

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

**Regular Board Meeting Agenda
Wednesday, June 26th, 2019 – 1:00 p.m.**

A – Action Items

A.1 Agenda A.2 Minutes of Regular Board Meeting held Wednesday, May 22 nd , 2019 A.3 Minutes of Special Board Meeting held Tuesday, May 28 th , 2019 A.4 June 2019 Payment of Accounts Summary A.5 Budget A.6 2019-2020 IMR A.7 School Fees	ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 PRESENTATION ENCLOSURE 4
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D – Discussion Items

D.1 Assessment Presentation D.2 Education Act D.3 Board Meeting Dates	PRESENTATION ENCLOSURE 5
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I - Information Items

I.1 Superintendent's Report – Wilco Tymensen I.2 Trustee/Committee Reports <ul style="list-style-type: none">• I.2.1 Zone 6 ASBA Report – Marie Logan• I.2.2 Facilities Meeting Report – Bruce Francis• I.2.3 Administrator's Meeting – Jennifer Crowson I.3 Associate Superintendent of Finance and Operations Report – Phil Johansen I.4 Associate Superintendent of Learner Services Report – Amber Darroch	ENCLOSURE 6 ENCLOSURE 7
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C-Correspondence

C.1 190522 Letter to Minister of Education C.2 Vauxhall Advance – Horizon Continues to Craft Budget C.3 Response Letter – Hon. Grant Hunter C.4 News Release: Public sector wage arbitration deferral C.5 Protecting LGBTQ2S+ students: Minister LaGrange	ENCLOSURE 8
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Dates to Remember

• August 13-15 – CASSIX Waterton Conference
• August 20-21 – LQS Course
• August 22-23 – Horizon Induction Program
• August 28 – Board Meeting

Horizon School Division No. 67

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Phone: (403) 223-3547 1-800-215-2398 FAX: (403) 223-2999
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The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Wednesday, May 22nd, 2019 beginning at 1:00 p.m. in the Eric Johnson Room.

TRUSTEES PRESENT: Marie Logan, Board Chair
Bruce Francis, Board Vice-Chair
Rick Anderson, Derek Baron, Jennifer Crowson, 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 Blair Lowry that the Board approve the agenda. | Carried Unanimously | AGENDA
APPROVED
196/19 |
| A.2 | Moved by Jennifer Crowson that the Board approve the Minutes of the Regular Board Meeting, held Thursday, April 18th, 2019 as provided by Enclosure #1 of the agenda. | Carried Unanimously | BOARD MEETING
MINUTES APPROVED
197/19 |
| A.3 | Moved by Derek Baron that the Board approve the May 2019 Payment of Accounts in the amount of \$1,657,997.72 was provided in Enclosure #2 of the Agenda. | Carried Unanimously | PAYMENT OF ACCOUNT
APPROVED
198/19 |
| A.4 | Move Rick Anderson by that the Board approve the second reading of Policy GCNN: School Administrator Evaluation as provided by Enclosure #3 of the agenda. | Carried Unanimously | SECOND READING OF
POLICY GCNN APPROVED
199/19 |

DISCUSSION ITEMS

D.1 Years of Service Recognition Awards

Members of the Board of Trustees will be handing out the Years of Service Recognition Awards to employees in the Horizon School Division. This award is given to employees who have reached significant milestones. I.e. 5, 10, 15, 20 years of service etc.

D.2 CSBA Strategic Plan Survey

Trustee provided input into the national priorities to ensure effective national collaboration and leadership.

D.3 Rebranding (Logo)

A discussion was held regarding possibilities for rebranding including a redesign of the logo.

D.4 Letter to MLAs and Minister of Education

The Horizon School Division Trustees unanimously agreed to send a letter to the Premier, Minister of Education and the 2 local MLAs, outlining the Board's priorities and what the trustees believe to be among the most pressing issues for Alberta's education system.

Jason Miller, Director of Finance presented the Financial Report for the period ending April 30, 2019

INFORMATION ITEMS

I.1 Superintendent's Report

Wilco Tymensen, Superintendent, shared the May 2019 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 instructional and assignable time, staffing, short listing, transportation, off-campus excursions, student and staff conduct and discipline, and guidance with regard to student and parental concerns.

Personnel Management

- School administration hiring has concluded with the latest announcements:
 - Taber Christian School –Vice Principals
 - Wendy Peters and Trina Mantler-Friesen
 - W.R. Myers High School – Vice Principal
 - Greg Bowes

Policy and Strategic Planning and Reporting

- No policy meetings have occurred this month.

Fiscal Responsibility, Organizational Leadership and Management

- School administration is working with Senior Leadership in the preparation of a balanced budget that will be coming to the Board in June for approval. There has been little communication from the new government regarding financial plans but the Premier indicated that a provincial budget will not be forthcoming until the fall. As such, the spring budget will be based on assumptions with a fall update to follow.

Communications and Community Relations

- A number of meetings and celebrations were attended over the last month. These include but are not limited to
 - Division Office staff meeting
 - Senior Administrative Leadership Team meeting
 - DAF/WRM modernization meeting. DAF is scheduled to move into the modernized portion of the DAF/WRM complex on the long weekend.
 - Kanai Board of Superintendent meeting
 - Council of School Council meeting
 - Board tour – the superintendent and three (3) trustees toured five (5) Hutterian Colony Schools (Fairlane, Prairiehome, Delco, Oaklane, and Hillridge)
 - Admin meeting
 - Edwin Parr Awards (celebration of Zone Six, outstanding first year teachers)

I.2 Trustee/Committee Reports

I.2.1 Zone 6 ASBA Report

Marie Logan shared the following May 2019 Zone 6 ASBA meeting update with the Board:

- The Edwin Parr evening was well attended with all 10 schools in Zone 6 having nominees.
- The ASBA Budget was presented
- The Canadian School Board Association 2020 Conference will be held in Banff
- A Zone 6 collective agreement summary will be prepared once all of the agreements have been finalized

I.2.2 Facilities Report

Bruce Francis, Facilities Committee Chair, provided a report to the Board on the work undertaken for the month of May, 2019:

Capital Projects:

- D.A. Ferguson/W.R. Myers move-in date has been postponed to the summer months
 - The Board will be touring the Modernized complex after the Board Meeting on June 26th
- Possible ceremony to be held in the Spring of 2020

Other:

- The shared, Vauxhall High School, Vauxhall Elementary School & Horizon MAP, greenhouse project is complete.
- School address signs being updated
- Camera installation is ongoing
- IMR Projects are nearing completion
- 2019-2020 2nd draft of IMR project presented. Final approval by the Board will be held at the June Board Meeting

I.2.3 Administrator's Meeting Report

Wilco Tymensen, Superintendent provided the following May 2019 Administrator's Meeting update to the Board.

Topics discussed included:

- May Administrator's Meeting was held at the Saipoyi Community School in Stand Off
- Morning Professional Development focused on the new TQS and Career-Long Learning
- Afternoon focused on staffing & preliminary budgeting and "What if...Scenarios"

I.3 Associate Superintendent of Finance and Operations Report

Phil Johansen provided a May 2019 update to the Board:

- Addressing the Budget
- Attended the ASBOA Annual Conference
 - Talked to colleagues about possible budget scenarios
- Preliminary work on the budget
- Reviewing Insurance schedule
- OH&S

I.4 Associate Superintendent of Learner Services Report

Amber Darroch, Associate Superintendent of Learner Services, shared the following May 2019 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

- Benita Peters provided a presentation on Low German Mennonite education to our Learning Support Teachers group. She did a wonderful job describing what school is like for our students in Mexico and the dramatic differences in the schooling and education we provide here in Canada and Horizon School Division.
- Jurisdiction Technology Leaders meet twice provincially and Amber attended the spring meeting in Edmonton. The group shares updates on educational trends and challenges in the area of technology. A highlight was a presentation by "Millenium STEM", a new society of first-year university students who wish to promote STEM (science, technology, engineering, math) career opportunities to middle and high school students. The students organized a career conference this past November and Horizon will be watching for the November 2019 event so that we can promote our students' attendance if possible. The careers in this area are so diverse and unknown that it is an excellent opportunity for students.
- With evolving technology, we are looking at alternatives to the "SMARTBoard" to support instruction. Many schools are

choosing to replace SMARTboards with other hardware as the need arises. Amber has investigated how math tools we have already adopted (Equatio) might be used in new ways to provide students with the same degree of interaction and engagement in their learning as the interactive whiteboard has in the past.

- As mentioned in her March report, Amber has been consulting with partners regarding "Leader in Me", the school-based offshoot of Franklin Covey's Seven Habits of Highly Effective People which promotes student leadership, strong relationships, social-emotional skills, student achievement and engagement. Through April and May, she has collaborated with four other CASS Zone 6 school jurisdictions to propose how we could take advantage of a "district" level license with Franklin Covey and share the advantages between us. Meetings have led to a pioneering model to explore "Leader in Me" across a region while at the same time actively seeking large scale corporate sponsorship that would enable us to offer the highest level of support and service to schools across our region who choose to participate.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- Christa Haverhals, Learning Support Teacher from Taber Christian School provided a presentation to our LST group on the PATH (Planning Alternative Tomorrows with Hope) - a person centered planning approach for transitioning students. Her energy and passion for the process were very well received.
- Robbie Charlebois attended a transitions services fair hosted by the Lethbridge College and the University of Lethbridge. The fair offered valuable information regarding academic support, learning or testing accommodations, counselling and career services, and Indigenous services available to our high school students who transition to Lethbridge post-secondary schools.
- Southwest Regional Collaborative Service Delivery (RCSO) hosted day two of the Educational Assistant Community of Practice (EA CoP), including some of our Horizon assistants.
- Angela Miller provided and Animal Assisted Therapy Group for 6 weeks for 5 students from DAF for 6 weeks around boundaries, relationships, conflict and assertiveness. Feb. 25-April 15.

LEADERSHIP PRACTICES

- Amber is joining Angela in participating regularly at TCAPS (Taber Community Action & Prevention Society) meetings. The group's participation spans more broadly than the Family School Liaison Program alone, so it will be helpful to have two roles participate.
- Benita and Amber have participated with the Southern Alberta Kanadier Association (SAKA) in coordinating services and supports for Low German Mennonite people. Benita is leading an initiative to compile Low German audio files that share general information for newcomers to Canada about how things like education, health care, and policing work in Canada. This resource and a compilation of services by the community will be hosted on our new Horizon website which will also drive web traffic to our site.
- Amber is a member of the Lethbridge College Child and Youth Care Program Advisory Committee and attended the annual meeting held May 2nd. The committee shares dialogue about the ongoing evolution of the program and its associated practice and Horizon's feedback on what we require from CYC's in the field is shared. The May meeting highlighted new legislation which will require all Horizon counselling staff to become provincially certified.
- Horizon is a member of the Southern Alberta Computer Consortium (SACC), a group of school jurisdictions which leverages purchases and support of technology by working together. Due to a global shortage of materials required to process computer chips, many organizations, including school divisions, are encountering delays of months at a time to take delivery of their orders. Our contracted vendor, TLD Computers, is buying up a supply of some of our frequently purchased equipment like Chromebooks so we can have a local back up plan. Amber and the tech team attended the spring SACC meeting to review this and other strategies.
- Alberta Education has the intent that student records shared between school authorities within the province must be digital by Fall of 2020. As all of our student records (cumulative files) are paper at this point, the challenge of digitizing all student records is significant. Amber is partnering with CASS Zone 6 leaders to develop a shared strategy to support schools in scanning current and future documents in order to be compliant with the long term requirements.
- The new Horizon website is well on its way to being designed. A small group is consulting with the developers as decisions need to be made on the division site layout and content. A group of principals are also consulting on decisions regarding the school website template which will also be adopted. The websites will launch for the start of the school year along with the new Horizon School Division #67 logo, also under development and looking great!

LOW GERMAN MENNONITE SUPPORT SERVICES

Highlights of Recent Activities

As per our goals this year, the LGM Consultant position transitioned to full time. The following summarizes the ongoing nature of supports being extended to schools and the division:

- Translated for parent-teacher interviews and Instructional Support Plan meetings at different schools during March

reporting time

- Made phone calls for school staff to parents who don't speak English
 - Clarified misconceptions about our public schools to parents who then decided to stay in school or come back to school
 - Did a few school tours with parents new to the area or our schools
 - Helped parents fill registration forms
 - Supported Locally Developed Language and Culture course by visiting classes and concerts. Also, Benita collaborates with the "German teacher" Educational Assistants on best practices and implementing resources acquired from Mexico.
 - Hosted a booth at the Taber and Community Adult Learning Multicultural Event
 - Helped organize a Mennonite History night together with TMS
 - Connected with parents through a socializing event at school (Faspa)
 - Translated for meetings with AISH workers
 - Translated for Developmental Checkups for the Horizon Early Learning Program
 - Assisted the clinical team with translation from Low German to English
-

FAMILY SCHOOL LIAISON PROGRAM

Highlights of Recent Activities

Clinical Team Leader Activities

- Clinical Team Leader sat on the Rural Collaborative Service Delivery Committee for planning and running a Mental Health Conference for all mental health professionals and educators throughout Southern Alberta.
- Clinical Team Leader sits on several boards and committees in Taber such as: Taber and Community Action and Prevention Society and board for Horizon Victims Services, Multi-disciplinary Services Team, Multi-disciplinary Intervention Services Team for Youth Committee, Mental Health Committee for RCSd, VTRA protocol writing committee, VTRA scenario writing committee, Child and Youth Care committee from the Lethbridge College, Interjurisdictional Wellness Committee and Headstrong Planning committee for Southern Alberta.
- We were successful in securing an expansion grant from AHS for our Mental Health Capacity Building project and will be hiring new staff over the next couple of months to expand our preventative mental health work to our rural schools.
- We are partnering with Safe Haven for 6 weeks over the summer by having two of our Family Connections Worker staff help plan and run summer camps for children. Our FSLP team does referrals to these camps as well.
- Currently working on setting up students with summer camps by helping families register their children.
- Family School Liaison Program received \$2000 and 400 backpacks from Telus for our backpack program that will run by referral only from our FSLP team and outside agencies. The backpack program will run August 28, 2019. Additionally, received \$3000 from Interpipeline to go towards the backpack program, Spark Fair and Wellness packs that we deliver to grade 5/6 students in June to discuss transitioning to a new school.
- Received \$1500 from Kinsmen towards funding students to attend summer camps.
- Growers Supply gave our program for our Spark Fair that will be running May 23.
- Our Family Connections Program took two CYC practicum students from the Lethbridge College this year. Additionally, we took a Social Work Student for four months.
- We will be accepting a BSW student for the next school year that will remain with our FSLC program for nine months. Potentially will be taking a Masters student for the 2019-2020 school year as well.
- Clinical Team Leader attended the Banff VTRA conference in April around updates in VTRA.
- Clinical Team Leader provided supervision monthly and Professional Development to FSLP staff around updates in VTRA, hoarding behaviors, emotional regulation, documentation, file keeping, LGM presentation, updated policies, file reviews, and Jody Carrington Book Review and Wellness day in Lethbridge (where I presented at) ran once a month case consults, and organized once a month FSLP staff meetings.
- Clinical Team Leader provided evaluations to new staff
- Clinical Team Leader went over personal growth plans with FSLP staff
- Clinical Team Leader conducted and consulted on 9 threat assessments 2019 school years so far.
- Clinical Team Leader is the main contact for mental health concerns for Principals.
- Clinical Team Leader attends Collaborative Response Meetings at schools when possible.
- Clinical Team Leader provided a Mental Health and Animal Assisted Therapy Workshop to MAP students during mental health week.

