

**Horizon School Division No. 67
Regular Board Meeting – Division Office
ERIC JOHNSON ROOM
Tuesday, March 21, 2017 – 1:00 p.m.**

Regular Board Meeting Agenda

Presentation – Core Story of Brain Development

A – Action Items

<p>A.1 Agenda A.2 Minutes of Regular Board Meeting held Thursday, February 16th, 2017 A.3 Minutes of Special Meeting held Monday, March 6, 2017 A.4 March 2017 Payment of Accounts Summary A.5 Warner/Barnwell Site Plan Tender A.6 Policy EBCE – School Security Lockdown – 2nd and Final Reading A.7 Policy GDB – School Support Staff – 1st Reading A.8 Policy IE – Student Attendance – 2nd and Final Reading A.9 Assessment Coach</p>	<p>ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3</p> <p>ENCLOSURE 4 ENCLOSURE 5 ENCLOSURE 6 ENCLOSURE 7</p>
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D – Discussion Items

<p>D.1 Canadian School Board Association Conference D.2 Kairos Blanket Exercise (June Board Meeting) D.3 Mid-year Financial Report D.4 Budget 2017</p>	<p>ENCLOSURE 8</p>
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I - Information Items

<p>I.1 Superintendent’s Progress Report I.2 Trustee/Committee Reports <ul style="list-style-type: none"> • I.2.1 Zone 6 ASBA Report – Marie Logan • I.2.2 March Administrators’ Meeting Summary – Jennifer Crowson • I.2.3 March Facilities Committee Report – Bruce Francis </p> <p>I.3 Associate Superintendent of Finance and Operations Report – Phil Johansen I.4 Associate Superintendent of Learning – Amber Darroch I.5 Associate Superintendent of Programs and Human Services Report – Anita Richardson</p>	<p>ENCLOSURE 9</p> <p>ENCLOSURE 10</p> <p>ENCLOSURE 11 ENCLOSURE 12</p>
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C-Correspondence

<p>C.1 Changes to Capital Plan Submission Process C.2 Letter from Dan Ferguson, Education Manager C.3 Minister’s Youth Council helps chart education future C.4 Throne Speech – Making life better for families C.5 Additional Information Regarding Bill 1 C.6 170303 - Media Release – ASBA – Bill 1 C.7 News Release: Commitment to education means jobs for future teachers C.8 ASBA’s New Executive Team C.9 Budget 2017 Press Release</p>	<p>ENCLOSURE 13</p>
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Dates to Remember

March 21, 2017	Board Meeting
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March 22, 2017	APEX Youth Awards
April 6-7, 2017	Admin. Symposium - Waterton
April 25, 2017	Board Meeting
April 28-30, 2017	ASCA Spring AGM – Edmonton
May 1, 2017	Division Wide PD Day
May 2, 2017	Administrator's Meeting – Derek Baron
May 10, 2017	Edwin Parr Awards Banquet
May 16, 2017	Board Meeting
May 17, 2017	COSC Meeting
June 4-6, 2017	ASBA Spring AGM
June 12, 2017	Board Tour (Gold Spring, Milton, Bluegrass, Elmspring)
June 13, 2017	Administrator's Meeting – Terry Michaelis
June 20, 2017	Board Meeting
July 5 – 8, 2017	CSBA National Congress & National Trustee Gathering of Aboriginal Education (Whistler, B.C.)

Horizon School Division No. 67

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www.horizon.ab.ca

The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Thursday, February 16TH, 2017 beginning at 1:00p.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

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

REGRETS: Terry Michaelis

ACTION ITEMS

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|-----|---|--|
| A.1 | Moved by Derek Baron that the Board approve the agenda as presented.

Carried Unanimously | AGENDA APPROVED
13/17 |
| A.2 | Moved by Bruce Francis that the Board approve the Minutes of the Regular Board Meeting, held Tuesday, January 17th, 2017.

Carried Unanimously | BOARD MEETING
MINUTES APPROVED
14/17 |
| A.3 | Moved by Jennifer Crowson that the Board approve the January/February 2017 Payment of Accounts report in the amount of \$2,356,845.58 as provided in Enclosure 2 of the agenda

Carried Unanimously | PAYMENT OF
ACCOUNT APPROVED
15/17 |
| A.4 | Moved by Blair Lowry that the Board approve the second reading of Policy HK – Student Assessment Evaluation & Reporting as provided in Enclosure 3 of the agenda

Carried Unanimously | POLICY HK SECOND
READING
APPROVED
16/17 |
| | Moved by Rick Anderson that the Board approved the final reading of Policy HK – Student Assessment Evaluation & Reporting as provided in Enclosure 3 of the agenda

Carried Unanimously | POLICY HK FINAL
READING APPROVED
17/17 |
| A.5 | Moved by Derek Baron that the Board approve the first reading of Policy HGB – Inclusive Learning as provided in Enclosure 4 of the agenda

Carried Unanimously | POLICY HGB
FIRST READING
APPROVED
18/17 |
| A.6 | Moved by Rick Anderson that the Board approve the first reading of Policy HGBJ – Early Childhood Services as provided in Enclosure 5 of the agenda

Carried Unanimously | POLICY IE
FIRST READING
APPROVED
19/17 |

A.7 Moved by Bruce Francis that the Board approve the amended 3-Year Capital Plan

3-YEAR CAPITAL PLAN
APPROVED
20/17

The Board also discussed the D.A. Ferguson / W.R. Myers modernization. The discussion included concerns about the inadequate upgrades to the mechanical and electrical systems. The Board directed the Superintendent to draft a letter that is to be sent to the Ministry. The letter should address the Board's concerns and requests.

Carried Unanimously

INFORMATION ITEMS

I.1 Superintendent's Progress Report

Educational Leadership and Student Welfare

- 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, and legal matters. This month they also included staffing, facility use, and off-campus excursions.
- The Board met with the Minister of Education, whom also toured Central School.
- Attended the ASEBP resiliency session, which explored ways to reduce stress within today's high-paced world. The session focused on ways that teachers could leverage stress to achieve high performance rather than reducing workload.

Personnel Management

- Principal Evaluation meetings are ongoing.
- CUPE collective bargaining meetings have taken place

Policy and Strategic Planning

- Policy Committee met to discuss Policy HGBJ Early Childhood Services, and Policy HGB Inclusive Learning.

Organizational Leadership and Management

- Significant work has been undertaken related to consultation and communication around the DAF/WRM modernization. A community forum took place on December 12.
- Barnwell's Library board contractual discussions relating to the Library's occupancy occurred.
- Annual Hutterian Bretheran meeting took place in January. The meeting was attended by all Colony Ministers and German teachers.

Communications and Community Relations

- A number of meetings and celebrations were attended over the last month. These include but are not limited to:
 - Administrator's meeting
 - PreCASS – Human Resources meeting
 - CASSIX meeting
 - Meetings related to the APEX Youth Awards have been attended

I.2 Trustee/Committee Reports

I.2.1 Zone 6 ASBA Report

Marie Logan, Zone 6 representative, shared information from the last Zone Meeting.

- The meeting focused on the upcoming Edwin Parr Awards, with information packaged passed out to school Board Chairs'.
- Horizon School Division Board will be hosting the May 10th meeting which will be held prior to the Edwin Parr Awards.

- The Board has also been asked to provide the presentation which will include a presentation on Fentynal (Taber Resource Officer) and one on e-cigarettes (A.H.S.)

I.2.2 December Administrator’s Meeting Summary

Bruce Francis reviewed the highlights of the February 14, 2017 Administrators’ meeting. [Click here](#) to review the entire February 14, 2017 Administrators’ meeting summary.

I.2.3 Facilities Report

Bruce Francis, Facilities Committee Chair, provided a report to the Board on the work undertaken during the past month within the Facilities Department and included the following highlights:

Capital Projects

- ***Barnwell School***
 - The Barnwell Modernization construction project has completed the first and primary phase of the work. Substantial completion was issued as of January 9, 2017 with the school moving in on the same day. The first day of class in the newly constructed facility was January 10, 2017.
 - Horizon School Division No. 67 facilities crews have engaged in by-owner construction work for the past ten weeks working overtime and weekend hours as needs have arisen.
 - Due to unforeseen site conditions uncovered during the excavation for the phase two addition, excavation depths will need to be increased until suitable bearing surfaces are achieved. Added costs will be incurred and will be absorbed by project contingency allowances.
- ***Warner School***
 - Demolition of the first phase is complete and the construction of new space is progressing well. Additional shoring has been required in the 1957 section to accommodate snow and wind loads.
 - Alberta Education approved additional funding to allow for the installation of new flooring in the 1957 section gym, deleting the crawl space, repairing pilasters, and added concrete for most of the first phase flooring.
 - While certain challenges have arisen, Nitro Construction continues to work well with Horizon School Division No. 67 and consultants to come to acceptable solutions staying within a reasonable budget and maintaining a governing schedule.
- ***Site work Tender for Barnwell and Warner Schools***
 - Schedule

▪ Public tender opening	February 14, 2017
▪ Site visit for both projects	March 1, 2017
▪ Tender close	March 9, 2016
▪ Tender award	March 21, 2017
▪ Project Start	April or May (weather dependent)
▪ Project duration	3 Months (weather dependent)
- Maintenance Work is ongoing throughout the Division
- Special Board Reserve Projects are complete with the exception of three, which will extend into the 2017 calendar year

I.3 Associate Superintendent of Finance and Operations Report

- First Student contract will expire the year so a tender has been posted for Student Transportation, closing April 28, 2017 The contract will be for a 5-year period
- Continues to be a busy season with payroll working on T4s & year end

I.4 Associate Superintendent of Learning

Learner Services lead team members:

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

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- Assessment coaching in schools has continued since the new year, including half and full days spent at a dozen schools in the past month.
- Direct individual and small group teacher support has been extended by Terri-Lynn Duncan in the past month to address areas like instructional planning, literacy and numeracy instruction, and provincial achievement testing procedures.
- Amber Darroch attended the Alberta Assessment Consortium Board of Directors meeting in Edmonton on January 18.
- Learning and Technology Policy Direction #5 (Access, Infrastructure, & Digital Learning Environments) Committee work has begun to identify a new model for technology evergreening and recommendations for essential classroom technologies at various levels. This committee including teachers, admin and division office met on January 25 and will meet again on February 27th.
- All kindergarten teachers met with Early Learning Coordinator, Andra Johnson on February 3rd to examine assessment practice and other instructional supports for kindergarten learners.
- Amber Darroch attended the Texas Computer Educators Association Annual Conference with 8 other Horizon administrators and teachers to examine student-centered learning in technology rich environments.

KEY ACTION AREA #2:

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

- Horizon has been hosting regional collaboration of Zone 6 boards using the Dossier software to manage Instructional Support Plans (ISPs) for students. Rather than individually request specific customizations at added costs, divisions are identifying best practices and use of the tools, then putting them forward as features the developer should provide free to all of us.
- Refresher and full certification sessions in SIVA (Supporting Individuals through Valued Attachments) were offered in January to Horizon staff, facilitated by Terri-Lynn Duncan and Laura Elliott.
- Amber Darroch, Robbie Charlebois and Angela Miller are working with AHS, Addiction and Mental Health and Southwest RCSD to formalize a process for more direct mental health therapist support to remote communities in need, including Lomond, Enchant, and Vauxhall.
- Continuing networks like the FASD Network in Southern Alberta and Horizon's own Learning Support Teachers are used to continually improve services to students and support front line staff in this work.
- Horizon is part of an intensive behaviour consultation series with Mount Royal University's Centre for Child Well-Being in which a student's parents, interagency workers, and school staff all collaborate on how to support him or her in very complex cases. The access to highly skilled team members allows Horizon staff to best support a specific student as well as to develop a variety of skills for transfer to many students.

