



**CASSA-ACGCS**  
Promoting Quality Education for Our Students

## Greetings from the President

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*\*All websites and email addresses are active.  
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various resources.*

**A**s Maslow told us, health, safety and food security must be in place before one can develop and self-actualize (reach their potential). Staff and student safety have always been a priority for schools.

More recently, however, COVID-19 and civil unrest related to issues such as the Missing and Murdered Indigenous Women and Girls and the Black Lives Matter movements have reminded us of the importance of social-emotional learning and social responsibility as key components of our mandate to provide a quality education.

The closure of schools in the spring also showed how important our schools are for child welfare (and parent welfare and the economy). We hope that wellness is improving now that schools have re-opened, but we also know that student engagement and behaviours remain a challenge given new pandemic rules (restricted movement, masks and further likelihood of remote or blended learning).

As a result, we are expecting every educator to have an innovator's mindset (which is better than a growth mindset – see George Couros). We can't avoid the pandemic, nor can we avoid addressing systemic racism and intolerance, just as we can't give up trying to provide the best education possible. Educators have no choice but to make time and look for opportunities to create new solutions. These changes require hard work and perseverance.



**Curtis Brown**  
CASSA/ACGCS President

As stressed as we all were in preparation for school re-opening, I do believe the collaborative time and effort put into the development of the school plans prepared us well. After the first day of school this fall, I was keen to connect with and hear from school principals. I laughed but was comforted when the first principal I talked to responded, "That wasn't as bad as I thought it was going to be!"

In fact, almost every educator I've asked since has responded about how great it was to see and interact in person with each other and with kids again. Most are also reporting on how understanding and responsive staff, students and their parents have been.

I truly hope that you are seeing and hearing the same from your schools this fall. Clearly, if things are going better than expected, that is because of you and your teams' positivity, solution-orientation and innovations.

**Curtis Brown**  
CASSA/ACGCS President

**We can't avoid the  
pandemic, nor can we  
avoid addressing systemic  
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education possible.**

# Greetings from the Executive Director



**Ken Bain**  
CASSA/ACGCS Executive Director

I know it has been an incredibly busy startup to the school year. My hope is that students, staff and their families had a successful and healthy re-entry. CASSA will continue to engage our board of directors along with the leaders of the Canadian School Boards Association to support leaders and their communities.

CASSA is a steward in the Canadian Healthy Schools Alliance along with five other associations, including PHE Canada, Canadian School Boards Association, Ophea, Ever Active Schools and DASH. Researcher Dr. Kate Storey is also a steward in the alliance. Our shared vision is for every school in Canada to be a healthy school community.

We believe that the physical and social environment in which young people spend a high proportion of every weekday has profound effects on their physical, emotional and mental health. We believe that by brokering and strengthening collaboration and partnerships we can strengthen school capacity as a healthy setting for growth and development.

Thanks to support from the McConnell Foundation ([www.mcconnellfoundation.ca](http://www.mcconnellfoundation.ca)) and the Carthy Foundation ([www.carthyfoundation.org](http://www.carthyfoundation.org)), we are moving ahead with knowledge mobilization efforts, expanding Healthy Schools Certification beyond Ontario and developing national healthy school standards.

Please follow these organizations on Twitter: @DASHBC, @PHECanada, @opheacanada, @cdnsba and @EverActiveAB. And of course, follow us @cassaacgcs.

Once again, CASSA is pleased to partner with CMEC ([www.cmec.ca](http://www.cmec.ca)) along with a number of other national associations and organizations to promote an understanding of teachers' rights to use materials within certain limitations. Note that copyright law is not suspended when a state of emergency arises. Fair dealing guidelines apply to online learning and online lesson materials for students. Teachers should continue to reference the Fair Dealing Decision Tool ([www.fairdealingdecisiontool.ca](http://www.fairdealingdecisiontool.ca)) for answers to your copyright questions.

**Ken Bain**  
CASSA/ACGCS Executive Director

Our shared vision is for every school in Canada to be a healthy school community.

