

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

**Regular Board Meeting Agenda
Tuesday, December 19th, 2017 – 10:30am**

A – Action Items

A.1 Agenda	
A.2 Minutes of Regular Board Meeting held Thursday, November 30, 2017	
A.3 December 2017 Payment of Accounts Summary	
A.4 Policy for First Reading: HGAC – Religious Instruction	
A.5 Policy for First Reading: HGBH – Outreach School Programs	
A.6 Policy for First Reading: EBAC – Facility Electronic Audio/Video Recording	
A.7 Policy for First Reading: FE – Building Security	
A.8 Policy for First Reading: FIB – Destroyed, Damaged, Lost, Converted or Theft of School Board Property	
A.9 Policy for First Reading: HC – School Year	
A.10 Policy for First Reading: HKA – Student Placement and Promotion	
A.11 Policy for Second & Final Reading: Policy IFH – Formal Parent/Student Appeal	
	ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4 ENCLOSURE 5 ENCLOSURE 6 ENCLOSURE 7 ENCLOSURE 8 ENCLOSURE 9 ENCLOSURE 10

D – Discussion Items

D.1 ASBA Spring General Meeting (Red Deer) – June 4-5, 2018	
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I - Information Items

I.1 Superintendent's Report – Wilco Tymensen <ul style="list-style-type: none">• Erle Rivers High School Value Management	
I.2 Trustee/Committee Reports <ul style="list-style-type: none">• I.2.1 Zone 6 ASBA Report – Marie Logan• I.2.2 December Administrator's Meeting Report – Derek Baron• I.2.3 December Facilities Committee Report – Bruce Francis	
I.3 Associate Superintendent of Finance and Operations Report – Phil Johansen	
I.4 Associate Superintendent of Learner Services – Amber Darroch	
I.5 Associate Superintendent of Programs and Human Services Report – Anita Richardson	
I.6 – Interjurisdictional Wellness Day The Interjurisdictional Wellness Day with Holy Spirit Schools had 51 representatives at it with 6 South School Division represented as other divisions were invited to send 1 representative. The day was exhilarating and was a huge success from the survey results. Attached for your information is a Professional Learning Goal from Health Champions	
	ENCLOSURE 11 ENCLOSURE 12

C-Correspondence

C.1 Press Release – Fall Budget Update 2017	
C.2 Milk River Press Release	
	ENCLOSURE 13

Horizon School Division No. 67

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The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Thursday, November 30th, 2017 beginning at 1:00 p.m. in the Eric Johnson Room.

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

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

REGRETS: Anita Richardson, Associate Superintendent of Programs and Human Services

ACTION ITEMS

- | | | | |
|-----|---|---------------------|---|
| A.1 | Moved by Derek Baron that the Board approve the agenda with the following additions:
A.26 - 2018 IMR | Carried Unanimously | AGENDA
APPROVED |
| A.2 | Moved by Blair Lowry that the Board approve the Minutes of the Regular Board Meeting, held Wednesday, October 25th, 2017 as provided by Enclosure 1 of the agenda. | Carried Unanimously | 153/17
BOARD MEETING
MINUTES APPROVED |
| A.3 | Moved by Derek Baron that the Board approve the November 2017 Payment of Accounts report in the amount of \$2,330,096.94 as provided in Enclosure 2 of the agenda. | Carried Unanimously | 154/17
PAYMENT OF
ACCOUNT
APPROVED |
| A.4 | Moved by Jennifer Crowson that the Board approve the Audited Financial Statements of the year ending August 31, 2017 as presented by Avail, CPA, Darren Adamson. | Carried Unanimously | 155/17
AUDITED FINANCIAL
STATEMENTS
APPROVED |
| A.5 | Moved by Rick Anderson that the Board approve the Fall Budget Update with a deficit of \$1,501,135.00 | Carried Unanimously | 156/17
BUDGET UPDATE
APPROVED |
| | Moved by Jennifer Crowson that Board move operating reserves to unrestricted reserves to cover the operating deficit and previously approved Capital commitments: | Carried Unanimously | 157/17
MOVE OPERATING
RESERVES TO
UNRESTRICTED
RESERVES
APPROVED |
| | <ul style="list-style-type: none">• Technology - \$539,295.00• 21st Century Learners - \$500,000.00• Inclusive Education - \$420,000.00• English Language Learners - \$410,000.00 | | |
| A.6 | Moved by Derek Baron that the Board approve the first reading of Policy GA – Hiring of Personnel as provided in Enclosure 3 of the agenda. | Carried Unanimously | 158/17
POLICY GA FIRST
READING
APPROVED |
| A.7 | Moved by Bruce Francis that the Board approve the first reading of Policy GAA – Employee Conflict of Interest as provided in Enclosure 4 of the | Carried Unanimously | 159/17
POLICY GAA FIRST
READING |

	agenda.		APPROVED 160/17
		Carried Unanimously	
A.8	Moved by Christa Runka that the Board approve the first reading of <u>Policy HGADA – Off Campus Education</u> as provided in Enclosure 5 of the agenda.		POLICY HGADA FIRST READING APPROVED 161/17
		Carried Unanimously	
A.9	Moved by Blair Lowry that the Board approve the first reading of <u>Policy HIC – Extra-Curricular Activities</u> as provided in Enclosure 6 of the agenda.		POLICY HIC FIRST READING APPROVED 162/17
		Carried Unanimously	
A.10	Moved by Derek Baron that the Board approve the first reading of <u>Policy JBA – Public Interest Disclosure</u> as provided in Enclosure 7 of the agenda.		POLICY JBA FIRST READING APPROVED 163/17
		Carried Unanimously	
A.11	Moved by Rick Anderson that the Board approve the second reading of <u>Policy EBCB – Fire Drills</u> as provided in Enclosure 8 of the agenda.		POLICY EBCB SECOND READING APPROVED 164/17
		Carried Unanimously	
	Moved by Derek Baron that the Board approved the final reading of Policy EBCB – Fire Drills as provided in Enclosure 8 of the agenda.		POLICY EBCB FINAL READING APPROVED 165/17
		Carried Unanimously	
A.12	Moved by Jennifer Crowson that the Board approve the second reading of <u>Policy FD – Disposal of Property</u> as provided in Enclosure 8 of the agenda.		POLICY FD SECOND READING APPROVED 166/17
		Carried Unanimously	
	Moved by Bruce Francis that the Board approved the final reading of Policy FD – Disposal of Property as provided in Enclosure 9 of the agenda.		POLICY FD FINAL READING APPROVED 167/17
		Carried Unanimously	
A.13	Moved by Blair Lowry that the Board approve the second reading of <u>Policy GBK – Tobacco Free Environment</u> as provided in Enclosure 10 of the agenda.		POLICY GBK SECOND READING APPROVED 168/17
		Carried Unanimously	
	Moved by Rick Anderson that the Board approved the final reading of Policy GBK – Tobacco Free Environment as provided in Enclosure 10 of the agenda.		POLICY GBK FINAL READING APPROVED 169/17
		Carried Unanimously	
A.14	Moved by Derek Baron that the Board approve the second reading of <u>Policy GCAA – Central Office Administrators</u> as provided in Enclosure 11 of the agenda.		POLICY GCAA SECOND READING APPROVED 170/17
		Carried Unanimously	
	Moved by Christa Runka that the Board approved the final reading of Policy GCAA – Central Office Administrators as provided in Enclosure 11 of the agenda.		POLICY GCAA FINAL READING APPROVED 171/17
		Carried Unanimously	
A.15	Moved by Jennifer Crowson that the Board approve the second reading of <u>Policy GK – Sales Personnel on School Premises</u> as provided in Enclosure 12 of the agenda.		POLICY GK SECOND READING APPROVED 172/17
		Carried Unanimously	
	Moved by Blair Lowry that the Board approved the final reading of Policy GK – Sales Personnel on School Premises as provided in Enclosure 12 of the agenda.		POLICY GK FINAL READING APPROVED 173/17
		Carried Unanimously	
A.16	Moved by Derek Baron that the Board approve the second reading of <u>Policy HND – Remembrance Day</u> as provided in Enclosure 13 of the agenda.		POLICY HND SECOND READING APPROVED 174/17
		Carried Unanimously	

	Moved by Rick Anderson that the Board approved the final reading of Policy HND – Remembrance Day as provided in Enclosure 13 of the agenda.		POLICY HND FINAL READING APPROVED
		Carried Unanimously	175/17
A.17	Moved by Christa Runka that the Board approve the second reading of Policy IE – Student Attendance as provided in Enclosure 14 of the agenda.		POLICY IE SECOND READING APPROVED
		Carried Unanimously	176/17
	Moved by Bruce Francis that the Board approved the final reading of Policy IE – Student Attendance as provided in Enclosure 14 of the agenda.		POLICY IE FINAL READING APPROVED
		Carried Unanimously	177/17
A.18	Moved by Derek Baron that the Board approve the second reading of Policy IECB – International Students as provided in Enclosure 15 of the agenda.		POLICY IECB SECOND READING APPROVED
		Carried Unanimously	178/17
	Moved by Christa Runka that the Board approved the final reading of Policy IECB – International Students as provided in Enclosure 15 of the agenda.		POLICY IECB FINAL READING APPROVED
		Carried Unanimously	179/17
A.19	Moved by Blair Lowry that the Board approve the second reading of Policy IED – Independent Students as provided in Enclosure 16 of the agenda.		POLICY IED SECOND READING APPROVED
		Carried Unanimously	180/17
A.20	Second & Final reading of Policy IFH – Formal Parent/Student Appeal postponed to December Board Meeting		
A.21	Moved by Jennifer Crowson that the Board approve the second reading of Policy II – Student Awards and Scholarships as provided in Enclosure 18 of the agenda.		POLICY II SECOND READING APPROVED
		Carried Unanimously	181/17
	Moved by Bruce Francis that the Board approved the final reading of Policy II – Student Awards and Scholarships provided in Enclosure 18 of the agenda.		POLICY II FINAL READING APPROVED
		Carried Unanimously	182/17
A.22	Moved by Derek Baron that the Board approve the second reading of Policy IO – Student Records as provided in Enclosure 19 of the agenda.		POLICY IO SECOND READING APPROVED
		Carried Unanimously	183/17
	Moved by Blair Lowry that the Board approved the final reading of Policy IO – Student Records provided in Enclosure 19 of the agenda.		POLICY IO FINAL READING APPROVED
		Carried Unanimously	184/17
A.23	Moved by Christa Runka that the Board approve the second reading of Policy JMA – School Council as provided in Enclosure 20 of the agenda.		POLICY JMA SECOND READING APPROVED
		Carried Unanimously	185/17
	Moved by Rick Anderson that the Board approved the final reading of Policy JMA – School Council provided in Enclosure 20 of the agenda.		POLICY JMA FINAL READING APPROVED
		Carried Unanimously	186/17
A.24	Moved by Blair Lowry that the Board delete Policy DFH – School Generated Funds as provided in Enclosure 21 of the Agenda.		DELETE POLICY DFH APPROVED
		Carried Unanimously	187/17
A.25	Moved by Derek Baron that the Board approve the Horizon School Division 2017-2018 Three-Year Education Plan and Annual Education Results as presented in Enclosure 22 of the agenda.		3-YEAR EDUCATION PLAN & AERR APPROVED
		Carried Unanimously	188/17
A.26	Moved by Bruce Francis that the Board approve the 2017 – 2018 Horizon School Division Infrastructure Maintenance & Renewal plan as presented.		2018 IMR APPROVED
		Carried Unanimously	189/17

DISCUSSION ITEMS

D.1 IMR Plan

2017-2018 IMR was approved by the Board. No further discussion was held.

