

Horizon School Division No. 67
Regular Board Meeting – Division Office
ERIC JOHNSON ROOM
Tuesday, January 17th, 2017 – 1:00 p.m.

Regular Board Meeting Agenda

10:00 a.m. – Barnwell School Tour

1:00 p.m. Fentanyl Presentation – Constable Dave Gypesi

A – Action Items

A.1 Agenda	ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4 ENCLOSURE 5 ENCLOSURE 6 ENCLOSURE 7
A.2 Minutes of Regular Board Meeting held Tuesday, December 20 th , 2016	
A.3 January 2017 Payment of Accounts Summary	
A.4 Locally Developed Course – History Through Film 25	
A.5 Locally Developed Course – Portfolio Art 35	
A.6 JG Community Use of Facilities – 1 st Reading	
A.7 EBCE School Security (Lockdown) – 1 st Reading	
A.8 IE Student Attendance – 1 st Reading	

D – Discussion Items

D.1 School Modernization Plaques	
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I- Information Items

I.1 Superintendent's Progress Report	ENCLOSURE 8	
I.2 Trustee/Committee Reports <ul style="list-style-type: none">• I.2.1 Zone 6 ASBA Report – Marie Logan• I.2.2 December Administrators' Meeting Summary – Blair Lowry• I.2.2 Facilities Report – Bruce Francis		
I.3 Associate Superintendent of Finance and Operations Report – Phil Johansen		ENCLOSURE 9
I.4 Associate Superintendent of Programs and Human Services Report – Anita Richardson		

Correspondence

C.1 Deal ensures stability for Trinity students	ENCLOSURE 10
C.2 Carbon levy rebates benefit millions of Albertans	
C.3 Public Health Act Amendments	
C.4 News Release – Albertans asked for input into Budget 2017	
C.5 Significant Changes to PAT schedule on a go forward basis	

Horizon School Division No. 67

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The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Tuesday, December 20th, 2016 beginning at 1:15p.m. in the Eric Johnson Room.

TRUSTEES PRESENT: Marie Logan, Board Chair
Bruce Francis, Board Vice-Chair
Blair Lowry, Jennifer Crowson, Rick Anderson, Terry Michaelis

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

PRESENTATION

Lisa Sowinski, Horizon School Division's First Nations Metis & Inuit Liaison, shared with the Board her role within the Division. She presented to the Board the work she is doing within the schools to help them gain a cultural understanding of Canada's Indigenous people.

ACTION ITEMS

- | | | |
|-----|--|---|
| A.1 | Moved by Blair Lowry that the Board approve the agenda as presented with the following addition: | AGENDA APPROVED
140/16 |
| | <u>Under Correspondence:</u>
C.4 – Boot Camp | |
| A.2 | Moved by Rick Anderson that the Board approve the Minutes of the Regular Board Meeting held Tuesday, November 29th, 2016 . | BOARD MEETING
MINUTES APPROVED
141/16 |
| | Carried Unanimously | |
| A.3 | Moved by Terry Michaelis that the Board approve the November Payment of Accounts report in the amount of \$2,361,576.67 as provided in Enclosure 2 of the agenda | PAYMENT OF
ACCOUNT APPROVED
142/16 |
| | Carried Unanimously | |
| A.4 | Moved by Jennifer Crowson that the Board approve the first reading of Policy HK- Student Assessment Evaluation and Reporting as provided in Enclosure 3 of the agenda | POLICY HK
APPROVED
143/16 |
| | Carried Unanimously | |
| A.5 | Moved by Bruce Francis that the Board delete Policy DJAA – Purchase Cards as provided in Enclosure 4 of the agenda. | DELETE POLICY DJAA
APPROVED
144/16 |
| | Carried Unanimously | |
| A.6 | Move by Rick Anderson that the Board approve the locally developed Kindergarten through Grade 9 course Biblical Studies from January 1, 2017 to December 31, 2019 as provided in Enclosure 5 of the agenda | LOCALLY DEVELOPED
COURSE
BIBLICAL STUDIES
APPROVED
145/16 |
| | Carried Unanimously | |

DISCUSSION ITEMS

D.1 Board of Trustees/SALT Photo

Existing Board of Trustees/SALT photo, in foyer, will be replaced with a photo of the Board only given the recent retirement of the Associate Superintendent of Programs and Human Services. An updated photo will be taken following the election in the fall of 2017.

D.2 Board Chair Letter December 5th, 2016 – Rural School Boards' Organization

Horizon School Division Board of Trustees accepted the invitation to join a rural school boards' organization focused on raising common issues and concerns in providing educational programming to students in rural Alberta.

D.3 DAF/WRM Modernization

- At today's Board meeting the Board of Trustees discussed the D.A. Ferguson / W.R. Myers modernization including staff and community feedback regarding space, amalgamating administrations and relocating grade 6 to Taber elementary schools.
- The Board also discussed the \$1.1-million-dollar overage and future infrastructure needs.
- In the end the Board decided to proceed with the modernization including the demolition of the 1949 wing. They felt that moving the grade 6 students to the elementary schools was a decision about space.
- The Board supported moving forward with two administrations and keeping the grade 6 students in D.A. Ferguson. As with all configurations, there is always the possibility of revisiting configurations, should a need arise, but the Board saw no need to make such a decision at this time.
- The Board recognized that further conversations will need to occur about the \$1.1. million overage and what this will look like on a go forward basis. The Board recognized that this conversation is the role of the modernization committee including the architects, Alberta Education and Alberta Infrastructure and that staff have already provided some areas that could be part of this conversation.
- The Board is committed to prioritizing "phase 2" within their capital plan and looking at how this can further enhance the complex.

INFORMATION ITEMS

I.1 Superintendent' 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, and facility use.
- C.U.P.E. negotiations are ongoing, with three meetings having taken place to date.
- Senior leadership and school administration attended a Leadership and Learning Session hosted by Apple.
- The jurisdiction family school liaison counselling program hosted Headstrong – a student conference that aims to address and eliminate the stigma associated with mental health issues.

Fiscal Responsibility

- Our finance department has been hard at work preparing for the fall budget update and audited financial report, both of which will be presented to the Board at the November 29th Board meeting.
- Consultation and strategic planning is also underway regarding revisions to the current funding allocation model.

Personnel Management

- Evaluation meetings including conversations about school three-year education plans, annual education results reports, and principal professional growth plans have occurred with all principals.

Policy and Strategic Planning

- Policy Committee met to discuss Policy JG: Community Use of Facilities and Policy HK – Student Assessment, Evaluation, and Reporting. Work has also begun on revisions to Policy IE – Student

Attendance, Policy EBCE, School Security, Policy HGBJ Early Childhood Services, and Policy HGB Special Education.

- The Superintendent and Board attended the Alberta School Board Association Fall AGM.
- Barnwell's Library board contractual discussions relating to the Library's occupancy occurred.

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.

Communications and Community Relations

- A number of meetings and celebrations were attended over the last month. These include but are not limited to:
 - Admin Meeting
 - Division Office staff meeting
 - Senior administrative leadership team meeting
 - ACE Place 20 anniversary
 - Christmas concerts
 - Christmas family
 - CASSIX meeting

I.2 Trustee/Committee Reports

I.2.1 Zone 6 ASBA Report

Marie Logan, Zone 6 Representative reported that Zone 6 did not have a meeting in December.

I.2.2 Admin. Meeting Update

Bruce Francis reviewed the highlights of the December 13th, 2016 Administrators' meeting as presented in Enclosure #8 of the agenda. [Click here](#) to review the entire December 13th Administrators' meeting summary.

I.2.3 Facilities Committee Update

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:

- 3- year Capital Plan
- Capital Project
 - Barnwell – The Barnwell Modernization construction process is proceeding as planned and on schedule. With the conclusion of the first phase upcoming, weekly site meetings have been scheduled to address last minute details. Horizon School Division No. 67 facilities crews have engaged in by-owner construction work for the past six weeks working overtime and weekend hours as the needs have arisen. Contract crews are completing the flooring installation as rooms are made available. Facility crews continue to work on site as different levels of construction are met, as well as continue regular visits for review and inspection purposes. Clean up processes are being prepared and some are underway.
Time line is as follows

Phase 1, substantial completion	December 2016
Phase 2, substantial completion	September 2017
 - Warner – While demolition uncovered a number of challenges, the current schedule still governs with a substantial completion date for phase one being July 2017.
- Ongoing Maintenance work has been ongoing throughout the Division
- The Horizon School Division Board of Trustees and S.A.L.T. will Tour Barnwell School @ 10:00 a.m. on January 17th, 2017.

I.3 Associate Superintendent of Finance and Operations Report

Phil Johansen provided the following update to the Board:

- Conducted a Professional Learning session at the December 13th Administrator's meeting. The topic of discussion was Budget Allocation Review
- Along with the Director of Finance, attended Annual ASBOA Issues Forum in Edmonton

- Participated in 3 CUPE Negotiation Meetings
- Spent time working on and submitting the Transportation Grant

I.4 Associate Superintendent of Programs and Human Services Report

Anita Richardson’s December report to the included the following information:

Human Resources

- Attended CASSIX Meetings in Lethbridge on November 24 and 25 – initiated discussion in regards to sub shortage
- Some staffing fluctuations – Maternity, Extended Health, Personal Leave
- Assisted with School Interviews for temporary contract
- Participated in 3 CUPE Board Negotiation Meetings

Leadership Practices

- Attended principals’ school goals and professional growth plan meetings with Senior Admin Leadership Team
- Continuing with teacher evaluations for probationary teachers
- Attended CASS “Boot Camp” with Senior Admin Leadership Team

Stakeholder Engagement Impacts Student Success

- Attended Community Forum on DAF/WRM modernization
- Attending special events, celebrations, and performances at schools
- Attended Career Transitions AGM as board member

FNMI

- Held first meeting of the Indigenous Committee
- Collected information from school principals in regards to their needs from the Indigenous Committee
- 3 members attended the Blanket Exercise at the Interagency meeting in Lethbridge
- Hali Heavy Shield presenting and facilitating the Treaty 7 Blanket Exercise at the Jan. 10 Admin Meeting.

I.5 Associate Superintendent of Learning Report

Amber Darroch’s report included the following information:

Representing Learner Services team members:

Amber Darroch, Associate Superintendent.....	AD
Terri-Lynn Duncan, Director of Learning (Curriculum & Instruction)	TLD
Robbie Charlebois, Director of Learning (Inclusive Education)	RC
Angela Miller, Clinical Team Lead	AM
George Epp, Low German Mennonite Liaison Worker.....	GE

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

AD

- Attended Alberta Education “School Technology Advisory Committee” (STAC) meeting in Edmonton on November 22
- Facilitated Assessment Committee meeting on December 7 to debrief on the first reporting period and opportunities for future growth and development
- Attended CASSIX Meetings in Lethbridge with TLD and RC on November 24 and 25
- Organized the Annual CASSIX/ASBOA Christmas Banquet and Retirement Recognition on November 24
- Presented Session 2 of the Leadership & Learning Series (Learning and Technology Policy Framework) with guest facilitator Suhayl Patel from Apple Education. 33 principals and vice principals attended.
- Facilitated Tech Guide Meeting on November 30 with representatives from all schools to support technology integration and technical support
- Consulted on and visited Head Strong Student Summit (student attendees from Horizon, Holy Spirit, and Peigan Board) on December 8

TLD

- Coached/consulted with staff at 3 schools this month working on guided reading and what that can look like in the classroom
- Held a session for staff at a school who recently purchased new literacy materials and have been working on in servicing them on how to best use the resources
- Attended Scholastic's two-day literacy presentation in order to help teachers to utilize the resources that they have in their schools

RC

- Worked with several learning teams in schools to develop individual student programs to support valuable learning experiences and growth, as well as school capacity to support students with exceptional needs
- Worked with Learning Support Teachers to build capacity in the Dossier system for meaningful and accountable ISP development
- Supported report card and assessment practices for students with ISP's, modified and adapted programming. This area continues to need further support and clarification

KEY ACTION AREA #2:

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

AD

- Consulted on complex student needs with AM and RC
- Attended Alberta Family Wellness Initiative Community Engagement session in Lethbridge with RC and AM (hosted by the Palix Foundation)

TLD

- Facilitated full day workshop with school literacy leads 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.
- Facilitated half day workshop with school numeracy leads 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.