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# Meet Dr. Curtis Brown, *CASSA's New President*

**E**

very two years, the Canadian Association of School System Administrators (CASSA) selects a new president for its executive. Currently that role belongs to Dr. Curtis Brown.

Brown has been a member of CASSA since the Northwest Territories Superintendents' Association (NWTSA) became an affiliate about 15 years ago; he has been a member of NWTSA since 1994. As well, he's benefitted from membership in the British Columbia School Superintendents Association (BCSSA) for over 20 years.

Originally from British Columbia, Brown has worked in public education in the Northwest Territories and Nunavut for more than three decades. He started his career in Kinngait (formerly known as Cape Dorset) in Nunavut, and his first system administrator post was as a superintendent in the Keewatin region (now part of Nunavut).



*In the fall of 2019, Curtis Brown received the Polar Medal, presented to him by Canada's Governor General Julie Payette.*

“Recognizing that one of the potential benefits of CASSA is to have a national voice, we remain committed to seeking input from our affiliates in terms of what we want to say and to whom.”

Since 1999, he has been the superintendent of the South Slave Divisional Education Council (SSDEC), with its administrative offices based in Fort Smith, N.W.T.

SSDEC serves approximately 1,300 students from Fort Smith, Fort Resolution, K'at'odeeche First Nation, Hay River and Lutsel K'e, a fly-in community. Seventy per cent of the population of the South Slave region is Indigenous, and SSDEC schools teach five languages in its schools: Chipewyan, Cree, Slavey, French and English. The language and culture of these communities are also incorporated into the programming at SSDEC's eight schools. (To learn more about the SSDEC, visit its website at [www.ssdec.net](http://www.ssdec.net).)

Under Brown's leadership, the SSDEC's initiatives have received a number of prestigious awards, including the 2006 Premier's Award for Excellence, the 2009 Premier's Award for Collaboration, 2003 and 2015 Ministerial Literacy Awards, a Guinness World Record (longest chain of beads in 2012), the 2013 IPAC/Deloitte Public Sector Leadership Award (Gold), the 2015 CEA Canadian Innovators in Education Award and the 2016 Indspire Indigenous Organization Award.

In 2011, Brown shared CASSA's national EXL Award with Linda Fabi, Director of Education for the Waterloo Region District School Board (Ontario Public Supervisory Officials' Association). He was inducted into the N.W.T. Education Hall of Fame in 2012 (Minister's Choice).

Last fall, Brown was recognized for his contributions to the north when he was one of three individuals honoured with the Polar Medal, presented to him by Canada's Governor General. During his decades of service, he has been dedicated to developing and implementing education programs of interest and value, such as:

- Leadership 4 Literacy (introducing and training literacy coaches for every school to provide ongoing classroom-embedded professional development opportunities for teachers using evidence-based practices);
- Senior high grade extensions in several communities;
- Trades Awareness Program (introducing outlying community high school students to the college, trades programs and residence life);
- Alternative programs such as the Lutsel K'e Bush Program, high school-adult education partnerships and storefront programs in a variety of communities; and
- South Slave Healthy Communities Partnership (fostering interagency communication and developing joint programs of benefit to the health and welfare of residents).

Programs like these have resulted in above-average student engagement and outcomes. He has also worked to hire the right people and promote the revitalization of Indigenous languages in schools

and communities, including the SSDEC's publication of over 200 books in the local Indigenous languages.

Here, Brown shares with *Leaders & Learners* some of his thoughts on his career in education, the state of CASSA today and the challenges of leading school systems at this time.

### **What first drew you to the field of public education?**

Actually, my father owned a relatively large grocery store when I was growing up, and I enjoyed working there and saw myself following in my father's footsteps. So I did a year of pre-commerce first, thinking that I wanted to learn how to be an entrepreneur.

I knew the grocery store would be there for me to fall back on, but I had a passion for playing, organizing and coaching sporting events and teams. I decided to follow my passion and completed a bachelor of physical education from the University of Calgary.

I worked as a lifeguard and swim instructor as well as a fitness consultant part time. I played and coached hockey overseas on a sporting visa thereafter before realizing that being a physical education teacher was what I wanted to do as a career. I came back to Canada and completed my bachelor of education after-degree before assuming my first teaching position.