D.2 Christmas Concerts

The Board discussed attending school and colony Christmas concerts scheduled for the month of December 2017.

INFORMATION ITEMS

I.1 Superintendent's Report

Wilco Tymensen, Superintendent, shared the November 20 update with the Board:

Educational Leadership and Student Welfare

- Start-up meetings and dialogue between schools and division office are ongoing. Conversations/topics typically focus on processes that ensure student safety and well-being, financial management, instructional leadership. This month they also included provincial legislative requirements, facility use, transportation, off-campus excursions, and Alberta Education requirements.
- Principal meetings have commenced to discuss administration professional growth planning and school Three Year Education Plans, and annual education results
- School visits this month included: Hays School, Enchant School, D.A. Ferguson, ACE Place, Taber Christian School, Dr. Hamman School, Vauxhall High School, Horizon Mennonite Alternative Program (HMAP), Central School, W.R. Myers, Milk River Elementary School, Erle Rivers High School, Warner School
- Planning for summer 2018 College of Alberta School Superintendent zone 6 (CASSIX) Waterton conference is ongoing
- Division office staff is once again adopting two families, if Trustees would like to contribute to our efforts to see Diane
- Educational Leadership meetings this month included:
 - Alberta Education (AB ED) High School Redesign meeting
 - AB ED consultation meeting re: First Nations, Metis, and Inuit best practices, Assurance Model, and TEBA
 - CASSIX meeting
 - College of Alberta School Superintendents CASS provincial fall conference and annual general meeting (AGM)
 - Alberta School Board Association (ASBA) fall conference and AGM

Personnel Management

- Three new principals (Hays, W.R. Myers, and Chamberlain) are being evaluated this year. Teaching observations are continuing.

Policy and Strategic Planning and Reporting

- Horizon's policy committee met to review eight (8) policies.
- Work on policy revisions related to Bill 24 has begun. Bill 24 changes a number of sections in the School Act, section 16.1 being the main one. The bill requires jurisdictions to update their welcoming, caring, respectful, and safe learning environments policies as well as student conduct and discipline policies. It requires specific sections of S.16.1 of the School Act to be included in policy and legally prohibits schools from informing parents if their child is involved in a gay-straight alliance.

Legislation also mandates that Boards must review the three policies and reaffirm them on an annual basis. Relevant excerpt of Section 16.1 of the School Act have been included below for reference:

16.1(1) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an

activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall

(a) immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and

(b) subject to subsection (4), within a reasonable time from the date that the principal receives the request designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.

(3) The students may select a respectful and inclusive name for the organization or activity, including the name “gay-straight alliance” or “queer straight alliance”, after consulting with the principal.

(3.1) For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes “gay straight alliance” or “queer-straight alliance”.

(4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

(6) The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in subsection (1), is limited to the fact of the establishment of the organization or the holding of the activity

- Bill 24 will result in required changes to Policy IHF welcoming safe caring and respectful learning environments, Policy IG School Discipline, and Policy IGD Suspension and Expulsion (to be brought forth to the Board early in 2018)

- Bill 28 (amendments to the School Act) will also have an impact on a number of practices. In several cases, we must await updated regulations before we can fully explore required changes. (see attachment for summary of key changes)

- Bill 26 (Cannabis) will result in required changes to Policy IFCH Illicit Substances (to be brought forth to the Board early in 2018)

Fiscal Responsibility, Organizational Leadership and Management

- Preparation for ATA Collective Bargaining regarding local table matters is ongoing. First meeting (exchange of proposals) occurred on November 15, 2017.
- DAF/WRM modernization meetings are ongoing. Review and ranking of request for qualifications (RFQ) has concluded and those submissions that met Alberta Infrastructure (AI) qualifications have been invited to submit a more detailed request for proposal (RFP)
- Preliminary meetings and a site walk through of Erle Rivers High School (ERHS) was undertaken. The meeting was facilitated by AB ED/AI in preparation for the December 7 and 8th ERHS value management session.

Communications and Community Relations

- A number of other meetings and celebrations were attended over the last month. These include but are not limited to
 - Administrator Meeting
 - Division Office staff meeting
 - Senior Administrative Leadership Team meeting
 - Copperfield Graduation
 - Council of School Councils (COSC) meeting
 - APEX Youth Awards planning
 - Barnwell Grand Opening planning (Scheduled for Feb 1, 2018)
 - W.R. Myers First Nations, Metis, and Inuit celebration and evening social

I.2 Trustee/Committee Reports

I.2.1 Zone 6 ASBA Report

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

- Zone 6 Elections were held and the following were elected:
 - **Zone 6 Chair – Lor Hodges**
 - Zone 6 Director – Brad Toone
 - Zone 6 Alternate Director – Peter Grad
 - Labour – Clara Yagos
 - Edwin Parr Chair – Marie Logan
 - SAPDC – Christa Runka
 - Handbook Coordinator – Jan Foster
 - South Zone Health – Lori Hodges
- The budget was presented and postponed until the January 2018 meeting
- The ASBA President handed out the long service awards
- ASBA will be hosting the Winter Leadership Academy 2018, January 15-16, 2018

I.2.2 Administrator’s Meeting Report

Rick Anderson reviewed the highlight of the November 14th, 2017 Administrator’s Meeting.

Highlights included:

- Jake Heide, Facilities Manager reviewed the Alberta Building and Fire Code requirements as it applies to schools
- The role of Lisa Sowinski, FNMI Liaison Worker, was shared with the Administrators.
- Two ‘Automated Parent Communication Systems’ will be reviewed by a committee to determine the best option for schools
- The New Employment Standard Code was discussed with Administrator and the changes that will come into effect January 1, 2018
- Administrators shared feedback from the October 2017 PD Day
- Courier Service Schedule was reviewed
- Discussion was held regarding the shortage of substitute teachers

I.2.3 Facilities Report

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

- **The Barnwell School Grand Opening Re-dedication ceremony will take place on February 1, 2018**
- **Warner School is expected to have the second phase of construction complete in the new year**
- The Alberta Infrastructure managed DA Ferguson modernization has reached the tender drawing threshold.
 - 5 best proponents chosen on evaluation meeting in October
 - Notification short listed contractors November 21, 2017
 - Invitation to bid December 15, 2017
 - Bid Closing January 12, 2018
 - Notification to successful Bidder January 23, 2018
 - Start of Construction Mid-February, 2018
- Maintenance shop code upgrade to be complete within 6 months
- ERHS Value Management Meetings will take place on December 7th & 8th in Milk River. Trustees, Sr. Administration and Facilities Manager will be attending the meeting.

I.3 Associate Superintendent of Finance and Operations Report

Phil Johansen provided an update to the Board as follows:

- Ongoing budget work
- Attended the pre-meeting to the Value Management Session in Milk River

I.4 Associate Superintendent of Learner Services

Amber Darroch, Associate Superintendent of Learner Services, shared the following November 2017 update with the Board:

Learner Services lead team members:

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- The Learner Service Team - Amber, Terri-Lynn and Robbie - attended the Curriculum Coordinators meeting where information was shared on the development of curriculum, literacy, numeracy and Career and technology foundations. This information was then brought back and shared at the November Administrators' Meeting.
- In the month since the last board meeting, assessment has been a popular topic in schools with fall report cards having been sent out. Assessment Coach Sharon Skretting had 16 meetings in schools, most spanning full days working with a number of teachers on a given staff. Sharon was also integral in troubleshooting technical obstacles with completing report cards and spent most of her office time taking a help desk approach to supporting teachers, secretaries and administrators. Administrators had a professional learning focus on assessment for both the October and November meetings. Sharon assisted Amber in facilitating these sessions. Teacher representatives to the Assessment Committee also joined Sharon, Amber and Terri-Lynn for a full day workshop on November 22nd.
- Crystal McGregor, Literacy Coach attended Columbia University's Book Clubs in Middle and High School Institute 2017: The Art of Engaging Teens with Close Reading and Literary Conversations across Fiction and Nonfiction. The information learned at this institute will be shared with division leads in the literacy cohort in the division.
- Eight teachers across the division worked with Crystal in developing literature circles for middle and high school classrooms. Literature circles is an instructional structure which allows for small groups of students to read various novels organized on a theme, while progressing through the texts and exploring literary concepts together. A follow-up in-service is scheduled for December 7th.
- Crystal has been providing one-to-one coaching in the area of planning and ELA assessment and has been co-planning units of study with teachers across the division at the middle and high school level.
- Beginning Teachers in grades K-6 met with Terri-Lynn on the Division-Wide Day to discuss particular needs in their classrooms and to receive their book for the book study that they will embark on. The book is *Visible Literacy for Learning: Implementing the Practices That Work Best to Accelerate Student Learning* by Douglas Frey, Nancy Fisher and John Hattie.
- Off Campus Coordinators met with Terri-Lynn Duncan to discuss the division forms, Registered Apprenticeship Program, Site inspections. It was decided that a small working group would be developed to create site inspection lists with help from experts in the different areas, such as retail, restaurants, agriculture, etc. It was also decided to start a document that all coordinators have access to, so that once a site has been inspected then other coordinators would not have to also do the same.
- Coral James, Laura Elliott, and Robbie Charlebois met with the WR Myers Grade 9 teachers for an afternoon professional learning session about differentiated instructional strategies and assessment practices.
- Coral James had 15 teacher observations and meetings. She also had 7 drop in visits, 2 Principal meetings,

and 6 collaborative meetings. The majority of Coral's work is supporting classroom teachers with differentiated instructional practices and interventions at the classroom level.