Division-Level Activities

- Family Connections staff have been working on Spark Fair organizing/donations, Resiliency Celebration planning, Wellness Packs donations, and updating Summer Camp lists

Further highlights from some schools include:

Vauxhall High School (Joel Blake, FSLC; Katie West, Family Connections)

- For Mental Health Week the Headstrong students used their grant money to purchase silicone bracelets that read 'Don't believe everything you think', and the Kids Help Phone number on the opposite side. Students handed the bracelets out at lunch for free, asking for food or monetary donations. The students will put the funds back into the VHS Staff's 'Christmas Family' fund.
- Experiential Learning Week May 6-10. Grade 10 and 11 students are participating in a wide array of specific topics for the week. Experiences were held at Lethbridge College, VHS and MAP. Examples include psychology, medical sciences, climbing, baseball, cosmetology, outdoor survival and agriculture.
- A "4th R" program has been running with grade 8 students.
- For Mental Health week, the Headstrong students were supported to set up a booth and sell bracelets (purchased with Headstrong fund money) to raise money for the local food bank.
- The ongoing mentorship program is wrapping up the end of this month.

Horizon MAP (Joel Blake, FSLC; Katie West, Family Connections)

- The Healthy Snack program has been a consistent success at MAP. The staff members have taken pride ensuring healthy snacks are available to the students.
- A Monthly Feature Snack is organized with the Nutrition Committee (grade 7-12 students)
- Katie presented on self-care to MAP/VHS students for Experiential Learning Week. MAP students participated along with VHS student in the Experiential Week events.

Central School (Jenn Hengeveld, FSLC; Dionne McCracken, Family Connections)

- We were running a lunch club group as well as participated in Hats On for Mental Health.

Taber Mennonite School (Jenn Hengeveld, FSLC)

- At TMS I have been running a girl's friendship group for all grade 6 and 7 girls as well as meeting with the Headstrong group.
- A Mental Health presentation was shared with the grade 8 and 9 students.

Chamberlain/ATL (Glenn Jankowiak, FSLC; Katie West, Family Connections)

- Small counselling groups have been running:
 - Boys' counselling group
 - Second Step with grade 3/4 class
 - G.I.R.L.S program with Grade 8/9 girls
 - Tattling vs. Telling with Grade 1/2
- A Community Toy and Clothing Swap was organized at the school (April 15)
- For Mental Health Week, a stress kit making booth was set up and daily "brain break" dances/exercises were run with students.
- Mental Health Literacy is being taught to Grade 9 students

Vauxhall Elementary School (Katie West, Family Connections Worker)

- Small counselling groups are running with targeted students:
 - Kelso's Choices with grade 3 at VES
 - Second Step with grade 4 at VES
 - Social Group for select grade 3 girls at VES - working on Empathy, Friendship, and Leadership skills
- The Weekly Healthy Snack Program is operated utilizing grade 6 students help
- Daily "brain break" dances/exercises were run with students during Mental Health Week

LT Westlake Fine Arts Elementary (Marie Hutchison – FSLC; Dionne McCracken)

- FSLP staff have been helping with a School Wide Wellness Initiative

I.5 Associate Superintendent of Programs and Human Services Report

Anita Richardson, Associate Superintendent of Programs and Human Services shared the following May 2019 report with the Board:

Building Effective Relationships

- Participating in local bargaining process ongoing.
- Career Transitions – Chair of the board.
- Spring staffing process has been slightly delayed and will continue
- Attending Lomond Graduation Celebration May 17

Modeling Commitment to Professional Learning

- Attend CASS Professional Learning Events and CASSIX meetings
- 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
- Attending Accommodation Law Conference May 29/30
- Completed SLOS certification

Visionary Leadership

- Supported school based planning for a Horizon Experiential Week in conjunction with LCC, Livingstone Range, and Palliser School Division May 6-10, 2019.
 - ERHS, HMAP, VHS and ATL participated

Leading Learning

- Ongoing support for Principals with staffing concerns.
- Facilitated multiple FNMI learning opportunities for teaching staff and administrators

Supporting First Nations, Metis and Inuit Education for All Students

- Indigenous Champions – sharing resources and professional learning opportunities.
 - Champions attending an experiential learning opportunity May 28 at Kainai
- 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.
- Eagle Spirit Nest Community Association (ESNCA).
 - Member of board of directors
- Professional learning opportunities for staff
 - Blanket Exercise
 - Scheduled Blanket Exercises: Colony Teachers, May 30
 - Completed in 11 schools
 - May 28 Kainai day of land learning
 - May 30/June 1 Land based learning at Olds College
 - May 30 Indigenous Hand Games and Ways of Knowing, Piikani Nation
- Learning facilitated for students
 - Multiple cultural presentations in schools – dancers, drummers, moccasin making, beading, Elder presentations
 - May 14 – Lomond School Field Trip to Siksika – hosted by and partnership with Siksika Outreach School
 - National Indigenous Peoples Day celebrations occurring in many schools in May/June and public event June 21 at Confederation Park
 - Orange shirt Day competition

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

School Authority Operations and Resources

- Finalizing spring staffing adjustments
- Developing jurisdiction approach to Indigenous resource purchases and dispersion through heading a working committee.

I.6 UCP Education Platform

- The United Conservatives presented their plan on Making Life Better for Students, Parents and Teachers.

I.7 Task Force on Teaching Excellence

- 25 recommendations were shared from the Task Force on Teaching Excellence as the UCP has indicated that they intend to implement selected recommendations

Correspondence

No Discussion items came forward from the Correspondence as provided by Enclosure #12 of the agenda.

COMMITTEE ITEMS

Moved by Christa Runka that the Board meet in Committee.

Carried Unanimously

COMMITTEE
200/19

Moved by Blair Lowry that the meeting reconvene.

Carried Unanimously

RECONVENE
201/19

Moved by Derek Baron that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED
202/19

Marie Logan, Chair

Sheila Laqua, Executive Secretary

HORIZON SCHOOL DIVISION No. 67

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The Board of Trustees of Horizon School Division No. 67 held a Special Board Meeting on Tuesday, May 28th, 2019 beginning at 6:00 p.m. and concluding at 6:20 p.m.

PRESENT: Marie Logan, Board Chair
Bruce Francis, Board Vice Chair
Rick Anderson, Jennifer Crowson, Blair Lowry, Christa Runka, Derek Baron
Sheila Laqua, Recording Secretary

Waiver of Notice of Special Meeting and Special Meeting Agenda Attached

Moved by Jennifer Crowson that the Board approve the Special Meeting Agenda as contained in the Waiver of Novice of Special Meeting

AGENDA
APPROVED
203/19

Carried Unanimously

Moved by Bruce Francis that the Board ratify the proposed tentative A.T.A. Collective Agreement

RATIFY PROPOSED
TENTATIVE A.T.A.
COLLECTIVE
AGREEMENT
204/19

Carried Unanimously

Moved by Derek Baron that the meeting adjourn

MEETING
ADJOURNED
205/19

Carried Unanimously

PAYMENT OF ACCOUNTS REPORT

Board Meeting June 26, 2019

General	May 21/19		96209.11
General	May 22/19		500.00
General	May 27/19		1304514.28
U.S.	May 28/19		1711.05
General	June 3/19		122105.12
U.S.	June 10/19		132.81
General	June 11/19		169,783.23
General	June 18/19		429,746.18
"A" Payroll	May 2019	Teachers	1,669,056.00
	May 2019	Support	543,219.07
"B" Payroll	May 2019	Casual	16,646.68
	May 2019	Subs	73,871.76
Total Accounts			2,902,322.92
Board Chair			
PJ:dd			
June 20/19			

Horizon School Division May 2019 U.S. Accounts

	U.S. Funds	Canadian Fun
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Go Box	1246.21	1711.05
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Total U.S. Accounts	1246.21	1711.05
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JM:dd

May 28/2019

Horizon School Division June 2019 U.S. Accounts
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	U.S. Funds	Canadian Fun
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Paper Direct	91.98	132.81
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Total U.S. Accounts	91.98	132.81
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JM:dd

June 10, 2019

Student Fees

School Year September 1, 2019 to August 31, 2020

Arden T. Litt

Fee Name / Description	Student Fee 2019/20 School Year
Volleyball	20.00
Basketball	50.00
Badminton	25.00
Softball	20.00
Track & Field	20.00
Cross Country	20.00
Ski Trip - with Equipment Rental	80.00
Year end Field Trip Fee	50.00
Experience Week	150.00

Student Fees

School Year September 1, 2019 to August 31, 2020

Barnwell

Fee Name / Description	Student Fee 2019/20 School Year
Band (For those who use school instruments)	42.00
Food Studies	16.00
Sports Performance	26.00
JH Basketball Team Fee	36.00
JH Volleyball Team Fee	36.00
JH Badminton Fee	11.00
JH Track & field Fee	11.00
Student Exchange	72.00
Band trip	103.00
Ski Trip - Lift ticket and lessons (grade 5 and 6)	41.00
Ski Trip - Rentals (grade 5 and 6)	19.00
Ski Trip - Lift ticket and lessons (grade 7, 8 and 9)	46.00
Ski Trip - Rentals (grade 7, 8 and 9)	24.00
Ski Trip - Bus	27.00

Student Fees

School Year September 1, 2019 to August 31, 2020

Central School

Fee Name / Description	Student Fee 2019/20 School Year
Field Trip	10.00
Swimming/gymnastics Fee	12.50
Recorder	6.00
CTF fee	10.00

Student Fees

School Year September 1, 2019 to August 31, 2020

Chamberlain

Fee Name / Description	Student Fee 2019/20 School Year
Second Languages - German	50.00
Volleyball Team	20.00
Basketball Team	50.00
Badminton	25.00
Track & Field	20.00
Softball	20.00
Cross Country	20.00
Ski Trip - with Equipment Rental	80.00
K Field Trip	20.00
Grade 1 Year End Field Trip	20.00
Grade 2 Year End Field Trip	20.00
Grade 3 Year End Field Trip	20.00
Grade 4 Year End Field Trip	20.00
Grade 5 Year End Field Trip	20.00
Grade 6 Year End Field Trip	20.00
Grade 7 Year End Field Trip	20.00
Grade 8 Year End Field Trip	20.00
Grade 9 Year End Field Trip	20.00

Student Fees

School Year September 1, 2019 to August 31, 2020

D.A. Ferguson

Fee Name / Description	Student Fee 2019/20 School Year
Technology User Fee	16.00
Art	16.00
Band Rental	77.00
Band Fee	11.00
Fitness	26.00
Hand Tool Construction #1	21.00
Hand Tool Construction #2	21.00
Hand Tool Construction #3	21.00
Textiles	21.00
Upcycling	11.00
Food Studies	31.00
Guitar Fee	26.00
Babysitting Course	21.00
Project Based Learning	11.00
Pinterest Learning	11.00
Drivers Ed	11.00
Science Enrichment	21.00
Model Building	21.00
Community Gardening	21.00
Maker Space	21.00
Tinkering Studio	21.00
Graphic Design	11.00
Coding, Programming and Robotics	16.00
Cosmotology	11.00
Badminton - Tournament and League Registration	31.00
Badminton - Team Shirt	16.00
Badminton - Racquet Rental	5.50
Badminton - Racquet Purchase	16.00
Basketball Tier 3 - Team Shirt	11.00
Basketball Tier 3 - Exhibition League Fee	26.00
Basketball Tier 2 - Tournament and League Registration	27.00
Basketball Tier 2 - Jersey Rental	26.00
Cross Country - Team Shirt	21.00
Cross Country - Zone Registration Fee	36.00
Track Team - Team Shirt	16.00
Track Team - Division/Zone Registration Fee	31.00
Volleyball Tier 2 - Tournament and League Registration	57.00
Volleyball Tier 2 - Jersey Rental	26.00
Volleyball Tier 3 - Team Shirt	11.00