### **What is the greatest lesson you have learned as a senior administrator in public education?**

I was inspired to move into administration when I realized that I did not have to be an authoritarian or charismatic "sage on the stage." I have aspired to and have achieved success by being a facilitator of group processing, asking questions and creating collective synergy as we create a shared vision, and developing and empowering myself and others to reach higher levels of morality and accomplish collective achievement.

### **Outside of your work in education, what keeps you busy?**

Well, while I still love sports, I'm older and slower, and have poorer eyesight, but I still play tennis. In the summer I enjoy boating and pretty much anything else

involving the water in the Okanagan – my kids love tubing. My wife and two teenagers are full of life and fun to be around, so they are my focus on a daily basis, year round.

### **What do you think are CASSA's most notable achievements in recent years?**

In the past 10 or so years, CASSA has become financially stable and now has representation on its board of directors from almost every province and all territories in Canada. In the past few years, CASSA has also strengthened its relations with the Council of Ministers of Education, Canada (CMEC) and more recently engaged in partner activities with the Canadian School Boards Association (CSBA). This networking of partner affiliates and partnering with other education organizations has provided for enhanced sharing and has now positioned CASSA as the voice of senior education administrators in Canada.

### **What are some of the most pressing challenges facing CASSA at this time, and how might those challenges be met?**

A very practical challenge is how to meet as a board, build relations and maintain a sense of relevance when communicating via videoconference instead of in person at the annual planning meeting and the annual conference.

Membership fees are very low and the annual conference had to be cancelled in July 2020 due to COVID. The only staff member we have is very capable but we only employ him about 0.2 FTE (full time equivalent, only works about two hours per day, very lean), meaning that we are limited in what we can undertake and achieve unless in partnership and/or leaning on the strengths and resources of our affiliates.

Recognizing that one of the potential benefits of CASSA is to have a national voice, we remain committed to seeking input from our affiliates in terms of what we want to say and to whom. During the numerous conference calls we had, within our affiliates with CASSA and CASSA with CSBA in the spring, it was abundantly clear that the closure of schools had exacerbated the inequities in student access to technologies, such as the internet, and a quality education as a result.

I was pleased to see the initiative of CSBA and CASSA to write a joint letter of concern to the federal government that also included an expression of interest in being involved in the consideration of potential solutions going forward.

### **How did you first become involved with CASSA, and what made you want to work with the organization at the executive level?**

I was nominated for the CASSA EXL Award in 2011 and was honoured with the national award that year, but it was when I attended the annual planning meeting in the winter of 2011 that I saw the value and felt a kinship and desire to do what I could to help make CASSA the best it could be. Now-retired member Metro Huculak and I encouraged an update to the NWTSA bylaws that solidified affiliation with CASSA.

I can't say that I aspired to be on the CASSA executive, because I think I may be a better team player and follower than a leader, but I was honoured with and accepted the nomination with pleasure, because of the great team that CASSA is and because of the good modelling provided to me by previous presidents Cindy Finn, Anne O'Brien and Reg Klassen.

### **What are you most looking forward to as you take on the role of CASSA president?**

I always enjoy the networking and sharing when we get together with representatives of the affiliates from across Canada. I look forward to reconnecting with new and returning board members and collectively determining how CASSA can serve the affiliates and their members most effectively with the resources available.

I am hopeful that the planning meeting might be possible in person this winter and that it will be followed by the CASSA conference scheduled for

Montreal from July 7 to 9, 2021. The theme for the conference is *Equity and Inclusion for Student Well-Being*, and I'm hoping for a lot of interest from potential presenters as well as participants – hope to see you there!

### **Do you have any words of advice or encouragement for your peers in public school system administration as the new school year gets underway amid some extraordinary challenges, such as COVID-19 and economic uncertainty?**

As we all know, we are not the experts on the pandemic, and there is no pandemic manual, but our schools still have a big role to play. Nothing is static. Almost all policies and procedures need to be reconsidered and then reconsidered again in light of the frequent ongoing changes in circumstances.

