

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

Regular Board Meeting Agenda

Wednesday, November 28th, 2018 – 1:00 p.m.

Audited Financial Statement Presentation – Darren Adamson (Avail)

A – Action Items

<ul style="list-style-type: none"> A.1 Agenda A.2 Minutes of Regular Board Meeting held Wednesday, October 24th, 2018 A.3 Minutes of Organizational Meeting, October 24th, 2018 A.4 November 2018 Payment of Accounts Summary A.5 Auditors Presentation of the Audited Financial Statement A.6 2018-2019 Budget - Fall Update A.7 Three-Year Education Plan & AERR A.8 2018-2019 School Fee Schedules A.9 Delete policy: GCAH – Professional Staff Induction Program 	<p>ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3</p> <p>ENCLOSURE 4 ENCLOSURE 5 ENCLOSURE 6</p>
---	--

D – Discussion Items

D.1 Christmas Concerts	ENCLOSURE 7
------------------------	--------------------

I - Information Items

<ul style="list-style-type: none"> I.1 Superintendent’s Report – Wilco Tymensen <ul style="list-style-type: none"> • Enrollment History I.2 Trustee/Committee Reports <ul style="list-style-type: none"> • I.2.1 Zone 6 ASBA Report – Marie Logan • I.2.2 November Facilities Committee Report – Bruce Francis • I.2.3 November Administrator’s Meeting Report – Rick Anderson I.3 Associate Superintendent of Finance and Operations Report – Phil Johansen I.4 Associate Superintendent of Learner Services Report – Amber Darroch <ul style="list-style-type: none"> • Curriculum Presentation I.5 Associate Superintendent of Programs and Human Services Report – Anita Richardson I.6 Bill 23 – An Act to Renew Local Democracy in Alberta 	<p>ENCLOSURE 8 ENCLOSURE 9</p> <p>ENCLOSURE 10 ENCLOSURE 11 ENCLOSURE 12</p>
--	--

C-Correspondence

<ul style="list-style-type: none"> C.1 News Release: Seclusion rooms: Statement from Minister Eggen C.2 News Release: New rules make life more affordable for students C.3 Edmonton Journal –https://edmontonjournal.com/news/local-news/one-public-school-system-should-be-an-election-issue-trustees-say C.4 News Release: Filling the gaps in rural transport C.5 Shift in curriculum development to benefit students C.6 News Release: Safe and Caring Policies Implemented on Private Schools 	ENCLOSURE 13
--	---------------------

Dates to Remember

• December 11 – Administrator’s Meeting
• December 19 – Board Meeting
• December – Division Office Closed
• January 22 – Hutterite Elder’s Meeting

Horizon School Division No. 67

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

The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Wednesday, October 24th, 2018 beginning at 1:30 p.m. in the Eric Johnson Room.

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

ALSO PRESENT: Dr. Wilco Tymensen, Superintendent of Schools
Phil Johansen, Associate Superintendent of Finance & Operations
Anita Richardson, Associate Superintendent of Programs and Human Services
Cole Parkinson, Taber Times
Sheila Laqua, Recording Secretary

REGRETS: Amber Darroch, Associate Superintendent of Learning Services

ACTION ITEMS

- | | | |
|-----|--|---|
| A.1 | Moved by Jennifer Crowson that the Board approve the agenda.
Carried Unanimously | AGENDA
APPROVED
121/18 |
| A.2 | Moved by Christa Runka that the Board approve the Minutes of the Regular Board Meeting, held Wednesday, September 24th, 2018 as provided by Enclosure 1 of the agenda.
Carried Unanimously | BOARD MEETING
MINUTES APPROVED
122/18 |
| A.3 | Moved by Rick Anderson that the Board approve the October 2018 Payment of Accounts in the amount of \$2,397,050.56 was provided in Enclosure 2 of the Agenda.
Carried Unanimously | PAYMENT OF ACCOUNT
APPROVED
123/18 |
| A.4 | Move by Bruce Francis that the Board approve the second reading of Policy IC – School Attendance as provided by Enclosure #3 of the agenda.
Carried Unanimously | POLICY IC SECOND
READING APPROVED
124/18 |
| | Move by Blair Lowry that the Board approve the third and final reading of Policy IC – School Attendance as provided by Enclosure #3 of the agenda.
Carried Unanimously | POLICY IC FINAL
READING APPROVED
125/18 |
| A.5 | Move by Christa Runka that the Board approve the first reading of Policy IFCH – Illicit Substances as provided by Enclosure #4 of the agenda.
Carried Unanimously | POLICY IFCH FIRST
READING APPROVED
126/18 |
| A.6 | Move by Rick Anderson that the Board approve the first reading of Policy IFCI – Threat Assessments as provided by Enclosure #5 of the agenda.
Carried Unanimously | POLICY IFCI FIRST
READING APPROVED
127/18 |

DISCUSSION ITEMS

D.1 Lomond Multi-Purpose Facility Usage Request

Moved by Derek Baron, that the Board approve the request from the Lomond Multi-Purpose Facility Committee to make a one-time exemption to Policy JG Community Use of Facilities Guideline 12.b. which states that "All users shall comply with the following: No possession, use, distribution, or sale of illicit substances and/or alcoholic beverages". The exemption was requested in order to hold the Lion's Club Steak Fry in the Lomond community Multi-Purpose Facility, given the unforeseen temporary closure of the Lomond Community Center. The approval of the exemption was contingent on the following: completion of a proper application by the Lions Club, proper liquor licensing, certificate of insurance, adequate damage deposit and no smoking on school property.

EXCEPTION TO
COMMUNITY USE
POLICY
128/18

Carried

INFORMATION ITEMS

I.1 Superintendent's Report

Wilco Tymensen, Superintendent, shared the following October 2018 updated with the Board:

Educational Leadership and Student Welfare

- Meetings and dialogue between schools and division office are ongoing. Conversations/topics typically focus on processes that ensure student safety, well-being, and conduct; financial management; and instructional leadership. This month they also included budgeting, staffing, transportation, off-campus excursions, student conduct and discipline, and guidance with regard to student and parental concerns.
- Attended the Alberta Teachers' Association induction banquet.
- Principal professional growth plan and Three Year Education Plan/Annual Education Results Report meetings have commenced
School visits this month included: ACE Place, Barnwell School, Central Elementary School, D.A. Ferguson Middle School, Dr. Hamman Elementary School, Enchant School, Lomond School, Taber Christian School, Vauxhall High School, Lomond Community School, and W.R. Myers High School.
- Represented Horizon School Division at a Truth and Reconciliation session at the University of Lethbridge

Personnel Management

- A number of employment contracts and hiring letters were finalized this month

Policy and Strategic Planning and Reporting

- Horizon's policy committee met to review a number of policies. (see regular meeting's action items for list of policies)
- AB ED field services meeting

Fiscal Responsibility, Organizational Leadership and Management

- Enrollments have been finalized and the fall budget update has been sent to schools.

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
 - Division Office staff BBQ
 - Senior Administrative Leadership Team meeting
 - Board tour – Enchant Colony, Enchant School, Lomond Colony, Lomond School, and Armada Colony
 - Vauxhall High School awards banquet
 - D.A. Ferguson awards banquet

I.2 Trustee/Committee Reports

I.2.1 Zone 6 ASBA Report

Marie Logan shared the following October Zone 6 Meeting update with the Board:

- The next Zone 6 Meeting will be held on November 21st, at the Lethbridge 51 Office
 - The ASBA budget will be voted on at that time
 - ASBA zone elections will also be held at the November meeting
- ASBA has a new logo and colours
- Updates from Zone 6 School Divisions

I.2.2 Facilities Report

Bruce Francis, Facilities Committee Chair, provided a report to the Board on the work undertaken for the month of October 2018:

- The DA Ferguson / WR Myers partial facility modernization managed by Alberta Infrastructure is currently underway with all demolition of the interior spaces of the 1960 section being complete. Demolition of the WR Myers administration space to accommodate a new 2 hour fire wall is also complete. Renovations to the WR Myers administration area are approximately 10 weeks behind based on original completion goals, however, components causing delays have been addressed and progress is moving forward at a steady pace.
- Infrastructure Maintenance and Renewal (IMR) currently in progress:
 - ACE Place/TMS – Repair storm sewers
 - ATL – Replacement of brick damage from weather & construction of new shed
 - Lomond – Replacement of lower level window, construction of small exterior storage shed
 - W.R. Myers – Drama room re-design and reconfiguration underway

I.2.3 Administrator's Meeting Report

Rick Anderson provided no report to the Board from the October Administrator's meeting:

I.3 Associate Superintendent of Finance and Operations Report

Phil Johansen provided a October 2018 update to the Board:

- Updating School Budgets
 - Enrollment numbers are consistent with projections
- Capital Planning Meeting
 - Toured Milk River, Warner and W.R. Myers
- Continued work on transportation need & requests
- Transportation Grant
- Working on the Budget update for the upcoming November Board meeting

I.4 Associate Superintendent of Learner Services Report

Amber Darroch, Associate Superintendent of Learner Services, shared the following October 2018 update 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

- A draft Administrators' Professional Learning Cycle has been developed to guide school leaders through the learning process related to strong instruction and the implications of the new curriculum. Horizon principals are preparing for the instructional leadership roles aligned with our 3 Year Educational Plan strategies and curriculum implementation this school year.

- In preparation for the new curriculum, Terri-Lynn and a team of teachers representing all schools with K-4 students attended a 2-day professional learning session led by Lois Lanning and Lynn Erickson, authors of *Transitioning to Concept-Based Curriculum and Instruction*.
- Terri-Lynn has been providing individual teachers with training in the Fountas and Pinnell Benchmark Assessment System, which enables teachers to assess the reading levels of their students.
- Amber and Sharon Skretting, Assessment Coach, attended the Alberta Assessment Consortium Leadership Day. Speaker Dr. Sam Sellar from the UK explored the use of large scale assessments which allow us to see the big picture of the education system (either as a division, province, country, etc.) compared to teacher formative assessment which allows us to see the next steps in learning for individual students. The implications for system leaders were explored.
- Sharon and Terri-Lynn attended a professional development opportunity on *Tools For Teaching Conceptual Understanding* by Julie Stern at Grasslands School Division Office.
- Sharon has a very active schedule underway working with teachers in schools individually and in small groups. She has met with each principal to establish differentiated plans of support for continuing to improve assessment.
- Amber and our two network administrators attended a regional network of technology teams at the Southern Alberta Computer Consortium. This network collaborates not only on purchasing, but on strategies anywhere from new ways to create scoreboards in school gyms to how to implement the provincial digitization of student records initiative.
- Amber and Sharon are participating provincially in a network of about 15 school jurisdictions examining how to use our current work in the area of assessment to help support implementation of the future curriculum. The group met in person on October 15th and is now working together in sub committees to generate tools and resources the whole network will be able to benefit from.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- The Family School Liaison Program Team has recently completed their two-day suicide assessment recertification training through Lethbridge Family Services.
- Our FSLP team have been opening caseloads and making the appropriate referrals to FCSS (Tanie Reid-Walker) and AHS Mental Health Therapist (Kelsey Atkinson). Our team has been collaborating with our partnerships agencies to create Professional Development opportunities, attend collaborative school team meetings and appropriate consultations with regards to the counselling pyramid of intervention.
- Horizon School Division Counselling team and other school staff accompanied 38 students to our 2018 Headstrong event in Lethbridge Oct.16. Our teams will thereafter meet at least once a month as a group to discuss monthly mental health themes. The FSLP's goal is to work with the schools' Wellness Champions to promote health and wellness for students and staff.
- Recently Angela Miller was invited to join Taber Community Youth Multidisciplinary Services Team to discuss how all Taber agencies can collaborate together to offer complex case team meetings for students and families in Taber and rural communities. The team is still working on how it would work for information sharing.
- Angela Miller will be attending a two-day event on strategic planning for our TCAPS (Taber Community Action and Prevention Society) board. This will look at what direction we want to take with TCAPS for funding initiatives in the future.
- During our Horizon School Division Planning for Student Success day on September 28th, school staffs worked through the collaborative response model - some in partnership with members of the Learner Services team - to develop Instructional Support Plans and/or English Language Learner Benchmarks for students as needed. Associated collaborative response meetings will continue throughout the year in Horizon schools.
- 2018-19 is Horizon's turn to take a lead with the Southwest Regional Collaborative Service Delivery (RCSD). Amber is serving as chair of the Executive Committee. The October meeting included a review of provincial RCSD satisfaction survey data which shows Southwest excels in almost every area over the province, as well as the review of the annual strategic plan.
- Amber is attending the Provincial RCSD Meeting in Edmonton with the Southwest Regional Manager on October 24th and regrets the conflict with the Board Meeting.