KEY ACTION AREA #3:

Stakeholder engagement impacts student success

- The Director of Learning (C&I) attended Everactive Schools' "Shaping the Future" provincial conference on health and wellness along with four teacher representatives. Part of our Wellness Fund project, this event showcases provincial strategies for promoting comprehensive school health.
- Related to comprehensive school health (CSH), Terri-Lynn Duncan continues to represent Horizon and Southern Alberta schools in the South Zone CSH Committee with Alberta Health Services, most recently at a meeting on February 6th.

LEADERSHIP PRACTICES

- The Associate Superintendent and Directors attended the Zone 6 Pre-CASS and CASS meetings on February 2nd and 3rd.
- The Associate Superintendent and Directors continue to work with probationary teachers on their summative evaluations.

I.5 Associate Superintendent of Programs and Human Services Report

Human Resources

- Spring staffing process is underway – Principal meetings almost complete

Leadership Practices

- Continuing with teacher evaluations for probationary teachers and working with principals in areas of concern

Stakeholder Engagement Impacts Student Success

- OurSchool surveys are under way
- SOS-Q contract has been signed and training will be initiated for schools participating in this survey

FNMI

- Indigenous Committee meeting monthly – developing an action plan for Horizon School Division
- Hosted Hali Heavy Shield (ATA Walking Together) who presented in regards to FNMI in Alberta Education and facilitated the Treaty 7 Blanket Exercise at the Jan. 10 Admin Meeting.

I.6 Barnwell School Demo Photos

- Barnwell School demolition from the January 17, 2017 school visit, were shared with Board members.

COMMITTEE ITEMS

Moved by Blair Lowry that the Board meet in Committee.	COMMITTEE
Carried Unanimously	21/17
Moved by Derek Baron that the meeting reconvene.	RECONVENE
Carried Unanimously	22/17
Moved by Rick Anderson that the meeting adjourn	MEETING
Carried Unanimously	ADJOURNED
	23/17

Marie Logan, Chair

Sheila Laqua, Executive Secretary

HORIZON SCHOOL DIVISION No. 67

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

The Board of Trustees of Horizon School Division No. 67 held a Special Board Meeting on Monday, March 6, 2017 beginning at 8:05 a.m. and concluding at 8:25 a.m.

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

Waiver of Notice of Special Meeting and Special Meeting Agenda Attached

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

Carried Unanimously

AGENDA
APPROVED
24/17

Moved by Blair Lowry that the Board ratify the proposed tentative C.U.P.E. Collective Agreement

Carried Unanimously

Moved by Bruce Francis that the Board approve 1st reading of policy GCBC – LAPP Membership

Carried Unanimously

Moved by Rick Anderson that the Board approve 2nd reading of policy GCBC – LAPP Membership

Carried Unanimously

Moved by Terry Michaelis that the Board approve final reading of policy GCBC – LAPP Membership

Carried Unanimously

Moved by Derek Baron that the meeting adjourn

Carried Unanimously

RATIFY PROPOSED
TENTATIVE
C.U.P.E.
COLLECTIVE
AGREEMENT
25/17

APPROVE 1ST
READING OF
POLICY GCBC
26/17

APPROVE 2ND
READING OF
POLICY GCBC
27/17

APPROVE FINAL
READING OF
POLICY GCBC
28/17

MEETING
ADJOUNRED
29/17

WAIVER OF NOTICE OF SPECIAL MEETING

In accordance with the provision of Section 67 of the *School Act*, Chapter S-3, 2000 and amendments thereto, we, the undersigned hereby waive notice of a Special Meeting held on Monday, March 6, 2017 commencing at 8:05 a.m. and concluding at 8:25 a.m.

AGENDA

1. Ratification of C.U.P.E. Collective Agreement

2. Policy GCBC – LAPP Membership

Signed: _____ March 21, 2017
Marie Logan, Chair

Signed: _____ March 21, 2017
Bruce Francis, Vice-Chair

Signed: _____ March 21, 2017
Rick Anderson, Trustee

Signed: _____ March 21, 2017
Jennifer Crowson, Trustee

Signed: _____ March 21, 2017
Blair Lowry, Trustee

Signed: _____ March 21, 2017
Terry Michaelis, Trustee

Signed: _____ March 21, 2017
Derek Baron, Trustee

PAYMENT OF ACCOUNTS REPORT

Board Meeting - March 21, 2017

General	13-Feb-17		554892.04
U.S. Funds	14-Feb-17		9207.36
General	15-Feb-17		402943
General	16-Feb-17		43447.8
General	28-Feb-17		1227787.5
General	7-Mar-17		535749.24
General	14-Mar-17		1061456.19
U.S. Funds	14-Mar-17		428.88

"A" Payroll	February 2017	Teachers	1,708,725.18
	February 2017	Support	583,605.43
"B" Payroll	February 2017	Casual	13,183.91
	February 2017	Subs	58,591.17

Total Accounts			2,364,105.69
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Board Chair _____

PJ:dd			
March 16, 2017			

Horizon School Division February 2017 U.S. Accounts
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	U.S. Funds	Canadian Fund
Empowering Writers LLC	6900.00	9207.36
Total U.S. Accounts	6900.00	9207.36

JM:dd
February 14, 2017

Horizon School Division March 2017 U.S. Accounts

	U.S. Funds	Canadian Fund
Studypad, Inc.	312.00	428.88
Total U.S. Accounts	312.00	428.88

JM:dd
March 14, 2017

HORIZON SCHOOL DIVISION NO. 67	Policy Code:	EBCE
POLICY HANDBOOK	Policy Title:	School Security (Lockdown)
	Cross Reference:	EBCB, EBCD, IFCJ, IHF
	Legal Reference:	School Act, S 45(8)
	Adoption Date:	May 30, 2002
	Amendment or Re-	Jan. 23, 2003; April 17, 2008
	Affirmation Date:	June 18, 2013

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT SCHOOL SECURITY (LOCKDOWN) DRILLS ARE AN ESSENTIAL PART OF ALL SCHOOL SAFETY PROGRAMS. THE BOARD DELEGATES TO THE PRINCIPAL THE RESPONSIBILITY OF ESTABLISHING AN APPROPRIATE PROGRAM AND PROCEDURES FOR A SAFE SCHOOL SECURITY (LOCKDOWN) DRILL.

REGULATIONS

1. School Lockdown procedures must follow the procedures outlined in Attachment ‘A’ for the purpose of ensuring consistent division-wide procedures
2. The Principal shall conduct at least ~~three~~two school security (lockdown) drills per year (one per semester).
3. Staff, students, and parents shall be made aware of the purpose of the drill and the date and time.
4. Every effort should be made to reduce potential anxiety, especially with younger and special needs children.
5. Where appropriate, the Principal may involve police and other emergency response personnel who shall be invited to provide feedback for improvement.
6. The Principal shall maintain a record of all school security (lock down) drills, using the prescribed school division reporting system.

PROCEDURES

1. School lockdown procedures will follow the procedures outlined in Attachment “A” School Lockdown Procedures.

SCHOOL LOCKDOWN PROCEDURES (Attachment A)

BACKGROUND

A school lockdown is an emergency protocol established to protect people inside a school facility from a dangerous internal or external event. The term 'lockdown' can be defined as an emergency course of action taken by an agent of authority, such as a school Superintendent, Principal or police force, to contain and confine people in a building, controlling their movement so that a threat or problem can be located and resolved immediately with the least amount of casualties and chaos.

PROCEDURES

Interior Lockdown, Threat in the Building:

1. School Responsibility: Active Threat Inside the School

1.1. School Personnel: Observation and Communication of Threat

- 1.1.1 Upon observing an immediate threat, the school staff member will announce from the closest school PA system **three times**:
"INTERIOR LOCKDOWN; THREAT IN THE BUILDING"
- 1.1.2 The school staff member who observed the threat will call **911** immediately and advise police of the situation.
- 1.1.3 Staff are not responsible for locking or closing any exterior doors or hallway doors during an interior lockdown.
- 1.1.4 If safe to do so, office staff will call the Office of the Superintendent to inform him/her of the lockdown. This will assist the school district in determining communication to other schools and school districts, and whether other schools need to go into lockdown.
- 1.1.5 The School Safety Plan will be accessible in the office with the location of the plan communicated to all staff and local police and emergency services.

1.2 Staff

- 1.2.1 Without leaving the doorway of their classrooms, staff will gather as many students from the hallways into their classrooms as possible. Should the classroom not contain the necessary shielding to keep students and staff safe, choose the closest safe room that contains as few windows as possible with a secure door.
- 1.2.2 The staff member will close and lock the classroom door. Blinds or curtains must be closed and lights turned off. Students are not to be left unsupervised. Classroom doors are not to be opened until the Principal, his/her designate, or police have announced the end of the lockdown. Do not open the locked classroom door if someone should come to the door and make that request.
- 1.2.3 Students will crouch or lay on the floor away from interior walls and directed to be still and quiet. Students will be advised to remain on the floor and not rush towards the door if police enter.
- 1.2.4 If safe to do so, staff members will follow established attendance procedures.

- 1.2.5 If the fire alarm activates while in lockdown, staff are to stay in classrooms with students. Do not leave the room unless there is an actual fire and it is believed that staff and students are in imminent danger from fire and/or smoke (consider a window exit from the class if it is determined it is absolutely necessary to evacuate). Consider that leaving the safety of the locked classroom may afford a threat (assailant) the target-rich environment that he/she is seeking to create. The assailant may have pulled a fire alarm, released a bomb or lit a fire; staff are to consider all of the alternatives based on the information available.
 - 1.2.6 Staff will ensure any found firearms or explosives are not handled.
 - 1.2.7 Right to Survive: Staff will remain in the classroom or secured area until instructed by police to evacuate, unless exigent circumstances arise such as a fire or the active assailant enters the room and threatens the secure area. If the teacher determines that it is necessary to leave the secured area, it is preferable to evacuate from an exterior window into the schoolyard. If this is not possible, evacuate from the nearest fire escape avoiding long hallways. The staff and/or students may also choose to stay and confront the assailant depending upon what options are available to ensure the safety of the occupants of the room.
 - 1.2.8 School evacuation. Subsequent to the law enforcement Rescue Team announcing commencement of procedures for an orderly evacuation, staff are expected to remain with students and assist with the evacuation and orderly dismissal of students. Dismissal processes will include a system of sign-out so all students are accounted for. School staff will assist with students needs and care at the evacuation site, including transition to parents or buses.
- 1.3 *Non-traditional schools with open floor plans and larger interior windows which allow easy access to an armed intruder are, and need to be treated as, special circumstances by students, staff and police. Principals should discuss strategies regarding student and staff responses with Horizon OH&S Co-ordinator, and School Resource Office (SRO) or lockdown designate of their local police service.

2. Local Law Enforcement Responsibility

- 2.1 Upon the arrest/neutralization of the threat, the designate will transition to other forms of deployment, as mandated by their respective police services. Secure areas will be created by police to ensure safe conditions for Emergency Medical Services (EMS) and safe routes out of the school for evacuation of students.
- 2.2 The Rescue Teams will use a master key and diagram of the school obtained from the school and/or the local police service to search and clear rooms, looking for victims and other possible threats. Evacuation may also commence at this time if directed to do so by the Rescue Team.
- 2.3 Police/Principals (under police direction) may make an announcement in the school that "The school will remain in lockdown; the police will be orchestrating an orderly evacuation in due course; please remain

calm; remain in lockdown”. Establish safe routes avoiding crime scene contamination, weapons, and locations where explosive devices can be hidden (such as lockers and vehicles).

- 2.4 Once the building is determined to be “safe”, the designated police authority will give the all clear sign to begin the evacuation process (if necessary) for students and staff who are in the lockdown mode. School staff will assist with orderly evacuation and dismissal processes.

Exterior Lockdown: Threat Outside of the Building

This type of lockdown occurs when an anticipated outside threat is heading towards the school that may potentially harm students or staff. Examples range from a person armed with a gun or knife to a police pursuit which is coming close to, or in the direction of the school. A lockdown of the school decreases the risk to students and staff.