Economic uncertainty and significant government spending related to COVID at this time also leads to fears of funding reductions for education. While this is all exhausting and anxiety producing, I find it somehow comforting to think of the pandemic as a huge social experiment (participatory action research). Despite the fact that the variables are changing continually, context-specific and can't be isolated, we can still borrow ideas and learn from each other, and trial and error is expected.

Our staff and students probably need us more than ever as they struggle with the challenges and uncertainty on the ground. We need each other as well. I am confident that we will get through the pandemic successfully. I know this because of the positive and resourceful provincial and territorial leaders I've met at CASSA events over the years. Reaching out with understanding, care, positivity and responsiveness will help to prop each other up and get us through. We got this! ○

In the September edition of the *Leaders & Learners* Newsletter, we published part one of a feature about the Newfoundland and Labrador English School District and the Canadian Centre for Gender and Sexual Diversity. The article noted the second part of the feature would appear in the October newsletter, but it will instead appear in an upcoming newsletter.

# School Leaders’ Strategies for Providing In-School Supports

By Lorelei Bunkowski, Peter Krahn and Fortunato Lim, Seven Oaks School Division; and Melanie Janzen and Kathy Levine, University of Manitoba

**G**iven the high rates of children in care in Manitoba, many of whom attend school in the Seven Oaks School Division, the division has made supporting children in care a priority.

Here we will share some of the practices and strategies that, as principals and school leaders, we use to support children and youth in care in our schools. Drawing on our experiences, we will detail the various strategies

used in attempts to improve the experiences for children and youth in care in our school settings.

Importantly, these strategies should not be read as a “laundry list” of activities and prescriptions; rather, they are thoughtful decisions based on a sense of our ethical obligations to children. We will situate the various strategies that school leaders employ through three inter-related lenses: a) understandings of the “child,” b) everyday responses and c) creating a culture of hospitality.

Decision-making for each student is based on their best interests and our understandings of each particular situation. Given our shared understandings of collective responsibility, these decisions are often made in consultation with the child’s social worker and often with others, including teachers and support teachers, foster families, biological families and the child.

## **A) Understandings of the “Child”**

The language we use can pathologize, marginalize, dehumanize and oppress students and their families. Language can also influence how children and youth see themselves. For example, the labels associated with child welfare involvement and of being a “kid in care” can stigmatize children’s experiences.

Therefore, we are extremely mindful of the language we use and how we talk about children and youth in our care. One important change we have made is that we use the



term “children (or youth) in *our* care” to remind ourselves and all those who encounter them that they are the responsibility of all of us, all the time.

### **Practices and Strategies That Have Helped Us to Shift Understandings**

As an important part of supporting our own and our staff’s understandings of children and youth in our care, we have spent time at the division and school levels trying to better understand students’ experiences of being in care in order to develop greater empathy.

For example, we have read fiction and non-fiction, watched films and heard from guest speakers who were in care themselves. We have also engaged in and supported staff’s professional development, including learning about the enduring legacies and residual impacts of residential schools and intergenerational trauma, trauma-informed practices, and attachment theories.

When we engage in professional development at the school level, we ensure that all staff –educational assistants, secretaries and custodians – are involved in these opportunities, so that we can reform our schools’ cultures.

We, as school leaders, actively work to “reframe” language that staff use to describe children and youth. For example, in addition to ensuring that all staff use the phrase “children/youth in *our* care,” we try to shift the language from “those kids” to “our kids.” In one school, the student support team has changed the word “caseload” to “careload.”

We have also worked to better understand “misbehaving,” not as a willful or poorly behaved student but rather as a form of communication. As such, misbehaviour is perceived as a symptom of other factors such as being hungry or scared or the effects of being displaced. We have learned about and discourage the use of deficit-based language and instead seek strengths-based ways of seeing children and their families.

### **B) Everyday Responses**

We know that children and youth in our care often experience relationships that are unstable, tumultuous and uncertain. However, we also know that even one positive and stable relationship at school can make a difference, resulting in children and youth being more likely to attend school, feel that they belong, engage positively and have greater academic success.

