These include but are not limited to:
 - Admin Meeting
 - Staff meeting
 - CASSIX and Pre-CASS HR meetings

I.2 Trustee/Committee Reports

I.2.1 Zone 6 ASBA Report

Marie Logan, Zone 6 representative shared the following with the Board:

- Fall AGM for Zone 6 will be held in November.
- The zone extended sympathy to the families and friends of Helen Clease and Cathy Cooper.
- The AB ED Consultations Meeting held on September 19th & 20th, included the following topics: Age of Access, Common Age of Entry, Education Service Agreements, School Fees and Transportations. Information gathered from this meeting will be released in October.
- ASBA will be presenting the “Terms of Service” awards at the AGM. Horizon School Division Board members receiving the award are as follows:
 - Derek Baron 8 Terms
 - Marie Logan 7 Terms
 - Bruce Francis 5 Terms
 - Terry Michaelis 4 Terms
 - Jennifer Crowson 2 Terms

I.2.2 Administrator’s Meeting Report

Jennifer Crowson reviewed the highlights of the September 12th, 2017 Administrator’s meeting. [Click here](#) to review the entire meeting summary.

I.2.3 Facilities Report

Bruce Francis, Facilities Committee Chair, provided a report to the Board on the work undertaken for the month of September 2017 within the Facilities Department and included the following highlights:

- Capital Projects:
 - *Barnwell School* - Barnwell School full modernization is substantially complete including all exterior site work. Minor deficiencies are currently being addressed
 - *Warner School* – Phase 1 is complete with work on the exterior in progress.
 - *D.A. Ferguson Middle School* – Construction projected to begin the middle of December.
- Draft 1 of the 2018 IMR Projects was presented to the Board
- 2017 IMR & Board funded projects are on task

I.3 Associate Superintendent of Finance and Operations Report

Phil Johansen provided an update to the Board as follows:

- Attended the AB ED Consultation meeting on September 19 & 20, 2017.
- Met with Barnwell Public Library Board
- Working on the agreement between the Community/Barnwell Fitness Facility
- Finalized election agreements with the Municipalities

I.4 Associate Superintendent of Learner Services

Amber Darroch, Associate Superintendent of Learner Services, shared the following September 2017 report with the Board:

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

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

Literacy

- Crystal McGregor has been seconded from her principalship at Taber Mennonite School as the Secondary Literacy/English Language Learning Coach for the school year, as funded by the Classroom Improvement Fund negotiated between the provincial ATA and Alberta Education.
- In supporting our literacy initiative in the district, Terri-Lynn Duncan and Crystal worked with Barnwell Elementary staff in late August in the implementation of Fountas and Pinnell Benchmark Assessment in finding students potential of reading levels. There was also a portion of the day that was used to discuss and learn about the Fountas and Pinnell Levelled Literacy Instruction which is an intervention program for students who are struggling in reading.
- As of this school year, all Horizon schools will be aligning their practice by using and tracking universal assessment for all students. All schools have or will be implementing the Fountas & Pinnell Benchmark Assessment System, and will use that data to establish individual student learning profiles using the division's Dossier software.
- Terri-Lynn and Crystal have already worked with many new and continuing teachers to support the initiative above.
- Staff at Central School were led through a workshop on analyzing student running records looking at the meaning, structure, and visual information that students use in reading by Terri-Lynn. This will lead to better understanding of student comprehension and reading strategies used.

Numeracy

- The "Middle Years Math" project is underway in partnership with Amber Darroch, Dr. Richelle Marynowski, University of Lethbridge and with grant funding from the Alberta Research Network. Ten Horizon teachers representing 7 different schools are working together this year to identify best practice in math instruction and incorporate effective formative assessment strategies.
- A number of Grade 1 teachers are exploring the use of differentiation and assessment in math instruction using approaches parallel to how we are teaching literacy skills. Six teachers are specifically part of a national study on Early Math Instruction by Pearson Canada, and an additional eight teachers are all

receiving professional learning support in this area.

Assessment

- The remainder of secondary schools have come on board with the implementation of Horizon's learner-centred report card for junior high/middle school. Assessment Coach Sharon Skretting has played a key role in supporting teachers who have not used the software, Students Achieve, previously.
- Amber attended the Alberta Assessment Consortium (AAC) Board of Directors meeting on September 6 and will be working with neighbouring school divisions to participate in a regional assessment conference in Spring 2018.

Learning and Technology Policy Framework

- New robotics and coding equipment kits have been put into circulation this year so that schools have the chance to access innovative learning via Career & Technology Foundations (CTF) or other cross-curricular learning even at elementary. Kits include: "Lego Mindstorm", "Lego We Do 2.0", "Dash & Dot" and "Cubelets".

Other

- During the August start up days for the schools, the Learner Services team facilitated five professional learning events open to all interested Horizon teachers, and also supported targeted training at schools as requested. General PD sessions included:
 - Read & Write Google
 - SIVA Refresher Training (Supporting Individuals through Valued Attachments)
 - English Language Learning
 - Middle Years Math
 - Learning Support Teacher Orientation.

KEY ACTION AREA #2:

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

Collaborative Response

- Horizon's other Classroom Improvement Funded position, the Learner Success Coach, has been filled by Coral James who has been seconded from her vice principalship at Central School. Coral's initial activities have included classroom consultations with teachers with students already identified as requiring specific positive behaviour supports and joining in school-based collaborative response and professional learning community (PLC) meetings.
- The Directors of Learning and key school staff completed Collaborative Response Training with Kurtis and Lorna Hewston on tools to support the implementation of this software in five pilot schools (Milk River Elementary, Erle Rivers High, Vauxhall Elementary, Taber Mennonite, and Dr. Hamman Schools). Collaborative response is the ongoing consultation between classroom teachers, Learning Support teachers, and school leaders on the successes and supports needed for individual students in an inclusive learning environment.

Mental Health

- Family School Liaison Counselors have attended the opening staff meetings of all Horizon schools to promote a common understanding of the pyramid of counselling interventions available to students and how staff can help students to access these supports.
- The counselling team is pleased to partner with a new Alberta Health Services' Mental Health Therapist position working on a one-year temporary position with the Holy Spirit and Horizon School Divisions in Taber and surrounding communities. The MHT is responsible for a caseload of children and adolescents in the elementary, middle and high schools with mental health issues and additional complexities such as concurrent substance use. This position will work collaboratively with Family School Liaison Counsellors, other AHS professionals, community partners and natural supports to enhance the lives of these individuals regarding mental health and concurrent disorders.

Early Learning

- Across the division, there is a slight reduction in Early Learning enrollment and fewer children than the trend in past years have been identified as requiring intervention as per Program Unit Funding (PUF) parameters. However, every school with an Early Learning program has been able to keep the program operating for the 2017-18 school year which promotes student engagement and retention of students for Kindergarten next year.

KEY ACTION AREA #3:

Stakeholder engagement impacts student success

- Horizon welcomes 13 international students from Brazil and Spain for this first semester of the school year.

Terri-Lynn provided a workshop for new homestay parents and the to ensure success for the parents that have opened their homes and for the students new to our division.

- To grow and support our international education program in our division Terri-Lynn hosted a tour to a chaperone/agent from Spain to all of our high schools. This tour has the potential of bringing 20 Spanish student to our division for one semester later this year or for the next school year.
- In support of the Nutrition Program funded by Alberta Education, Terri-Lynn and Darryl Moser hired a food service worker for Central School and have taken steps to set up the systems and equipment required to establish a successful program.

LEADERSHIP PRACTICES

- All of the Learner Services team members contributed to the Horizon Induction Program for teachers new to Horizon and those new to the teaching profession itself during the orientation event on August 24 & 25.
- Amber attended a provincial meeting in Edmonton on August 23rd representing the Executive of Southwest Alberta Regional Collaborative Service Delivery. The purpose of the meeting was for the Deputy Minister, Alberta Education, Deputy Minister, Children's Services, and staff from the Premier's Office to understand the successes and any obstacles in the work of RCSD across the 17 provincial regions. The government is seeking ways to celebrate the positive impacts of this work on children, youth, and families.

I.5 Associate Superintendent of Programs and Human Services Report

Anita Richardson, Associate Superintendent of Programs and Human Services, shared the following September 2017 report with the Board:

Human Resources

- Still working through Atrieve implementation with ATA staff
- Held initial meetings with all teachers I am evaluating this year
- Created committees to look at:
 - The Teacher Transfer Process
 - The New TQS (when approved)
 - Principal Transition Framework

Leadership Practices

- Met with Dan Ferguson, AB Ed. Along with other SALT members.
- Initial phase of planning for the CASSIX summer conference with Senior leadership team
- Initiating the Leadership Cohort for this year

Stakeholder Engagement

- Implementing training to access data for the schools who used OurSchool Survey last year
- Implementing SOSQ student survey with several schools this year

First Nations, Metis, Inuit

- Visited Majorville Medicine Wheel with some Elders and members of SALT and the Indigenous committee as well as members form MD of Taber and Town of Taber.
- Oct. 19 Professional Learning Day – Presentation from Charlene Bearhead for all staff in the am, “Speaking to the Heart – The Importance of Understanding the First Nations, Metis, and Inuit Perspective for School Communities” and two breakout sessions in the afternoon – one for support staff and one for First Nations Champions
- Indigenous Committee is resuming
- Have established an Indigenous Culture Champion in most schools

Correspondence

No Discussion items came forward from the Correspondence as provided by Enclosure 5 of the agenda.

Next Board Meeting will be held on Wednesday, October 25th, 2017

COMMITTEE ITEMS

Moved by Jennifer Crowson that the Board meet in Committee.

COMMITTEE
133/17

Carried Unanimously

Moved by Derek Baron that the meeting reconvene.

RECONVENE
134/17

Carried Unanimously

Moved by Rick Anderson that the meeting adjourn

MEETING
ADJOURNED
135/17

Carried Unanimously

Marie Logan, Chair

Sheila Laqua, Executive Secretary

PAYMENT OF ACCOUNTS REPORT

Board Meeting October 25, 2017

General	August 31/17		840882.69
General	September 20/17		90891.96
U.S.	September 22/17		245.39
General	September 25/17		126215.28
U.S.	September 25/17		88.07
General	August 31/17		41696.08
U.S.	September 26/17		942.45
General	August 31/17		6906.83
General	September 27/17		1041754.67
General	October 3/17		78,969.10
General	October 10/17		435,056.65
U.S.	October 11/17		509.96
General	October 17/17		761,425.48
U.S.	October 17/17		5,855.27
"A" Payroll	September 2017	Teachers	1,690,041.21
	September 2017	Support	546,333.42
"B" Payroll	September 2017	Casual	9,914.54
	September 2017	Subs	38,359.55
Total Accounts			3,566,465.18
Board Chair	_____		
PJ:dd			
October 17/17			

Horizon School Division September 2017 U.S. Accounts

	U.S. Funds	Canadian Fund
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Learning Without Tears	195.30	245.39
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Total U.S. Accounts	195.30	245.39
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JM:dd

September 22, 2017

Horizon School Division September 2017 U.S. Accounts

U.S. Funds	Canadian Fund
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**Starfall Education
Foundation**

70.00

88.07

Total U.S. Accounts	70.00	88.07
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JM:dd

September 25, 2017

Horizon School Division September 2017 U.S. Accounts

	U.S. Funds	Canadian Fund
OverDrive Education	750.00	942.45
Total U.S. Accounts	750.00	942.45

JM:dd
September 26, 2017

Horizon School Division October 2017 U.S. Accounts

	U.S. Funds	Canadian Fund
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DreamBox	400.00	509.96
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Total U.S. Accounts	400.00	509.96
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JM:dd
October 11, 2017

HORIZON SCHOOL DIVISION NO. 67

Policy Code: JG
Policy Title: Community Use of
Facilities

POLICY HANDBOOK

Cross Reference:
Legal Reference:
Adoption Date: June 25, 1997
Amendment or June 20, 2000,
Re-affirmation Date: June 20, 2017

POLICY

THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION BELIEVES THAT SCHOOL FACILITIES ARE A COMMUNITY RESOURCE THAT SHOULD BE MADE AVAILABLE TO MEMBERS OF THE COMMUNITY FOR EDUCATIONAL AND RECREATIONAL ACTIVITIES.

DEFINITIONS**Facilities**

Facilities refers to all Horizon buildings including school grounds

Principal

Principal in this policy refers to the principal of the school or designate. It also refers to site administrators for the division and maintenance offices

Supervisor

Supervisor refers to the individual who is overseeing the participants of the user group. The supervisor must be 21 years of age or older, approved by the principal, and be with the group at all times during the rental period.

User

Users are individuals and/or community groups that wish to use Horizon School Division facilities for non-school or non-division sponsored activities.

GUIDELINES

1. This policy applies to all community use requests outside of joint use agreements.
2. The Horizon School Division will make appropriate specified portions of its facilities, and equipment available for approved purposes, providing such use will not conflict with or restrict school programs or needs.
 - a. Schools shall have first claim to the use of their respective facilities at all times and any agreement made with an outside organization will be contingent on the needs of Horizon School Division and such agreements may be terminated or altered at any time.
 - b. Should multiple users make a request to use a facility, priority for granting usage is as follows:
 - i. Activities administered by the municipal government having a reciprocal use of facilities agreement with Horizon School Division
 - ii. Community non-profit groups.

HORIZON SCHOOL DIVISION NO. 67

Policy JG - Use of Facilities and Equipment - Continued

- iii. Educational Institutions
 - iv. Private groups
 - v. For profit groups
 - c. Users should conclude their activity by 11:00 p.m.
 - d. The facility must be left in the same condition the user received it.
 - e. All use of facilities by users shall be automatically cancelled when facilities are closed due to inclement weather, or any other cause beyond the control of the Board.
3. Whenever possible, the school should direct those requesting to use Horizon facilities, to the local community facilities designed for recreation and social activities to avoid competition with the private sector.
4. Christmas, Easter, and summer use of facilities are restricted by maintenance requirements. Where exceptions are to be made, they shall be authorized by the Facilities Manager.
5. Facilities may be made available for use in a School Board, Municipal, Provincial, or Federal Election upon request to the Board from government.
6. A fee may be charged to offset the operational and maintenance costs incurred by the use of the facility.
7. All users engaging in high risk or excluded activities as defined by the division's ASBIE Facility User Group Insurance Program (see attached) must provide a certificate of insurance with a minimum of \$2,000,000 (high risk activities) \$5,000,000 (excluded activities) general liability, naming the 'Horizon School Division' as an additional insured on the policy.
8. Users shall comply with all applicable health and safety regulations, local ordinances, fire and building code regulations.
9. Facility security is the responsibility of the Horizon School Division.
 - a. School Division representatives have the right to visit and inspect all users' activities operating within facilities.
 - b. The principal is responsible to ensure that an approved supervisor is designated to unlock the facility, is present to supervise the activity, and secure the facility after the activity.
 - c. The principal has the prerogative to provide keys to user groups as per Policy FE: building security and handing out of keys.
10. The Horizon School Division reserves the right to cancel users' facility bookings at any time.
11. The user shall be responsible to pay any cost associated with:

HORIZON SCHOOL DIVISION NO. 67

Policy JG - Use of Facilities and Equipment - Continued

- a. Damage or vandalism to the facility or equipment.
 - b. Inappropriate or insufficient clean up.
12. All users shall comply with the same standards of conduct that apply to division/school use. Specifically, the following shall be noted:
- a. No smoking in facilities and on school grounds.
 - b. No possession, use, distribution, or sale of illicit substances and/or alcoholic beverages.
 - c. Marking shoes must NOT be worn in the gymnasium for sports activities.
13. Failure by users to comply with Policy JG may result in immediate cancellation of approval of use and cancel eligibility for future usage.

PROCEDURES

1. Users may request the use of a facility by contacting the principal directly.
2. The user shall complete the attached application, shall comply with Board policy, shall agree to all rules governing the use of the facility, and submit a completed/signed application to the principal for approval.
3. Once the principal has approved the application, the application shall be forwarded to the Associate Superintendent of Finance & Operations.
 - a. The Associate Superintendent of Finance and Operations has the ability to override principal approval.
4. Once approved, the principal should contact:
 - a. The Facilities Manager to enable heating, if required.
 - b. The custodian if custodial services are required.
5. Once all conditions for the event have been identified and approved, the principal may generate the invoice to provide to the user. Payment should be made prior to the event.
6. Adequate Adult Supervision must accompany all user groups.
 - a. It is the responsibility of the supervisor to ensure that the participants remain within the designated rental area, that damage to the facility does not occur and that all user participants leave the school on or before the ending time of the rental permit.
 - b. When groups are renting multiple facility space, there should be adequate supervision as determined by the principal.