KEY ACTION AREA #2:

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

- Fountas and Pinnell Reading Benchmark training was provided to all teachers at Vauxhall High School by Crystal on their site-based PD day. Assessment information gathered from students will be used to inform teachers on developing reading intervention groups. VHS is undertaking a six-week long cycle of Levelled Literacy Intervention with their junior high students. Support for teachers and the literacy lead will be ongoing throughout this process.
- Vulnerable Readers Conference K-6 in Calgary was attended by a number of teachers from our district as well as both Directors of Learning.
- Response to Instruction and Intervention Collaborative meetings were held by TCS, MRE, ENC, and WAR and attended by Coral James, Laura Elliott, and Robbie Charlebois to support teachers and the framework. The team plans to attend DAF, VHS in December.
- Robbie presented to LTW on their school PD day supporting their Collaborative Response Model (CRM) moving forward. Their work together will continue on the Dec. 1 PD day. She is working with Hays to support their CRM moving forward on Nov. 29th.
- Learning Support Teachers meeting held on October 16th focused entirely on Response to Instruction and Intervention and the LST role. Time was allocated to simulate the Collaborative meeting format and opportunities for learning from fellow LST colleagues.
- Angela Miller and Robbie Charlebois attended VTRA Level II training.

KEY ACTION AREA #3:

Stakeholder engagement impacts student success

- Crystal attended Taber Adult Learning's 45th Anniversary Celebration.
- Terri-Lynn attended the Alberta Education Nutrition Meeting with districts across Alberta to share ideas. Terri-Lynn is involved in creating a system for sharing important documents and menu planning for all districts across Alberta.
- On November 29, 2017 Holy Spirit and Horizon will be holding an Inter-jurisdictional Staff Wellness Day. The day includes a variety of professional and Alberta Health speakers focusing on the 7 dimensions of wellness: Physical, Emotional, Intellectual, Social, Spiritual, Environmental and Occupational.
- Through the month of November Terri-Lynn met with individual home stay families to ensure that the International Students were doing well and to discuss their report cards. Families were very happy with the students and most were asking whether there would be more for the second semester. At this time we do not have more students coming in February.
- On Saturday, November 18, 2017 International Student Game Day was held at division office by Terri-Lynn. All families and students attended to play board games and practice some English. Families also learned some Portuguese from the Brazilian students.
- Robbie Charlebois attended the FASD (fetal alcohol spectrum disorder) leadership meeting, Southwest Regional Collaborative Response (SWRCSD) meeting, and the SWRCSD Complex Case meeting as part of a number of networks working to support student needs.
- Angela Miller and Robbie Charlebois attended the National Mental Health Forum in Calgary.

LEADERSHIP PRACTICES

- Amber, Robbie and Terri-Lynn joined Wilco and Anita at the CASS Provincial Fall Conference November 1 - 3 in Calgary.
- The team also attended the Zone 6 CASS meetings on November 23 and 24.
- Meetings with school principals on their school improvement priorities and professional growth plan goals have filled a good part of the past month. Anita and Amber join Wilco for as many of the meetings as possible and we finish the last ones on November 29th.

I.5 Associate Superintendent of Programs and Human Services Report

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

Human Resources

- Still working through Atrieve implementation. Proceeding with addition of a dashboard module
- Probationary Teacher evaluation process underway
- Incorporating changes to the Employment Standards Code as well as implications from central bargaining into HR practices
- Attended MLT Aikins Employment & Labour Law Update
- Working to address sub teacher shortage - met with ATA local president and CASSIX HR counterparts and spoke with Retired Teachers and U of L in regards to brainstorming and moving ideas forward.
- Voluntary retirement opportunity distributed
- Participated in first bargaining meeting
- Supported Principal with interviews

Leadership Practices

- Attending Principal Professional Growth Plan and School Plan meetings with Wilco and Amber
- Leadership Cohort has 10 participants this year – mix of principals, vice/assistant principals and teachers – hosted first session Nov. 13
- First Horizon JSET meeting to occur mid-February. Attended JSET event hosted by Palliser at UofL – discussing potential partnership for next year with Palliser.
- Working with ATA to host one or more professional learning sessions/socials for our substitute teachers
- Attended CASS Fall Conference with SALT. Learning focused on Deep learning in the area of pedagogy, System Leadership and Change facilitated by Michael Fullan and Santiago Roncon-Gallardo
- Attended Career Transitions AGM and Fall Board Meeting. Currently Vice Chair of the Board
- Met with high school principals participating in High School Re-design to discuss vision, goals, strategies and support from DO for this school year.
- Attended CASSIX Fall Meetings

Stakeholder Engagement

- 5 principals participated in training to look deeper into the data for the schools who used OurSchool Survey last year
- Implementing SOSQ student survey with 7 schools this year; training occurred November 20th

First Nations, Metis, Inuit

- Indigenous Committee meetings scheduled into the new year – several members attended “soaring with Knowledge’ conference hosted by the ATA
- Indigenous Champions –
 - meeting Jan. 11 to receive training in the Legacy of Residential Schools and facilitation of the Blanket Exercise
 - Feb. 6 – will receive training in teaching resources – Learning Pebbles and participate in conversations to guide the development of our 3 year First Nations, Inuit and Metis plan

- Scheduled Blanket Exercises in 4 schools – 1 with entire school population
- Meeting with Town of Taber to discuss partnership opportunities, particularly related to potential grants
- FNMI Feast held at WR Myers Nov. 28

I.6 Teaching Indigenous Cultures in Schools

Alberta Education is providing teachers with lesson plans to help bring First Nations, Métis and Inuit history and contributions to life in classrooms across the province.

All students will learn about the history and legacy of residential schools and the history of First Nations, Métis and Inuit in Canada as part of the Government of Alberta’s commitment to the Truth and Reconciliation Commission.

“It is critical our students understand the history of residential schools, along with the histories and vibrant cultures of Indigenous communities and the role we all have to play in reconciliation. It’s equally important teachers have the tools they need to feel empowered to teach this important material in the classroom as we work to prepare our students for success.” - David Eggen, Minister of Education

I.7 Statement of Disclosure

Horizon School Division No. 67 Summary Trustee Statement of Disclosure October 30th, 2017			
Identified Pecuniary Interest of:			
Trustee Name	Trustee	Trustee's Spouse	Trustee's Minor Child
Marie Logan Jennifer Crowson	None	None	None
Bruce Francis	None	None	None
Rick Anderson	Alberta Numbered Company	None	None
Blair Lowry	None	None	None
Derek Baron	None	None	None
Christa Runka	None	Runka Bros	None

Correspondence

No Discussion items came forward from the Correspondence as provided by Enclosure 37 of the agenda.

COMMITTEE ITEMS

Moved by Jennifer Crowson that the Board meet in Committee.

COMMITTEE
190/17

Carried Unanimously

Moved by Marie Logan that the meeting reconvene.

RECONVENE
191/17

Carried Unanimously

Moved by Bruce Francis that the meeting adjourn

MEETING
ADJOURNED
192/17

Carried Unanimously

Marie Logan, Chair

Sheila Laqua, Executive Secretary

Horizon School Division December 2017 U.S. Accounts
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	U.S. Funds	Canadian Fund
Mathspace	175.00	228.36
Total U.S. Accounts	175.00	228.36

JM:dd
December 7, 2017

HORIZON SCHOOL DIVISION NO. 67

HGAC

Instruction

POLICY HANDBOOK2013

Policy Code:**Policy Title:** _____ Religious**Cross Reference:** _____: HGAA Locally

Developed Courses

Courses _____

Legal Reference: _____ School Act (39);~~Education Act (18);~~~~Alberta Education~~~~_____ Policy 1.2.1 and 1.2.2~~**Adoption Date:** _____: _____ April 22, 2004~~_____ Amendment or Re-~~**affirmation Date:** _____: _____ September 17,**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES AND RESPECTS THE DIVERSITY OF RELIGIOUS BELIEFS OF FAMILIES AND SUPPORTS PARENTS WHO DESIRE TO HAVE THEIR CHILDREN RECEIVE RELIGIOUS INSTRUCTION IN SCHOOLS. THE BOARD MAINTAINS THAT SUCH INSTRUCTION THAT ALIGN WITH THE BELIEFS PARENTS ARE TEACHING IN THEIR HOMES.

~~THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES RELIGIOUS INSTRUCTION MUST RECOGNIZE DIVERISTY AND PROMOTE RESPECT.~~

REGULATIONS

1. There shall be no requirement to receive religious instruction in schools. -All religious instruction courses shall be approved by the Board. High school religious studies courses shall also be approved by Alberta Education.
2. The religious instruction shall adhere to ~~Alberta Education's~~:
 - 2.1. The School Act
 - ~~1.1.2.2.~~ Alberta Education Guidelines for Recognizing Diversity and Promoting Respect;
 - ~~1.2.2.3.~~ Policy 1.2.1 - ~~Alberta Education~~ - ~~Locally Developed~~ developed, a/Acquired and Authorized authorized Junior and Senior High School Complementary cCourse requirements and;
 - ~~1.3.~~ Policy 1.2.2 - ~~Locally Developed Religious Studies Courses.~~
3. All students under the age of 18 years participating in religious instruction must have written parental permission to do so. -In the case of students 18 years of age and over, parents shall be informed that the student wishes to access religious instruction.
4. ~~4.~~ Those providing religious instruction must agree in writing not to provide instruction to students who do not have written parental consent if the student is under the age of 18.

~~5.~~ ~~5.~~—No member of Horizon staff shall be required to teach or in any way be involved with religious instruction unless they are willing to do so.

~~5.~~

~~6.~~

~~7.6.~~ ~~6.~~—The provision of religious instruction shall not result in an economic burden to Horizon School Division.

~~8.~~ ~~7.~~—Access to religious instruction may be offered by a school without assigned credits at the high school level.

~~7.~~

8. Requests for the provision of religious instruction in Horizon schools must originate with members of a faith-based community desiring such instruction.

9. Once approved by the Board, it is the responsibility of the Principal to ensure that the integrity of course content, resources, and related materials are maintained.