RC

- All school based assessment be completed and entered into Dossier. Data will be used to drive individual intervention, systematic intervention, and quality teaching instruction.
- Working with literacy and numeracy committee to support framework development that is inclusive, and provides opportunities to support all students, specifically, students with diverse learning needs
- Schools have completed or are working on a pyramid of interventions or continuum of supports to provide a school framework for teachers
- Terri-Lynn and Robbie presented to VHS EA staff regarding re-thinking the role of educational assistants and how they can best support all students.
- Continued work with MRE and the Collaborative Care pilot in the grade 2 classroom. Overwhelmingly positive work and progress is being made to support the students. A large collaborative team has met twice this year, as well as made classroom visits to provide feedback, strategies, support and intervention.
- Work with CASSIX group to streamline the Dossier software to best meet the needs of all students requiring additional strategies and supports. First meeting was November 7th. Next Meeting January 16th - both hosted at Horizon Division Office.

KEY ACTION AREA #3:

Stakeholder engagement impacts student success

AD

- Attended Community Forum on DAF/WRM modernization
- Contributing to division website, social media and staff intranet to promote Horizon events and other relevant content with the community

TLD

- Attended the Healthy Active School Symposium (HASS), a student health and wellness full day Southern Alberta event, with students and staff supervisors from three Horizon schools

RC

- Southwest Regional Collaborative Service Delivery continues to work with multiple stakeholders to provide support and services for students in the region. Currently, we are actively involved in engaging our FNMI partners to sit at the leadership and executive table with us so that they are included and supported.
- Five by Five Early Years Coalition meets monthly at Horizon School Division and includes partners such as FCSS, Holy Spirit Catholic School Division, Public Library, and Parents as Partners. The grant application was sent and the group was approved once again for funding. The coalition puts on a variety of activities for parents and children in and around the Taber area.
- Woodcock Munoz (academic assessment for ELL students) - will be meeting with ELL leads from both Lethbridge School District 51 as well as Holy Spirit to discuss some alternative options for level B assessment.

LEADERSHIP PRACTICES

AD

- Attended principals' schools goals and professional growth plan meetings with Senior Admin Leadership Team
- Facilitated collaborative meeting on December 15 between Horizon's tech department and Livingstone Range School Division IT staff to share best practices and maximize efficiencies

AD, RC, TLD

- Continuing teacher evaluations for probationary teachers
- Attending special events, celebrations, and performances at schools

FAMILY SCHOOL LIAISON & FAMILY CONNECTIONS SUMMARY

Clinical Team Leader – Angela Miller

- One FSLC on medical leave until January 9
- Completed a day and a half Go To Educator Training Oct. 13 & 14 for teachers, admin. and community agencies.
- Completed Growth Plans with all FSLC's and Family Connections Workers total of 14 staff. As well as met twice a month with each staff for supervision.
- Attended 2 Collaborative Meetings at Milk River Elementary in October and November.
- Attended 1 RCSD Mental Health Meeting in October, and 2 RCSD Counselling lead conference planning meetings in October and November.
- Met with Milton at FCSS in October about FCSS contract and increased funding.
- Attended a CYC Accreditation Meeting at Lethbridge College in October.
- Attended 2 TCAPS meetings in September and October.
- Attended RCSD PD Oct. 27 – Dr. Mark Ragins – Mental Health and Client engagement.
- Conducted 3 Case consultations with FSLC staff and community agencies which are ran the first Tuesday of every month.
- Conducted 3 FSLC staff Meetings the last Friday of every month which is a full day.
- Attended 2 south zone Mental Health Capacity Building meeting in Brooks in September and November.

- Meeting with Bob Johnston Regional Mental Health and Addictions Manager, Holy Spirit, Robbie, RCSD to discuss mental health gaps and needs in Taber and rural areas. Set another meeting for Dec. 9.
- Ran a Level 1 VTRA refresher Nov. 24.
- Ran a level 1 training for staff Dec. 1 and Dec. 2.
- 8 VTRA's
- Ran an Advisory Meeting Nov. 28.
- Ongoing meetings for Headstrong which runs Dec. 8
- Ongoing meetings for Ignite UR Spark which runs May 4
- Monthly Family Connections staff meetings.
- Attend Admin Meetings.
- Attended GAIN SS assessment training Nov.2 to try to streamline referrals to Mental Health and Addictions.
- Ongoing phone and face to face consultations. On average consult with FSLC's/CYCW's and Family Connections staff 5 times a day.
- Planning a Counselling conference for Marc 30.
- Hired a new .6 CYCW from temporary funding from RCSD. Completed orientation and will be taking around to rural schools to introduce her. This position will help alleviate some high needs areas.
- Completed Mental Health Capacity Building Project Year Work Plan in October.
- Liaise with Taber Mental Health and Addictions, Child Services and Safe Haven to work collaboratively on open cases and to streamline referrals.
- Ongoing on call support for School Administration.

Kelsey Atkinson DAF – Family School Liaison Counsellor

- We have started mentorship and it has been off to a great start
- We are helping Michelle Sawchuk plan the Girl's Retreat for March
- We are just about to start a social skills group in three parts (games, skills/learning and practicing/ and then we are hoping to end with the third part of relationships and have you and rossi come in)
- Angel Tree has been submitted
- Random Acts of Kindness day went really well!

TMS – Betty Adkins – FSLC

- 5 students will be attending the Youth Summit
- Girls Group for grades 7 and 8. Divided into 2 groups and each week alternates for the groups.

Central – Betty Adkins - FLSC

- Mentorship - every Wednesday after school for 10 weeks
- Very busy school for one-on-one counselling

Dr. Hamman and Chamberlain – Glenn Jankowiak – FSLC

- For Chamberlain and Dr Hamman: 20 clients
 - Dr Hamman: walking club and mentorship
 - Helped Angela do the VTRA refresher

Enchant/Lomond/Hays/Barnwell – Tara Odland – FSLC

- I have 22 students on my caseload right now and I'm taking 7 students from my schools to the Headstrong summit

MRES/ERHS/Warner – Jennifer Hengeveld – FSLC

- I have done 1 suicide assessment at Erle Rivers and 1 at Warner. 1 VTRA at Milk River Elementary that turned out to be a worrisome report.
- I am currently running 2 friendship groups for girls grades 6&7 (11 Girls) and 8&9 (5 Girls) at Erle Rivers.

- I am also involved in mentorship at Milk River Elementary and I believe that there are 12 students in that.
- I spoke in classrooms at Erle Rivers and Warner regarding Headstrong and I also spoke at Community Helpers at Erle Rivers on the FSLC role.
- I currently have 28 open kids on my caseload. Warner is sending 7 students and Erle Rivers is sending 2 students to Headstrong

Joel Blake – CYCW Vauxhall

- 1 Suicide assessment this year at MAP
- Took 3 students out in the community for RAK day handing out candy and a RAK card. Kids really enjoyed it so did the community.
- Sending 6 VHS students to the Headstrong Summit.
- Looking to implement 7 Habits at MAP.
- Ashley has been doing great work with the Academy boys around team building, maybe she can touch on this more.
- Ashley and Lynda brought 6 students to the HASS.
- Have been looking at implementing some sort of 'mentorship' program at MAP that would involve alumni interacting with students about the challenges and benefits of school for LGM students.

Amy Davis – W.R. Myers – FSLC

- Amy will be starting to do a Community Helpers program with Lethbridge Family Services a Myers.
- GSA meets three times a month generally with 5-12 students that attend.
- CYCW and FSLC will be starting 4 presentations in the next couple of weeks with grade 9-12 on Mental Health.
- Groups will be starting that new CYCW will be running around depression and anxiety.
- In the past month FSLC estimates that she has conducted 10-14 Suicide Assessments.
- CYCW has conducted around 5

Brandon Petite – TCS and ACE/Family Connections

- 2 Suicide Assessments at Ace
- Counselling case load at Taber Christian and Ace Place have been steadily increasing each week. Student needs have been from grief and loss, anxiety and depression, self esteem, and social skills.
- In Taber Christian, Kelso's Choice will be in full swing on December 7th in the grade 2 class. After Christmas holidays grade 5's will be starting resiliency.
- At Ace, I have been setting up and co-facilitating multiple presentation on topics such as addiction, positive mental health, sexual education. I have also been attending more outings with Ace and building relationships though various school activities.
- With Family Connection's, The headstrong event is shaping up nicely and the little pieces are starting to fall into place.

Ashley Otte – FSLC – Vauxhall High/MAP

VHS- 0 VTRAs

2 Suicide Assessments

MAP- 1 VTRA

2 Suicide Assessments

Lisa Sowinski – FMNI

- Angel Tree list
- Registering new students
- Making sure families are signing up for their Christmas hampers
- List for head strong
- Interagency meeting
- First FNMI committee admin meeting and setting goals
- Meeting new Elders and contacts

- Checking on gr 12 students making sure they are on track to graduate
- Working with career councilors
- Exercise Blanket making contact

Dionne Sawatzky – Family Connections – Westlake/Central

Backpack Program:

Family Connections hosted the first annual Back-to-School Backpack Program for Horizon Schools. The Backpack Program is centered on providing complementary items and services to families during the “Back to School,” time of year.

In addition to being provided with a new backpack and supplies, children and families were able to access other resources in the community to help get the school year off to a successful start.

There were different agencies that we have in the Taber Community who attended the Back-To-School Backpack Program to give the Families different resources going into the 2016/2017 school year.

Some of the agencies were FCSS, Public Health, AHS Addictions and Mental Health, Family Connections, AHS Health Promotion Coordinator, Taber Dental, AHS Child Mental Health Therapist, Safe Haven, Taber Food Bank, Eye Health Clinic, Kids Sport, and Escape Salon & Salon. There were 55 students referred the Back-to-School Backpack program from FSLC, FMNI, Safe Haven and Family Connections.

Resiliency Campaign

Family Connections had their first Resiliency Meeting on November 30, 2016. The Resiliency Program is offered to grade 4/5 students. The topics that are discussed in this program are emotional management, positive thinking, problem solving, and asking for help. Near the end of the program students will write a postcard to a mentor in their life. The postcards who have consent are taken to Post Card Selection Night where the top 20 post cards are picked. There are about 8 schools that participate in this program. The students whose postcards are selected are invited to the Celebration Night where they will read their postcard to their Mentor. The Celebration Night is open to the community.

Families First

Central School and D.A Ferguson hosted Families First again this year. There were 6 families that attended. The guest speakers were Dave Gyepesi (Prescription Drug Safety), Kim Andrus (Nutrition) and Kim Forchuk from FCSS (Messy Play)

There will be another Families First on March 8, 15, and 22. We are always looking for volunteers.

