

**Regular Board Meeting Agenda
Monday, December 16th, 2019 – 1:00 p.m.**

A – Action Items

A.1 Agenda	ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3
A.2 Minutes of Regular Board Meeting held Monday, November 25 th , 2019	
A.3 December 2019 Payment of Accounts Summary	
A.4 ASBIE Insurance	
A.5 Three-Year Education Plan and Annual Education Results Report	

D – Discussion Items

D.1 Reschedule Board Visits (MRE, ERHS, River Road Colony)	
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I - Information Items

I.1 Superintendent’s Report – Wilco Tymensen	
I.2 Trustee/Committee Reports	
I.2.1 ASBA Zone Meeting Report – Marie Logan	
I.2.2 Facilities Meeting Report – Bruce Francis	
I.2.3 Administrator’s Meeting – Christa Runka	
I.3 Associate Superintendent of Finance and Operations Report – Phil Johansen	
I.4 Associate Superintendent of Learner Services Report – Amber Darroch	

C-Correspondence

C.1 News Release: 2018 PISA results: Minister LeGrange	ENCLOSURE 4
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Dates to Remember

• December 21 – January 6 – Christmas Holidays
• December 25 – January 1 – Division Office Closed
• January 13 – Colony Elder’s Meeting
• January 14 – Administrator’s Meeting
• January 27 – Board Meeting

PAYMENT OF ACCOUNTS REPORT
Board Meeting - December 16, 2019

General	November 19/19		388893.35
U.S.	November 20/19		6131.58
General	November 26/19		1117548.46
General	December 4/19		92191.69
U.S.	December 4/19		94.17
General	December 9/19		280601.78
"A" Payroll	November 2019	Teachers	1,649,371.56
		Support	524,689.26
"B" Payroll	November 2019	Casual	11,064.02
		Subs	54,569.68
Total Accounts			2,239,694.52
Board Chair			
PJ:dd			
December 10/19			

Horizon School Division November 2019 U.S. Accounts

	U.S. Funds	Canadian Funds
Transfinder Corporation	4550.00	6131.58
Total U.S. Accounts	4550.00	6131.58

JM:dd

November 20, 2019

Horizon School Division December 2019 U.S. Accounts
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	U.S. Funds	Canadian Funds
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	U.S. Funds	Canadian Funds
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Starfall	70.00	94.17
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Starfall	70.00	94.17
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Starfall	70.00	94.17
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Total U.S. Accounts	70.00	94.17
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Total U.S. Accounts	70.00	94.17
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Total U.S. Accounts	70.00	94.17
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JM:dd

December 4, 2019

Horizon School Division

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

The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Monday, November 25th, 2019 beginning at 1:20 p.m. in the Eric Johnson Room.

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

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

REGRETS: Rick Anderson, Trustee

ACTION ITEMS

- | | | |
|-----|--|---|
| A.1 | Moved by Blair Lowry that the Board approve the agenda. | AGENDA
APPROVED
295/19 |
| | Carried Unanimously | |
| A.2 | Moved by Bruce Francis that the Board approve the <i>Organizational Meeting, held Monday, October 28th, 2019 as</i> provided by Enclosure #1 of the agenda. | ORGANIZATIONAL
MEETING MINUTES
APPROVED
296/19 |
| | Carried Unanimously | |
| A.3 | Moved by Bruce Francis that the Board approve the <i>Minutes of the Regular Board Meeting, held Monday, October 28th, 2019 as</i> provided by Enclosure #2 of the agenda. | BOARD MEETING
MINUTES APPROVED
297/19 |
| | Carried Unanimously | |
| A.4 | Moved by Derek Baron that the Board approve the <i>November 2019 Payment of Accounts</i> in the amount of \$2,250,626.88 as provided in Enclosure #3 of the agenda. | PAYMENT OF
ACCOUNT APPROVED
298/19 |
| | Carried Unanimously | |
| A.5 | Moved by Derek Baron that the Board approve the Audited Financial Statements of the year ending August 31, 2019 as presented by Avail, CPA, Darren Adamson. | AUDITED FINANCIAL
STATEMENTS
APPROVED
299/19 |
| | Carried Unanimously | |
| A.6 | Moved by Bruce Francis that the Board approve the Fall Budget Update with a deficit of \$967,458.00. | FALL BUDGET UPDATE
APPROVED
300/19 |
| | Carried Unanimously | |

- | | | |
|------|--|---|
| A.7 | Moved by Jennifer Crowson that the Board approve the first reading of Policy <u>HIAE – School Fees</u> as provided by Enclosure #4 in the agenda. | FIRST READING
POLICY HIAE
APPROVED
301/19 |
| A.8 | Moved by Derek Baron that the Board approve the second reading of Policy FD – Disposal of Division Property as provided in Enclosure #5 in the agenda. | SECOND READING
POLICY FD APPROVED
302/19 |
| | Carried Unanimously | |
| | Moved by Jennifer Crowson that the Board approve the final reading of Policy <u>FD – Disposal of Division Property</u> as provided by Enclosure #5 in the agenda. | FINAL READING
POLICY FD APPROVED
303/19 |
| | Carried Unanimously | |
| A.9 | Moved by Blair Lowry that the Board approve the second reading of Policy GC – Superintendent of School as provided in Enclosure #6 in the agenda. | SECOND READING
POLICY GC APPROVED
304/19 |
| | Carried Unanimously | |
| | Moved by Bruce Francis that the Board approve the final reading of <u>Policy GC – Superintendent of School</u> as provided by Enclosure #6 in the agenda. | FINAL READING
POLICY BGC
APPROVED
305/19 |
| | Carried Unanimously | |
| A.10 | Moved by Christa Runka that the Board approve the second reading of Policy GCNO – Evaluation of Family Liaison Counsellors as provided in Enclosure #7 in the agenda. | SECOND READING
POLICY GCNO
APPROVED
306/19 |
| | Carried Unanimously | |
| | Moved by Derek Baron that the Board approve the final reading of <u>Policy GCNO – Evaluation of Family Liaison Counsellors</u> as provided by Enclosure #7 in the agenda. | FINAL READING
POLICY GCNO
APPROVED
307/19 |
| | Carried Unanimously | |
| A.11 | Moved by Jennifer Crowson that the Board approve the second reading of Policy HGBG – Home Education as provided in Enclosure #8 in the agenda. | SECOND READING
POLICY HGBG
APPROVED
308/19 |
| | Carried Unanimously | |
| | Moved by Blair Lowry that the Board approve the final reading of <u>Policy HGBG – Home Education</u> as provided by Enclosure #8 in the agenda. | FINAL READING
POLICY HGBG
APPROVED
309/19 |
| | Carried Unanimously | |
| A.12 | Moved by Christa Runka that the Board approve the second reading of Policy IFH – Formal Parent-Student Appeals and Dispute Resolution as provided in Enclosure #9 in the agenda. | SECOND READING
POLICY IFH APPROVED
310/19 |
| | Carried Unanimously | |
| | Moved by Bruce Francis that the Board approve the final reading of <u>Policy IFH – Formal Parent-Student Appeals and Dispute Resolution</u> as provided by Enclosure #9 in the agenda. | FINAL READING
POLICY IFH APPROVED
311/19 |
| | Carried Unanimously | |