We use the term “children (or youth) in our care” to remind ourselves and all those who encounter them that they are the responsibility of all of us, all the time.



We also understand the ways in which we engage with each student, in that every interaction is always ethically loaded. This means that what we do and how we respond is not always a matter of policy or procedures; it is about considering the particular student, their context and their needs. These daily interactions are the “little things” that can make a huge difference in lives of children.

### **Practices and Strategies That Are Ethically Responsive**

Aside from responding positively to the “little things” – requests for Band-Aids, a phone call to the social worker or supplies for a project – we also set aside time to be available for kids. We ensure that adults are available before and after school and at lunchtimes for casual drop-ins or more purposeful check-ins. We see availability as important for responding to the immediate emotional needs of kids and also to ensure that they have a large circle of caring adults around them.

Because our school division makes a financial commitment to equity and access, none of our division’s students pay fees for activities like field trips, band instruments or high school sports teams, so fees are not barriers for kids. Additionally, we often provide basic needs, such as food, bus tickets and clothing.

We also have staff who attend to the not-so-basic needs, such as Halloween costumes and birthday cakes. If we do find barriers due to financial reasons, we work with the social worker to find a way to pay for it – either through the agency, school funds or divisional support.

An important element to all of these strategies and decisions is to listen carefully to the requests of students and to include them as much as possible in decision-making that affects them. When they ask questions that we do not have the answers to, we facilitate a call to their social worker.

We have worked hard to establish positive and collaborative relationships with social

workers and also engage in regular communication with foster families and biological family members as appropriate to do so.

### **C) Creating a Culture of Hospitality**

A culture of hospitality is an ethical ideal that is not premised on a requirement for the student to conform to predetermined expectations but rather for the school to alter its spaces, policies and curriculum to better support students. It reminds us that school spaces are not our spaces; rather, they are spaces for students.

As we consider this aspiration, we know that fostering hospitable spaces requires us to consider the procedures, policies and curriculum that sometimes inhibits our hospitality and, thus, requires greater structural changes.

### **Practices and Strategies That Have Required Procedural Considerations**

Some of our procedural changes relate to school transitions. We have considered and renamed school “intake” meetings to “welcome meetings” and structure them with the student in mind. We encourage a speedy and thoughtful entry to school, often registering students before the paperwork arrives, allowing the child to start school immediately.

That said, we think carefully about the student’s schedule, the adults who will be made available to them and the benefits of a “soft” start (where the student may attend part days or on an altered schedule). In high school, we alter the schedule so students can attend small group working sessions with teachers instead of trying to integrate into a number of classes at once. The goal is for the student to start school as quickly as possible but with a sense of support from adults, a schedule that is manageable and people to check in with regularly.

When it is in the student’s best interest, we advocate for students to remain within our school even when their placements – and therefore their school – may change. Advocating for students to stay at our schools even when their foster placement changes requires collaboration with social workers to mitigate issues that arise, including sibling placements, transportation and funding.

When students do have to move schools, we ensure that we know in advance and that children have proper farewells with time to celebrate and find closure prior to moving. Our staff may visit the new school with the

student, may contact them after they have moved or drop in for a visit.

When we host school events, whether these are student conferences, information sessions, concerts or cultural events, we ensure that invitations are extended to social workers, foster families and biological families. We ensure that numerous attempts are made to contact the child’s respective circle of supports and that they are invited and encouraged to attend.

Additionally, some schools hold events specifically for children in care and their families, including memory book making nights, culturally oriented activities such as drum making or information sessions on particular topics such as post-secondary funding.

Through the Truth and Reconciliation Commission of Canada’s Calls to Actions that invoke us to include Indigenous perspectives in our curriculum, we recognize that most children in our care are Indigenous, giving this expectation even greater weight.

We ensure that our schools include vibrant examples of and opportunities for students to engage in Indigenous cultural practices. These include having Elders in our schools, offering powwow clubs, smudging, teepee teachings and more, which are decided in consultation with staff and community members.

