

**Horizon School Division No. 67  
Regular Board Meeting – Division Office  
ERIC JOHNSON ROOM  
Thursday, February 16<sup>th</sup>, 2017 – 1:00 p.m.**

***Regular Board Meeting Agenda***

**A – Action Items**

<p>A.1 Agenda A.2 Minutes of Regular Board Meeting held Tuesday, December 20<sup>th</sup>, 2016 A.3 January 2017 Payment of Accounts Summary A.4 Policy HK – Student Assessment Evaluation &amp; Reporting – 2<sup>nd</sup> &amp; Final Reading A.5 Policy HGB – Inclusive Learning – 1<sup>st</sup> Reading A.6 Policy HGBJ – Early Childhood Services – 1<sup>st</sup> Reading A.7 3-Year Capital Plan - amendment</p>	<p><b>ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3</b></p> <p><b>ENCLOSURE 4 ENCLOSURE 5 ENCLOSURE 6</b></p>
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**D – Discussion Items**

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**I - Information Items**

<p>I.1 Superintendent’s Progress Report I.2 Trustee/Committee Reports <ul style="list-style-type: none"> <li>• I.2.1 Zone 6 ASBA Report – Marie Logan</li> <li>• I.2.2 February Administrators’ Meeting Summary – Bruce Francis</li> <li>• I.2.2 Facilities Report – Bruce Francis</li> </ul> </p> <p>I.3 Associate Superintendent of Finance and Operations Report – Phil Johansen I.4 Associate Superintendent of Learning – Amber Darroch I.5 Associate Superintendent of Programs and Human Services Report – Anita Richardson I.6 Barnwell School Demo Photos (January 16<sup>th</sup>,2017)</p>	<p><b>ENCLOSURE 7</b></p> <p><b>ENCLOSURE 8 ENCLOSURE 9</b></p> <p><b>ENCLOSURE 10</b></p>
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**C-Correspondence**

**Dates to Remember**

February 28, 2017	COSC Meeting
March 13 – 17, 2017	Substitute Teacher Appreciation Week
March 13, 2017	Division Wide PD Day
March 14, 2017	Administrator’s Meeting
March 22, 2017	APEX Youth Awards
March 21, 2017	Board Meeting
April 6-7, 2017	Admin. Symposium - Waterton
April 11, 2017	Administrator’s Meeting
April 25, 2017	Board Meeting
April 28-30, 2017	ASCA Spring AGM – Edmonton
May 1, 2017	Division Wide PD Day
May 2, 2017	Administrator’s Meeting
May 10, 2017	Edwin Parr Awards Banquet
May 16, 2017	Board Meeting
May 17, 2017	COSC Meeting

June 4-6, 2017	ASBA Spring AGM
June 12, 2017	Board Tour (Gold Spring, Milton, Bluegrass, Elmspring)
June 13, 2017	Administrator's Meeting
June 20, 2017	Board Meeting

# 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, January 17<sup>th</sup>, 2017 beginning at 1:00p.m. in the Eric Johnson Room.

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

Constable Dave Gypesi of the Taber Police made a presentation on Fentanyl to the Board.

## ACTION ITEMS

- |                     |   |   |
|---------------------|---|---|
| A.1                 | Moved by Bruce Francis that the Board approve the agenda as presented with the following addition:<br><br><b><u>Under Action Item:</u></b><br>A.9 - 3 Year Capital Plan   | AGENDA APPROVED<br>1/17   |
| Carried Unanimously |   |   |
| A.2                 | Moved by Jennifer Crowson that the Board approve the <a href="#"><i>Minutes of the Regular Board Meeting, with noted correction (Senior administration photo will also be mounted in the entrance of division office), held Tuesday, December 20<sup>th</sup>, 2016</i></a> | BOARD MEETING<br>MINUTES APPROVED<br>2/17                                     |
| Carried Unanimously |   |   |
| A.3                 | Moved by Blair Lowry that the Board approve the <a href="#"><i>January 2017 Payment of Accounts</i></a> report in the amount of \$2,309,258.70 as provided in Enclosure 2 of the agenda   | PAYMENT OF<br>ACCOUNT APPROVED<br>3/17  |
| Carried Unanimously |   |   |
| A.4                 | Move by Derek Baron that the Board approve the locally developed high school course <a href="#"><i>History Through Film 25</i></a> acquired from Chinook's Edge School Division from January 31, 2017 to August 31, 2020, as provided in Enclosure 3 of the agenda          | LOCALLY DEVELOPED<br>COURSE<br>HISTORY THROUGH<br>FILM 25<br>APPROVED<br>4/17 |
| Carried Unanimously |   |   |
| A.5                 | Move by Rick Anderson that the Board approve the locally developed high school course <a href="#"><i>Portfolio Art 35</i></a> acquired from Edmonton Catholic Separate School Division from January 31, 2017 to August 31, 2018 as provided in Enclosure 4 of the agenda    | LOCALLY DEVELOPED<br>COURSE PORTFOLIO<br>ART 25<br>APPROVED<br>5/17           |
| Carried Unanimously |   |   |