I.5 Associate Superintendent of Programs and Human Services Report

Anita Richardson, Associate Superintendent of Programs and Human Services shared the following October 2018 report with the Board:

Building Effective Relationships

- Participating in local bargaining process ongoing.
- Career Transitions – Currently the vice chair of the board. Supporting the Executive Director to address funding concerns has been a primary focus.

Modeling Commitment to Professional Learning

- Participating in Cognitive Coaching 10-day course over this school year. Hosted by Holy Spirit Roman Catholic School Division
- Attend CASS Professional Learning Events

Visionary Leadership

- Supporting committee planning for a Horizon Experiential Week in conjunction with LCC, Mount Royal University, University of Calgary, Livingstone Range, and Palliser School Division in May 2019.

Leading Learning

- Ongoing support for Principals with staffing concerns.
- JSET (Jurisdiction Student Engagement Team) → interjurisdiction event to be held Nov. 14, 2018 at University of Lethbridge (all Zone 6 jurisdictions invited to participate)
- Working with Career Counseling team to support implementation of career related outcomes in Health 8 and 9 courses. Hosted a one-day collaborative workshop with the Health 8 and 9 teachers to develop lesson plans and partnerships. Several teachers initiated an ongoing TLC group to continue the work.

Supporting First Nations, Metis and Inuit Education for All Students

- Indigenous Champions – organizing a professional learning opportunity to develop knowledge and skills
 - Goal is to maximize the dispersion of the knowledge and skills beyond the champions to all of our teachers/staff
- Blanket Exercise
 - Scheduled Blanket Exercises:
 - VES, Oct. 19
 - ERHS, March 8
 - Colony Teachers, May 30
 - Second Community Blanket Exercise in the works, hosted by Taber Police Services, October 4, 2018 was an inspiring event
 - Completed in 10 schools
- Partnership with University of Lethbridge -> First Nations, Metis, Inuit Mentorship Program for high school and middle school students partnered with university students. Began last week.
- Charitable organization and fundraising to support a multicultural holistic education centre grounded in Indigenous Ways of Knowing, Eagle Spirit Nest Community Association (ESNCA). Holy Spirit has indicated a desire to come on board.
 - An initial board of directors has been set and will be moving forward to become a registered society
 - We will begin raising funds under the current TDLF (Taber and District Learning Foundation) while we begin the process of obtaining our own charitable organization number.

Sustaining Effective Instructional Leadership

- Hosting Horizon Induction Program Sessions this year
- Evaluation Process for Probationary Teachers – 19 this year under evaluation; I am completing 14 evaluations

School Authority Operations and Resources

- Continuing to refine hiring process and documentation
- Participating in CASSIX winter meeting
- In response to feedback from our Admin team, implementing PowerSchool's automated call out system which will work with the attendance management system we implemented last school year.

I.6 Nutrition Grant

As per Enclosure 9 of the agenda.

Correspondence

No Discussion items came forward from the Correspondence as provided by Enclosure 10 of the agenda.

COMMITTEE ITEMS

Moved by Derek Baron that the Board meet in Committee.

Carried Unanimously

COMMITTEE
129/18

Moved by Christa Runka that the meeting reconvene.

Carried Unanimously

RECONVENE
130/18

Moved by Rick Anderson that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED
131/18

Marie Logan, Chair

Sheila Laqua, Executive Secretary

Horizon School Division No. 67

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

The Board of Trustees of Horizon School Division No. 67 held its Organizational Meeting of the Board on Wednesday, October 24th, 2018 commencing at 1:00 p.m. in the Eric Johnson Room.

TRUSTEES PRESENT: Marie Logan, Bruce Francis, Blair Lowry, Rick Anderson, Derek Baron,
Jennifer Crowson, Christa Runka

ALSO PRESENT: Dr. Wilco Tymensen, Superintendent of Schools
Philip Johansen, Associate Superintendent of Finance & Operations
Anita Richardson, Associate Superintendent of Programs, Services & Human Resources
Cole Parkinson, Taber Times
Sheila Laqua, Recording Secretary

MINUTES

1. **Call to Order**

Philip Johansen, Associate Superintendent, called the meeting to order at 1:04 p.m.

2. **Nominations and Election for Chair of the Board**

Philip Johansen called for nominations from the floor for the position of Board Chair.

Derek Baron nominated Marie Logan for the position of Board Chair.

Marie Logan accepted the nomination.

Philip Johansen called for nominations. No further nominations were made.

Marie Logan was declared to be the Chair of the Board of Trustees of Horizon School Division No. 67 until the next Organizational Meeting of the Board.

BOARD CHAIR
ELECTED
118/18

3. **Nominations and Election for Vice-Chair of the Board**

Philip Johansen called for nominations from the floor for the position of Board Vice-Chair.

Rick Anderson nominated Bruce Francis for the position of Board Vice-Chair.

Bruce Francis accepted the nomination.

Philip Johansen called for nominations. No further nominations were made.

Bruce Francis was declared the Vice-Chair of the Board of Trustees of Horizon School Division No. 67 until the next Organizational Meeting of the Board.

BOARD VICE-CHAIR
ELECTED
119/18

Chair Marie Logan assumed Chair of the Meeting

4. **Approve Trustee Committees for 2018-2019**

The Board approved the 2018-2019 Trustee Committee representatives as attached to these minutes.

5. Trustee Administrator’s Meeting Responsibility for 2018-2019

The Board approved the Trustee representative for the 2018-2019 Administrator’s Meetings as attached to these minutes.

6. Approve Trustee School Responsibilities for 2018-2019

The Board approved the Trustee School Responsibilities for the 2018-2019 term of office as attached to these minutes.

7.

Trustee Remuneration

The Board of Trustees reviewed Trustee Remuneration and made the motion that remuneration be increase by \$100.00/month effective January 1st, 2109 for the 2018-2019 term of office. This increase is to off-set the impact of the Municipal Officers Expense Allowance being added to the Trustee taxable income effective January 1, 2019.

8. Approved Board Meeting Dates for 2018-2019

The Board approve the Board Meeting Dates for the 2018-2019 term of office as attached to these minutes.

9. School Visits

The Board will review the 2018-2019 school visits in January 2019.

10. Adjourn Organizational Meeting

Moved by Derek Baron that the Organizational Meeting Adjourn.

Carried Unanimously

ADJOURNMENT
120/18

Chair

Secretary

**Horizon School Division No. 67
Trustee Committees
(2018-2019 SCHOOL YEAR)**

**Board Chair – Marie Logan
Board Vice-Chair – Bruce Francis**

<p>Finance/Audit Committee All members of the Board</p>	<p>Budget Committee All members of the Board</p>
<p>A.T.A. Negotiating/Liaison Committee Marie Logan - Chair Bruce Francis Derek Baron</p>	<p>C.U.P.E./Support Staff Negotiating Liaison Committee Rick Anderson- Chair Jennifer Crowson Blair Lowry</p>
<p>Public Relations Committee and Friends of Horizon Jennifer Crowson Marie Logan</p>	<p>Facilities Committee Bruce Francis – Chair Derek Baron Blair Lowry</p>
<p>Policy Committee Christa Runka Rick Anderson</p>	<p>ASBA Zone 6 Director Marie Logan Christa Runka - (alternate)</p>
<p>Council of School Councils One member of the Board to attend meetings on rotation</p>	<p>Hutterian Brethren Board Representative Rick Anderson</p>
<p>Administrative Council Meetings One member of the Board on a monthly rotation</p>	<p>Adhoc Committees All members of the Board</p>
<p>TEBA Marie Logan</p>	<p>Indigenous Committee Jennifer Crowson Rick Anderson – (alternate)</p>

Horizon School Division No. 67
Board of Trustees Administrator's Meeting Representation (2018-2019)

DATE	TRUSTEE ATTENDING
Tuesday, September 11, 2018	Bruce Francis
Tuesday, October 9, 2018	Rick Anderson
Tuesday, November 13, 2018	Blair Lowry
Tuesday, December 11, 2018	Christa Runka
Tuesday, January 8, 2019	Derek Baron
Tuesday, February 12, 2019	Bruce Francis
Tuesday, March 12, 2019	
Tuesday, April 9, 2019	Marie Logan
Tuesday, May 14, 2019	Christa Runka
Tuesday, June 4, 2019 (Vauxhall)	Jennifer Crowson

Board of Trustees School Responsibilities (2018-2019)

Marie Logan (Ward 1 – Lomond/Enchant)

Enchant School – Enchant
Lomond Community School – Lomond
Armada Colony School
Enchant Colony School
Hillridge Colony School
Lomond Colony School

Jennifer Crowson (Ward 2 – Hays/Vauxhall)

Hays School – Hays
Horizon MAP School - Vauxhall
Vauxhall Elementary School – Vauxhall
Vauxhall High School – Vauxhall
Copperfield Colony School

Bruce Francis (Ward 3 – Taber)

Dr. Hamman School - Taber
Midland Colony School
Cameron Farms Colony School
Evergreen Colony School
W.R. Myers High School - Taber

Blair Lowry (Ward 3 – Taber)

Central School – Taber
D.A. Ferguson Middle School - Taber
L.T. Westlake School – Taber
Taber Christian Alternative School – Taber
Kingsland Colony School

Rick Anderson (Ward 3 – Taber)

ACE Place Learning Centre - Taber
Barnwell School – Barnwell
Taber Mennonite School – Taber
Fairlane Colony School
Oaklane Colony School
Prairiehome Colony School

Derek Baron (Ward 4 – Warner/Grassy Lake)

Chamberlain School – Grassy Lake
Warner School – Warner
Arden T. Litt Centre for Learning – Grassy Lake
Bluegrass Colony School
Delco Colony School
Sunnysite Colony School

Christa Runka (Ward 5 – Milk River/Coutts)

Erle Rivers High School – Milk River
Milk River Elementary School – Milk River
River Road Colony School
Elmspring Colony School
Gold Spring Colony School
Miltow Colony School

Horizon School Division No. 67

Board of Trustees Board Meeting Dates (2018-2019)

Wednesday, August 22, 2018
Wednesday, September 26, 2018
Wednesday, October 24, 2018
Wednesday, November 28, 2018
Wednesday, December 19, 2018
Wednesday, January 23, 2019
Wednesday, February 27, 2019
Wednesday, March 27, 2019
Thursday, April 18, 2019
Wednesday, May 22, 2019
Wednesday, June 26, 2019
Wednesday, August 28, 2019

PAYMENT OF ACCOUNTS REPORT
Board Meeting November 28, 2018

General	October 17/18		513898.53
General	October 23/18		1000.00
General	October 25/18		1083029.65
General	October 30/18		293746.82
General	November 5/18		33847.81
General	November 6/18		10644.10
General	November 14/18		384,383.08
General	November 15/18		16,761.87
U.S.	November 15/18		6,114.74
General	November 20/18		80,135.44
General	November 20/18		13,878.40
"A" Payroll	October 2018	Teachers	1,669,143.99
	October 2018	Support	539,912.83
"B" Payroll	October 2018	Casual	8,829.03
	October 2018	Subs	78,617.33
Total Accounts			2,797,776.71
Board Chair _____			
PJ:dd			
November 22, 2018			