We see the inclusion of Indigenous perspectives and issues as important – and non-negotiable – elements of our curriculums. To that end, we provide ongoing professional development to support teachers in this work. We have also found success in using the Cir-

cle of Courage (informed by Dr. Martin Brokenleg) as a model for the development of more culturally relevant and strength-based individual education plans (IEPs).

### **Final Thoughts**

Through our commitment and advocacy, we believe that as school leaders we can make positive and impactful change for kids in our care. We enact these beliefs through reconceptualizing our understandings of children, fostering ethical engagements with them and creating hospitable places through structural changes.

However, there is much work to be done. We recognize that as important as our actions are, they do not address systemic issues of racism and colonization (both historic and present day); the structural failures and ineffectiveness of various systems to deal with immediate issues concerning vulnerable children and youth and their families; and the lack of greater government funding and supports for the children and youth in our care.

We believe that our day-to-day work can make a difference but substantive improvements for children and youth in our care will require greater systemic change. ○

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*Lorelei Bunkowski is a Principal with Seven Oaks School Division (SOSD). Peter Krahn is a Vice-Principal with SOSD. Fortunato Lim is a Principal with SOSD. Melanie Janzen is an Associate Professor in the Faculty of Education at the University of Manitoba. Kathy Levine is an Associate Professor in the Faculty of Social Work at the University of Manitoba.*

### **Children and Youth in Our Care**

Educational experiences and outcomes of children in care of the child welfare system represent a significant problem. Given that both social work and educational staff share responsibility for these students, efforts to facilitate interprofessional collaboration may result in more positive outcomes for youth.

This series of four articles describes the learnings that resulted from a partnership project between the Seven Oaks School Division, Child and Family Services and a team of university-based academics in Winnipeg. The first article represents a timeline of how the partnership evolved between the education and child welfare systems. The second article describes innovative strategies that school leaders instituted to facilitate students’ transitions to new schools in a manner that was more responsive to the needs of youth in care. The third article outlines how school social workers and educators partnered to create support groups for youth in care across elementary, middle and senior years. The fourth article describes the development and implementation of a senior credit course for youth in care that focused on learning and using self-advocacy skills.

We would love to hear from you! Please email [Kathryn.Levine@umanitoba.ca](mailto:Kathryn.Levine@umanitoba.ca) if you would like to share your comments or request further information.



# Faces in the Crowd:

## Wilco Tymensen

**D**r. Wilco Tymensen is a new member of the Canadian Association of School System Administrators board of directors and one of the board's two representatives of the College of Alberta School Superintendents (CASS) affiliate. He is also the Superintendent at Horizon School Division (HSD) in southeastern Alberta, a position he has held since 2013.

HSD serves approximately 3,550 students at 40 schools. These include a Christian alternative school, three outreach schools and a number of Hutterian Brethren schools. The division, headquartered in the town of Taber, serves small rural communities, and school student populations range from 32 to 480. These small numbers mean many schools include double and even triple grades.

Vauxhall High School is well regarded for its elite baseball program that draws students from across Alberta and Canada. HSD also supports a large number of English as a second language (ESL) students; over 40 per cent of students writing provincial achievement exams at the Grade 3 level are ESL. Hutterite families have lived in the area for over a century, and a substantial population of Low German-speaking Mennonite families from Mexico and other Central American countries have made their homes here in the past 10 years.

In 1996, Tymensen's first year working for Horizon, he helped to start ACE Place Learning Centre, its first outreach school. He has also been a high school math and science teacher and a principal at HSD schools. From 2006 to 2013, he was the Associate Superintendent at Horizon.

Before his time with HSD, he was a junior/senior high math and science teacher for Holy Spirit Catholic School Division and a Grade 6 teacher for what is now known as the Palliser School Division. Both divisions are in southern Alberta.

Tymensen is a two-time nominee and one-time finalist for a teaching in excellence award. He has several peer and non-peer refereed publications. He has also taught for the master's program at the University of Lethbridge and has guest lectured with the master's program at Gonzaga University in Spokane, Wash.

His post-secondary studies got off to a very rough start: in his first year of university, Tymensen was in a serious accident and crushed one of his vertebrae. Paralyzed from the waist down, he was told there was a 90 per cent chance he would never walk again.