Other Programs:

The FSLP team has submitted their Angel Tree Lists

Dionne Sawatzky is starting to plan Lunch Time Learning for the students at Central School.

Kelso’s Choice in Kindergarten, Grade 1 and 2/3

Kimochis in Grade 1

Project Happiness in Grade 1

Second Step in Grade 3/4

K.C’s Choice in Grade 5/6

Home Alone Program in 3 grade 4/5 classes

Targeted Friendship Group at LT Westlake

Mentorship Started on Nov 16

Breakfast Program and Lunch Program at Central School

Sara Luskey Family Connections – Vauxhall/Chamberlain

Chamberlain: Kelsos Character Building (K) Kelsos Choice (5) Mental Health Tool Kits Presentations (grades 3, 7-12) Lunch Time games and crafts Executive functioning check ins grade 7 and 12 Resiliency (grade 5 January) 2nd step grade 2 (January)	Vauxhall Elementary: Bucket filler campaign Kelsos choice (2) 2nd step(1-3) German 2nd step (4) Superflex (3) KCs (4) KCS (5)
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Social skills girls group grade 6-8 Power of being a girl Headstrong Spark (May) Lunch time gym games Vauxhall elementary	Cooking group Healthy snack day group (January) Mentorship Resiliency (January) Cook up a story (1-3) German
VHS Headstrong Mentorship 4th R (Feb) Anti stress presentations (exam week)	MAP 7 habits (December) Girls group (January)

Amy Stroeve Family Connections – MRES/Warner/ERHS/Dr. Hamman

Dr. Hamman Gr. 2s - Kelsos choices and project happiness Gr. 3s - project happiness Gr. 4s - second step Gr. 5s - kcs choices Mentoring 2 students	MRE Mini-Mentorship with gr. 2 and gr. 5
Warner Gr. 1-2 - kimoichis Gr. 3-5 - second step	After Christmas Families First at MRE Resiliency at dr. Hamman

MENNONITE LIAISON SUMMARY

LGM population count 2016 – In October 2014, I put together a summary showing the number of LGM students in various grades for all the Horizon schools and that will be updated as of the end of 2016.

Home Schooling Matters (Wisdom Home Schooling)

Last month I reported about a specific family and their experience with Wisdom Home Schooling. Then there was the news regarding Trinity (Wisdom Home Schooling) and the Alberta Education Minister. There has been some public conversation about that and I have had several calls from parents who have their children in the Reinlander church school, supported by the Wisdom group. They are calling me to ask what I know about that system and for some guidance of what they should do regarding education and their own children.

Last Sunday night there was an Education meeting at the church. The reports I have about that are very interesting. A major discussion was about school money matters and validity of High School Diplomas. They guaranteed people that the High School Diploma (Wisdom) they are giving out is as valid as an “Alberta High School Diploma” issued by Alberta Education. It seems like the best approach I can take is to respond to those inquiries and help the LGM parents understand the truth, so they can make the right choices. I am following the Alberta Government’s response regarding withdrawing support for Trinity, after the Jan 2 date by when Trinity’s affairs will have been reviewed.

MCC Canada - Low German Mennonite Program meeting

In November I attended a networking meeting in Winnipeg with MCC Directors from Ontario, Manitoba, Saskatchewan, Alberta, as well as the program staff overseeing the work from Bolivia and Mexico.

We covered a variety of subjects such as:

- Education
- Health, Addictions and Mental Health concerns
- Child protect issues
- Conservative churches and our MCC connection to them
- Community integration issues

- Building trust while holding them accountable to comply with Government rules and regulation. (CRA, Child tax, EI, Canadian Border Services, etc) What are you teaching your young people?
- Ideas to engage with LGM young people
- Employment in Canada, Self-Employment and financial literacy
- Citizenship and Immigration matters
- Our relationship with Service Providers

SAKA (Southern Alberta Kanadier Association)

This is an organization that I have been involved for over 15 years. We are a group of service providers who work directly with LGM people. I have been president for about 5 years. We have meetings quarterly via AHS telehealth video conferencing. People from Redcliff, Medicine Hat, Bow Island, Taber and Lethbridge get together for discussion regarding the LGM and various issues facing the LGM people and the agencies that serve them. The AGM is planned for Jan 2017.

MCC – Services for Newcomers (Mennonite Central Committee)

Our relationship with the MCC office continues to be critical to a strong connection to newcomers and many of the LGM families. Enclosed is a sheet showing program activity and people traffic. The important factor is that they are helping people with basic critical matters such as employment, healthcare, housing, friendship and just helping them find their way. MCC also provides a valuable connection to LGM matters, across Canada, Mexico and Bolivia.

Calling on past HSD students

I use lists of former students to follow up on families who left Horizon and are now home schooling or working. It is important to keep the door open and find out what they are saying about their education. Sometimes these families make positive changes as a result of a call.

LGM programs in Horizon

In the next few weeks, I will again be gathering information from schools about how they are responding to the LGM people's request for "German" and "Bible" instruction. The goal is to have some consistency between schools and ensure that it is useful to the students. Also, that parents understand and support these programs. I often hear about these programs from parents who do not yet have their children in our schools, so need to ensure the public perception.

Other Southern Alberta School Divisions

I maintain a strong connection with other school divisions, so that LGM families can be referred to public schools when they move around and so we can compare notes regarding LGM matters. I certainly use my MCC connection to provide them updates on the LGM population.

Community Connections

I live in Taber and make an effort to watch, listen and have conversations with and about LGM people to encourage healthy integration in our communities. That work is in the community, in homes, churches, retail stores and businesses and in coffee shops.

School Connections

I will keep a connection with new staff that are working with LGM students. Also, I have offered some formal PD for staff and have more booked. I will offer to attend school staff meetings and facilitate discussion about the LGM people. I have attended some school events, including the German Christmas programs.

Summary

This is often the most difficult time of the year for families, including the LGM people. I have been involved in situations where people have financial difficulty, addictions, mental health issues, family discord and loneliness being new to Canada and away from family for Christmas.

I.6 2nd Annual First Nations & Inuit Education Gathering

CASS/Alberta Education First Nations, Metis & Inuit Symposium will be held April 26-28, 2017 in Edmonton. Anita Richardson, Superintendent of Programs and Human Services and Amber Darroch, Superintendent of Learning are confirmed to attend.

- The following resource "They Came for the Children" was shared previously with all Horizon staff. The book was published by the Truth and Reconciliation Commission and is available in electronic format via the following link
 - http://www.myrobust.com/websites/trcinstitution/File/2039_T&R_eng_web%5B1%5D.pdf

I.7 W.R. Myers Christmas Breakfast

Board members and Senior Administration have been invited to attend the W.R. Myers Christmas Breakfast hosted by Parent Council members. Bruce Francis, Rick Anderson and Terry Michealis will be attending

CORRESPONDENCE

1 items of discussion came forward from Correspondence as provided in Enclosure #11 of the agenda.

C.4 – Boot Camp – January 18th 2017 in Calgary – Calgary

Jennifer Crowson, Board Trustee along with Phil Johansen and Anita Richardson will be attending.

COMMITTEE ITEMS

Moved by Jennifer Crowson that the Board meet in Committee.

Carried Unanimously

COMMITTEE
146/16

Moved by Blair Lowry that the meeting reconvene.

Carried Unanimously

RECONVENE
147/16

Moved by Rick Anderson that the meeting adjourn

Carried Unanimously

MEETING
ADJOURNED
148/16

Marie Logan, Chair

Sheila Laqua, Executive Secretary

PAYMENT OF ACCOUNTS REPORT
Board Meeting - January 17, 2017

General	December 18/16		162781.66
General	December 21/16		1320185.47
General	December 22/16		5880.78
General	December 22/16		467552.5
General	December 22/16		1502.01
General	December 22/16		21.74
General	January 3/17		28030.19
U.S. Funds	January 3/16		108.03
"A" Payroll	December 2016	Teachers	1,676,809.36
	December 2016	Support	581,514.88
"B" Payroll	December 2016	Casual	9,119.87
	December 2016	Subs	41,814.59
Total Accounts			2,309,258.70
Board Chair	_____		
PJ:dd			
January 10, 2017			

Horizon School Division January 2017 U.S. Accounts

U.S. Funds	Canadian Fund
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Playscripts Inc.	78.94	108.03
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Total U.S. Accounts	78.94	108.03
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JM:dd

January 3, 2017

LOCALLY DEVELOPED COURSE OUTLINE

History Through Film: Fact and Ficti

Submitted By:

Horizon School Division No. 67

Submitted On:

Jan. 4, 2017

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
25-3	75.00	01/05/2017	08/31/2020	Acquired	Authorization	G11

Acknowledgment

Course Description

History Through Film: Fact and Fiction 25 provides the opportunity to develop students' attitudes, skills, and knowledge base that will in turn engage them in their world historicity and encourage their actualization as informed citizens. The course will take students through an investigative process to discover how historical events may be recreated to include the facts of the event. The student will then further utilize the appropriate investigative and research skills to discover events and incidences that may have been used with a certain bias for certain purposes and time frame.

Major topics would include:

1. Empires
2. Nationalism and New Imperialism
3. World Conflict of the 20th Century
4. Contemporary Issues

Course Prerequisite

Philosophy

History Through Film provides opportunities for students to develop the skills and knowledge that will enable them to become engaged and active thinkers and informed of the world around them. Understanding what is fact and what is fiction is essential in a world where information is readily available. **History Through Film 25** helps students develop their sense of historical past while investigating processes that are used to analyze world events.

The Framework for Student Learning: Competencies Essential for Students to Become Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit provides direction for the development of curriculum; specifically, the competencies (for students) which courses shall meet. **History Through Film: Fact and Fiction 25** addresses these competencies. Students will demonstrate competencies in the areas of:

- **Literacy** - through oral, written and visual literacy
 - **Critical thinking, problem solving, and decision-making** - through the development of skills in investigation, research, analysis, and synthesis of information
 - **Creativity and innovation** - through the appreciation of the creative works of the films that will be analyzed and studied
 - **Communication** - through the multi-media presentations upon having researched different topics
 - **Social, cultural, global and environmental responsibility** - through recognizing, understanding, analyzing, and synthesizing multiple perspectives
 - **Digital and technological fluency** - through investigatory processes utilizing various digital technologies and software
 - **Lifelong learning** - through the use of print and digital information that provide multiple sources of different perspectives in relation to social, political, economic, and geographic issues
 - **Collaboration** - through implementing processes and techniques of Learning Communities
- The films and activities will demand intellectual engagement of the student. The student will

need to hone skills for investigation, research, analysis, and synthesis of information. The course needs to be flexible enough to adjust to student interest and ability levels.

As Alun Munslow states, *"In a very real sense the postmodern challenge forces us to face up to the highly complex question of how we know things about the past and what we, as moral beings, do as a result."* (*What History Is*. October 2001. See Appendix 4).

The statement from Alun Munslow encompasses and embraces the philosophy of **History Through Film: Fact and Fiction 25**.

Rationale

History Through Film: Fact and Fiction 25 has at its core the intent to enlighten participants of the need to become informed citizens. As 21st century learners, there is an abundance of information available on historical events from numerous sources. One such source is through the film industry. This source may have the potential to create a mythical belief on some historical events that is solely for entertainment. At the same time it may create a presentation in the form of docu-movies for purposes of presenting information in an unbiased format. Then again, information may be presented in a sheer factual tone. As student access to information increases, one must be able to extract factual content from fiction.