HORIZON SCHOOL DIVISION NO. 67

Policy JG - Use of Facilities and Equipment - Continued

7. The use of facilities must be confined to the hours specified by the applicant.
8. Each user may request to view the facility before the event.
 - a. Following the event, the principal should ascertain that no damage was done and that appropriate clean up took place. If any required extra billing is necessary, the principal shall contact the Associate Superintendent of Finance and Operations who will communicate with the user regarding the additional charges.
 - b. The Board will seek full restitution for any damage done to its facilities by users.
 - c. All monies collected, with the exemption of equipment rental shall be forwarded to division office. Such fees will then pay any required custodial services or maintenance repairs required due to usage.
 - d. Equipment rental fees are considered SGF and will be remain at the school.
9. Fees
 - a. Certain minimum custodial coverage may be required to ensure the school is clean and ready for use by the school the next day. All coverage and costs are outlined in the 'custodial fees' section.
 - b. Fees shall be paid directly to the school. Any bank charges will be the responsibility of the user.
10. Liability and Insurance. **The user agrees to the following:**
 - a. To assume full responsibility for the acts and conduct of all persons admitted to the facility. The user will be responsible for the supervision of and behavior of each member of the user's group and jointly and severally liable for any costs arising from damage caused by the group or any of its members. One member of the group shall be designated by the organization to be responsible for supervision and behavior of the group and shall sign the use of facilities application form.
 - b. To release the Board from any and all liability to any person for any loss, damage, or injury to any persons or property incurred in or upon the facility.
 - c. To supply and provide proof of insurance for high risk or excluded activities as defined by the division's ASBIE Facility User Group Insurance Program (see attached)
 - i. Users engaged in low and medium risk activities are automatically covered by the Divisions insurance
 - ii. Users requesting use of facilities for high risk activities must provide either a Certificate of Insurance from their own insurance provider (minimum of \$2 million general liability) or purchase insurance through the Division's insurance provider by contacting the Associate Superintendent of Finance and Operations

HORIZON SCHOOL DIVISION NO. 67

Policy JG - Use of Facilities and Equipment - Continued

- iii. Users requesting use of facilities for excluded activities must provide a Certificate of Insurance from their own insurance provider (minimum of \$5 million general liability), naming the 'Horizon School Division' as an additional insured on the policy.
 - d. During the use and occupation of the facility, the user shall indemnify and save harmless the Horizon School Division including its employees from and against any and all liability whatsoever resulting from injury or damage to person, persons or property as a result of the use and occupation of the facility.
 - e. Industrial Arts facility requests should be made directly to the Associate Superintendent – Finance and Operations.
- 11. Miscellaneous
 - a. Permits are assigned and not transferable.
 - b. Arrangement must be made through the school for use of any equipment, prior to occupancy.
 - c. No food or drink is to be served or consumed in the gymnasiums without formal approval.
 - d. All tables, chairs, dishes and other equipment brought into the facility by the user shall be approved by the principal prior to occupancy and removed promptly after use.
 - e. Vehicle parking is permitted only in designated parking areas.
 - f. Users are prohibited from having weapons, object that are used, or intended to be used, to threaten or harm others, in their possession or objects which may be used to inflict injury or harm to others.
- 12. Fire Prevention
 - a. When a user intends to bring lighting, scenery, special effects, props, etc. into the facility, the user is responsible to inform the principal prior to use. The principal has the authority to approved such usage. Use of pyrotechnics, smoke machines and/or dry ice is strictly forbidden.
 - b. User shall not exceed occupancy capacity.
 - c. Users must vacate the facility upon the sounding of the fire alarm. Only when the fire is brought under control or it is determined that it is a false alarm by the Fire Department, will individuals be allowed to re-enter the facility.

HORIZON SCHOOL DIVISION NO. 67
Policy JG - Use of Facilities and Equipment - Continued



USE OF FACILITIES – PERMIT APPLICATION
 (full policy can be found on horizon.ab.ca under board/policy manual)

This application must be received by the School principal, prior to the starting date of the permit.

Name of User (Individual/Organization) _____
If Organization, Name of Individual applying on behalf of Organization _____
Mailing Address _____
Telephone _____ **Email** _____

Name of facility that the user wishes to rent _____
Facilities Requested: Gymnasium Change Rooms Classroom(s)
 Cafeteria Computer Lab Library
 Other/Equipment (Please Specify) _____

Please note: Facilities are non-smoking, (possession, use, & distribution of illicit substances and/or alcoholic beverages are prohibited)

Purpose of Rental (Activity being undertaken) _____
Admission Fee: The User is NOT charging an admission fee for its participants
 The User is charging an admission fee to its participants to cover the Division’s fees
 The User is charging an admission fee as a source of income

Number of People Attending _____ **Age range** _____
FOOD AND BEVERAGES WILL BE SERVED Yes No **If yes, describe** _____

Date(s) _____
Time From _____ a.m. p.m. To _____ a.m. p.m. (NOTE: not to exceed 11:00pm)
Name of supervisor (must be over 21 yrs) who will be present during the activity _____
Supervisor Phone Work _____ Extension _____ Home _____ Cell _____

Please provide details on setup requirements _____

CONDITIONS OF USE:

Your cooperation is requested in observing the following regulations:

1. Groups using facilities are responsible for the conduct of all members of the group.
2. Users will be allowed to use only those facilities indicated on the application form and only during the times designated.
3. School equipment may be used only if indicated on the approved application form.
4. Users will be responsible for any damages.
5. Marking shoe are NOT to be worn in the gymnasium for sports activities.
6. Payment should be made prior to the use of the facility.
7. The user shall comply with Board policy including Policy JG Community Use of Facilities (located on www.horizon.ab.ca)
8. The User Group shall indemnify and save harmless the Owner from and against all claims, demands, losses, costs, damages, actions, suits or proceedings arising out of or in any way relating to the rental or use of the facilities under this Agreement. Without restricting the generality of the foregoing, the User Group shall be responsible for any loss or damage to the facilities, howsoever caused, arising out of the use or rental of the facilities under this Agreement.
9. The User Group WILL be required to provide the Owner with a Certificate of Insurance, in a form acceptable to the Owner, evidencing the coverage specified or requested by the Owner prior to the occupation or use of the facilities by the User Group.
10. The user accepts responsibility for any damages resulting during the facility use, including the cost of janitorial services should any be required following usage.
11. All use of facilities by users shall be automatically cancelled when facilities are closed due to inclement weather, or any other cause beyond the control of the Board

I hereby acknowledges/accepts the conditions and terms laid out in Policy JG: Community Use of Facilities.

Print Name: _____ **Signature:** _____ **Date:** _____

HORIZON SCHOOL DIVISION NO. 67
Policy JG - Use of Facilities and Equipment - Continued

Office Use Only

Insurance: Users must have Liability Insurance coverage, Users engaged in low or medium risk activities who do not have access to liability insurance from other sources are covered by Horizon School Division. Those engaged in high risk activities (as per ASBIE Facility User Activities list) may purchase Liability Insurance from the jurisdiction’s provider should they not have access to liability insurance from other sources. This coverage is only available for those activities listed as high risk. Those requesting to engage in excluded activities must provide insurance from another source.

Risk Level low or medium (User are covered by Horizon School Division’s General Liability Insurance)
 high (User must either request ASBIE Facility User Group Liability Insurance by submitting Attachment A (to be forwarded to the Associate Superintendent of Finance and Operations – see details in Appendix A and B or include a Certificate of Insurance with this application that contains a minimum \$2 million general liability and names insured as Horizon School Division)
 excluded (User must include a Certificate of Insurance from their own insurance provider with this application that contains a minimum \$5 million general liability and names insured as Horizon School Division)

Category: 1 2a 2b

Facility Rental Fee \$ _____

Custodial Fee: _____ hours. x \$35/hr = _____
(# of Hours, minimum one hour) (Total Custodial Fee)

Principal requesting custodial fee be waived: Yes

Insurance Fee \$ _____

Damage Deposit: _____

NOTE: if additional custodial hours are required, or maintenance repairs are required, the user/group will be invoiced accordingly at \$35/hr.

TOTAL FEE: \$ _____
(Facility Rental Fee + Custodial Fee + Insurance Fee + Refundable Damage Deposit)

School Equipment Rental Details and Fee _____

Description of arrangement for gaining access to the facility (e.g. keys provided and to who, person responsible for unlocking and locking the facility): _____

Rental Approved Yes No

Principal Signature _____ **DATE** _____

Principal Comments: _____

HORIZON SCHOOL DIVISION NO. 67

Policy JG - Use of Facilities and Equipment - Continued

RATE SCHEDULE

Fees/deposits for the use of facilities vary depending on purpose and type of organization requesting use. Fee categorized are as follows.

Category #1 – Exempt from Paying Rental Fees (note: other fees/deposits may still apply)

- Activities of the Board
- Meetings or activities sponsored by School Councils
- Meetings of division staff and their respective Union
- General meetings or activities of the Community Health Association
- Registered, not-for-profit organizations, i.e. Boy Scouts, Guides, 4-H Clubs,
- Meetings/small social functions of recognized community service clubs (less than 20 people)
- Community functions sponsored by local community recreational commissions (less than 20 people)
- Government Agencies (e.g. emergency services)

Category 2 – Not exempt from rental fees

Sub-category 2a – Profit is not the intent (User are NOT charging an admission fee or the admission fee is intended to cover the Division's fees.

- Large social functions of recognized community service clubs (more than 20 people)
- Large community functions sponsored by local community recreational commissions (more than 20 people)
- Activities sponsored by non-recognized community recreational commission/community service clubs, i.e. dance or drama groups, choirs, cultural organizations
- Industrial or business athletic groups and leagues for purposes authorized by the school principal
- Concerts and other functions sponsored by service clubs and other local non-profit organizations where an admission fee is charged to help defray expenses and/or for charitable work in the community, as authorized by the school principal.

Sub-category #2b – Private functions and those users whose intent is making a profit

- Commercial enterprises
- Private individuals
- All other groups not included in Category #1 or Category #2

HORIZON SCHOOL DIVISION NO. 67

Policy JG - Use of Facilities and Equipment - Continued

FACILITY RENTAL FEES

Facility Rental fees are in addition to costs for janitorial and insurance fees and are not subject to G.S.T.

The fees for each category are listed below:

RENTAL AREA	CATEGORY		
	1	2a (hourly rate)	2b (hourly rate)
Classroom	Nil	Nil	\$20
Library	Nil	Nil	\$40
Cafeteria	Nil	Nil	\$40
Kitchen	Nil	\$20	\$40
Gymnasium (under 450m2)	Nil	\$20	\$40
Gymnasium (over 450m2)	Nil	\$20	\$60
Sports Field (Striping NOT Included)	Nil	Nil	\$80

Groups requesting multiple rooms may be provided a discount up to 50% for any additional area (note: only applies to the lower rate area).

CUSTODIAL FEES

Custodial fees are *for cleaning and administration of custodial services are charged at \$35/hr, one-hour minimum, unless waived by the principal. The total number of hours are determined by the Facilities Manager in consultation with the principal and custodian.*

Note: Custodial fees may be waived by the principal for small groups where the group agrees to provide janitorial services that will result in facility being left in the same/or better condition than when the group arrived.

INSURANCE FEES

TBD by insurance provider. See appendix A and B for premiums examples from the Division's insurance provider. Please contact the Associate Superintendent for quotes.

DAMAGE DEPOSIT

	Risk Level	
	Low/Medium Risk Activity	High Risk/Excluded Activity
Less than 25 people	Nil	\$500
25 to 100 people	\$100	\$500
More than 100 people	\$200	\$500

EQUIPMENT RENTAL FEES

Schools have the prerogative to set and charge equipment rental fees.

HORIZON SCHOOL DIVISION NO. 67

Policy JG - Use of Facilities and Equipment - Continued

Appendix A

ASBIE Facility User Group Liability Insurance Coverage

The Alberta School Board Insurance Exchange (ASBIE), Horizon's insurance provider, provides a Blanket Facility Users Group (non-school based users – individuals or groups) policy to provide liability coverage for the protection of Facility Users. This is extremely valuable particularly when a Facility User does not have access to liability insurance coverage of their own from other sources. This coverage provided for the Users transfers liability away from the Board back to the User of the facility.

The policy covers the User's legal liability for bodily injury to, or damage to property of others such as spectators, passers-by, property owners and others resulting from the User's activity. In addition, their legal liability for injury to participants is covered except in cases where the activity is excluded – see Appendix B: ASBIE User Group Program information which identifies included activities (Low and Medium Risk) as well as excluded activities (High Risk).

Those requesting to use Horizon facilities for the purpose of pursuit of High Risk activity will not be approved without the purchase of additional premiums. If High Risk Users cannot be covered, they will be required to provide proof of insurance from other insurers – if this is not available, use of our facilities for their activities will be denied.

Who is Covered?

Any individual or group, not providing or associated with a school activity, using the facilities of the Board in low and medium risk activities, who does not have access to other insurance (i.e. drop-in basketball, volleyball – not league as they should have their own insurance). Persons covered are all members collectively including Executives, Managers, Coaches, Trainers, Officials, Event Organizers and Volunteers while acting within the scope of their duties with respect to the activities.

Coverage?

Limit - \$2,000,000.00 general liability per occurrence including the following:

- Premises, Property and Operations
- Products and Completed Operations
- Blanket Contractual (liability arising from certain specified contracts, i.e. rental agreement)
- Personal Injury (libel and slander)
- Employees, Members and Volunteers as Additional Insured's
- Cross Liability (each insured covered, up to the policy limit in total)
- Tenants Legal Liability (for damage done to the premises)

A deductible of \$500.00 to bodily injury, property damage and legal expenses, for each User would apply and be billed to them for each claim.

HORIZON SCHOOL DIVISION NO. 67
Policy JG - Use of Facilities and Equipment - Continued

Appendix B

ASBIE Facility User Group Program 2016-2017
Rates

Low Risk Activities	Included in Blanket Program
Medium Risk Activities	Included in Blanket Program
High Risk Activities	Not Included in Blanket Program and must be referred to Insurer for consideration and premium quote

LOW RISK ACTIVITIES	MEDIUM RISK ACTIVITIES	HIGH RISK ACTIVITIES	EXCLUDED ACTIVITIES
Badminton	Baseball	Any activity not indicated in Low Risk / Medium Risk / Excluded Category	Alpine Skiing or Ski Hills
Bowling	Basketball		Animals, Petting Zoos
Curling	Field Hockey		Bungee Jumping
Dance Lessons	Ball/Floor Hockey		Boxing
Horseshoes	Handball		Carnivals
Tennis	Racquetball		Climbing Walls
Piano lessons	Soccer		Contact Hockey
Rope skipping	Softball		Cyding
Yoga/Pilates/Arobics(subject to certified instructor)	Squash		Fireworks (unless under direction of a licensed pyrotechnician)
Art classes	Non-Contact Touch/Flag Football		Gymnastics
Meetings	Track & field	Equestrian/horse related events	
	Volleyball	Kickboxing	
	Swimming with Lifeguard	Lacrosse	
	Adult non-contact hockey	Minor Hockey (18 & under)	
	Ball hockey, in-line hockey	Mountain Climbing	
	Recreational Skating	Rugby	
	Farmers Markets	Skateboarding / Skateboard Parks	
	Swap Meets	Snowboarding	
	Garage Sales	Snowmobile or Sea-do Rentals	
		Tackle Football	
		Contact Martial Arts	

Additional Premium required (includes 15% LS Fee)		
Non-contact Martial Arts	1 - 25 students	\$575
	26 - 100 Students	\$863
	closed tournament (own students only)	included
	open tournament day (outside participants invited or allowed - up to 100 extra)	\$288
League Hockey	\$225 per team per season	
Tournaments	Up to 8 teams	\$288
	9-16 teams	\$431
Events without Alcohol	1-100 Attendance	\$115
	101-500 Attendance	\$144

HORIZON SCHOOL DIVISION NO. 67
Policy JG - Use of Facilities and Equipment - Continued



ASBIE Insurance Program

FACILITY USER GROUP INSURANCE APPLICATION
2015-2016 POLICY YEAR

I hereby apply for Commercial General Liability Insurance with All-Sport Insurance Marketing Ltd. under the ASBIE Facility User Group Insurance Program for the limits and deductibles shown below.