A.6	Moved by Terry Michaelis that the Board approve the first reading of <a href="#">Policy JG – Community Use of Facilities</a> as provided in Enclosure 5 of the agenda	POLICY JG FIRST READING APPROVED 6/17
	Carried Unanimously	
A.7	Moved by Jennifer Crowson that the Board approve the first reading of <a href="#">Policy EBCE – School Security (Lockdown)</a> as provided in Enclosure 6 of the agenda	POLICY EBCE FIRST READING APPROVED 7/17
A.8	Moved by Derek Baron that the Board approve the first reading of <a href="#">Policy IE – Student Attendance</a> as provided in Enclosure 7 of the agenda	POLICY IE FIRST READING APPROVED 8/17
A.9	Moved by Bruce Francis that the Board approve the <a href="#">3-Year Capital Plan</a>	3-YEAR CAPITAL PLAN APPROVED 9/17

### **DISCUSSION ITEMS**

#### **D.1 School Modernization Plaques**

It was decided that the Board will cover any additional costs to add historical information to the School Modernization Plaques, in order to keep them consistent with other plaques in the Division

### **INFORMATION ITEMS**

#### **I.1 Superintendent’s Progress Report**

No report.

#### **I.2 Trustee/Committee Reports**

##### **I.2.1 Zone 6 ASBA Report**

Marie Logan, Zone 6 representative, shared (via email) with the Board Terry Riley’s Labor Report shared with representative at the January 11, 2017 ASBA Zone 6 General Meeting.

##### **I.2.2 December Administrator’s Meeting Summary**

Blair Lowry reviewed the highlights of the January 10<sup>th</sup> Administrators’ meeting as presented in Enclosure # 8 of the agenda. [Click here](#) to review the entire January 10<sup>th</sup> Administrators’ meeting summary.

##### **I.2.3 Facilities Report**

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

- 3 Year Capital Plan
- Reserve funded Capital Projects
- Capital Projects
  - Barnwell School
    - The Barnwell Modernization construction project has completed the first and primary phase of the work. Substantial completion was issued as of January 9, 2017 with the school moving in on the same day. The first day of class in the newly constructed facility was January 10, 2017. Horizon School Division No. 67 facilities crews have engaged in by-owner construction work for the past ten weeks working overtime and weekend hours as needs have arisen.
    - Phase 2, substantial completion was originally scheduled for September 2017. Venture Holding Ltd. has submitted a schedule listing the updated date for phase two substantial completion as June 2017.
  - Warner School
    - Demolition of the first phase is progressing well and shoring is being installed as per specifications. Additional shoring has been required in the 1957 section to

accommodate snow and wind loads. Alberta Education approved additional funding to allow for the installation of new flooring in the 1957 section gym, deleting the crawl space, repairing pilasters, and added concrete for most of the first phase flooring.

- The current schedule still governs with a substantial completion date for phase one being July 2017.

### **I.3 Associate Superintendent of Finance and Operations Report**

- Jason Miller, Director of Finance, provided the Board with the quarterly financial report for Horizon School Division No. 67.
- Phil Johansen shared with the Board the Enrollment Verification Report for Lomond School.