It would be the intent of **History Through Film: Fact and Fiction 25** to emphasize the importance of diversity displayed through film and the recognition of various experiences and perspectives in a world that is growing ever closer together. It would be the intent of the course to recognize that some myths created through film are advantageous, at the same time, may well hinder the positive recognition of the diversity within the world.

History Through Film: Fact and Fiction 25 is an inquiry-based interdisciplinary course that draws upon history, geography, economics, philosophy, political science, and other social science disciplines. It instills in students an understanding and involvement in practical and ethical issues that face the world.

Learner Outcomes

History Through Film: Fact and Fiction 25 has at its core the intent to enlighten participants of the need to become informed citizens. As 21st century learners, there is an abundance of information available on historical events from numerous sources. One such source is through the film industry. This source may have the potential to create a mythical belief on some historical events that is solely for entertainment. At the same time it may create a presentation in the form of docu-movies for purposes of presenting information in an unbiased format. Then again, information may be presented in a sheer factual tone. As student access to information increases, one must be able to extract factual content from fiction.

It would be the intent of **History Through Film: Fact and Fiction 25** to emphasize the importance of diversity displayed through film and the recognition of various experiences and perspectives in a world that is growing ever closer together. It would be the intent of the course to recognize that some myths created through film are advantageous, at the same time, may well hinder the positive recognition of the diversity within the world.

History Through Film: Fact and Fiction 25 is an inquiry-based interdisciplinary course that draws upon history, geography, economics, philosophy, political science, and other social science disciplines. It instills in students an understanding and involvement in practical and ethical issues that face the world.

General Outcomes

- 1 Develop Skills of critical thinking and creative thinking**
- 2 Develop skills of historical thinking**
- 3 Apply the research process**
- 4 Demonstrate skills of oral, written and visual literacy**
- 5 Develop skills of media literacy**

Specific Learner Outcomes

1 Develop Skills of critical thinking and creative thinking	25-3
1.1 Evaluate ideas and information from more than one source (Critical Thinking Problem-Solving, and Decision-Making)	X
1.2 Determine relationships among many and varied sources of information (Critical Thinking Problem-Solving, and Decision-Making)	X
1.3 Assess the validity of information based on context, bias, sources, objectivity, evidence or reliability (Critical Thinking Problem-Solving, and Decision-Making)	X
1.4 Evaluate personal assumptions and opinions to develop an appreciation of a topic or issue (Critical Thinking Problem-Solving, and Decision-Making)	X
1.5 Synthesize information from contemporary and historical issue to develop an informed perspective (Critical Thinking Problem-Solving, and Decision-Making)	X

2 Develop skills of historical thinking	25-3
2.1 Analyze multiple historical and contemporary perspectives within and across cultures (Social, Cultural, Global Responsibility)	X
2.2 Compare similarities and differences among historical narratives (Social, Cultural, Global Responsibility, FNMI)	X
2.3 Evaluate the impact of significant historical periods of the world (Social, Cultural, Global Responsibility, Critical Thinking, Problem-Solving, and Decision-Making)	X
2.4 Determine historical facts from historical interpretations through an examination of many sources (Critical Thinking, Problem-Solving, Decision-Making, Social, Cultural, Global Responsibility)	X

3 Apply the research process	25-3
3.1 Develop and defend an informed position on the issue (Collaboration and Leadership, Communication, Lifelong Learning, Personal Management and Well-being)	X
3.2 Reflect on changes of perspective or opinion based on information gathered and research conducted (Collaboration and Leadership, Communication)	X
3.3 Draw conclusions based on evidence obtained from research (Communication, Lifelong Learning, Personal Management and Well-being)	X
3.4 Demonstrate proficiency in the use of research tools and strategies to investigate issues (Digital and Technological Fluency, Lifelong Learning, Personal Management and Well-being)	X
3.5 Consult a variety of sources, including oral histories, that reflect varied perspectives (Digital and Technological Fluency, Lifelong Learning, Personal Management and Well-being)	X
3.6 Select and analyze relevant information when coding research (Critical thinking, Problem-Solving, Decision-Making, Digital and Technological Fluency, Lifelong Learning, Personal Management and Well-being)	X

4 Demonstrate skills of oral, written and visual literacy	25-3
4.1 Communicate effectively to express a point of view in a variety of situations (Communication, Lifelong Learning, Personal Management and Well-being, Creativity and Innovation, Collaboration and Leadership)	X
4.2 Ask respectful and relevant questions to clarify viewpoints (Critical Thinking, Problem-Solving, and Decision-Making, Lifelong Learning, Personal Management and Well-being, Communication, Creativity and Innovation)	X
4.3 Listen respectfully to others (Social, Cultural, Global Responsibility, Communication)	X
4.4 Use of variety of oral, visual and print sources to present informed positions on issues (Communication, Digital and Technological Fluency, Critical Thinking, Problem-Solving and Decision-Making, Creativity and Innovation)	X

5 Develop skills of media literacy	25-3
5.1 Assess the authority, reliability and validity of electronically accessed information (Digital and Technological Fluency, Critical Thinking, Problem-Solving and Decision-Making)	X
5.2 Evaluate the validity of various points of view presented in media (Digital and Technological Fluency, Critical Thinking, Problem-Solving and Decision-Making, Social, Cultural, Global Responsibility)	X
5.3 Assess the information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence (Communication, Social, Cultural, Global Responsibility, Critical Thinking, Problem-Solving and Decision-Making)	X
5.4 Analyze the impact of various forms of media (Social, Cultural, Global, Environmental Responsibility, Critical Thinking, Problem-Solving and Decision-Making, Lifelong Learning, Personal Management and Well-being)	X
5.5 Identify complexities and discrepancies in information and make distinctions between sound generalizations and misleading oversimplification (Critical Thinking, Problem-Solving and Decision-Making, Collaboration and Leadership, Lifelong Learning, Personal Management and Well-being)	X

Facilities or Equipment

Facility

A standard humanities classroom is a suitable space for the implementation of **History Through Film: Fact and Fiction 25**.

Facilities:

Humanities classroom

Equipment

Access to the following equipment would be beneficial:

- Access to the Library / Learning Commons
- Access to computers
- Access to DVD players

Learning Resources

The instructor should have available a variety of movie resources that will provide a balance of perspectives. The list in **Appendix 3** should illustrate that there are many movies that may be used to illustrate early colonialism and intervention in the new world. There are movies that depict western expansionism in North America. The instructor will have available a variety of views on a single subject such as the Vietnam war with the perspective of Colonel Hal Moore with this book and movie *"We Were Soldiers"* and have also the perspective of Robert McNamara as Secretary of Defense in the U.S. at the same historical time frame through the documentary *"Dog of War."* A variety of perspectives may be presented through such works by Clint Eastwood with his movies on World War II *"Flags of Our Fathers"* and another perspective presented from *"Letters from Iwo Jima."* Another perspective that may be pursued during World War II may be through the movie *"Wind Talkers."*

General web sites:

<http://www.historyteacher.net/HistoryThroughFilm/HomeworkAssignments.htm>

http://www.historythroughfilm.net/movie_list

http://www.historythroughfilm.net/volume_i

<http://www.historyinfilm.com/>

Aboriginal web sites:

<http://www.lisashea.com/genealogy/waller/indian/movies/>

<http://www.native-languages.org/movies.htm>

<http://www.turtleisland.org/news/news-theatre.htm>

<http://www.firstnationsfilms.com/>

Others

Sensitive and Controversial Content

Controversial issues include those topics that are publicly sensitive. Such topics in a classroom may find no consensus of values or beliefs. Such topics include topics where reasonable people may sincerely disagree. Studying controversial issues is important for such study, providing opportunities to think clearly and to reason logically. Discussion around such topics offers opportunities to open-mindedly and respectfully examine different points of view and to make sound judgments.

Controversial issues that have been anticipated and those that do arise on occasion during instruction should be used to promote critical inquiry and thinking skills. These issues shall be managed with sensitivity to the Low German Mennonite culture and beliefs.

The History Through Film: Fact and Fiction 25 instructor will screen all films. It is recommended that a letter of intent be sent home to parents at the beginning of the course, which lists the prospective films that will be viewed during the course.

It is expected that all issues and texts that may be controversial or sensitive be discussed with the school administration prior to their coverage in class.

Migration Strategies

It is expected that all issues and texts that may be controversial or sensitive be discussed with the school administration prior to their coverage in class.

Safety Components

There are no anticipated health or safety risks associated with this course.

Migration Strategies

Significant Overlap with Provincial Curriculum

To the best of our knowledge there is no significant overlap with provincially developed courses since **History Through Film: Fact and Fiction 25** will focus on historical events not covered in the Social Studies Program of studies but rather supplement the program. For example, the intent of the course would not be to teach content and analyze World War II (as per Social Studies 20-1 and Social Studies 20-2), but rather investigate a movie relating to World War II and analyze that which would be fact and fiction entailed in that movie. In relation to the English program, again there will not be significant overlap but rather supplement the program.

Assessment

Teachers should create a multi-dimensional approach that is both summative and formative that focuses on the intent of this course which is often process rather than predominately product related. During each unit of instruction, the students' theoretical as well as practical comprehension of the outcomes needs to be assessed. Any technical or creative work may be assessed both individually and as part of a group and should reflect improvement in knowledge of the historical perspective.

It is suggested that rubrics be used for assessment of such activities as essays and multi media presentations. Teachers can create a balanced assessment through such activities as:

- A. Student ability to utilize research skills
- B. Students ability to present information in a variety of formats (power point, essay, poster, discussion)
- C. Students ability to analyze information (ie formal written essay)
- D. Students ability to synthesize information

- E. Students ability to write exams reflecting on course content.

The following are examples of a General Course Outline and a Guideline for Assessment:

Sample Course Outline:

History Through Film: Fact and Fiction 25

1. Empires
 - a. Egypt
 - b. Greece
 - c. Rome

2. Middle Ages to Enlightenment (Nationalism and New Imperialism)

- a. Britain and the Empire
- b. French Empire
- c. United States Independence

3. Contemporary World in Conflict

- a. World War I
- b. Between the Wars
- c. World War II
- d. Cold War

4. Contemporary Social Issues

Sample Assessment:

Writing Assignments 25%

Presentations 25%

Quizzes 10%

Review Assignments 10%

Final Exam 30%

Course Evaluation and Monitoring

Appendix I

1 Appendix 1, 2, 3, 4 - History Through Film.docx

Appendix II

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LOCALLY DEVELOPED COURSE OUTLINE

Portfolio Art35-3

Portfolio Art35-5

Submitted By:

Horizon School Division No. 67

Submitted On:

Jan. 4, 2017

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
35-3	62.50	01/05/2017	08/31/2018	Acquired	Authorization	G12
35-5	125.00	01/05/2017	08/31/2018	Acquired	Authorization	G12

Acknowledgment

Course Description

Portfolio Art 35 is for students who are serious about their intentions to continue their studies of Art at a post-secondary level. There are three major areas on which students need to focus in the Portfolio Art 35 course. These areas reflect the expectations placed upon students for the evaluation and acceptance of a portfolio used for admittance into a post-secondary art institution. Portfolio Art 35 will address the following three major areas: investigative skills, technical skills, and the demonstration of creative skills.