Volleyball Tier 3 - Exhibition League Fee	31.00
Science Olympics - Registration Fee	11.00
Gr. 6 Field Trip Fee	52.00
Gr. 7 Field Trip Fee	52.00
Gr. 8 Camp Fee	130.00
Gr. 6 Band Trip Fee	52.00
Gr. 7/8 Band Trip Fee	67.00
Agenda Books	7.50
Caution Fees/Refundable Deposits/Damage Fees	42.00

Student Fees

School Year September 1, 2019 to August 31, 2020

DR. Hamman

Fee Name / Description	Student Fee 2019/20 School Year
Music Recorder purchase	10.00
Cross Country	5.00
Volleyball	5.00
Basketball	5.00
Badminton	5.00
Baseball	5.00
Run Club	5.00
Soccer	5.00
Choir	20.00
Kindergarten Field Trip	18.00
Grade 1 Field Trip	25.00
Grade 2 Field Trip	15.00
Grade 3 Field Trip	25.00
Grade 4 Field Trip	30.00
Grade 5 Field Trip	30.00
Agenda Books	6.00

Student Fees

School Year September 1, 2019 to August 31, 2020

Enchant

Fee Name / Description	Student Fee 2019/20 School Year
CTF (Shop, Food & Sewing general supplies)	50.00
CTF (Hunter Education course & materials)	70.00
CTF (small wood/furniture project)	75.00
CTF (large wood/furniture project)	150.00
CTF (larger sewing project)	25.00
Ski Trip - Student rental/lift/lesson	52.00
Ski Trip - Student lift/lesson	36.75

Student Fees

School Year September 1, 2019 to August 31, 2020

Erle Rivers High School

Fee Name / Description	Student Fee 2019/20 School Year
CTS Welding	54.00
CTS Woods	54.00
CTS Mechanics	54.00
Drama/Theatre	27.00
Food Studies	54.00
Fine Arts	27.00
Physical Education	22.00
T2 Girls Volleyball Tournament Entry Fee	49.00
T2 Girls Volleyball Referees	11.50
T2 Girls Volleyball League Fees	22.75
T2 Girls Volleyball Coach Per Diem	11.00
T2 Boys Volleyball Tournament Entry Fee	49.00
T2 Boys Volleyball Referees	11.50
T2 Boys Volleyball League Fees	22.75
T2 Boys Volleyball Coach Per Diem	11.00
T1 Girls Volleyball Tournament Entry Fee	49.00
T1 Girls Volleyball Referees	11.50
T1 Girls Volleyball League Fees	22.75
T1 Girls Volleyball Coach Per Diem	11.00
T1 Boys Volleyball Tournament Entry Fee	49.00
T1 Boys Volleyball Referees	11.50
T1 Boys Volleyball League Fees	22.75
T1 Boys Volleyball Coach Per Diem	11.00
HS Girls Volleyball Tournament Entry Fee	152.00
HS Girls Volleyball Referees	54.00
HS Girls Volleyball League Fees	11.00
HS Girls Volleyball Coach Per Diem	43.50
HS Boys Volleyball Tournament Entry Fee	152.00
HS Boys Volleyball Referees	54.00
HS Boys Volleyball League Fees	11.00
HS Boys Volleyball Coach Per Diem	43.50
T2 Girls Basketball Tournament Entry Fee	57.00
T2 Girls Basketball Referees	10.00
T2 Girls Basketball League Fees	18.00
T2 Girls Basketball Coach Per Diem	11.00
T2 Boys Basketball Tournament Entry Fee	57.00
T2 Boys Basketball Referees	10.00
T2 Boys Basketball League Fees	18.00
T2 Boys Basketball Coach Per Diem	11.00

T1 Girls Basketball Tournament Entry Fee	57.00
T1 GirlsBasketball Referees	10.00
T1 Girls Basketball League Fees	18.00
T1 Girls Basketball Coach Per Diem	11.00
T1 Boys Basketball Tournament Entry Fee	57.00
T1 Boys Basketball Referees	10.00
T1 Boys Basketball League Fees	18.00
T1 Boys Basketball Coach Per Diem	11.00
HS Girls Basketball Tournament Entry Fee	57.00
HS Girls Basketball League & Referee Fees	76.00
HS Girls Basketball Coach Per Diem	27.00
HS Boys Basketball Tournament Entry Fee	87.00
HS Boys Basketball League & Referee Fees	76.00
HS Boys Basketball Coach Per Diem	27.00
HS Girls Slo-Pitch League Fees	34.00
HS Girls Slo-Pitch Umpires	18.00
HS Girls Slo-Pitch Uniforms	28.50
HS Girls Slo-Pitch Tournament Fees	31.50
HS Girls Slo-Pitch Coach Per Diem	11.00
HS Boys Baseball League Fees	30.00
HS Boys Baseball Umpires	120.00
HS Boys Baseball Uniforms	6.00
HS Boys Baseball Tournament Fees	32.50
HS Boys Baseball Coach Per Diem	11.00
Badminton Tournament Fees	6.00
Badminton Zones	6.00
Badminton League Fees	6.00
Badminton Coach Per Diem	11.00
Track & Field Junior High Divisionals	5.00
Track & Field Junior High Zones	6.00
Track & Field Coach Per Diem	11.00
Track & Field Senior High Divisionals	9.00
Track & Field Senior High Zones	9.00
Track & Field Coach Per Diem	11.00
Golf Zone Entry Fee	60.00
Golf Coach Per Diem	11.00
Curling	60.00
Curling Coach Per Diem	11.00
Provincial Fee - High School Athletics	206.00
High School Field Trips	108.00
Middle School Field Trips	108.00
Caution Fees/Refundable Deposits/Damage Fees	81.00
Graduation	108.00
Experience Week	162.00

Student Fees

School Year September 1, 2019 to August 31, 2020

Hays School

Fee Name / Description	Student Fee 2019/20 School Year
Agenda Books	5.35

Student Fees

School Year September 1, 2019 to August 31, 2020

Lomond

Fee Name / Description	Student Fee 2019/20 School Year
Calculator Rental Fee	15.00
Art	5.00
CTS/CTF - Gr. 6-12 Shop	15.00
CTS/CTF - Gr. 1-12 Sewing	5.00
Food Studies	15.00
Music Gr. 1-6 (Recorders)	10.00
Electricity Class	8.00
German Class	10.00
High School Basketball Team - Tournament fee	20.00
High School Basketball Team - Zone entry fee	50.00
High School Volleyball Team - Zone entry fee	55.00
Junior High Basketball Team - Tournament fee	20.00
Junior High Basketball Team - Zone entry fee	50.00
Junior High Volleyball Team - Tournament fee	20.00
Junior High Volleyball Team - Zone entry fee	50.00
Badminton Fee - Zone entry fee	7.00
Track & Field - Zone entry fee	4.00
General Fees for all Athletes ASAA	20.00
Uniforms (20 players) volleyball	21.00
Uniforms (20 players) basketball	21.00
Experience Week	150.00

Student Fees

School Year September 1, 2019 to August 31, 2020

LT Westlake

Fee Name / Description	Student Fee 2019/20 School Year
CTF Students in Grade 4 and 5	15.00
Music Recorder	13.00
Year End Field Trip	15.00
Taber Gymnasictics Field Trip	10.00
Grade 4 and 5 Curling	5.00
Ski Trip-Full Package	77.00
Ski Trip-Lift and Lesson	56.00
Ski Trip-Helmet rental	5.00
Agenda Books	8.00

Student Fees

School Year September 1, 2019 to August 31, 2020

Horizon MAP

Fee Name / Description	Student Fee 2019/20 School Year
Ski trip - with equipment rental	50.00
Ski trip - no equipment rental	40.00
Senior High Camping Trip	40.00
JR High Year-end Field Trip	20.00
Experiential Learning Week	150.00
Fitness Centre	8.00
Rubik's Cube club	5.00
Flex period projects	2.00

Student Fees

School Year September 1, 2019 to August 31, 2020

Milk River Elementary

Fee Name / Description	Student Fee 2019/20 School Year
Field Trips	40.00

Student Fees

School Year September 1, 2019 to August 31, 2020

Taber Christian School

Fee Name / Description	Student Fee 2019/20 School Year
Society for Christian Education in Taber (price per family)	3,600.00
Band Instrument Rental	20.00
Field Trips - Ski trip no rentals	50.00
Field Trips - Ski trip with rentals	65.00
Field Trips - Grade 9 Edmonton Trip	75.00
Field Trips - Grade 6 Edmonton Trip	50.00
Field Trips - Grade 6 Flight Trip	35.00
Musical Band Even	50.00

Student Fees

School Year September 1, 2019 to August 31, 2020

Taber Mennonite School

Fee Name / Description	Student Fee 2019/20 School Year
Extra-curricular league travel & league fees	10.50
High School Camping Trip	52.50
Skiing	110.25
Grade 9 Field Trip	38.50
Grade 6-8 Field Trips	25.00
Experience Week	150.00

Student Fees

School Year September 1, 2019 to August 31, 2020

Vauxhall Academy of Baseball

Fee Name / Description	Student Fee 2019/20 School Year
Adminstration	4,010.00
Room and Board	6,350.00
Competition	3,095.00
Guest Instructors	3,095.00
Damage Deposit	350.00
Linens	50.00
Taxi Squad Tuition	4,000.00

Student Fees

School Year September 1, 2019 to August 31, 2020

Vauxhall Elementary School

Fee Name / Description	Student Fee 2019/20 School Year
Music Recorder purchase (music is not optional in Elementary)	5.00
Music - apparel for musical	8.93
Badminton - divisionals	5.25
Kindergarten	8.40
Gr. 1- Field Trip	22.10
Gr. 2- Field Trip	27.93
Gr. 3- Field Trip	23.10
Gr. 4- Field Trip	23.10
Gr. 5- Field Trip	22.50
Gr. 6 - Edmonton Legislature Trip	86.07
Gr.6 - Spark fair -Taber -Transportation	10.50
Gr. 6 - Wellness Walk - Taber - Transportation	10.50
Swimming-gr. 1-6	5.25
Swim Lessons	10.50
Agenda Books	5.25

Student Fees

School Year September 1, 2019 to August 31, 2020

Vauxhall High School

Fee Name / Description	Student Fee 2019/20 School Year
Art Jr. High - consumable supplies	21.00
Art Sr. High - consumable supplies	31.00
Food Studies Jr. High - consumable supplies	21.00
Food Studies Sr. High - consumable supplies	31.00
Shop Jr. High - consumable supplies	21.00
Shop Sr. High - consumable supplies	31.00
Outdoor Ed. - full certification	54.00
T1 Jr. High Volleyball- Tournament fees (4 tournaments)	113.00
T2 Jr. High Volleyball- Tournament fees (4 tournaments)	90.00
JV Girls Volleyball- Transportation fee	113.00
JV Girls Volleyball- Tournament fees	113.00
Sr. Girls Volleyball- Transportation fee	168.00
Sr. Girls Volleyball- Tournament fees	201.00
Volleyball Provincials- Transportation fee	57.00
Volleyball Provincials- Tournament fees	57.00
Volleyball Provincials- Banquet and team picture	54.00
Sr. Boys Volleyball- Transportation fee	168.00
Sr. Boys Volleyball- Tournament fees	227.00
T1 Jr. High Basketball- Tournament fees	113.00
T2 Jr. High Basketball- Tournament fees	90.00
Sr. Girls Basketball- Transportation fees	170.00
Sr. Girls Basketball- Tournament fees and league registration	203.00
JV Boys Basketball- Transportation fees	113.00
JV Boys Basketball- Tournament fees and league registration	113.00
Sr. Boys Basketball- Transportation fees	113.00
Sr. Boys Basketball- Tournament fees and league registration	168.00
Baseball- Transportation fees	124.00
Baseball- League registration	54.00
Baseball- Equipment & diamond rental	113.00
Sr. Slo-pitch- Transportation fees	113.00
Sr. Slo-pitch- League registration	57.00
Sr. Slo-pitch- Equipment & diamond rental	77.00
JV Slo-pitch- League registration	62.00
Badminton- Tournament fees and league registration	45.00
Field Trips - English 20 Theatre trip	22.00
Field Trips - Gr. 7	54.00
Field Trips - Gr. 8	54.00
Field Trips - Gr. 9	54.00
Field Trips - Gr. 10	54.00
Field Trips - Gr. 11	54.00
Field Trips - Gr. 12	54.00
Outdoor Ed - transportation costs	22.00
Outdoor Ed - Facility Rental	22.00
Graduation Ceremony Fee	162.00
Experience Week	155.00

Student Fees

School Year September 1, 2019 to August 31, 2020

Warner

Fee Name / Description	Student Fee 2019/20 School Year
Chrome Book Fee	21.00
CTS Sewing	26.00
Food Studies	26.00
Music Guitar	54.00
Physical Education (Fitness Center)	10.50
Tier 2 Volleyball Team - Registration fee	17.50
Tier 2 Volleyball Team - Tournament fee	54.00
Tier 2 Volleyball Team - Zone fee	20.50
Tier 2 Basketball - Registration fee	17.50
Tier 2 Basketball - Tournament fee	81.00
Tier 2 Basketball - Zone fee	20.50
Sr Basketball Team - Registration fee	17.50
Sr Basketball Team - Tournament fee	189.00
Sr Basketball Team - River Ridge League fee	54.00
Sr Basketball Team - Accomodations	82.00
Badminton Team - Registration fee	7.50
Badminton Team - Zone fee	8.75
Track and Field Team - Registration fee	4.50
Track and Field Team - Zone fee	11.00
General Fees for all Athletes ASAA	11.00
General Fees for all Athletes AIAA	2.00
General Fees for all Athletes Coach Education	2.00
General Fees for all Athletes Zone Fees	2.50
Curling Curling	26.00
Archery Archery	26.00
Ski Trip Gr 1-6 West Castle (per student) 46 students	94.00
Ski Trip Gr 7-12 West Castle (Per student) 37 students	109.00
K/1 Field trips (per student) 14 students	41.00
2/3 Field trips (per student) 19 students	63.00
4/5 Field trips (per student) 13 students	118.00
6/7 Field trips (per student) 13 students	98.00
8/9 Field trips (per student) 12 students	98.00
10/11/12 Field trips per student 20 students	41.00
Yearend Field trip K-12 (per student) 91 students	23.00
Agenda Books	6.50
Locker Rental	5.50
Uniforms	15.50