Horizon School Division November 2018 U.S. Accounts

	U.S. Funds	Canadian Fun
Transfinder Corporation	4550.00	6114.74
Total U.S. Accounts	4550.00	6114.74

JM:dd

November 15, 2018

Horizon School Division No. 67

*Combined 2018-19 to 2020-21 Education Plan and
2017-2018 Annual Education Results Report*



*An inclusive learning community that engages
and empowers all learners for success.*

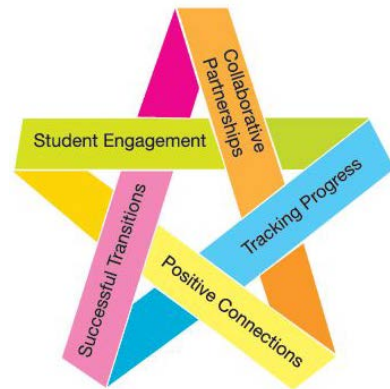
Horizon School Division No. 67
6302 56 Street Taber, AB T1G 1Z9
Ph: (403) 223-3457 Fax: (403) 223-2999
[Website: www.horizon.ab.ca](http://www.horizon.ab.ca)

Table of Contents

Introduction	3
Message from the Board Chair.....	3
Statement of Accountability.....	3
Board of Trustees.....	4
Senior Administration	4
Horizon School Division at a Glance	4
Vision	4
Mission Statement.....	4
Jurisdiction Profile.....	5
Core Goal.....	5
Accountability Pillar	6
Provincial Outcomes	7
Provincial Desired Outcome One: Alberta’s students are successful.....	7
Provincial Desired Outcome Two: Alberta’s education system supports First Nations, Metis, and Inuit Students’ success.....	9
Provincial Desired Outcome Three: Alberta’s education system respects diversity and promotes inclusive	10
Provincial Desired Outcome Four: Alberta has excellent teachers, and school and school authority leaders.....	11
Provincial Desired Outcome Five: The education system is well governed and managed	11
Class Size Report.....	12
Financial Information	13
Budget Summary	13
2018 – 2019 Budget Revenues	14
2018 – 2019 Budget Expense by Program	14
2018 – 2019 Budget Expense by Object	15
Audited Financial Statement.....	15
2017 – 2018 AFS Expense by Program	16
2017 – 2018 AFS Expense by Object.....	16
Capital and Facilities Projects	17
Summary of Facility and Capital Plans	17
Parental Involvement.....	18
Whistleblower Protection.....	18
Timelines and Communication	19

Introduction

We believe all students can leave school and be competent contributing global citizens. As such, everything we do, including engaging and empowering all our learners, is grounded in building student competencies and enhancing student success. We believe that five core strategies assist us in engaging children and motivating them to finish high school. We know, as you do, that those teachers that go beyond the duties normally expected of teachers create students that make life better for everyone, everywhere. This inspires us...to do what we do. To make a difference. We won't stop learning and improving, because we believe students matter. This is our calling. This is why we do what we do.



Message from the Board Chair

As a learning system, we receive substantial resources from Alberta Education that must be used effectively and efficiently. Our communities expect our schools to provide quality-learning opportunities including supports and services to children. The Three-Year-Plan outlines the priorities of Horizon School Division within the context of the goals of Alberta Education.

The Board of Trustees is very pleased with the accomplishments of our school jurisdiction and the achievement of our students. The support of parents, staff and other stakeholders is essential to our continued success. The results in this report illustrate a passion for learning, commitment to excellence and belief in welcoming, caring, respectful, and safe learning environments. As Trustees, we have every confidence that over the next three years we will build on our achievements and continue to provide quality learning for the students we serve.

We recognize that schools cannot do it alone. Together we can support all our children in preparing them for a successful future.

Marie Logan, Board Chair

Statement of Accountability

The Annual Education Results Report for the 2016-17 school year and the Education Plan for the three years commencing September 1, 2018 for Horizon School Division were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2016/2017 school year and the Three-Year Education Plan for 2018/2021 on November 28, 2018.

Marie Logan, Board Chair

Dr. Wilco Tymensen, Superintendent

Board of Trustees



Marie Logan
Board Chair



Bruce Francis
Vice-Chair



Jennifer Crowson
Ward 2



Rick Anderson
Ward 3



Blair Lowry
Ward 3



Derek Baron
Ward 4



Christa Runka
Ward 5

Did You Know?

*Alberta has over 600,000
K – 12 students and
35,000 teachers within
62 school authorities.*

Senior Administration



Wilco Tymensen
Superintendent



Phil Johansen
Associate Superintendent,
Finance and Operations



Amber Darroch
Associate Superintendent,
Learner Services



Anita Richardson
Associate Superintendent,
Programs and Human Services

Horizon School Division at a Glance

Vision

Passionately engaged learners who confidently pursue continual improvement now and in the future as contributing global citizens.

Mission Statement

Horizon is a 21st century inclusive learning community that engages and empowers all learners for success.



Jurisdiction Profile

The Horizon School Division is a rural jurisdiction situated between the cities of Medicine Hat and Lethbridge spanning from Coutts on the Canada/US border to Lomond in the County of Vulcan. The Division provides education services to approximately 3500 students and consists of 15 schools of various grade configurations in the communities of Barnwell, Enchant, Grassy Lake, Hays, Lomond, Milk River, Taber, Vauxhall, and Warner, plus one Christian Alternative School, and four Outreach schools. Additionally, there are 19 Hutterian Brethren schools scattered throughout the Division as well as one elite sport academy (Vauxhall Academy of Baseball).

Over the past twenty years, a substantial population of Low German-speaking Mennonite families from Mexico and other Central American countries have moved into the jurisdiction. As a result, approximately 40% of Horizon's student population are English Language Learner.

Core Goal

Horizon is strongly committed to meeting the needs of students and our core goal, "creating contributing global citizens" through two key action areas.



What are Competencies?

Knowledge, skills and attitudes that students develop and apply for successful learning, living and working. They apply across all subject areas. Alberta's Kindergarten to Grade 12 curriculum promotes development of the following competencies.

- Critical Thinking
- Communication
- Problem Solving
- Collaboration
- Managing Information
- Cultural and Global Citizenship
- Creativity and Innovation
- Personal Growth and Well-being

Accountability Pillar

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Horizon Sch Div No. 67			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	92.8	93.5	93.4	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	80.5	82.8	82.7	81.8	81.9	81.7	High	Declined	Acceptable
	Education Quality	92.7	92.6	92.9	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	2.1	5.2	3.9	2.3	3.0	3.3	Very High	Improved Significantly	Excellent
	High School Completion Rate (3 yr)	86.0	83.2	83.0	78.0	78.0	77.0	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	72.1	75.7	75.8	73.6	73.4	73.3	Intermediate	Declined	Issue
	PAT: Excellence	11.7	14.9	16.2	19.9	19.5	19.2	Low	Declined Significantly	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	92.1	89.8	89.3	83.7	83.0	83.0	Very High	Improved	Excellent
	Diploma: Excellence	24.4	16.3	18.1	24.2	22.2	21.7	Very High	Improved	Excellent
	Diploma Exam Participation Rate (4+ Exams)	44.8	46.2	45.8	55.7	54.9	54.7	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate (Revised)	62.2	62.1	61.1	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	60.2	47.5	53.0	58.7	57.9	59.0	High	Improved	Good
	Work Preparation	87.6	90.7	89.1	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	87.6	88.7	88.5	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	85.5	87.9	86.7	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.2	88.4	87.4	80.3	81.4	80.7	Very High	Declined	Good

Combined 2018 Accountability Pillar FNMI Summary

Measure Category	Measure	Horizon Sch Div No. 67			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	Drop Out Rate	6.4	10.4	4.2	4.8	5.8	6.3	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	72.0	90.2	73.4	53.3	53.7	50.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	48.9	53.6	61.0	51.7	51.7	52.0	Very Low	Maintained	Concern
	PAT: Excellence	8.7	11.9	8.0	6.6	6.7	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	90.9	92.6	88.8	77.1	77.1	76.6	Very High	Maintained	Excellent
	Diploma: Excellence	18.2	11.1	12.2	11.0	10.7	10.3	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	0.0	30.1	20.6	24.4	21.8	21.2	Very Low	Declined	Concern
	Rutherford Scholarship Eligibility Rate (Revised)	28.6	30.0	38.7	35.9	34.2	33.0	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	40.7	29.7	34.1	33.0	31.8	32.8	Low	Maintained	Issue

Provincial Outcomes

Provincial Desired Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	77.1	75.8	75.8	75.7	72.1	76.0	Intermediate	Declined	Issue	73	74	75
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.8	17.6	15.9	14.9	11.7	15.0	Low	Declined Significantly	Concern	12	13	14

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	90.0	88.5	89.6	89.8	92.1	90.0	Very High	Improved	Excellent			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	21.5	20.1	18.1	16.3	24.4	17.0	Very High	Improved	Excellent			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	79.8	84.5	81.2	83.2		84.0	Very High	Maintained	Excellent			
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.1	3.6	3.0	5.2	3.5	5.0	Very High	Improved Significantly	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	58.0	54.0	57.5	47.5	57	48.0	High	Improved	Good			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	60.1	62.1		63.0	n/a	Maintained	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	45.4	49.3	41.8	46.2		47.0	Intermediate	Maintained	Acceptable			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.6	87.7	89.0	88.7	87.6	89.0	Very High	Maintained	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	88.7	88.2	88.5	90.7	87.6	91.0	Very High	Maintained	Excellent			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	76.8	79.9	79.4	81.3	81.2	82.0	n/a	n/a	n/a			

Local Performance Measure	Results (in percentages)			
	Year (fall)	N	Baseline	Target 2019
Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment	2018	668	28%	25%
	2019			
Percentage of students reading above grade level as per Fountas and Pinnell Universal Assessment	2018	668	30%	33%
	2019			

Key Strategies for Continued Success and Improvement:

Curriculum

- Support preparation for future curriculum implementation through professional learning activities with Administrators’ Committee and the division Curriculum Implementation committee.
- Link curriculum to assessment at every opportunity to help support teacher professional practice and preparation for future curriculum.
- Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers.

Literacy

- Support schools with the division-wide practice of benchmark assessments (Fountas and Pinnell) and follow up intervention for students reading below grade level.
- Implement the Horizon Literacy Framework for K-6 teachers as a reference tool for instructional support of strong literacy practices.
- Collaborate with the University of Lethbridge to assess the effectiveness of reading intervention programs.

Numeracy

- Extend a balanced approach to math instruction from Grade 1 to Grade 2 via the use of Horizon’s Instructional Model and related resources.
- Collaborate with the University of Lethbridge as a research partner (Alberta Research Network research project “Sustained Instructional Coaching at Grade 6 to 9”) as we explore best practices for Grade 6-9 mathematics instruction.
- Develop key documentation on the prior two points in order to support long-term implementation.

Assessment

- Focus Assessment Coach work on further implementation of key principles of effective classroom assessment.
- Build on key assessment principles to increase teacher conceptual understanding of assessment.

High School Redesign

- Support schools with exploration of more successful ways to support student understanding of educational and career pathways.
- High School prioritization of students’ ability to access additional support and time to achieve success.

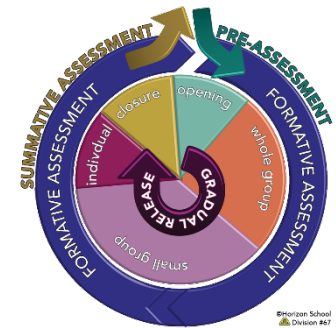
Collaborative Response

- Implementing a response to intervention framework within all schools that includes a universal benchmark assessment, a pyramid of intervention, and regular collaborative team meetings.
- Mobilizing the Dossier CRM (Collaborative Response Model) software within all schools to compile data, plan appropriate supports, and communicate effective action plans for students.
- Use a division-wide pyramid of intervention to support students with attendance challenges using a focused and strategic approach to enhance engagement and re-entry.
- Implement division-wide procedures, expectations, and communication to create a streamlined and consistent approach for successful student transitions.