1. School Responsibility: Threat Outside the School

1.1 School Personnel: Observation and Communication of Threat

1.1.1 If it is a school staff member who observes an external threat, the staff member will decide if it is an immediate threat demanding prompt external lockdown notification. If immediate threat, the school staff member will announce lockdown. If not immediate, the school staff member will notify the school office to provide the information necessary for the office to announce a lockdown. The communication of external threat may also come from an external source and, as such, will be announced by the school office.

Announce from the closest PA system **three times:**

“EXTERIOR LOCKDOWN; THREAT OUTSIDE THE BUILDING”

1.1.2 An office staff member will call **911** if necessary and advise dispatch of the impending threat approaching the school. 911 will not need to be called if the external lockdown was initiated by police or the school division.

1.1.3 The Principal and designates shall be responsible for locking all outside doors in an attempt to limit access to the school.

1.1.4 Office staff will call the Office of the Superintendent to inform him/her of the lockdown.

1.2 Staff:

1.2.1 Staff will gather and direct students from halls and washrooms to classroom spaces. Should the classroom not contain the necessary shielding from an external threat to keep students and staff safe, choose the closest safe room that contains as few windows as possible with a secure door.

1.2.2 The staff member will close and lock the classroom door. Blinds or curtains must be closed and lights turned off. Students are not to be left unsupervised. Classroom doors are not to be opened until the Principal, his/her designate, or police have announced the end of the lockdown. Do not open the locked classroom door if someone should come to the door and make that request.

1.2.3 Students will crouch or lay on the floor away from the sightline of external windows, and directed to be still and quiet. Students will be advised to remain on the floor and not rush towards the door if police enter.

- 1.2.4 Teachers will post **SCHOOL IN LOCKDOWN** signs on exterior facing windows. Principals and/or designates will post **SCHOOL IN LOCKDOWN** on windows of exterior doors.
- 1.2.5 If safe to do so, staff members will follow established attendance procedures.
- 1.2.6 If the fire alarm activates while in lockdown, staff are to stay in classrooms with students. Do not leave the room unless there is an actual fire and it is believed that staff and students are in imminent danger from fire and/or smoke.
- 1.2.7 Students arriving at the school will be marshalled into the school unless it is safer to go to a designated "safe place" away from the school. Depending on when lockdown is called, students may be outside at recess or lunch. Principals and designates will have to monitor doors, allowing entry of students if safe to do so, watching closely for any threat.
- 1.2.8 Neither staff nor students will exit the school until given the stand down order by the police authority designate, principal or principal's designate. If the situation warrants evacuation following the stand down order, the police authority designate and/or principal will announce commencement of procedures for an orderly evacuation.

2. Local Law Enforcement Responsibility:

- 2.1 In cases of an armed/active threat or shooter on or near school property, police members will respond as outlined in their own Rapid Deployment Training. All members must be cognizant that the armed/active threat must not be allowed to enter into the school or any other structure that could possibly be occupied.
- 2.2 A School Resource Office (SRO)/partnering law enforcement designate or patrol member may attend inside a school(s) in External Lockdown if necessary and possible. Where appropriate, the law enforcement agency will liaise with the school and provide communication regarding security and the progress of the emergency situation. Where appropriate, the school division designate will liaise with the school. All factors will be considered regarding the emergency situation vs. the comfort of the staff and students and when the threat level has diminished, adjustments will be made to the level of lockdown within the school.

Lockdown Practice

- 1. Schools must practice lockdown drills at least ~~three times per year (one in early September; one in November; and one in March)~~ twice per year (once per semester). ~~Within the three practices, schools will include at least one~~ One will be an External Threat Lockdown and one an Internal Threat Lockdown. Principals should conduct lockdown practices during class times as well as at recess or lunch. Lockdown practices are recorded on the Public School Works System, noting the date and time of the lockdown, the circumstances, and the time taken to secure the school facility.
- 2. If at all possible, School Resource Officers (SRO's)/partnering law enforcement designate or patrol member should be requested to be present during school lockdown practices. The SRO's/partnering law enforcement designate/patrol member should encourage their schools'

staff members to have table top discussions regarding different scenarios, which may necessitate lockdown implementation.

School Safety Plan

1. The School Safety Plan is required for all emergency procedures including School Lockdown Procedures. It is important that it is accessible in the office with the location known by all staff members, local police authorities and emergency services. The School Safety Plan will also be accessible in electronic format and hard copy from Division Office.

**LOCKDOWN CHECKLISTS
(INTERIOR LOCKDOWN)**

INTERIOR LOCKDOWN: THREAT INSIDE THE BUILDING

If a threatening intruder or active assailant enters the building:

1. Upon observing an immediate threat, the school staff member will announce from the closest school PA system **three times:**
“INTERIOR LOCKDOWN; THREAT IN THE BUILDING”
2. The school staff member who observed the threat will call **911** immediately.
3. Office Staff will place the School Safety Binder on the counter (if safe to do so).
4. Staff will survey the hallway and quickly gather students into classrooms.
5. Staff lock classrooms, cover window in door, close blinds and curtains and turn off lights.
6. Students are to crouch or lie face down on the floor (or in a suitable lockdown position) and stay away from all windows and interior walls. Students are directed to be still and quiet.
7. Staff will not leave students unattended (it is mandatory that teachers do not open classroom doors until the Principal, his/her designate or police have announced the end of the Lockdown).
8. While in Lockdown, should the fire alarm activate, teachers are to stay in classrooms with students. Occupants are not to leave classrooms unless there is an actual fire and that there is a belief that there is imminent danger from fire or smoke (consider a window exit from the classroom).
9. If safe to do so, staff members will follow established attendance procedures.
10. Staff use judgement regarding “Right to Survive” strategies.
11. When deemed safe, office staff will call the Office of the Superintendent.
12. The Principal, his/her designate or police will announce the end of the Lockdown.
13. If evacuation occurs, students will be dismissed in a safe and orderly manner with staff assistance in the predetermined manner that will account for all student whereabouts.

**LOCKDOWN CHECKLISTS
(EXTERIOR LOCKDOWN)**

EXTERIOR LOCKDOWN: THREAT OUTSIDE THE BUILDING

If the Threat/Assailant is sighted near the building, or a report is received of a potential threat coming to the school, this situation is called and Exterior Threat:

1. Three potential sources for initiation of lockdown:
 - a. Staff member observes IMMEDIATE THREAT DEMANDING PROMPT INITIATION OF LOCKDOWN. Staff member announces from nearest PA system.
 - b. Staff member observes or has knowledge of non-immediate but impending threat. Staff member notifies the office and office makes decision based on information.
 - c. External information from police or division office.

Announce three times:

“EXTERIOR LOCKDOWN; THREAT OUTSIDE THE BUILDING”

2. An office staff will call 911 if necessary.
3. All exterior doors will be locked (school administration and designates)
4. Police may attend the school and secure the perimeter.
5. Staff will gather and direct students from halls and washrooms to classroom spaces.
6. Staff will lock classrooms, cover window in door, close blinds and curtains and turn off lights.
7. Students are to crouch or lie face down on the floor (or in a suitable lockdown position) and stay away from all windows.
8. If safe to do so, teachers will post **SCHOOL IN LOCKDOWN** signs on exterior facing windows; principals or designate will post on exterior doors.
9. If safe to do so, staff members will follow established attendance procedures.
10. Staff will not leave students unattended. Staff will not open classroom doors until the Principal, his/her designate or police have announced the end of the lockdown.
11. While in Lockdown, should the fire alarm activate, teachers are to stay in classrooms with students. Occupants are not to leave classrooms unless there is an actual fire and that there is a belief that there is imminent danger from fire or smoke.
12. Staff use judgement regarding “Right to Survive” strategies.
13. When deemed safe, office staff will call the Office of the Superintendent.
14. The Principal, his/her designate or police will announce the end of the Lockdown.
15. If evacuation occurs, students will be dismissed in a safe and orderly manner with staff assistance in the predetermined manner that will account for all

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

Policy Code: GDB
Policy Title: School Support Staff
Cross Reference:
Legal Reference:
Adoption Date:
**Amendment or Re-
affirmation Date:** December 13, 2001
May 20, 2014

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES SCHOOL SUPPORT STAFF ARE HIRED TO ASSIST STUDENTS, TEACHERS, AND ADMINISTRATORS IN VARIOUS CAPACITIES AS NEEDED IN THE DIVISION'S SCHOOLS. ALL SUCH SUPPORT STAFF MEMBERS SHALL MAKE THEMSELVES AWARE OF AND ENDEAVOR TO FULFILL THEIR ASSIGNED RESPONSIBILITIES.

DEFINITION

School Support Staff includes all staff covered by the C.U.P.E. Agreement and non-union staff to whom the school division applies the C.U.P.E. Agreement excluding the following:

- Maintenance Staff
- Caretaking Staff
- Those excluded Employees with managerial functions or confidential capacity in matters relating to labour relations, in accordance with the provisions of the Alberta Labour Relations Code
- Human Resources Coordinator, Payroll/Personnel Coordinator, Secretary Receptionists (Division Office), Transportation Coordinator, Communications & Information Coordinator, Accounts Payable Coordinator, Computer Technicians, FNMI Liaison Counsellor, Family School Liaison Counsellors, Career Counsellors, and the Child Youth Care Workers.

GUIDELINES

1. ~~The provisions contained in the Collective Agreement between Horizon School Division #67 and C.U.P.E., division policy, provincial and federal legislation and regulations, and the principles of natural justice shall be adhered to when filling vacancies, laying-off, and terminating school support staff.~~

REGULATIONS**Hiring**

1. ~~The provisions contained in the Collective Agreement between Horizon School Division #67 and C.U.P.E. shall be adhered to w~~When hiring school support staff ~~and~~ the hiring body shall follow procedures outlined in the *Staff Recruitment and Selection Guide* when filling a vacant position.
2. The primary consideration used in selecting and assigning support staff shall be the needs of the student(s).
3. ~~Members of s~~School support staff shall be hired by the Superintendent on the recommendation from division office administration, the principal, or designate ~~with input from staff representatives and, when appropriate school council and individual parents.~~

Policy GDB – School Support Staff, Cont’d.

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4. Division office administration, Principals, or designates shall be required to work through the Human Resource Department when filling vacancies, ~~and/or newly created positions, transfers, and promotions.~~

Policy GDB – School Support Staff, Cont’d.

5. All successful applicants for support staff positions shall be required to provide the school division with supporting documents as requested by the Human Resource Department ~~including a police information check conducted by law enforcement officials.~~
6. When additional support staff hours are assigned to a school the school principal shall ~~inform present members of the school support staff of the extra available hours and the principal shall~~ give first consideration to present members of the school support staff ~~who apply for them.~~
7. All changes to support staff assignments, including the hiring of new staff members, changes in hours of work and ~~assignment to a different program~~ changes in funding sources (such as i.e. English Language Learners, International Education, ~~and~~ Inclusive Learning, and Decentralized), shall be communicated to the Human Resource Department by the school principal or designate
8. It shall be the duty of the Human Resource Department to prepare the necessary letters of appointment for the Superintendent’s signature and share the necessary information with appropriate personnel.
9. Departures from normal hiring procedures may be made in exceptional circumstances but require the prior approval of the Superintendent.

Duties

1. Duties of school support staff members shall be determined by division office administration, the school principal or designate, and appropriate others.
2. The school principal or designate shall ensure that school support staff receive an orientation where roles and responsibilities, expectations, standard operating procedures are laid out. School support staff should also be made aware of applicable policies and informed of the online location of the Collective Agreement.
- ~~1. Duties of school support staff members shall be determined by division office administration, or the school principal, or designate, in consultation with the support staff member and appropriate others.~~
- ~~2. Roles and responsibilities shall be reviewed annually as part of the growth planning process.~~
- ~~3.~~
- ~~4.3. The Human Resource Department and the school principal shall ensure that each member of school support staff receives a copy of the Assistant Handbook and is informed of the online location of the Collective Agreement.~~

Working Conditions

Policy GDB – School Support Staff, Cont’d.