### **I.4 Associate Superintendent of Programs and Human Services Report**

#### **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.

### **CORRESPONDENCE**

**No discussion items came forward** from Correspondence as provided in Enclosure #10 of the agenda.

### **COMMITTEE ITEMS**

Moved by that the Board meet in Committee.	COMMITTEE
Carried Unanimously	10/17
Moved by that the meeting reconvene.	RECONVENE
Carried Unanimously	11/17
Moved by that the meeting adjourn	MEETING
Carried Unanimously	ADJOURNED
	12/17

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Marie Logan, Chair

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Sheila Laqua, Executive Secretary

**PAYMENT OF ACCOUNTS REPORT**  
**Board Meeting - February 16, 2017**

General	January 10/17		966006.14
General	January 12/17		6000
General	January 17/17		277661.04
General	January 19/17		1000
U.S. Funds	January 23/17		815.52
General	January 24/17		306930.91
U.S. Funds	January 26/17		4938.39
General	January 31/17		1262084.53
General	February 7/17		168702.91
U.S. Funds	February 8/17		556.64
General	February 9/17		1,183.84
"A" Payroll	January 2017	Teachers	1,703,507.02
	January 2017	Support	587,472.34
"B" Payroll	January 2017	Casual	11,713.62
	January 2017	Subs	52,412.12
<b>Total Accounts</b>			<b>2,356,845.58</b>
<b>Board Chair</b>	_____		
<b>PJ:dd</b>			
<b>February 13/17</b>			

<b>Horizon School Division January 2017 U.S. Accounts</b>
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	<b>U.S. Funds</b>	<b>Canadian Fund</b>
<b>Transfinder Corp.</b>	<b>600.00</b>	<b>815.52</b>
<b>Total U.S. Accounts</b>	<b>600.00</b>	<b>815.52</b>

JM:dd

January 23, 2017

<b>Horizon School Division January 2017 U.S. Accounts</b>
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	<b>U.S. Funds</b>	<b>Canadian Fund</b>
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<b>Empowering Writers</b>	<b>3700.00</b>	<b>4938.39</b>
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<b>Total U.S. Accounts</b>	<b>3700.00</b>	<b>4938.39</b>
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JM:dd

January 26, 2017



<b>Horizon School Division February 2017 U.S. Accounts</b>
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	<b>U.S. Funds</b>	<b>Canadian Fund</b>
<b>Surpass Software</b>	<b>415.00</b>	<b>556.64</b>
<b>Total U.S. Accounts</b>	<b>415.00</b>	<b>556.64</b>

JM:dd  
February 8, 2017

<b>Policy Code:</b>	HK
<b>Policy Title:</b>	Student Assessment, Evaluation and Reporting
<b>Cross Reference:</b>	HKA, IFH
<b>Legal Reference:</b>	School Act, Sec. 18, 20, 23, 39 Alberta Education Policy 2.1.2
<b>Adoption Date:</b>	Feb, 26, 1997; Dec. 13, 2001
<b>Amendment or Re-affirmation Date</b>	June 16, 2006; May 19, 2015

**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT THE PRIMARY PURPOSE OF ASSESSMENT, EVALUATION, AND REPORTING IS TO IMPROVE STUDENT LEARNING. IT SHOULD ALSO BE USED TO IMPROVE TEACHING, PROGRAMS, STANDARDS, AND STUDENT ACHIEVEMENT.

**DEFINITIONS**

1. **Assessment**: the ongoing process of collecting evidence, both formative and summative, related to students' learning with regard to the Programs of Study and may be teacher-developed, provincially-developed, and/or externally-developed.
  - a. **Summative Assessment (Assessment of learning)**: aligns, visibly and verifiably, with learner outcomes from the Programs of Study and counts towards student grades.
  - b. **Formative Assessment (Assessment for learning)**: is used to coach students into deeper understanding and higher achievement of learner outcomes. Formative evidence is often recorded, but is not calculated in student grades.
  