Student Fees

School Year September 1, 2019 to August 31, 2020

W.R. Myers

Fee Name / Description	Student Fee 2019/20 School Year
Art 9	12.00
Art 10-12	18.00
Art - Personal Project Material Cost	54.00
Active Living	62.00
Band- Instrument Rental	81.00
Band - Uniform Rental	15.50
Band - Reeds Fee	15.50
CTS - Cosmetology	36.00
CTS - Photography	18.00
CTS - Shop 9	36.00
CTS - Shop 10 - 12	59.00
CTS - Shop - Personal Project Material Costs	216.00
CTS - Textiles	24.00
CTS - Textiles - Personal Project Material Costs	33.00
Food Studies	47.50
French DELF Exam	26.00
Outdoor Education	12.00
Green Certificate	1,030.00
Physical Education 20/30	62.00
Health & Fitness	22.00
Outdoor Pursuits	22.00
Debate Club Tournament 1	22.00
Debate Club Tournament 2	22.00
Debate Club Travel	22.00
Skills Competition Travel	54.00
Skills Competition Accomodations	65.00
Finance Competition Travel	16.00
Golf Regular Season	11.50
Golf Tournament	65.00
Golf Provincials	195.00
Golf Travel	54.00
Tier 1 Boys Volleyball Regular Season	72.00
Tier 1 Boys Volleyball League Travel	16.00
Tier 1 Boys Volleyball Tournament travel	25.00
Tier 1 Boys Volleyball Tournament fee	23.00
Tier 1 Boys Volleyball Tournament fee	23.00
Tier 1 Boys Volleyball Tournament fee	23.00
Tier 1 Boys Coaches Per Diem	10.50
Tier 1 Girls Volleyball Regular Season	72.00

Tier 1 Girls Volleyball League Travel	15.00
Tier 1 Girls Volleyball Tournament travel	24.00
Tier 1 Girls Volleyball Tournament fee	27.00
Tier 1 Girls Volleyball Tournament fee	22.00
Tier 1 Girls Volleyball Tournament fee	22.00
Tier 1 Girls Volleyball Tournament fee	22.00
Tier 1 Girls Volleyball Zones Tournament fee	22.00
Tier 1 Girls Coaches Per Diem	11.00
JV Boys Volleyball Regular Season	72.00
JV Boys Volleyball League Travel	15.00
JV Boys Volleyball Tournament travel	32.50
JV Boys Volleyball Tournament fee	30.00
JV Boys Volleyball Tournament fee	30.00
JV Boys Volleyball Tournament fee	30.00
JV Boys Volleyball Tournament fee	30.00
JV Boys Coaches Per Diem	11.00
JV Girls Volleyball Regular Season	72.00
JV Girls Volleyball League Travel	26.00
JV Girls Volleyball Tournament travel	47.50
JV Girls Volleyball Tournament fee	31.00
JV Girls Volleyball Tournament fee	31.00
JV Girls Volleyball Tournament fee	31.00
JV Girls Volleyball Tournament fee	31.00
JV Girls Volleyball Coaches Per Diem	11.00
JV Girls Volleyball Team Gear	79.00
JV Girls Volleyball Tournament Accomodations	65.00
Varsity Boys Volleyball Regular Season	72.00
Varsity Boys Volleyball League Travel	27.00
Varsity Boys Volleyball Tournament travel	35.00
Varsity Boys Volleyball Tournament fee	38.00
Varsity Boys Volleyball Tournament fee	38.00
Varsity Boys Volleyball Tournament fee	38.00
Varsity Boys Volleyball Tournament fee	38.00
Varsity Boys Volleyball Tournament fee	38.00
Varsity Boys Volleyball Zones fee	17.00
Varsity Boys Coaches Per Diem	11.00
Varsity Boys Volleyball Accomodations	227.00
Varsity Girls Volleyball Regular Season	72.00
Varsity Girls Volleyball League Travel	70.00
Varsity Girls Volleyball Tournament travel	258.00
Varsity Girls Volleyball Tournament fee	34.00
Varsity Girls Volleyball Tournament fee	34.00
Varsity Girls Volleyball Tournament fee	34.00
Varsity Girls Volleyball Tournament fee	34.00
Varsity Girls Volleyball Tournament fee	34.00
Varsity Girls Volleyball Zones fee	26.00
Varsity Girls Volleyball Provincials fee	216.00

Varsity Girls Volleyball Coaches Per Diem	11.00
Varsity Girls Volleyball Accomodations	162.00
Varsity Girls Volleyball Provincials Accomodations	216.00
Varsity Girls Volleyball Team Gear, Warm-up shirts	32.50
Varsity Girls Volleyball Team gear, Jacket & Pants	178.50
Tier 1 Boys Basketball Regular Season	72.00
Tier 1 Boys Basketball LeagueTravel	15.00
Tier 1 Boys Basketball Tournament travel	40.00
Tier 1 Boys Basketball Tournament fee	32.50
Tier 1 Boys Basketball Tournament fee	32.50
Tier 1 Boys Basketball Tournament fee	32.50
Tier 1 Boys Basketball Tournament fee	32.50
Tier 1 Boys Basketball Tournament fee	32.50
Tier 1 Boys Basketball Coaches Per Diem	9.00
Tier 1 Girls Basketball Regular Season	72.00
Tier 1 Girls Basketball League Travel	15.00
Tier 1 Girls Basketball Tournament travel	40.00
Tier 1 Girls Basketball Tournament fee	32.50
Tier 1 Girls Basketball Tournament fee	32.50
Tier 1 Girls Basketball Tournament fee	32.50
Tier 1 Girls Basketball Tournament fee	32.50
Tier 1 Girls Basketball Tournament fee	32.50
Tier 1 Girls Basketball Team Gear	108.00
Tier 1 Girls Basketball Coaches Per Diem	10.00
JV Boys Basketball Regular Season	72.00
JV Boys Basketball League Travel	27.00
JV Boys Basketball Tournament travel	45.50
JV Boys Basketball Tournament fee	34.00
JV Boys Basketball Tournament fee	34.00
JV Boys Basketball Tournament fee	34.00
JV Boys Basketball Tournament fee	34.00
JV Boys Basketball Coaches Per Diem	11.00
JV Boys Basketball Tournament Accomodations	68.00
JV Girls Basketball Regular Season	72.00
JV Girls Basketball League Travel	27.00
JV Girls Basketball Tournament travel	45.50
JV Girls Basketball Tournament fee	34.00
JV Girls Basketball Tournament fee	34.00
JV Girls Basketball Tournament fee	34.00
JV Girls Basketball Tournament fee	34.00
JV Girls Basketball Coaches Per Diem	11.00
JV Girls Basketball Team Gear	40.00
JV Girls Basketball Tournament Accomodations	108.00
Varsity Boys Basketball Regular Season	72.00
Varsity Boys Basketball League Travel	65.00
Varsity Boys Basketball Tournament travel	308.00
Varsity Boys Basketball Tournament fee	38.00

Varsity Boys Basketball Tournament fee	38.00
Varsity Boys Basketball Tournament fee	38.00
Varsity Boys Basketball Tournament fee	38.00
Varsity Boys Basketball Tournament fee	38.00
Varsity Boys Basketball Zones fee	16.00
Varsity Boys Basketball Provincials fee	104.00
Varsity Boys Basketball Coaches Per Diem	11.00
Varsity Boys Basketball Accomodations	130.00
Varsity Boys Basketball Provincials Accomodations	260.00
Varsity Girls Basketball Regular Season	72.00
Varsity Girls Basketball League Travel	68.00
Varsity Girls Basketball Tournament travel	308.00
Varsity Girls Basketball Tournament fee	38.00
Varsity Girls Basketball Tournament fee	38.00
Varsity Girls Basketball Tournament fee	38.00
Varsity Girls Basketball Tournament fee	38.00
Varsity Girls Basketball Tournament fee	38.00
Varsity Girls Basketball Zones fee	16.00
Varsity Girls Basketball Provincials fee	104.00
Varsity Girls Basketball Coaches Per Diem	11.00
Varsity Girls Basketball Accomodations	130.00
Varsity Girls Basketball Provincials Accomodations	260.00
Curling Regular Season	32.50
Curling Zones Tournament	32.50
Curling Provincials	87.00
Curling Tournament Travel	97.00
Curling Provincials Accomodations	260.00
Cross Country Regular Season	32.50
Cross Country Meet	5.50
Cross Country Meet	5.50
Cross Country Provincials	22.00
Cross Country Travel	38.00
Cross Country Accomodations	130.00
Track & Field Regular Season	32.50
Track & Field Meet	5.50
Track & Field Meet	5.50
Track & Field Zones	38.00
Track & Field Provincials	52.00
Track & Field Travel	22.00
Track & Field Accomodations	130.00
Baseball Regular Season	65.00
Baseball League Travel	38.00
Baseball Tournament Travel	22.00
Baseball Tournament Fee	34.00
Baseball Tournament Fee	34.00
Baseball Field Rental Fee	29.00
Baseball Coaches Per Diem	9.00

JV Girls Rugby Regular Season	51.00
JV Girls Rugby Field Rental Fee	11.00
JV Girls Rugby League Travel	108.00
JV Girls Rugby Tournament travel	27.00
JV Girls Rugby Tournament fee	17.00
JV Girls Rugby Tournament fee	17.00
JV Girls Rugby Coaches Per Diem	8.00
JV Girls Rugby Team Gear, socks	16.00
JV Girls Rugby Tournament Accomodations	65.00
Varsity Rugby Regular Season	65.00
Varsity Rugby Field Rental Fee	11.00
Varsity Rugby League Travel	108.00
Varsity Girls Rugby Tournament travel	54.00
Varsity Girls Rugby Tournament fee	17.00
Varsity Girls Rugby Tournament fee	17.00
Varsity Girls Rugby Team Gear, Socks	16.00
Varsity Girls Rugby Zones fee	11.00
Varsity Girls Rugby Provincials fee	49.00
Varsity Girls Rugby Coaches Per Diem	16.00
Varsity Girls Rugby Accomodations	81.00
Varsity Girls Rugby Provincials Accomodations	87.00
Varsity Girls Rugby Provincials Travel	103.00
Varsity Girls Rugby Tour	1,135.00
Wrestling Regular Season	11.00
Wrestling Tournament	22.00
Wrestling Tournament	22.00
Wrestling Travel	68.00
Wrestling Accomodations	79.00
Wrestling Provincials	108.00
Junior Badminton Regular Season	36.00
Junior Badminton Tournament	5.50
Junior Badminton Tournament	5.50
Junior Bandminton Tournament	5.50
Junior Bandminton Zones	5.50
Junior Badminton Travel	22.00
Senior Badminton Regular Season	36.00
Senior Badminton Tournament	16.00
Senior Badminton Tournament	16.00
Senior Badminton Tournament	16.00
Senior Badminton Zones	13.00
Senior Badminton Provincials	48.00
Senior Badminton Travel	45.00
Senior Badminton Provincials Accomodations	195.00
Senior Badminton Team Gear	37.00
Model UN	92.00
Biology Field Trip	28.50
English Trip to University, travel	11.00

Physics 20 Trip to University, travel	11.00
Physics 30 Trip to University, travel	11.00
Social Field Trip	11.00
Cosmetology Field Trip	11.00
Drama Field Trip	11.00
WE Day Trip	11.00
Girls' Retreat	11.00
PE 20/30 Field trip, cost per trip	22.00
Health & Fitness Field Trip, cost per trip	22.00
Fitness Centre	21.00
Student Council	10.50
Graduation fee	206.00
Outdoor Pursuits field trip	54.00
Wilderness field trip	54.00
Tourism class field trip	21.00
Ski Trip- Lift Ticket	31.00
Ski Trip - Equipment Rental	27.00
Ski Trip - Travel	31.00
Ski Trip - Lesson	31.00

190619 ASBA Teleconference Re: Education Act

- Overview
 - Approach to governance for boards is significantly different from School Act
 - 14 more “whereas statements in preamble”

Education Act

Governance Shifts

Education Act

- Principles-based
- Governance teams
- Local direction (i.e. Boards)
- Accountability FOR learning excellence



School Act

- Rules-based
- Operational focus
- Central influence (i.e. Ministry)
- Accountability TO bureaucracy



- Amend and repeal/substitutes 25 or 26 areas that will affect board policy/procedures
 - A Choice in Education Act (will be tabled this fall) – will make further changes to Education Act
 - E.g. remove cap on Charter Schools, make further changes to private schools
 - S. 33 Board Responsibility
 - Significant difference (see red text below)
 - New provision explicitly includes Board responsibility and accountability to students and parents and engagement with larger community, SACS extended to staff
 - Possible implications
 - Trustee code of conduct
 - Protocol in case of trustee violation of code including ability to disqualify trustee
 - Education malpractice litigation potential
 - Remove “specialized” from supports and programs
 - Increase collaboration expectations with community as relates to decision making

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

- (a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success,
 - (b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes,
 - (c) provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans,
 - (d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
 - (e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education,
 - (f) collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources,
 - (g) collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education;
 - (h) establish and maintain governance and organizational structures that promote student well-being and success, and monitor and evaluate their effectiveness,
 - (i) ensure effective stewardship of the board's resources,
 - (j) recruit the superintendent and entrust the day-to-day management of the school division to the staff through the superintendent,
 - (k) develop and implement a code of conduct that applies to trustees of the board, including definitions of breaches and sanctions, in accordance with principles set out by the Minister by order,
 - (l) comply with all applicable Acts and regulations,
 - (m) establish appropriate dispute resolution processes, and
 - (n) carry out any other matters that the Minister prescribes.
- (2)** A board shall establish, implement and maintain a policy respecting the board's obligation under subsection (1)(d) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour.
- (3)** A code of conduct established under subsection (2) must
- (a) be made publicly available,
 - (b) be reviewed every year,
 - (c) be provided to all staff of the board, students of the board and parents of students of the board,
 - (d) contain the following elements:
 - (i) a statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful and safe learning environments;
 - (ii) one or more statements that address the prohibited grounds of discrimination set out in the *Alberta Human Rights Act*;
 - (iii) one or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day or by electronic means;
 - (iv) one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and individual circumstances, and which must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour, and
 - (e) be in accordance with any further requirements established by the Minister by order.
- (4)** An order of the Minister under subsection (1)(k) or (3)(e) must be made publicly available.