Commercial General Liability Coverage		
Amount of Insurance	\$2,000,000	Per Occurrence for Bodily Injury and/or Property Damage
	\$250,000	Tenants Legal Liability, any one Premises, Broad Form
Deductible	\$500	Per Occurrence for Bodily Injury and Property Damage and Legal Expense combined

Voluntary Medical Coverage	
Amount of Insurance:	\$1,000. Any One Person
Deductible:	NIL

*****Note:** *Voluntary Medical Coverage not applicable to Sports Injuries* _____ Initials of Renter

If insurance is bound and a Certificate of Insurance issued by or on behalf of AllSport Insurance Marketing Ltd., I agree to promptly report any known or potential claim or action pertaining to this insurance (regardless of how insignificant it may appear at the time) to:

Lloyd Sadd Insurance Brokers Ltd. (Program Manager for ASBIE)
 Suite 700, 10240 – 124 Street
 Edmonton, AB T5N 3W6
 Toll Free: (800) 665-5243
 Phone: (780) 483-4544
 Fax: (780) 484-5727
 Email: Krystle Yaghi, CIP kyaghi@lloydsadd.com

Renter must fully complete this 2 page application and initial where indicated.

Page 1 of 2
 _____ Initials of Renter

HORIZON SCHOOL DIVISION NO. 67
Policy JG - Use of Facilities and Equipment - Continued

Name of School Board			
Contact Person		Phone	Fax
Name of Renter (Applicant)			
Address of Renter			
Phone		Fax	
E-mail			
Name of Facility Used			
Expected Attendance			
Type of Activities and Specific Details of the Event			
Number of Days of the Event		(Date) From	(Date) To
Hours of the Event			
Will alcohol be served?	Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, will it be free of charge?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, what controls are in place to limit consumption?			
	Special Event Liquor License must be provided <i>prior</i> to insurance being effective.		
Renter Signature		Date	
Print Name			
School Board Signature		Date	
Print Name			

NOTICE TO APPLICANTS

This application does not bind the Applicant, Lloyd Sadd or the Insurer, but it is agreed that this application will be the basis of the contract should a Certificate be issued, and it will be attached to and made a part of the certificate. The Applicant represents that if the information supplied on this application changes between the date of this application and the time when the policy is issued, the Applicant will immediately notify Lloyd Sadd of such changes. Please note that if payment is not received, any Certificate issued will be null and void.

LLOYD SADD INSURANCE COVERAGE CONFIRMATION			
APPLICATION REVIEWED BY		APPLICATION APPROVED BY	
MEETS FUG CRITERIA?	Yes <input type="checkbox"/> No <input type="checkbox"/>	DATE	
EFFECTIVE DATE OF COVERAGE		EXPIRY DATE OF COVERAGE	
COMMENTS			

Renter must fully complete this 2 page application and initial where indicated.

Page 2 of 2

 Initials of Renter

HORIZON SCHOOL DIVISION NO. 67

Policy JG - Use of Facilities and Equipment - Continued

Community Use of Facilities Checklist

- Community member/group (user) requests use of facility
- Principal provides copy of policy to user
- User completes application
- Principal reviews application
- Principal determines need for janitorial services and determines fees
- User provides Certificate of Insurance, naming Horizon School Division as additional insured or requests (from own insurance provider or ASBIE coverage from Associate Superintendent (only for high risk and excluded activities))
- Principal approves application
- Principal sends application to Associate Superintendent F&O
- Principal contacts Facilities Manager to enable heat, if required
- Principal contacts custodian if custodial services required
- Principal invoices user
- User pays invoice
- Principal forwards fee to Associate Superintendent F&O
- User may request to preview facility (pre-possession walk through for damages)
- Principal arranges access to the facility (opens facility up or provides key)
- User accesses the facility
- Principal arranges for lock-up (if key provided, key is returned)
- Principal inspects facility for damages and confirmation of appropriate clean up
- If damage or clean-up is necessary, principal contacts Associate Superintendent (F&O) who contacts user
- Janitor invoices jurisdiction if required
- Associate Superintendent pays janitor's invoice



Your key


*TO TRUSTEESHIP
& SCHOOL BOARDS
in Alberta*

A · S · B · A
Alberta School Boards
Association

2013-17 TRUSTEE HANDBOOK

How to use this handbook

The Alberta School Boards Association (ASBA) publishes this guidebook for incoming trustees after each school board election. Our goal is to welcome new and returning trustees with basic information as they start their four-year term. The 2013 guidebook includes web-extras.

This symbol  means there is more info online about this topic.

Contents

4	Fasten your seatbelts!
5	What's on the horizon: issues scan
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Published October 2013

Your key to trusteeship and school boards in Alberta was prepared by ASBA Communications.

For more information please contact the ASBA at 1.780.482.7311.

An online copy is here: www.asba.ab.ca/trusteeship/trusteeship.asp

Fasten your seatbelts!

Welcome to the 2013-17 school board term. With the new Education Act set to come into force in the middle of your term as a trustee, you will be part of the biggest change in the laws governing education in Alberta since 1988. Some of the biggest changes that will result from the new Education Act are:

- Increased emphasis on collaboration and community engagement. Both are embedded throughout the new Education Act. Trustees and school boards will be expected to sustain relationships with parents, school councils, municipalities, post-secondary institutions and local businesses.
- School boards now have Natural Person Powers. This is new. This gives school boards the discretion to fulfill their responsibilities to the community within the limits placed on what they cannot do instead of what they can do. With this new freedom comes the requirement that school boards assure students, parents, the community and the minister of education that they are achieving the best learning outcomes for students.
- Watch the money. School boards must establish an audit committee which includes a member of the public. Each trustee is expected to understand financial statements, budgetary controls and indicators of the jurisdiction's financial health.
- School trustee behavior. The new Education Act requires that school boards establish a Code of Conduct for trustees in keeping with principles set out by the minister of education. This code describes how trustees will treat each other and specifies what sanctions – including disqualification – the school board may exercise if a trustee violates the code.
- The new Education Act emphasizes the importance of welcoming, caring, respectful and safe learning environments by defining bullying and requiring school boards to develop a student code of conduct that addresses bullying behaviour – including cyber-bullying – no matter where or when it occurs.



Background about the consultations and context leading up to the new Education Act is available on these websites.

Inspiring Education: A Dialogue with Albertans: <http://bit.ly/iiec3u>

Inspiring Action on Education: A Discussion Paper: <http://bit.ly/yEvmCy>

Setting the Direction: <http://bit.ly/1a7ooTC>


Jacquie Hansen, *President*


David Anderson, *Executive Director*

What's on the horizon: issues scan

The ASBA is focusing its energy on these key issues:

Teacher workload reviews in Alberta

In May 2013, the government legislated key elements of a five-year collective agreement with Alberta teachers. The legislation called for a review of the tasks government and school boards ask teachers to do. The goal is to ensure teachers' work is focused on what is beneficial to educating students. In June, the provincial government released an initial review of the tasks it asks teachers to do. The government report is at <http://bit.ly/186OxWf>. The provincial ATA said the report "just scratches the surface". Read the ATA response at <http://bit.ly/1bFlxqs>.

At the local level, each school board has created a committee, made up of teacher and school board representatives, to review teacher tasks. These C2 committees (named for the clause that created them) are set to report their findings by October 31, 2013. Appeals arising from these local discussions will be heard at a provincial committee which may provide non-binding advice regarding resolution. The ASBA worked with the government and the Alberta Teachers' Association to host information meetings to launch these local committees and the ASBA appointed the school boards' representative who will serve on the committee that will hear appeals.

As the local elected governors of the school system, school trustees should monitor this work carefully. Teachers are central to your school system. Changes to the tasks teachers do or don't perform will have a huge impact on the quality of education provided to students. As managers of the system it will be important to think through the implications of any proposed changes. The best approach is to keep this in mind: what will serve students best?

Governance practices for school boards

In June 2013, the ASBA launched a task force to consider and make recommendations about school board governance practices. Informed by advice gathered from school boards, education partners and Albertans, this task force will present its recommendations to the ASBA's Fall General Meeting. The task force report will cover:

1. Guidance to school boards about governance structures and practices that will support the transformation of Alberta's education system.
2. Strategies for reinforcing school boards as local governments.
3. Input into developing new regulations about school board governance.

As the government moves forward on Inspiring Education, no specifics have emerged with regards to governance. The ASBA and school boards are seizing this opportunity to develop their own standards and practices.

Review of the regulations governing education

With a new Education Act set to be proclaimed in September 2015, the government is reviewing the regulations which govern K to 12 education to ensure they align with the new Education Act. MLA Maureen Kubinec (a former ASBA President) is leading this initiative.

Because regulations are essentially the rules which guide much of the day-to-day work of school boards, the ASBA is very involved in this review and is preparing a submission to the Minister's Education Act Regulatory Review Committee to reflect school boards' perspectives.

The ASBA has assigned a representative to each of the 20 external working groups examining 31 of the 35 regulation-making powers and the association is sending a six-member team to the government's five public consultations.

The ASBA Board of Directors will meet in October 2013 to review and finalize a written submission based on the information gleaned from the above and association policy.



8 steps to successful trusteeship

In *7 Signs of Effective School Board Members*, Kathryn Blumsack, director of board development for the Maryland Association of Boards of Education, and Terry McCabe, former associate executive director for the Maine School Boards Association, dish out advice to incoming school trustees. We've summarized their key points below. Read the full article which appeared in the July/August 2013 American School Board Journal at <http://bit.ly/12Jna1X>

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1

Going solo's a no-no

As an incoming trustee, you will hear from lots of people about problems and situations they want you to fix. While it may be tempting to say yes – remember as a school trustee, you have no individual legal authority to make a decision that binds your school board to action. When you are approached, one of the wisest things you can do is to help people understand that you can only get things done as part of the team – the whole school board. This doesn't mean you can't champion an issue – or that you can't raise issues; indeed the more you communicate with your fellow trustees about a matter, the more likely you are to get support for your priorities and ideas.

2

Respect the team

While you were elected as an individual, as a member of the school board you are part of a team. Collaboration and respect must be your touchstones. From budgets to grievances, school boards deal with extremely difficult and vexing issues. It's common for emotions to run high. Trustees who treat other trustees with respect tend to be the most effective.

Committing to collaboration and respect doesn't mean consensus. There is honor in casting a sincere vote, win or lose, but after the vote, don't hold a grudge. Effective school boards move forward together. Remember that as the elected school board all eyes are on you. You set the tone for the entire system. Staff, students, parents and the community are watching to see how the board functions together. Instill confidence.

3

Understand the difference between board and staff

Effective trustees refrain from getting involved in management functions that are the responsibility of the superintendent and staff. While the school board has great power, it's not the power to order individuals to "do this" or "stop doing that." A school board's power lies in its ability to set the goals and policies for the jurisdiction and the power to demand accountability for reaching those goals and executing those policies. The fundamental reason to refrain from trying to perform management functions is so you can hold the system – and above all the superintendent – accountable for results. As a new trustee, make a point of finding out about your school system's policy for responding to concerns from members of the public, to ensure that every concern gets a fair hearing and timely resolution.

4

Share and defend your views, but listen to the views of others

You won't "win" on every issue you care about. In the charged and urgent arena of public education, expect to be flexible, even as you honor your deepest values and commitments. There will be times when change must be made, when tradition cannot be honored or when pressure must be resisted. Sometimes, you'll measure your school board's success not by how agreeable you all are, but by the board's ability to disagree respectfully and have a spirited discussion followed by a difficult vote. After a difficult vote, effective boards embrace the decision and move forward together.

5

Do your homework and ask tough questions

Come to meetings prepared to engage in discussions, ask questions, and seek clarification. Asking sharp questions can help clarify issues not just for you, but for students, families, the community and employees. Here are some good questions to keep in mind:

- What is the goal of this initiative?
- How does it align with our vision, mission, and system goals?
- How much will it cost? What data tells us it's important enough to merit the cost?
- What data supports the notion that it will achieve the desired results?
- Are staff ready to implement it? If not, what's our plan?
- How does it fit with our existing activities?
Does it conflict with anything we're already doing?
- How will we evaluate the results?

6

Respect your oath

You will swear an oath to uphold laws pertaining to public education. An important aspect of the public trust is to maintain confidentiality when appropriate. Confidential matters typically include personnel issues, legal matters, negotiations, land acquisition and grievances.

7

Keep learning

Participate in professional development and commit the time and energy necessary to be an informed and effective leader. You should understand your school system's vision, goals, and policies; its current successes, challenges, and opportunities; and the educational environment in your community. Most importantly, you should know the aspirations and expectations of the students and parents.

ASBA consultants Jim Gibbons and Terry Gunderson added this to the list:

8

Trustees make decisions with the "whole community" in mind

Trustees have the autonomy to deliberate and act for the greater common good – even if their decision runs counter to their own constituents' interests. This dichotomy causes the most dissent on school boards. Trustees need to bring forward the communities' views; debate with vigor while keeping the best interests of the whole jurisdiction in mind.

Your first board meeting and beyond

Your first school board meeting after you are elected is called the organizational meeting. You will be notified about this first meeting by the school board secretary – a jurisdiction staff person. The notice will come via registered mail at least seven days before the meeting – or if delivered personally – at least two days before the meeting.

Expect three things to happen at your first board meeting.

1 Each trustee will take the oath of office

You will complete this oath verbally and in writing.

You will leave your signed oath of office with the board secretary.

2 Each trustee will file a disclosure statement

You will complete and file with the board secretary a disclosure statement listing:

- your full name and place of employment
- the full name and place of employment of your spouse (or adult interdependent partner*) and children (whether over or under the age of 18)
- the names of all corporations, partnerships, firms, governments or persons in which you, your spouse (or adult interdependent partner) or children (under 18) have a pecuniary (“monetary”) interest

The board secretary will compile a list of the names that trustees identify on their disclosure forms. This list will be shared with trustees and key employees. Staff, who regularly attend board meetings, should get a copy of this list. We recommend this because – while it is ultimately up to each trustee whether they have a pecuniary interest or not – it is best when the whole board and its advisors work together, with full information, to help make this determination, to ensure each trustee makes the best decisions.

*Note: “Adult interdependent partner” is defined in the Adult Interdependent Relationships Act. An adult interdependent relationship is similar but not identical to what used to be referred to as a common-law relationship. If you have questions about what constitutes an adult interdependent relationship, the board secretary may be able to assist you with reviewing the definitions, and legal assistance can be sought if required.

3 The trustees will elect a board chair and vice-chair

The votes for board chair and vice-chair may be done by secret ballot.

Incidentally this is the only secret ballot allowed to school trustees in Alberta.

At this meeting you may also decide which trustees will serve on school board committees.

Regular meetings and voting

Scheduling meetings

As a board, you will set the schedule for your regular board meetings. You will pass a resolution setting the date, time and place of your school board's regular meetings.

Attending meetings

With the exception of documented medical conditions, a trustee who misses three school board meetings in a row – without formal permission from the school board – will be disqualified. Alberta's School Act does allow trustees to attend meetings electronically as long as all trustees and people attending the public meeting can hear each other.

What if something important comes up between regular meetings?

A special meeting may be called by the board chair, a majority of the trustees or the minister of education. Notice in writing of the special meeting including the time, date, place and the business to be transacted at the meeting, must be sent to all trustees at least seven days before the special meeting. If the notice is delivered personally, this must occur at least two days before the meeting.

Note: If all trustees agree, this notice requirement may be waived, but these waivers must be documented in writing. If all trustees attend the special meeting the board may deal with any business at the meeting. If a trustee is absent, no business other than that outlined in the meeting notice shall be transacted at the meeting.

How does voting work?

With the exception of the vote to elect the board chair and vice-chair, all votes must be open.

Every trustee must vote on every motion – except if a trustee has a pecuniary interest in the matter or if the school board votes to excuse that trustee from voting on the matter.

If a trustee requests a recorded vote before the vote, each trustee's name and how they voted is recorded in the minutes. If a trustee asks for a recorded vote after the vote, the board secretary must record that trustee's name and how that trustee voted in the minutes.

To pass, a motion must be supported by a majority of the trustees at the meeting where there is quorum. Quorum is the majority of the trustees of the full board. The full board refers to the number of seats on a board. The minister of education can change a school board's quorum when the number of trustees on a school board falls below the number required for a quorum or when a board cannot achieve quorum because one or more trustees have declared a conflict of interest on a particular issue. A meeting that begins with quorum but loses quorum because a trustee leaves is no longer a valid meeting. If a meeting doesn't have a quorum of the board, the trustees present may not simply have a staff member or some member of the public fill in for the missing board member. Only the trustees attending the board meeting may vote on a matter.