Early Learning

- Develop Early Learning Instructor capacity regarding current research on child development and early learning via seven professional learning opportunities.

HORIZON INSTRUCTIONAL MODEL



Provincial Desired Outcome Two: Alberta's education system supports First Nations, Metis, and Inuit Students' success

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	54.8	61.1	68.4	53.6	48.9	54.0	Very Low	Maintained	Concern	49	50	51
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	4.8	2.8	9.2	11.9	8.7	12.0	Very Low	Maintained	Concern	9	10	11
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	100.0	83.3	90.5	92.6	90.9	93.0	Very High	Maintained	Excellent			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	0.0	11.1	14.3	11.1	18.2	12.0	Intermediate	Maintained	Acceptable			

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	52.1	54.1	75.9	90.2	72.0	91.0	Intermediate	Maintained	Acceptable			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	11.8	2.3	0.0	10.4	6.4	11.0	Intermediate	Maintained	Acceptable			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	58.2	21.8	50.9	29.7	40.7	35.0	Low	Maintained	Issue	41	42	43
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	47.4	30.0	28.6	30.0	n/a	Maintained	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	6.5	0.0	31.6	30.1	0.0	31.0	Very Low	Declined	Concern	15.0	15.0	15

Key Strategies for Continued Success and Improvement:

- Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People)
 - Horizon's Indigenous committee is developing a strategic action plan to address the FNMI component of the Quality Standards.
 - Encourage school participation in "Orange Shirt Day": A call for all Albertans to come together in the spirit of reconciliation.
 - Bring awareness of the experiences of residential school survivors.
 - Promote and implement use of culturally appropriate resources and professional learning tools for educators to develop foundational knowledge of FNMI students' ways of knowing and learning.
 - Facilitate Kairos blanket activity for all Horizon staff and junior/senior high students.
 - Infuse culturally relevant FNMI literature into classrooms through the identification of specific novels for older readers and levelled reading materials for younger students.
 - Support targeted professional learning for teachers regarding FNMI culture, tradition, and history

- 🍎 Facilitate a community National Indigenous Peoples day celebration in Taber on June 21
- 🍎 First Nations, Inuit, and Metis (Indigenous People)
- 🍎 Examine current data and create strategies for schools to maximize the success of FNMI students
- 🍎 Identify specific culturally appropriate instructional strategies in numeracy and literacy for FNMI learners
- 🍎 Utilize elders from the area in a variety of ways at a number of grade levels to connect learning to culture in a holistic way
- 🍎 Redefine role of FNMI liaison worker to focus on areas of priority that empower students to have success in school and beyond, and support staff to create learning spaces and schools where FNMI students recognize themselves in the curriculum, feel safe and welcome

Provincial Desired Outcome Three: Alberta’s education system respects diversity and promotes inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.9	93.0	93.7	93.5	92.8	94.0	Very High	Maintained	Excellent			

Key Strategies for Continued Success and Improvement:

- 🍎 Early learning
 - 🍎 Provide Hanen Training to all Early Learning staff to enhance knowledge and language, social and literacy skills.
 - 🍎 Support parents of students needing early interventions through Family Oriented Programming (FOP) including both community organized events and individualized home visits.
 - 🍎 Support families with students requiring significant early interventions with home visits from the Supervisor of Early Learning.
- 🍎 Collaborative Response
 - 🍎 Support each school in the development and implementation of a pyramid of intervention that identifies universal, targeted, and specialized supports and instructional strategies to help students be successful in the inclusive learning environment.
 - 🍎 School based collaborative response to intervention meetings support staff with instructional planning and resources to support students who are struggling.
- 🍎 Student voice
 - 🍎 Schools will utilize a division approved mechanism (“Our school/SOS-Q”) to utilize student voice to better meet student needs.
 - 🍎 Implementation of a student engagement team to lend their voice to jurisdiction initiatives and promote student leadership opportunities beyond their school and beyond the jurisdiction.
- 🍎 Collaborative Partnerships
 - 🍎 Implementation of a Systems Navigator position to provide increased individualized support to students and families with complex needs.
 - 🍎 Reduce mental health stigma at grade nine via a targeted approach that brings awareness and understanding.
 - 🍎 Build capacity in counselling and family connections staff via the implementation of a local mental health conference.
 - 🍎 Embed an additional Mental Health Therapist into schools to Increase services for students and their families.
- 🍎 Mental Health
 - 🍎 Reduce stigma associated with mental health through staff training (IE. GotoEducator), student engagement (IE. Headstrong) and parent/community programming delivered by the Family Connections Program.
 - 🍎 Refine the counselling service delivery model through incorporating formalized partners: Family & Community Support Services (FCSS) Counsellor and Alberta Health Services Regional Collaborative Service Delivery (AHS RCSD) Mental Health Therapist and the increase in Child & Youth Care Worker services.

Provincial Desired Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	81.6	82.3	82.9	82.8	80.5	83.0	High	Declined	Acceptable			

Key Strategies for Continued Success and Improvement:

- Our core goal, key action areas, and supporting strategies have a direct correlation to the work we do to build our staff's capacity to meet the Superintendent, Leadership, and Teacher Quality Standards, and the System Education Leader Practice Profile.

Provincial Desired Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	84.1	87.0	86.7	88.4	85.2	89.0	Very High	Declined	Good			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	85.9	85.9	86.1	87.9	85.5	88.0	Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.5	93.5	92.8	92.6	92.7	93.0	Very High	Maintained	Excellent			

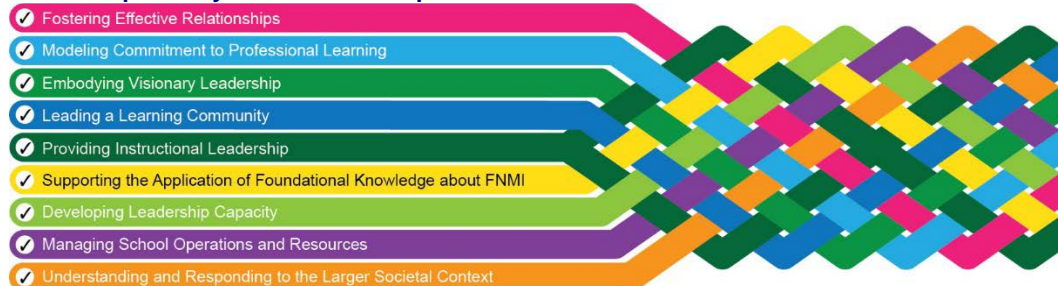
Key Strategies for Continued Success and Improvement:

- Our core goal, key action areas, and supporting strategies have a direct correlation to the work we do to build our staff's capacity to meet the Superintendent, Leadership, and Teacher Quality Standards, and the System Education Leader Practice Profile.

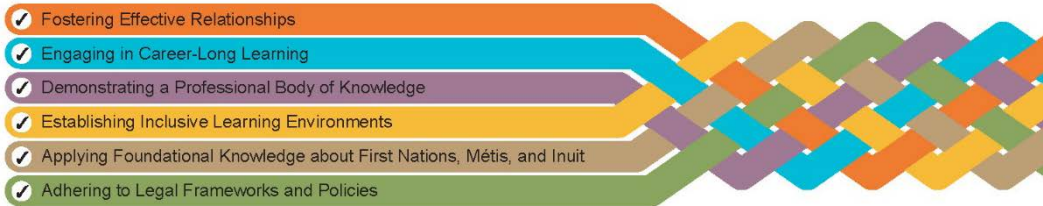
Superintendent Leadership Quality Standard – Competencies



Leadership Quality Standard – Competencies



Teaching Quality Standard – Competencies



Class Size Report

Jurisdiction Summary

ALL SUBJECTS

Horizon School Division No. 67 [A.1045]

Jurisdiction:

Number of Schools Reported:

16

Total Number of Schools:

16

	K to 3			4 to 6			7 to 9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Barnwell School	17.4	20.9	17.0	23.7	22.5	25.4	23.3	24.7	19.8			
Chamberlain School	11.3	14.2	11.0	16.1	15.9	14.7	12.3	18.3	14.1			
D. A. Ferguson Middle School				24.3	24.8	24.3	23.7	24.4	24.2			
Dr. Hamman School	22.3	21.9	22.7	22.0	21.3	24.0						
Enchant School	9.8	7.6	15.8	22.8	14.5	15.7	13.5	16.7	15.9			
Erle Rivers High School				15.0		13.0	14.4	20.6	15.7	11.4	9.1	11.0
Hays School	8.3	8.8	7.1	18.0	17.7	21.8	15.9	18.9	12.3			
L.T. Westlake School	18.0	18.3	16.6	18.4	16.4	14.5						
Lomond Community School	20.6	15.7	17.5	21.5	22.3	21.3	13.7	17.0	25.0	12.0	13.1	13.6
Milk River Elementary School	16.7	13.7	13.8	15.3	15.0	12.5						
Taber Central School	17.5	18.5	16.9	23.6	24.3	22.4						
Taber Christian School Alternative Program	17.1	17.0	19.7	27.3	22.6	21.2	16.2	25.0	24.7			
Vauxhall Elementary School	16.2	17.5	16.1	22.8	23.3	23.5						
Vauxhall Junior Senior High School							24.5	23.2	24.2	18.4	15.3	16.1
W. R. Myers High School							22.4	22.2	22.6	19.6	17.8	18.6
Warner School	12.7	15.0	13.8	17.1	19.0	17.2	15.6	12.2	15.4	10.9	9.9	13.6
Total for Jurisdiction 1045	16.5	16.9	16.7	21.7	20.8	20.8	19.4	21.8	20.6	17.3	15.7	16.5

	2016-2017	2017-2018	2018-2019
Student Enrollment	3509	3497	3544
Teachers (FTE)	210.5	207.5	206.0
Classroom Support Staff (FTE)	118.7	102	95

Did You Know?

The majority (33/41) of Horizon's school class size averages are below the Alberta Commission on Learning's (ACOL) class size guidelines, which are:

K to Gr. 3	17	Gr.7 to 9	25
Gr.4 to 6	23	Gr.10 to 12	27

Financial Information

Budget Summary

Budget 2018 maintains funding for key public services such as education and funds enrolment growth. Horizon School Division projects revenue of \$46,910,804 for 2018-2019, with 95% of that funding coming from the Government of Alberta. Expenditures of \$47,637,165 are expected for the year which will lead to an operating deficit of \$726,361.

Horizon has had a tradition of fiscal conservatism that led to an accumulated surplus from operations of \$10,828,834 as of August 31, 2015. The board has utilized those funds over the last three years to address deferred maintenance in Horizon facilities, stabilize staffing with enrolment fluctuations, and build capacity in teachers. The board recognized the need to utilize these resources for the benefit of both current and future students. Expenditures were selected with the intent of providing long-term benefit. By the close of fiscal year end August 31, 2019, Horizon's reserves will have been reduced to approximately \$3,600,000. The board and administration is aware that deficit spending must be ended. Budgets for 2018-2019 were reduced. Some staffing reductions have occurred. The effect of this was off-set through the announcement of the Classroom Improvement Fund. Further examination of the board's operations will continue through the year with the objective of delivering a balanced budget for 2019-2020.

In the area of governance and administration, Horizon remains more efficient than the province requires. In 2011–2012, the province reduced allowable spending on governance and administration. Horizon spent \$362,000 less than the cap in 2017–2018, and is budgeted to be \$350,000 under the cap for 2018–2019. This efficiency allows for enhanced support in the classroom.