- S. 34 Trustee Responsibility (new section)
 - Trustees may be be liable (not covered by Board’s insurance) if breach responsibility/code of conduct
 - See red text below

Trustee responsibilities

34 A trustee of a board, as a partner in education, has the responsibility to

- (a) fulfil the responsibilities of the board as set out in section 33,
- (b) be present and participate in meetings of the board and committees of the board,
- (c) comply with the board’s code of conduct, and
- (d) engage parents, students and the community in matters related to education.

Disqualification of trustees

87(1) A person is disqualified from remaining as a trustee of a board if that person

(c) has breached the code of conduct of the board established under section 33, where the sanction for the breach under the code of conduct may be determined by the board to be disqualification;

- S.35 Support for Student Organizations
 - Does not include Bill 24 amendments (Act to Support GSAs)
 - Remove word “immediate” with regard to granting permission to form club – timeline must be “reasonable”
 - Remove restriction for disclosure (must follow FOIP)
- S.51 Natural Person Powers (new section)
 - Board has rights, powers, and privileges of natural person – greater flexibility
 - Can do anything unless Act prohibits it
- S.57 School Fees
 - Can charge for extracurricular, but not instructional supplies or most transportation fees
- S.62 School Closures
 - More Board autonomy. Not a regulation by Minister but resolution by Board
 - Requires policy and opportunity for community engagement and timelines
- S.76 Establishment of Wards
 - Ability to establish bylaw to determine boundary of wards
 - Needs to include process for reviewing boundaries
 - Dec 31 deadline for changes to boundaries, year before rather than Mar 31 of year of election
 - Inform Minister of bylaw
 - Expectation is balance by population as would undermine democracy, when looking at government elections it is +/-25% variance of average (see red text)

(3) A bylaw passed under this section must, if practicable, provide that the number of trustees to be elected in each ward is in the same proportion to the total number of trustees of the board as the population of the ward is to the population of the school division.

- S.142 Audit Committee

- Audit committee – members should be financially literate and sign confidentiality agreement
 - No requirement to compensate audit committee members
- S.222 Appointment of Superintendent
 - Requirement for SLQS
 - If Minister suspends SLQS contract automatically terminated

SCHOOL ACT TO EDUCATION ACT: WHAT IS CHANGING?

	Current: School Act	Proposed for September 1, 2019: Education Act with proposed amendments in Bill 8
Age of Access	<p>Student is entitled to education programming provided they are younger than 19 years of age on September 1.</p> <p>Boards have discretion to fund education programming to students who are under age 20 as of September 1.</p>	No change—Bill 8 will amend the Education Act to maintain the current age of access.
Age of Attendance	Attendance is compulsory up to 16 years of age.	No change—Bill 8 will amend the Education Act to maintain the current mandatory age of attendance.
Age of Entry	Effective 2020, a common age of entry will be introduced for the province where children must be 5 years old by December 31 of the school year in which they would begin school.	No change—the Act allows for regulations to be made for Early Childhood Education, and these will be reviewed to ensure consistency for the system.
Alternative Programs	Is silent on out-of-boundary alternative programs.	School boards will be permitted to provide alternative programs outside of their geographic boundaries, provided that the resident school board has the first opportunity to deliver the alternative program.
Board Requirements – Audit Committees	A board is required to appoint an auditor who must prepare an auditor’s report on the financial statements prepared by the board. The board chair is responsible for bringing the auditor’s report to the board and for providing an opportunity for discussion.	<p>Boards (including charter schools) are still required to appoint an auditor, but now must also establish an audit committee consisting of public members.</p> <p>The audit committee will recommend the appointment of an auditor to the board, review the audited financial statements and report to the board.</p>
Board Requirements – Trustee Codes of Conduct	Boards are required to develop and implement a code of conduct for trustees including definitions of breaches and providing for sanctions for breaches, in accordance with principles set out by the Minister by order.	Boards are required to develop and implement a code of conduct for trustees including definitions of breaches and sanctions, up to and including the disqualification of a trustee from a board.
Charter Schools – Establishment Criteria	<p>The Minister is permitted to establish charter schools if the Minister is of the opinion that the charter school:</p> <ul style="list-style-type: none"> • Will have significant community support; 	The Minister may issue a charter to establish a charter school if the Minister is of the opinion that the program to be offered by the charter school:

	Current: School Act	Proposed for September 1, 2019: Education Act with proposed amendments in Bill 8
	<ul style="list-style-type: none"> Has the potential to improve student learning; and Offers programming that is not already offered by the boards if the public or separate school districts where the school is located. <p>The initial term of a charter is 5 years. The charter board is required to apply for renewal of the charter. The longest term of a renewal is 15 years.</p>	<ul style="list-style-type: none"> Has the potential to provide improvements to the education system as a whole and enhances education research and innovation in Alberta; Demonstrates collaboration or engagement with a post-secondary institution or school division; Focuses on a learning style, teaching style, approach or pedagogy not already offered by the board of a school division in which the charter school is located; and Has the potential to improve student learning outcomes. <p>The Education Act contemplates a regulation establishing criteria for issuing a charter to a charter school on a continuing basis.</p>
Charter Schools – Fees	Charter schools are exempt from certain parts of the fees regulation.	A charter school cannot charge a fee that may not be charged by a board.
Charter Schools – Provincial Cap	Provides specific regulation-making authority to regulate the number of charter schools in the province. The Charter Schools Regulation capped the number of charter schools at 15.	The regulation-making authority is more general and does not contain specific authority to regulate the number of charter schools.
Dispute Resolution	Does not require a dispute resolution policy at the school level between parents and school staff.	Boards will be required to establish a policy respecting the resolution of disputes or concerns at the school level between parents and school staff.
Early Childhood Services	The term “student” only applies to those 6 years and over, resulting in a limiting of rights to “children” receiving early childhood services programming.	Certain rights and benefits currently given to “students” (age 6 and over) are extended to all children registered in an early childhood services program.
Elections – Separate Schools	Only those of minority faith can run or vote in separate school board elections.	Separate school electors are allowed the choice of which school board to vote for or run in as trustee.
Elections – Ward Structures	The Minister must approve the electoral ward bylaw of a board. A regional division could not amend its ward boundaries, unless it converted to a	Boards are permitted to determine their own electoral ward structure, and must only inform the Minister of their decision.

	Current: School Act	Proposed for September 1, 2019: Education Act with proposed amendments in Bill 8
	school division. The option to convert to a school division is not available to separate regional divisions.	Boards must establish, implement and make publicly available a policy respecting considerations and processes used by a board to determine the wards.
Electoral Subdivision structure	Distinctions are drawn between school districts, school divisions and regional divisions. The different types of school boards have different abilities to amend their ward boundaries.	Distinctions between school districts, divisions, and regional divisions will be removed. All school authorities will be identified as a Public School Division or a Separate School Division. All numbers in school authority names will be removed.
First Nations – Education Services Agreements	Allows boards, with the approval of the Minister, to enter into agreements with First Nations for the education of students who live on a First Nations reserve and attend a school under the jurisdiction of the board. The Act also allows the Minister to establish standards for these agreements.	Boards (including charter schools) may enter into agreements with First Nations for the education of students who live on a First Nations reserve and attend a school under the jurisdiction of the board. The Act also allows the Minister to establish standards for these agreements. Ministerial approval is no longer required for boards to enter into these agreements.
First Nations – Trustee Appointments	A board may appoint a trustee to represent First Nations students and parents, but only if this appointment is provided for in the agreement between the board and the First Nation.	The board or Minister may appoint a trustee to represent First Nations students and parents where the board and the First Nation are party to an education services agreement.

<p>Gay-straight Alliances (support for student organizations)</p>	<p>On the request of a student or group of students, a principal shall immediately permit the establishment of a student organization such as a GSA or QSA.</p> <p>School authorities are required to create policies regarding their responsibility to provide welcoming, caring, respectful and safe environments for students and staff, and the Act contains prescriptive requirements for the content of the policies.</p> <p>Privacy considerations are governed by the <i>Freedom of Information Act</i> or <i>Personal Information Protection Act</i>, and by the specific notification prohibitions in the act.</p> <p>Some situations could occur that would justify disclosure to parents or others. These may include:</p> <ul style="list-style-type: none"> • where a school received credible information that someone was threatening to harm GSA members; • if information came to the attention of a teacher as a result of a student disclosure made in the GSA setting (e.g. possibility of self-harm), disclosure may be justified in order to avert or minimize a risk of harm; or • if disclosure is required for the purposes of law enforcement. 	<p>On the request of a student or group of students, a principal shall permit the establishment of a student organization such as a GSA or QSA.</p> <p>School authorities are required to create policies regarding their responsibility to provide welcoming, caring, respectful and safe environments for students and staff, but the Act does not contain the same prescriptive requirements for the content of the policies.</p> <p>Privacy considerations are governed by the <i>Freedom of Information Act</i> or <i>Personal Information Protection Act</i>.</p> <p>Some situations could occur that would justify disclosure to parents or others. These may include:</p> <ul style="list-style-type: none"> • where a school received credible information that someone was threatening to harm GSA members; • if information came to the attention of a teacher as a result of a student disclosure made in the GSA setting (e.g. possibility of self-harm), disclosure may be justified in order to avert or minimize a risk of harm; or • if disclosure is required for the purposes of law enforcement.
<p>Leadership Certification</p>	<p>Includes requirements, coming in to force on September 1, 2019, to allow for leadership certificates to be issued to principals and superintendents, including the requirement to hold these certificates as a condition of employment.</p>	<p>No change—Bill 8 will amend the Education Act to include the new leadership certification requirements to come into force with the Education Act on September 1, 2019.</p>
<p>Natural Person Powers</p>	<p>Does not currently provide school boards with natural person powers.</p>	<p>Natural person power gives greater flexibility as to how a school board may exercise its jurisdiction as set out in the Act.</p>

Private Schools – Financial Administration	The Minister does not have a specific legislative mechanism in the private school section to address the operating status of registered and accredited private schools that are in a precarious financial situation.	Allows the Minister of Education to cancel or suspend the registration or accreditation of a private school if the financial administration of the school places the learning environment of students at risk.
Resident student	A student is determined to be a resident student of a board based on the residence of their parent or guardian.	No change. Bill 8 will amend the Education Act to maintain the current requirements on residency.
Roles and responsibilities of students, parents, trustees and school boards	Students are required to abide by the code of conduct that is set out in the Act.	The roles and responsibilities of students, parents, trustees and school boards are consolidated in dedicated sections to ensure that all partners in the education system understand the active role they must play to ensure student success.
School Fees	Allows for the regulation of school fees.	Allows for the regulation of school fees. Government intends to maintain some of the restrictions on fees through the regulations.
Separate School District Establishments	Recent amendments were made to support the establishment of separate school districts in a more open and transparent manner, including a voting process.	No change—Bill 8 will amend the Education Act to maintain the establishment process currently in place.
Student Advisory Council	Although the School Act did not contain provisions establishing a student advisory council, informal student councils have existed in the past (i.e. Minister’s Youth Council)	Authorizes the Minister to establish a Student Advisory Council made up of student members appointed by the Minister. The Student Advisory Council shall, at the Minister’s request, advise or consult with the Minister on any matter; or perform any duty or function assigned by the Minister.
Superintendents – Compensation	The superintendent compensation framework under the Superintendent Regulation took effect on June 1, 2018. Requires superintendent appointments to be approved by the Minister.	No change—Bill 8 will amend the Education Act to reinstate the requirement for superintendent appointments to be approved by the Minister.
Transportation – Eligibility Criteria	Legally obligates boards to provide transportation services in accordance with the regulations.	No change—Bill 8 will amend the Education Act to maintain the requirement for boards

		to provide transportation services subject to the regulations.
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Education Act Summary

This reference document is intended to provide a brief overview, for information, of the new and changed sections for the *Education Act*. It is advised to consult with legal counsel for interpretation of the *Education Act*. Where applicable, the changes from the *Education Amendment Act (2019)* were mentioned.

New Sections

Independent Student (S. 6)

This section provides criteria to delineate an “independent student” where previously this was defined in the Interpretation of the *School Act*. In addition to the definition in the Interpretation, criteria is provided as well to assist the board with determining if a student is independent:

- If the parent or guardian has a written statement that the student is independent
- Student living arrangements; if the student is financially independent
- If the student is responsible to make significant decisions regarding matters such as health

The board may determine any other factors that they deem are relevant to determine this.

Application of Education Act to Private Schools (S. 30)

This section identifies the provisions and any regulations made under them which apply to registered or accredited private schools. Private Schools (s. 29) has additional subsections outlining two additional provisions as to why the Minister may cancel or suspend the registration or accreditation of a private school:

- Evaluation and monitoring indicate that the private school does not have the capacity to deliver an appropriate education program.

- The financial situation of the school places the learning environment of the students at risk.