Course Prerequisite

Philosophy

Through their Art students will increase their competencies in skill and knowledge of Art and develop the personal resources to think critically and creatively about their artistic process and products. Art is a reflection of the artist and the society within which the artist lives. All instruction, concepts covered, and art works produced will be done with an understanding of dignity and respect, honesty, loyalty, fairness, personal and communal growth. Through the development of their personal portfolio students will learn the value of their skills as well as research various field of artistic enterprise to determine their own future as an artist.

Rationale

A part of the qualifications necessary for students to gain acceptance into most post-secondary programs is the submission of a portfolio of their personal artwork. Portfolio Art 35 offers students the opportunity to create such a portfolio under the individual guidance of their Art teacher. Within the usual Art 30 program, there is not the freedom to explore the personal artistic direction required of a successful portfolio submission. Portfolio pieces may also be used for course credit through the Advanced Placement Program and International Baccalaureate Programme.

Learner Outcomes

Portfolio Art students will develop their artistic style and submission portfolio through a variety of themes including:

- Investigative Skills: Investigation and research into their personal artistic goals and requirements for post-secondary institutions
- Technical Skills: the selection, mounting, framing, assembling and displaying of their art portfolios
- Creative Skills: the demonstration of artistic maturity in three key areas: Quality of the total work; Focus of intent; Scope of work presented

·
Literacy Skills: the construction and communication of meaning through their art

General Outcomes

- 1 Students will investigate and research post-secondary institutions offering art related careers that will advance their personal and career goals.**
- 2 Students will learn to think critically and creatively as they physically select, assemble and prepare their portfolio for submission.**
- 3 Students will develop artistic maturity in the quality, focus, and scope of their art pieces in order to communicate their artistic vision through their portfolio submission.**
- 4 Students will develop an understanding and application of critical assessment of their artistic work in order to achieve excellence and build confidence while they mature in their artistic style.**

Specific Learner Outcomes

<p>1 Students will investigate and research post-secondary institutions offering art related careers that will advance their personal and career goals.</p>	<p>35-3 35-5</p>
<p>1.1 The student will develop the ability to critically choose and investigate the academic and portfolio requirements for one or more post-secondary institutions.</p>	<p>X X</p>
<p>1.2 The student will develop the ability to identify career opportunities available to them after successful completion of a post-secondary art program.</p>	<p>X X</p>
<p>2 Students will learn to think critically and creatively as they physically select, assemble and prepare their portfolio for submission.</p>	<p>35-3 35-5</p>
<p>2.1 The student will learn the technology tools and skills necessary to electronically scan and archive personal art work</p>	<p>X X</p>
<p>2.2 The student will develop the technological ability to manipulate electronically scanned images in order to maintain the integrity of the original.</p>	<p>X X</p>
<p>2.3 The students will demonstrate experimentation in approach with various media and not simply a variety of media used to create visual imagery</p>	<p>X X</p>
<p>3 Students will develop artistic maturity in the quality, focus, and scope of their art pieces in order to communicate their artistic vision through their portfolio submission.</p>	<p>35-3 35-5</p>
<p>3.1 The student will focus their artistic style by developing the skills and understanding to explore a single element of artistic concern by producing a series of related works of art depicting an idea, theme or artistic concept visually.</p>	<p>X X</p>

3.2 The student will explore the scope of their artistic style through understanding that a single visual image can give a totally different visual impression when depicted with different media, artistic styles or movements.	X X
3.3 The student will demonstrate understanding of the quality of the total work of art that comprises a portfolio to demonstrate the positive creative aspects of each piece	X X

4 Students will develop an understanding and application of critical assessment of their artistic work in order to achieve excellence and build confidence while they mature in their artistic style.	35-3 35-5
4.1 The student will demonstrate understanding of the quality of the total work of art that comprises a portfolio to demonstrate the realization of the artist's intentions .	X X
4.2 The student will identify personal strengths in their artistic style and evaluate these strengths to best demonstrate their maturity and technical skill in creating their portfolio.	X X

Facilities or Equipment

Facility

Portfolio Art 35 can be taught in any senior high Art classroom/facility.

Facilities:

Equipment

The equipment provided for a standard senior high Art class will meet the needs for Portfolio Art 35. It is understood that if the areas of technical investigation of a particular student involve materials not available to the student through the school, the student will be responsible for supplying such materials.

Learning Resources

An Appendix for Portfolio Art 35, with content and assessment suggestions, is attached.

Others

Sensitive and Controversial Content

No controversial or sensitive issues are anticipated for Portfolio Art 35. The teacher will select sources culturally appropriate to a Low German Mennonite context as applicable.

Migration Strategies

Safety Components

Materials used in Portfolio Art 35 and the working environment of the student will comply with classroom standards set by WHMIS and required for all senior high Art courses. Edmonton Catholic School District's Safety policy and regulations are attached in the Assessments section.

Migration Strategies

Significant Overlap with Provincial Curriculum

Although many of the skills taught in the Art 10, 20 and 30 programs can be used by the student in Portfolio Art 35 to complete works used for the course, it is the focus on the investigation of goals, execution and refinement of skills, development of style and concentration of application of theory that make this course different. Continuation of studies in Art and the standards, requirements and skills that are necessary to facilitate this are not part of the provincial programs. Skills necessary for the student to develop in order to gain acceptance into post-secondary studies of art is the prime focus of Portfolio Art 35.

Assessment

Portfolio Art is a project-based course and not a written-examination based course. Students will complete projects as required for the post-secondary institution(s) they choose and/or as suggested in the Appendix.

The performance of the student and the evaluation of a student's work is in no way an indicator of the success a student may receive on a portfolio being submitted to a post-secondary institution.

Course Evaluation and Monitoring

Appendix I

Appendix II

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HORIZON SCHOOL DIVISION NO. 67**Policy Code:** JG
Policy Title: Community Use of Facilities**POLICY HANDBOOK****Cross Reference:**
Legal Reference:
Adoption Date: June 25, 1997
**Amendment or Re-
affirmation Date:** June 20, 2000

POLICY

THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION BELIEVES THAT SCHOOL FACILITIES ARE A COMMUNITY RESOURCE THAT SHOULD BE MADE AVAILABLE TO MEMBERS OF THE COMMUNITY FOR EDUCATIONAL AND RECREATIONAL ACTIVITIES.

DEFINITIONS**Facilities**

Facilities refers to all Horizon buildings including school grounds

Principal

Principal in this policy refers to the principal of the school or designate. It also refers to site administrators for the division and maintenance offices

Supervisor

Supervisor refers to the individual who is overseeing the participants of the user group. The supervisor must be 21 years of age or older, approved by the principal, and be with the group at all times during the rental period.

User

Users are individuals and/or community groups that wish to use Horizon School Division facilities for non-school or non-division sponsored activities.

GUIDELINES

1. This policy applies to all community use requests outside of joint use agreements.
2. The Horizon School Division will make appropriate specified portions of its facilities, and equipment available for approved purposes, providing such use will not conflict with or restrict school programs or needs.
 - a. Schools shall have first claim to the use of their respective facilities at all times and any agreement made with an outside organization will be contingent on the needs of Horizon School Division and such agreements may be terminated or altered at any time.
 - b. Should multiple users make a request to use a facility, priority for granting usage is as follows:
 - i. Activities administered by the municipal government having a reciprocal use of facilities agreement with Horizon School Division
 - ii. Community non-profit groups.

HORIZON SCHOOL DIVISION NO. 67

Policy JG - Use of Facilities and Equipment - Continued

- iii. Educational Institutions
 - iv. Private groups
 - v. For profit groups
 - c. Users should conclude their activity by 11:00 p.m.
 - d. The facility must be left in the same condition the user received it.
 - e. All use of facilities by users shall be automatically cancelled when facilities are closed due to inclement weather, or any other cause beyond the control of the Board.
3. Whenever possible, the school should direct those requesting to use Horizon facilities, to the local community facilities designed for recreation and social activities to avoid competition with the private sector.
4. Christmas, Easter, and summer use of facilities are restricted by maintenance requirements. Where exceptions are to be made, they shall be authorized by the Facilities Manager.
5. Facilities may be made available for use in a School Board, Municipal, Provincial, or Federal Election upon request to the Board from government.
6. A fee may be charged to offset the operational and maintenance costs incurred by the use of the facility.
7. All users engaging in high risk or excluded activities as defined by the division's ASBIE Facility User Group Insurance Program (see attached) must provide a certificate of insurance with a minimum of \$2,000,000 (high risk activities) \$5,000,000 (excluded activities) general liability, naming the 'Horizon School Division' as an additional insured on the policy.
8. Users shall comply with all applicable health and safety regulations, local ordinances, fire and building code regulations.
9. Facility security is the responsibility of the Horizon School Division.
 - a. School Division representatives have the right to visit and inspect all users' activities operating within facilities.
 - b. The principal is responsible to ensure that an approved supervisor is designated to unlock the facility, is present to supervise the activity, and secure the facility after the activity.
 - c. The principal has the prerogative to provide keys to user groups as per Policy FE: building security and handing out of keys.
10. The Horizon School Division reserves the right to cancel users' facility bookings at any time.
11. The user shall be responsible to pay any cost associated with:

HORIZON SCHOOL DIVISION NO. 67

Policy JG - Use of Facilities and Equipment - Continued

- a. Damage or vandalism to the facility or equipment.
 - b. Inappropriate or insufficient clean up.
12. All users shall comply with the same standards of conduct that apply to division/school use. Specifically, the following shall be noted:
- a. No smoking in facilities and on school grounds.
 - b. No possession, use, distribution, or sale of illicit substances and/or alcoholic beverages.
 - c. Marking shoes must NOT be worn in the gymnasium for sports activities.
13. Failure by users to comply with Policy JG may result in immediate cancellation of approval of use and cancel eligibility for future usage.

PROCEDURES

1. Users may request the use of a facility by contacting the principal directly.
2. The user shall complete the attached application, shall comply with Board policy, shall agree to all rules governing the use of the facility, and submit a completed/signed application to the principal for approval.
3. Once the principal has approved the application, the application shall be forwarded to the Associate Superintendent of Finance & Operations.
 - a. The Associate Superintendent of Finance and Operations has the ability to override principal approval.
4. Once approved, the principal should contact:
 - a. The Facilities Manager to enable heating, if required.
 - b. The custodian if custodial services are required.
5. Once all conditions for the event have been identified and approved, the principal may generate the invoice to provide to the user. Payment should be made prior to the event.
6. Adequate Adult Supervision must accompany all user groups.
 - a. It is the responsibility of the supervisor to ensure that the participants remain within the designated rental area, that damage to the facility does not occur and that all user participants leave the school on or before the ending time of the rental permit.
 - b. When groups are renting multiple facility space, there should be adequate supervision as determined by the principal.