If it's a tie vote, the motion is lost.

Any trustee, including the board chair, may submit a motion for consideration by the school board. No seconder is needed.

The board chair presides over board meetings. School boards may adopt rules of procedure such as Robert's Rules to govern how business is conducted at board meetings.

Are school board meetings public?

Yes. School board meetings are open to the public. However, if someone is behaving improperly at a meeting, the board chair does have the authority to exclude them from the meeting.

Also, the School Act does allow school boards to discuss certain matters in private (sometimes referred to as "*in camera*") – if the majority of trustees at the meeting assess that it is in the public interest to do so.

Matters typically dealt with in private include personnel matters, real estate matters and legal advice as well as appeal hearings, such as student expulsions, because personal information about the affected person will be discussed during the hearing.

While the school board may deliberate and make a decision in a private meeting, other than the resolution to revert to an open meeting, school boards can only pass a bylaw or motion in a public meeting. When it relates to a matter discussed in a private meeting this motion should be worded so that no personal information about individuals or other private information is revealed.

The Freedom of Information and Protection of Privacy (FOIP) Act also prevents trustees from discussing some matters, such as those discussed at a private meeting or hearing, in public.

The FOIP Regulation provides that a school board may go *in camera* to deal with the following matters:

- security of property,
- personal information of an individual, including an employee of a public body,
- a proposed or pending acquisition or disposition of property by the school board,
- labour relations or employee negotiations,
- a law enforcement matter,
- litigation or potential litigation, including matters before administrative tribunals affecting the school board, or
- the consideration of a request for access for information under the FOIP Act, if the school board is itself designated as the head of the local public body for the purposes of the FOIP Act.

According to the FOIP regulation, no other subject is to be considered in private. School boards must be careful about what they choose to address *in camera* and be able to demonstrate that a matter was dealt with *in camera* if the board wishes to rely upon any of the exemptions from disclosure under the FOIP Act.

Mark your calendars!

Upcoming learning opportunities for trustees

Program and registration information is posted on the ASBA website at www.asba.ab.ca
See our calendar at <http://bit.ly/L5mu4> for association events and PD opportunities.

Welcome to trusteeship! Orientation workshops

New trustees, these sessions are especially for you. Association staff will cover the legal basics; the role of the school trustee and school board and share a scan of upcoming issues in public education. To register e-mail Noreen Pownall: npownall@asba.ab.ca.

This workshop runs from 10 a.m. to 3:30 p.m. Lunch will be provided.

WORKSHOP FEE
\$50
+ GST

GRANDE PRAIRIE	November 6, 2013	Best Western	Zone 1
EDMONTON	November 4, 2013	Royal Glenora	Zone 2/3
RED DEER	October 29, 2013	Red Deer Lodge	Zone 4
CALGARY	October 28, 2013	Executive Royal Inn	Zone 5
LETHBRIDGE	November 1, 2013	Lethbridge Lodge	Zone 6

Fall General Meeting

November 17-19, 2013

Westin Hotel Edmonton

Join us in Edmonton for the ASBA's Fall conference. Professional development, networking with your MLAs, setting association policies and choosing the new ASBA president and vice-president are on the agenda. New trustees are welcome to the *Rookie round-up* from 2-4 pm on Sunday, November 17th.

New trustees/board chairs conference

January 19-21, 2014

The Sutton Place Hotel Edmonton

With four months experience around – or at the head of – the board table, you will be ready for this two-day conference tailored to your needs as a new trustee or new board chair. This year we are offering a special program especially for board chairs. Veteran trustees and senior staff are welcome too.

Engaging matters: Community engagement for school boards

January 21-22, 2014

The Sutton Place Hotel Edmonton

The decisions school boards make are complex. The best decisions are informed by the community's views, needs and interests. Community engagement is the key. Dr. Don Lenihan, author of *Rescuing Policy: the case for public engagement*, will kick the conference off with why's of public engagement and then outline a framework for effective community engagement for school boards.

Spring General Meeting

June 2-3, 2014

The Sheraton Red Deer

Professional development and the annual budget and bylaws are on the agenda for the association's Spring meeting, which takes place in Red Deer, Alberta.

What do school boards do?

In Alberta, citizens elect school boards to act for the legislature in their local schools and communities. School boards exist because of the belief that government – and decisions – made closest to the people being governed are the most effective.

Authority

Through the School Act, Alberta’s legislature has delegated some authority for the governance of education to school boards. As statutory corporations school boards have obligations to perform and they have powers to carry out these tasks. Once passed, the new Education Act will allow for more local decision making through added flexibility. The new Act gives boards Natural Person Powers – providing more discretion in how boards fulfill their responsibilities to the community.

The board of trustees is granted many types of authority to enable it to fulfill its mandate to provide kindergarten to Grade 12 education within its jurisdiction. These powers relate to providing educational services.

The School Act distinguishes between a school board’s “duties” which are mandatory and its “powers” which are discretionary.

See Section 60(1) of the School Act for some of a school board’s mandatory “duties”, such as, a school board must:

- establish policies respecting the provision of educational services and programs
- maintain, repair, furnish and keep in good order all its real and personal property

See Sections 60(2) and 60(3) of the School Act for some of a school board’s discretionary “powers”, such as, a school board *may*:

- charge a parent of a student fees with respect to instructional supplies or materials
- make rules respecting activities sponsored or approved by the board

Leadership

School boards exercise leadership through governance in three areas: fiduciary leadership; strategic leadership and generative leadership. The new Education Act places more emphasis on school boards as generative leaders.

When fulfilling its *fiduciary leadership* role the school board focuses on its legal responsibilities. The school board ensures:

- each student has the opportunity to achieve his/her potential
- children are safe at school
- the jurisdiction’s financial and capital resources are well managed
- its business is conducted in a legal and ethical manner

When acting in its *strategic leadership* role the school board is planning for the future. Informed by environmental scans, the school board works on the school system's mission, values, vision and goals. The school board makes decisions about resources, programs and services that reflect its long term priorities.

Generative leadership reflects the belief that “it takes a whole village to raise a child”. In this role, the school board talks to the community about the community's needs, the community's youth and the future. Generative leadership is more than consultation. True generative leadership sees school boards share direction-setting and even decision-making with others. The school board gives all citizens an opportunity to shape the direction that education takes locally.

Advocacy

The school board is an *advocate for public education and for the local school system*. In this capacity, the school board consults its constituents and shares information with MLAs and government – as an individual board – and collectively through the ASBA.

School boards *advocate for students*. While the school system must not usurp the family's role, it is essential that school boards partner with parents to ensure children are provided with the best possible educational opportunities.

Direction setting

School boards are *direction setters*. The school board *sets the overall direction* for the school system through its annual strategic planning process. The school board through its vision, mission, values and beliefs, identifies strategic priorities and goals for the system. The school board sets the annual budget which determines how resources are allocated to schools and programs.

The school board also provides direction through its policies. This includes *planning, developing, implementing and evaluating policy*.

A policy is an instrument of governance that sets out the board's philosophy and provides the framework and overarching guidelines for the operation of the jurisdiction's school system and the actions of the board's employees.

When setting policy or rules, it is important the board ensure it has the legal authority under the School Act to establish the proposed policy. The board needs to ensure it is acting within its jurisdiction, or the policy may be challenged and found unenforceable. Many school board policies reference School Act provisions (or other legislation) setting out the statutory grant of authority governing that particular policy. This helps to ensure that the question of whether the school board has the authority to make a given policy is considered and answered before the policy is introduced.

While the school board must establish policies regarding the provision of educational services and programs, many school boards consult with a variety of stakeholders as they develop policy to ensure the outcome meets the needs of the jurisdiction. School boards may focus on establishing governance policies and delegate to administration the responsibility for implementing guidelines or procedures with respect to the jurisdiction's day-to-day operation and management.

By definition a policy is a general document. It is impossible to imagine every permutation of events that might be covered by policy – and accordingly most policy sets out guidelines and leaves the specifics to be determined on a case-by-case basis.

Choosing a policy model is a very important decision for a school board.

Decision making

School boards are decision-makers. The school board gathers information from many sources; processes that information; evaluates it and makes a decision that reflects its beliefs, values and goals. The school board considers the interests of all the students the jurisdiction serves – not just the interests of students from a particular school or area.

The board of trustees exercises its decision-making authority by passing motions. These motions must be passed by the corporate board at a properly constituted meeting. The school board is a corporation. No individual trustee – not even the board chair – can make decisions for the board without the board's permission.

If the school board chooses, it may delegate specific tasks to an individual trustee to act on the board's behalf as an agent of the board, but only as specified by the board in a board motion. In other words, the school board is ultimately responsible for the individual trustee's action as the school board as a whole is ultimately accountable. Aside from this exception, a trustee acting on his or her own has only the authority and privileges of an ordinary citizen.

School board decisions must be in accordance with the School Act and its regulations. The new Education Act grants Natural Person Powers to school boards. This will give school boards more flexibility which will have an impact on school boards' authority and how they exercise these powers.

Under the current School Act, school boards may exercise powers fairly implied in, or incidental to, the powers set out in the School Act as well as powers essential to the accomplishment of their expressed objects and purposes. The board of trustees does not have any general authority. So for instance, a board of trustees cannot decide to offer post-secondary education in the province of Alberta. The board of trustees:

- *may* do what the legislation says they *may* do
- *must* do what the legislation says they *must* do and
- *must not* do what the legislation says they *cannot* do or *does not* give them the authority to do.

The school board may delegate any of its “duties” or “powers” with the exception of:

- making a bylaw
- closing a school or school building
- requisitioning funds from a municipality
- holding a hearing about a teacher transfer

The school board may delegate the power to suspend or terminate a teacher – but only to the superintendent.

School boards may delegate other duties or powers to employees – particularly the superintendent; a committee of the board; a school council or a joint committee established under section 63 of the School Act comprised of one or more its trustees along with persons appointed by another board, person or municipality.

When school boards establish a committee it is wise to pass a motion establishing the committee’s terms of reference. The motion should specify the committee’s duties, responsibilities, mandate, reporting obligations, whether the committee will meet in private, who will chair the committee or how the chair will be selected, any reporting, expense or financial requirements and whether the committee has final decision-making authority or only the ability to give advice and make recommendations to the school board.

The Board-Superintendent relationship

The school board *selects a superintendent of schools, delegates administrative duties to the superintendent and evaluates the superintendent’s performance*. The school board clearly outlines its expectations of the superintendent. Legislation gives school boards the power to engage in a wide range of activities. Typically school boards delegate operational tasks to the superintendent and focus their energy on governing the system by setting performance targets and holding the system accountable for the desired results. No matter how the school board assigns duties and responsibilities, ultimately it is the school board that will be held accountable for the outcomes.

A school board’s relationship with the superintendent is the most important relationship in the school system. The school board and superintendent have different but complementary roles. Each party’s success is greatly influenced by the other’s success. Both parties must nurture this relationship. The school board must clearly establish the roles and responsibilities of the school board, the board chair and the superintendent.

Accountability

The school board *holds the system – and itself – accountable* for achieving its goals. The school board assigns roles and responsibilities for the desired results and creates a system to monitor and evaluate achievement of those results. The school board reports system and school performance to the public and to the provincial government.

Your legal responsibilities

It is a great honour to serve your community as a trustee. You have assumed great responsibilities and may be called upon to apply legal principles to the local world in which the corporate board operates. As “statutory delegates” whose authority is derived from the School Act, trustees must be aware of the legal parameters within which a trustee carries out his or her role as a member of the board. These legal rules arise under legislation, under administrative law – the body of rules or principles that govern how statutory delegates exercise their authority, and at common law – essentially a collection of experiences ruled on by the courts which set guidelines that apply to how elected officials must act. Some of these key legal responsibilities and principles are discussed in the section that follows.

Fiduciary duty

What is a fiduciary duty?

Directors of a school board (trustees) have responsibilities which are similar to those of directors of any other corporation, including statutory duties and common law duties, one of which is fiduciary duty. Fiduciary duty requires all trustees to act in the best interests of the corporate board as a whole, as opposed to in one’s own personal interest or the interest of another entity.

Canada’s Supreme Court has defined fiduciary duty in relation to a corporation as a duty to act honestly and in good faith with a view to the best interests of the corporation:

... fiduciary duty requires directors and officers to act honestly and in good faith vis-à-vis the corporation. They must respect the trust and confidence that have been reposed in them to manage the assets of the corporation in pursuit of the realization of the objects of the corporation. They must avoid conflicts of interest with the corporation. They must avoid abusing their position to gain personal benefit. They must maintain the confidentiality of information they acquire by virtue of their position. Directors and officers must serve the corporation selflessly, honestly and loyally. (*Peoples Department Stores Inc. (Trustee of) v. Wise* 2004 SCC 68)

An Alberta case, *Calgary Roman Catholic Separate School District No. 1 v. Michael O’Malley*, helps clarify a trustee’s fiduciary duty to the school board. The case also serves as a reminder of the importance of expressing dissent in an appropriate way.

During his term as a Calgary Catholic School Board trustee Michael O’Malley:

- interfered with ongoing labour negotiations and disclosed confidential information about talks with the Alberta Teachers’ Association
- attended and interfered in a ministerial student expulsion hearing
- disclosed confidential legal opinions
- arrived at a school unannounced with camera crews in tow
- launched four legal actions against the Calgary Catholic School Board

In ruling on O'Malley's actions, the court confirmed that a trustee's fiduciary duty is owed to the corporate body (the board). The court disqualified O'Malley from office, stating:

“Mr. O'Malley thinks he can do what he wants, when he wants and how he wants, without regard to his colleagues or his fiduciary duties. His breaches of his fiduciary duties are numerous and his conduct cannot be described as anything but egregious. ...he has neglected his duties, he has breached his fiduciary duties and he has placed himself in an intractable conflict of interest by suing his own board four times.”

Pecuniary interest

What is pecuniary interest?

Pecuniary interest and conflict of interest are two terms for essentially the same thing. “Pecuniary” means “monetary”. Section 80(1) of the School Act defines the pecuniary interests of a trustee as “an interest in a matter that could monetarily affect” the trustee and those individuals for whom the trustee has a deemed pecuniary interest. The pecuniary interest of the trustee's spouse or adult interdependent partner that are known to the trustee, or of which the trustee should reasonably know, are deemed to also be the pecuniary interests of the trustee.

Sections 80 to 91 of the School Act set out pecuniary interest prohibitions for trustees, which are generally that a trustee may not take part in school board business if the issue being discussed is one which “could monetarily affect” the trustee or the trustee's spouse or adult interdependent partner. (For a definition of adult interdependent partner please refer to the Adult Interdependent Relationships Act.)

What does a trustee do if they have a pecuniary interest?

When a trustee has a pecuniary interest in a matter before the board (or any committee of the board or any commission, committee or agency to which the trustee is appointed as a representative of a board), the trustee shall, if present:

- immediately disclose the general nature of the pecuniary interest prior to any discussion of the matter;
- abstain from voting on any question relating to the matter;
- abstain from discussing the matter; and
- leave the room in which the meeting is being held until the discussion and voting on the matter are concluded.

If the trustee was temporarily absent from the meeting when the matter was raised, the trustee shall immediately, upon returning to the meeting or as soon afterwards as the trustee becomes aware that the matter has been considered, disclose the general nature of the trustee's pecuniary interest in the matter. Where a trustee abstains from discussion and voting and discloses a pecuniary interest it must be recorded in the minutes of the meeting. A trustee who contravenes Section 83 is disqualified from remaining as a trustee of the board. Please see section 83 of the School Act for specific provisions relating to disclosure of pecuniary interest.

Pecuniary interest examples

Should a trustee vote on the board's collective agreements when the trustee's spouse or adult interdependent partner is covered by a collective agreement with the board or another board?

In Ontario, two trustees were disqualified because they voted on a teacher collective agreement. Both trustees had wives who were teachers and covered by different collective agreements with the board. The trustees participated in meetings and discussions and voted on the secondary teachers' collective agreement. Their wives were covered by the elementary teachers' collective agreement.