Student Responsibilities (S. 31)

This section highlights the responsibilities of students, and the ways in which they are partners in education. The section lists student responsibilities including: attend school regularly; conduct themselves according to school policy and codes of conduct; be accountable to teachers and other school staff.

Parent Responsibilities (S. 32)

This section highlights the responsibilities of parents, and the ways in which they are partners in education. The section states that the parent is the primary guide and decision-maker in their children's education; take an active role in their children's education; cooperate and collaborate with school staff, principals, support staff, and teachers to provide supports and services to the child.

Trustee Responsibilities (S. 34)

This section outlines trustee responsibilities as well as compliance with a code of conduct. Other responsibilities are to be present and participate in board and committee meetings, engage with parents, students and the community; and appoint a superintendent as per S. 33 of the *Act*.

Student Advisory Council (S. 38)

This section legislates the establishment of a student advisory council by the Minister.

Functions of Student Advisory Council (S. 39)

This section outlines the primary functions of a student advisory council. The student advisory council may advise or consult with the Minister, and perform any activities as assigned by the Minister.

School Dispute Resolution (S. 41)

This section states that every school board must establish a policy regarding the resolution of disputes or concerns at the school level between school staff and parents.

Appeal to Board (S. 42)

Under Division 6: Dispute Resolution, prior to appealing a decision, the dispute resolution policy established by the board must be followed.

Natural Person Powers (S. 51)

This section allows for school boards to exercise the rights, powers, and privileges of a natural person unless otherwise stated in the associated regulations and the *Education Act*. This new provision will provide greater flexibility for boards to respond to local issues.

Education Services Agreement for First Nations Students (S. 63)

This section allows for the Minister to establish requirements and standards for education agreements between school boards and a council of a band or a person authorized by the band or the Government of Canada.

Establishment of Wards (s. 76)

This section allows for school boards to establish ward boundaries by bylaw.

The *Education Amendment Act (2019)* added an additional provision which establishes new deadlines for the passing of the bylaw, and the submission of the bylaw to the Minister.

Appointment of First Nations Trustee (S. 84)

Once a school board has entered into one or more agreements a trustee representing First Nations student and parents may be appointed to the school board. The school board, Minister, or the school board and/or Minister in consultation with the band may appoint this representative. This section provides additional details for appointing a First Nations trustee.

Audit Committee (S. 142)

The board must establish an audit committee. This section outlines the functions and the membership of the committee. The committee will recommend an external auditor; review the annual financial statements and report to the board; and attend to other matters as assigned to the committee at its formation. The committee will have a minimum of five (5) members, and must include at least one member from: the business committee; a member of the learning community (not a trustee); and a trustee.

Changes

Right of Access to Education (S. 3)

The right of access to education will be changed to “younger than 21 years of age”. This will allow for individuals up to the age of 21 to access funded education in Alberta.

This was amended by the *Education Amendment Act (2019)* to “younger than 19 years of age”, the same wording as the *School Act*. There was also an additional subsection 3(2) which provides that a board may permit an individual “who at September 1 in a year is younger than 6 years of age or older than 18 years of age”.

Resident Student (S. 4)

School boards are responsible for students who are a resident within their jurisdictions. This section states that the residency of a student is determined by where a student lives during the school year.

This was amended by the *Education Amendment Act (2019)* to “in which the student’s parent resides”, the same wording as the *School Act*.

Compulsory Education (S. 7)

The age in which an individual must attend school has been raised from 16 years of age to 17 years of age.

This was amended by the *Education Amendment Act (2019)* to “16 years of age”, the same wording as the *School Act*.

Alternative Programs (S. 19)

This section outlines additional restrictions for schools operating alternative programs within the geographical boundaries of another school board. It further defines that alternative programs are not religious education programs offered by separate schools, or Francophone education programs or specialized supports and services. An alternative program may be offered to a student under the request

of a parent if there are enough resources and facilities, and the alternative program is appropriate for meeting the student's learning needs.

Early Childhood Services Programs (S. 21)

A subsection was added to this section, where early childhood services and programs must be consistent with the goal and standard adopted or approved by the Minister. A parent may appeal a decision if it significantly affects their child's early education (s.42(2)), and may request a ministerial review regarding specialized supports and services offered by the board (s. 43(1)). The Act also requires the establishment and maintenance of student records for early childhood education (s. 56(1)).

Charter Schools (S. 25, S. 11, S. 27)

- The Minister now may issue a charter for a charter school for additional reasons: if there is a demonstrated collaboration between post-secondary institute or school divisions; has potential to provide improvements to the education system as a whole, and to enhance the education research and innovation in Alberta (s. 25).
- Charter schools are also now responsible for providing specialized supports to student who may require them (s. 11).
- Application and exceptions for charter schools are now explicitly stated in s. 27.

Board Responsibilities (S. 33)

There are a number of additional requirements added to the *Education Act*. These requirements explicitly outline board responsibilities towards: student support and success; accountability to students, parents, community, and Minister for student achievement; engagement and collaboration with larger community including municipalities, and local agencies and businesses; extended safe and caring environment to staff; inclusive education; and administrative structures.

This section had an additional provision (s.33.1) added through the Education Amendment Act (2019) which allows the Lieutenant Governor in Council, by order, to exempt an accredited private school or a class of private schools from all or part of section 33.

Support for Student Organizations (S. 35.1)

While the two Acts are similar in that they permit the establishment of student groups, including those associated to gay-straight alliances, there are few difference due to the loss of the amendments from the Act to Support Gay Straight Alliances.

- The Education Act has no timelines associated with when the principal must act to help establish student groups (loss of "immediately").
- The Education Act loses the emphasis on not prohibiting the use of names such as "gay straight alliance" or "queer-straight alliance".
- Principals will be no longer limited in notifying just the fact that an organization or activity exists.

Suspension (S. 36)

This section has been updated to include the provision that a principal may also suspend a student "from any school-related activity" (s. 36(3)d).

Complex Needs Tribunal (S. 40)

New terminology is introduced in the Education Act. Rather than “special education”, the Education Act now uses “specialized supports and services”.

Request for Review by the Minister (S. 43)

This section was updated to reflect that the Minister may review matters regarding board decisions on: specialized supports or services or an early childhood services program; the expulsion of a student; or access to or accuracy of a student record.

Mediation by Attendance Board (S. 47)

This section allows for the Attendance Board to first mediate the matters referred to it through a meeting with the student, parents, and school staff, before progressing to a formal hearing.

Attendance Board Panels (S. 50)

This section changed the number of individuals on an Attendance Board. Now an Attendance Board may consist of one member or three or more members.

School Fees (S. 57)

This section states that schools may charge fees in accordance with the regulation notwithstanding S. 13. The *Education Act* does not include amendments from *An Act to Reduce School Fees (2017)*.

Notice to Parent (S. 58.1)

This section provides that parents are to be notified if course, program or study, or instructional materials deals with subject matter primarily on religion or human sexuality. A teacher will provide alternative instruction if the parent provides a written request to exclude their child from the subject matter. This section loses subsection 50.1(4) from the School Act which excludes student groups, including GSAs.

Transportation (S. 59(2))

This subsection was updated to allow the Minister to direct boards to cooperate in order to provide transportation services.

School Day and Year (S. 60)

This section has substantially fewer requirements regarding school days, with a simple statement that the board is to determine the school year days, dates, and number of days of school operation. These are to be made publicly available.

Closure of Schools (S. 62)

This section establishes that the board must make policies regarding the temporary or permanent closure of a school, and transfer of students. School closures or student transfers must be made via resolution, and policies regarding this must be made publicly available and compliant with any regulations made by the Minister. For the permanent closure of schools the board must allow adequate time for the public to respond, a process for the board to address responses, indicators of future enrollment growth or decline, and considerations for alternative uses for the school building.

Investigation (S. 70)

This section describes the authority of the Minister to appoint a person to investigate the management, operation and administration of a board, a private school, or a private ECS operator.

Eligibility (for separate schools) (S. 74(4))

In this subsection, residents of a separate school district may vote for or be nominated as a candidate for election for the public school division or the separate school division, but not both. This option is only allowed for separate school electors, not public school electors.

Failure to Elect Trustee (S. 82)

This section updates the circumstances in which the Minister may appoint a trustee. If after two attempts to elect a trustee for a vacant position there have been no nominations, the Minister may in consultation with the board appoint a trustee.

Establishment of School Division (S 112)

This section standardizes the naming convention for school divisions. It also establishes that the Minister may establish school divisions consisting of both separate and public, upon the request of both.

Eligibility (in a Francophone regional authority) (S. 135)

There are number of requirements which have been modified in the Education Act regarding the eligibility for individuals to vote in an election of trustees, or to be elected as a trustee.

- An eligible Francophone no longer needs to be a parent of a student in a Francophone regional authority.
- An individual must be Francophone
- An eligible individual may vote or run as a candidate in only one public, separate or Francophone board.

School Building and Non-School Building Projects (S. 195)

This section has updated the circumstances in which Minister approvals are required for school building projects and non-school building projects. The Minister may make regulations regarding this section.

Appointment of Superintendents (S. 222)

School boards must provide written notice regarding the appointment of a superintendent. They are no longer required to get prior approval from the Minister for the appointment. The Minister may make a regulation regarding this section.

The Education Amendment Act added additional provisions which reflect current practices under the School Act. School boards will need to continue submitting forms for approval of the appointment and reappointment of superintendents. There is also additional requirements and criteria regarding the leadership certificates for superintendents to be employed by school boards.

Withdrawal from regional division

The sections regarding the withdrawal from regional divisions has been removed from the Education Act.

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DRAFT

The Education Act

GSA's and Inclusion

Groups

Protections for students under the Education Act

- Alberta will have among the most comprehensive legal protections for GSA's in Canada.
- The Education Act specifically guarantees students are entitled to create inclusion groups, including GSA's and QSA's.
- Schools cannot disclose a student's membership in any inclusion group, as there are student privacy considerations that trump other legislation.
- All school authorities are required to follow the law: public schools must follow the *Freedom of Information and Protection of Privacy Act*, and private schools must adhere to the *Personal Information Protection Act*.
- Legislation needs to balance protecting children and their privacy with the rights of parents, so children are getting the supports they need.
- Under Alberta's privacy legislation, disclosure of GSA membership would only be justified if a student is at risk of harm.
- Educators will need to navigate these difficult situations to do what is in the best interest of kids.

Steps to create a GSA

1. Students ask a staff member at the school to start a GSA.
2. The principal permits the GSA.
3. The principal designates a staff liaison to support the GSA.
4. The students select a group name.
5. If the principal cannot find a staff liaison, the principal informs both the board and the Minister, and then the Minister will appoint a responsible adult.
6. As a student-led group, the students, with support from their staff liaison plan next steps such as meeting dates, times and activities.

Respect for the law

- School authorities are bound by privacy laws to protect personal information and may only disclose personal information if authorized under these laws.
- Any student participating in a GSA has the right to ask their school authority not to disclose their participation.
- While a student can and has the right to ask their school authority not to disclose such information, the school authority has an obligation to consider each student's unique circumstances and the law.

- Though it would be rare, disclosure of GSA/QSA membership would be justified on the basis that the disclosure would avert or minimize a risk of harm.
- Some situations could occur that would justify disclosure to parents or others. These may include the following:
 - where a school received credible information that someone was threatening to harm GSA members;
 - if information came to the attention of a teacher as a result of a student disclosure made in the GSA setting (e.g. possibility of self-harm), disclosure may be justified in order to avert or minimize a risk of harm; or
 - if disclosure is required for the purposes of law enforcement.
- Schools routinely inform parents about student information that is included in the student record, such as grades and attendance.
- Participation in a GSA is not included in a student's record and is protected under privacy law, so it cannot be disclosed without careful consideration of privacy legislation.
- All school authorities are required to follow the law: public schools must adhere to the *Freedom of Information and Protection of Privacy Act*, and private schools must adhere to the *Personal Information Protection Act*.



Advisory on Disclosing a Student's Participation in a School Club

Disclosure of any personal information, including someone's membership in a voluntary student organization (school club), must be in accordance with Alberta's access and privacy laws (the Acts).

The *Freedom of Information and Protection of Privacy Act* (FOIP Act) governs the collection, use and disclosure of personal information by public bodies. A public body includes a school board and charter school as defined in the *School Act*.¹

The *Personal Information Protection Act* (PIPA) applies to the collection, use and disclosure of personal information by provincially-regulated "organizations", such as private schools, including those incorporated under Alberta's *Societies Act* or registered under Part 9 of the *Companies Act*.

Under the FOIP Act and PIPA, personal information cannot be disclosed by public or private schools, except where authorized by the Acts. Even when authorized, such disclosures are discretionary – they enable the disclosure but they do not require it.

Personal Information

The Acts define personal information to mean "information about an identifiable individual" (section 1(n) of the FOIP Act; section 1(1)(k) of PIPA).

A student's membership in a school club, such as a gay-straight alliance, is information about that student and is personal information to which the FOIP Act and PIPA apply.

Disclosure of Personal Information under the FOIP Act

Under the FOIP Act, personal information can only be disclosed in circumstances set out in the Act, including when:

- Disclosure would not be an unreasonable invasion of the individual's personal privacy (section 40(1)(b))
- Disclosure will avert or minimize a risk of harm to the health or safety of a minor (section 40(1)(ee))
- Disclosure is authorized by another Act or regulation of Alberta or Canada (section 40(1)(f))
- Disclosure is to a public body or law enforcement agency in Canada to assist in an investigation undertaken with a view to a law enforcement proceeding (section 40(1)(q))
- The individual the information is about consents to the disclosure (section 40(1)(d))

Notwithstanding that a disclosure is authorized, a school may disclose personal information only to the extent necessary to enable it to carry out its purpose in a reasonable manner (section 40(4)).