~~POLICY HGAC—Religious Instruction, Cont'd.~~

~~8. Requests for the provision of religious instruction in Horizon schools must originate with members of a faith-based community desiring such instruction.~~

~~Once approved by the Board, it is the responsibility of the Principal to ensure that the integrity of course content, resources, and related materials are maintained.~~

~~The provision of religious instruction shall not reduce the minutes of required instruction time in any other subject/course as mandated by Alberta Education.~~

POLICY

~~THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION BELIEVES THAT OUTREACH PROGRAMS PROVIDE OPPORTUNITIES FOR STUDENTS TO CONTINUE AND COMPLETE THEIR EDUCATION WHEN REGULAR SCHOOL PROGRAMS AND SERVICES DO NOT MEET THEIR NEEDS. AS DETERMINED BY STUDENT NEED AND AVAILABILITY OF RESOURCES, THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION WILL OPERATE OUTREACH SCHOOL PROGRAMS CONSISTENT WITH THE POLICY AND REGULATIONS OF ALBERTA EDUCATION.~~

GUIDELINES

1. Outreach programs shall:
 - 1.1. ~~be as~~ Provide flexible program options and follow a customized education program in order to as possible to meet individual student needs.
~~At all times, the best interests of students shall be the primary consideration. Partnerships with community agencies and businesses shall be promoted and encouraged.~~
 - 1.2. Ensure the program provides students with educational supports and services and training that are in addition to the Programs of Study

REGULATIONS

Eligibility:

1. Jurisdiction programs shall serve the needs of students from ages 12 – 19.
2. Although the programs are intended to serve the needs of eligible students residing within Horizon School Division, consideration may be given to non-funded students and those who may apply from outside the jurisdiction.
3. Programs shall focus on those students who are unable to attend or benefit from a regular school program. They may include:
 - 3.1. Working students
 - 3.2. Pregnant and parenting teens
 - 3.3. Students with unique medical problems

3.4. Students who have failed, been unsuccessful in high school or dropped out

Policy HGBG – Outreach School Program, Cont’d.

- 3.5. Students who have been or are involved in drugs, criminal activity, and or sexual abuse
 - 3.6. Students who have been bullied, or who find learning in regular schools difficult
 - 3.7. Students coping with mental or physical health issues
 - 3.8. Students who are heavily involved in sports, or fine arts and unable to attend school regularly
 - 3.9. Students who have been directed by the Board to an outreach program
 - 3.10. Students who because of religious or cultural norms, find that regular schools do not meet their needs
4. When deciding on eligibility, the best interests of the individual student shall be the determining factor.

Selection:

1. Students shall be required to submit applications for admission to outreach programs.
2. Staff shall conduct an intake interview based on the *Considerations for Admission* criteria which are as follows:
 - 2.1. Individual circumstance;
 - 2.2. Goals and intent of each individual student.
 - 2.3. Administrative referral from last school attended or out of school for three months;
 - 2.4. Ability to succeed in an outreach learning environment;
3. Final selection, based on the above criteria, shall be the responsibility of the principal.

Attendance:

1. Attendance expectations will vary depending on the needs and circumstances of each student;

Program:

1. Outreach programs must follow Alberta Education curricula and may include locally developed middle school or high school courses.
 - 1.1. The standards of performance that the student is expected to meet must be consistent with those established by Alberta Education;
2. The program must provide students with enhanced educational services that are in addition to Alberta Education curricula. Examples may include:

Policy HGBG – Outreach School Program, Cont’d.

- 2.1. opportunities for personal counselling
- 2.2. education and career counselling
- 2.3. work experience and training in job and life skills
- 2.4. anger management
- 2.5. conflict resolution
3. Individual programs shall be based on an assessment on individual student needs in consultation with the student and his/her parents.
4. Each student shall have a program plan that includes:
 - 4.1. Performance goals
 - 4.1.1. Students shall be expected to meet standards of performance consistent with those established by Alberta Education.
 - 4.2. Pace for student learning
 - 4.2.1. The pace of student learning shall be set by school staff in consultation with the individual student.
5. The program plan shall be reviewed regularly with modification of the student’s learning plan and referral to other educational programs if required.
6. High school students may enroll in a outreach program while maintaining enrollment at a regular school.

HORIZON SCHOOL DIVISION NO. 67

—Policy Code: —EBAC

—Policy Title: —Facility Electronic ~~Audio/~~

Video

~~Recordings~~ Surveillance

POLICY HANDBOOK

—Cross Reference:

—Legal Reference: —Freedom of

Information and Protection of

Act

Privacy

—Adoption Date: —May 18, 1999

—Amendment or Re- —November 17, 2009

—Affirmation Date: —

POLICY

THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION SHALL ALLOW ~~VIDEO ELECTRONIC~~ SURVEILLANCE ON SCHOOL PREMISES OR IN SCHOOL BUSES TO PROMOTE ~~THE AND ENSURE~~ SAFETY AND SECURITY ~~WITHIN SCHOOLS, THE AND~~ PROTECTION OF ~~BOARD~~ PROPERTY, DETERRENCE AND THE PREVENTION OF CRIMINAL ACTIVITIES, AND THE ENFORCEMENT OF SCHOOLS RULES CONSISTENT WITH THE PROVISIONS OF THE *FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT*.

DEFINITIONS

Electronic Surveillance refers to video-audio-digital components of multi-media surveillance.

REGULATIONS

1. Electronic Surveillance ~~Video recordings~~ may be used for the following purposes:
 - a) 1.1. promote safety and security within schools;
 - b) 1.2. evidence in any disciplinary action brought against students arising out of the student's conduct in or about Board or contractor property;
 - e) 1.3. determining adherence to Board policy and school rules;
 - d) 1.4. detect or deter criminal offenses;
 - e) 1.5. inquiries related to law enforcement;
 - f) 1.6. educational research approved by the Superintendent of Schools adhering to ethical research standards including but not limited to signed parental consent.
2. The Superintendent of Schools must approve the installation and use of any electronic surveillance video surveillance equipment in schools or on school property, and be made aware of the equipping of school buses with electronic surveillance devices for monitoring student behavior.

~~3. The Transportation Supervisor must approve the equipping of school buses with video monitoring devices for monitoring student behavior.~~

~~3. Students, staff, and members of the public must be aware of any~~ When electronic surveillance devices are present video surveillance ~~by posting highly visible notices will be posted within the school.~~

3.1. Electronic surveillance shall not occur in areas where there is a reasonable expectation of privacy.

~~4. When electronic surveillance devices are located within buses, or in the case of a bus, a notification will be sent home at the commencement of each school year that notifying parents that the Board may be recording student behavior on buses and the purposes of such~~ practices surveillance practices.

~~5. Video surveillance shall not occur in areas where there is a reasonable expectation of privacy.~~

~~6.5. School Principals or contractors shall be responsible to manage and audit the use and security of electronic surveillance devices monitoring cameras; monitors; tapes; computers used to store images; digital storage devices and all other video records.~~

~~7.6. All electronic surveillance~~ surveillance ~~operations are subject to audit and school Principals and contractors may be called upon to justify any aspect of their use of video~~ electronic ~~surveillance.~~

~~8.7. An electronic surveillance video~~ record ~~is subject to the Freedom of Information and Protection of Privacy Act and is therefore subject to the Act's practices with respect to the collection, use, disclosure, and retention of information that occurs in view of the~~ surveillance operations cameras.

~~9.8. The following procedures will be used for the purpose of protecting information, securing, retaining and disposing of~~ electronic surveillance ~~recordings:~~

~~8.1. Electronic surveillance Video~~ recordings should be retained for a minimum of two months.

~~a)8.1.1. Data storage is typically erased on the digital storage hard drive as new recordings replace the most dated data on an ongoing basis. (maximum of one year)~~

~~8.2. Electronic surveillance Digital~~ recordings may be transferred to an alternate storage device if the recordings contain information was used to make a decision affecting an individual or is needed for investigative purposes.

~~b)8.2.1. The data on the alternate storage device will be erased or destroyed upon resolution of the decision~~ as per the Freedom of Information and Protection of Privacy Act.

~~e)8.3. The principal must authorize access to all~~ electronic surveillance video ~~records.~~

~~d)8.4. A log shall be maintained of all episodes of access to, or use of~~ electronic surveillance records recorded materials.

~~e)8.5. The principal shall ensure that~~ an electronic video ~~surveillance release form is completed before disclosing recorded data to appropriate authorities or third parties. Any such disclosure shall only be made in accordance with the Freedom of Information and Protection of Privacy Act. Such release forms should include the individual or organization who is requesting~~ the tape access to electronic surveillance recordings, the date of the occurrence they are

| investigating, and when or if the electronic surveillance recordings ~~tape~~ will be returned or destroyed by the authority or individual after use.

FORM EBAC – Facility Electronic ~~Audio/Video~~ Surveillance Recordings
Attachment A

HORIZON SCHOOL DIVISION NO. 67
REQUEST FOR ACCESS/DISCLOSURE OF INFORMATION
Freedom of Information and Protection of Privacy Act

PUBLIC BODY REQUESTING ACCESS/INFORMATION

Pertaining to _____, in accordance with Section 40(1) of the
_____ (Name of Student)
Freedom of Information and Protection of Privacy Act, the _____
hereby requests: _____ (Name of Public
Body)

- Disclosure of school building or grounds ~~video-electronic~~ surveillance ~~data~~ recordings
The electronic ~~video~~ surveillance recordings requested dates from _____ to

The purpose for the use of the data has been communicated as:

- Inquiries/investigation related to law enforcement
 Educational research

NOTE:- If electronic recording ~~video~~ is being used for the purpose of educational research, the
public body must
have secured parental permission from all students in the ~~video-electronic~~ recording.