In this case, a historical relationship was found to exist between settlements of the two collective agreements and the trustees were found to have breached the pecuniary interest provisions. In his reasons Justice Robins stated:

“The obvious purpose of the Act is to prohibit members of councils and local Boards from engaging in the decision-making process in respect of matters in which they have a personal economic interest. The scope of the Act is not limited by exception or proviso but applies to all situations in which the member has or is deemed to have any direct or indirect pecuniary interest. There is no need to find corruption on his part or actual loss on the part of the council or Board. So long as the member fails to honour the standard of conduct prescribed by the statute, then regardless of his good faith or the propriety of his motive, he is in contravention of the statute.” (*Moll v. Fisher*)

Case law in this area has consistently held that a collective bargaining agreement with one class of teachers will invariably affect a subsequent agreement with another class of teachers. One collective agreement is used as a negotiating lever likely to influence financial and other terms in other collective bargaining agreements (*Benn v. Lozinski*). Trustees in such cases have found themselves in a conflict of interest position by reason of their spouse being employed by a body that has an interest in a contract that is reasonably likely to be affected by a decision of the local board.

Should a trustee vote on the board's budget when the trustee's spouse or adult interdependent partner works for their board or another board?

Trustees are cautioned that participating in negotiations and voting on the budget when their spouse (or adult interdependent partner) works for the board or another school board can place them in a conflict of interest position, given the large salary component of any school board budget.

We have an Alberta example from the 2006 decision in *Cheryl Howell v. The Board of Trustees of Grande Yellowhead Regional Division No. 35*.

Trustee Howell's adult interdependent partner was a teacher employed by the school board. Her partner was eligible to participate in a retirement incentive program that the board was considering. Howell voted on board motions regarding this program and argued she did not have a pecuniary interest in the matter because her partner did not plan to take advantage of the retirement incentive program.

The court found Howell failed to follow the disclosure obligations under section 83 of the School Act thereby entitling the board to pass a motion disqualifying her. The court confirmed the importance of pecuniary interest legislation stating, "the Courts set a high standard of public trust. The public interest must be served with high moral standards. Not only must public officials not benefit from their decisions, they must not be perceived to benefit from their decisions."

In the 2009 Ontario case of *Baillargeon v. Carroll* the court found the former chair of the Toronto Catholic District School Board had committed a number of acts of conflict of interest and declared his seat on the board vacant. Trustee Carroll was found to have participated in, voted on and influenced a board discussion about several matters in which he had a pecuniary interest contrary to section 5 of Ontario's Municipal Conflict of Interest Act.

Trustee Carroll's daughter was employed with the Toronto Catholic District School Board as a teacher. The pecuniary interest arose in the context of a board discussion about a budget proposal for the upcoming fiscal year which contemplated significant reductions in teaching staff. The board was dealing with a \$25 million deficit, however, there was no indication that the board was in negotiations with its teachers.

To balance the budget, staff proposed eliminating a number of elementary teaching positions with two categories of teacher layoffs. This action could have affected trustee Carroll's daughter as a teacher who would be laid off in order of minimum seniority.

Before the May 14, 2008 meeting which gave rise to the conflict of interest allegations, two legal opinions regarding the conflict of interest issues were obtained and provided to the trustees. The opinions made it very clear that any trustee would be in a conflict of interest if they participated in any discussion or voted upon board matters relating to or affecting teachers if their child or a spouse was a teacher employed by the board.

Read more about this case at <http://bit.ly/18MLU9j>

Confidentiality

What information do trustees have to keep confidential?

According to the Freedom of Information and Protection of Privacy Act (FOIP), all information a trustee receives regarding the school board's mandate and functions are considered records under the control of the school board. All records containing personal information about an identifiable individual such as employee information, student information or information in letters to the school board, must be kept confidential and may only be released in accordance with FOIP. Employee information, student information or information in letters to the school board must be kept confidential and may only be released in accordance with FOIP.

Each school board has a FOIP officer who is familiar with the legislation and can assist in making those determinations. Further, each school board has policy regarding retention and destruction of records in keeping with FOIP regulations. Information received by individual trustees in their capacity as trustees must also be processed and treated in accordance with FOIP. Many school boards have policies in this regard. Follow these policies to avoid inadvertently disclosing third party information that may initially come to you as an individual trustee.

Trustees take an oath of office requiring them to act in the best interests of the corporation (school board). Information trustees receive in confidence must be respected and not disclosed to members of the public or taken advantage of for personal gain. To take financial advantage of information received as a trustee is a disqualifying event under the School Act, and a trustee who does so could be required to account for profits made on the basis of information that came to the knowledge of the trustee while acting in a fiduciary position.

Similarly, a trustee must not disclose confidential deliberations relating to school board business to anyone including family, friends, constituents and the public. While school board meetings are held in public, the board is able to meet *in camera* (in private) in certain circumstances.

Bias

What if I know the person appealing a decision to the school board?

School boards may be called on to adjudicate disputes or hear appeals with regard to:

- transferring, suspending or terminating a teacher or a teacher's administrative designation (sections 104-109 of the School Act)
- expelling a student (sections 24-25 of the School Act)
- providing access to, or issues about the accuracy or completeness of information in a school record (section 123(4) of the School Act)

- any board employee’s decision that significantly affects the education of a student, including, placing a student in a special education program, school fee amounts, whether a particular student is deemed a resident student (sections 123-124 of the School Act), french language instruction, or whether the board will supervise a student’s home education program for the student.

Administrative law requires a school board to make its decisions impartially and avoid **bias**. Trustees as decision-makers must not have an actual or perceived bias for or against a party appearing before it.

The Alberta Court of Appeal has divided “bias” into three different categories:

- an opinion about the subject matter so strong so as to produce fixed and unalterable conclusions;
- any pecuniary bias, however slight;
- personal bias, due to association with a party or hostility to a party, to the extent there is a real likelihood of bias or an appearance that justice cannot be done in the circumstances.

A bias may arise where a trustee is related to a party or is a business partner of a party, or the trustee or his family or his employer have a financial stake in the outcome of a hearing. Bias may also arise if a trustee *appears* to align himself or herself with or against one party.

The test for bias is: Would a reasonable person, knowing all of the facts, believe there is a “reasonable apprehension of bias”?

If you are in doubt about potential bias, disclose the potential bias to the parties and seek their consent for you to continue to hear the appeal. If the parties do not consent, the school board can hear arguments about whether you should be allowed to continue and the board will vote on that issue before hearing the appeal. Alternatively, you can remove yourself voluntarily and have the rest of the board hear the appeal.

Liability

Can a trustee be sued personally?

All authority delegated by the province under legislation is to the corporate school board; not to individual trustees. So any action brought against the school board is against the corporate board – not individual trustees, **except in the following situations:**

Improper use of funds

If a school board uses money acquired for capital expenditures for unauthorized purposes, the trustees who were on the board at the time, (whether or not they are still trustees), are jointly and severally liable for repayment of that money to the board. (s.187 School Act).

Non-performance of statutory duties

Trustees who fail or refuse to perform statutory duties imposed upon them by various statutes may be held personally responsible (e.g. under s.112 of the Employment Standards Code trustees could be held jointly and severally liable for unpaid wages).

Personal gain

If a court declares a trustee disqualified from remaining on the board due to personal gain from contracts with the board, the trustee may be ordered to pay the board any profits.

Breach of common law

Trustees may be held personally liable for breaches of common law such as acting in bad faith, acting in a discriminatory manner or abuse of power.

The School Act also contains a “good faith” protection from liability for trustees.

Section 144.1 of the School Act provides that trustees, employees of a board and school council members are not liable for any loss or damage caused by anything said or done or omitted to be done in good faith in the performance or intended performance of their functions, duties or powers under the School Act or any other enactment. This provision does not provide a defence to an allegation of defamation, nor does it affect the legal liability of the corporate board itself.

Disqualification

When is a trustee disqualified?

Section 82(1) of the School Act provides that a trustee is disqualified from remaining as a trustee of the board if that person:

- ceases to be qualified for nomination as a trustee under the Local Authorities Election Act;
- is an auditor or employee of the board for which he is a trustee;
- is a party to a subsisting contract for the construction, maintenance or repair of real property over which the board has administration other than a contract for the provision of goods or services in an emergency;
- beneficially owns more than 10 per cent of the issued shares of a corporation that has a pecuniary interest in a subsisting contract for the construction, maintenance or repair of real property over which the board has administration other than a contract for the provision of goods or services in an emergency;
- has a pecuniary interest in a contract with the board other than:
 1. a contract for the provision of goods or services in an emergency,
 2. a contract for the sale of goods or services to the board at competitive prices by a dealer in those goods or services incidental to and in the ordinary course of his business,

3. a contract of employment with the trustee's spouse or adult interdependent partner, child, parent or spouse's parent or adult interdependent partner's parent, or
 4. a contract approved by the board pursuant to disclosure;
- uses information gained through his position as a trustee of the board to gain a pecuniary benefit in respect of any matter in which he has a pecuniary interest;
 - is a judge of a court or a member of the Senate or House of Commons of Canada or of the Legislative Assembly of Alberta;
 - absents himself or herself, without being authorized by a resolution of the board to do so, from three consecutive regular meetings of the board, unless his absence is due to illness and he or she provides evidence of that illness in the form of a medical certificate respecting the period of his or her absence;
 - is convicted of:
 1. an indictable offence punishable by imprisonment for five or more years, or
 2. an offence under section 123 of the Criminal Code (Canada) for which an absolute discharge or pardon has not been granted.

A trustee who has been disqualified is required to resign in accordance with section 85 of the School Act.

A trustee who refuses to resign when disqualified may be declared by school board resolution or court order (on application by either the board or an elector) to be disqualified from sitting as a trustee and to have their seat on the board declared vacant.

Note: Bona Fide Error

If a court application is filed regarding the disqualification of a trustee, the court has the power to declare the person to be qualified as a trustee if it is of the opinion that the disqualification arose inadvertently or by reason of a **bona fide error** in judgment. This allows for some discretion when applying the literal and technical provisions of the Act in situations where a trustee innocently and in good faith does something which triggers disqualification.

Note: Disqualification vs. Abstaining from Voting

There is some potential for overlap between matters that are cause for automatic disqualification from trusteeship and matters that regulate voting. For example, a trustee is unable to vote on any matter in which he or she has a pecuniary interest whether indirect or direct. However, if the trustee is a party to a subsisting contract for the construction, maintenance or repair of real property over which the board has administration other than a contract for the provision of goods and services in an emergency, the trustee is automatically disqualified.

Education funding

Albertans invest \$6.1 billion a year in public education

In 2013-14, Alberta taxpayers will invest \$6.1 billion to educate the 557,892 Kindergarten to Grade 12 students in Alberta's francophone, public and separate schools. This doesn't include the costs of building and maintaining schools. The provincial government collects taxes and decides each year how much money to allocate to school boards, who decide how to spend that money locally. While taxpayers foot most of the bill for public education, school boards may collect a little money through local fees, selling goods and services, investments and local fundraising.

How does Alberta Education decide how much money each school board gets?

The 142-page *Funding manual for school authorities 2013-14 school year* provides a detailed explanation of how the government distributes money to the province's 61 school boards <http://bit.ly/L3WMSk>. This guidebook provides a general overview. Please sit down with your secretary-treasurer to review your school jurisdiction's financial picture.



In broad strokes the government allocates money to each school board based on the number and type of students the jurisdiction serves; where the students live and the economic conditions under which students are being served. Generally money comes to school boards in five different categories.

1. Base instruction funding
2. Differential funding
3. Targeted funding for provincial initiatives
4. Other provincial support funding
5. Capital funding

1 Base instruction funding

Students in Kindergarten to Grade 9 are funded on a per student basis. Students in Grades 10 to 12 are funded based on the number of high school credits they take. Base instruction funding represents the largest component of funding within the funding framework for instructional costs, such as teacher salaries and classroom materials. This money is also for programs for students with mild or moderate special needs and students who are gifted and talented. Money earmarked to keep Kindergarten to Grade 3 classes small is also included.

The government provides extra money for Kindergarten special needs programs. School boards also get Base instruction funding for Outreach programs and Home Education and Blended programs. Base instruction funding also covers the costs of board governance and school and system administration.

Base instruction rates for 2013-14

Kindergarten	\$4012.13 per child
Grades 1 to 3	\$8,024.27 per student
Grades 4 to 6	\$6,561.68 per student
Grades 7 to 9	\$6,561.68 per student
Grades 10 to 12	(Per CEU to a maximum of 60 CEUs per year per funded student) Tier 1: \$187.48 Tier 2: \$199.81 Tier 3: \$222.25 Tier 4: \$112.48 ADLC course CEUs are funded at 44 per cent of the Tier Rate

The high school base rate of \$6,561.68 is block funding for high school students who are coded. This includes Special Education eligibilities, Institutional and Refugee students.

Home education Base amount per eligible student of \$1,641.27 plus 50 per cent of ADLC courses for Grades 7 to 12 up to maximum of \$1,641.27. For Grades 1 to 6 ADLC courses the addition to base is on a formula basis.

2 Geography, the number of special needs students a jurisdiction serves, or the price of local goods and services means the costs of offering a program varies from jurisdiction to jurisdiction. The government gives school boards **differential funding** to smooth out these variances.

Outreach program: \$62,972.76 per site

Severe disabilities funding: Kindergarten

Also known as Program Unit Funding, this funding supports programs for young children in Kindergarten and pre-school programs who have been assessed as having severe disabilities.

Funding: Maximum of \$25,051.20 per eligible funded child; maximum of \$6,215.88 for each additional child in a unit.

Child/student enrolled in English as a Second Language or Francisation program

Funding: \$1,178.10 per eligible student/child

First Nations, Métis and Inuit Kindergarten children and Grade 1 to 12 students

Funding: \$1,178.10 per eligible student/child

Kindergarten to Grade 12 students who are socially or economically disadvantaged according to Statistics Canada criteria

Funding: \$471.24 per eligible student/child

Inclusive Education funding

Based on a formula that considers enrolment, historic funding patterns and socio-economic, diagnostic and geographic factors, the government allocates money to each school board to meet the unique needs of each student.

Northern allowance funding is to mitigate the added costs for goods and services that northern Alberta school boards face. The further north the jurisdiction, the more funding they are eligible for.

Northern allowance rates 2013-14

Lower zone: \$471.24

Intermediate zone: \$705.84

Upper zone: \$1,060.80

Small schools by necessity funding helps jurisdictions keep small schools which are far from neighboring schools open. This grant includes a base amount and variable amounts based on enrolment and grade configurations.

Enrolment below 150

Base amount: \$88,281

Enrolment between 150 and 226

Base amount between \$88,281 and \$0 on a sliding scale, plus a variable amount ranging between \$588.54 and \$2,943.72 per student, depending on the small school's grade configuration and student enrolment. Metro school boards are not eligible for this funding.

Small board administration funding is for jurisdictions with enrolments under 3000. In 2013-14, school jurisdictions with an enrolment under 2,000 will receive \$470,825.88; school jurisdictions with an enrolment between 2,000 and 3,000 will receive from \$470,825.88 to \$0 according to a sliding scale.

Equity of opportunity funding

Funding will be provided through three components to support equitable access to education programs for students. A per-student allocation will provide support for all funded students; a distance funding component recognizes the costs of providing services for rural students who attend schools that are located far distances from major service centres; and a low student density funding component recognizes the costs of providing services for students who attend schools in sparsely populated, remote rural communities.

Hutterite Colony Schools

School jurisdictions receive \$11,541.30 for each Hutterite Colony School it runs.

Francophone equivalency funding is provided to Francophone Regional Authorities to allow students access to programs that is equivalent to that offered in English-language schools. Funding: \$624.24

Plant operations and maintenance funds are for the general maintenance and operation of schools to ensure they are safe, comfortable, and suitable for student learning. Most of this money is allocated on the basis of student enrolment.

Kindergarten to Grade 6: \$795.30 per student

Grades 7 to 9: \$751.18 per student

Grades 10 to 12: \$755.38 per student

A school board may qualify for extra money to compensate for the costs related to serving a sparse population and distance from a large centre. Travel time for maintenance staff is also considered as these grants are meted out. There are also financial considerations for school boards with very small schools. Metro school boards are not entitled to this funding.

Transportation funding

Alberta Education provides funding to school boards to bus Kindergarten to Grade 12 students. Transportation funding is provided to school boards according to four formulas:

Metro urban transportation

The four metro school boards (Calgary Catholic School District, Calgary Board of Education, Edmonton Catholic Schools and Edmonton Public Schools) receive \$549 per passenger.

Rural transportation: Population under 10,000

Rural school boards receive transportation funding based on a formula that takes into account student population density and the distances students travel.