2. While student learning is measured in relation to learner outcomes from the Alberta Programs of Study, some students' programs are adapted or modified via an Individual Program Plan (IPP) or Individual Support Plan (ISP) in one or more subjects to meet their individual learning needs.
  - a. **Adapted programming**: means programming that retains the learning outcomes of the Program of Studies and where adjustments to the instructional process are provided to address the unique needs of the student. Often learning outcomes of the Alberta Programs of Study are at a grade level different from the enrollment grade. Adapted programming provides additional resources so a student can participate actively.
  - b. **Modified programming**: means programming in which the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet the unique needs of the student. Students receiving modified programming are not on graded curriculum but receive programming that focuses on life skills, foundational skills and academic readiness skills
  - c. **Accommodations**: any changes to instructional strategies, assessment procedures, materials, resources, facilities or equipment to accommodate the unique needs of the student.
  
2. **Evaluation**: judgment regarding the quality, value or worth of assessment evidence. Evidence of learning, formative and summative, is recorded on a regular basis using a meaningful system of data (e.g. symbols, numbers, colours, categories, etc.) and reported to students and parents.

## **Policy HK - Student Assessment, Evaluation and Reporting, Cont'd.**

### **GUIDELINES**

1. Assessment, evaluation, and reporting provide, in varying degrees, information that enables:
  - 1.1. A student to be informed about, to reflect upon, and to initiate activities to enhance his or her learning;
  - 1.2. Parents to have meaningful conversations with their child and their child's teacher(s);
  - 1.3. A teacher to effectively meet the learning needs of a student;
  - 1.4. A principal to strategically support instructional practices and address the organizational needs within the school;
  - 1.5. A school council to give advice about the learning opportunities, resources, and services provided by the school;
  - 1.6. A superintendent to allocate resources appropriately and advocate for effective instructional practices;
  - 1.7. Trustees to create or amend policies;
  - 1.8. The Province to inform the implementation and delivery of provincial curriculum at the local level;
  - 1.9. The public to receive assurance that the education system is meeting its goals;
2. Students who know the purpose of an assessment are in a better position to respond in a successful manner. Students must be told why and how assessment information is being collected, how this information will be used in the grading process, and what criteria will be measured. Instructional strategies such as scoring guides, rubrics, benchmarks, exemplars, and detailed course outlines are essential for student success.
3. Students and parents have the right to expect that all evaluations will be based upon the learning outcomes provided in Alberta Education's Programs of Study and assessment and evaluation procedures are conducted in a fair and equitable manner.
4. Report cards provide a legal written record that summarizes information that should have already been shared in other ways. Communication efforts should be such that there are no surprises on the report card for either the parent or the student.
5. All matters relating to individual and group achievement shall be made public in accordance with FOIPP and Alberta Education regulations.

**REGULATIONS**

**1. Assessment**

- 1.1. Student assessment is established in accordance with the expectations of Alberta Education and the needs of the students;
- 1.2. The teacher(s) of the class or course, using their professional judgment, is/are responsible for individual student assessment.
- 1.3. Assessment evidence should be broad-based: include a variety of evidence gathered over time using varied assessment methods (e.g. observations, conversations, products, and student reflections) to ensure validity and reliability of student achievement as part of a fair and thorough assessment plan;
- 1.4. Schools will establish consistent, student success-driven policies to support and ensure achievement of student learning outcomes. Policies will outline proactive and responsive steps to be taken in situations where evidence of student learning is insufficient. These policies will include parameters,
  - 1.4.1. for when and how a zero may be assigned in relation to a student's performance.
  - 1.4.2. for when and how insufficient evidence of student learning will be assessed and communicated
  - 1.4.3. where subsequent opportunities to demonstrate learning may be necessary or beneficial for a student. The subsequent assessment may take a similar or varied form. Prior to a re-assessment, it is recommended that students participate in specified learning activities to increase the likelihood of success (e.g. study session, learning contract, previous assignment completion, and conference with teacher, etc.).
- 1.5. Where students are served according to an individualized program plan or instructional support plan, Assessment standards for students on adapted or modified programs will reflect the outcomes and time frames identified in their support plans
- 1.6. Provincial assessments shall be used to complement procedures used to assess the quality and effectiveness of education provided to students, and to inform teacher instruction as the assessment data allows.
- 1.7. The Superintendent shall be responsible to monitor student assessment in all schools in the Division.