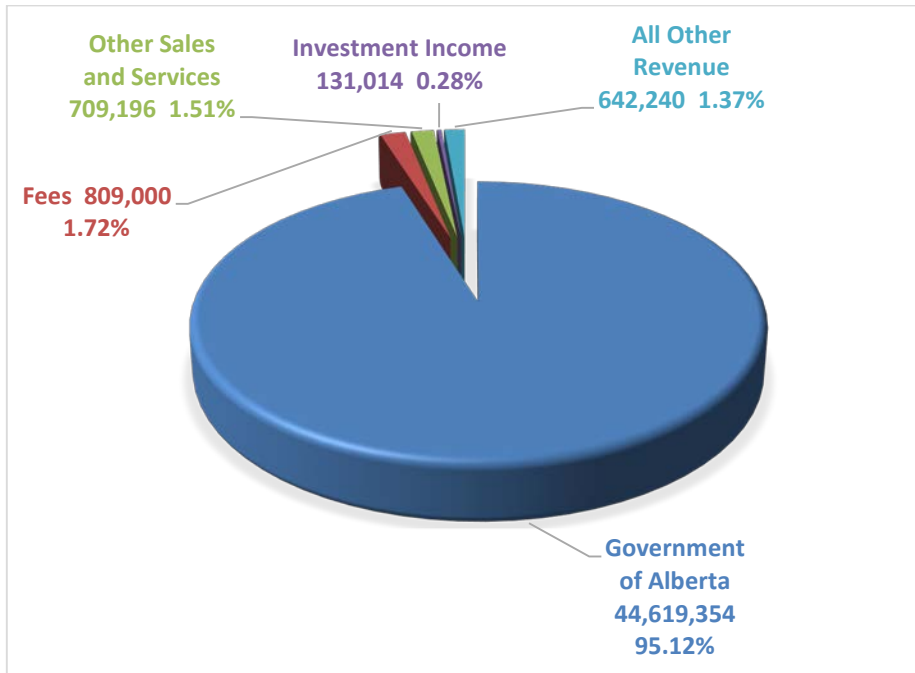
Key budget statistics are as follows:

	2016-2017 Actual	2017-2018 Actual	2018-2019 Budget (fall update)
Revenue	\$45,794,066	\$45,694,168	\$46,910,804
Expenses	\$48,097,395	\$47,151,243	\$47,637,165
Excess of Expenses over revenue	(\$2,303,329)	(\$1,457,075)	(\$726,361)
Includes: Unsupported amortization (non-cash)			
Accumulated operating reserves			
Beginning of year	\$9,791,745	\$6,906,839	\$5,382,716
End of year	\$6,906,839	\$5,382,716	\$4,397,295

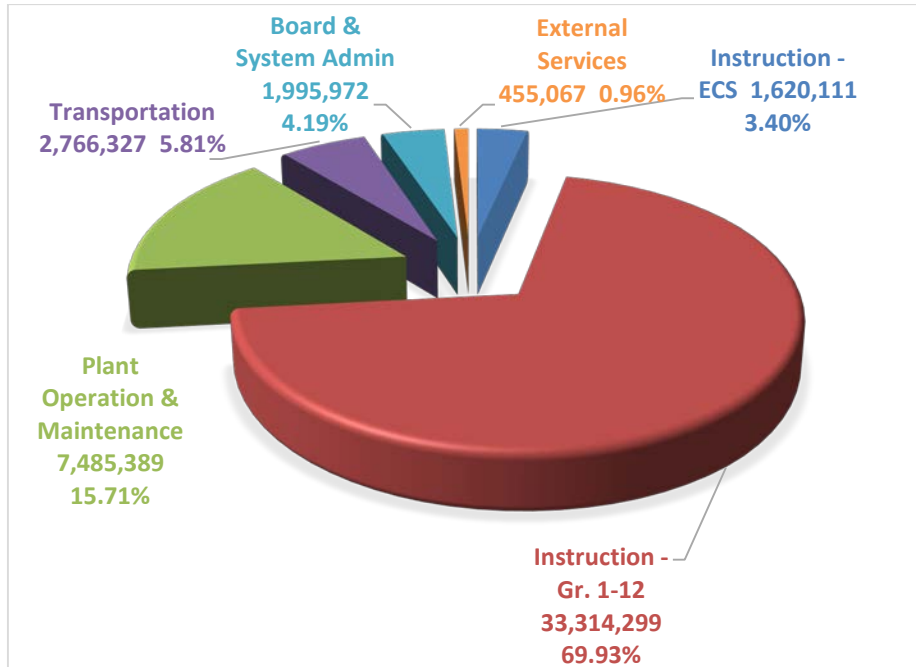
Did You Know?

Horizon School Division contracts out transportation to First Student, whose buses drive 1,500,000 km each year to safely transport our students to school.

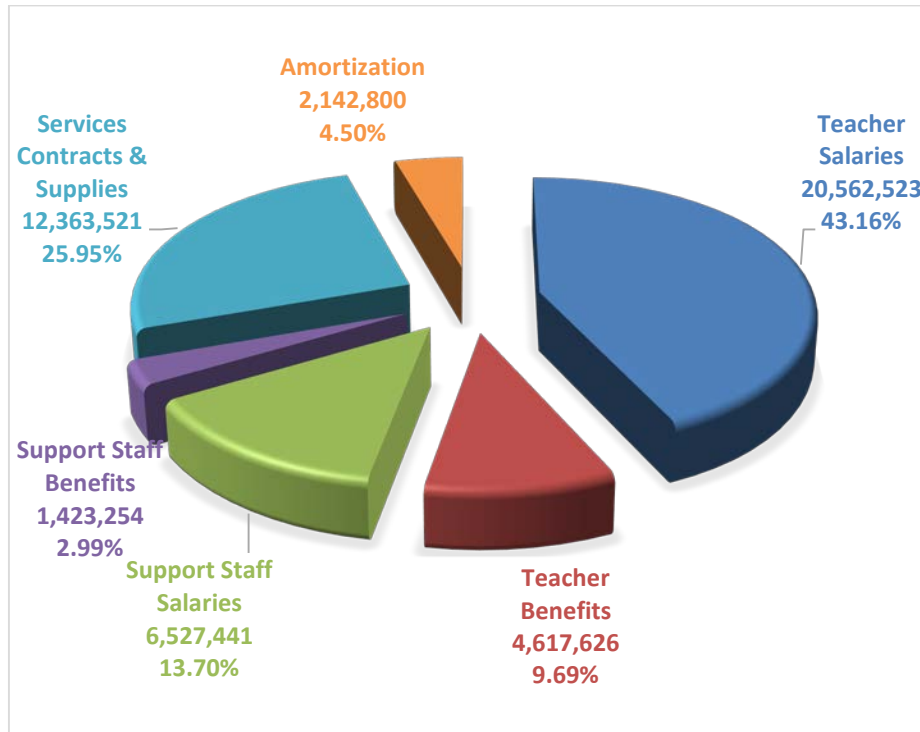
2018 – 2019 Budget Revenues



2018 – 2019 Budget Expense by Program



2018 – 2019 Budget Expense by Object



Audited Financial Statement

The School Generated Funds (SGF) information is fully consolidated in the Audited Financial Statement (AFS). For provincial school jurisdiction comparative data of the Audited Financial Statements please see the Alberta Education Website:

<https://education.alberta.ca/financial-statements/combined-statements/>

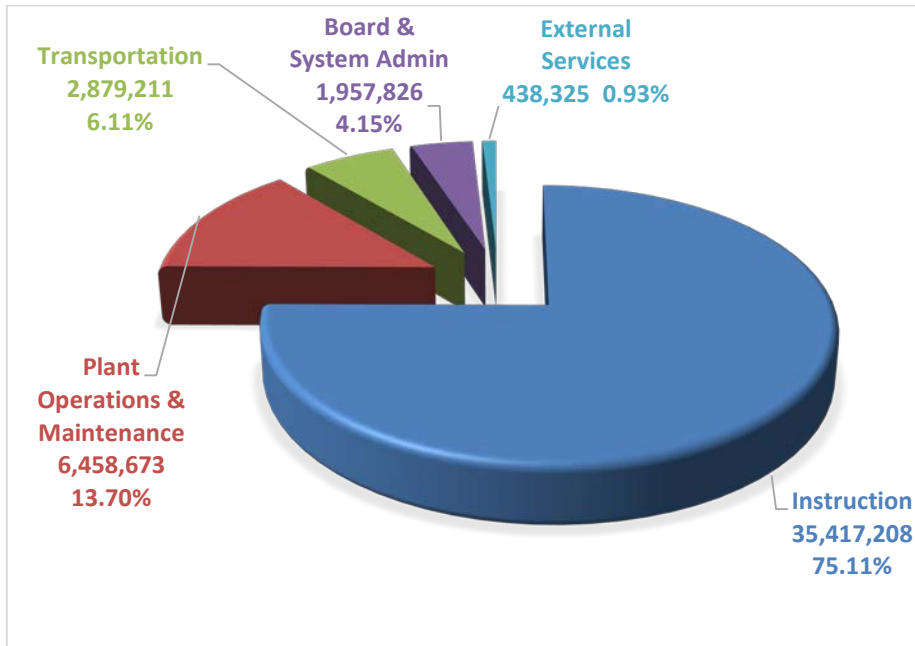
For the year ended August 31:

	Aug 31, 2017	Aug 31, 2018
Revenue	\$45,794,066	\$45,694,168
Expenses	\$48,097,395	\$47,151,243
Excess of Expenses over revenue	\$(2,303,329)	\$(1,457,075)
Includes: Unsupported amortization (non-cash)	\$435,381	\$468,404
Accumulated operating surplus		
Beginning of year	\$14,699,083	\$12,395,754
End of year	\$12,395,754	\$10,938,679

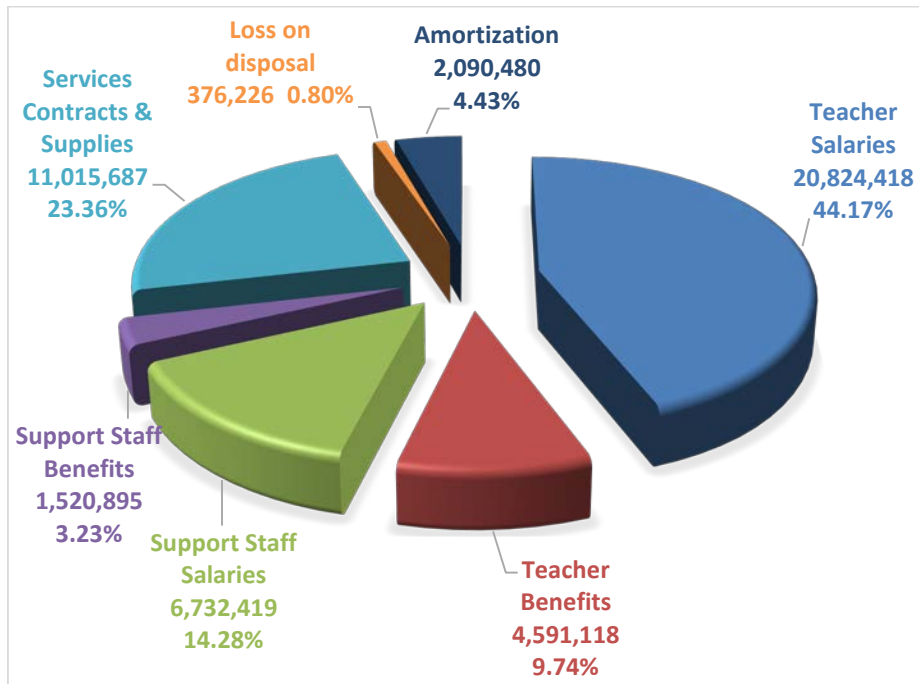
The Board's reserves as of August 31, 2018 are as follows:

Unrestricted Funds		\$800,661
Operating Reserves		
Decentralized (School based carry-over)	\$1,337,756	
School Generated Funds	\$686,959	
Colony Start-up	\$40,000	
Technology	\$475,491	
Division Office Equipment	\$41,842	
21 st Century Learners	\$500,000	
Transportation	\$2,000,000	
Inclusive Education	\$420,000	
English Language Learners	\$420,000	
Total Operating Reserves		\$4,582,048
Investment in Capital Assets		\$5,555,970
Accumulated Re-measurement Losses		\$0
Total Accumulated Surplus		\$10,938,679

2017 – 2018 AFS Expense by Program



2017 – 2018 AFS Expense by Object



Capital and Facilities Projects

Modernization announcement for the D.A. Ferguson/W.R. Myers complex (\$7M) was announced in October 2015 and construction commenced in the spring of 2018. Alberta Infrastructure is managing the project.