- | | |
|--|--|
| <p>A.13 Moved by Jennifer Crowson that the Board approve the second reading of Policy IGAA – Use of Physical Restraints as provided in Enclosure #10 in the agenda.</p> <p style="text-align: right;">Carried Unanimously</p> <p>Moved by Derek Baron that the Board approve the final reading of <u>Policy IGAA – Use of Physical Restraints</u> as provided by Enclosure #10 in the agenda.</p> <p style="text-align: right;">Carried Unanimously</p> | <p>SECOND READING
POLICY IGAA
APPROVED
312/19</p> <p>FINAL READING
POLICY IGAA
APPROVED
313/19</p> |
| <p>A.14 Moved by Blair Lowry that the Board approve the second reading of Policy IO – Student Records as provided in Enclosure #11 in the agenda.</p> <p style="text-align: right;">Carried Unanimously</p> <p>Moved by Christa Runka that the Board approve the final reading of <u>Policy IO – Student Records</u> as provided by Enclosure #11 in the agenda.</p> <p style="text-align: right;">Carried Unanimously</p> | <p>SECOND READING
POLICY IO APPROVED
314/19</p> <p>FINAL READING
POLICY IO APPROVED
315/19</p> |
| <p>A.15 Moved Derek Baron by that the Board approve the second reading of Policy JFCH – Illicit and Controlled Substances and Medical Management as provided in Enclosure #12 in the agenda.</p> <p style="text-align: right;">Carried Unanimously</p> <p>Moved by Jennifer Crowson that the Board approve the final reading of <u>Policy JFCH – Illicit and Controlled Substances and Medical Management</u> as provided by Enclosure #12 in the agenda.</p> <p style="text-align: right;">Carried Unanimously</p> | <p>SECOND READING
POLICY JFCH
APPROVED
316/19</p> <p>FINAL READING
POLICY JFCH
APPROVED
317/19</p> |
| <p>A.16 Moved by Derek Baron that the Board approve the second reading of Policy JHF – Welcoming, Caring, Respectful and Safe Learning Environments as provided in Enclosure #13 in the agenda.</p> <p style="text-align: right;">Carried Unanimously</p> <p>Moved by Christa Runka that the Board approve the final reading of <u>Policy JHF – Welcoming, Caring, Respectful and Safe Learning Environments</u> as provided by Enclosure #13 in the agenda.</p> <p style="text-align: right;">Carried Unanimously</p> | <p>SECOND READING
POLICY JHF
APPROVED
318/19</p> <p>FINAL READING
POLICY JHFAPPROVED
319/19</p> |
| <p>A.17 Moved by Blair Lowry that the Board approve the second reading of Policy JMA – School Councils as provided in Enclosure #14 in the agenda.</p> <p style="text-align: right;">Carried Unanimously</p> <p>Moved by Bruce Francis that the Board approve the final reading of <u>Policy JMA – School Councils</u> as provided by Enclosure #14 in the agenda.</p> <p style="text-align: right;">Carried Unanimously</p> | <p>SECOND READING
POLICY JMA
APPROVED
320/19</p> <p>FINAL READING
POLICY JMA
APPROVED
320/19</p> |

DISCUSSION ITEMS

D.1 CHRISTMAS CONCERT ATTENDANCE

Trustees and Sr. Administrator's will be attending school and colony concerts throughout the month of December.

D.2 THREE-YEAR EDUCATION PLAN (Tabled until December 16, 2019)

INFORMATION ITEMS

I.1 SUPERINTENDENT'S REPORT

Wilco Tymensen, Superintendent, shared the following November 2019 report 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: off-campus excursions, student and staff conduct and discipline, guidance with regard to student and parental concerns, and attendance at Erle Rivers High School's school advisory council meeting.
- As the second vice president of the Collage of Alberta School Superintendents, November has included a number of CASS executive meetings. Meetings typically involve provincial education perspectives, discussions with the Ministry regarding future direction and sharing of perspectives. This month also included a meeting with the Minister of Education.
- The following school were visited this month: ACE, BAR, DAF, DRH, ERHS, HAYS, LTW, MRE, VES, VHS, and WAR

Personnel Management

- Principal Growth Planning Meetings as well as strategic and accountability sessions focused on school three year plans are underway
- Attended a McLennan Ross Law webinar regarding layoffs and terminations
- Interviews for the new Associate Superintendent of Programs and Human Services were undertaken

Policy and Strategic Planning and Reporting

- No policy meetings have occurred this month. However, extensive review of policies due to legislative changes has occurred over the summer. The school fee policy was also adjusted to allow for transportation fees and removal of the requirement for Ministerial approval.
- Met with AB ED field services and toured Hays School's tiny house project.

Fiscal Responsibility, Organizational Leadership and Management

- Collective bargaining with both the ATA and CUPE has begun.
- Budgeting conversations have been extensive this month
- Attended the College of Alberta School Superintendent fall issues forum where budgets and HR practices were a prominent discussion topic

Communications and Community Relations

- A number of meetings and celebrations were attended over the last month. These include but are not limited to
 - Senior Administrative Leadership Team meeting
 - Administrator meeting
 - Division Office staff meeting
 - College of Alberta School Superintendent, Superintendent Leadership Quality Standard PD committee meeting
 - Council of School Council meeting
 - Government of Alberta's Choice in Education Act webinar
 - Alberta School Board Association Fall General Meeting

I.2 TRUSTEE/COMMITTEE REPORTS

I.2.1 ASBA Zone Meeting Report

Marie Logan, Zone Chair, provided the following summary of the November Zone 6 ASBA Meeting:

- No report

I.2.1 Facilities Report

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

- DAF/WRM Capital Projects
 - Photos
 - DAF/WRM Gymnasium Acoustics
- Water Quality Testing
- Heat Detector Recall
- 2019 IMR projects are complete
- 2020 IMR project approved and will begin in December

I.2.2 Administrator's Meeting Report

Bruce Francis, Trustee, provided the following summary of the November Administrator's Meeting:

- Vaping Presentation by Alberta Health Services
- YouTube and Copyright
- "What if" scenarios
 - Responding to Student Incidents
 - Responding to Student Complaints
 - "You Be the Judge"
- Recess
- Teacher evaluation
- Budget
- After-hour communication
- Division Wide PD Day
- School Carryovers
- Transportation Review