**2. Evaluation**

- 2.1 Evaluation information, including the purpose, key learner outcomes, topics and general assessment methods, shall be communicated in writing to students and parents/guardians within the first five instructional days of a course.

## **Policy HK - Student Assessment, Evaluation and Reporting, Cont'd.**

- 2.2 Evaluation practices must ensure the accurate assessment of learning. Assessment practices that distort the accuracy of measurement shall not be utilized. This includes:
  - 2.2.1 awarding extra credit or bonus points;
  - 2.2.2 giving all members of a group a single grade for a demonstration of learning;
  - 2.2.3 deducting marks for student work submitted after the due date;
  - 2.2.4 applying a grade of zero as a punishment.
    - 2.2.4.1 A zero could be given as a place holder until evidence is collected, such as a redo of the assessment.
- 2.3. If used, final assessments shall provide for student demonstration of achievement relative to the key outcomes in the Programs of Study. It must also facilitate determination of grade level achievement in accordance with the outcomes in the Programs of Study. Individual students shall not be exempted from completing final assessments unless special needs or circumstances warrant it.
- 2.4. If used in grades 1 through 9, final assessments shall be weighted at a maximum of 20% of a student's grade in the course.
  - 2.4.1. Schools will develop policy regarding which subjects and which grades have final assessments
  - 2.4.2. The decision of how the Provincial Achievement Test contributes to the final assessment shall be part of the school policy. Student Learning Assessments should not be used for summative evaluative purposes.
- 2.5. At the high school level, (grades 10-12), final assessments are to be administered at the end of English, Mathematics, Social Studies, and Science where Alberta Education does not provide a diploma exam. When administered the following considerations will apply:
  - 2.5.1. School-based final Assessments shall be weighted at a maximum of 30% of the final school mark in non-diploma courses;
  - 2.5.2. School-based final assessments shall be weighted at a maximum of 15% of the final school mark for diploma exam courses. This culminating evaluation would therefore account for no more than 10.5% of the student's total final mark given that the diploma examination accounts for 30%;
- 2.6. Final assessments shall be retained for a period of 75 calendar days following administration.
- 2.7. Final grades are subject to appeal within 14 calendar days following release of the results. To accommodate summer holidays, appeals regarding June final grades are subject to appeal within 75 calendar days. Any appeal shall be carried out in harmony with policy IFH with the exception of diploma examinations which must be appealed directly to Alberta Education.

## **Policy HK - Student Assessment, Evaluation and Reporting, Cont'd.**

- 2.8. Students will acquire proficiency in different contexts and at different rates; consequently, students may wish to complete a course through a process and protocol that do not require mandatory attendance in the course. The Principal will be responsible for establishing guidelines and procedures for such requests. Guidelines and procedures regarding course challenges shall be in compliance with Alberta Education's policies, regulations, and practices.
- 2.9. Students and schools shall adhere to Alberta Education Student Evaluation Regulation A.R.177/2003 in the administration of provincial assessments, examinations, or other methods of evaluating a student's achievement. Eligible students will not be exempted from student learning assessments, achievement tests and diploma examinations unless exemption criteria established by Alberta Education are met.

### **3. Reporting.**

- 3.1. Communication between teachers and parents shall occur during the first six weeks of the school year or semester, and is expected more informally on an ongoing basis as needed. Initial communication should relate to the student's adjustment to the classroom environment and the teacher's preliminary sense of the student's academic response to the subject or grade level.
  - 3.1.1. Schools will develop policy regarding what this communication will look like
- 3.2. Schools will provide report cards to students and parents on a minimum of:
  - 3.2.1. two occasions per semester if the student's program is semestered; or
  - 3.2.2. three occasions annually if the student's program is non-semestered.
- 3.3. Where schools utilize the parent portal of the Student Information System to communicate information related to achievement and learning, and where all teachers enter assessment results in the gradebook component of the Student Information System in a timely and regular fashion as determined by school administration, parents and students may be provided the option of only receiving a report card upon completion of the course.
- 3.4. Reporting in Kindergarten shall be based on the seven learning areas identified in the Kindergarten Program Statement.
- 3.5. Adaptations or modifications to a student's program must be clearly reflected on the report card and indicate the grade level of outcomes achieved if different from the student's enrolled grade.
- 3.6. Non-achievement factors not outlined in the Program of Study such as attendance, behaviour, effort, attitude, homework completion, respect, etc. may be collected, recorded, and communicated separately from achievement-based evidence.
- 3.7. Communication about learning is criterion-referenced evidence (i.e. evidence aligned with learner outcomes). Norm-referenced information such as class or course averages (i.e. where students are measured in relation to peers) will not be communicated reported or published.