Two value management sessions for Erle Rivers High School have been undertaken (April, 2016, and December 2017). The modernization was included in a list of unfunded capital projects in the province's 2016 budget. The jurisdiction is waiting formal announcement from the government regarding final approval of this project.

Boards send their three-year capital plan to Alberta Education. Using information from the plans, Alberta Education works with Alberta Infrastructure to create the provincial capital plan. These are the highest-priority projects in Alberta. This helps government decide which projects will be approved when funding is available for school projects. When a project is approved, the school board, Alberta Education, and Alberta Infrastructure work together on the details of the project to help ensure it meets students' needs. Horizon's top two priorities are Erle Rivers High School and phase two of the D.A. Ferguson/W.R. Myers complex modernization.

Summary of Facility and Capital Plans

The province provides school jurisdictions funding for facility and capital planning under three separate categories – Plant Operations & Maintenance (PO&M), Infrastructure Maintenance and Renewal (IMR) and Capital Projects. They provide technical support to school jurisdictions on matters related to development of capital plans, project management support, project design, tendering, cost analysis and review, and recommendation of IMR plans.

PO&M funding is provided for the on-going, day-to-day maintenance and operation of school buildings to ensure they are safe, comfortable and suitable learning environments for students. The Facilities and Maintenance Department is mandated by the Board to operate within the annual funds provided by the province. The major expenditure components of the PO&M budget are operations and maintenance staff, cleaning and custodial, utilities (electricity, heating, water, sewage and solid waste) and general maintenance.

PO&M funding is formula based on the full time equivalent weighted enrolment taken from the previous year's funded head count. The province has provided the following PO&M Funding to Horizon:

Year	Funding
2014 – 2015	\$3,553,299
2015 – 2016	\$ 3,638,767
2016 – 2017	\$3,686,718
2017 – 2018	\$3,820,008
2018 – 2019	\$3,782,177

These funds provide for the maintenance and operation of 19 board owned school buildings, 2 board owned non-school buildings (division office and maintenance shop).

The IMR program funds renovations and/or upgrades to a facility. Horizon’s first priority for this spending is to ensure that health, safety and essential upgrading needs, including emergent priorities are met. The largest annual single expenditure component of the IMR funding is usually on roofing replacement. Other projects include replacement of failed hot water tanks/boilers and furnaces, flooring, washroom upgrades, fire and security systems, etc. IMR funding is formula based using the weighted enrolment taken from the previous year’s funded head count. The following compares the provincial funding made available against the projected needs of the Division:

Year	Funding	Projected Need
2014 – 2015	\$1,387,583	\$1,472,583
2015 – 2016	\$528,437	\$1,767,777 (excludes schools that are approved for modernization)
2016 – 2017	\$1,153,018	\$1,952,600
2017 – 2018	\$1,656,365	\$1,735,094
2018 – 2019	\$1,640,899	\$1,671,625

Parental Involvement

Parents are involved in the process of planning at numerous levels. All schools have school councils that are part of the Alberta School Council Association and are actively engaged in decisions at the school level. School plans that inform the jurisdiction plan are developed with parental input. The Horizon School Division Council of School Councils is actively engaged at the division level and provides input via meetings throughout the year. Jurisdiction results are shared with the Council. Parents are part of key committees at a jurisdiction level including the Policy Committee and the Budget Committee. The jurisdiction also continues to keep parents in the loop with regular newspaper article, an annual “around Horizon” newspaper and regular social media updates. The Board continues to provide opportunities to engage parents and incorporate their perspectives into Board decisions.

Whistleblower Protection

The Horizon School Division Public Interest Disclosure (Whistleblower Protection) policy was approved in February 2014. From September 2017 to August 2018, no disclosures were reported directly to the public interest commissioner.

Disclosures received	None
Disclosures acted on	None
Investigations commenced as a result of disclosures	None
In cases where wrongdoing is found, description of wrongdoing and recommendations or corrective actions taken.	NA

Timelines and Communication

The Board of Trustees reviews and approves the combined Annual Education Plan and Annual Education Results Report at the November Board meeting. The Education Plan is shared with local media, school administrators, and the Horizon Council of School Councils and can be picked up at Division Office or accessed through the division website.



Or refer to the following links:

Combined Three Year Education Plan and Annual Education Results Report
<http://horizon.ab.ca/documents/general/2018-2021EdPlanAERR.pdf>

Capital Plan
<http://horizon.ab.ca/documents/general/capitalplan.pdf>

Combined Three Year Education Plan and Annual Education Results One Page Summary Report
<http://horizon.ab.ca/documents/general/2018-2021AERRsummary.pdf>

Audited Financial Statement
<http://horizon.ab.ca/documents/general/2017-2018AuditedFinancialStatements.pdf>

2018-2019 Budget
<http://horizon.ab.ca/documents/general/2018-2019BudgetUpdate.pdf>

Horizon School Division No. 67
6302 – 56 Street
Taber, AB T1G 1Z9
Phone: (403) 223-3547

For additional information, please contact
Sheila Laqua
Executive Secretary for the Board of Trustees and Office of the Superintendent

Horizon School Division No. 67
Additions To Fees Schedules
November 30, 2018

School	Description	Amount	# Students	Total
Vauxhall Elementary	Transportation costs to World Curling Championships, Grade 6	\$ 20.00	38	\$ 760.00
Horizon MAP	Ski trip with equipment rental	\$ 50.00	16	\$ 800.00
Horizon MAP	Ski trip without equipment rental	\$ 40.00	2	\$ 80.00
ACE Place	Experience week - cost will range from \$0 - \$150 depending on experience chosen	\$ 150.00	61	\$ 9,150.00
Arden T. Litt	Experience week - cost will range from \$0 - \$150 depending on experience chosen	\$ 150.00	29	\$ 4,350.00
Erle Rivers	Experience week - cost will range from \$0 - \$150 depending on experience chosen	\$ 150.00	48	\$ 7,200.00
Lomond	Experience week - cost will range from \$0 - \$150 depending on experience chosen	\$ 150.00	24	\$ 3,600.00
Taber Mennonite	Experience week - cost will range from \$0 - \$150 depending on experience chosen	\$ 150.00	46	\$ 6,900.00
Vauxhall High	Experience week - cost will range from \$0 - \$150 depending on experience chosen	\$ 150.00	150	\$ 22,500.00
W.R. Myers	Experience week - cost will range from \$0 - \$150 depending on experience chosen	\$ 150.00	367	\$ 55,050.00
Warner	Experience week - cost will range from \$0 - \$150 depending on experience chosen	\$ 150.00	27	\$ 4,050.00

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

Policy Code: GCAH
Policy Title: Professional Staff
Induction Program
Cross Reference: GCAG
Legal Reference:
Adoption Date: February 26, 1997
**Amendment or Re-
affirmation Date:** August 27, 2013

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVE THAT AN INDUCTION PROGRAM FOR PROFESSIONAL STAFF NEW TO HORIZON CONTRIBUTES TO THE RETENTION OF QUALITY, CARING PROFESSIONALS THAT ADVANCE STUDENT LEARNING THROUGH SUCCESSFUL TEACHING EXPERIENCES.

REGULATIONS

1. All professional staff new to the Horizon School Division will participate in the Horizon Induction Program (HIP).
2. The induction program will include the following elements:
 - 2.1 Orientation prior to the start of the school year.
 - 2.2 Linking of protégés and mentors including school site matches and curriculum matches when requested by the teacher or school administrator.
 - 2.3 Professional learning team experiences for protégés and mentors based on an assessment of needs.
3. The Superintendent of Schools or designate is charged with the responsibility for organizing the Horizon Induction Program.



2018 Horizon School's Christmas Concert Schedule

SCHOOL	CONCERT DATE	CONCERT TIME	TRUSTEE/ADMIN. ATTENDING
Ace Place	NO CHRISTMAS ACTIVITIES		
Barnwell	Thursday, December 20 th	6:30 pm	
Central	German Christmas Concert – Thursday, December 13 th Christmas Concert – Wednesday, December 19 th	7:00 pm 7:00 pm	
Chamberlain	German Christmas Concert – Tuesday, December 11 th Christmas Concert – Tuesday, December 18 th	6:30 pm 6:30 pm	
D.A. Ferguson (Band Concert)	Monday, December 10 th - (Taber Civic Centre)	7:00 pm	
Dr. Hamman	Wednesday, December 19 th Wednesday, December 19 th	1:00 pm 6:45 pm	
Enchant	German Christmas Concert – Tuesday, December 11 th Christmas Concert – Wednesday, December 19 th	7:00 pm 7:00 pm	
Erle Rivers High School	NO CHRISTMAS ACTIVITIES		
Hays	Thursday, December 13 th , 2018	7:00 pm	
Horizon MAP	NO CHRISTMAS ACTIVITIES		
L.T. Westlake Fine Arts Elementary School	Wednesday, December 19 th	6:30 pm	
Lomond Community School	Wednesday, December 19 th	7:00 pm	
Milk River Elementary School	Wednesday, December 19 th (Milk River Civic Centre)	7:00 pm	
Taber Christian School	Christmas Assembly – Friday, December 21 st	11:00 am	
Taber Mennonite School	NO CHRISTMAS ACTIVITIES		
Vauxhall Elementary School	Thursday, December 20 th Dress Rehearsal (open to public)	7:00 pm 1:00 pm	
Vauxhall High School	NO CHRISTMAS ACTIVITIES		
W.R. Myers (Band Concert)	Tuesday, December 11 th (Taber Civic Centre)	7:00 pm	
Warner School	Tuesday, December 18 th	6:30 pm	

COLONY SCHOOLS

SCHOOL	CONCERT DATE	CONCERT TIME	TRUSTEE/ADMIN. ATTENDING
Armada	Wednesday, December 20 th	1:00 pm	
Bluegrass	TBD		
Cameron Farms	Wednesday, December 20 th	12:30 pm	
Copperfield	Thursday, December 21 st	7:00 pm	
Delco	Wednesday, December 20 th	1:00 pm	
Elmspring	Wednesday, December 20 th	1:00 pm	
Enchant	Wednesday, December 20 th	1:00 pm	
Evergreen	Thursday, December 21 st	1:00 pm	
Fairlane	TBD		
Gold Spring	Thursday, December 21 st	2:00 pm	
Hillridge	Thursday, December 14 th	1:00 pm	
Kingsland	Thursday, December 21 st	7:00 pm	
Lomond	Tuesday, December 19 th	1:00 pm	
Midland	No Concert		
Miltow	TBD		
Oaklane	Thursday, December 21 st	1:30 pm	
Prairie Home	TBD		
River Road	No Concert – going caroling instead		
Sunnysite	Thursday, December 21 st	1:00 pm	

Superintendents Progress Report

November, 2018

Educational Leadership and Student Welfare

- Meetings and dialogue between schools and division office are ongoing. Conversations/topics typically focus on processes that ensure student safety, well-being, and conduct; financial management; and instructional leadership. This month they also included budgeting, staffing, transportation, off-campus excursions, student conduct and discipline, and guidance with regard to student and parental concerns.
- Principal professional growth plan and Three Year Education Plan/Annual Education Results Report meetings have commenced
School visits this month included: Central School, Chamberlain Community School, D.A. Ferguson Middle School, Erle Rivers School, Horizon Mennonite Alternative Program, L.T. Westlake Fine Arts School, Lomond Community School, Milk River Elementary School, Taber Mennonite School, Vauxhall Elementary School, Vauxhall High School, W.R. Myers High School
- Attended the College of Alberta School Superintendent fall conference. The focus of the conference was on building personal and system capacity and enhancing system leaders ability to meet the Superintendent Leadership Quality Standard and related competencies.
- The Superintendent attended a College of Alberta School Superintendent, Superintendent Leadership Quality Standard Advisory Committee meeting to provide input into the provinces certification process.
- The senior leadership team attended a SAPDC AB ED curriculum coordinators meeting to learn about the new curriculum. Learning was brought back and shared with all school principals.