- APEX Youth Awards
- AB ED Business Plan
- Instructional Coach Update

I.3 ASSOCIATE SUPERINTENDENT OF FINANCE AND OPERATIONS REPORT

Phil Johansen, Associate Superintendent of Finance and Operations shared the following November 2019 summary to the Board:

- Focus on Year-end and Fall Budget Updates

I.4 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

Amber Darroch, Associate Superintendent of Learner Services, shared the following November 2019 report with the Board:

Amber Darroch, Associate Superintendent

Terri-Lynn Duncan, Director of Learning (Curriculum & Instruction)

Robbie Charlebois, Director of Learning (Inclusive Education)

Angela Miller, Clinical Team Lead

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- A division-wide professional learning day was held Monday, Nov 18 and it had a strong focus on student success and professional collaboration. Teacher, educational assistants, secretaries and library/learning commons facilitators all had sessions geared to their roles. Teacher feedback on the day indicates that collaboration time (Teachers Learning through Collaboration groups) is highly valued, and support staff applauded keynote speaker Rick Gilson, Executive Director from SAPDC (Southern Alberta Professional Development Consortium) for sharing messages of teamwork, collaboration, and making a difference.

KEY ACTION AREA #2:

Response to Instruction and Intervention

LEADERSHIP PRACTICES

- Amber hosted the provincial online meeting of curriculum leaders from various school divisions on November 1st.
- Meetings with principals on their professional growth plans and school goals have continued this month.
- Amber and Robbie, along with a number of Horizon principals and vice-principals, attended one-day Teacher Growth, Supervision and Evaluation workshop put on by the ATA.

FAMILY SCHOOL LIAISON PROGRAM REPORT

Our counselling team, including the Family Connections Wellness Coaches funded through the Mental Health Capacity Building project, provide small group and class programming to help promote health,

wellness and social-emotional learning. These programs are research-based and geared to specific age levels. They include:

Second Step, Hope Squad, Kelso’s Choice, Peace Police recess program, Kimochis, and Superflex. The FSLP team also helps identify students who may have families with limited funds for Christmas and refers them to the “Angel Tree Program”. Christmas gifts get distributed to these children and youth before the Christmas break. A drive for cold-weather coats and clothing is happening right now for families in need of winter clothes.

The counselling team also has a strong tradition of a mentorship program, pairing younger students with older ones. There are currently 16 grade 9-1 mentors for 16 mentees from DA Ferguson, LT Westlake, Dr. Hamman and Central.

The Regional Headstrong event was October 30. We had 52 students participate out of 120 attendees from the southwest region. Hays, Enchant, Chamberlain, VES, Lomond, Barnwell, W.R.Myers and TMS students participated with the FSLP team accompanying them as well as Scott Petronech, Chamberlain Principal. Angela Miller was a co-MC for the event. Horizon will host the event October 29, 2020 in Taber.

SEPTEMBER/OCTOBER STATISTICS

	September	October
Number of students on current counsellor caseload this month	134	186
Total number of student contacts this month	687	1083
# of students served in presentations	1675	158
Total students served this month via client sessions, drop-in, small groups	379	421
Number of staff served in presentations/consultations	222	171
Number of suicide risk assessments completed	9	4
Number of VTRAs/worrisome behaviour completed	7	6



INSTRUCTIONAL COACH REPORT from Shea Mellow

October has been busy with active professional development for our Horizon staff in a multitude of facets! General statistics include:

October

Principal Meetings	Whole-Staff Coaching	Individual Teacher Coaching	Total School Visits	Additional PD Experiences
5	4	22*	15	3**

* 8 of these are involved in a coaching cycle; this is at least the second time we’ve met

** Inclusive of *Formative PD* (assessment), Southern AB Learning Coach meeting, and attending Ron Ritchhart (Creating Cultures of Thinking)

Highlights

#1: Colony School Visit/Coaching: Travelling with the principal of the Hutterite Schools, I was enlightened and inspired to learn more and set goals to provide more for this unique portion of our staff and students. Discussing the unique needs with one particular colony teacher, I was pleased to offer some suggestions which this teacher put into effect immediately. The success he saw that day shows great potential for future progress and success for this teacher, and ultimately, these students. With the other teacher, intentions to develop extensive 5-year ELA plans, which is unique to this context, but valuable for all colony contexts, is very conducive to conceptual learning. I'm eager to continue refining instruction with these teachers, with the intent of being beneficial to all colony teachers.

#2: Coaching Cycles: Having the opportunity to proceed with a coaching cycle with 8 teachers thus far has shown great rewards. With limited budgets, we are being creative with meeting times and the benefits of returning to the work we started previously, shows continuity and real progress. I'm very excited to continue working with these cycles as I see real results coming from these concerted efforts.

#3: PD morning with staff of 4 schools: Recently having the opportunity to address 4 elementary schools at once, with a requested focus on assessment within a conceptual classroom, there is real direction provided for so many staff. The organized effort of these administrators provided an opportunity to springboard a refined direction for so many teachers. Circulating around grade level groups after the presentation, I was able to narrow coaching to the specific needs of individual teachers, all at their own levels with implementing a new conceptual framework in their own classroom instruction. I felt a lot of positive energy as the teachers nodded along as we talked, and obviously understood the potential of refining instruction to facilitate conceptual learning for transfer, engagement, and enhanced assessment.



November 2019

November

Principal Meetings	Whole-Staff Coaching	Individual Teacher Coaching	Total School Visits	Additional PD Experiences
2	-	30*	10	3**

* 27 of these are involved in a coaching cycle; this is at least the second time we've met

** Concept-based Literacy Lessons, Tiffanee Brown and Horizon PD, focusing on conceptual learning in middle school and grade-level meetings focusing on secondary ELA

Highlights

#1: The power of Formative: There has been an increase in teachers becoming aware of the opportunity to enhance instruction and formative assessment through the use of Formative (www.goformative), an online tool our division is supporting and encouraging the use of in our

classrooms. As I work with teachers, in-servicing on the many benefits of this tool, their eyes light up as they foresee the potential. This tool offers engaging experiences for students and allows teachers to collect data on whole-class and individual achievement and track progress. This data can be used to guide instruction and provide clarity for differentiation. Among many attributes, this is an excellent tool to use with ELL students as it offers many modes of delivery, including audio, text, video, etc. I look forward to continuing to promote the many benefits and ease of use of Formative.

#2: Collaboration with other school divisions: Working alongside Lethbridge School Division and Holy Spirit School Division has provided for some wonderful dialogue on coaching systems throughout other divisions. Within a small group of coaches meeting periodically throughout the year, we all gain insight in how to provide opportunities to our staff to enhance all of our schools. It has opened an opportunity to visit a school in Lethbridge which focuses on multi-level classrooms with a colleague in Horizon who is looking for supports when developing new routines and effective instruction for a new multi-level class she is teaching. This sort of collaboration is what education is all about and inspires the idea of teachers as the lead learners.