HORIZON SCHOOL DIVISION NO. 67

Policy JG - Use of Facilities and Equipment - Continued

7. The use of facilities must be confined to the hours specified by the applicant.
8. Each user may request to view the facility before the event.
 - a. Following the event, the principal should ascertain that no damage was done and that appropriate clean up took place. If any required extra billing is necessary, the principal shall contact the Associate Superintendent of Finance and Operations who will communicate with the user regarding the additional charges.
 - b. The Board will seek full restitution for any damage done to its facilities by users.
 - c. All monies collected, with the exemption of equipment rental shall be forwarded to division office. Such fees will then pay any required custodial services or maintenance repairs required due to usage.
 - d. Equipment rental fees are considered SGF and will be remain at the school.
9. Fees
 - a. Certain minimum custodial coverage may be required to ensure the school is clean and ready for use by the school the next day. All coverage and costs are outlined in the 'custodial fees' section.
 - b. Fees shall be paid directly to the school. Any bank charges will be the responsibility of the user.
10. Liability and Insurance. **The user agrees to the following:**
 - a. To assume full responsibility for the acts and conduct of all persons admitted to the facility. The user will be responsible for the supervision of and behavior of each member of the user's group and jointly and severally liable for any costs arising from damage caused by the group or any of its members. One member of the group shall be designated by the organization to be responsible for supervision and behavior of the group and shall sign the use of facilities application form.
 - b. To release the Board from any and all liability to any person for any loss, damage, or injury to any persons or property incurred in or upon the facility.
 - c. To supply and provide proof of insurance for high risk or excluded activities as defined by the division's ASBIE Facility User Group Insurance Program (see attached)
 - i. Users engaged in low and medium risk activities are automatically covered by the Divisions insurance
 - ii. Users requesting use of facilities for high risk activities must provide either a Certificate of Insurance from their own insurance provider (minimum of \$2 million general liability) or purchase insurance through the Division's insurance provider by contacting the Associate Superintendent of Finance and Operations

HORIZON SCHOOL DIVISION NO. 67

Policy JG - Use of Facilities and Equipment - Continued

- iii. Users requesting use of facilities for excluded activities must provide a Certificate of Insurance from their own insurance provider (minimum of \$5 million general liability), naming the 'Horizon School Division' as an additional insured on the policy.
 - d. During the use and occupation of the facility, the user shall indemnify and save harmless the Horizon School Division including its employees from and against any and all liability whatsoever resulting from injury or damage to person, persons or property as a result of the use and occupation of the facility.
 - e. Industrial Arts facility requests should be made directly to the Associate Superintendent – Finance and Operations.
11. Miscellaneous
- a. Permits are assigned and not transferable.
 - b. Arrangement must be made through the school for use of any equipment, prior to occupancy.
 - c. No food or drink is to be served or consumed in the gymnasiums without formal approval.
 - d. All tables, chairs, dishes and other equipment brought into the facility by the user shall be approved by the principal prior to occupancy and removed promptly after use.
 - e. Vehicle parking is permitted only in designated parking areas.
 - f. Users are prohibited from having weapons, object that are used, or intended to be used, to threaten or harm others, in their possession or objects which may be used to inflict injury or harm to others.
12. Fire Prevention
- a. When a user intends to bring lighting, scenery, special effects, props, etc. into the facility, the user is responsible to inform the principal prior to use. The principal has the authority to approved such usage. Use of pyrotechnics, smoke machines and/or dry ice is strictly forbidden.
 - b. User shall not exceed occupancy capacity.
 - c. Users must vacate the facility upon the sounding of the fire alarm. Only when the fire is brought under control or it is determined that it is a false alarm by the Fire Department, will individuals be allowed to re-enter the facility.

HORIZON SCHOOL DIVISION NO. 67
Policy JG - Use of Facilities and Equipment - Continued



USE OF FACILITIES – PERMIT APPLICATION
(full policy can be found on horizon.ab.ca under board/policy manual)

This application must be received by the School principal, prior to the starting date of the permit.

Name of User (Individual/Organization) _____
If Organization, Name of Individual applying on behalf of Organization _____
Mailing Address _____
Telephone _____ Email _____

Name of facility that the user wishes to rent _____
Facilities Requested: Gymnasium Change Rooms Classroom(s)
 Cafeteria Computer Lab Library
 Other/Equipment (Please Specify) _____

Please note: Facilities are non-smoking, (possession, use, & distribution of illicit substances and/or alcoholic beverages are prohibited)

Purpose of Rental (Activity being undertaken) _____
Admission Fee: The User is NOT charging an admission fee for its participants
 The User is charging an admission fee to its participants to cover the Division's fees
 The User is charging an admission fee as a source of income

Number of People Attending _____ Age range _____
FOOD AND BEVERAGES WILL BE SERVED Yes No If yes, describe _____

Date(s) _____
Time From _____ a.m. p.m. To _____ a.m. p.m. (NOTE: not to exceed 11:00pm)
Name of supervisor (must be over 21 yrs) who will be present during the activity _____
Supervisor Phone Work _____ Extension _____ Home _____ Cell _____

Please provide details on setup requirements _____

CONDITIONS OF USE:

Your cooperation is requested in observing the following regulations:

1. Groups using facilities are responsible for the conduct of all members of the group.
2. Users will be allowed to use only those facilities indicated on the application form and only during the times designated.
3. School equipment may be used only if indicated on the approved application form.
4. Users will be responsible for any damages.
5. Marking shoe are NOT to be worn in the gymnasium for sports activities.
6. Payment should be made prior to the use of the facility.
7. The user shall comply with Board policy including Policy JG Community Use of Facilities (located on www.horizon.ab.ca)
8. The User Group shall indemnify and save harmless the Owner from and against all claims, demands, losses, costs, damages, actions, suits or proceedings arising out of or in any way relating to the rental or use of the facilities under this Agreement. Without restricting the generality of the foregoing, the User Group shall be responsible for any loss or damage to the facilities, howsoever caused, arising out of the use or rental of the facilities under this Agreement.
9. The User Group WILL be required to provide the Owner with a Certificate of Insurance, in a form acceptable to the Owner, evidencing the coverage specified or requested by the Owner prior to the occupation or use of the facilities by the User Group.
10. The user accepts responsibility for any damages resulting during the facility use, including the cost of janitorial services should any be required following usage.
11. All use of facilities by users shall be automatically cancelled when facilities are closed due to inclement weather, or any other cause beyond the control of the Board

I hereby acknowledges/accepts the conditions and terms laid out in Policy JG: Community Use of Facilities.

Print Name: _____ Signature: _____ Date: _____

HORIZON SCHOOL DIVISION NO. 67

Policy JG - Use of Facilities and Equipment - Continued

RATE SCHEDULE

Fees/deposits for the use of facilities vary depending on purpose and type of organization requesting use. Fee categorized are as follows.

Category #1 – Exempt from Paying Rental Fees (note: other fees/deposits may still apply)

- Activities of the Board
- Meetings or activities sponsored by School Councils
- Meetings of division staff and their respective Union
- General meetings or activities of the Community Health Association
- Registered, not-for-profit organizations, i.e. Boy Scouts, Guides, 4-H Clubs,
- Meetings/small social functions of recognized community service clubs (less than 20 people)
- Community functions sponsored by local community recreational commissions (less than 20 people)
- Government Agencies (e.g. emergency services)

Category 2 – Not exempt from rental fees

Sub-category 2a – Profit is not the intent (User are NOT charging an admission fee or the admission fee is intended to cover the Division's fees.

- Large social functions of recognized community service clubs (more than 20 people)
- Large community functions sponsored by local community recreational commissions (more than 20 people)
- Activities sponsored by non-recognized community recreational commission/community service clubs, i.e. dance or drama groups, choirs, cultural organizations
- Industrial or business athletic groups and leagues for purposes authorized by the school principal
- Concerts and other functions sponsored by service clubs and other local non-profit organizations where an admission fee is charged to help defray expenses and/or for charitable work in the community, as authorized by the school principal.

Sub-category #2b – Private functions and those users whose intent is making a profit

- Commercial enterprises
- Private individuals
- All other groups not included in Category #1 or Category #2

HORIZON SCHOOL DIVISION NO. 67

Policy JG - Use of Facilities and Equipment - Continued

FACILITY RENTAL FEES

Facility Rental fees are in addition to costs for janitorial and insurance fees and are not subject to G.S.T.

The fees for each category are listed below:

RENTAL AREA	CATEGORY		
	1	2a (hourly rate)	2b (hourly rate)
Classroom	Nil	Nil	\$20
Library	Nil	Nil	\$40
Cafeteria	Nil	Nil	\$40
Kitchen	Nil	\$20	\$40
Gymnasium (under 450m2)	Nil	\$20	\$40
Gymnasium (over 450m2)	Nil	\$20	\$60
Sports Field (Striping NOT Included)	Nil	Nil	\$80

Groups requesting multiple rooms may be provided a discount up to 50% for any additional area (note: only applies to the lower rate area).

CUSTODIAL FEES

Custodial fees are *for cleaning and administration of custodial services are charged at \$35/hr, one-hour minimum, unless waived by the principal. The total number of hours are determined by the Facilities Manager in consultation with the principal and custodian.*

Note: Custodial fees may be waived by the principal for small groups where the group agrees to provide janitorial services that will result in facility being left in the same/or better condition than when the group arrived.

INSURANCE FEES

TBD by insurance provider. See appendix A and B for premiums examples from the Division's insurance provider. Please contact the Associate Superintendent for quotes.

DAMAGE DEPOSIT

	Risk Level	
	Low/Medium Risk Activity	High Risk/Excluded Activity
Less than 25 people	Nil	\$500
25 to 100 people	\$100	\$500
More than 100 people	\$200	\$500

EQUIPMENT RENTAL FEES

Schools have the prerogative to set and charge equipment rental fees.

HORIZON SCHOOL DIVISION NO. 67

Policy JG - Use of Facilities and Equipment - Continued

Appendix A

ASBIE Facility User Group Liability Insurance Coverage

The Alberta School Board Insurance Exchange (ASBIE), Horizon's insurance provider, provides a Blanket Facility Users Group (non-school based users – individuals or groups) policy to provide liability coverage for the protection of Facility Users. This is extremely valuable particularly when a Facility User does not have access to liability insurance coverage of their own from other sources. This coverage provided for the Users transfers liability away from the Board back to the User of the facility.

The policy covers the User's legal liability for bodily injury to, or damage to property of others such as spectators, passers-by, property owners and others resulting from the User's activity. In addition, their legal liability for injury to participants is covered except in cases where the activity is excluded – see Appendix B: ASBIE User Group Program information which identifies included activities (Low and Medium Risk) as well as excluded activities (High Risk).

Those requesting to use Horizon facilities for the purpose of pursuit of High Risk activity will not be approved without the purchase of additional premiums. If High Risk Users cannot be covered, they will be required to provide proof of insurance from other insurers – if this is not available, use of our facilities for their activities will be denied.

Who is Covered?

Any individual or group, not providing or associated with a school activity, using the facilities of the Board in low and medium risk activities, who does not have access to other insurance (i.e. drop-in basketball, volleyball – not league as they should have their own insurance). Persons covered are all members collectively including Executives, Managers, Coaches, Trainers, Officials, Event Organizers and Volunteers while acting within the scope of their duties with respect to the activities.

Coverage?

Limit - \$2,000,000.00 general liability per occurrence including the following:

- Premises, Property and Operations
- Products and Completed Operations
- Blanket Contractual (liability arising from certain specified contracts, i.e. rental agreement)
- Personal Injury (libel and slander)
- Employees, Members and Volunteers as Additional Insured's
- Cross Liability (each insured covered, up to the policy limit in total)
- Tenants Legal Liability (for damage done to the premises)

A deductible of \$500.00 to bodily injury, property damage and legal expenses, for each User would apply and be billed to them for each claim.