Personnel Management

- The Superintendent accompanied a large number of principals to a provincial professional learning session co-hosted by AB ED and the ATA. The focus was the new leadership quality standard that will be applying to all principals in Alberta.

Policy and Strategic Planning and Reporting

- The school division's Three Year Education Plan and Annual Education Results Report is included in November's agenda for Board approval.
- Meetings are ongoing about ways to meet the needs of Taber Mennonite Students given the space constraints within their current context.

Fiscal Responsibility, Organizational Leadership and Management

- The fall budget was updated by the Associate Superintendent of Finance and Operations with the assistance of school principals. The updated budget can be found online on our website.
- The Superintendent accompanied the Board of Trustees to the Alberta School

Superintendent fall annual general meeting.

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
 - Council of School Council meeting
 - Horizon supported Family Violence Prevention Month by tying a purple ribbon.
 - TCAPS dry complex tour
 - AB ED sponsored Alberta Council for Environmental Education: A thought leaders' forum

Enrollment	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
Funded	3583	3554	3554	3486	3572	3596	3542	3449	3432	3476
Non-funded	94	64	62	92	75	65	60	60	65	68
Total	3677	3618	3616	3578	3647	3661	3602	3509	3497	3544

NOTES:

1) Non-funded includes:

Not enrolled by Sept 30		21	16	26	19	24	15	11	14	
International	18	8	15	23	12	10	15	5	16	13
Priority School Conflict	70	31	29	32	39	28	25	37	35	47
Underage/Overage	6	4	2	10	5	3	5	6		3
First Nations				1				1		
	94	64	62	92	75	65	60	60	65	63

2) Priority School Conflict means two schools have them registered but we only get funding for 1 school

3) 2018-2019 includes 68 funded Pre-K (PUF, MM, and ELL)

Spring Proj.	24-Sep-18	30-Sep-18		Variance	
	3475	3456	3478	Headcount	3
	3340.5	3317.5	3331.5	FTE	-9

Associate Superintendent, Learner Services
Report to the Board of Trustees – November 28, 2018

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 instruction that develops student competencies

- The October 18th Division-Wide Learning Day for teachers and support staff was an overwhelming success. Planned jointly between the ATA Local PD Committee and the Learner Services team, over 20 breakout sessions were provided on the morning of the 18th. In the afternoon, cohorts of support staff across a variety of schools met with colleagues in similar positions, while teachers and administrators had the first meeting of their “Teachers Learning through Collaboration” (TLC) Groups for this year.
- At the November Administrators’ Meeting, the morning was dedicated to professional learning related to the new curriculum design and content. Dr Rick Gilson, Executive Director from Southern Alberta Professional Development Consortium (SAPDC) presented the Alberta Education overview called “Curriculum 101” and Terri-Lynn facilitated a close examination of specific curriculum for either English Language Arts or Mathematics. This session was intended to equip school leaders with the working knowledge of the new curriculum so they can facilitate school-level discussions with teachers.
- Terri-Lynn has been working with the University of Lethbridge and Dr. Hamman, LT Westlake, and Chamberlain schools in compiling pre-assessment data on Kindergarten through Grade 2 students’ pre-literacy skills. These pre-literacy skills include alphabet, sounds, phonological and phonemic awareness (rhyming discrimination, rhyming production, isolation of sounds such as beginning, middle and end, blending of sounds and letter syllables, word reading of sight words). This is the focus for the K to 2 students and teachers currently in the 3 schools that are participating in the “Blitz” program. The “Blitz” has begun in classrooms and is an extra learning opportunity through literacy games to enhance and strengthen those foundational literacy skills that are needed to be successful readers. Our hypothesis is that this coordinated approach will catapult reading levels forward. Participating student results will be compared to a separate control group of Horizon students at the end of the project.

- Please see the final page of this report for a summary of Assessment Coach activities.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- Robbie worked with Barnwell School on October 19th to further develop their CRM and practice using the CRM module (software on Dossier)
- Robbie has been to and met with each school and the Learning Support Teachers to discuss school needs, student needs, and the Collaborative Response Model. The face to face meetings at each school are planned again for January/February to continue supporting LST's and Principals with response to instruction and intervention.
- Upcoming professional learning opportunities have been shared with all Administrators and Learning Support Teachers to build capacity in a Collaborative Response to Instruction and Intervention Model.

LEADERSHIP PRACTICES

- To support parent-school engagement in our Low German Mennonite communities, Horizon's LGM Consultant, Benita Peters, has been hosting "faspa" (afternoon coffee and baking) at a number of schools. Benita has also been assisting schools with translation services at Parent/Teacher Interviews this month.
- The Learning Support Teacher's book club completed the first book of the school year, "Indian Horse". This is an excellent book portraying a young man's experience growing up in the 1960's in Manitoba, attending a residential school and connecting how hockey was a big part of his life.
- Amber attended the Associate for Curriculum & Development Educational Leadership Conference, themed "Champions for Equity". Sessions and speakers were highly relevant to the work related to inclusion we are doing in both the division and the province. Resources, presentations and speaker notes will be used to inform a variety of Learner Services strategies underway in our 3 Year Education Plan.
- Amber participated in eleven professional growth plan meetings with principals and Learner Services staff.
- On October 29, 2018, Amber, Terri-Lynn and Wilco attended an Alberta Education "Curriculum 101" session that facilitated learning about the new curriculum and how it is intended to be used by teachers along with explanations and examples of new components and terminology. This content was then brought to Horizon's Administrators' Committee.

- Amber, Terri-Lynn and Sharon continue to participate in multi-district network of about 15 school divisions connecting monthly on topics of curriculum and assessment in the context of Alberta's new curriculum implementation.
 - Robbie is taking a Cognitive Coaching Course for professional learning this year. The 10-day course runs throughout the school year.
 - Robbie and Andra are offering Educational Assistant staff an additional professional learning opportunity on Monday November 26. This is a paid, voluntary event focused on supporting students with Autism and will be presented by Key Connections Consulting.
-

Instructional Assessment Coach Activity Summary: November 2018



Date	Teacher Coaching	School & Parent Presentations	Principal Meetings	Other Meetings (IE Tech)
Aug/Sept.	1	2	8	4
October	20	7	5	3
November	19	5	6	4

In the months of September - November Sharon worked on the following:

- Met with Administrators to establish goals and create individual school plans for supporting each staff in best practice assessment
- Booked follow-up dates throughout the year to create an ongoing support system for schools.
- Continued self-directed individual coaching sessions for teachers during booked days. Moving teachers more in the direction of the pedagogy of the instructional model and how assessment is a key component in that process.
- Did several staff presentations which included the following topics:
 - Motivation - how assessment practices relate to and can increase student motivation
 - Writer's workshop model - how to set up for success and how to use materials created for teachers to support their writing program.
 - Using GoFormative as an inclusive formative assessment tool
 - Best practice Assessment practices in the classroom - how to set up your routines, how to plan for assessment, practical examples of plan sheets and scheduling, feedback frames for conferencing, etc.
- Worked on several technology projects to help teachers plan and implement best practice assessment and reporting, including:
 - Curriculum template updates for Students Achieve
 - Built various versions of Report Card Templates for all the Colonies and Kindergarten classrooms
 - Built on-line assessment planners for grades 1 - 9
 - Continued adding Alberta Curriculum outcomes to be tagged in GoFormative
 - Created and added, The Instructional Model, assessment planners, rubric generators, links to tech tools, writing support materials and How to videos to the Horizon Teacher Tools Website
 - Working on building a CTF Rubric generator
 - Assisted with the building of Health and Wellness CTF rubric for TLC group
 - Assisting with Literacy Framework where needed

Associate Superintendent, Programs and Human Services Report to the Board of Trustees – October 24, 2018

Building Effective Relationships

- Participating in local bargaining process ongoing.
- Career Transitions – Named chair of the board this month. Supporting the Executive Director to address funding concerns has been a primary focus.
- Participating in Professional growth plan meetings with all principals with the Senior Admin team.

Modeling Commitment to Professional Learning

- Participating in Cognitive Coaching 10-day course over this school year. Hosted by Holy Spirit Roman Catholic School Division
- Attend CASS Professional Learning Events
- Enrolled in Weaving Ways: Indigenous Ways of Knowing in Classrooms and Schools 5 part (8hr) Webinar series.
- Enrolled in 5 part ATA Webinar series, 'Teacher Talks' to develop First Nations, Metis and Inuit Foundational Knowledge with several Horizon teachers

Visionary Leadership

- Supporting committee planning for a Horizon Experiential Week in conjunction with LCC, Mount Royal University, University of Calgary, Livingstone Range, and Palliser School Division in May 2019.
-

Leading Learning

- Ongoing support for Principals with staffing concerns.
- JSET (Jurisdiction Student Engagement Team) → co-hosted the Southern Alberta Student Leadership Conference at the University of Lethbridge on Nov. 14th. Over 600 students attended from all over the south and Horizon students hosted 5 breakout sessions.

Supporting First Nations, Metis and Inuit Education for All Students

- Indigenous Champions – organizing a professional learning opportunity to develop knowledge and skills
 - Goal is to maximize the dispersion of the knowledge and skills beyond the champions to all of our teachers/staff
 - January session will focus on Understanding the Social Implications of Indigenous Realities and selecting resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit.
- Blanket Exercise
 - Scheduled Blanket Exercises:

- Taber Public Library Community Exercise – Dec 6, 2018, 5:30-9pm
 - ERHS, March 8
 - Colony Teachers, May 30
- Completed in 11 schools
- Partnership with University of Lethbridge -> First Nations, Metis, Inuit Mentorship Program for high school and middle school students partnered with university students. Began last week.
- Charitable organization and fundraising to support a multicultural holistic education centre grounded in Indigenous Ways of Knowing, Eagle Spirit Nest Community Association (ESNCA). Holy Spirit has indicated a desire to come on board.
 - An initial board of directors has been set and will be moving forward to become a registered society
 - We will begin raising funds under the current TDLF (Taber and District Learning Foundation) while we begin the process of obtaining our own charitable organization number.

Sustaining Effective Instructional Leadership

- Hosting Horizon Induction Program Sessions this year
- Evaluation Process for Probationary Teachers – 19 this year under evaluation; I am completing 14 evaluations

School Authority Operations and Resources

- Participating in CASSIX winter meeting
- In response to feedback from our Admin team, implementing PowerSchool's automated call out system which will work with the attendance management system we implemented last school year. Should be operational by the end of November.

Renewing Local Democracy in Alberta

Updating laws for local elections to create more transparency and accountability.

Introduction

Bill 23, *An Act to Renew Local Democracy in Alberta* would make it easier for municipalities and school boards to get big money out of elections, enforce election-related laws, and find out who is behind third-party advertising.

Albertans, municipal associations, school boards, Métis Settlements, Alberta's election commissioner and municipalities have all contributed to this proposed legislation.



- Potential candidates may accept up to \$2,000 in donations before the campaign period to cover low-cost pre-campaigning like door knocking and brochures.
- Candidate spending limits would be determined by regulation after consulting with stakeholders.
- Candidate spending limits would be based on the size of the municipality and school board.

If you're thinking of running

Potential candidates can check municipalaffairs.alberta.ca for more information on proposed new rules.

Getting big money out

Elections should be decided by Albertans and not by those with the deepest pockets.

Under the proposed legislation:

- Contributors can donate up to \$4,000 province-wide for municipal campaigns, as well as up to \$4,000 for school board campaigns.
- Corporate and union donations have been banned so that only individual Albertans would be able to make campaign contributions in municipal elections.
- Campaign periods would be reduced to one year, from Jan. 1 to Dec. 1 in the year of the election.
- Campaign fundraising and contributions would also be limited to only that period.

Enforcing laws



Laws must be enforceable to be effective. New powers would be given to the provincial elections commissioner to investigate complaints.