I.5 ASSOCIATE SUPERINTENDENT OF PROGRAMS AND HUMAN SERVICES REPORT

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

- Facilitated a session for CALM teachers with the Horizon Career Practitioners to improve the quality of opportunities for students to investigate their career paths in CALM classes across the division, including having increased involvement from our Career Practitioners
- Held first meeting of our Indigenous Committee to develop our three-year plan and set our goals/strategies for this year's work in Indigenous Education in Horizon.
- Southern Alberta Student Leadership Conference happened Nov. 13 at the University of Lethbridge. Feedback from attendees has so far been very positive with student leadership action plans occurring in several of our schools as a result. Reports are that students returned 'fired up' to get things going. I have been a part of the planning committee for the first two years' events.
- Also been busy preparing to transition my role and making sure things are left in a good place for the person taking over.
- Thank you to Wilco and the board for the opportunity to grow and develop in such a positive environment. The board is exemplary in their role and has provided me a fabulous example of how trustee and senior administration relationships should function. I am sad to be leaving a wonderful organization and hope to be able to recreate the positive and productive relationship in my new jurisdiction.

CORRESPONDENCE

No Discussion items came forward from the Correspondence as provided by Enclosure #17 of the agenda.

COMMITTEE ITEMS

Moved by Blair Lowry that the Board meet in Committee. Carried Unanimously	COMMITTEE 321/19
Moved by Derek Baron that the meeting reconvene. Carried Unanimously	RECONVENE 322/19
Moved by Bruce Francis that the meeting adjourn. Carried Unanimously	MEETING ADJOURNED 323/19

Marie Logan, Chair

Sheila Laqua, Executive Secretary



Horizon School Division

2018-2019 Annual Education Results Report & 2019-2022 Three Year Education Plan SUMMARY

The Accountability Pillar shows our District's progress on a variety of measures monitored by Alberta Education.

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Safe and Caring	Blue	Yellow
Program of Studies	Blue	Yellow
Education Quality	Blue	Green
Drop Out Rate	Blue	Yellow
High School Completion (3 Years)	Green	Orange
PAT Acceptable	Yellow	Orange
PAT Excellence	Yellow	Orange
Diploma Acceptable	Green	Orange
Diploma Excellence	Yellow	Orange
Diploma Exam Participation Rate (4+ Exams)	Yellow	Orange
Rutherford Scholarship Eligibility Rate	Yellow	Orange
Transition Rate (6 Years)	Yellow	Orange
Work Preparation	Blue	Yellow
Citizenship	Blue	Green
Parental Involvement	Blue	Yellow
School Improvement	Blue	Orange

Very High/Improved Significantly

High/Improved

Intermediate/Maintained

Low/Declined

Very Low/Declined Significantly

Welcome Horizon School Division is an inclusive learning community that engages and empowers all learners for success.

Quick Facts

- 3,500 students
- 40% English Language Learners
- 450 dedicated staff serving our students
- 15 regular schools,
- 1 Christian Alternative School
- 4 outreach schools,
- 19 Hutterian Brethren schools,
- 1 Sports Academy

Cross-curricular COMPETENCIES

- Literacy and Numeracy
- Critical thinking
- Communication
- Problem Solving
- Collaboration
- Managing information
- Cultural and global citizenship
- Creativity and innovation
- Personal growth and well-being

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



OUR CHALLENGE

- Ensuring all students residing within our jurisdiction receive a high quality education

OUR ACCOMPLISHMENTS (prev. 3 year ave)

All learners leaving school are contributing global citizens.

- Excellence in Student Learning: 90.5% of students meet acceptable standard on diploma examinations (7.4% above provincial average).
- High School Completion: high school completion rate is 83.5% (6% above the provincial average).
- High Quality Safe Learning Environments: 93.4% of stakeholders believe schools are safe and caring (4.1% above provincial average).
- Life Long Learning and Citizenship: 88.5% of stakeholders felt students exhibited the characteristics of good citizens (5% above provincial average)
- Continuous Improvement: 86.8% of stakeholders felt schools are improving (5.8% above provincial average)
- High Stakeholder Support: 86.5% of parents feel they have opportunities to be involved (5.4% above provincial average)

ENGAGING OUR STAFF

- Strong core instruction that develops student competencies (Ministerial Order #001/2013).

MEETING THE NEEDS OF OUR STUDENTS

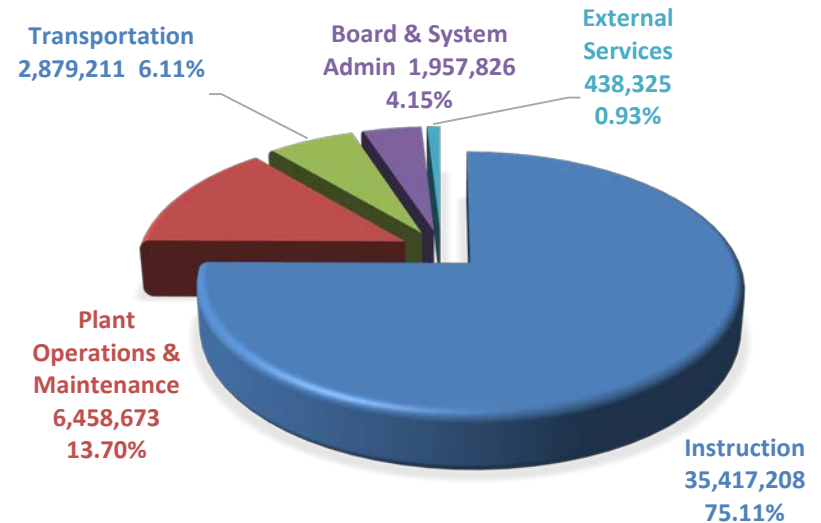
- Employ a Response to Intervention Framework to meet the needs of all students.

ENGAGING OUR COMMUNITY

- Student success is a collective endeavor.
- Parents continue to be engaged via participation in jurisdiction committees (e.g. policy and budget).
- Parents and the community are also informed via websites, social, and regular media

STEWARDSHIP OF RESOURCES

- The cost of educating our students in 2018-19 was **\$47,151,243**. **75.11%** (\$35,417,208) of total funds was spent directly on student instruction. The single largest expenditure was for staff salaries and benefits which accounted for **71.42%** of the budget.