¹ Upon the coming into force of the *Education Act*, section 269 amends the FOIP Act by substituting "Education Act" for "School Act" in the definition of "educational body" (section 1(d) of the FOIP Act).



Disclosure of Personal Information under PIPA

Under PIPA, personal information can only be disclosed with consent (section 7(1)(d)) or in circumstances set out in the Act, including when:

- A reasonable person would consider that the disclosure is clearly in the interests of the individual and consent cannot be obtained in a timely way or the individual would not reasonably be expected to withhold consent (section 20(a))
- Disclosure is authorized or required by another Act or regulation of Alberta or Canada (section 20(b))
- Disclosure is necessary to respond to an emergency that threatens the life, health or security of an individual or the public (section 20(g))
- Disclosure is reasonable for the purposes of an investigation or a legal proceeding (section 20(m))

Organizations can only disclose personal information for purposes that are reasonable, and only to the extent that is reasonable for meeting those purposes (section 19).

A school cannot require a student to consent to the disclosure of personal information beyond what is necessary (section 7(2)).

Mature Minors

Both the FOIP Act and PIPA give individuals certain rights and powers, including the ability to consent to the disclosure of personal information.

If a school is relying on consent to disclose personal information, it must consider whether the personal information is about a mature minor (i.e. a minor who understands the implications of giving consent such that a school would need the student's consent and not that of the parent to disclose).

If an individual is a minor, that individual's rights under the FOIP Act may be exercised by a guardian of the minor in circumstances where, in the opinion of the head of the public body, the exercise of the right or power by the guardian would not constitute an unreasonable invasion of the personal privacy of the minor (section 84(1)(e)).

PIPA allows for the rights set out in the Act to be exercised by an individual under the age of 18, if the individual understands the nature of the right or power and the consequences of exercising the right or power. If the individual is under 18 years of age but does not meet these criteria, the rights and powers may be exercised by the guardian of the individual.

Individuals, including students, should be made aware of their rights under the Acts. A guardian may be required to provide evidence of his or her authority to exercise the rights of a minor.

Making a Complaint to the Commissioner

If a student feels a school has improperly disclosed their personal information, the student can submit a complaint to the Information and Privacy Commissioner. The Commissioner can order that any inappropriate disclosure stop.

Information about how to submit a complaint to the Commissioner is available at www.oipc.ab.ca.

This document is not intended as, nor is it a substitute for, legal advice, and is not binding on the Information and Privacy Commissioner of Alberta. Responsibility for compliance with the law (and any applicable professional or trade standards or requirements) remains with each organization, custodian or public body. All examples used are provided as illustrations.

The official versions of the *Freedom of Information and Protection of Privacy Act*, *Health Information Act* and *Personal Information Protection Act* and their associated regulations should be consulted for the exact wording and for all purposes of interpreting and applying the legislation. The Acts are available on the website of the Alberta Queen's Printer at www.qp.alberta.ca.

Superintendents Progress Report June, 2019

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 instructional and assignable time, staffing, short listing, transportation, off-campus excursions, student and staff conduct and discipline, and guidance with regard to student and parental concerns.
- Legislative changes within the last year or two have placed enhanced expectations on local governments with regard to emergency planning. Local governments are collaborating and creating joint emergency plans. Meetings with representation from the County of Warner and County of Vulcan have occurred regarding their emergency management planning
- Met with Paul Bennett, Superintendent of Peace River. Discussed senior high Low German Mennonite programming within Horizon and visited Taber Mennonite School and Horizon Mennonite Alternative Program.

Personnel Management

- Review and finalization of teacher's 907/1200 hr templates

Policy and Strategic Planning and Reporting

- No policy meetings have occurred this month.
- Conference calls regarding newly tabled legislation (e.g. Bill 8 – Education Amendment Act
 - Minister of Education conference call
 - Alberta Education conference call
 - Alberta School Board Association (ASBA) conference call
 - College of Alberta School Superintendent (CASS) conference call

Fiscal Responsibility, Organizational Leadership and Management

- School administration has drafted and prepared a balanced budget. There continues to be little communication from the new government regarding financial plans but a press release by the Premier indicated that a provincial budget will not be forthcoming until the fall. As such, the spring budget is based on assumptions.

Communications and Community Relations

- A number of meetings and celebrations were attended over the last month. These include but are not limited to
 - Division Office staff meeting

- Senior Administrative Leadership Team meeting
- DAF/WRM modernization meeting. We have received occupancy and will be commencing the move within the coming days.
- College of Alberta School Superintendent (Zone 6) meeting
- W.R. Myers graduation ceremony
- ACE Place graduation ceremony
- AB ED field services meeting
- Alberta Health Services Mental Health Capacity webinar
- Alberta School Board Association (ASBA) spring AGM
- College of Alberta School Superintendent (CASS) executive meeting
- School visits this month included: ACE, BAR, CEN, DAF, HAYS, HMAP, TMS, VES WAR, WRM,

Associate Superintendent, Learner Services
Report to the Board of Trustees – June 26, 2019

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

- In order to support a more broad range of high school programming, two new dual credit agreements are under development with the University of Lethbridge and Bow Valley College. Bow Valley offers a range of single online courses students can do within their regular high school program, while the U of L provides on-campus experiences to aid students in the transition to post-secondary life and expose them to possible areas of study. We are currently recruiting high school students who wish to attend a biochemistry course on campus at U of L on Friday afternoons this fall. For all dual credit courses, students earn credits and have the courses appear on their high school transcripts as well as their college or university level transcript.
- Two literacy research projects will conclude with the end of the school year. Schools are finishing up assessing student literacy learning following the "Blitz" project and the University of Lethbridge has also finished up their testing. Vauxhall High School Literacy project finished up last week and we are looking forward to the project results from the Werklund School of Education at the University of Calgary.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- Members of the Learner Services team have been supporting transition meetings for students with complex needs to ensure success as they move into new classrooms and/or new schools for the upcoming school year.

LEADERSHIP PRACTICES

- New school websites have been implemented and many of them have already gone live since the school staff training on May 28. The web address for the school sites remains the same, so all users will have no trouble locating them online.

- Amber completed visits to all schools and held year-end meetings with all principals over the past two weeks.
 - Robbie has been working with a parent of a student with autism to create a group called the Taber Parent Inclusion Committee (TPIC). Robbie is supporting the group by providing clarity and direction for parents who have joined the committee to plan community engagement and support schools with inclusive practices. Horizon is a supporter of the group, however not running the group.
 - Robbie has joined a committee through SACLA (Southern Alberta Community Living Association) called EmployUsYQL. This committee is working to engage employers in urban and rural centres in meaningful paid employment opportunities for persons with developmental disabilities.
 - Amber attended the spring Board of Directors meetings in her roles on both the Alberta Assessment Consortium and the provincial College of Alberta School Superintendents.
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May 22nd, 2019

Honourable Adriana LeGrange
Minister of Education
308 Legislature Building
10800 97 Avenue
Edmonton, AB T5K 2B6

Dear Honourable Minister LeGrange:

The Board of Trustees of the Horizon School Division would once again like to congratulate you on your appointment as Minister of Education of this fine province. As you no doubt know, locally elected school boards are directly accountable to their electorate and the parents of the children within their schools communities and play a pivotal role in keeping students in a safe and productive inclusive learning community that engages and empowers all learners for success. We are of the opinion that over the last four years, board autonomy has eroded and believe that the collaborative working relationship between Boards and the previous Minister of Education was at an all-time low. As the United Conservative Party prepares to form government there is no doubt a great amount of work to-be-done to prepare for the upcoming legislative session. From our board's perspective, the following priorities represent what our trustees believe to be among the most pressing issues for Alberta's education system. We would appreciate an opportunity to discuss these further so that you are in a better position to lead the new government and aid us in our ability to continue to follow through on our vision, "passionately engaged learners who confidently pursue continual improvement now and in the future as contributing global citizens".

Priority 1: Local Autonomy & School Board Empowerment

- Locally elected and managed school boards in Alberta are essential components of the success of Alberta's education system. School boards and their local system leaders connect with community stakeholders in the daily operation of Alberta's schools. Locally elected trustees are the voice of engaged parents and community members, making governance decisions that reflect local interests and voices. System leaders are entrusted to manage the operations and affairs of local school boards and are responsible for ensuring system excellence and student achievement meet provincial standards while being responsive to local contexts.
- In recent years, the power and autonomy of school boards have increasingly been threatened and eroded due to ongoing centralization of education functions in Alberta Education. Decision-making authority for locally elected trustees has been significantly reduced, and system leaders have found it increasingly difficult to balance local needs of their school board communities with Alberta Education expectations and downloading. The erosion of local autonomy has affected system leaders' abilities to fulfill their obligations to both locally elected trustees and the provincial expectations and is distancing educational delivery and planning from local communities.
- Our board believes our education system is at its best when local school boards and the provincial government function as a team focusing on student success and system excellence. Empowering local school boards and appreciating their value in local

community engagement is an ideal means to achieving systemic results that will allow our education system to be among the best in the world.

- Recommendations:
 - That the pivotal role of school boards in local decision making be respected and empowered when the Government of Alberta is considering revising or creating new legislation and regulation.
 - That the Government of Alberta rescind the *School Fees and Cost Regulation* which shifts the oversight and approval of school fees from boards to the Minister of Education. We believe boards are in the best position to understand local contexts and local needs as they relate to fees.
 - That the Government of Alberta review the *Superintendent of Schools Regulation*. The executive compensation structure for Chief Superintendents that was introduced by the previous government of Alberta has served to negatively impact school boards' ability to retain and recruit system leaders and create inequity within the education system. Our board believes that the work of every system leader is to take care of the students within their school authority. Chief Superintendents are the persons most responsible to ensure the rights of all students, often including the ones least advantaged, are protected. We contend that the role of system leaders is very complex and nuanced, and that a structure for compensation must reflect that understanding and appreciate the geographical and local needs of each school board. Chief Superintendents are the Chief Education Officers and the Chief Executive Officers of School Authorities in the province, and are ultimately responsible for the education, safety and wellbeing of the more than 700,000 K-12 students in Alberta. Given the ongoing educational decision-making and planning in Alberta Education, it is important to note that superintendents and system leaders will play an essential role in ensuring very significant Ministerial initiatives are implemented with an expertise and as envisioned by the Ministry and that reflect local needs. It is the Board's believe that the current compensation structure should be revisited and improved to reflect the needs of the system and not provincial political calculations. Specifically we are of the opinion that:
 - the Minister of Education should permit boards to determine executive compensation of their superintendent within the established bands without having to adhere to the band mid-point.
 - that consideration be given to alter or reclassify the established bands in the Executive Compensation framework to include broader considerations that affect school boards' recruitment and retention of system leaders.
 - that the Government of Alberta amend the pertinent Regulation so that Superintendents and System Leaders are eligible for MEPP and SRA Pension plans offered to Government of Alberta Executives.
 - that the Government of Alberta allow board to enter into contract negotiations and finalize contract wording to meet the needs of both parties rather than the centralization and standardization of contract clauses as approved by the Minister.
 - That the Minister of Education abstain from formally requesting and approving board policy, a practice that was undertaken by the previous Minister as it relates to Board's Welcoming, Caring, Respectful, and Safe learning environments policies. It is our board's perspective that policy is the realm of the board and decisions about what to include, where to post, and how often to review should be that of boards.

- That the Government of Alberta return oversight of school modernizations and new construction projects back to school authorities. The increase in Alberta Infrastructure managed projects smacks of a lack of trust, has extended construction timeframes and reduced board's ability to consider local context.
- That the Government of Alberta reduce the increased administrative burden stemming from increased reporting. Such accountability exercises reek of a lack of trust. They add significant workload issues to senior leadership with little or no value added for government.
- That the Government of Alberta review the dysfunctional practice of two tiered bargaining. The newly formed Teachers' Employer Bargaining Association which facilitates the central portion of bargaining is controlled by the Ministry and fails to adequately address local contexts. Our boards has significant concerns about forth coming funding related to the recently ratified Memorandum of Understanding. Alberta Education indicated that the cost of the last round of bargaining was equal to 0.4% of the Education budget, yet the cost for Horizon is 2% on grid. We are concerned that the upcoming education budget will not adequately fund actual cost increases that the central bargaining process has be stilled upon boards. It is our board's perspective that little if any real substance is left to bargain at the local level and that this creates an ineffective mechanism to bargain items off the table at the local level and creates an ineffective mechanism to reach consensus with regarding to a local memorandum of agreement. It is our board's belief that bargaining should be fully returned to the local level.
- That the Government of Alberta change the recent expectation that Boards capitalize 30% of their Infrastructure Maintenance and Repair expenses. We are of the belief that this expectation's sole purpose is to create the false illusion of minimizing the provincial deficit using accounting principles rather than via actual expense reduction.
- That the Government of Alberta review newly implemented OH&S requirements for school authorities. Public education has been and continues to be a low risk endeavor. Recent OH&S regulatory changes have necessitated the creation of workplace safety committees. While the intent of including employees as equal partners in managing their own safety is noble, the board is of the opinion that such practices do little if anything to lower actual safety concerns while adding significantly to employee workload.