He was able to recover fully and went on to receive his bachelor of science degree in molecular microbiology from the University of Alberta, his bachelor of education in biology/general science and master of education in educational leadership degrees from the University of Lethbridge. He obtained his doctor of education in educational leadership from the University of Calgary.

His decision to pursue a career in public education and senior administration can be traced to his own family's journey. Tymensen was born in the Netherlands and came to Canada as a child in the mid-1970s.

"My parents have a Grade 6 education and came to Canada for a better life," he says. "They've always stressed that education and hard work can allow one to achieve their dreams."

That passion for excellence has been a guiding force for Tymensen throughout his career and has instilled in him a desire to make a difference in the lives of others in his community.

"I've been so fortunate in my life and want others to have the same opportunity for success, irrelevant of one's background. The decision to move into senior admin was a natural extension of influencing the system to ensure all kids are engaged and empowered for success. I want all our kids to not just be successful at school but to be successful in life."



The leadership team at HSD strongly believes in collaboration and partnering with their communities, he notes. The division's work has been recognized with a number of awards, including the Alberta Education Excellence in Rural Education Award, the SouthGrow Regional Innovation Award for Excellence in Collaboration or Partnerships and the Premier's Award for School Board Innovation and Excellence.

Tymensen has been a member of the College of Alberta School Superintendents since 2006, first serving on zone and provincial executives from 2007 to 2014. He began his second term on the provincial executive in 2019, where he currently serves as CASS Vice President and will be President for 2021-22.

Tymensen is married to Lisa, a water quality research scientist who has worked for the federal and provincial governments. The two met in the 1980s and have been married for over 28 years. Both he and Lisa are passionate about spending time in the mountains, skiing and mountain biking. (He qualified and raced in a world championship endurance mountain bike race when he was in his 40s.) He notes he is also a fan of dark chocolate and cheese.

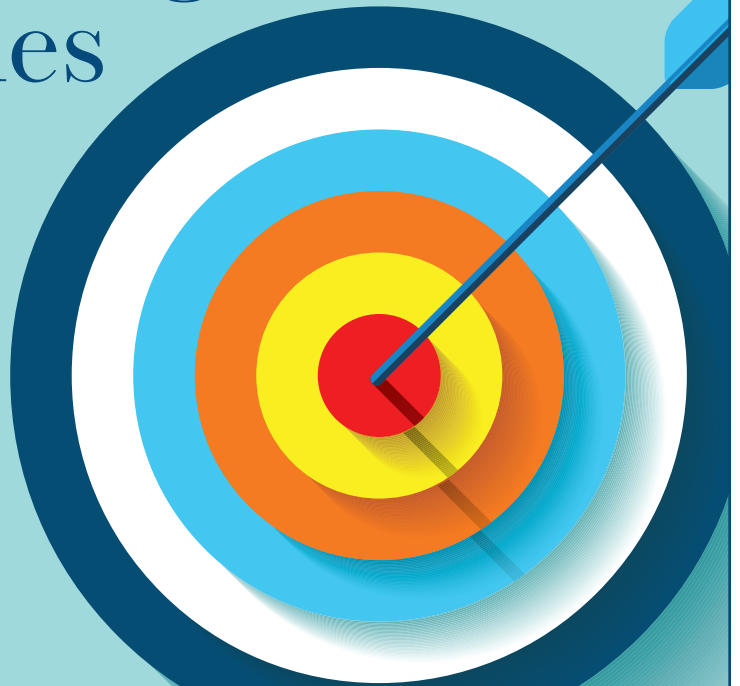
To learn more about Tymensen and the team at Horizon School Division (HSD colleague Amber Darroch was profiled in *Leaders & Learners* Volume 12, Issue 80, in April 2018), please visit [www.horizon.ab.ca](http://www.horizon.ab.ca) or follow them on Twitter @horizonsd67. ○

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**Published for the Canadian Association of School System Administrators**

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[www.cassa-acgcs.ca](http://www.cassa-acgcs.ca)

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**Published by Matrix Group Publishing Inc.**

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