6302 - 56 Street | Taber, AB T1G 1Z9 | 403.223.3547

More detailed information can be obtained by contacting Wilco Tymensen (Superintendent) at 403-223-3547 or visiting Three Year Education Plan <https://www.horizon.ab.ca/download/223272>
Audited Financial Statement <https://www.horizon.ab.ca/download/223242>, or
Budget <https://www.horizon.ab.ca/download/223242>

Horizon School Division No. 67

*Combined 2019-20 to 2021-22 Education Plan and
2018-2019 Annual Education Results Report*



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

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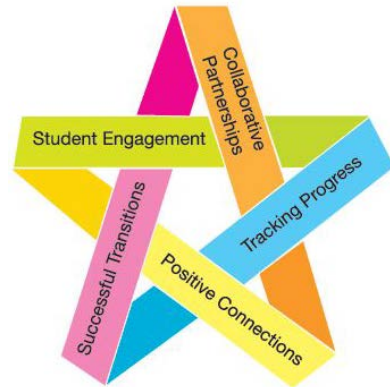
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Introduction

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



Message from the Board Chair

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

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

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

Marie Logan, Board Chair

Statement of Accountability

The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019 for Horizon School Division were prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan for 2019/ 2022 on November 25, 2019.

Marie Logan, Board Chair

Dr. Wilco Tymensen, Superintendent

Board of Trustees



Marie Logan
Board Chair



Bruce Francis
Vice-Chair



Jennifer Crowson
Ward 2



Rick Anderson
Ward 3



Blair Lowry
Ward 3



Derek Baron
Ward 4



Christa Runka
Ward 5

Senior Administration



Wilco Tymensen
Superintendent



Phil Johansen
Associate Superintendent,
Finance and Operations



Amber Darroch
Associate Superintendent,
Learner Services

Horizon School Division at a Glance

Vision

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

Mission Statement

Horizon is an inclusive learning community that engages and empowers all learners for success



Jurisdiction Profile

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

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

Core Goal

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



What are Competencies?

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

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

Accountability Pillar

Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Horizon Sch Div			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	94.1	92.8	93.4	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	82.8	80.5	82.1	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	93.6	92.7	92.7	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	2.7	2.1	3.4	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	78.5	86.0	83.5	79.1	78.0	77.5	High	Declined	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	71.7	72.1	74.5	73.8	73.6	73.6	Intermediate	Declined	Issue
	PAT: Excellence	15.6	11.7	14.2	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	86.9	92.1	90.5	83.6	83.7	83.1	High	Declined	Acceptable
	Diploma: Excellence	15.4	24.4	19.6	24.0	24.2	22.5	Intermediate	Declined	Issue
	Diploma Exam Participation Rate (4+ Exams)	44.7	44.8	44.3	56.3	55.7	55.1	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate (Revised)	65.8	62.2	61.5	64.8	63.4	62.2	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	54.2	60.2	55.1	59.0	58.7	58.7	Intermediate	Maintained	Acceptable
	Work Preparation	87.1	87.6	88.9	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	90.3	87.6	88.5	82.9	83.0	83.5	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	87.1	85.5	86.5	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.3	85.2	86.8	81.0	80.3	81.0	Very High	Declined	Good

Combined 2019 Accountability Pillar FNMI Summary

Measure Category	Measure	Horizon Sch Div			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	Drop Out Rate	4.1	6.4	5.6	5.4	4.8	5.6	High	Maintained	Good
	High School Completion Rate (3 yr)	91.8	72.0	79.4	56.6	53.3	52.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	48.2	48.9	57.0	54.0	51.7	51.9	Very Low	Maintained	Concern
	PAT: Excellence	7.1	8.7	9.9	7.4	6.6	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	85.0	90.9	91.3	77.2	77.1	76.7	High	Maintained	Good
	Diploma: Excellence	5.0	18.2	14.5	11.4	11.0	10.6	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	15.3	0.0	20.6	24.6	24.4	22.3	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	*	28.6	35.3	37.1	35.9	34.0	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	44.7	40.7	40.4	34.2	33.0	32.8	Low	Maintained	Issue

Provincial Outcomes

Provincial Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		2019	Achievement	Improvement	Overall	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	75.8	75.8	75.7	72.1	71.7	73	Intermediate	Declined	Issue	74	75	76
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	17.6	15.9	14.9	11.7	15.6		Intermediate	Maintained	Acceptable			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		2019	Achievement	Improvement	Overall	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	88.5	89.6	89.8	92.1	86.9		High	Declined	Acceptable			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	20.1	18.1	16.3	24.4	15.4	16	Intermediate	Declined	Issue	17	18	19

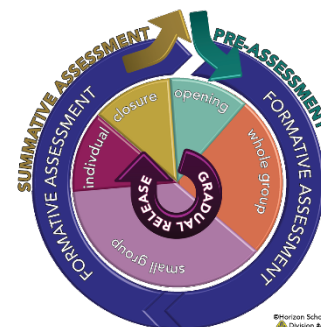
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		2019	Achievement	Improvement	Overall	2020	2021
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	84.5	81.2	83.2	86.0	78.5		High	Declined	Acceptable			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	49.3	41.8	46.2	44.8	44.7		Intermediate	Maintained	Acceptable			
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.6	3.0	5.2	2.1	2.7		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	54.0	57.5	47.5	60.2	54.2		Intermediate	Maintained	Acceptable			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	60.1	62.1	62.2	65.8		Intermediate	Maintained	Acceptable			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		2019	Achievement	Improvement	Overall	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.7	89.0	88.7	87.6	90.3		Very High	Improved	Excellent			

Local Performance Measure	Results (in percentages)		
	Year (fall)	N	Baseline
	Percentage of students reading below/at/above grade level as per Fountas and Pinnell Universal Assessment	2018	770/672/659
	2019	438/633/462	28.6/41.3/30.1

Key Strategies for Continued Success and Improvement:

HORIZON INSTRUCTIONAL MODEL



- Curriculum
 - Support preparation for future curriculum implementation through professional learning activities with Administrators' Committee and the division Curriculum Implementation committee.
 - Link curriculum to assessment at every opportunity to help support teacher professional practice and preparation for future curriculum.
 - Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers.
 - Focus Instructional Coach work on conceptual learning.
- Literacy
 - Support schools with the division-wide practice of benchmark assessments (Fountas and Pinnell) and follow up intervention for students reading below grade level.
 - Implement the Horizon Literacy Framework for K-6 teachers as a reference tool for instructional support of strong literacy practices.
- Numeracy
 - Extend a balanced approach to math instruction from Grade 1 to Grade 2 via the use of Horizon's Instructional Model and related resources.
 - Collaborate with the University of Lethbridge as a research partner (Alberta Research Network research project "Sustained Instructional Coaching at Grade 6 to 9") as we explore best practices for Grade 6-9 mathematics instruction.
 - Develop key documentation on the prior two points in order to support long-term implementation.
- Assessment
 - Build on key assessment principles to increase teacher conceptual understanding of assessment.
- Mental Health
 - Reduce stigma associated with mental health through staff training (IE. GotoEducator), student engagement (IE. Headstrong) and parent/community programming delivered by the Family Connections Program.
 - Refine the counselling service delivery model through incorporating formalized partners: Family & Community Support Services (FCSS) Counsellor and Alberta Health Services Regional Collaborative Service Delivery (AHS RCSD) Mental Health Therapist and the increase in Child & Youth Care Worker services.
- High School Redesign
 - Support schools with exploration of more successful ways to support student understanding of educational and career pathways.
 - High School prioritization of students' ability to access additional support and time to achieve success.
- Collaborative Response
 - Implementing a response to intervention framework within all schools that includes a universal benchmark assessment, a pyramid of intervention, and regular collaborative team meetings.
 - Use a division-wide pyramid of intervention to support students with attendance challenges using a focused and strategic approach to enhance engagement and re-entry.
 - Implement division-wide procedures, expectations, and communication to create a streamlined and consistent approach for successful student transitions.
 - Support each school in the development and implementation of a pyramid of intervention that identifies universal, targeted, and specialized supports and instructional strategies to help students be successful in the inclusive learning environment.
 - School based collaborative response to intervention meetings support staff with instructional planning and resources to support students who are struggling
- Early Learning
 - Develop Early Learning Instructor capacity regarding current research on child development and early learning via seven professional learning opportunities.
 - Provide Hanen Training to all Early Learning staff to enhance knowledge and language, social and literacy skills.
 - Support parents of students needing early interventions through Family Oriented Programming (FOP) including both community organized events and individualized home visits.
 - Support families with students requiring significant early interventions with home visits from the Supervisor of Early Learning.
- Student voice