- ~~1. The *Collective Agreement* shall be adhered to with respect to working conditions and benefits.~~
- ~~2. With the approval of the school principal, each school support staff member may be provided with a maximum of three personal leave days per school year without pay.
 - ~~a. Requests for personal leave days, without pay, shall be made to the school principal in writing at least one week prior to the intended leave.~~
 - ~~b. The Human Resource Department shall be informed of all personal leave days approved by the principal~~~~
- ~~3. Notwithstanding number 2 above, a Principal may grant additional personal leave days, without pay, for emergent situations without Superintendent approval but shall inform the Superintendent, in writing, as soon as possible of the circumstances involved.~~

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Policy GDB – School Support Staff, Cont’d.

- ~~4. When approving requests for personal leave, the school principal shall consider the best interests of students and the merits of each request.~~
- ~~5. In exceptional circumstances, a support staff member may request additional personal leave days, without pay, by making the request in writing to the Superintendent of Schools at least one week prior to the intended leave.~~

Layoffs and Termination

1. Layoff and termination notices are issued from the Human Resource Department with the approval of the Superintendent on the recommendation of division office administration or the school principal.
2. ~~E~~Normally, evaluation processes contained in policy ~~are~~ normally utilized to address competency issues prior to terminating the employment of a support staff member
 - ~~1. a. but~~ Termination may occur without following an evaluation process for conduct matters, or when, in the best interests of students and the school, circumstances warrant the termination.
 - ~~2. Terminations of employment shall be the responsibility of the Superintendent of Schools.~~
2. ~~Normally, terminations are made on the written recommendation of division office administration or the school principal to the Superintendent with a copy of the recommendation letter sent to the support staff member.~~
3. ~~When laying off or terminating an employee, the Superintendent shall adhere to the provisions contained in the *Collective Agreement*, division policy, provincial and federal legislation and regulations, and the principles of natural justice.~~

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

Policy Code: IE
Policy Title: Student Attendance
Cross Reference: BFD,IC,IED,IGD
Legal Reference: Education Act
(S)1,4,7,8,(D)7

Adoption Date: April 23, 1997
Amendment or Re-affirmation Date: February 24, 2015

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT THE ROLES AND RESPONSIBILITIES OF PARENTS, STUDENTS, TEACHERS, AND PRINCIPALS WITH REGARD TO STUDENT ATTENDANCE ARE SPECIFIED IN THE EDUCATION ACT. THE BOARD BELIEVES THAT THERE IS A STRONG CORRELATION BETWEEN REGULAR ATTENDANCE AND STUDENT LEARNING. AS SUCH, THE BOARD OF TRUSTEES EXPECTS ALL STUDENTS TO ATTEND SCHOOL REGULARLY AND PUNCTUALLY AND EXPECTS PARENTS AND STUDENTS TO BE ACCOUNTABLE FOR THE DAYS WHEN STUDENTS ARE ABSENT.

DEFINITIONS

The preamble of the Education Act states that parents have a right and responsibility to make decisions respecting the education of their children.

1. **PARENT** The definition of parent is set out in section 1(1)(r), 1(2) of the Education Act , 2012, as amended
2. **STUDENT** Section 1(1)(n), (w), and (hh) of the Education Act, 2012, as amended defines a “student”
3. While parents provide the reason for the absence it is the school that determines whether the absence is excusable or inexcusable.
 - 3.1 **EXCUSABLE ABSENCES** means an absence as defined in Section 4 of The Alberta Education Act, 2012, as amended:
 - 3.1.1 Illness or other such unavoidable cause;
 - 3.1.2 Religious holidays of the denomination to which the student belongs;
 - 3.1.3 An imposed suspension is in place;
 - 3.1.4 The student has been expelled and has not yet been enrolled in another education program; and
 - 3.1.5 Other as approved by school administration.
 - 3.2 **INEXCUSABLE ABSENCES** shall include all other reasons for being absent and may be referred to as truancy.

REGULATIONS

1. Students are required to attend school regularly and punctually unless excused under the provisions of the Education Act.
 - 1.1. The definition of regular and punctual may vary depending on school and/or program and shall be defined by the school in relation to active participation in learning.
 - 1.2. No person shall
 - 1.2.1. disturb or interrupt the proceedings of a school,
 - 1.2.2. disturb or interrupt the proceedings of a school meeting, or
 - 1.2.3. loiter or trespass in a school building or on property owned by a board.
 - 1.3 Students not registered in the school may not partake in classroom activities without principal approval (this means friends and relatives of students who are not enrolled in the school shall not be approved to attend classes)

2. Each school is responsible to establish and publicize an attendance policy that reflects the general guidelines of this policy.
3. Schools shall make students and parents aware of their responsibility for regular and punctual student attendance and of consequences that may result from truancy.

Policy IE – Student Attendance, Cont’d.

4. Schools shall have attendance policies and procedures in place which include a process for,
 - 4.1. tracking student attendance,
 - 4.2. keeping parents informed of student attendance issues,
 - 4.3. students and/or parents to notify the school of student absences, and
 - 4.4. consequences that may result from truancy
5. Teachers shall keep accurate attendance records for each of their students using the Student Information System and report attendance to the principal and/or parents in accordance with school policies.
6. Students and parents shall account for student attendance absences including tardiness in a manner satisfactory to the school.
7. School administrators, consistent with the Education Act, shall determine whether absences are excusable or inexcusable based upon reasons and rationale communicated by the student and/or parent(s).
8. When students are inexcusably absent they are not excused from classroom work or assessments they miss.
 - 8.1. Students excusable absent may or may not be excused from missed classroom work and/or assessments at the discretion of the teacher.
9. Parents and school staff should work collaboratively to enforce student attendance.
10. When in the judgment of the principal or designate a student’s absence record becomes a concern, the principal or designate shall initiate one or more of the following actions:
 - 10.1. encourage through discussion with the student;
 - 10.2. hold a conference with the parent(s), student and/or school administration;
 - 10.3. adjust a program or schedule;
 - 10.4. provide counselling;
 - 10.5. deny school privileges;
 - 10.6. impose a suspension;
 - 10.7. recommend for expulsion; and/or
 - 10.8. other action deemed appropriate by the school administration.
11. When, in the judgment of the principal, a student is in repeated violation of the attendance provisions of the Education Act, and/or the school, the Attendance Officer is to be consulted.
 - 11.1. If an attendance officer has reasonable and probable grounds to believe that a student is not attending school in accordance with section 7 of the Education Act, the attendance officer may as per section 8 of the Education Act enforce compulsory attendance up to and including: making an ex parte application to a judge or justice of the peace.

Assessment Coach Position for 2017-18

The following information is submitted in support of extending the current Assessment Coach secondment position to a second term in 2017-18. Horizon School Division's work in assessment is widely underway, and feedback indicates the support of the assessment coach has contributed significantly.

The assessment coach supports can be classified into three categories:

1. **Online training via "Horizon Staff University"** – These online courses have been developed as a legacy product and are available to all Horizon staff. In this school year to date, **161 Horizon staff** have created accounts and accessed the content on that site.
2. **Instructional and Assessment Coaching at Schools** – 100% of principals surveyed indicate these supports have been impactful this year. 73% percent of them rate the support as absolutely indispensable. Principals indicate they expect to continue this need next year. As four more schools adopt the grading and reporting practices next year, new supports will also be required.
3. **Development of Instructional and Assessment Resources for Teachers and Administrators** – 82% of principals rate the quality of the materials developed this year as "Excellent" and all respondents indicating having further need for these tools. These supporting tools will continue to be developed to support teachers with continuous improvement of instruction and assessment. Supports are also customized to the requests of teachers consulting with the assessment coach.

Anecdotal comments include:

"We are barely scratching the surface and the assessment coach is a critical part of us continuing to move forward."

"Horizon would not have been able to roll out the Students Achieve program without the assessment coach this year."

"The assessment coach role has been instrumental with assisting my teachers and I change our assessment practices."

RECOMMENDATION: Extend the current Assessment Coach secondment to a second term for the 2017-18 school year.



CSBA NATIONAL CONGRESS & NATIONAL TRUSTEE GATHERING ON ABORIGINAL EDUCATION

July 5 - 8, 2017 Whistler, British Columbia

LEADING THE WAY TOGETHER

Inspiration comes naturally in the spectacular setting of Whistler, BC! Connect with your peers from throughout Canada, and grow your knowledge at CSBA Congress 2017. Teams of trustees, senior district educators, principals and business officials are invited to attend this educational showcase, with an overarching theme of cohesive leadership to benefit *all* students in public education. You will also have the opportunity to connect with the local Aboriginal community in an authentic cultural venue, and to experience the myriad offerings of a world-class resort community only 90 minutes from Vancouver.

Come for an outstanding national conference on K-12 education and stay on for a spectacular vacation!

Superintendents Progress Report

March, 2017

Educational Leadership and Student Welfare

- 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, and legal matters. This month they also included staffing, facility use, and off-campus excursions.
- Met with the Board of Trustees and the Minister of Education regarding key provincial and jurisdiction priorities.

Personnel Management

- Principal Evaluation meetings are ongoing.
- CUPE collective bargaining draft agreement has been reviewed and is ready for signing
- I am very pleased to be able to announce that the new principal for Dr. Hamman School is Alyson Archibald. We have commenced advertising for a new principal for Chamberlain School and Arden T. Litt Center for Learning.

Policy and Strategic Planning

- Senior Leadership Team meeting
- Administrator leadership symposium planning meeting
- Strategic planning as it relates to the new Quality Standards and our three year plan

Organizational Leadership and Management

- Council of School Councils meeting
- Phone meetings with the Minister of Education and the Deputy Minister regarding Bill 1 – School Fees, and Budget 2017
- Met with M.C.C. and T.M.S. regarding enhancing instructional space for T.M.S.

Communications and Community Relations

- A number of meetings and celebrations were attended over the last month. These include but are not limited to
 - Administrator's meeting
 - Meetings related to the APEX Youth Awards have been attended
 - University of Lethbridge Meeting regarding Professional Practicums
 - College of Alberta School Superintendent annual learning symposium, which included a CASS retirement banquet that honored retiree, Mr. Clark Bosch

ADMINISTRATORS' MEETING TUESDAY, MARCH 14, 2017

MEETING CHAIR: WILCO TYMENSEN
BOARD MEMBER IN ATTENDANCE: JENNIFER CROWSON
ATA REPRESENTATIVE: LINDA VIROSTEK

PROFESSIONAL LEARNING:

- F & P Training
 - FNMI – Tim Fox presented
-

SPARK FAIR

The Second Taber Ignite UR Spark Fair will be on Thursday May 4th from 9am-2pm at the Taber Exhibition Association.

A maximum of 30 youth in grades 6-12 from each Horizon School Division are invited to participate in the event. This number is flexible depending on schools interest to participate. If you would like to send a larger number of students, please contact Rylee by email rylee.heller@horizon.ab.ca or call [403-223-8971](tel:403-223-8971).

Schools located outside of Taber will be asked to attend in the morning, 9am-noon and students within the Taber in the afternoon, noon- 3pm. Schools are responsible to designate supervisors and organize travel to the event. We want to remind supervisors to remember to pack water bottles, snacks and maybe even a lunch as snacks and lunch are not provided during the event.

Schools are required to submit the registration before the event but NOT the student waivers. We are asking that supervisors are responsible for collecting and submitting the waiver on the day of the event when checking in to the registration desk.

Please refer to the letter, registration form and student waivers for more information. If you have any questions, comments or concerns do not hesitate to contact Rylee Heller or Angela Miller.