Under the proposed legislation:

- The Alberta elections commissioner will be empowered to investigate, prosecute, and enforce rules related to campaign finance and third-party advertising.
- General administration of local elections would remain the responsibility of each local jurisdiction.

Know who is behind ads

Albertans should know who is behind third-party election advertising.

Under the proposed legislation:

- Government would require transparency from third parties that receive contributions and advertise to promote or oppose a candidate.
- Third parties would be required to register with each local jurisdiction in which they intend to advertise.

Third-party advertising

A third party advertisement is an advertisement in any broadcast, print, electronic or other medium that has the purpose of promoting, supporting or opposing a candidate in the election.

Accountability and transparency

Albertans should know more about who they are voting for.

Under the proposed legislation:

- Campaign disclosure statements would be required from all candidates, including self-funded candidates.
- The fundraising function loophole that allows candidates to raise funds without disclosing their donors would be closed.
- Candidates would be required to disclose names and addresses of those who contribute more than \$50, down from \$100 under current legislation.
- The definition of what qualifies as an expense under disclosure rules would be clarified.
- Campaign activities at voting stations would be restricted.

New rules for school authorities

Campaign finance and disclosure rules would now apply to candidates for school boards.

Under the proposed legislation:

- Province-wide contribution limits of \$4,000 and disclosure rules would apply to school boards.
- Candidate spending limits would be determined after consulting with stakeholders. Limits would be based partially on the size of the school board.

Easier to vote

It would be easier for eligible Albertans to vote.

Under the proposed legislation:

- Communities of more than 5,000 would be required to hold advanced votes to provide more opportunities for residents to cast ballots.
- Voting would be allowed in more locations, for people who can't get to traditional polling places.



What did Albertans say?

Over 1500 Albertans participated in consultation on Bill 23 – *An Act to Renew Local Democracy in Alberta*.

90 per cent of survey respondents agreed corporate and union donations should be banned in local elections.

85 per cent of survey respondents agreed individual contribution limits should be lowered to \$4,000.

93 per cent of survey respondents agreed there should be rules and transparency around third-party advertisers.

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

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

Date: Thu, Oct 25, 2018 at 5:22 PM

Subject: News Release: Seclusion rooms: Statement from Minister Eggen

To: <wilco.tymensen@horizon.ab.ca>

Seclusion rooms: Statement from Minister Eggen

October 25, 2018 [Media inquiries](#)

Education Minister David Eggen issued the following statement regarding the use of seclusion, time out and physical restraint in schools:

“Today, I had the pleasure of meeting with Marcy Oakes – one of the parents who is serving on the working group I’ve appointed on the use of seclusion, (isolation) rooms time out, and physical restraint in schools. Marcy shared with me the urgency of this work, and I couldn’t agree more.

“As a parent and a teacher myself, I’ve frankly been disturbed – as is our Premier – by some of the things parents are sharing about their family’s experiences with seclusion rooms in Alberta schools. We can, will, and must do better for our kids. The status quo is simply unacceptable as all children’s safety and well-being is important.

“Seclusion or isolation should only ever be used as a last resort in a crisis situation. These rooms should never be used to confine, punish, or humiliate students. While we value the hard work of teachers and administrators, it’s become clear that better guidelines and accountability are needed on this issue.

“That’s why I appointed this group of parents, teachers and experts to advise me on drafting strict new guidelines for the use of seclusion in Alberta schools. I was pleased to hear from Marcy that this group has made good progress at their meetings this week. I look forward to seeing recommendations in the coming weeks.”

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

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

Date: Mon, Oct 29, 2018 at 4:26 PM

Subject: News Release: New rules make life more affordable for students

To: <wilco.tymensen@horizon.ab.ca>

New rules make life more affordable for students

October 29, 2018 [Media inquiries](#)

Learners in Alberta would continue to have affordable tuition and fees and better access to post-secondary opportunities because of changes proposed in *An Act to Improve the Affordability and Accessibility of Post-Secondary Education*.



Minister Schmidt celebrates tabling An Act to Improve the Affordability and Accessibility of Post-Secondary Education.

If passed, the act would amend the *Post-Secondary Learning Act* to implement the province's revised tuition framework.

For the first time in Alberta's history, the minister would be able to regulate tuition and mandatory non-instructional fees to ensure fairness and predictability for students. The new framework would also ensure that students have a greater voice in decisions that impact their education.

In addition, the framework would pave the way for government to:

- Cap each institution's average tuition and apprenticeship fee increases to the Consumer Price Index.
- Provide increased predictability for international students.
- Allow the minister to regulate mandatory non-instructional fees and international student tuition.

- Empower students to have more say over exceptional tuition and fee increases.

“Post-secondary education is the key to prosperity, especially in our province’s diversifying economy. But we need to make sure that students can afford to get a good university or college education, and that they have a say in the decisions that affect their education. That’s why we did such extensive consultation – we genuinely wanted to hear what Albertans had to say. By empowering our students, we help them get a good education and set our province up for continued success in the future.”

Marlin Schmidt, Minister of Advanced Education

To help more students afford a university or college education, government is also extending the tuition freeze for a fifth consecutive year. University students taking an average-priced program would save almost \$2,000 on a four-year degree.

“We have been asking for these changes for a long time, and we’re happy to see the government addressing students’ concerns regarding the costs of tuition. We’re looking forward to legislative changes that help support students in the long run, as students are the largest stakeholders in the post-secondary system, and it’s encouraging to know that our voices matter.”

Andrew Bieman, chair, Council of Alberta University Students

“Affordability has always been a concern of post-secondary students. We are happy the government is moving to ensure a post-secondary education is affordable for all students regardless of where they study in the province.”

Brandon Vollweiler, Alberta Students’ Executive Council

The bill would also modernize the post-secondary system and increase access to post-secondary education. The proposed changes would:

- Confirm Alberta College of Art and Design’s transition to a university.
- Allow colleges, including Red Deer College and Grande Prairie Regional College, to transition to university status without future legislative amendments.
- Better define the mandates of the institutions in order to continue to encourage collaboration and innovation across the system.
- Ensure there are at least two student representatives on the boards of each public post-secondary institution.

“The transformative experiences students take away from Alberta’s post-secondary institutions fundamentally change them in ways that benefit not only those students, but also shape our province’s social and economic future. It’s why we support the government’s commitment to making it possible for more Albertans to access – and be able to afford – a quality education.”

Deborah Saucier, president, MacEwan University

All the proposed changes are the result of consultations with students, faculty and staff. The consultations involved an online survey, which received over 4,000 responses, and a number of focus groups. If passed, the changes to the *Post-Secondary Learning Act* would be effective Feb. 1, 2019.

Related information

- [Post-Secondary Learning Act](#)

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

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

Date: Wed, Oct 31, 2018 at 11:01 AM

Subject: News Release: Filling the gaps in rural transport

To: <wilco.tymensen@horizon.ab.ca>

Filling the gaps in rural transport

October 31, 2018 [Media inquiries](#)

Rural communities throughout Alberta will have options when it comes to rural bus service as Greyhound officially ends its operation in the province.

More than 82 per cent of Greyhound's existing routes are being covered by private carriers that have already enhanced their operations to serve rural and urban communities.

Additionally, the Alberta and federal governments will invest up to \$2 million per year, over two years, to provide service to small and rural communities. The cost-sharing agreement between the two governments will act as an incentive to draw proposals from private carriers to fill remaining service gaps.

"For Albertans in rural, remote and Indigenous communities, bus services have been a lifeline to work, school, vital health care, family and friends. That's why our government will be working with companies to ensure that service continues across the province. We said we will not leave people stranded by the side of the road."

Brian Mason, Minister of Transportation

Quick facts

- On July 9, Greyhound Canada announced it would end service across the West on Oct. 31, affecting bus service in more than 100 communities across Alberta.
- Since then, several other private sector carriers have announced plans to expand their services along some of the more populated routes. These companies include:
 - Red Arrow/E-Bus (Diversified Transportation)
 - Northern Express Bus Line
 - Cold Shot
 - Rider Express
- Six new pilot projects across the province have received funding through the Rural Transportation Pilot Program to provide more transportation options for people in rural Alberta.

Related information

- [Alberta public transportation initiatives](#)

----- Forwarded message -----
From: EDC Minister <Education.Minister@gov.ab.ca>
Date: Wed, Nov 7, 2018 at 1:14 PM
Subject: Shift in curriculum development to benefit students
To:

In 2016, I announced the beginning of a six-year project to develop future Kindergarten to Grade 12 curriculum, simultaneously in English and French, in six subjects. This is the first time in Alberta's history that curriculum has been approached in this manner and in such an open and collaborative way.

I would like to thank you all for your insights and contributions to this important work.

Within each phase of development, we have provided opportunities for stakeholders to offer feedback on curriculum development work including timelines. We have listened, and I am pleased to announce that we will be shifting our curriculum development timelines to include Grade 9 with the development of grades 5 to 8. This shift allows the curriculum working groups to start development of Grade 9 curriculum in November 2018.

The majority of junior high schools in Alberta offer grades 7 to 9 programming. Implementation of curriculum within the current development timeline (grades 5 to 8) means that some students and teachers would be immersed in the implementation of new curriculum while other students and teachers at the same school would not. Systemically, this creates challenges around things like professional learning and reporting processes. This shift to include Grade 9 in this phase of curriculum development supports a more cohesive approach to the development and implementation of our middle years and junior high curriculum, and help us to better support students in the transition to high school.

For more information on our timelines, I invite you to visit us [online](#) or view our [curriculum timeline tool](#). Educators can also view the current draft of our Kindergarten to Grade 4 curriculum on our newest digital resource: the [new LearnAlberta.ca](#).

I would like to thank you again for your continued support and feedback. We would not be here today without our partner, the Alberta Teachers' Association, and all of our education stakeholders, including parents and guardians, education organizations, post-secondary instructors, education advocates, and more.

Thank you

David Eggen

Minister of Education

Safe and caring policies implemented on private schools

November 14, 2018 [Media inquiries](#)

Education Minister David Eggen issued the following statement on school authority compliance with *An Act to Support Gay-Straight Alliances*.

"I am pleased to report that all public, separate, francophone and charter school authorities have policies that are compliant with the legislation. This means over 98 per cent of kindergarten to Grade 12 students in Alberta are currently protected under compliant policies. Our goal from Day 1 has been to ensure that each and every student has a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging – and we have made great strides toward this goal.

"However, 28 out of 94 accredited, funded private school authorities have still not met requirements under the legislation and I have issued ministerial orders establishing standard policies for these school authorities.

"School authorities must publicly post the ministerial order and standard policy in a prominent location on their websites. These school authorities must comply with the ministerial order, or they will lose their taxpayer-funded, per-student grant for the 2019-20 school year.

"I sincerely hope that we will not need to take this step. But I have been clear: Following this law is not optional. Ensuring vulnerable children feel safe and included at school is not optional. Not in today's Alberta. And not when you receive as much as 70 per cent of your funding from taxpayers, as private schools in our province do."

Background

- *An Act to Support Gay-Straight Alliances*, formerly Bill 24, was passed in December 2017. It strengthened the *School Act* to support students who wish to create or join gay-straight and queer-straight alliances (GSAs and QSAs).
- The legislation required school authorities to publicly post their policies in a prominent location on their websites by June 30, 2018.
- All public, separate, francophone and charter school authorities have complied with the legislation, protecting the vast majority of Alberta students.

Since the legislation was passed, Alberta Education sent letters to every school authority in the province advising them of the requirements of the *School Act* and providing a model policy school authorities could reference in the development of their own policies. On June 28, school authorities were also sent reminders of their legislated requirements, available supports, potential consequences of non-compliance and upcoming deadlines, including notice of provisions of *An Act to Support Gay-Straight Alliances*. Over the summer, Alberta Education staff followed up with individual school authorities to check on their progress and assist as needed. In August and early September, school authorities that remained non-compliant were sent two written notices from the ministry with information about where their policies were non-compliant. Alberta Education staff have also spoken directly to a number of the school authorities affected throughout the fall.