This information is required by this public body pursuant to:

(Reference to a Federal or Provincial Statute by Section (if applicable))

-Name and Title of Requesting Official _____ Office Phone ~~Number~~ _____ Number Cell
Phone Number

Photo Identification

Signature of Requesting Official _____ Date

____ Name of Supervisor

**A Copy of this Page of the Document can be given to the Requesting Official, if requested.*

HORIZON SCHOOL DIVISION NO. 67

Policy Code: _____

FE

Policy Title: _____

Building Security

and

~~Safety~~

POLICY HANDBOOK

Cross Reference: FJ

Legal Reference: ~~School Act, Sec. 182~~

Adoption Date: _____ December 18,

Amendment or Re-

affirmation Date: _____; _____ October 24, 2001

1996

POLICY

~~THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION EXPECTS THAT PRINCIPAL AND THE FACILITIES MANAGER SHALL TAKE REASONABLE MEASURES TO ENSURE THAT DIVISION PROPERTY AND EQUIPMENT IS MAINTAINED IN A SECURE MANNER. BE RESPONSIBLE FOR ESTABLISHING PROCEDURES FOR THE SECURITY OF EACH SCHOOL. IN THE INTERESTS OF PRESERVING THE SAFETY AND WELFARE OF STUDENTS AND STAFF AND TO PROTECT THE INVESTMENT IN SCHOOL PROPERTY, THE BOARD REQUIRES ALL EMPLOYEES TO REPORT TO THE PRINCIPAL OF THAT SCHOOL ANY POTENTIAL HAZARDS OR THREATS TO SECURITY.~~

REGULATIONS

FOR:

~~A. Building Security:~~

~~1. Schools shall establish p~~Procedures ~~shall be established~~ for:

- ~~1.1. A key/access fob control system, in cooperation with the Facilities Manager that includes:~~
 - ~~1.1.1. distribution of keys/fobs and security access codes,~~
 - ~~1.1.2. restrictions on sharing/lending of keys,~~
 - ~~1.1.3. m (a) Controlling and accessing school~~maintaining a ~~key/access fob~~ key inventory that contains the name of an employee/community use representative upon issuance and return,
 - ~~1.1.4. direction to those in possession of keys that re-keying is not allowed, and~~
 - ~~1.1.5. reporting expectations regarding lost or stolen key/access fobs;~~
- ~~1.2. Proper use of the intrusion alarm system that ensures that such alarms shall be activated at all times when the building is unoccupied;~~
- ~~1.3. Unlocking doors of schools prior to commencement of classes and locking doors following dismissal;~~
- ~~1.4. Assuring windows are closed and secured when the building is unoccupied;~~
- ~~1.5. Reducing the likelihood of theft of capital equipment, tools and other items such as marking such items for identification, inventorying, and limiting access to division-owned resources to those specifically authorized by school principal; and~~

~~(b) Security of school equipment and supplies;~~

~~1.6. Compliance with Policy JB: ~~(c) Access to schools by eCommunity groups using the buildings; use of Facilities.~~~~

~~(d) Unlocking doors of schools prior to commencement of classes and locking doors following dismissal;~~

~~(e) Assuring windows are closed and secured; and~~

~~(f) Proper use of the intrusion alarm system.~~

~~2. Provision shall be made for emergency access to division buildings by First Responders.~~

~~**B. Safety and Welfare of Students and Staff**~~

~~**1. Procedures shall be established for:**~~

~~(a) Reporting potential hazards or threats to the Principal who shall request that appropriate actions be taken by the Facilities Manager.~~

HORIZON SCHOOL DIVISION NO. 67

~~Policy Code:~~ ~~FIB~~

~~Policy Title:~~

~~Destruction~~Destroyed, Damaged, ~~Loss~~Lost,

~~Converted~~, or Theft of

School

Board Property

POLICY HANDBOOK

IFC, IG, IGD

~~Cross Reference:~~

Legal Reference:

SCHOOL ACT, Sec. 16

Adoption Date:

December 18, 1996

~~Amendment or Re-~~

affirmation Date:

June 15, 2009

POLICY

THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION, ~~AS DIRECTED IN THE SCHOOL ACT~~, RESERVES THE RIGHT TO DECLARE AN INDIVIDUAL AND/OR INDIVIDUALS ~~STUDENT OR STUDENTS AND/OR THEIR PARENT(S)/GUARDIAN(S) (IF NOT AN INDEPENDENT STUDENT) JOINTLY AND SEVERALLY LIABLE TO THE BOARD IN RESPECT OF THE ACT OF THE INDIVIDUAL OR THEIR DEPENDENTS STUDENT OR STUDENTS-IF PROPERTY OF THE BOARD IS DESTROYED, DAMAGED, LOST, CONVERTED, OR STOLEN. FOR ANY DESTRUCTION, DAMAGE OR LOSS TO OR THEFT OF ANY SCHOOL PROPERTY AND INITIATE ACTION TO HAVE SUCH DESTRUCTION, DAMAGE, LOSS, OR THEFT REPAIRED OR PAID FOR BY THE GUILTY PARTY(IES).~~

GUIDELINESREGULATION

~~1. Students shall be held accountable for all intentional or negligent destruction, damage, loss or theft caused by them to school property for which they are responsible.~~

~~1. 2. All individuals who become aware of board property that have been destruction ~~destroyed~~, damaged, ~~loss~~ lost, ~~converted~~, or ~~theft~~ stolen shall ~~should~~ be inform ~~reported~~ to the Principal and/or Facilities Manager as appropriate.~~

~~2. 3. The Principal, Facilities Manager, or designate, The Principal, or his/her designate, or in their absence the Maintenance or Custodial staff shall investigate all incidents of destruction, damage, loss, conversion, or theft to of school property.~~

2.1. The Principal and/or the Facilities Manager shall attempt to determine where responsibility lies.

2.2. In the case of significant destruction, damage, loss, conversion, or theft of board property, ~~where the Principal, Facilities Manager, or designate are unable to determine the cause or involved~~

~~party, the matter shall be reported to the police.~~

~~2.2.1. The Board may authorize the advertisement of a reward for information leading to the arrest of the responsible individual(s) subject to a recommendation from the police investigating the incident.~~

~~3. When the damage, conversion, or theft of school property applies to facilities, the Facilities Manager shall review the incident and may arrange for the repair or replacement and will inform the Principal of the costs.~~

~~4. If a student is found responsible, the cost of replacing or repairing the property will be charged to the student(s) and or the parent(s)/guardian(s).~~

~~4. If an student individual(s) is found responsible, and the Principal, Facilities Manager, or designate having determined that restitution needs to be made, the Principal, Facilities Manager, or designate shall inform the individual(s) and/or their parent(s)/guardian(s) of the amount and/or process required to repay the cost of the destructed, damaged, lost, converted, or stolen property.~~

~~4.1. The cost of replacing or repairing the property shall then be charged to the student individual(s) and/or the parent(s)/guardian(s).~~

~~An alternative means of restitution to have the amount of the destruction, damage, loss or theft may be issued for the recovery.~~

~~5. In the case of significant destruction, damage, loss or theft, where the Principal or Facilities Manager are unable to determine the cause or involved party, the matter shall be reported to the police who shall handle the matter. The Board may authorize the advertisement of a reward for information leading to the arrest of the responsible individual(s) subject to a recommendation from the police investigating the incident.~~

~~6. The Facilities Manager shall review the incident and arrange for the repair or replacement and will inform the Principal of the costs.~~

~~7. The Facilities Manager shall provide a report to the Board on all incidents of intentional or negligent destruction, damage, loss, or theft exceeding \$1,000.~~

HORIZON SCHOOL DIVISION NO. 67

Policy FIB – Destruction, Damage, Loss or Theft of School Property Continued

- 4.1.1. Funds received for the restitution of destroyed, damaged, lost, converted, or stolen property shall be forwarded to the Division Office, to be credited to the appropriate accounts.
- 4.2. If the individual(s) does/do not make any effort to make contact in regards to restitution within two weeks of the assessment, the matter shall may then be referred to the ~~Board~~ Superintendent or designated to determine further action.
- 5. If the responsible individual(s) happen to be a student in the Division, the Principal may consider the student for action under Policy IG: Student Discipline and/or Policy IGD: Suspension and Expulsion of Students.
- 6. An alternative means of restitution to have the amount of the destruction, damage, loss or theft may be issued for the recovery.
- 7. The Facilities Manager shall provide a report to the Board on all incidents of intentional or negligent destruction, damage, loss, or theft exceeding \$5,000.

HORIZON SCHOOL DIVISION NO. 67

Policy FIB – Destruction, Damage, Loss or Theft of School Property Continued

REGULATIONS

- 1. ~~— The Principal and/or Facilities Manager, having interviewed those deemed necessary, and having determined that restitution needs to be made, shall inform the individual(s) of the amount and/or process required to repay the cost of the destruction, damage, loss or theft.~~
- 2. ~~— If the individual(s) does/do not make any effort to make restitution within two weeks of the assessment, the matter shall then be referred to the Board to determine further action.~~
- 3. ~~— If the responsible individual(s) happen to be a student in the Division, the Principal may consider the student for action under the Suspension/Expulsion Policy IGD.~~
- 4. ~~— Funds received for the restitution of destroyed, damaged, lost or stolen property shall be forwarded to the Division Office, to be credited to the appropriate accounts.~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SHALL ESTABLISH AN ANNUAL SCHOOL CALENDAR(S) WHICH SHALL SATISFY THE REQUIREMENTS OF THE EDUCATION SCHOOL ACT AND -ALBERTA EDUCATION REGULATIONS ~~AND GIVE CONSIDERATION TO THE NEEDS OF THE STUDENTS AND STAFF.~~

GUIDELINESREGULATIONS

~~1. The school year shall take into consideration the requirements of:
The School Act, Section 56; and
The Education Act, Section 60~~

~~Any Alberta Education Regulations set out under Section 25 of the School Act and Section 18 of the Education Act.~~

1. The school year calendar(s) shall set forth the:

2.1. the school opening dates for both staff and students

2.2. the number ~~r, dates~~, and the days of school operation;

~~2.3.~~the length of the school day;

~~2.3.~~

~~2.4. the number and length of breaks; the number of hours of instruction
the number and length of recesses
the length of lunch break
preparation days;
interview days;~~

~~2.5.2.4.~~ professional learning days; and

~~2.6.2.5.~~ holidays:

3. Principals may submit for approval alternative calendars that recognize the flexible use of excess instructional hours and assignable hours according to the following guidelines:

3.1. The following dates shall be established by the Division Calendar ~~approved by the Board of Trustees and~~ must remain common to all school calendars:

3.1.1. Christmas break

3.1.2. Easter break

3.1.3. Division-wide PD Days

~~3.1.3.3.1.4.~~ Schools with additional hours have the option of extending the above days with appropriate rationale

3.2. ~~The following dates established by the Division Calendar approved by the Board of Trustees should remain common to all school calendars. There may be exceptions based on unusual circumstances.~~ Requests for exception, stemming from unusual circumstances will be made in writing to the superintendent or designate.

3.2.1. First instructional day for students shall not commence after the jurisdiction calendar start date.

3.3. If the number of ~~non-operational~~unassigned days in a school year exceeds ten, the school must follow policy HCBA, Alternative School Week/Year Structure.

~~3.2.2,3.3.1.~~ Prior to determining the alternative designation of instructional days, the school principal shall consult with school staff and school council.

~~3.3.—~~ Schools must designate the equivalent of a minimum of two full days ~~Excess instructional hours must first be designated~~ as teacher professional development days ~~for~~prior to incorporating any unassigned days the equivalent of a minimum of two full days.