DISCUSSION ITEMS:

D.1 NEW BUDGET ALLOCATION MODEL



What We Heard Through Discussion

- Reduce the number of times principals and staff are pulled from schools
- Consistency on initiatives
- Consistent school based PD days
- Look at ESL funding on a needs basis
- Flexibility in model
- Needs based staffing model is good

- Superintendent should have a contingency fund
- The board and the schools should use their reserves
- Some items should be taken care of centrally – no consensus on what
- Priorities are staff then supplies
- Reduce new initiatives

Starting 2017/18

- Simplify by eliminating the number of allocations and categories
- Eliminate artificial segmentation of funds
 - Inclusive Learning Top Up
 - ELI
 - ECS Speech
- Claim ESL at Pre-K
- Limited centralized pool
- Do not claw back reserves that have accumulated to this point. This may change if the province claws back from boards
- Cap what can be rolled into reserves (20%)
- Unused ESL funds will not carryover

Centralized Pool

- Classroom student furniture
- Enhanced technology (e.g. Smartboards, projectors, computers for librarians and office staff)
- Photocopiers
- Surveillance cameras
- PA systems
- Phone system
- Lockers
- Division mandated training (First Aid, SIVA, VTRA, GotoEducator)
- Undecided
 - Bleachers
 - Buses
 - Significant Equipment

Accessing the Centralized Pool

- Reserve balance > 20% - no access
- Reserve balance 10 – 20% - 50% of cost
- Reserve balance 0 – 10% - 100% of cost
- No guarantees that what is asked for will be approved
- There will be a deadline to ask for the upcoming year

Rates That Approximately Balance The Budget

- | | | | |
|-------------------|-------|------------------|----------|
| • REGULAR SCHOOLS | | • COLONY SCHOOLS | |
| • ECS: | \$150 | • ECS: | \$500 |
| • Gr 1 – 3: | \$300 | • Gr 1 – 3: | \$300 |
| • Gr 4 – 6: | \$300 | • Gr 4 – 6: | \$300 |
| • Gr 7 – 9: | \$360 | • Gr 7 – 8: | \$360 |
| • Gr 10 – 12: | \$470 | • Gr 10 – 12: | \$470 |
| • ESL: | \$500 | • ESL: | \$662.50 |

What Happened?

Horizon School Division No. 67				
Budget Analysis				
	2017	2016	2015	2014
Certificated Staff FTE				
Centralized	7	6	6	6

Decentralized	210.54	210	202.8	198.94
Total	217.54	216	208.8	204.94
Non - Certificated Staff FTE				
Decentralized	173.83	177.95	176.12	171.06
Administration	11.5	11.5	12.38	12.64
Maintenance	11.92	9	8	9
Total	197.25	198.45	196.5	192.7
Enrollment FTE	3310.5	3401	3444	3417.5
Student FTE Per Certificated	15.2	15.7	16.5	16.7
Student FTE Per Non-Certificated	16.8	17.1	17.5	17.7

Bill 1

- Basic fees charged to an entire student body cancelled
 - Options, field trips, extra-curricular not addressed
- Some funding to be provided
- Regulation 1
 - Definition of instructional supplies and materials
 - Definition of basic education
 - Due by the end of April
- Regulation 2
 - Other fees
 - Options
 - Locker rentals
 - Extra-curricular
 - Alternate programs (sports academies)

D.2 Socioeconomic Factors Influencing Student Achievement

Education Analytics

- AB ED's is looking at the extent that social factors impact student achievement
 - Low SES communities have a greater than average challenge in obtaining strong achievement results
 - Over 60% of variation is explained by social factors
- AB ED has developed two indexes
 1. Socioeconomic Status (SES) Index and Improvement Score
 - AB ED's answer to the Frasier Institute
 2. Index of Concern

SES Index and Improvement Score

- Frasier report compares school by removing socioeconomic factor
 - only uses family income from the census
 - response bias
 - only accounts for 20% of the variance
- AB ED's SES Index uses Canada Revenue Agency tax data (98% accurate)
 - family income (ave=\$78,518, ranges from \$70,920 to \$90,590)
 - student mobility, (ave=38.26, ranges from 15.27 to 143.59)
 - single parent status, (ave=12.9, ranges from 9% to 17%)
 - Together they account for over 60% of the variance

Horizon's Data

	Horizon	Prov. Ave	Horizon Z-Score	Z-Score Used
Mobility Index	24.89	26.47	-0.16	+0.16
Lone Parent %	14.37%	22.17%	-1.2	+1.2
Ave. Family Income	\$72,580	\$92,475	-0.99	+0.99
SES Index				+0.12

- SES index for 2016 is +0.22
- Note: the "Z-score used" is the reverse of the Z-score if the variable is negatively correlated with student achievement; it is the Z-score if the variable is positively correlated with student achievement.
- Horizon SES Index ranges from -0.62 to +0.50

Improvement Score

- Value Added by School (after socioeconomic factors removed)
 - Ave PAT % acceptable over a five year period – the predicted % PAT acceptable = the SES improvement score.
 - Most schools are within +/- 2 percent from their SES improvement score.
 - Confidence limit is 80 percent where N is of an adequate size.

Horizon's Improvement Score

Year	SES Index	Predicted Score	Percent Acceptable	Improvement Score
2015	0.12	80.9%	81%	0.2%
2016	0.14	78%	79%	1%

- Horizon Improvement Score Ranges from
 - (-13.7 to +17.5) for 2015 (uses 2010-2014 PAT data)
 - 9 schools have a negative value (PAT results are lower than expected)
 - 10 schools have a positive value (PAT results are higher than expected)
 - 2 fall into the lowest quartile in the province
 - 5 fall into the highest quartile in the province
 - (-16.8 to +20.6) for 2016 (uses 2011-2015 PAT data)
 - 12 schools have a negative value (PAT results are lower than expected)
 - 8 schools have a positive value (PAT results are higher than expected)
 - 5 fall into the lowest quartile in the province
 - 6 fall into the highest quartile in the province

Index of Concern

- Student Mobility
- SES
- Teacher Retention
- Sparsity
- FNMI
- PAT data
- Accountability Pillar results

D.3 LEADERSHIP SYMPOSIUM

A brief discussion was held on the upcoming Administrator's Symposium to be held in Waterton on April 6th & 7th, 2017. The focus will be centered around small group discussions and planning for the upcoming school year.

D.4 PROTOCOL FOR PAT/DIPLOMA ACCOMODATIONS AND EXEMPTIONS

This applies to the 2017-18 school year

- LST's will be provided a checklist
- all accommodations will come to Terri-Lynn and Robbie by September 30th, for both semesters
- the forms will be adjusted to reflect the choice of either semester
- exemption requests should be sent to Directors first, then approval by Wilco and your notification will come from Shelia
- forms will also be adjusted to **reflect ELL accommodation requirements**

D.5 LIBRARIAN ALLOCATION

Wilco spoke about the historical model for allocation librarian hours and shared shifts in practice and allocations that have occurred over the last decade, which have led to inconsistency in allocations (in some cases variance for similar schools is in excess of 250hrs).

School Feedback

- Librarian works an average of 1.15hrs per week per teacher
- 10% of schools do not fully utilize their library allocation
- 20% top up their library allocation from decentralized
- 70% do not want an increase to the division Library allocation if it reduces division assistant time

School Feedback - Considerations as review allocations

- Requirements for classroom support is increasing

- Allocate a base amount and then prorate per class
- With high school redesign, the learning commons is more important than ever
- Identify best practice within learning commons
- Learning commons librarians have new roles (e.g. literacy, intervention, and technology)

Principals discussed what a new allocation model could look like and factors that should be considered. Following a brief discussion, the consensus was that schools need to determine what they would like the role of their librarian to look like (traditional library vs learning commons).

D.6 DRAFT TECHNOLOGY REFRESH STRATEGY

The purpose of a new technology refresh (evergreening) strategy is to build in flexibility for the variety of devices integrated with current instructional and assessment practice. As the life expectancy of a desktop computer is longer than tablet and notebook devices, there are two simultaneous cycles, which will be running: five years for desktops & laptops and three years for other devices. The "credit" system is designed to give schools flexibility in how they deploy their investment in technology.

The approach works on the following premises:

- A fully equipped teacher computer is standard and ensures the classroom is equipped to handle a wide variety of instructional and administrative technologies, including Smart Notebook.
- The computer allocation includes the principal, secretary, and librarian computers as well as teacher computers for each primary instructional space.

Administrators were asked if they would be in favor of moving forward with a "credit" based evergreening process and all agreed that they would like this new approach.

D.7 MATH INSTRUCTIONAL CODING RESEARCH PROJECT

Horizon was successful in receiving funding for a collaborative research project in partnership with Dr. Richelle Marynowski focused on evaluating the impact of a sustained professional learning model on math instructional and assessment practice. A call for teacher participants will be made via principals. The focus of this project will be math teachers of students of grades 6 through 9, and geographic cohorts will be formed based on the teachers who choose to get involved. The commitment on the part of participants would be approximately one day per month, October 2017 - May 2018.

A key goal of the project is to support professional growth within a community of practice of mathematics teachers. Sustained professional learning and collaboration, combined with a one-to-one coaching model, will improve teacher practice. Teachers will acquire the theoretical and practical knowledge of key mathematics instructional strategies, and have the benefit of personalized feedback as they put these strategies into action with their students.

Teachers will be informed by the data gathered from students on their perceptions and experiences with assessment in the classroom. Teacher surveys will provide the baseline for current practice and be used to demonstrate changes in beliefs and practice. The principal survey will indicate the prevalence of various assessment practices within the school setting.

More communication will be forthcoming as the grant is finalized and we receive guidance from Alberta Education.

D.8 ADMIN. ALLOCATION

Wilco presented on the Principal Leadership Quality Standard which included a discussion of the minimum "administration allocation" that is forthcoming and allowed principals to reflect upon their core work.

PRINCIPAL LEADERSHIP QUALITY STANDARD

"Quality principal leadership occurs when the principal's ongoing analysis of the context and the principal's decisions about what leadership knowledge and abilities to apply result in quality teaching and optimum learning for all students in the school."

D.9 REGISTRATION

High School Principals were asked what their time frame was for students being allowed to "drop" a class and if they felt there was a need for a standardized timeframe.

Schools are allowing 1 week for a student to "drop" a class with extensions being considered on a case by case basis for exceptional circumstances.

INFORMATION ITEMS:

I.1 BILL 1

NEW SECTION ON FEES AND COSTS

S.39.1(1) Subject to the regulations, any fees or costs a parent is charged by a board may only be used for the purposes for which they are collected.

(2) The Minister may make regulations respecting fees or costs parents may be charged by boards, including but not limited to the following:

- (a) authorizing the charging or use of fees or costs by boards;
- (b) defining the types of fees or costs that may be charged by boards and the types of fees or costs that may not be charged by boards;
- (c) limiting the amount of fees or costs that may be charged by boards;
- (d) respecting the refund of fees or costs;
- (e) respecting the waiver of fees or costs and the procedure for requesting a waiver;
- (f) respecting the establishment of policies and procedures by boards respecting the charging of fees and costs;
- (g) respecting the reporting by boards on fees and costs charged to parents;
- (h) respecting penalties or sanctions for a board's failure to comply with the regulations respecting fees or costs.

CHANGE TO POWER OF BOARDS

S.60(2)(h) A board may **at its own expense or otherwise**, arrange, undertake or sponsor for its students educational, cultural or recreational trips inside or outside its district or division; **ADDITION "and, subject to the regulations, charge a parent of a student fees or costs for those educational, cultural or recreational trips"**

S.60(2)(J) A board may charge a parent of a student fees with respect to instructional supplies or materials;

A few key points to remember:

- 1) Horizon has no Transportation Fees (Transportation fees are only eliminated for parents who attend their designated school and are more than 2.4km from that school)
- 2) Horizon has already eliminated Basic Student Fees.
 - 2) a) A Board may, subject to the regulation, charge a parent of a student fees or costs for those educational, cultural, or recreation trips"
- 3) Fees may only be used for the purposes for which they were collected.
- 4) Educational programming **MUST** be maintained at current levels provided to students
- 5) Schools are expected to maintain, or decrease, the level of fees being charged in other school fee categories.