- 🍏 Schools will utilize a division approved mechanism ("Our school/SOS-Q") to utilize student voice to better meet student needs.
- 🍏 Implementation of a student engagement team to lend their voice to jurisdiction initiatives and promote student leadership opportunities beyond their school and beyond the jurisdiction.
- 🍏 Collaborative Partnerships
 - 🍏 Implementation of a Systems Navigator position to provide increased individualized support to students and families with complex needs.
 - 🍏 Reduce mental health stigma at grade nine via a targeted approach that brings awareness and understanding.
 - 🍏 Build capacity in counselling and family connections staff via the implementation of a local mental health conference.
 - 🍏 Embed an additional Mental Health Therapist into schools to Increase services for students and their families.

Provincial Outcome Two: First Nations, Metis, and Inuit students in Alberta are successful

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	61.1	68.4	53.6	48.9	48.2	49	Very Low	Maintained	Concern	50	51	52
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	2.8	9.2	11.9	8.7	7.1	9	Very Low	Maintained	Concern	10	11	12
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	83.3	90.5	92.6	90.9	85.0		High	Maintained	Good			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	11.1	14.3	11.1	18.2	5.0	10	Very Low	Maintained	Concern	11	12	13

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	54.1	75.9	90.2	72.0	91.8		Very High	Maintained	Excellent			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	0.0	31.6	30.1	0.0	15.3	20	Very Low	Maintained	Concern	22	24	26
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	2.3	0.0	10.4	6.4	4.1		High	Maintained	Good			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	21.8	50.9	29.7	40.7	44.7	45	Low	Maintained	Issue	46	47	48
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	47.4	30.0	28.6	*		*	*	*			

Key Strategies for Continued Success and Improvement:

- Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People)
 - Horizon’s Indigenous committee is developing a strategic action plan to address the FNMI component of the Quality Standards.
 - Encourage school participation in “Orange Shirt Day”: A call for all Albertans to come together in the spirit of reconciliation.
 - Bring awareness of the experiences of residential school survivors.
 - Promote and implement use of culturally appropriate resources and professional learning tools for educators to develop foundational knowledge of FNMI students’ ways of knowing and learning.
 - Facilitate Kairos blanket activity for all Horizon staff and junior/senior high students.
 - Infuse culturally relevant FNMI literature into classrooms through the identification of specific novels for older readers and levelled reading materials for younger students.
 - Support targeted professional learning for teachers regarding FNMI culture, tradition, and history
 - Facilitate a community National Indigenous Peoples day celebration in Taber on June 21
 - Examine current data and create strategies for schools to maximize the success of FNMI students
 - Identify specific culturally appropriate instructional strategies in numeracy and literacy for FNMI learners
 - Utilize elders from the area in a variety of ways at a number of grade levels to connect learning to culture in a holistic way
 - Redefine role of FNMI liaison worker to focus on areas of priority that empower students to have success in school and beyond, and support staff to create learning spaces and schools where FNMI students recognize themselves in the curriculum, feel safe and welcome

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	82.3	82.9	82.8	80.5	82.8		Very High	Maintained	Excellent			

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

Provincial Outcome Four: Alberta’s K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	93.0	93.7	93.5	92.8	94.1		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.5	92.8	92.6	92.7	93.6		Very High	Improved	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	88.2	88.5	90.7	87.6	87.1		Very High	Maintained	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	85.9	86.1	87.9	85.5	87.1		Very High	Maintained	Excellent			

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	87.0	86.7	88.4	85.2	85.3		Very High	Declined	Good			
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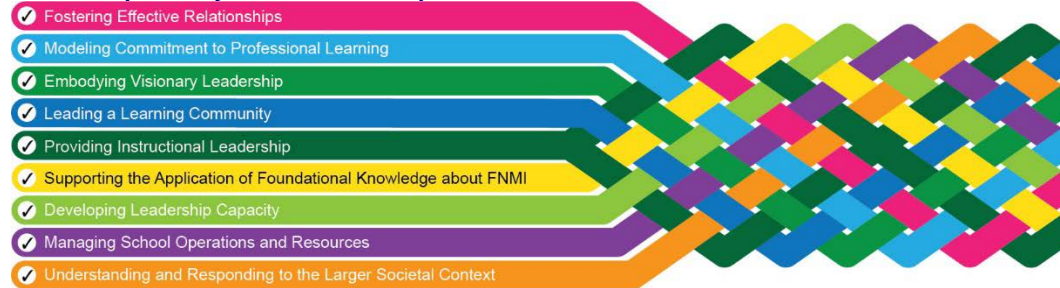
Key Strategies for Continued Success and Improvement:

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

Superintendent Leadership Quality Standard – Competencies



Leadership Quality Standard – Competencies



Teaching Quality Standard – Competencies



Financial Information

Budget Summary

Budget 2019-20 maintains provincial funding for public education at the same level as the previous year. Funding has been redistributed to accommodate enrollment growth. This represents a reduction in per pupil funding. Horizon School Division projects revenue of \$44,720,284 for 2019-2020, with 95% of that funding coming from the Government of Alberta. Expenditures of \$45,683,551 are expected for the year which will lead to an operating deficit of \$963,267.

The board has made efforts to reduce costs over the last couple years with the intent of delivering a balanced budget for 2019-20. Without the benefit of a provincial budget before operations began, projections and estimates were made to determine what operating funds would be received. Estimates mostly included a continuation of the existing funding framework. Originally, it was budgeted that some funding would be received to offset the additional costs of the new collective agreement with the Alberta Teachers' Association. No additional funding was provided to address the increased costs associated with that collective agreement. Adjustments to the funding framework represented a net reduction of \$273,000 in funding from what was anticipated. In addition to funding adjustments, insurance premiums for property increased 274% and liability premiums increased 50%, for a total increase of approximately \$600,000. In an effort to not disrupt the education environment that has already begun operating, administration has cut \$189,500 in centralized services. The remaining deficit is being funded from board reserves.