Priority 2: Review of the Funding Framework

- Among the greatest challenges for system leaders in Alberta's education system is the lack of predictability surrounding the funding of school boards and education priorities on a yearly basis. School board budgets are beholden to provincial political processes and funding priorities, and thus allowing system leaders to effectively plan for future needs and growth has become increasingly difficult to meet the needs of our current students. System leaders are responsible for developing budgets and aligning boards' fiscal vision with the priorities of the provincial government and local trustees. Over the last ten years Alberta Education's funding framework has eliminated a number of grants that equate to a loss of \$1.8 million dollars per year for Horizon. While the newly introduced Classroom Improvement Grant was a welcomed addition, the \$480,000 does not come close to replacing the loss of revenue from these grants. The grants that no longer exist are included below for your future reference.
 - Relative cost of purchasing \$138,000
 - Grade 4-6 class size \$240,000
 - Intrajurisdictional distance \$50,000

- Enrollment growth \$75,000
- Enrollment decline \$20,000
- Alberta Initiative for School Improvement \$390,000
- Fuel price contingency \$215,000
- English as a second language years 6 and 7 \$350,000
- 10% reduction in administration budget \$250,000
- Reduction for Local Authorities Pension Plan contribution
- One example of inadequate funding is rural transportation. Sparsely populated schools make for longer bus rides and there are not enough students to properly support the cost of running the route under the current funding model. Travelling these long distances on gravel roads (Horizon buses travel 1.3 million km per year) requires higher than average maintenance and repair on buses, as well as shorter life cycle than urban buses. In some of our communities school bus expenses are \$100,000 greater than provincial funding provides. With ride times for some students already in excess of one hour each way, it becomes impossible to reduce the number of bus routes. Most if not all rural boards run deficits in transportation as there is no economy of scale, there are often low numbers of students on rural buses but those students are on the bus for long periods of time.
- Without a stable, predictable and transparent approach to education funding, that allows for consultation with system leaders to help influence how the system is funded in advance of grants being distributed, these difficulties will continue.
- Recommendations:
 - That the Government of Alberta initiates a review of Alberta Education's funding formula to ensure the education system is funded according to its current and actual needs.
 - The new funding formula needs to empower school boards with the flexibility to distribute funding according to their context and the particular needs of their school. E.g. restrictive and highly targeted funding such as providing lunch to all Alberta students should cease. It is the Board's perspective that funding should remain flexible and that boards and senior leadership are in the best position to make contextual decisions about what is and what is not required.
 - That the Government of Alberta include system leaders in education funding and budget conversations so that education funding priorities and decisions are transparent and reflect the views and expertise of educational leaders.
 - That the Government of Alberta specifically review the Plant Operation and Maintenance funding formula given rural boards concern about the fact that the formula is predominantly determined using facility square footage, not student enrollment. Per student funding gives less money to schools that are physically the same size with the same utilities and maintenance needs. As rural school enrollments decline, jurisdictions are faced with less funding to maintain the same buildings (operational expenses such as heating and lighting as well as repairs such as roof replacement do not decrease because a classroom has less students in it).
 - That the Government of Alberta review expectations related to acceptable reserves that school authorities should carry. The current expectation that boards should only have reserves between 1% and 5% of their operating budget means that boards face an increased risk of not having adequate funds for emergent issues and not being able to meet payroll given that there are times where monthly payroll must be made prior to the receipt of government funding.

- That the Government of Alberta reinstate fuel price contingent grant so as to reduce the transportation deficit faced by rural boards.
- That the Government of Alberta remove the carbon levy that is applied to school authorities, as it makes no sense to tax school authorities whose revenue comes from tax dollars collected by the Government. The impact of the carbon levy for Horizon is \$100,000 annually, this has resulted in the loss of one teacher for Horizon.
- That the Government of Alberta not implement restrictions on class size as restrictive caps on class size make no sense. If a cap is set at 17 students for instance, what is a school with one grade 2 class of 18 students to do with the one student? Hold them back in grade 1? Class size funding has always flowed into staffing to reduce class sizes, but decisions about class size should remain at the board level.
 - We are of the opinion that per student funding recognizes students in each building but does not recognize smaller classes in rural areas. A class of 15 for instance still requires one teacher as does a class of 22, but the rural school with small classes receives approximately \$40,000 less in funding.

Thank you for considering this invitation to meet, we recognize that this is a busy time of year and hope that you will be able to find time to attend so that we may be able to discuss the above matters more fully. Your attendance can be completely informal. Details regarding future board meeting dates will be provided to your staff should you accept the invitation. We look forward to receiving your response, and a closer opportunity for working together.

Sincerely,

Marie Logan
Board Chair

Horizon continues to craft budget

POSTED ON MAY 30, 2019 BY VAUXHALL ADVANCE



STAGES OF LIFE: Horizon School Division superintendent Wilco Tymensen has been touring schools in the area during high school graduation season to give words of encouragement to the Class of 2019. Tymensen made his way to Vauxhall High School's graduation ceremony earlier this month. ADVANCE PHOTO BY GREG PRICE

By Cole Parkinson
Vauxhall Advance
cparkinson@tabertimes.com

With the provincial budget expected to drop in the fall, Horizon School Division continues to work on their version which has a deadline expiring at the end of next month.

As work progresses, the board was updated on the progress so far at their regular board meeting on May 22.

"There is a lot of shaking the Magic 8 Ball. There is a lot of uncertainty," said Phil Johansen, associate superintendent of finance and operations on the lack of provincial budget to draw from.

After an extension pushed the budget deadline to June 30, Horizon administration has been hard at work trying to get things in order.

One of the larger items being addressed revolves around a balanced budget after several years of running deficits due to modernizations at Horizon schools.

"This is going to be the fourth year of significant deficits that the board has run. We know we have to correct that. Our reserves have shrunk significantly so we are pushing for a balanced budget. Right now, schools are going through their budgets and we will have a more clear picture at the next board meeting. Even still at the next board meeting, there will be some significant unknown items that we have to make our best guess at," said Johansen.

A big reason for the board dipping into reserves over the past few years was due to several large modernization projects throughout the division.

Barnwell School and Warner School were both led by Horizon as full modernizations while D.A. Ferguson/W.R. Myers are currently in the midst of an Alberta Infrastructure-led partial modernization.

"If you want to go over the past five years, we have spent probably \$8 million of your reserves. You spent an awful amount of money on good things to help kids, which really is what the money is for," said Wilco Tymensen, superintendent of schools.

As portions of the Horizon budget will feature estimations due to the provincial budget not being available, administration realizes there may be some changes needed closer to fall.

"Even if we talk about the notion of a balanced budget and an assumption of where we go provincially, I think most people know the UCP election platform in regard to education was more along the lines of no massive cuts. Even if they keep budget the same, there is an assumption that is okay but a budget that is the same is actually a cut. The reason being, there is significant enrollment growth in this province. Some jurisdictions have 2,000 or more kids. I think Calgary is projecting to be around 2,000 if I am not mistaken," said Tymensen. "Provincially, it may be around 15,000. So imagine 15,000 new kids, where does the money come from to put teachers in front of those kids? So when they say there is no cut, is there actually an increase? Some schools will need more money to operate because they will have a lot more kids. If you think about 20 kids in a classroom and you have 1,500, that is about 70 teachers. That is almost \$800,000 they need just to staff. The question becomes, does no cut include funding for growth?"

While many school divisions in the province may be expecting a new influx of school-aged kids, Horizon isn't one of them.

With a projected decline in enrollment coming for the 2019-2020 school year, the division will see a decrease in some revenue based on school numbers.

"Our jurisdiction has an anticipated decrease in enrollment. So, as we look to balance the budget, there is unforeseen revenue and there is also some foreseen reduction in revenue because we are losing kids," said Tymensen. "As we build our budget, we will be communicating what some of our assumptions are. Our assumptions, as an example, would be that per person funding is the same so for us, that means less money. There are other costs that go up as well."

Staffing has also been a big discussion from administration.

With temporary positions filled closer to the beginning of the school year, that may be pushed to a later date this year once the provincial budget is released.

"Should this government make cuts; we will know in October. Many positions in this jurisdictions are actually filled in September; they don't get hired in this part of the year. People on temporary contracts already know when they are hired that those contracts are for a fixed term and they may or may not be hired for the next year. Typically, when those contracts expire in June, we hire in early September. Our assumption is we may not be hiring in early September. We may be hiring in October once we know what the budget is for some of those positions. There will be communication between schools, administration and staff for those individuals," said Tymensen.

While temporary staffing will happen later, administration has started to move forward on other staffing.

The original plan in regard to staffing was to hold off on this regard until summer, though administration had discussions and decided to change their plans.

"Anita (Richardson, associate superintendent of programs and human services), Phil, Amber (Darroch, associate superintendent of learner services) and I had spoken about holding off on staffing until we find out more information. You don't want to be making those decisions without information. As we started hearing that the budget was coming out in October, our comment was 'why hold off?'. What new information are you going to find in two weeks? Anita has been moving forward with staffing because what we knew last week and what we know this week, is probably what we will know at the end of the year. Instead of waiting till June 30 and doing all of our staffing in the summer, we said 'let's go forward.' Once we get real information, we may have to adjust accordingly," explained Tymensen.

The Horizon board will be presented with the 2019-2020 budget at the next board meeting on June 26.



LEGISLATIVE ASSEMBLY
ALBERTA

Hon. Grant Hunter
Associate Minister of Red Tape Reduction
MLA Taber-Warner
5402 50th Ave. Taber, AB
T1G 1T9

June 7, 2019

Horizon School Division No. 67
6302 – 56th Street
Taber, Alberta
T1G 1Z9

Attention: Mr. Wilco Tymensen, Superintendent

Dear Mr. Tymensen:

Thank you for your April 18, 2019 letter regarding school authority budgets. I have consulted with my colleague, the Honourable Adriana LaGrange, Minister of Education, and I am pleased to provide the following information.

The government has been very clear about our commitment to funding education. We owe it to parents and their children to get better outcomes for the money being spent on education and are committed to ensuring education funding reaches the classroom.

The election this spring has delayed the announcement of a provincial budget, which will now be announced in Fall 2019. Albertans expected government to take a thoughtful approach in bringing forward a budget that reflects our priorities. We are taking a close look at Alberta's fiscal situation to determine where our money is going. This work has already begun with the creation of the MacKinnon Panel. Information from this review will guide our decisions on how to eliminate waste, duplication and non-essential spending so we can fund key priorities. While we await the panel's report, Minister LaGrange expects school authorities to be prudent in their planning for the next school year.

I appreciate you taking the time to provide feedback in your capacity as Superintendent of Schools for Horizon School Division. I wish your division's staff and students all the best throughout the remainder of the school year.

Sincerely,

A handwritten signature in blue ink, appearing to be 'G. Hunter', written over the word 'Sincerely,'.

Hon. Grant Hunter, MLA
Taber-Warner

cc: Honourable Adriana LaGrange, Minister of Education

Public sector wage arbitration deferral: Minister Toews

June 13, 2019 [Media inquiries](#)

President of Treasury Board and Minister of Finance Travis Toews issued the following statement about the Public Sector Wage Arbitration Deferral Act:

“I have the utmost respect and admiration for our province’s public sector workers who provide integral services in Alberta. Despite rampant speculation, I can reassure everyone involved that we have not made a decision on wage arbitration.

“The *Public Sector Wage Arbitration Deferral Act* would temporarily postpone wage arbitration hearings until after October 31, 2019. This will give us the time required to fully understand Alberta’s economic situation and take into consideration the advice from the MacKinnon panel, as we work to balance the budget by 2022-23.

“It is unfortunate we must take this step, but we introduced this legislation because time is of the essence. Some arbitrations have already begun, and others are scheduled for early this fall.

“We owe it to Albertans, and all public sector workers, to come to the table with information on the state of our economy and the impact it will have on our finances, so we can make responsible and informed decisions. We will continue to work together with our union stakeholders in good faith. Negotiating without this information would be fiscally irresponsible and we are seeking the time to make the right decisions for all Albertans.”

Related information

[Public sector wage arbitration deferral](#)

Protecting LGBTQ2S+ students: Minister LaGrange

June 14, 2019 [Media inquiries](#)

Education Minister Adriana LaGrange issued the following statement on the protections for students under the *Education Act*:

“With the passionate debate taking place in the legislature about Bill 8, I feel it’s important to clarify a few important misconceptions about student protections under the *Education Act*.

“To be absolutely clear: our government opposes mandatory parental notification of student involvement in inclusion groups, and Alberta will have among the most comprehensive statutory protections for gay-straight alliances (GSAs) in Canada.

“Once requested by students, creating a GSA is not optional. In Alberta, like Manitoba and Ontario, the *Education Act* specifically guarantees in legislation that students are entitled to create inclusion groups, including GSAs and QSAs. Compared to legislation in Ontario and Manitoba, the *Education Act* provides greater direction regarding the appointment of a staff liaison for the student organization.

“With amendments introduced through Bill 8, we are also clarifying that board obligations regarding welcoming, caring, respectful and safe learning environments, policies and publicly available student codes of conduct apply to all publicly funded schools – including accredited private schools.

“Reference has also been made to Nova Scotia and British Columbia, which have no overarching provincial statutes protecting GSAs. Unlike the *Education Act*, British Columbia’s ministry directive and Nova Scotia’s provincial policy are not enshrined in provincial legislation.

“The privacy of students is also protected under Alberta’s strict privacy laws. Schools cannot disclose a student’s membership in any inclusion group, as there are student

privacy considerations that trump other legislation, including the *Education Act* and the previous government's Bill 24.

“All school authorities are required to follow privacy legislation: publicly funded schools must follow the *Freedom of Information and Protection of Privacy Act*, and private schools must adhere to the *Personal Information Protection Act*. School authorities may only disclose personal information if authorized under these laws.

“We also recognize every child is unique and every circumstance is different. Legislation needs to balance protecting children and their privacy with the rights of parents, so children are getting the supports they need. Though it would be rare, disclosure of GSA/QSA membership would *only* be justified on the basis that the disclosure would avert or minimize a risk of harm.

“Unlike the previous government, we trust professional educators to navigate these difficult situations to do what is in the best interest of kids. No responsible teacher or principal would ever reveal a child's sexual orientation. This approach provides a clear balance between student privacy and parental rights – a balance and clarity that was not found in Bill 24.

“Our government believes that the safety of students in school is paramount. I am looking forward to engaging students, parents, teachers and administrators as we work together to build a modern education system which supports all students.”

Related information

- [Education Amendment Act](#)

[GSA Fact Sheet](#) (PDF)