I.2 CUPE AGREEMENT

Draft Changes include:

1. Housekeeping

- Three-year term (September 1, 2016 to August 31, 2019)
- 90 wording changes (e.g. updating article and clause numbers, capitalizations, clarification between calendar and work days, and minor wording changes that for the most part do not significantly alter the intent of the agreement).
- Clarification regarding lay-off, recall list, and how recall list fits into process of filling a vacancy
- Ability to fill vacant positions after Sept 30 with a regular position
- Positions created since last collective agreement have been added into agreement (e.g. behavior consultant)
- Personal leave moved from policy to collective agreement (still three unpaid days)
- Alberta Health Care Insurance removed from employer covered premiums

2. Changes having financial implications

- Salary increase linked to increase in base funding
- ASEBP premiums move to 98.5%
- Optional 4% matching RRSP for eligible regular assistants (0.6FTE, 1 year experience)

- Secretary assistant position deleted

I.3 POLICY HGB – INCLUSIVE LEARNING

- policy has been aligned with current practice
- policy has passed 1st reading

I.4 POLICY HGBJ – EARLY CHILDHOOD SERVICES

- policy has been aligned with current practice
- policy has passed 1st reading

I.5 PUF FUNDED LST TIME

- As scheduled are being developed please remember that PUF funded LST time is to be made available while early learning is in session so that the LST can attend the classroom.

I.6 INCLUSIVE LEARNING

- No update

I.7 INDIGENOUS COMMITTEE

- Information will be emailed to principals regarding upcoming courses and training

I.8 NUMERACY GROUP

Highlights of the Numeracy Committee Meeting March 2, 2017

- Sharing of some thoughts on the book study *“Mathematical Mindsets”* by Jo Boaler.

Highlights below:

- 1) The book discusses the difference between a fixed mindset and growth mindset. It also discusses the brain development and its plasticity. There was also discussion on how this book is written from a United States perspective, which may not be the same reality in our classrooms.
 - 2) The book also talks about the importance of “number talks” there are two books on number talks one by Cathy Humphreys and Ruth Parker and another one by Sherry Parrish. Number talks are also taught through a video on youcubed <http://www.youcubed.org/category/teaching-ideas/number-sense/>
- Division groups worked for a majority of the morning looking at assessments and thinking about creating some common assessments that can be helpful for identifying questions that are geared to the Specific learner outcomes and leveled in a (4 point scale) Based on Bloom’s.

Attached is the graphic and instructions that Sharon shared with the group while you were creating and developing your assessment questions.

Horizon Collaborative Math Assessment -Instructions:

- In the box, **below** each **red outcome** add your questions and insert any accompanying images in the cell with your text (below the text) . You can insert the image below your text in the left hand cell. (Click the insert tab and choose image. It will insert wherever your cursor is.) *Hint: Skitch or use your snippet tool to take a screenshot to grab an image) * **Hint: you may also just copy and paste your image in.**
- Should you need more rows beneath a question, just go to the table tab and “insert row”
- You do not have to fill in questions for all of the outcomes. Just fill in the ones you have. That will help out .
- Put the level of the question in column 3(1, 2, 3, 4)

Strand: **Understands Math Concepts** for the level of:

SOMETIMES (Recall/Explain Question (Recall the facts and basic concept, define, duplicate, list, memorize, repeat, state, classify, describe, discuss, explain, identify, locate, recognize, report, select, translate)

FREQUENTLY Apply/Analyze Questions (execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch, differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test)

CONSISTENTLY= Evaluate/Create Questions (appraise, argue, defend, judge, select, support, value, critique, weigh , design, assemble, construct, conjecture, develop, formulate, author, investigate)



- Blaine Carlsen shared the importance of the period in math and some examples of how he uses it in his classroom. Urging us all to say "and. " Also discussing with students the importance of place value.
- Discussion of the numeracy progressions that are linked in the PDF document shared with numeracy leads. Provided a powerpoint that they can use back at the schools. Key discussion was that the progressions are a tool that teachers can use to support students in meeting the learning outcomes in the current curriculum. These are not to be an add on or separate from the Program of Studies.

Resources to share

- 1) Alicia Burdess blog on Numeracy in the classroom for grade 8 <http://www.aliciaburdess.com/>
- 2) Ontario Literacy and Numeracy Secretariat <http://www.edu.gov.on.ca/eng/literacynumeracy/publications.html>
- 3) From Subitizing and Unitizing to Multiplicative and Algebraic Thinking <http://us6.campaign-archive1.com/?u=22f9129bbf&id=02ea7394c2&e=5fd6bbb887> Kyle Pearce
- 4) Numberrock videos available on youtube https://www.youtube.com/watch?v=ITce7f6KGE0&feature=em-subst_digest
- 5) EMPLO (Elementary MATH Professional Learning Opportunity) <http://learning.arpdc.ab.ca/course/view.php?id=351&username=quest>
- 6) Ontario Math Blog Spot : <http://ontariomath.blogspot.ca/2017/02/math-links-for-week-ending-feb-17th-2017.html>
- 7) Alberta Education education.alberta.ca/mathematics-k-6/program-supports/everyone/videos/?searchMode=3
- 30 supporting documents https://education.alberta.ca/mathematics-k-6/program-supports/everyone/support_documents
- 8) NRICH Math tasks: <http://nrich.maths.org/frontpage>
- 9) Cathy Fosnot: <http://www.newperspectivesonlearning.com/index.html>

1.9 ASSESSMENT UPDATE

Minutes from March 6th, 2017 Meeting

1. Review of curriculum organization and strands for reporting:
 - a. Science/Social : skills & processes- What is the opinion about leaving skills as a stand alone or not having them at all (take out the skills with the assumption they are covered as we meet the knowledge outcomes)
 - b. Like Math as it is. Leave it alone.
 - c. Elementary LA - Add the category" Manage Ideas and Information" to the template with all of the 3.1 - 3.4 outcomes moved to this category.

Split up Reads with understanding, fluency and accuracy to: Reads with understanding and then Reads with fluency and accuracy.

Reads with understanding would include: 2.1.1, 2.1.2,2.2.3 & 2.1.5 all of 2.2, all of 2.3,

Reads with fluency and accuracy would include: 2.1.4

Writing would include: Content and Organization: 1.2.2.(combine ideas), 2.4.1, 2.4.2, 2.4.3

Writing:Revise, Edit would include: 4.1, 4.2,

4.1.3 would be under "Demonstrates skills for listening, speaking, viewing and representing.

- D. Junior High Language Arts. - Use Strategies and cues - possibly have only one outcome that says use strategies and cues or keep as is to use them as a reference.
2. Discussed different terminology, symbols, numbers, stars to bring about a more qualitative understanding.
 3. Explore the absences to include unexcused and excused. Since attendance is taken differently from school to school, there is not one script that can be written that draws the data into the report card. This is still under development, but using the attendance sticker generated directly from PowerSchool.

Upcoming Events

• March 16 th – GOA releases Budget 2017
• March 21 st – Board Meeting
• March 22 nd – APEX Youth Awards
• March 22 nd - Literacy Committee Meeting for Literacy Leads @ Division Office
• March 23 rd – Google Summit Lethbridge Pre-Summit
• March 24 th -25 th – Google Summit Lethbridge
• March 30 th – Leadership & Learning Series: Session III with Suhayl Patel (all admin incl. VP/AP)
• April 6 th – 7 th – Admin. Symposium (Waterton)
• April 11 th – Admin. Meeting (<i>tentative</i>)
• April 12 th – Science Olympics Day – Taber Civic Center
• April 13 th – June Diploma Exam Registration
• April 17 th – 21 st – Easter Holidays
• April 25 th – Board Meeting
• May 1 st – Division Wide PD Day
• May 2 nd – Admin. Meeting
• May 4 th – Ignite UR Spark Fair
• May 5 th – Edwin Parr Awards Banquet
• May 9 th – PAT
• May 11 th - PAT
• May 16 th – Board Meeting
• June 13 th – Admin. Meeting
• June 20 th – Board Meeting

Associate Superintendent, Learner Services
Report to the Board of Trustees – March 21, 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
George Epp, Low German Mennonite Liaison Worker

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- Supports for assessment have continued this month, including a particular focus on the second report cards in elementary and junior high/middle schools.
- This time of year is also when teachers revisit Instructional Support Plans (ISPs) and even begin transition planning for students for next year. Robbie Charlebois has been involved with a number of these ISP meetings and supporting best practices in assessment and reporting with schools.
- The division wide professional learning day on March 13th involved all Horizon teachers. They created collaborative groups to focus on topics most relevant to each teacher, including literacy, numeracy, assessment, technology integration, and inclusive education. There is a 95% satisfaction rate among all the teachers who have responded to the post-survey so far.
- Terri-Lynn Duncan has worked with staff at 5 schools this month on guided reading and what that can look like in the classroom. She delivered a professional learning session to school principals on the Fountas & Pinnell Baseline Assessment System and its benefits for teachers and students.
- A new strategy for technology evergreening has been jointly developed with administrators and teachers, and was well received by the Administrators' Committee on March 14. This new strategy builds in flexibility for schools to select from a variety of technologies so that they can best support student learning in the classroom.
- Horizon School Division has received preliminary notice of funding for a research grant focussed on the effectiveness of a sustained professional learning model for middle years math teachers. The project, valued at approximately \$50,000, will be in partnership with the University of Lethbridge. More information will be shared via a press release when the details are finalized by Alberta Education.
- Amber Darroch presented to leaders at the Provincial CASS/Alberta Education Conference on March 7 regarding Horizon School Division's approaches to supporting professional learning related to the Learning and Technology Policy Framework (LTPF).
- Amber Darroch attended the Alberta Assessment Consortium Board of Directors meeting in Edmonton on March 15.

- The annual Science Olympics will be held on April 12 date and Terri-Lynn would like to extend an invitation to a trustee to come and help with judging.

KEY ACTION AREA #2:

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

- School literacy leads worked for a full day with Terri-Lynn Duncan in the development of a division wide literacy framework. 100% of the leads believe that our division needs a framework to provide best instructional strategies for all teachers in all subject areas. The group has also completed a book study of *Visible Learning for Literacy* by Nancy Frey, Douglas Fisher and John Hattie.
- Terri-Lynn has also worked with school numeracy leads this past month in the development of a numeracy assessment that can detect gaps in students learning as well as questions that will better fit the assessment practice and uses Blooms Taxonomy. Their Book Study has been *Mathematical Mindsets* by Jo Boaler.
- Each school is to have developed a pyramid of intervention and collaborative response to intervention that meets their schools’ needs. Robbie Charlebois is collaborating with staff as needed to help them complete this process.
- Robbie has designed a school profile review for schools that encompasses individual student needs, supports inclusive schools using a collaborative approach and can identify themes and trends happening throughout our school division. School profile reviews will be discussed throughout the month of March with individual school meetings.
- The Inclusive Practices Cohort met for the third time this year and, under Robbie’s leadership, worked through the root challenges of each of the 5 dimensions of focus. In their final meeting in May, the group will examine how to communicate the work that has been done as well as recommendations for continuous improvement for student success
- A new method of gathering statistics from Family School Liaison Counselors and Child and Youth Care Workers has been implemented. This data allows us to look at these services across the division and have a better overall impression of the counselling needs of Horizon students. The sum total of supports in the month of February follows. It is important to note there were only three weeks of school this past month due to the Family Day break.

FEBRUARY COUNSELLING SERVICES	HORIZON TOTAL Students
Students on a counselor’s caseload for one to one counseling	272
Students reached through various presentations	520
Students served this month in client sessions, drop-ins and small groups	794
Staff served through presentations and/or consultations on students	128
Suicide risk assessments completed	14
Violent Threat-Risk Assessments (VTRAs) completed	7

- Horizon’s Family Connections Program is a Mental Health Capacity Funding Program funded by Alberta Health Services. A total of five staff members totally 4.0 Full Time Equivalents serve all Horizon schools. The nature of their programming includes mental health promotion with staff and students as well as family outreach and support. Alberta Health Services requires mid-year reporting and the total statistics for Horizon’s team of Family Connections Workers follows. The team offers a repertoire of reviewed and high quality programs which can be extended to students, staff and parents. Many programs are comprised of multiple sessions, so, for example, the first line regarding Kindergarten students means that 177 students participated in 8 different groups in a total of 48 combined sessions. A single group of 14 elementary students might participate in a program like “Kelso’s Choice” in a series of 6 sessions.