HORIZON SCHOOL DIVISION NO. 67
Policy JG - Use of Facilities and Equipment - Continued

Appendix B

ASBIE Facility User Group Program 2016-2017
Rates

Low Risk Activities	Included in Blanket Program
Medium Risk Activities	Included in Blanket Program
High Risk Activities	Not Included in Blanket Program and must be referred to Insurer for consideration and premium quote

LOW RISK ACTIVITIES	MEDIUM RISK ACTIVITIES	HIGH RISK ACTIVITIES	EXCLUDED ACTIVITIES
Badminton	Baseball	Any activity not indicated in Low Risk / Medium Risk / Excluded Category	Alpine Skiing or Ski Hills
Bowling	Basketball		Animals, Petting Zoos
Curling	Field Hockey		Bungee Jumping
Dance Lessons	Ball/Floor Hockey		Boxing
Horseshoes	Handball		Carnivals
Tennis	Racquetball		Climbing Walls
Piano lessons	Soccer		Contact Hockey
Rope skipping	Softball		Cyding
Yoga/Pilates/Arobics(subject to certified instructor)	Squash		Fireworks (unless under direction of a licensed pyrotechnician)
Art classes	Non-Contact Touch/Flag Football		Gymnastics
Meetings	Track & field	Equestrian/horse related events	
	Volleyball	Kickboxing	
	Swimming with Lifeguard	Lacrosse	
	Adult non-contact hockey	Minor Hockey (18 & under)	
	Ball hockey, in-line hockey	Mountain Climbing	
	Recreational Skating	Rugby	
	Farmers Markets	Skateboarding / Skateboard Parks	
	Swap Meets	Snowboarding	
	Garage Sales	Snowmobile or Sea-do Rentals	
		Tackle Football	
		Contact Martial Arts	

Additional Premium required (includes 15% LS Fee)		
Non-contact Martial Arts	1 - 25 students	\$575
	26 - 100 Students	\$863
	closed tournament (own students only)	included
	open tournament day (outside participants invited or allowed - up to 100 extra)	\$288
League Hockey	\$225 per team per season	
Tournaments	Up to 8 teams	\$288
	9-16 teams	\$431
Events without Alcohol	1-100 Attendance	\$115
	101-500 Attendance	\$144

HORIZON SCHOOL DIVISION NO. 67
Policy JG - Use of Facilities and Equipment - Continued



ASBIE Insurance Program

FACILITY USER GROUP INSURANCE APPLICATION
2015-2016 POLICY YEAR

I hereby apply for Commercial General Liability Insurance with All-Sport Insurance Marketing Ltd. under the ASBIE Facility User Group Insurance Program for the limits and deductibles shown below.

Commercial General Liability Coverage		
Amount of Insurance	\$2,000,000	Per Occurrence for Bodily Injury and/or Property Damage
	\$250,000	Tenants Legal Liability, any one Premises, Broad Form
Deductible	\$500	Per Occurrence for Bodily Injury and Property Damage and Legal Expense combined

Voluntary Medical Coverage	
Amount of Insurance:	\$1,000. Any One Person
Deductible:	NIL

*****Note:** *Voluntary Medical Coverage not applicable to Sports Injuries* _____ Initials of Renter

If insurance is bound and a Certificate of Insurance issued by or on behalf of AllSport Insurance Marketing Ltd., I agree to promptly report any known or potential claim or action pertaining to this insurance (regardless of how insignificant it may appear at the time) to:

Lloyd Sadd Insurance Brokers Ltd. (Program Manager for ASBIE)
 Suite 700, 10240 – 124 Street
 Edmonton, AB T5N 3W6
 Toll Free: (800) 665-5243
 Phone: (780) 483-4544
 Fax: (780) 484-5727
 Email: Krystle Yaghi, CIP kyaghi@lloydsadd.com

Renter must fully complete this 2 page application and initial where indicated.

Page 1 of 2
 _____ Initials of Renter

HORIZON SCHOOL DIVISION NO. 67
Policy JG - Use of Facilities and Equipment - Continued

Name of School Board			
Contact Person		Phone	Fax
Name of Renter (Applicant)			
Address of Renter			
Phone		Fax	
E-mail			
Name of Facility Used			
Expected Attendance			
Type of Activities and Specific Details of the Event			
Number of Days of the Event		(Date) From	(Date) To
Hours of the Event			
Will alcohol be served?	Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, will it be free of charge?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, what controls are in place to limit consumption?			
	Special Event Liquor License must be provided <i>prior</i> to insurance being effective.		
Renter Signature		Date	
Print Name			
School Board Signature		Date	
Print Name			

NOTICE TO APPLICANTS

This application does not bind the Applicant, Lloyd Sadd or the Insurer, but it is agreed that this application will be the basis of the contract should a Certificate be issued, and it will be attached to and made a part of the certificate. The Applicant represents that if the information supplied on this application changes between the date of this application and the time when the policy is issued, the Applicant will immediately notify Lloyd Sadd of such changes. Please note that if payment is not received, any Certificate issued will be null and void.

LLOYD SADD INSURANCE COVERAGE CONFIRMATION			
APPLICATION REVIEWED BY		APPLICATION APPROVED BY	
MEETS FUG CRITERIA?	Yes <input type="checkbox"/> No <input type="checkbox"/>	DATE	
EFFECTIVE DATE OF COVERAGE		EXPIRY DATE OF COVERAGE	
COMMENTS			

Renter must fully complete this 2 page application and initial where indicated.

Page 2 of 2

 Initials of Renter

HORIZON SCHOOL DIVISION NO. 67

Policy JG - Use of Facilities and Equipment - Continued

Community Use of Facilities Checklist

- Community member/group (user) requests use of facility
- Principal provides copy of policy to user
- User completes application
- Principal reviews application
- Principal determines need for janitorial services and determines fees
- User provides Certificate of Insurance, naming Horizon School Division as additional insured or requests (from own insurance provider or ASBIE coverage from Associate Superintendent (only for high risk and excluded activities))
- Principal approves application
- Principal sends application to Associate Superintendent F&O
- Principal contacts Facilities Manager to enable heat, if required
- Principal contacts custodian if custodial services required
- Principal invoices user
- User pays invoice
- Principal forwards fee to Associate Superintendent F&O
- User may request to preview facility (pre-possession walk through for damages)
- Principal arranges access to the facility (opens facility up or provides key)
- User accesses the facility
- Principal arranges for lock-up (if key provided, key is returned)
- Principal inspects facility for damages and confirmation of appropriate clean up
- If damage or clean-up is necessary, principal contacts Associate Superintendent (F&O) who contacts user
- Janitor invoices jurisdiction if required
- Associate Superintendent pays janitor's invoice

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 school security (lockdown) drills.
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: 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.

ADMINISTRATORS' MEETING

TUESDAY, JANUARY 10TH, 2017

MEETING CHAIR: WILCO TYMENSEN
BOARD MEMBER IN ATTENDANCE: BLAIR LOWRY
ATA REPRESENTATIVE: LINDA VIROSTEK

MORNING PROFESSIONAL LEARNING:

Principals took part in the Kairos Blanket Exercise: A teaching tool to share the historic and contemporary relationship between Indigenous and non-Indigenous peoples in Canada. The exercise was developed in response to the 1996 Report of the Royal Commission on Aboriginal Peoples—which recommended education on Canadian-Indigenous history as one of the key steps to reconciliation, the Blanket Exercise covers over 500 years of history in a two hour participatory workshop.

DISCUSSION ITEMS:

D.1 BUDGET ALLOCATION

Principals broke up into four small groups and discussed what a funding allocation pool which would cover large-ticket school items could look like. Comments included the following. (The full summary is available to principals on googledocs.)

1. What types of items are we looking at adding to the collective pool for large items?
 - Textbooks, copiers, school/student furniture. Security equipment. PA systems, lockers, sound system/projector for the gym, sports fields for PE curriculum/wellness
 - Items that would be common to all schools and can be ordered more efficiently in large quantities.
 - Shop equipment, specific to subject (ie. Physics classroom), projectors, smart boards(or equivalent), bleachers, buses, Fountas and Pinnell, stage curtain, capital expenditures, PA systems/intercom, security cameras, playground equipment, athletics
 - Learning commons/maker space upgrades from current library
 - Clarity of the definition of 'big ticket items' to ensure understanding of the allocation of collective pool and application of funds. (i.e. New Curriculum and Common Jurisdiction Resources, Facility - lockers, bleachers, PA Systems...etc)
 - Definition of 'big ticket items' would have to be narrowed and be very specific (bleachers, PA Systems...)
2. What further items need to be discussed?
 - Admin time allocations, collaborative time accounted for in budget.
 - staffing...centralized, including support staff. Needs based model.
 - Needs based budget. What does a school with high ELL population do with excess funding compared to a school with a low ELL population?
 - Increased Mental Health concerns and issues related accordingly.
 - How much money will schools lose from their decentralized? Per pupil, general #, prorated?
 - It is hard to agree to the pool of money without knowing how generating that pool will impact schools' decentralized budgets? What are the considerations in creating this pool? Drawbacks?
 - How will it be determined who gets the funds when and for what - what criteria will be used?
 - Who determines who gets or needs?
 - Safety needs to priority
 - Committee decision?
 - Curriculum need vs. Less important need? Must have vs. I'd really like this please vs. I need this I think and if I might lose out on this then I'll ask now.
 - Essential school items are priority. For example, all schools should have access to up to date teaching and learning resources. All students need desks, appropriate school "infrastructure".

D.2 TCS (WORLD) BAND TOUR

Taber Christian School Band will be presenting a 45-minute interactive band presentation at the end of April or early May to any schools that may be interested. Please contact Klaas if you would like your school to participate in their presentation.

D.3 SCHOOL CALENDAR TEMPLATE.

After a brief discussion, it was decided that the Kindergarten Calendar template will be included with the School Template. Kindergarten calendars will be incorporated into the grade 1 to 12 calendar file with separate tabs. A new icon for school PD will also be added to the calendars (green with black triangle)

INFORMATION ITEMS:

I.1 POLICY HK – ASSESSMENT, EVALUATION, REPORTING

3.9 has been removed from Policy HK – Student Assessment, Evaluation and Reporting.

I.2 HEALTH AND WELLNESS – V.H.S. NUTRITION EVALUATION

Todd shared Vauxhall High School's Nutritional Study conducted by Alberta Health Services. Nora Fines, A.H.S. Health Promotion Coordinator along with the A.H.S. dietician spend several days meeting with members of the school. The study shared with the school healthy beverage, snack and meal alternatives and recommendations.

Each year A.H.S. will provide 1 dietician to conduct the Nutritional Study at a school. However, Nora Fines is willing to travel to any school during the year to teach students about nutrition. Those principals wanting to see Vauxhall's report should contact Todd directly.

DATE TO REMEMBER:

• January 17 th – Board Meeting
• January 18 th – SIVA Re-fresher – 8:30am – 4:30pm @ Division Office
• February 14 th – Admin. Meeting
• February 15 th – 2017-2018 School Calendar Template (submission due date)
• February 16 th – Board Meeting
• February 24 th – April Diploma Exam Registration
• March 1 st – COSC Meeting
• March 13 th – Division Wide PD Day
• March 14 th – Admin. Meeting
• March 21 st – Board Meeting
• March 22 nd – APEX Youth Awards
• 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) – <i>date change</i>
• April 6 th – 7 th – Admin. Symposium (Waterton)
• April 11 th – Admin. Meeting (<i>tentative</i>)
• April 13 th – June Diploma Exam Registration
• May 1 st – Division Wide PD Day
• May 2 nd – Admin. Meeting
• May 4 th – Ignite UR Spark Fair
• May 16 th – Board Meeting

Associate Superintendent, Programs and Human Services Report to the Board of Trustees - January 17, 2017

Human Resources

- CUPE Board Negotiation Meetings resumed
- Met with Alberta Ed regarding High School Redesign
- Attending ASBA Bargaining Boot Camp this week

Leadership Practices

- Met with CASS Mentor
- Continuing with teacher evaluations for probationary teachers
- Met with Amber to familiarize myself with Horizon Induction Program and JSET

Stakeholder Engagement Impacts Student Success

- Initiated contracts and training for Student Voice Surveys – OurSchool and SOS-Q

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.