In the area of governance and administration, Horizon remains more efficient than the province requires. In 2011–2012, the province reduced allowable spending on governance and administration. Horizon spent \$289,000 less than the cap in 2018–2019, and is budgeted to be \$254,000 under the cap for 2019–2020. This efficiency allows for enhanced support in the classroom.

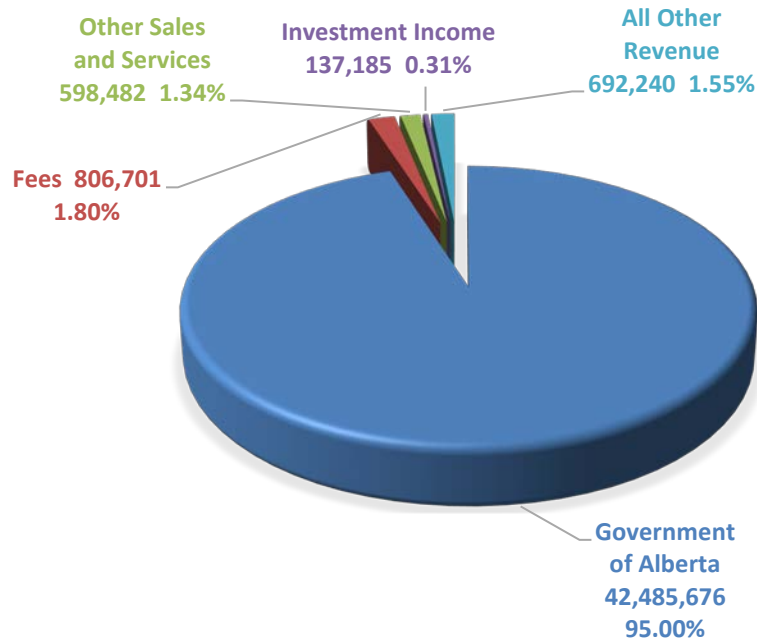
Key budget statistics are as follows:

	2017-2018 Actual	2018-2019 Actual	2019-2020 Budget (fall update)
Revenue	\$45,694,168	\$45,580,735	\$44,720,284
Expenses	\$47,151,243	\$45,444,770	\$45,683,551
Excess of Expenses over revenue	(\$1,457,075)	135,965	(\$963,267)
Includes: Unsupported amortization (non-cash)			
Accumulated operating reserves			
Beginning of year	\$6,906,839	\$5,382,716	\$5,636,500
End of year	\$5,382,716	\$5,636,500	\$4,144,230

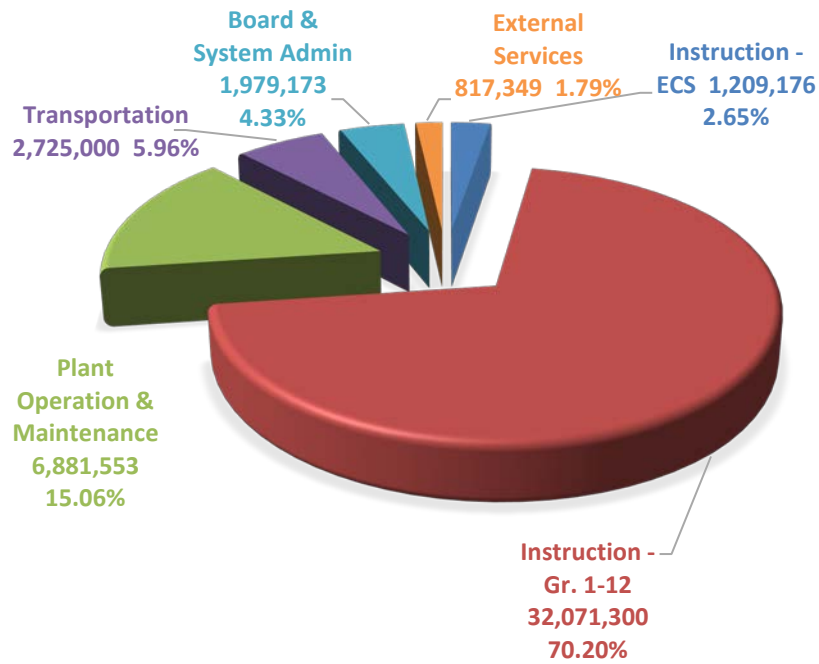
Did You Know?