August to December 2016 Family Connections Activity Summary	Groups/ Total Sessions	Total Individuals Reached
Kindergarten Student Programs	8/ 48 sessions	177
Grade 1-6 Student Programs	70/ 441 sessions	1894
Grade 7-9 Student Programs	17/ 72 sessions	1144
Grade 10-12 Student Programs	10/ 39 sessions	1119
Staff Presentations	2	69
Parent Programs	3/ 9 sessions	99
TOTALS	110 Groups 611 Sessions	4502 total participants

KEY ACTION AREA #3:
Stakeholder engagement impacts student success

- Through the health and wellness grant, many Horizon schools are looking at the well- being of staff and students, including examination of their cafeterias and healthier food options for students. Seed funding has been given to schools to implement their plans in amounts of ranging from \$500 to \$1800.
- Interest and enthusiasm for the Core Story, Trauma and Brain Development is taking off with our jurisdiction. Since the presentation to Horizon’s Administrators’ Committee, it has also been shared with LST’s, Early Learning Instructors, and two individual schools. Future presentations include additional school staffs and groups of high school students.

LEADERSHIP PRACTICES

- The Associate Superintendent and Directors attended the CASS/Alberta Education Spring Conference and “BootCamp” March 8 – 10.
- The Associate Superintendent and Directors continue to work with probationary teachers on their summative evaluations.

Associate Superintendent, Programs and Human Services Report to the Board of Trustees – March 21, 2017

Human Resources

- Spring staffing process is underway – Principal meetings are complete and meetings with teaching staff in regards to their intentions are underway
- School Calendars are being reviewed for approval
- 2018-2019 Calendar is being created
- Participated in Hiring Committee for Dr. Hamman School
- Attending MLT Aikins Human Resource Professionals Seminar today, regarding pertinent labour and employment law topics.

Leadership Practices

- Continuing with teacher evaluations for probationary teachers and working with principals in areas of concern
- Attended the CASS Spring Conference
- Presented at the “I Am Empowered Conference” for International Women’s Day
- Attended Moving Forward with High School Redesign event with Division Principals and staff

Stakeholder Engagement Impacts Student Success

- OurSchool surveys are completed and training in how to investigate and utilize the data is underway.
- Met with University of Lethbridge with Wilco in regards to their teacher education program and practicum placements in Horizon

FNMI

- Hosted Tim Fox, Manager of Indigenous Initiatives for the Boys and Girls Clubs of Calgary at our March Admin Meeting. He presented on The Impacts of Intergenerational Trauma, incorporating his personal story with current research to help participants increase their tolerance, patience, understanding and ability to work with Indigenous Students as well as others who suffer the impact of long term, generational stress.
- Hali Heavy Shield attending Indigenous Committee Meetings on an ongoing basis to help us develop and incorporate our Action Plan
- Updating the FNMI Liaison Worker’s Job Description to current expectations and role
-

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

From: **EDC Minister** <Education.Minister@gov.ab.ca>
Date: Thu, Feb 16, 2017 at 2:32 PM
Subject: Changes to Capital Plan Submission Process
To:
Cc: Infrastructure Minister <infrastructure.minister@gov.ab.ca>

To: Board Chairs of Public, Separate, Francophone and Charter School Boards

In accordance with Alberta Education's usual process, this year's submission deadline for the 2018 - 2021 Capital Plan is April 1, 2017. However, I am pleased to advise that the process is being revised to accommodate situations where circumstances or board priorities change after the capital plan has been submitted.

Beginning in 2017, your jurisdiction will have the opportunity to request revisions to your submitted capital plan priorities between September 30 and October 15 of the submission year. Any requested change must be accompanied by a rationale, including supporting documentation such as enrolment data, facility condition report, etc., and a record of the board motion approving the change. Education staff are available to answer questions and to support your jurisdiction in developing capital priorities and supporting documentation, including the submission of changes to your plan.

Please note that this provision for amending your capital plan is intended only to accommodate unavoidable changes that are essential for consideration prior to Education's annual submission to the provincial capital planning process. It is still in your jurisdiction's best interest to submit an accurate and comprehensive plan in April, as the bulk of the analysis is performed by Education staff between May and September.

Projects submitted for the first year of the plan should contain as much detail as possible, including information regarding the rationale and potential partnerships. This will enable department staff to fully understand the scope of each project and the urgency of its priority so it can be properly evaluated. Advocacy for jurisdiction projects is possible only to the extent that a strong and compelling case is made in the capital plan submission.

I look forward to receiving your 2018 - 2021 Capital Plans, and I trust that this revised process will provide your board with the necessary flexibility to ensure that the most current capital priorities are considered during the development of government's plans for capital spending.

Sincerely,

David Eggen
Minister

cc: Honourable Brian Mason
Minister of Infrastructure

Superintendents and Treasurers of Public, Separate, Francophone and Charter School Boards

February 17, 2017

Wilco Tymensen,
Superintendent
Horizon School Division No. 67
6302 56 Street
Taber, AB.
T1G 1Z9

Dear Dr. Tymensen:

Thank you for meeting with me on January 12, 2017 to discuss Horizon School Division's ***2016/2017-2018/2019 Three Year Education Plan and 2015/2016 Annual Education Results Report***. I appreciated the dialogue, with you, Anita Richardson, and Phil Johansen. Please extend my appreciation to Phil and Anita for their participation at the meeting.

I appreciated the information you provided and our discussion of the planning activities underway, highlights of significant accomplishments, and the challenges within the jurisdiction. Our discussion focused on various topics including your responses to the questions I had previously sent you on mathematics, diploma exams, and system assurance. I want to thank you, and other members of your senior administration, for their input and feedback on these topics. At the meeting we also discussed several other topics including FNMI student achievement, accountability pillar results, high school redesign, and specifically your efforts to integrate several of the foundation principles of high school redesign into your key strategies.

I recognize that the work your staff is doing in regard to implementing the board's three key action areas may be what is contributing to the high and very high levels of achievement in the measures for Safe and Caring, Program of Studies, Education Quality, Drop Out Rate, High School Completion Rate, Diploma: Acceptable, Transition Rate, Work Preparation, Citizenship, Parental Involvement, and School Improvement, as reflected in your APORI data. I am also pleased to note the significant improvement that was achieved in three measures including Safe and Caring, Education Quality and Citizenship. At the meeting you shared with me context information and specific strategies you are implementing to address the measures of Diploma Exam Participation and Diploma: Excellence which have been identified as an "issue." All of the above measures will represent areas that will be the focus of our ongoing dialogue during the next year.

In addition to the accountability requirements which I've referenced above, I am pleased that the plan outlines how Horizon School Division is committed to supporting the Board core goal of creating learning environments that enable students to become "Contributing Global Citizens."

To achieve this core goal, you have identified three Key Action Areas which you believe develop a quality learning environment for students. The Key Action Areas include: strong core instruction that develops student competencies, instruction and intervention to improve literacy and numeracy proficiency, and the implementation of collective endeavors to ensure student success.

From my review, the planning and reporting processes established by the jurisdiction are aligned with the planning and reporting requirements established by the Ministry of Education in the *Policy and Requirements for School Board Planning and Results Reporting April 2016*. The plan and annual report includes all required elements.

Please express my appreciation to those who coordinated and assisted in the development of the plan and report. I hope that our ongoing dialogue will support your efforts to enhance student success in your jurisdiction. If I can be of assistance in your planning or reporting process or any other matter, please do not hesitate to contact me at 310.0000, then 403-476-4780 or Dan.ferguson@gov.ab.ca.

Sincerely,



Dan Ferguson
Education Manager
South Services Branch
Alberta Education

cc Marie Logan, Board Chairperson
Ron Taylor, Director, South Services Branch
Corporate Records

Feb 27, 2017 Media inquiries

Minister's Youth Council helps chart education future

Alberta Education is calling on all junior and senior high school students to apply to be on the Minister's Youth Council.



Education Minister David Eggen, Thomas Dang, MLA Edmonton-South West and students announce the Minister's Youth Council

Approximately 32 students from across Alberta will be selected for the council. As council members, students will meet with the Minister of Education and Alberta Education staff routinely during the 2017/18 school year to discuss education issues. The first council meeting will take place in fall 2017. There will also be opportunities for council members to interact with each other outside of meetings.

The Minister's Youth Council will allow students to:

- build positive working relationships
- lead by example in school
- provide input on education initiatives
- participate in leadership opportunities
- engage as informed education partners

Information on how to apply is available at education.alberta.ca/myc. Students with diverse interests, identities, backgrounds and perspectives are encouraged to apply. The deadline to do so is May 5, 2017.

“Student input is important to the success of the education system – and our government is committed to ensuring students have opportunities to be engaged. The experience students will gain through the Minister’s Youth Council will serve them in future careers in a diversified economy.”

David Eggen, Minister of Education

The Minister’s Youth Council is part of the Government of Alberta’s “Future Ready” initiative that co-ordinates training from kindergarten to work so that all Albertans have the knowledge and skills they need to succeed in a changing economy.

"The Public School Boards’ Association of Alberta is incredibly pleased to see the minister’s commitment in leading such an important initiative focused on student voice. Inviting students to share their experiences, wisdom and insights will ensure a vibrant future for Alberta's public education system."

Arlene Hrynyk, President, Public School Boards' Association of Alberta

“We at Student Voice Initiative Canada believe that the Alberta Government’s establishment of a direct, Ministerial channel for student engagement is a significant step forward in building a province-wide dedication to student voice. Through our discussions with the government, we have been continuously reassured of their strong commitment to recognizing Alberta’s youth as legitimate stakeholders in their education. We look forward to the bright future that lies ahead for Alberta’s next generation of leaders.”

Alex MacRae-Korobkov, Director of Operations and Research, Student Voice Initiative Canada

Media inquiries

- Lindsay Harvey
780-868-4200

Press Secretary, Education

Contact us

310-0000

8:15 am – 4:30 pm (Monday to Friday, closed statutory holidays)

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

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

Date: Thu, Mar 2, 2017 at 3:22 PM

Subject: News Release: Throne speech: Making life better for families

To: wilco.tymensen@horizon.ab.ca

Throne speech: Making life better for families

March 02, 2017 [Media inquiries](#)

Creating jobs, making life more affordable and protecting public services will be the main focus for the Alberta government in the 2017 legislative session.



Today's speech from the throne takes significant new steps to make life better for Alberta families. Reducing school fees, building new schools, standing up in court for the Trans Mountain Pipeline, working with the federal government to create good oilfield service jobs, implementing a consumer bill of rights and expanding protections for victims of sexual and domestic assault are among key initiatives that will define Alberta's next legislative session.

"Creating jobs, diversifying our economy, building pipelines and making life more affordable for families - that's your government's focus."

Premier Rachel Notley

Highlights of the 2017 speech from the throne include:

Creating jobs and supporting jobs

- Diversifying Alberta's energy markets by seeking intervener status on any legal challenges to the Trans Mountain Pipeline and continuing to work with the federal government and provinces on the Energy East proposal.
- Putting more Albertans to work building highways, schools, affordable housing and health facilities across the province.
- Moving forward with the first renewable energy auction, attracting up to 400 megawatts of new generation, along with new investments in a more diversified economy.

- Expanding supports to help entrepreneurs across the province.

Making life more affordable

- Reducing school fees to help families save money.
- Capping electricity rates with new legislation.
- Helping families, businesses, Indigenous communities, municipalities, farms and non-profits save money and reduce emissions with new energy-efficiency programs.
- Protecting pocketbooks with a new Consumer Bill of Rights.