Urban transportation: Population is 10,000 or more

Per passenger: \$507 in smaller centres to \$466 per passenger in larger centres
Rates per km range from \$10.58 to \$31.45 depending on distance passenger travels

Urban Francophone transportation

Per passenger: \$642; \$595 or \$549 depending on the size of the municipality

School boards also receive funding to transport students who cannot take the regular bus because of their special needs. For 2013-14 this funding is \$3,374 for school boards serving urban and metro areas and \$6,748 for school boards serving rural areas.

A **boarding allowance** of \$4,263 is paid for rural, urban and francophone urban students who are sent to educational programs where they must live away from home.

3 Targeted funding for provincial initiatives

Regional Collaborative Service Delivery

This new model of Regional Collaborative Service Delivery (RCSD) is intended to provide a regional model for support to schools and community partners to meet the needs of children and youth (ECS to Grade 12), as well as families who have children and youth with complex needs (birth to age 20). It is also intended to strengthen the capacity of service providers to collaboratively respond to those needs.

Funding for **SuperNet services**: \$800 per month per site

4 Other provincial support funding

School boards contracted to provide education programs in hospitals, young offender centres, treatment centres, youth assessment centres, women's shelters and group homes receive funding for this.

Alberta Education designates certain school boards to provide Regional Educational Consulting Services to other school boards to assist them in meeting students' special needs. These school boards receive funding for providing this service.

Seven school boards are designated as the agent board to manage Alberta's seven regional professional development consortia. In 2013-14, each consortium will receive \$191,987.

Four northern school boards receive the \$1,040 per month per full time employee in recognition of the high cost of housing in Fort McMurray.

5 Capital funding

Capital funds are for building schools, modernizing schools and adding or relocating portable classrooms. School boards submit three year capital plans. To qualify for capital funding they must meet eligibility criteria. Expansion and modernization funding provides for the costs of capital projects including furniture and equipment, site development, consultant's fees, and project expenses.

Infrastructure Maintenance and Renewal funds (IMR) are used to upgrade or replace building components; to meet regulatory requirements for health and safety; extend the life and quality of a building; meet requirements for educational programs and for students with special needs, and improve energy efficiency. IMR fund allocations are based on student enrolment (50 per cent), building age (24 per cent), building area (24 per cent) and non-refundable GST and other factors (2 per cent).

Legislation that affects education

Page 4 of this guidebook highlights key changes which will occur once the new Education Act is proclaimed. Other changes under the incoming legislation include:

- Students will have to attend school until age 17, up from 16.
- Students will be able to attend publicly funded schools until the age of 21.
- Separate school electors will be able to choose which school board (public or separate) they will vote for or run as a trustee in.
- The process for establishing separate school districts will be changed to provide more opportunity for public input.
- The minister of education will be allowed to establish a composite school board – made up of public and separate school divisions – only at the request of those boards impacted.
- The 2.4-kilometer walk limit is removed in the new Act.
- The minister of education will be able to direct school boards to co-operate on transportation where reasonable.
- The minister of education may make regulations about school fees.
- School boards no longer have to get ministerial approval when appointing the superintendent of schools.

In August 2013

The Greater Southern Public Francophone Education Region and the Greater Southern Separate Catholic Francophone Education Region were combined to form one francophone school authority for southern Alberta, the Southern Francophone Education Region No. 4. The new Southern Francophone Education Region Number 4 improves the delivery of services and eliminates duplication of resources while representing both public and separate school systems, with schools that are separate remaining separate and schools that are public remaining public.

In June 2013

The *Public Interest Disclosure (Whistleblower Protection) Act* (PIDA) came into force. The purpose of PIDA is to ensure the disclosure and investigation of wrongdoing in the public sector by establishing internal processes within public bodies for disclosure of wrongdoing and the protection of public employees from reprisal for making a disclosure. It also establishes the office of the Public Interest Commissioner as an external appeal mechanism.

School boards have been designated as public entities to which PIDA applies. PIDA requires that a superintendent, as the “chief officer” of a school board, adopt written procedures for managing and investigating disclosures by employees and provide minimum requirements for those written procedures.

In 2012

The *Local Authorities Election Act*, which sets out the election processes and procedures for municipal and school board elections, was amended to provide for a general election to be held every four years, increasing the term of office of school board trustees and municipal councillors from three years to four years commencing in 2013.

The *St. Albert and Sturgeon Valley School Districts Establishment Act* came into effect, providing access to both public and separate schools for Morinville, Legal and St. Albert area students. The Act expanded Sturgeon School Division – the existing public school division operating around St. Albert, dissolved the Greater St. Albert Catholic Regional Division and the St. Albert Protestant School Division and established the Greater St. Albert Roman Catholic Separate School District and the St. Albert Public School District.

The *Charter Schools Regulation* was amended to enable Alberta's charter schools to apply to the minister of education for renewal terms of up to 15 years – an increase from the previous 5-year term maximum. In order to be approved for a 15-year term, charter schools must meet two sets of criteria – the previously established criteria for a renewal of up to 5 years as well as additional criteria relating to student achievement, continuous improvement, stakeholder collaboration, community engagement and research and innovation.

A history of legislative changes that have affected education since the 1970s is available at <http://bit.ly/19xaVrQ>



History of public education in Alberta

Western Canada's first schools were established by the Roman Catholic and Protestant Churches. Father Thibault established a mission school at Lac Ste Anne in 1842 and Reverend Robert Rundle established day and Sunday schools in Fort Edmonton in the 1840s. Read more about the history of public education in Alberta at <http://bit.ly/GJxBJ7>



About the ASBA and how we can help you

The ASBA has been serving and representing school boards since 1907.

As members of the association, school boards get exclusive access to services and programs designed specifically for school boards at competitive prices including:

- insurance and employee benefit programs and pension plans tailored to school boards:
 - Alberta School Employee Benefit Plan
 - Alberta School Boards' Insurance Exchange
 - Supplemental integrated Pension Plan
- a network of 61 school boards formalized through 2 annual meetings and regular regional (Zone) meetings
- the advocacy influence of 61 school boards united to advocate on behalf of Alberta students and communities
- research and information: ratified settlements, salary levels, salary increases and settlement trends; monthly public relations and communications tips; an e-newsletter about issues and news in education
- access to lawyers and labour relations, educational and communications consultants, well-versed in the culture and context of schools, for help with complex local issues. These services are listed on page 33.

Membership in the ASBA is voluntary. School boards pay an annual fee based on their jurisdiction's student numbers. In 2013-14, the biggest school board's membership fee is \$239,742 and the smallest school board's fee is \$9,976. School boards collectively decide what the membership fee will be at the association's spring meeting. View your school board's membership fee at <http://bit.ly/18Yg2Py>



For more information about the ASBA check our web-extras at <http://bit.ly/1ajcc20>

What the ASBA can do for you

Custom services are available upon request. Contact Executive Director David Anderson at 1.780.451.7109 or danderson@asba.ab.ca

Education services

- Administrative and governance issue reviews
- Board evaluations
- Board governance workshops
- Conflict resolution
- Financial literacy/fiscal accountability
- New Education Act requirements for school boards
- Organizational reviews: transportation, electoral boundaries, facilities, human resources
- Orientation: role of the board/superintendent
- Policy development and reviews
- Recruitment: senior staff
- Results based budgeting
- School evaluations
- Strategic planning
- Superintendent evaluations
- Team building

Labour relations

- Arbitration board appointments
- Attendance management
- Bargaining
- Collective agreement analysis, interpretation and preparation
- Employee discipline
- Grievance management
- Progressive discipline
- Teacher/staff compensation analysis
- Workplace mediation

Legal

- Boards of reference
- Constitutional matters
- Contracts and policy review
- Grievance arbitration
- Human rights complaints
- Interpretation of legislation
- Labour and employment matters
- Litigation

Fee-for-service rates for 2013-2014

Communications	\$200/hr
Education services	\$210/hr
Labour services	\$200/hr
Legal services	\$250/hr

Acronyms and jargon

These are commonly found acronyms.

If we've missed any, let us know and we will update the next edition.

AAC	Alberta Assessment Consortium
AAISA	Alberta Association of Immigrant Serving Agencies
AAMD&C	Alberta Association of Municipal Districts and Counties
AAPCS	Association of Alberta Public Charter Schools
ABC	Association for Bright Children
ACFA	Association canadienne-française de L'Alberta
ACLD	Association for Children with Learning Disabilities
ACOL	Alberta Commission on Learning
ACSTA	Alberta Catholic School Trustees' Association
ACYI	Alberta Children and Youth Initiative
ADLC	Alberta Distance Learning Centre
ADM	Assistant Deputy Minister
AE or AB ED	Alberta Education
AERR	Annual Education Results Report
AFL	Assessment for Learning
AHEA	Alberta Home Education Association
AISCA	Association of Independent Schools and Colleges in Alberta
ALIS	Alberta Learning Information System
AMFC	Alberta Municipal Financing Corporation
AP	Advanced Placement
ASAA	Alberta Schools' Athletic Association
ASAP	Alberta Schools Alternative Procurement (design and construction of a group of schools using a P3 process)
ASBA	Alberta School Boards Association
ASBIE	Alberta School Boards' Insurance Exchange
ASBOA	Association of School Business Officials of Alberta
ASCA	Alberta School Councils' Association
ASEBP	Alberta School Employee Benefit Plan
ASFF	Alberta School Foundation Fund
ATA	Alberta Teachers' Association
ATA Local	The local ATA union authority
ATRF	Alberta Teachers' Retirement Fund
AUMA	Alberta Urban Municipalities Association
CALM	Career and Life Management

CASA	Canadian Association of School Administrators
CASS	College of Alberta School Superintendents
CEA	Canadian Education Association
CEO	Chief Executive Officer (superintendent of schools)
CETS	Credit Enrolment Tracking System
CEU	Credit Enrolment Unit
CMEC	Council of Ministers of Education in Canada
COATS	Council of Alberta Teaching Standards
CPF	Canadian Parents for French
CSA	Council on School Administration
CSBA	Canadian School Boards Association
CTS	Career and Technology Studies
DIPS	Diploma Exams
DM	Deputy Minister
DPA	Daily Physical Activity
EAP	Employee Assistance Program
ECS	Early Childhood Services (Kindergarten)
ESL	English as a Second Language
FAS	Fetal Alcohol Syndrome
FCSS	Family and Community Social Services
FNMI	First Nations Métis Inuit
FOIP	Freedom of Information and Protection of Privacy Act
FPFA	Fédération des parents francophones de l'Alberta
FSL	French as a Second Language
FTE	Full Time Equivalent
GED	General Equivalency Diploma
GLA	Grade Level of Achievement
HSE	High School Equivalent
HR	Human Resources (personnel services)
IB Program	International Baccalaureate Program (a comprehensive curriculum of general education responding to the needs for greater challenge in the upper secondary level)
ICT	Information and Communication Technology
IEP	Individual Education Plan
IMC	Instructional Materials Centre
IMP	Infrastructure Maintenance Program
IMR	Infrastructure and Maintenance Renewal Program
IPP	Individualized Program Plan

K and E	Knowledge and Employability courses
LAC	Local Advisory Committee (for ECS)
LDAA	Learning Disabilities Association of Alberta
LRB	Labour Relations Board
LRC	Learning Resources Centre
NSBA	National School Boards Association
OH and S	Occupational Health and Safety
P3	Public Private Partnership
PAAC	Program and Assessment Advisory Committee
PD	Professional Development
PDAC	Policy Development Advisory Committee
PSBAA	Public School Boards' Association of Alberta
PAT	Provincial Achievement Test
PLC	Professional Learning Community
POM	Plant Operations and Maintenance
PTR	Pupil Teacher Ratio
PUF	Program Unit Funding
PUG	Program Unit Grant
RAP	Registered Apprenticeship Program
RBB	Results Based Budgeting
RRC	Regulatory Review Committee
SACSC	Safe and Caring Schools and Communities
SBDM	Site Based Decision Making
SEP	School Education Plan
SERP	Supplementary Executive Retirement Program
SHI	Student Health Initiative
SIB	School Improvement Branch
SIS	Student Information System
SiPP	Supplemental integrated Pension Plan
STEP	Summer Temporary Employment Program
STR	Student Teacher Ratio
TPA	Teaching Profession Act
TQS	Teacher Qualification Service (ATA-operated. Assesses teachers' years of educ. for salary/pension purposes)
TRF	Teachers' Retirement Fund
TSQB	Teacher Salary Qualification Board
WCB	Workers Compensation Board
YRE	Year Round Education

Jargon

Whether it is agriculture, medicine, finance, construction or education, those who work in a particular field develop a language – jargon – to communicate with their colleagues. Jargon is often confusing, bare of meaning and occasionally gobbledygook.

Arbitration

The determination of a dispute by an arbitrator; a procedure to determine an interest dispute.

Attendance Board

Body established by the minister of education to review matters respecting the failure of a student to attend school.

Audited Financial Statement

Formal financial statements audited by an independent firm of accountants.

Bargaining Agent

The organization authorized by law that acts on behalf of employees in collective bargaining or as a party to a collective agreement with an employer or employer's organization, whether or not the bargaining agent is a certified bargaining agent.

Bargaining Unit

A defined group of employees with similar, general job characteristics on whose behalf the bargaining agent negotiates with their employer. (i.e. ATA Local, CUPE Local)

Bill

Draft legislation which is introduced into the legislature or Parliament. Once it's approved a Bill becomes an Act.

Blended Program

An educational program consisting of two distinct parts: a school provided program where a) a school board is responsible for the delivery and evaluation of achievement and b) a Home Education Program that meets the requirements of the Home Education Regulations, pursuant to the School Act.

Budget Report Form

A form supplied by the provincial government wherein school boards identify their estimated revenues and expenditures for the school year.

Bylaws

The set of rules adopted by an organization to regulate its proceedings.

Capital Expenditure

Spending money on something relatively permanent like a building or a school bus. The item must be worth more than \$5,000.

Career and Technology Studies (CTS)

Courses that help students move through school towards further education and work. Course options can include everything from digital design to mechanics or cosmetology.

Certificated

Employees, who as a condition of employment, must possess a valid teacher's certificate.

Charter

A charter is an agreement to establish and administer a charter school. The charter describes the unique educational service the charter school will provide, how it will operate and the student outcomes it intends to achieve.

Class Size

The number of students scheduled to receive instruction at one time by one teacher. Note: Class size is usually larger than the pupil-teacher ratio because all certificated staff (principals, teacher librarians, etc.) are included in calculating the ratio.

Cohort

The total group of students registered in a particular grade, including students who may be enrolled in a modified program. These students are all counted in the provincial achievement test results.

Syn. full cohort

Collective Agreement

A written agreement between an employer and a bargaining agent of employees, acting on behalf of a unit of employees (i.e. the school jurisdiction and the ATA) containing provisions respecting the terms and conditions of employment and related matters. This agreement is negotiated at bargaining tables and is enforceable through arbitration.

Collective Bargaining

Negotiating with a view to concluding or renewing a collective agreement.

Computer Adaptive Assessment (CAA)

A school-based computer assessment tool that tailors a test's difficulty to each student.

Computer Assisted Instruction (CAI)

Supplementing instruction by having students engage in learning activities with a computer.

Contracts

Continuing: A contract of employment between a board and a teacher that remains in force from year to year.

Interim: A contract of employment between a board and a teacher, for not more than 360 teaching days, but may be less than a complete school year.

Probationary: A contract of employment between a board and teacher for a complete school year, during which the teacher is on probation.

Temporary: A contract of employment between a board and a teacher for the purpose of replacing a teacher who is absent from his/her duties for a period of 20 or more consecutive teaching days.

Council of Ministers of Education of Canada (CMEC)

The Council of Ministers of Education of Canada (CMEC) is an intergovernmental body founded in 1967 by ministers of education to serve as:

- a forum to discuss policy issues
- a mechanism through which to undertake activities, projects, and initiatives in areas of mutual interest
- a means by which to consult and cooperate with national education organizations and the federal government
- an instrument to represent the education interests of the provinces and territories internationally

All provinces and territories are members.

Council On Alberta Teaching Standards (COATS)

This council advises the minister of education on programs for the preparation of teachers and the requirements for Alberta teaching certificates; conditions under which suspension or cancellation of certificates are justified and policy, practice and outcomes in the area of teacher evaluation.

Count Date

Refers to the date on which student enrolment is counted for the purpose of calculating funding. If the count date is Sept. 30, only those enrolled on that date can be included in the count. If Sept. 30 falls on a weekend, the last school day in September is used as the count date. Kindergarten to Grade 9 students are counted.