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

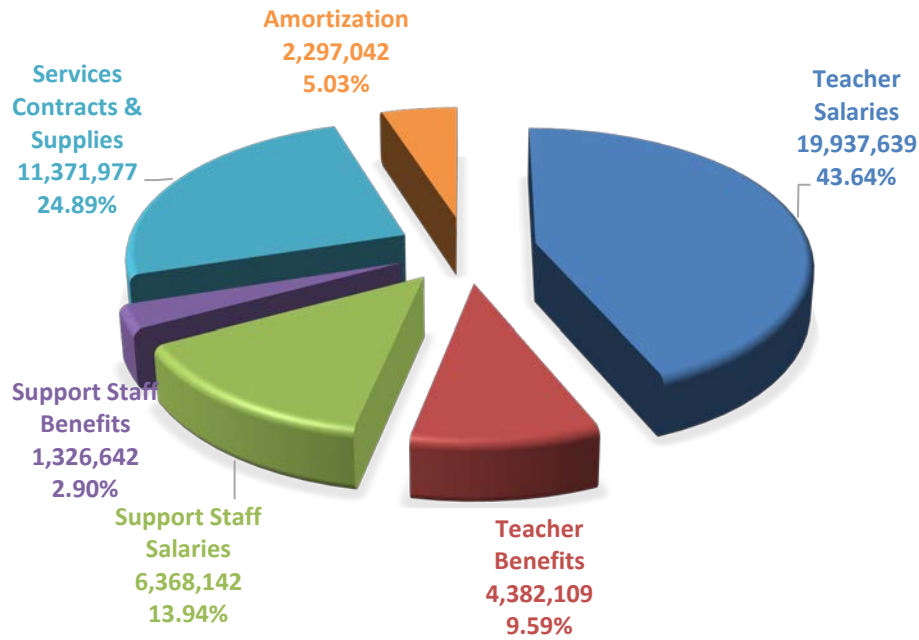
2019 – 2020 Budget Revenues



2019 – 2020 Budget Expense by Program



2019 – 2020 Budget Expense by Object



Audited Financial Statement

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

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

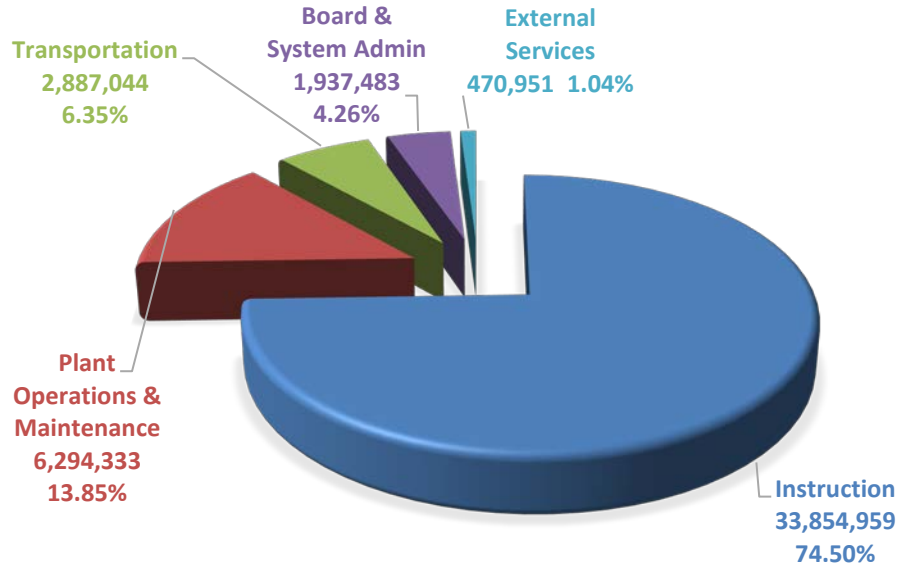
For the year ended August 31:

	Aug 31, 2018	Aug 31, 2019
Revenue	\$45,694,168	\$45,580,735
Expenses	\$47,151,243	\$45,444,770
Excess of Expenses over revenue	\$(1,457,075)	\$135,965
Includes: Unsupported amortization (non-cash)	\$468,404	\$476,304
Accumulated operating surplus		
Beginning of year	\$6,906,839	\$5,382,716
End of year	\$5,382,716	\$3,664,870

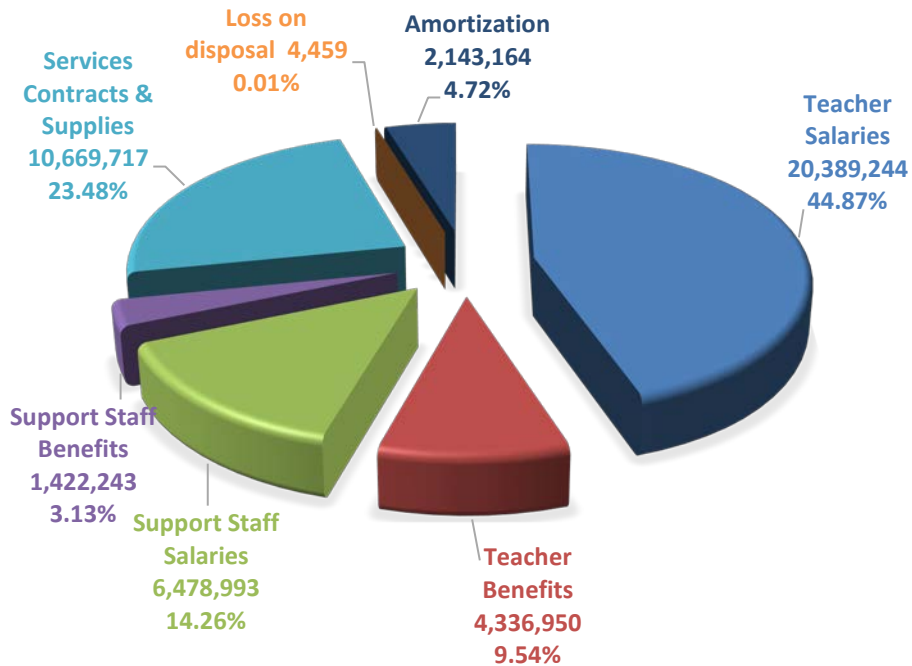
The Board's reserves as of August 31, 2019 are as follows:

Unrestricted Funds		\$1,335,930
Operating Reserves		
Decentralized (School based carry-over)	\$975,655	
School Generated Funds	\$655,381	
Colony Start-up	\$40,000	
Technology	\$606,054	
Division Office Equipment	\$51,842	
Total Operating Reserves		\$2,328,932
Capital Reserves		\$1,971,637
Investment in Capital Assets		\$5,438,145
Accumulated Re-measurement Losses		\$0
Total Accumulated Surplus		\$11,074,644

2018 – 2019 AFS Expense by Program



2018 – 2019 AFS Expense by Object



Capital and Facilities Projects

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



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

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

Summary of Facility and Capital Plans

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

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

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

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

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

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

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

Parental Involvement

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

Whistleblower Protection

The Horizon School Division Public Interest Disclosure (Whistleblower Protection) policy was approved in February 2014. From September 2018 to August 2019, no disclosures were reported directly to the public interest commissioner.

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

Timelines and Communication

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



Or refer to the following links:

Combined Three Year Education Plan and Annual Education Results Report
<https://www.horizon.ab.ca/download/223272>

Capital Plan
<https://www.horizon.ab.ca/download/195393>

Combined Three Year Education Plan and Annual Education Results One Page Summary Report
<https://www.horizon.ab.ca/download/223268>

Audited Financial Statement
<https://www.horizon.ab.ca/download/223242>

2019-2020 Budget
<https://www.horizon.ab.ca/download/223242>

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For additional general and/or financial information, please contact
Sheila Laqua – Executive Secretary for the Board of Trustees and Office of the Superintendent
Phil Johansen – Associate Superintendent Finance and Operations

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

Date: Tue, Dec 3, 2019 at 11:56 AM

Subject: News Release: 2018 PISA results: Minister LaGrange

2018 PISA results: Minister LaGrange

December 03, 2019 [Media inquiries](#)

Minister of Education Adriana LaGrange issued the following statement in response to the release of the 2018 Program for International Student Assessment (PISA) results:

“Today’s release of the 2018 PISA results for 15-year-old students reaffirms that Alberta continues to provide our students with a high-quality education. Congratulations to participating students and teachers on these results.

“2018’s results place Alberta third in the world in science, third in reading and eighth in math. This is compared to second in the world in science, third in reading and 14th in math in 2015.

“While these rankings are something to applaud, the raw scores are either flat or seeing a slight decline. In 2018, Alberta scored 534 in science, 532 in reading and 511 in math. In 2015, Alberta scored 541, 533 and 511 respectively.

“These results provide us with valuable information to help find more opportunities to improve. I will continue to work to strengthen our education system, especially in mathematics. I look forward to increasing scores, in addition to climbing global rankings, in future years.”