Protecting public services

- Approving more new schools to be built across Alberta.
- Partnering with the Alberta Medical Association to help communities find and retain health-care professionals.
- Building more long-term care and dementia spaces that are modern, safe and allow our loved ones to age with dignity.
- New legislation focused on ensuring child death reviews receive the utmost care and attention.
- Eliminating barriers to justice for victims of sexual assault and domestic violence.

Making Alberta a better place for everyone

- Addressing the critical need for access to clean drinking water in First Nations communities.
- Moving forward with the City of Edmonton and City of Calgary on the creation of city charters.
- Expanding protection for whistleblowers and strengthening conflict of interest laws.
- Continuing with consultations to protect the Castle area and improving our parks.

Premier Notley noted that, while the economy recovers, government will continue to find ways to reduce costs and bring overall government spending down, but not at the expense of the jobs, services and supports Alberta families rely on.

“Though the world around us may be growing more uncertain, your government will remain focused. Now is not the time to let our steady hand waver. As we have from the start, we will continue to create jobs, diversify our economy and protect the health and education services families need.”

Premier Rachel Notley

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

From: EDC Minister <Education.Minister@gov.ab.ca>

Date: Thu, Mar 2, 2017 at 4:09 PM

Subject: Additional Information regarding Bill 1

To:

To: Presidents of Stakeholder Associations
ACSTA (Alberta Catholic School Trustees' Association)
AEFAA (Alberta Educational Facilities Administrators Association)
ASBA (Alberta School Boards Association)
AHEA (Alberta Home Education Association)
ASCA (Alberta School Councils' Association)
ATA (Alberta Teachers' Association)
AAPCS (Association of Alberta Public Charter Schools)
ACFA (Association canadienne-française de l'Alberta)
AISCA (Association of Independent Schools & Colleges in Alberta)
ASBOA (Association of School Business Officials of Alberta)
CASS (College of Alberta School Superintendents)
CCSSA (Council of Catholic Superintendents of Alberta)
Fédération des parents francophones de l'Alberta
Fédération des conseils scolaires francophones de l'Alberta
Learning Disabilities Association of Alberta
PSBAA (Public School Boards' Association of Alberta)

As you may already know, today in the legislature I was pleased to introduce Bill 1, An Act to Reduce School Fees. With this bill, our government is working to make life better and more affordable for Alberta families, and to ensure that all students have equitable access to a quality education in an Alberta public school.

If proclaimed, Bill 1 will save Alberta families more than \$50 million, starting in the 2017/2018 school year. Through this legislation, Alberta public, separate and Francophone school boards will not be permitted to charge fees for instructional supplies or materials (such as textbooks, workbooks, printing and paper costs) or for the transportation of eligible students (students attending their designated school and living more than 2.4 kilometres from the school).

Additional details will be available in the coming weeks, upon release of Budget 2017 and as the accompanying regulation is developed. For further information about the bill, please visit <https://education.alberta.ca/>.

Sincerely,

David Eggen
Minister
Alberta Education

MLA for Edmonton-Calder

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Release date: March 2, 2017

Attention: Legislature/Education reporters

MEDIA RELEASE

ASBA welcomes government efforts to reduce school fees in Bill 1 *Association cautions that approach must be equitable, adequate and doesn't take away from local community decision-making*

The Government of Alberta's proposed Bill 1 legislation to cover the cost of school fees is good news for parents and something school boards across the province have been pressing government to do for years, said Mary Martin, ASBA president.

"No school board wants to charge extra fees to run buses, pay for books or support programs. But up until now the provincial government was unwilling to fund those extra costs. We are pleased they have responded to our calls to relieve parents of this burden."

As the provincial association representing all 61 public, Catholic and francophone school boards in the province, Martin noted that to be effective, Bill 1 and the funding that comes with it must be adequate and applied equitably across all schools boards because rural and urban schools boards rely on school fees to subsidize student learning. She also cautioned that the legislation should not prohibit parents and schools at the local level to pay for priorities that they feel are important like music and technical programs, and field trips.

"Parents, teachers and school board trustees at the local level are in the best position to decide how to support student learning. It would be a disaster if Bill 1 took that decision-making power away from local communities," emphasized Martin.

ASBA looks forward to reviewing in detail the contents of Bill 1, as well as the associated regulations to follow. "Our Association welcomes the opportunity to help shape the conversation about what 'basic education' means, and what constitutes a quality education for Alberta students," said Martin. "We anticipate a fulsome consultation process involving all Albertans, including school boards, parents and students."

For more information or to arrange an interview, please contact:

Godfrey Huybregts, ASBA Communications Ph. 1.780.953.0525 (Cell)

The Alberta School Boards Association serves and represents Alberta's 61 school boards.

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

Date: Mon, Mar 13, 2017 at 1:01 PM

Subject: News Release: Commitment to education means jobs for future teachers

To: wilco.tymensen@horizon.ab.ca

Commitment to education means jobs for future teachers

March 13, 2017 [Media inquiries](#)

Minister David Eggen committed to protecting and improving education in Budget 2017 while addressing Bachelor of Education students at the University of Alberta.

The visit was one stop on an ongoing tour that has seen Minister Eggen visit post-secondary institutions across the province. At these events, he has been engaging with future teachers about their prospective careers, the ongoing review of curriculum and the impact that stable, predictable funding will have in Alberta's classrooms.

“Our government continues to fund for enrolment growth for K-12 education across the province. We have invested an additional \$381 million in funding to cover enrolment since May 2015. We are protecting and improving the things that make a difference in the lives of Albertans, including education, and we will continue to work to make life better.”

David Eggen, Minister of Education

“As a teacher who is about to join the workforce, it is reassuring to me to know that the government is meeting the needs of Alberta's growing population when it comes to K-12 education. It tells me there will be spaces for students, reasonable class sizes and jobs for graduating teachers.”

Joanna Gill, Bachelor of Education student (Class of 2017), Faculty of Education, University of Alberta

Quick facts

- By protecting K-12 education in the last two provincial budgets, 1,100 new teachers were hired and schools retained more than 800 jobs.
- Many schools across the province, particularly in metro areas, saw increases in their student populations over the past two years.
- Enrolment growth funding for 2015/16 on a full school year basis was \$178 million.

- Enrolment growth funding for 2016/17 on a full school year basis would be \$170 million.
- Reversing the other proposed cuts introduced by the previous government added an additional \$95 million into the system.

Media inquiries

Lindsay Harvey

[780-868-4200](tel:780-868-4200)

Press Secretary, Education

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

From: Heather Massel <HMassel@asba.ab.ca>
Date: Tue, Mar 14, 2017 at 11:33 AM
Subject: Announcement: ASBA's New Executive Team
To:
Cc: Suzanne Polkosnik <SPolkosnik@asba.ab.ca>

Good morning,

This email is being sent to you on behalf of Suzanne Polkosnik, ASBA Executive Director.

Distribution:

ASBA Board of Directors
Board Chairs
Superintendents
Secretary Treasurers
ASBA Staff and Contractors

ASBA's Executive Team

It is my sincere pleasure to confirm the Alberta School Board Association's Executive Team.



Mary Martin, ASBA President, will serve until the Fall General Meeting 2017, when the next regularly-scheduled executive elections will occur.

Mary brings a wealth of experience to this role, including her most recently-held position as Vice-President of the Association. She has also served as a Director on the ASBA Board of Directors, as Chair of the Calgary Catholic School District Board of Education from 2011-2014, and has been a trustee since 2007.

By virtue of position, Mary will serve as the primary spokesperson for the Association and Chair of the Board of Directors.

Mary considers being a trustee to be a great privilege, and is looking forward to serving the membership as President.

mmartin@asba.ab.ca / [403-827-2196](tel:403-827-2196)



Anne-Marie Boucher, ASBA Vice-President, was selected by the Board of Directors to serve until the Spring General Meeting 2017, when a by-election will be held to elect the Vice-President until the next regularly-scheduled executive elections (FGM 2017).

Anne-Marie brings a breadth of experience to this role, including three terms as a Director on the ASBA Board of Directors, as Board Chair for Conseil scolaire FrancoSud (the Southern Francophone Education Region No. 4), and has been a trustee since 2002.

By virtue of position, Anne-Marie will chair the standing committees of the Board of Directors (Finance & Audit and Policy Development Advisory Committees) as well as the meetings of Zone Chairs and Vice-Chairs.

Anne-Marie is passionate about education, coaching basketball, travelling, and her family.

vicepresident@asba.ab.ca / [403-512-8337](tel:403-512-8337)

Please join me in welcoming these dedicated, passionate leaders to their positions.

Sincerely,

Suzanne Polkosnik
ASBA Executive Director

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

Date: Thu, Mar 16, 2017 at 3:33 PM

Subject: News Release: Budget 2017 – working to make life better

To: wilco.tymensen@horizon.ab.ca

Budget 2017 – working to make life better

March 16, 2017 [Media inquiries](#)

Budget 2017 is focused on creating good jobs, making life more affordable for Albertans and protecting the programs and services families count on.



Budget 2017 puts Albertans to work building long-overdue schools, hospitals, highways and bridges, while reducing the growth of government spending and maintaining a responsible plan to bring down the deficit.

“Alberta’s economy is stabilizing and jobs are returning. Now is not the time to let our steady hand waver. As our economy recovers, we will continue to bring the deficit down to balance, and we will do so without sacrificing the supports and services families need.”

Joe Ceci, President of Treasury Board, Minister of Finance

Government forecasts Alberta’s economy will grow by 2.6 per cent this year. The Conference Board of Canada predicts Alberta will lead all provinces with growth of 2.8 per cent.

“This is a common-sense budget that helps Albertans. Here’s an example: at the same time the former government told families they couldn’t reduce school fees, they thought it was just fine to hand out taxpayer-funded golf club memberships to their friends. We cancelled those country club perks and are reducing school fees for families by 25 per cent. We are here to help make life better for all Albertans, not to help politicians and their friends work on their backswing.”

Joe Ceci, President of Treasury Board, Minister of Finance

Highlights of Budget 2017

Investing in badly needed infrastructure

- 24 new and modernized schools across Alberta
- \$400 million over four years to help get a new hospital built in Edmonton
- A 200-bed long-term care facility in Calgary for people with complex care needs
- Twinning of the Highway 15 Bridge near Fort Saskatchewan
- A badly needed new court house in Red Deer
- A new arrangement with the federal government to bring clean, reliable drinking water to First Nations communities

Creating jobs and diversifying the economy

- Securing the approval of two new pipelines to get Alberta resources to the world market
- Attracting \$6 billion of new private investment in Alberta with royalty credits for new petrochemical plants
- Modelling a new program for craft distillers on our successful craft brewing program
- Supporting Indigenous businesses and job creators with a new investment fund
- Offering new tax credits to spur diversification and growth for small- and medium-sized businesses
- Cutting the small business tax rate by one-third

Protecting and improving the public services families need

- Helping seniors stay in their homes longer with better home care
- Investing in the well-being of children and families
- Modernizing and building affordable housing across the province
- Providing Alberta's colleges, institutes and universities with stable funding
- Strengthening the justice system by hiring Crown prosecutors and addressing long-standing backlogs

Making life more affordable

- Reducing school fees by 25 per cent, saving families \$54 million in the next school year
- Maintaining Alberta's \$8.7-billion tax advantage over every other Canadian province
- Freezing tuition fees for post-secondary students for a third year in a row
- Helping families reduce their energy bills and save money
- Capping electricity rates to protect Albertans from the volatile price-swings of the past

- Building on government's ban on door-to-door energy sales with new measures to protect consumers

Bringing down the growth of government spending

- Cutting excessive salaries, golf club memberships and other perks for some of the highest paid CEOs at government agencies
- Signing a new agreement with Alberta's doctors that will save up to \$500 million over two years
- Amalgamating or cutting 26 agencies, boards and commissions
- Freezing management salaries in the Alberta Public Service and agencies, boards and commissions

Related information

- [Budget 2017](#)
- [Read the budget speech](#)

Multimedia

- [Watch the news conference](#)
- [Listen to the news conference](#)