Credit Enrolment Units (CEUs)

A conditional grant allocated to school boards for senior high school courses that are based on the Alberta Programs of Study and delivered through appropriate access to instruction. Funding is ongoing and is distributed at several points during the school year.

Cross Curricular

Learning activities that cross into more than one subject area to provide a deeper, richer experience for learners.

Cumulative Record Card

This form contains information about a student such as vital statistics, test results and student attendance.

Daily Physical Activity (DPA)

The goal of Daily Physical Activity (DPA) is to increase students' physical activity levels.

DPA is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle.

Debenture

Similar to a bond (a long-term debt) but usually secured by assets.

Early Childhood Services (ECS)

The umbrella term for programs provided to children between the ages of two and a half and six years of age. This includes programs for young children with severe or mild/moderate special needs, English as a Second Language or Francisation programs and Kindergarten.

Edulink

Software designed to assist schools, central offices and Alberta Education to electronically exchange student information.

English as a Second Language (ESL)

Programs designed for students whose mother tongue is not English.

Expulsion

Disciplinary action that results in the permanent removal of a student from a particular school.

Francisation

Program that helps students attending Francophone schools who do not have sufficient French language skills.

Francophone

Education program offered for students with rights under Section 23 of the Canadian Charter of Rights and Freedoms to receive school instruction in French.

Freedom of Information and Protection of Privacy Act (FOIP)

This legislation sets out rules regarding the collection, use and disclosure of personal information.

Funding Framework

Formula for distributing funds to school boards.

General Equivalency Diploma (GED)

Method of obtaining a high school equivalency diploma that requires a registered individual complete and pass five subject tests.

Grade Level of Achievement (GLA)

Teachers providing Alberta Education with their judgment of their student's achievement in meeting the program of studies outcomes in Grades 1 to 9 language arts and mathematics.

“Grandfather” a clause

To continue an existing service or benefit for identified individuals or groups of people when that service or benefit is being phased out or eliminated.

Grievance

A disagreement between the parties to a collective agreement about the meaning or application of the collective agreement or any violation of the collective agreement.

Impasse

In negotiations, the point at which bargaining cannot proceed because no agreement can be reached on the remaining issues in dispute.

In Camera Meeting

A private meeting which is not open to the public. Syn. Committee of the whole, meeting in committee; executive session; conference committee

Increment

Salary increases for employees, usually for each additional year of experience, to a maximum amount.

Individualized Instruction

A teaching method which sees the teacher modify his/her instruction according to the abilities or interests of the individual student.

Individualized Program Plan (IPP)

A plan of action designed to address a student's special needs, based on diagnostic information which provides the basis for intervention strategies. All students with exceptional needs, from severely disabled to the gifted and talented, require an IPP. Syn. Individualized Education Plan (IEP)

In Loco Parentis

A Latin phrase meaning "in place of the parent." It is a common law element that establishes the role of school board personnel as being that of reasonable and prudent parents in relationship to students.

Instructional Materials Centre (IMC)

A centrally-located facility for the storage, distribution, and production of audio/visual aids and instructional materials.

Integration

Placing children irrespective of ability, intelligence, or handicap into a regular classroom. Syn. Mainstreaming

Learning Disability

An inability to learn due to a physical, mental, or emotional affliction, which may be corrected. Categorized as mild, moderate or severe.

Leave of Absence

A period of time granted to an employee to be absent from work, with or without pay.

Mainstreaming

Placing children irrespective of ability, intelligence, or handicap into a regular classroom. Syn. Integration

Mean

The average of a group of scores.

Median

The middle score in a list arranged from highest to lowest. Example: two, six, seven, 15, 21, 30, 39. The median is 15.

Mediation

The process by which a third party attempts to facilitate a resolution to a dispute between two parties.

Memorandum of Agreement

The document signed by the parties involved in negotiating a collective agreement. The memorandum is subject to ratification by the school board and the union membership.

Middle School

A form of school organization providing instructional services to children aged 10 to 14 (Grades 5 to 8).

Mild/Moderate

One of the terms given to the group of specific categories that allow school jurisdictions to identify those children and students who require special education. This includes students with learning disabilities, emotional/behavioural disabilities, mild or moderate cognitive disabilities, hearing disabilities, visual disabilities, communication disabilities or delays, gifted and talented, physical and medical disabilities or multiple disabilities.

Non-Resident Student

A student whose parents reside in a school jurisdiction other than the one in which the student is enrolled.

Organizational Meeting

The first meeting of the school board after a general election. The chair and vice-chair are elected at this meeting.

Pedagogy

Strategies or style of instruction.

Program Unit Funding (PUF)

Funding available to ECS program operators to provide individual programs for children with severe disabilities. This funding is available for a maximum of three years and is designed to provide continuous support up to Grade 1.

Programs of Study

Identify what students are expected to learn and be able to do in all subjects and grades.

Public Private Partnership (P3s)

Concept for providing schools through, but not limited to:

- financing options such as developer build/ lease back
- partnerships to provide new schools in new subdivisions
- partnerships involving school boards, private sector developers, municipal government and community organizations
- re-use excess school space
- sharing facilities with post-secondary educational institutions and business organizations

Project Based Learning

An active learning experience, as compared to a more traditional book / desk style of learning.

Pupil-Teacher Ratio (PTR)

Number of students in a school or school system divided by the number of certificated teaching staff.

Registered Apprenticeship Program

Experiential learning undertaken by a senior high school student:

- as an integral part of a planned school program;
- which is under the co-operative supervision of a teacher co-ordinator and the employer;
- where a student is a registered apprentice;
- where the program meets the Acts and regulations of Alberta Enterprise and Advanced Education relating to apprenticeship training; and
- which constitutes a separate course based on 25 hours per credit.

Regulation

A rule or order having the force of law issued by the executive branch of a government. In school systems, a regulation derives from board policy and is viewed as a directive for action.

Resident Student

A student of the school jurisdiction in which his or her parents reside and who is a student for which a board receives funding.

School Councils

A group of parents of students attending the school that provide functions set out in section 17 of the School Act. According to the School Act, each school council shall be established in accordance with the regulations for each school operated by the board.

Severe Disabilities

This term refers to students who have severe emotional/behavioural disabilities, severe cognitive disabilities, severe delays involving language, deafness, blindness, severe physical and medical disabilities or severe multiple disabilities.

Site-Based Management

Involves principals, staff members and school councils in making decisions about instructional programs and services at the school level and how funds are allocated to them. Syn. site-based decision-making

Special Education

Special education refers to the education of students and ECS children identified with mild, moderate, or severe disabilities or as gifted and talented.

Standardized Tests

A test administered according to standardized procedures which assesses a student's performance by comparison to standards. In the case of provincial achievement tests, the standards are acceptable standard and standard of excellence.

Strike

Includes:

- cessation of work;
- refusal to work;
- refusal to continue to work by two or more employees acting together for the purpose of compelling their employer to agree to terms or conditions of employment.

SuperNet

The Alberta SuperNet was built to connect public institutions across the province – schools, hospitals, colleges, universities, libraries, and municipal offices – to a broadband network for high-speed Internet access, video conferencing, and other services.

Suspension: Student

When a principal or teacher suspends a student from attending school.

Teacher

In Alberta, an individual employed by a school board who, as a condition of employment, must possess a valid Alberta teaching certificate.

Utilization Factor

The formula established by the provincial government to how full a school is. It is expressed as a percentage.

Year: Fiscal

The year within which an organization collects and spends money.

Year: School

In Alberta, a board establishes the opening and closing dates of all schools under its jurisdiction for the following 12-month period.

Pa

Partners in public education

In alphabetical order here are the ASBA's key education partners. You will often see representatives of these groups at ASBA events. Detailed information about each organization is available at <http://bit.ly/19djzle>



Alberta Catholic School Trustees' Association

The Alberta Catholic School Trustees' Association (ACSTA) is the voice of Catholic trustees in Alberta and the Northwest Territories and is committed to enhancing the rights of Catholics to education based on the Gospel of Jesus Christ. www.acsta.ab.ca

Alberta Education

Office of the minister

The education minister is accountable for the Ministry of Education which includes the Department of Education, the Alberta School Foundation Fund and school jurisdictions. www.education.gov.ab.ca

Alberta School Councils' Association

The Alberta School Councils' Association (ASCA) is the provincial association providing resources and support to members of school councils. www.albertaschoolcouncils.ca

Association of School Business Officials of Alberta

The Association of School Business Officials of Alberta (ASBOA) supports its members (individuals working in the corporate, financial and business services in public education) and provides leadership in school business management. www.asboa.ab.ca

Alberta Teachers' Association

The Alberta Teachers' Association (ATA) is the union and the professional body for Alberta's teachers. www.teachers.ab.ca

College of Alberta School Superintendents

The College of Alberta School Superintendents (CASS) is the association of school superintendents and system education leaders. www.cass.ab.ca

Fédération des conseils scolaires francophones de l'Alberta

The Fédération des conseils scolaires francophones de l'Alberta (FCSFA) provides a collective voice for Alberta's four francophone authorities related to their exclusive mandate in the governance and delivery of French first language education in their regions. www.ecolefrancophone.ca/en/

Public School Boards' Association of Alberta

Public school boards – including trustees and senior administrators – may choose to be members of the Public School Boards' Association of Alberta (PSBAA). www.public-schools.ab.ca

People of the ASBA

Staff

As of Fall 2013

Meet the people on staff at the ASBA. We've listed their key areas of responsibility. If you aren't sure who to contact, call receptionist Elaine Pallister and she will help you out.

General inquiries

Elaine Pallister Receptionist 1.780.482.7311 epallister@asba.ab.ca

Budget and membership dues

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Education consultants

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Kit Anderson Senior Legal Secretary 1.780.451.7115 kanderson@asba.ab.ca

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Teresa Ergezinger Administrative assistant 1.780.451.7129 tergezinger@asba.ab.ca

Board of directors

School boards have elected these trustees to govern the association.



(Photo taken May 2013)

From left to right: Johnette Lemke, Zone 2/3; Dave Colburn, Edmonton Public Schools; Dianne Macaulay, Zone 4; Jacquie Hansen, President; David Anderson, Executive Director; Lynn Ferguson, Calgary Board of Education; Cathie Williams, Calgary Catholic School District; Sharilyn Anderson, Zone 1; Helen Clease, Zone 5; Karen Doucet, Fédération des conseils scolaires francophone de l'Alberta; Kelly Hall, Zone 6; Patty Dittrick, Public School Boards' Association of Alberta
Absent: Lisa Brower, Zone 2/3; Debbie Engel, Edmonton Catholic Schools; Mary Anne Penner, Alberta Catholic School Trustees' Association and Cheryl Smith, Vice-president

ASBA Board of directors as of September 2013

President

Jacquie Hansen
Greater St. Albert
Catholic Schools

Vice-president

Cheryl Smith
Battle River School Division

Metro Director

Lynn Ferguson
Calgary Board of Education

Metro Director

Cathie Williams
Calgary Catholic School District

Metro Director

Debbie Engel
Edmonton Catholic Schools

Metro Director

Sarah Hoffman
Edmonton Public Schools

Zone 1 Director

Sharilyn Anderson
Peace Wapiti School Division

Zone 2/3 Director

Johnette Lemke
Black Gold Regional Schools

Zone 2/3 Director

Kimberly Webster
Pembina Hills
Regional Division

Zone 4 Director

Dianne Macaulay
Red Deer Public Schools

Zone 5 Director

Helen Clease
Rocky View Schools

Zone 6 Director

Peter Grad
Medicine Hat Catholic
Board of Education

Observers

Alberta Catholic School Trustees'
Association (ACSTA)

Mary Anne Penner
Lakeland Catholic Schools

Fédération des conseils scolaires
francophone de l'Alberta
(FCSFA)

Karen Doucet
Conseil scolaire Centre-Nord

Public School Boards'
Association
of Alberta (PSBAA)

Patty Dittrick
Clearview Public Schools

Zone chairs

Each school board is a member of a region, known as a Zone. Zones are a forum for trustee development and networking. Each Zone elects representatives to the provincial board. These trustees lead the work of Zones.



(Photo taken May 2013)

From left to right: Cheri Neitz, Zone 4; Nan Bartlett, Zone 1; Martha Ratcliffe, Zone 6; Carol Bazinet, Zone 5; Arlene Hrynyk, Zone 2/3

ASBA Zone chairs as of September 2013

Zone 1

Nan Bartlett

Peace River School Division

Zone 2/3

Arlene Hrynyk

Northern Lights School Division

Zone 4

Cheri Neitz

Clearview Public Schools

Zone 5

Carol Bazinet

Calgary Board of Education

Zone 6

Martha Ratcliffe

Livingstone Range School Division

ZONE 1

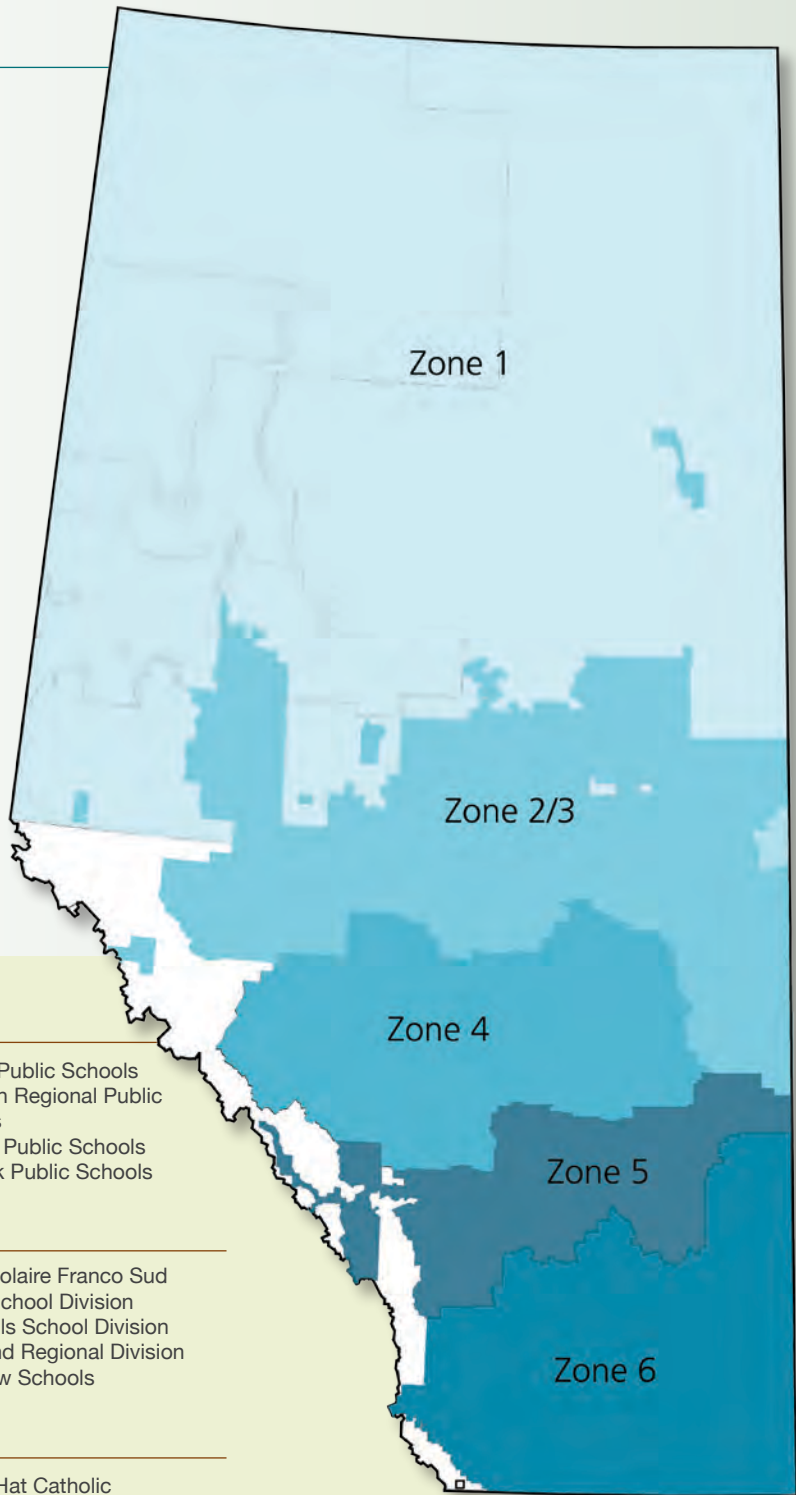
Conseil scolaire du Nord-Ouest
Fort Vermilion School Division
Grande Prairie and District Catholic
Schools
Grande Prairie School District
High Prairie School Division
Holy Family CRD
Northland School Division
Peace River School Division
Peace Wapiti Public School
Division