~~3.4.—~~

~~Policy HC—School Year, Cont'd.~~

~~3.5.3.4.~~

3.5. Approval for alternative designation of instructional days shall be part of the annual calendar submission process.

3.6. Once approval has been granted by division office, the school principal shall clearly communicate the school calendar, including the alternative designation of instructional days, to all parents of students attending the school.

3.7. Changes to the school calendar after the May 31 submission deadline shall require consultation with school staff and school council and the written approval of the superintendent or designate.

~~3.6.—When determining the alternative designation of instructional hours, principals shall make every effort to ensure that such designation does not negatively impact school climate, programs, services, instruction, or student learning. Prior to determining the alternative designation of instructional days, the school principal shall consult with school staff and school council.~~

~~3.7.—Alternative designation of instructional days shall be identified for approval as part of the annual spring submission of school instructional hours to division office.~~

~~3.8.—Once approval has been granted by division office, the school principal shall clearly communicate the school calendar, including the alternative designation of instructional days, to all parents of students attending the school.~~

~~3.9.—Changes to the school calendar after the May 31 submission deadline shall require consultation with school staff and school council and the written approval of the superintendent or designate.~~

~~3.10.—When determining the alternative designation of instructional hours, principals shall make every effort to ensure that such designation does not negatively impact school climate, programs, services, classroom instruction, or student learning.~~

~~3.11.—~~

~~3.12. 4. ——— The Board may approve alternative calendars to recognize unique local situations and priorities.~~

~~3.13.—~~

~~3.14. 5. ——— An effort will be made to consult with the A.T.A. in regards to the school calendar, specifically as it relates to professional development days.~~

~~3.15.—~~

3.16. REGULATIONS

~~3.17.—~~

~~3.18. 1. ——— The school year calendar shall be approved early enough to:~~

~~3.19. provide a copy to Alberta Education prior to May 31; and~~

~~3.20. satisfy any requirements of the collective agreement.~~

~~3.21.3.8.~~

Policy Code: HKA
Policy Title: Student Placement and Promotion
Cross Reference: - HK, HGB, IFH
Legal Reference: _____ School Act, Sec.18 (e)
20 (h) AB Education Guide to Education
Adoption Date: _____: _____ April 23, 1997
Amendment or Re- _____ November
affirmation Date:

POLICY

~~THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT **STUDENT PLACEMENT AND PROMOTION OF A STUDENT FROM ONE GRADE OR COURSE TO ANOTHER IS DETERMINED BY THE PRINCIPAL, IN ACCORDANCE WITH ALBERTA EDUCATION GUIDELINES AND THIS POLICY. DECISIONS ARE DETERMINED AFTER CAREFUL CONSIDERATION OF MANY FACTORS WITH THE LONG RANGE WELFARE OF THE STUDENT AS THE MAIN PRIORITY AND CENTRAL TO THE DECISION.**~~

REGULATIONS
GUIDELINES

- ~~1. _____ The ultimate decision as to the placement and promotion of a student ~~rests with the Principal and the teacher~~ are determined by the principal after careful consideration regarding the student’s developmental needs, abilities, and long range welfare.; however such a decision shall not be made without parental consultation.~~
- ~~1. _____~~
- ~~1.1. _____ Placement, promotion, and retention decisions shall be communicated in writing and recorded in the student record.~~
- ~~2. _____ Educating students with special needs in regular classrooms in local schools shall be the first placement option.~~
- ~~2. _____ Promotion and retention of students will be based on performance as measured against established standards.~~
 - ~~2.1. _____ In cases where it becomes apparent that a student may not be ready for promotion at the end of a school year, the school shall communicate and consult with the parents/guardians well in advance of the school year.~~
 - ~~2.2. _____ For students in grades 10-12, placement, promotion, and retention decisions shall be made on a course basis in harmony with the Alberta Transfer Guide and Guide to Education as it pertains to matters of prerequisites, prerequisite waivers, challenge exams and issuing of credits.~~
 - ~~2.3. _____ In the case of students failing to apply themselves in a reasonable manner, steps shall be taken to frequently counsel them with regard to their academic performance, attitude and behavior and to modify the program as necessary and possible to meet their abilities.~~
 - ~~2.4. _____ Any recommendation for student acceleration must be approved by the Superintendent of Schools. information gained from:
 - ~~_____ (a) _____ Achievement on regular assignments and projects;~~
 - ~~_____ (b) _____ Teacher observations;~~
 - ~~_____ (c) _____ Standardized tests, both local and provincial;~~
 - ~~_____ (d) _____ Parent interviews; and~~
 - ~~_____ (e) _____ Extent to which the basic fundamentals have been mastered.~~~~

3. In matters of retention, program modification is preferable to repetition of an entire grade

3.1. Students will not be retained more than once per division

~~as a general rule, a student will not be retained for more than one extra year during elementary grades and not more than one extra year during junior high grades.~~

~~Any recommendation for student acceleration must be approved by the Superintendent of Schools.~~

~~For students in high school, placement in courses must be made in harmony with the Alberta Transfer Guide as well as the requirements outlined in the High School Guide to Education as it pertains to matters of prerequisites, prerequisite waivers, challenge exams and issuing of credits.~~

REGULATIONS

~~1. In the case of students failing to apply themselves in a reasonable manner, steps shall be taken to frequently counsel them with regard to their academic performance, attitude and behavior and to modify the program as necessary and possible to meet their abilities.~~

~~2. In cases where the student is clearly unable to handle the regular school program, the student shall be referred for consideration under special programming as soon as the problem becomes apparent.~~

~~3. In cases where it becomes apparent that a student may not be ready for promotion at the end of a school year, the parents/guardians shall be advised of that possibility preferably no later than the end of January and a discussion of the alternatives to be undertaken by the Principal, the teacher(s) and the parents.~~

~~4. Placement, promotion, and retention decisions The final decision shall be communicated by the Principal by the end of the school year, and may be appealed to the Board as per Board policy.~~

HORIZON SCHOOL DIVISION NO. 67

POLICY HANDBOOK

124

Policy Code:	IFH
Policy Title:	Formal Parent/Student Appeals
Cross Reference:	IGD, HGB
Legal Reference:	Education-School Act <u>41,42,43,44,123</u> .
Adoption Date:	May 28, 1997, February 21, 2002
Amendment or Re-	March 9, 2006, November 17, 2009
Affirmation Date:	February 24, 2015

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT A FORMAL PROCESS MUST BE IN PLACE PERMITTING PARENTS(AS DEFINED IN THE SCHOOL ACT) AND STUDENTS (SIXTEEN YEARS OF AGE OR OLDER) A METHOD OF APPEAL THAT RESPECTS THE RESOLUTION OF DISPUTES OR CONCERNS AT THE SCHOOL LEVEL BETWEEN PARENTS AND SCHOOL STAFF.

GUIDELINES

1. Where a decision of an employee of the Board, or failure to make a decision, significantly affects the education of a student, then either (a) the parent of the student, and/or (b) the student, if 16 years of age or older, may within a reasonable time from the date that the parent or student was informed of the decision, as prescribed by regulation, appeal that decision to the next administrative level. For the sake of this policy, the levels shall be:
 - 1.1. ~~a)~~ Teacher (who made the decision)
 - 1.2. ~~b)~~ Principal
 - 1.3. ~~e)~~ Superintendent
 - 1.4. ~~d)~~ School Board (for acts, things, or exercises that Board has not delegated the power to make such decisions to the Superintendent)
2. The Board may establish one or more committees for the purposes of carrying out the Board's responsibility under this policy.
3. A Board may make any decision that it considers appropriate in respect of the matter that is appealed to it under this section.
4. Under Section 43-124 of the ~~Education-School~~ Act, the only matters on which the Minister of Education will consider appeals are:
 - 4.1. Placement of student in special education program
 - 4.2. a home education program
 - 4.3. the expulsion of a student
 - 4.4. and language of instruction
 - ~~a) specialized supports and services;~~
 - ~~b) early childhood service program enrollment;~~
 - ~~d) student expulsion;~~
 - ~~e) access to and accuracy or completeness of student records; and~~
 - ~~h) which board is responsible for a student.~~

5. The parties at each level are encouraged to resolve the matter informally at that level prior to proceeding to a formal appeal.
6. The party receiving the appeal shall be certain the appeal is at the appropriate level and that the decision has been mutually discussed and understood by both parties before initiating formal appeal

Policy IFH – *Formal Parent/Student Appeals, Cont’d.*

REGULATIONS

1. Every decision must be directed toward the educational interests of the student and must consider the impact of the decision on the total population of students served and the availability of resources.
2. In the event that a decision of a teacher is appealed, the first step is for the teacher who made the decision to convene a formal meeting that includes all of the parties to the decision. The purpose of the meeting is to examine and clarify all of the aspects of the decision, and attempt, through a negotiation process, to reach a conclusion that is satisfactory to the parties.
3. Should a satisfactory resolution not be attainable, the employee to whom the appeal is directed shall, within two work days following the conclusion of the negotiation process:
 - 3.1. confirm, amend, or withdraw the decision; and
 - 3.2. inform the appellant of the decision, the right to further appeal, and to whom the appeal should be made.
4. If, after the first appeal, the decision remains unacceptable to the appellant, the appellant may appeal to the next level in the organization (typically the principal). The appeal must be lodged within five workdays of receiving the results of the last appeal. The person to whom the appeal is made shall, after consulting (where possible) with the original decision-maker and the appellant:
 - 4.1. support, amend, or overturn the decision;
 - 4.2. provide the appellant and the original decision-maker with the decision within five work days of receiving the appeal, and
 - 4.3. notify the appellant of the right to further appeal, and to whom the appeal should be made.
5. Appeals to the Superintendent must be lodged in writing within ten workdays of receiving the results of the last appeal.
 - 5.1. The last decision-maker must present, in writing to the Superintendent, the history of the appeal to date and his/her reasons for the decision taken.
 - 5.2. The Superintendent shall, after consulting (where possible) with the original decision-maker and the appellant:
 - 5.2.1. support, amend, or overturn the decision;
 - 5.2.2. provide the appellant and the original decision-maker with the decision within ten work days of receiving the appeal, and
 - 5.2.3. notify the appellant of the right to Board appeal, if applicable.
6. Some dDecisions of the Superintendent may be appealed to the Board.
 - 6.1. A notice of appeal to the Board shall be submitted in writing by the appellant, to the attention of the Secretary-Treasurer, within ten workdays of receiving the results of the last appeal and briefly set forth the reasons for the appeal.
 - 6.2. Appeals will be heard by the Board at a regular Board meeting, whenever possible, which allows the appellant and the Superintendent, or designate, whose decision is being appealed, sufficient notice and time to prepare for the presentation.