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

Date: Thu, Jan 5, 2017 at 11:35 AM

Subject: News Release: Deal ensures stability for Trinity students

To: wilco.tymensen@horizon.ab.ca

Deal ensures stability for Trinity students

January 05, 2017 [Media inquiries](#)

Alberta Education has reached an agreement with Trinity Christian School Association. The agreement includes additional oversight of Trinity's operations and provides stability for the school's more than 3,500 students.

The agreement, filed in a Grande Prairie court on Jan. 5, will see legal matters involving both parties come to a close.

Among the details of the agreement is a removal of the WISDOM Home Schooling Society of Alberta from governance or financial involvement in the education of students. As well, the Minister of Education will appoint a financial administrator for at least one year to assist Trinity's board of directors with developing policies and financial practices that meet taxpayers' expectations. The financial administrator will also have oversight over public funding directed to Trinity.

"Our priority has been ensuring that the funding we provide for education is being used to support students. We believe that today's agreement achieves this goal. It also ensures stability for more than 3,500 Alberta students. I stand behind the actions we have taken in this matter and officials will now move to assisting Trinity with developing governance and accounting practices that are at the standard expected by Alberta taxpayers."

David Eggen, Minister of Education

Related information

- [Consent Order – Agreement between Alberta Education and Trinity Christian School Association](#)

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

Date: Thu, Jan 5, 2017 at 11:23 AM

Subject: News Release: Carbon levy rebates benefit millions of Albertans

To: wilco.tymensen@horizon.ab.ca

Carbon levy rebates benefit millions of Albertans

January 05, 2017 [Media inquiries](#)

Alberta families began receiving rebates today, helping them adjust to the new carbon levy and reduce their carbon footprint.



Minister Hoffman sits with an Edmonton family to talk about the carbon levy rebate

Deputy Premier Sarah Hoffman met with an Edmonton family that received a rebate under the program.

“The carbon price is a made-in-Alberta solution that protects pocketbooks with rebates for 66 per cent of Albertans to help our most vulnerable and ensures that we get pipelines built. We are committed to providing Albertans with the support they need to use energy more efficiently and save money.”

Sarah Hoffman, Deputy Premier

The rebate program helps lower- and middle-income families adjust to the additional costs of carbon. Families will also be able to take advantage of energy-efficiency programs that will start as early as spring 2017.

The carbon levy rebate is expected to recycle \$95 million back to Alberta households in 2016-17 and \$435 million in 2017-18.

Quick facts

- In 2017, 60 per cent of households are expected to receive a full rebate to help offset the costs of the carbon levy:
 - A single adult earning up to \$47,500 per year will receive a rebate of \$200.
 - A couple earning up to \$95,000 per year will receive \$300.
 - Parents that qualify for the rebate will receive up to an additional \$30 per child (to a maximum of four).
- Rebates will increase in 2018, along with the carbon levy, to \$300 for singles, \$450 for couples, and \$45 per child.
- You do not have to apply to receive the rebate, but you must file your 2015 and subsequent income tax returns to be eligible.
- The rebate is non-taxable and also refundable, meaning you will receive it even if you pay no provincial income taxes.
- Questions about the rebate may be directed to the Canada Revenue Agency (CRA), as CRA is administering the program on the province's behalf: [1-800-959-2809](tel:1-800-959-2809).

Dear Colleagues,

Further to my email on November 7, 2016, I would like to inform you that the proposed amendments to the *Public Health Act* received royal assent on December 9, 2016.

This means that Alberta Health will now be able to collect student enrolment and contact information from Alberta Education for the purposes of contacting the parent or guardian of a student, or contacting an independent student, regarding voluntary health programs.

Alberta Education and Alberta Health are collaborating on a privacy strategy to protect information in accordance with the required legislation, and to support implementation of the *Public Health Act* in future school years.

School authority Freedom of Information and Protection of Privacy (FOIP) co-ordinators and/or privacy officers can contact my department's FOIP Office with questions about the amended legislation and privacy protections. Please contact Janet Cummings, FOIP Co-ordinator, at [780-643-6854](tel:780-643-6854).

Alberta Education staff are also available to answer general inquiries from school authorities. School authorities can contact the Field Services Greater Edmonton Services Branch at [780-427-9296](tel:780-427-9296). Both numbers can be reached toll-free by first dialing 310-0000.

Sincerely,

David Eggen

Minister of Education

From: <alberta.news@gov.ab.ca>
Date: Mon, Jan 9, 2017 at 11:23 AM
Subject: News Release: Albertans asked for input into Budget 2017
To: wilco.tymensen@horizon.ab.ca

Albertans asked for input into Budget 2017

January 09, 2017 [Media inquiries](#)

Albertans are invited to share their ideas and priorities as government kicks off its 2017 budget consultations.



Finance Minister Joe Ceci and Nicole Goehring, MLA, Edmonton-Castle Downs

Over the next few weeks, Albertans are encouraged to provide their comments and suggestions as government prepares for Budget 2017.

Minister of Finance Joe Ceci will host meetings with community leaders and the public while visiting towns and cities around the province.

Dates and locations

- Jan. 9 - Edmonton
- Jan. 10 - Stony Plain
- Jan. 11 - Vegreville
- Jan. 16 - Grande Prairie and Fairview
- Jan. 17 - Red Deer
- Jan. 18 - Redwater
- Jan. 20 - Calgary
- Jan. 23 - Medicine Hat
- Jan. 30 & 31 – telephone town halls

“We saw some promising signs of economic stability leading into the new year, but there is still a lot of work to do as we prepare for the next budget. These are still challenging economic times and I would like

to hear from Albertans about their priorities and ideas on how to best meet their needs without increasing costs or affecting front-line services.”

Joe Ceci, Minister of Finance

Other ways to provide feedback

- Submit your suggestions online (<https://www.alberta.ca/budget-2017-consultations.aspx>)
- Participate in a telephone town hall
 - Northern Alberta – Jan. 30
 - Southern Alberta – Jan. 31

An online (<https://www.alberta.ca/budget-2017-consultations.aspx>) submission page will collect feedback until Feb. 3.

Albertans will also have an opportunity to speak with Premier Rachel Notley and Minister Ceci in the two telephone town halls. Individuals with home lines will be dialled directly while those with cellular phones can sign up for a call. Details will be released closer to the event dates.

Budget consultations backgrounder

- Low global oil prices continue to have a profound impact on Alberta’s finances. The deficit is projected at \$10.8 billion for 2016-17.
- Revenue from the carbon levy is forecast to be \$248 million for 2016-17 and the carbon levy rebate program is expected to provide \$95 million back to Alberta households in 2016-17 and \$435 million in 2017-18.
- The 2016-17 Capital Plan is forecast to be \$8.4 billion.
- Government officials [consulted with private sector economists](#) to discuss their thoughts on Alberta’s economy as part of the budget consultation process.
- Alberta has the second-lowest small business tax rate, no provincial payroll tax, no sales tax and no health-care premium.
- Alberta’s population is approximately 4.2 million and continues to expand with record-setting international immigration and natural increase.



Sheila Laqua <sheila.laqua@horizon.ab.ca>

Significant Changes to PAT schedule on a go forward basis

1 message

Wilco Tymensen <wilco.tymensen@horizon.ab.ca>

Thu, Jan 12, 2017 at 12:25 PM

To: "principals@horizon.ab.ca" <principals@horizon.ab.ca>, sheila laqua <sheila.laqua@horizon.ab.ca>, Amber Darroch <amber.darroch@horizon.ab.ca>, Terri Duncan <terri.duncan@horizon.ab.ca>, Robbie Charlebois <Robbie.charlebois@horizon.ab.ca>, Anita Richardson <anita.richardson@horizon.ab.ca>, mark harding <mark.harding@horizon.ab.ca>

Please feel free to share with staff and parents

Dear colleagues,

Earlier today, the Minister notified school trustees of a change we are making that will introduce more flexibility to the administration of all future Grade 6 and 9 Provincial Achievement Tests (PATs) by school authorities. I am writing to provide additional details to help you in planning your schedules for next year.

Starting in the 2017/18 school year, Grade 6 and 9 PATs will be administered to students during an administration "window" specified by Alberta Education rather than according to a pre-set, single date and time for each exam determined by Alberta Education. Superintendents will have the flexibility to establish PAT schedules for their respective school authorities, according to local needs and within the administration window – including at the individual school level.

For the 2017/18 school year, the administration windows will be:

January 2018 PATs

- Grade 9 (written response) – January 17–23, 2018
- Grade 9 (multiple choice) – January 24–31, 2018

June 2018 PATs

- Grades 6 and 9 (written response) – May 7–11, 2018
- Grades 6 and 9 (multiple choice) – June 11–28, 2018

We still expect all schools to respect the security of the assessments, to help ensure fairness for students and the validity of the data produced by the PATs.

Below are some Q&As to help with the transition to administration windows for PATs:

1) Does the order of PAT administration need to be consistent across the province?

No. Providing an administration window enables greater flexibility to schedule PATs, including changing the order in which PATs are administered. For example, one school authority may want to administer the PATs in a different order than another authority.

2) Are all schools within an authority required to follow the same PAT administration schedule?

No. On a school-by-school basis, superintendents may adjust PAT administration dates for specific schools within the administration window.

3) If a school authority has a unique circumstance that prevents PATs from being administered during the administration window, could PATs be administered outside of this period of time?

Possibly. If a school authority has a unique circumstance that prevents PATs from being administered during the administration window, they are encouraged to contact the Director, Exam Administration.

4) If a student is absent on a day a PAT is administered, can this student write this test at another time within the administration window?

Yes. The existing directives for administering PATs to students who are absent would continue to apply.

5) Typically, Grade 6 students have been scheduled to write PATs before Grade 9 students. Can superintendents establish Grade 6 PAT administrations later in June?

Yes. Superintendents will have the flexibility to schedule Grade 6 PATs later in June.

6) Can school authorities still request adjustments to the 2016/17 PAT schedule?

Yes. For the current 2016/17 school year, superintendents may continue to request adjustments to PAT schedules via requests to the Director, Exam Administration.

7) Can superintendents establish local schedules for Diploma Exams?

No, Alberta Education will continue to provide set Diploma Exam schedules.

I would like to reiterate that this change only applies to PAT administrations **after** 2016/17. The 2016/17 administration will proceed as outlined in the [PAT General Information Bulletin](#). This bulletin has been updated with the 2017/2018 PAT administration window.

For further information or clarification, please contact Pascal Couture, Acting Director, Exam Administration, at pascal.couture@gov.ab.ca or 780-492-1462 (toll free by first dialing 310-0000).

Sincerely,

Curtis Clarke, PhD

Deputy Minister of Education

Wilco

Wilco Tymensen, Ed.D.
Superintendent
Horizon School Division No.67
"Engaging and Empowering all learners for success"
6302 56 Street
Taber AB T1G 1Z9
Telephone: 403-223-3547
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