ZONE 2/3

Aspen View Public Schools
Black Gold Regional Schools
Buffalo Trail Public Schools
Conseil scolaire Centre-Nord
Conseil scolaire Centre-Est
East Central Alberta
Catholic Schools
Edmonton Catholic Schools
Edmonton Public Schools
Elk Island Catholic Schools
Elk Island Public Schools
Evergreen Catholic Schools
Fort McMurray Catholic Schools
Fort McMurray Public Schools
Grande Yellowhead Public
School Division
Greater St. Albert Catholic Schools

Lakeland Catholic Schools
Living Waters Catholic Schools
Lloydminster Catholic
School Division
Lloydminster Public
School Division
Northern Gateway Public Schools
Northern Lights School Division
Parkland School Division
Pembina Hills Regional Division
St. Albert Public Schools
St. Paul Education
Regional Division
STAR Catholic Schools
Sturgeon School Division
Yellowknife Catholic Schools
Yellowknife Education District

Zones



ZONE 4

Battle River School Division
Chinook's Edge School Division
Clearview Public Schools
Red Deer Catholic Regional
Schools

Red Deer Public Schools
Wetaskiwin Regional Public
Schools
Wild Rose Public Schools
Wolf Creek Public Schools

ZONE 5

Calgary Board of Education
Calgary Catholic School District
Canadian Rockies Public Schools
Christ the Redeemer
Catholic Schools

Conseil scolaire Franco Sud
Foothills School Division
Golden Hills School Division
Prairie Land Regional Division
Rocky View Schools

ZONE 6

Grasslands Public Schools
Holy Spirit RCSR
Horizon School Division
Lethbridge School District
Livingstone Range School
Division

Medicine Hat Catholic
Board of Education
Medicine Hat School District
Palliser Regional Schools
Prairie Rose School Division
Westwind School Division



Alberta School Boards Association

1200, 9925 – 109 Street Edmonton, AB T5K 2J8

1.780.482.7311 www.asba.ab.ca

Superintendents Progress Report

October, 2017

Educational Leadership and Student Welfare

- Start-up meetings and 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. This month they also included budgeting, staffing, facility use, transportation, off-campus excursions, and Alberta Education requirements.
- Met with ATA representation related to the “Classroom Improvement Fund” stemming from the recently ratified provincial Memorandum of Agreement. \$50,000 worth of innovative projects were reviewed and approved.
- Attended a two (2) day training session for Violence Threat Risk Assessment (VTRA)
- Principal meetings have commenced to discuss administration professional growth planning and school Three Year Education Plans, and annual education results
- School visits this month included: Taber Christian School, Taber Mennonite School, Dr. Hamman School, Lomond School, Chamberlain School, Barnwell School, W.R. Myers High School, Vauxhall High School, D.A. Ferguson Middle School
- Planning for summer 2018 CASSIX Waterton conference is ongoing

Personnel Management

- Three new principals (Hays, W.R. Myers, and Chamberlain) are being evaluated this year. Teaching observations have occurred.
- Review of five hundred (500) self-declaration submissions related to vulnerable sector checks and police information checks
- Facilitated a new principal orientation which focused predominantly on financial and human resource practices

Policy and Strategic Planning and Reporting

- Policy committee met to review five (5) policies.

Fiscal Responsibility, Organizational Leadership and Management

- Preparation for ATA Collective Bargaining regarding local table matters is ongoing. First meeting is scheduled for November 15, 2017.
- DAF/WRM modernization meetings are ongoing. Review and ranking of request for qualifications (RFQ) scheduled for completion by the end of October.
- Legal regarding upcoming changes to Employment Standard Code and Labour Relations Code

Communications and Community Relations

- A number of meetings and celebrations were attended over the last month. These include but are not limited to
 - Administrator Meeting
 - Division Office staff meeting
 - Senior Administrative Leadership Team meeting
 - ATA Induction banquet
 - Alberta Infrastructure meeting
 - Vauxhall High School awards night
 - D.A. Ferguson Middle School awards night
 - W.R. Myers high School awards night
 - Taber Adult Learning 45th anniversary celebration

Associate Superintendent, Learner Services
Report to the Board of Trustees – October 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

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- Learner Services team members are welcoming opportunities to model a recommended practice in a teacher's own classroom. Demonstrating things like how to conduct a universal assessment in literacy with students, teaching a lesson on "making words" in Language Arts, or using effective classroom management strategies helps teachers observe the positive impact of that identified practice with their students, as well as see how they can implement it directly themselves.
- October 19th was the first division-wide professional learning day of this school year. All teachers, leaders and educational support staff participated in a morning session with Charlene Bearhead focussed on building foundational knowledge and historical perspectives of indigenous peoples. Afternoon sessions provided specific professional development topics, opportunities for teachers to connect with subject area or grade level teams, and the launch of our "Teachers Learning through Collaboration" (TLC) groups for this year.
- The division Assessment Coach, Sharon Skretting, has been working one on one and with small groups of teachers in schools helping them plan assessments which align best with the curricular outcomes being taught. She is providing tools and resources to help teachers navigate this work.
- Robbie Charlebois, Director of Learning, completed school visits with Coral James to provide clarity about her role and how she can support students, teachers and schools. As Learner Success Coach, Coral has already visited many classrooms and is serving as a resource to individual teachers and staffs. Coral is specifically visiting all classrooms of teachers on probationary contracts this year to offer direct supports to beginning teachers.
- Amber Darroch, Associate Superintendent, led the the Learner Services team of Terri, Robbie, and the three instructional coaches in a strategic planning session and the group attended a full day presentation by author/speaker Dylan William, put on by the Alberta Assessment Consortium. These activities helped the team clarify its direction and goals for the year, as well as ensuring all are aligning their efforts.

- Amber presented an introduction to the Middle Years Math Project to the Alberta Research Network's provincial meeting in Edmonton on October 4 and 5.

KEY ACTION AREA #2:

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

- Terri-Lynn Duncan, Director of Learning, and Robbie met with administrators at WR Myers school to discuss best practices and direction for assessing literacy in high school and the direction for struggling readers in grades 9-12. Fountas and Pinnell Assessment testing, the use of Levelled Literacy, Reading 15 and literature circles are identified as effective practices.
- Crystal McGregor, Secondary Literacy & English Language Learner Coach, is working across many schools supporting comprehensive literacy instruction and success for our ELL students.
- As the school year has been underway and teachers are becoming closely acquainted with the significant needs and challenges some of their students face, Robbie is consulting and supporting individualized program planning. All schools worked together to develop Instructional Support Plans (ISPs) and English Language Learner Benchmarks for identified students on our division-wide day on September 29th.
- Robbie has been working with Laura Elliott to ensure behaviour support plans are updated and current strategies are working with students who need this level of support. Laura's position has been increased to 1.0 FTE through the use of Classroom Improvement Funds this year, and her time continues to be in very high demand.
- Terri-Lynn and Crystal visited Hays school to discuss literacy resources and talk to administration to see how they could be of assistance in supporting students who are struggling in literacy.
- All Horizon schools are implementing a pyramid of intervention and using a collaborative response model to address student needs. Robbie has attended a number of collaborative team meetings at various schools to support facilitation of the framework and model effective meeting strategies. Six schools are piloting the use of an added module of the Dossier software to monitor and track responses for individual students.
- During the 2016-17 school year, a group of teachers and administrators representing all schools participated in an "Inclusive Practices Cohort". This group shared their priorities with at the Administrators' Committee meeting in October and will go on to make the same presentation to each school staff. The goal is to develop a cohesive vision for inclusive practice in Horizon schools and keep moving forward strategically.

KEY ACTION AREA #3:

Stakeholder engagement impacts student success

- Level 1 Violent Threat Risk Assessment (VTRA) training was offered to 33 participants on October 11 and 12, and a refresher was extended to an additional five on October 13. Angela Miller, Clinical Team Lead led the training in partnership with Glenn Jankowiak and Sergeant Howie Kehler. All school administrators are kept up to date in VTRA practices should the need for this

protocol arise in any school. Some external participants joined from organizations including Child & Family Services, Alberta Health Services Addiction & Mental Health, Safe Haven, and Grasslands School Division.

- Terri-Lynn met with the Health Promotion Coordinators from Alberta Health Services to discuss an Inter-jurisdictional Staff Wellness Day that will be held with Holy Spirit School Division Health Champions and Horizon School Division Health Champions on November 29th, 2017 in the Eric Johnson Boardroom.
- Terri-Lynn, Tammy Reiling and seven students from Vauxhall Elementary attended the Healthy Active School Symposium in Lethbridge where students went through the day of activities in physical fitness, mental health, healthy eating and planning what the focus would be for their school this year and what they already are currently doing.
- Terri-Lynn attended the Comprehensive School Health meeting in Medicine Hat with Alberta Health Services, Be Fit for Life, Ever Active Schools and other school Jurisdictions. Terri-Lynn led the group through the “Core Story of Brain Development,” the “Brain Game- Building a Healthy Brain.”

LEADERSHIP PRACTICES

- Amber is joining Wilco Tymensen and Anita Richardson for principal meetings to discuss each school’s goals and each principal’s professional growth plan.
-

Proposed Alberta Cannabis Framework released

<https://www.alberta.ca/cannabis-framework.aspx>

October 04, 2017

Albertans are invited to provide feedback on the government's draft framework to manage cannabis legalization in the province.

The Alberta Cannabis Framework proposes who will be able to buy and use cannabis once it is legal, where they will be able to buy it and where they will be allowed to use it.

The framework supports four policy priorities for legalization: keeping cannabis out of the hands of children, promoting public safety on roads, in workplaces and in public spaces, protecting public health and limiting the illicit market.

"I'd like to thank every Albertan who participated in our various engagements regarding cannabis legalization over the summer. With your input, we've drafted a proposed framework to manage legalized cannabis in our province. We look forward to receiving additional feedback from Albertans on this framework."

Kathleen Ganley, Minister of Justice and Solicitor General

High-level details of the draft framework

- A minimum age of 18 to purchase and consume cannabis.
- Provincial oversight and regulation of wholesaling and distribution of cannabis products through the Alberta Gaming and Liquor Commission (AGLC).
- A public possession limit for adults of 30 grams.

- The ability to grow up to four cannabis plants, no taller than one metre, at home for personal use.
- Restrictions on retail locations selling alcohol, tobacco or pharmaceuticals together with cannabis.
- Strict rules around zoning retail locations and training for employees.
- Provincewide restrictions on where cannabis can be used in public, with an emphasis on protecting children and limiting second-hand exposure.
- Ability for municipalities to introduce additional restrictions on public consumption.
- New tools to expand the ability of police to address drug-impaired driving.
- Development of an extensive public education program.

Full details of the draft [Alberta Cannabis Framework](#) are available online and Albertans are encouraged to provide feedback to the government.

The [online survey](#) runs until Friday, Oct. 27 at midnight. A final version of the framework and legislation is expected to be introduced later this winter.

Quick facts

- More than 45,000 Albertans responded to our online survey about cannabis this summer – one of the most successful government surveys in Alberta’s history.
- The government also completed meetings with over 100 stakeholder and sector groups. These meetings included Indigenous groups, private industry, municipalities, the AGLC, health-care providers, law enforcement and members of the transportation and labour sectors.

Related information

- [Alberta’s approach to cannabis legalization](#)
- [Take the survey](#)

Multimedia

[Video: Alberta Cannabis Framework at a glance](#)

Deputy Minister

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Telephone 780-427-3659
Fax 780-427-7733

AR99949

SEP 25 2017

Ms. Marie Logan
Board Chair
Horizon School Division
6302 - 56 Street
Taber AB T1G 1Z9

Dear Ms. Logan:

Paul MacLeod, Registrar, has forwarded your September 5, 2017 request for the Minister's approval of the reappointment of Dr. Wilco Tymensen as Superintendent of Schools for Horizon School Division. Attached was a completed *Notice of Intent to Reappoint the Superintendent*, Form 5. Thank you for providing this information.

Given your strong endorsement and request, the Minister has approved the reappointment of Dr. Tymensen as Superintendent of Schools for Horizon School Division, effective August 1, 2018 to July 31, 2023, pursuant to Section 114 of the *School Act*.

Please extend my congratulations to Dr. Tymensen on his reappointment.

Sincerely,

A handwritten signature in black ink, appearing to read 'C. Clarke', with a large, stylized flourish at the end.

Curtis Clarke, PhD
Deputy Minister

Editorial: Kids' rights come first



Edmonton Journal Editorial Board

Published on: September 29, 2017 |

Education Minister David Eggen speaks about legislation he plans to introduce in the fall sitting of the legislature to clarify expectations around Gay-Straight Alliances, at the Legislature in Edmonton, Sept. 27, 2017. Ed Kaiser

Good on Education Minister David Eggen for putting his money where his mouth is. Or rather, putting the funds that schools receive from the Alberta government where its mouth is.

By promising to launch new legislation this fall making it illegal for educators to “out” students who join a gay-straight alliance, Eggen is finally closing a loophole that exempted private schools from an existing law requiring schools to provide a “welcoming, caring, respectful and safe learning environment” for students.

The differing standard between how public and private schools accommodate LGBTQ students and staff was left in 2015 when the legislature approved the Progressive Conservatives’ Bill 10 that requires schools to allow students to form a GSA if they request one.

That law also requires schools — except private ones — create an inclusive environment for students and staff and adopt a code of conduct that forbids discrimination based on sexual orientation and gender identity.

Some schools are exploiting the loophole to drag their feet or openly defy the spirit of the existing law. One school society has called the legislation an attack on their faith. The group, in letters to government, has wrongly called the “homosexual lifestyle” sinful, unwise, unnatural, unholy, unhealthy and dangerous. That same group labelled transgender people as suffering a mental illness that can be overcome with religious counselling.

According to Eggen, about 20 schools have policies that are sometimes “outright hostile” to LGBTQ students. That’s too many when the mental and physical health and well-being of our most vulnerable children are at stake.

In bolstering protection for LGBTQ students, Eggen is acting on a report from outside advisor Dan Scott, who recommended last year to close the gap in the law.

Under Eggen’s proposed legislation, schools that don’t follow the law risk losing funding or accreditation — consequences much tougher for school boards to brush off or flout than any sternly worded ministerial order.

Although privacy law and the teachers’ code of ethics would usually prevent school staff from disclosing a student’s gender identity or sexual orientation to family members without a student’s permission, the new law underscores the grave responsibility educators have to protect a child’s rights. It gives needed clarity at a time when some parents are demanding the right to know what their children are doing at school.

Let’s remember that gay-straight alliances are not about sex. Like the chess, debate or social justice club, it’s merely a supportive and safe place for kids to be who they are.

Local editorials are the consensus opinion of the Journal’s editorial board, comprising Mark Iype, Dave Breakenridge, Sarah O’Donnell, Bill Mah and David Evans.

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

From: <alberta.news@gov.ab.ca>

Date: Tue, Oct 17, 2017 at 10:22 AM

Subject: News Release: Alberta students continue to excel in science

To: wilco.tymensen@horizon.ab.ca

Alberta students continue to excel in science

October 17, 2017 [Media inquiries](#)

Student performance remained strong on 2016-17 diploma exams and Provincial Achievement Tests (PATs), with improved scores in science, social studies and Grade 9 mathematics.

While provincial assessment results generally fluctuate year to year, Alberta students showed continued growth in key courses. Diploma exam marks were especially strong in Grade 12 science courses, increasing in Chemistry, Physics and Science 30.

Junior high students also performed well, improving scores in Social Studies, while the proportion of Grade 9 students who reached the standard of excellence in Mathematics also increased.

Grade 6 Mathematics scores continue to slip and that is why Alberta Education is continuing to work closely with stakeholder organizations and teachers to improve math outcomes for elementary students.

"We have taken a number of steps to improve math education, including providing more professional development for elementary teachers and introducing a new bursary program to improve math teaching skills. We will continue to strengthen math instruction with another calculator-free portion added to the Grade 9 achievement test this year."

David Eggen, Minister of Education

Applications to the Math Bursary Program for current and future Alberta K-12 teachers can be submitted online. For more information, visit education.alberta.ca/math-bursary.

Related information

- [Diploma Examination Results](#)
- [Provincial Achievement Results](#)
- [Accountability Pillar Results](#)