Policy IFH – Formal Parent/Student Appeals, Cont’d.

- 6.3. The Secretary-Treasurer, upon receipt of a Notice of Appeal to the Board, will:
 - 6.3.1. advise the Superintendent or designate of the request for a hearing;
 - 6.3.2. schedule the hearing
 - 6.3.3. advise the appellant of the following:
 - 6.3.3.1. date, time and place of the hearing;
 - 6.3.3.2. the right to have a resource person(s) present;
 - 6.3.3.3. the right to examine the student’s school cumulative record, upon request, prior to the hearing, if applicable;
 - 6.3.3.4. the right to present any information pertaining to the appeal, including expert medical, psychological and educational testimony;
 - 6.3.3.5. the opportunity to decide whether or not the student will be present at the appeal hearing during the presentation of evidence, if applicable;
 - 6.3.3.6. the expectation, if applicable, that matters under appeal must be specific to the student represented by the appellant unless authorized, in writing, by the other individuals to speak on their behalf; and
 - 6.4. Parents, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents. Expert witnesses may make representations on behalf of the district administration.
 - 6.5. —The Superintendent will supply the Board, in writing, with his/-her decision with regard to the appeal and any other material deemed pertinent. The Board may request the parent and/or the student, and any employees who have made decisions on the matter under appeal, to appear before it to present their positions.
 - 6.6. —The matter would normally be discussed in the committee of the whole before being acted upon by the Board.
 - 6.7. The Board reserves the right to make its decision at a subsequent Board meeting. The parties to the appeal will be advised when the decision will be made. The Board decision will be made in open session.
 - 6.8. —After the Board has made its decision, the appellant and each person to whom an appeal has been made must be informed of the decision in writing forthwith. The appellant will be informed that the decision of the Board is final, except in regard to those matters listed in Section 43-124 of the Education-School Act,
 - 6.8.1. With respect to the exceptions listed in Section 43-124 of the Education-School Act, a person may request, in writing, that the Minister of Education review decisions of the Board.
7. The appeal hearing will be conducted in accordance with the following guidelines:
- 7.1. The Board Chair will outline the purpose of the hearing, which is to provide:
 - 7.1.1. an opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological and educational data and may be presented by witnesses;
 - 7.1.2. the Board with the means to receive information and to review the facts of the dispute; and
 - 7.1.3. a process through which the Board can reach a fair and impartial decision.
 - 7.2. —Minutes of the proceedings will be recorded for the purpose of the Board’s records.

Policy IFH – Formal Parent/Student Appeals, Cont’d.

- 7.3. The Superintendent, who made the decision under appeal will explain the decision and give reasons for the decision.
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- 7.4. The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by administration.
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- 7.5. Administration will have an opportunity to respond to information presented by the appellant.
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- 7.6. Board members will have the opportunity to ask questions of clarification from both parties.
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- 7.7. The parties to the appeal will not have the right to cross-examine each other or any witnesses who may be called.
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- 7.8. The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have legal counsel in attendance.
—
- 7.9. If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
- 7.10. The Board decision and the reasons for that decision will be communicated to the appellant by telephone and confirmed in writing following the hearing, with a copy provided to the Superintendent.

Associate Superintendent, Learner Services
Report to the Board of Trustees – December 19, 2017

Learner Services lead team members:

Amber Darroch, Associate Superintendent
Terri-Lynn Duncan, Director of Learning (Curriculum & Instruction)
Robbie Charlebois, Director of Learning (Inclusive Education)
Angela Miller, Clinical Team Lead

Instructional Coaches: Sharon Skretting, Assessment
Crystal McGregor, Secondary Literacy & ELL
Coral James, Learner Success

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- The **Learning Support Teachers meeting** on Dec. 6th focused on best practices and instructional strategies for ELL students. Crystal McGregor presented the information to the group, including content from an English as a Second Language workshop Terri-Lynn and Crystal attended in Calgary with Dr. Katy Arnett on her new book *Access For Success: Making Inclusion Work for Language Learners*.
- A secondary **English Language Arts workshop on Literature Circles (Book Clubs)** was facilitated by Crystal and Dalziel Whipple from WR Myers based on best practice and strategies the two facilitators learned through attending Columbia University's four-day Reading and Writing Project. The group explored how to shift teaching with a single novel for the whole class to facilitating a process that allows students to choose a book of their own interest and appropriate reading level. We recognize that many students never actually read the novel studied in class. Teachers were so excited about the advantages of this approach and engaging their students authentically, they requested to meet a second day before the Christmas break. Teachers from the nine schools represented also identified additional teacher colleagues they wanted to reach out to invite to the follow up session.
- Terri-Lynn hosted a session with SAPDC focussed on the Alberta Education document *Guiding Framework For the Design and Development of Kindergarten to Grade 12 Provincial Curriculum*. As the **curriculum development process** continues to move forward, creating understanding of how the curriculum will be structured is a key step in

preparing division staff for this transition.

- Robbie spent the morning school professional learning day on Dec 1st with the entire staff at LTW. The morning was focused on using the “**gradual release of responsibility**” teaching model to engage learners, along with roles and responsibilities of teachers and educational assistants in this model. Quality conversations took place between teachers and educational assistants about what that looks like in classrooms and for specific students.
- Vauxhall High School teachers worked with Amber on December 1st on a professional learning focus on **how to engage students and differentiate instruction** using tools including technology.

KEY ACTION AREA #2:

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

- Instructional coaches and Directors of Learning continue to work with school staff to support **collaborative response model** (working together to meet all students’ needs) and to implement effective **literacy interventions** when needed.

KEY ACTION AREA #3:

Stakeholder engagement impacts student success

- The **school nutrition program** supported through Alberta Education is fully up and running as a hot lunch program at Central School and supplemental snack program at Chamberlain. Terri -Lynn has led implementation of both programs, including providing guidance as to the provincial requirements. Terri-Lynn met Dan Ferguson from Alberta Education Field Services and the Principals from both Central and Chamberlain to discuss the nutrition programs that are happening in their schools and the success and challenges at each site.
- The November 29th **Interjurisdictional Wellness Day** with Holy Spirit Schools had 51 attendees, including representatives from an additional four school divisions. Dr. Jody Carrington and Robin Gibb were the two keynote speakers. The day was exhilarating and survey results indicate huge success.
- Taber Adult Learning has received funding to add a “**Newcomer Navigator**” position for newcomers to Canada. Amber attended a meeting for all TDCALA partners on December 8th to learn about the services being provided to families, including those Low German Mennonites new to Canada as well as other from the Philippines and other countries.

LEADERSHIP PRACTICES

- The **Learning Support Teacher** group hosted their first **book club** event on Dec. 12. The book was “The Curious Incident of the Dog in the Night-Time” a fiction novel by Mark Haddon. The book was written from the point of view of a boy with Autism. Many insights and discussions were had about what we learned about Autism and some of the strategies that work the best for some students to help them succeed. Our next book is called “One Without the Other: Stories of Unity Through Diversity and Inclusion” by Shelley Moore.

SUMMARY OF COUNSELLING SERVICES IN HORIZON SCHOOL DIVISION YEAR-TO-DATE

Month	# of students on current caseload	Total number of student contacts this month	# of students served in presentations	# of total students served this month via client sessions, drop-in, small groups	# of staff served in presentations/consultations	# of suicide risk assessments completed	# of VTRAs/worrisome behaviour completed
September	144	418	1352	469	253	5	2
October	181	793	80	386	133	9	7
November	178	795	141	183	187	1	0
TOTAL	n/a	2006	1573	1038	573	15	9

Instructional Coaches' Monthly Activity Summary: December 2017

(SHARED WITH ADMINISTRATORS AT MONTHLY ADMIN MEETING)

Assessment Coach

Date	Teacher Meeting/coaching	School Presentations	Principal Meetings	Other Meetings (IE Tech)
November	29	2	3	Ongoing Tech troubleshooting

In addition to teacher coaching, a great deal of Sharon’s contributions in November related technical support for completing report cards. A number of essential settings for initial setup in PowerSchool and Students Achieve were identified which will help reduce difficulties in subsequent reporting periods and for next year.

ELL/Literacy Coach

Date	School Visits	Teacher Meetings	Principal Meetings	Group Presentations
November	13	8	3	0

Crystal’s has continued to support English Language Learner instruction as well as dedicated work with secondary ELA teachers to implement literature circles (book clubs) in their classrooms. Attending Columbia University’s *Book Clubs in Middle and High School Institute 2017: The Art of Engaging Teens with Close Reading and Literary Conversations across Fiction and Nonfiction* with another teacher has fueled new work with secondary teachers.

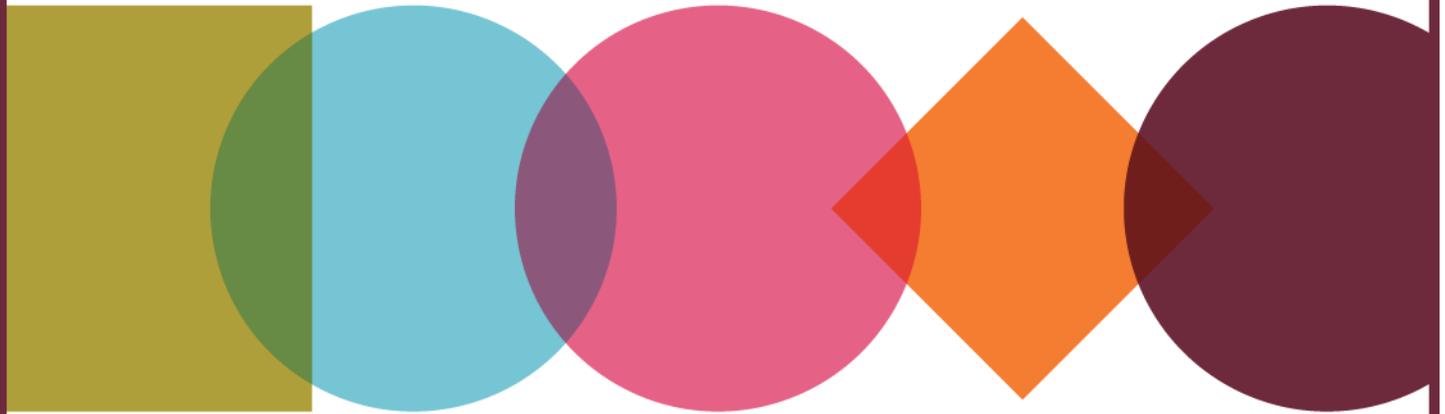


Learner Success Coach

Date	Drop-In Visit	Teacher Meeting	Principal Meetings	Group Presentation	Meeting(PLC or RTI)
November	10	10	4	0	3

Coral is available to attend any Collaborative Response Meetings to contribute to strategies in the universal level. If it is helpful, she can also chair a meeting to model with a staff who are in the beginning stages of implementing this approach. Coral has supported teacher practice by continuing classroom observations and feedback as well as setting up model lessons and teacher “field trips” where one teacher can observe strategies in action in another teacher’s classroom.





Inter-Jurisdictional Health Champion Day November 29, 2017

Prepared by Stéphanie Caron-Roy
December 5, 2017



What's Next?

Professional Goals 2017/2018

Relationships and Connections

- To “light up” every day to those students who need it most
- Ensure everyone connects (has someone to connect to, students, staff)
- To develop a better “system” for teaching in a multi-age classroom. Need better way to develop/plan/implement differentiated instruction and try to meet the needs of all learners... and then, assessment?!
- To work harder at building relationships with the kids at school. It was very encouraging to hear how important it is.
- Greet students as they come into/out of class. Get them to “tell me more...”
- To help my staff continue to build relationships by implementing a “light it up” strategy. To recognize those light it up moments & let staff know I see them making a difference.
- Connect with more people on staff on a daily basis
- Become a CrossFit Kids affiliate

AREAS OF FOCUS

Relationship and Connections

Awareness and Information Sharing

Self-Care

Staff Wellness

Awareness and Information Sharing

- Share information learned (e.g. from today importance of taking care of self)
- Bulletin board with health & wellness info
- To have time set aside on a PD day or other to have a focus on Health & Wellness options, or a speaker or an activity brought in for staff.
- Lead by walking the talk (e.g. activities @ mental health week, random acts of kindness)
- Create a wellness team in my school that includes staff and students
- My professional goal this year is to create awareness amongst the entire community (parents, students, staff) about the 7 dimensions and then specifically:
 - School (nutrition, food, choices)
 - Get students talking about wellness
 - Sharing information with families

Self-Care

- Practice some of the sleep strategies to improve my sleeping habits.
- Focus on taking care of myself (wellness)
- Put the work stuff down and GO TO BED
- Creating Balance (share the importance of creating it)



Staff Wellness

- Share with staff and encourage them to make more impact in our schools
- How do we help new staff and all staff find a balance in their school responsibilities and their personal life so both can be fulfilling
- My professional goal is to express more gratitude towards my co-workers and help to provide more staff wellness opportunities
- Organize staff wellness activities
- For my staff:
 - Awareness of the 7 dimensions of wellness
 - Resource available
 - Health “challenges” maybe 1x/week or longer challenges
- I’m going to share the info from today & see what my staff would like to do – there are so many areas & ideas to work on together. But, I will get started with an invitation for my staff to look at the 7 dimensions. Maybe together we can set a couple goals. I know they will be really supportive.
- More staff engagement during wellness activities
- Develop a focus on staff wellness to compliment what we have in place 4 students.
- Have a wellness themed PD day
- Build positive staff morale throughout the year
- Increase staff wellness
- Incorporate all staff in activities, planning, & learning that truly engage & benefit us all!



MEMORANDUM

DATE: December 1, 2017
TO: All Staff and Stakeholders
FROM: Marie Logan, Board Chair
RE: Fall Budget Update 2017

When releasing the 2017/2018 provincial budget on March 16, 2017, the Government of Alberta stated that, "Education remains a top priority in Budget 2017." Budget 2017 maintains funding for key public services such as education and funds enrolment growth.

At the November 30, 2017 Board meeting, the Board of Trustees approved the 2016/2017 audited financial statement and 2017/2018 fall budget update.

2017-2018	Revenue	
	\$47,061,850	
Program	Expenditure	% of Budget
Instruction - ECS	\$2,096,262	4.32%
Instruction Gr. 1 - 12	\$33,713,280	69.42%
Plant Operations & Maintenance	\$7,319,248	15.07%
Transportation	\$3,019,208	6.22%
Board & System Admin	\$2,007,027	4.13%
External Services	\$407,960	0.84%
Total	\$48,562,985	100%
Operating Deficit	(\$1,501,135)	

Horizon has had a tradition of fiscal conservatism that led to an accumulated surplus from operations of \$10,828,834 as of August 31, 2015. Over the last number of years, the board has utilized those funds to improve facilities and enhance staffing to improve instruction in the wake of declining enrollments and enhanced staffing costs. In the spring of 2016, the board authorized approximately \$2,000,000 of expenditures to address deferred maintenance items and to improve the technology infrastructure at schools throughout the jurisdiction. Additional funds were allocated to the modernization of Barnwell School, Warner School and D.A. Ferguson Middle School. For 2016/2017 the predicted operating deficit of \$2,791,745 was an actual deficit of \$2,303,329. The variance being primarily explained by the fact that schools did not fully expense what they budgeted. For 2017/2018 the Board restructured its allocation process and provided \$350 per student from Board reserves, totaling \$962,850, to enhance instruction.

	Board Controlled Accumulated Operating Reserve	School Controlled Accumulated Reserves
Aug 31, 2015	\$8,434,356	\$1,936,442
Aug 31, 2016	\$7,430,930	\$1,686,448
Aug 31, 2017	\$4,504,600	\$1,634,677
Aug 31, 2018 (budgeted)	\$3,043,573	

Not including alternative programs or Hutterite Colony schools, Horizon has experienced a decline in enrolment of approximately 450 students since 2009, resulting in a decline of annual revenues of approximately \$3.8 million. The board of Horizon School Division has been able to maintain staffing and programming throughout the jurisdiction in both 2016/2017 and 2017/2018 because of its reserves.

For 2017-2018 Instructional expenses total \$35,809,542. This includes board provided school staffing such as: teachers, secretaries, librarians, and assistants supporting students with diverse needs. The Board continues to provide some of the best class size averages in the province. In 2016/2017, Horizon was one of 5 school authorities to meet the 2003 Alberta Commission on Learning class size recommendations and continues to meet the recommendations for 2017/2018.

2017-2018 class-size	Horizon (all subjects)	Horizon (core subjects)	Provincial Averages	ACOL (2003) recommendation
K – Gr. 3	16.3	13	20.4	17
Gr. 4 – Gr. 6	19.6	19.3	22.7	23
Gr. 7 – Gr. 9	20.1	19.4	23.6	25
Gr. 10 – Gr. 12	8.9	16.5	23.4	27

The \$35,809,542 worth of instructional expenses also includes \$2,746,794 provided to schools to cover expenses such as: supplies, professional learning, extra-curricular activities, and additional staffing (both teacher and assistant). Including school reserves, schools have access to \$4,381,471 to meet student and staff needs. There continues to remain extensive variance in in the amount of school reserves, ranging from \$1,800 to \$320,000 per school and in schools' use of reserves; in 2016/2017 some decreased reserves by as much as \$45,000 while others increased reserves by \$100,000.

In the area of governance and administration, Horizon remains more efficient than the province requires. Horizon spent \$442,500 less than the cap in 2016/2017, and is budgeted to be \$450,000 under the cap for 2017/2018. This efficiency allows for these savings to be transferred to schools to enhance support in the classroom.

A thorough review of the budget allocation model and operating practices is under way as the board attempts to maintain programming, adapt to fluctuating enrollments, reduced revenue and rising staffing costs. The funding allocations we are striving to balance are independent of board provided staff costs.

Over half of Horizon's schools have 100 or fewer students and our Board values these small schools. Most of these small schools receive significant funding because they meet Alberta Education's criteria for "small school by necessity". This revenue, in many cases, contributes to these schools generating more revenue for the division than they cost us to keep open.

We look forward to continuing to engage all stakeholders as we work towards a balanced budget, as student success truly is a collective endeavor.

For more information on Horizon's budget, visit www.horizon.ab.ca/board.php



Empowering All Our People to Excel

Horizon School Division No. 67

Press Release

DATE: December 11, 2017
TO: Community of Milk River
FROM: Board of Trustees
RE: Milk River Schools

In May 2016, Alberta Education facilitated a value management session with the Horizon School Division and Milk River community stakeholder representatives to explore what a modernization of Erle Rivers High School may look like. Following the Value Management session, the Alberta Government added Erle Rivers modernization onto its Capital Plan (currently contains 50 unfunded projects of which ERHS is one).

On December 7 and 8, 2017, Alberta Education facilitated a more comprehensive value management session to more fully explore Horizon School Division's options for Milk River. Representatives from school council (parents), Erle River student body, school staff and administration (both Milk River Elementary School and Erle Rivers High School), Town of Milk River, and County of Warner, met with Horizon School Division trustees, Horizon senior administration, Alberta Education, Alberta Infrastructure, architects, and cost consultants to look at a total of five options.

- (1) Partial demolition, and modernization of remaining ERHS with no modernization of MRE (the option from the 2016 value management session)
- (2) Full demolition of ERHS, modernization of MRE and the addition of new construction (a new gym and high school classrooms) at MRE that would turn MRE into a K-12 school
- (3) Full demolition/disposal of MRE, partial demolition and modernization of remaining ERHS, and the addition of new construction (elementary classrooms) at ERHS that would turn ERHS into a K-12 school
- (4) Full demolition of ERHS and creation of a new Gr. 6-12 school
- (5) Full demolition of ERHS, full demolition/disposal of MRE, and creation of a new K-12 school

All five options were explored and evaluated using a number of performance attributes

- How well they served the needs of students,
- Building and site organization,
- Future flexibility should enrollment change,
- Ongoing operation and maintenance costs
- Students impact during construction, and
- Cost, including unforeseen risks of modernization

The information, including stakeholder perspectives, that was generated as well as engineering and costing reports that will be created following the value management session will provide Horizon's Board of Trustees and Alberta Education with improved organizational decision making and ultimately assist them with determining which of the options to approve. No Government of Alberta decision has been made with regard to a timeline, scope of work, or project budget. The Board will be discussing the matter more fully at upcoming Board meetings as they prepare their capital plan for spring submission to Alberta Education. Currently the Milk River school project is the Board's number one priority and the Board remains optimistic with regard to government approval given the second value management session.