**Policy HK - Student Assessment, Evaluation and Reporting, Cont'd.**

3.8. All junior and senior high teachers will use the gradebook component of the student information system.

~~3.9. Grades are to be calculated cumulatively (i.e. each report card represents a cumulative calculation from the beginning of the course to the end of the current reporting period, with teacher professional judgment used to determine and adjust item weightings). When more consistent and/or convincing evidence of learning is demonstrated by a student, teachers may de-emphasize (i.e. reduce the weighting of) or replace prior evidence of learning with more recent, more consistent, or more convincing evidence.~~

~~3.9.1.1. Should teachers wish to communicate term marks, these should be in addition to cumulative marks.~~

~~3.10.~~3.9. Schools will develop policy in regard to communicating information about students to parents in addition to report cards, such as arranging and extending invitations for school-based conversations (e.g. in person or via telephone or e-mail), showcases, or conferences about learning. Ideally, these are student-involved or led.

~~3.11.~~3.10. The school authority and schools shall report provincial assessment data by school or jurisdiction as required by Alberta Education.

~~3.12.~~3.11. The Superintendent shall provide a report regarding student achievement to the Board annually.

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

<b>Policy Code:</b>	HGB
<b>Policy Title:</b>	Inclusive Learning
<b>Cross Reference:</b>	IFH, IEB
<b>Legal Reference:</b>	School Act, 47, 48 Alberta Education – (2004) Standards for Special Education
<b>Adoption Date:</b>	August 24, 1995
<b>Amendment or Re- affirmation Date:</b>	June 12, 2008

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**POLICY**

~~THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT EVERY CHILD CAN BE EMPOWERED AND ACHIEVE SUCCESS. THE BOARD RECOGNIZES THE NEED TO PROVIDE A CONTINUUM OF SUPPORTS AND SERVICES IN PARTNERSHIP WITH HOME, SCHOOL, AND COMMUNITY TO ENSURE THAT ALL STUDENTS HAVE ACCESS TO APPROPRIATE INCLUSIVE LEARNING ENVIRONMENTS AND INCLUSIVE LEARNING OPPORTUNITIES. THE BOARD RECOGNIZES THAT BY VIRTUE OF AN INDIVIDUAL'S BEHAVIORAL, COMMUNICATIONAL, INTELLECTUAL, LEARNING OR PHYSICAL CHARACTERISTICS, OR A COMBINATION OF THOSE CHARACTERISTICS, THE INDIVIDUAL MAY BE IN NEED OF A SPECIAL EDUCATION PROGRAM. THE BOARD BELIEVES THAT EVERY INDIVIDUAL IS UNIQUE AND THAT EVERY INDIVIDUAL CAN LEARN. THE BOARD ALSO BELIEVES THAT EDUCATION IS A PARTNERSHIP WITH HOME, SCHOOL AND COMMUNITY.~~

**DEFINITIONS**

~~**Inclusion** means specially designed instruction and support for students with special education needs in regular classrooms in neighborhood schools.~~

**Adapted programming**

means programming that retains the learning outcomes of the Program of Studies but adjustments to the instructional and/or assessment process are provided to address the needs of the student so he or she can achieve the learning outcomes.

**Differentiated Instruction**

~~is a philosophy and approach to teaching in which teachers and school communities actively work to support the learning of all students through strategic assessment, thoughtful planning and targeted, flexible instruction.~~

**Inclusion**

~~is a way of thinking and acting that demonstrates universal acceptance that promotes a sense of belonging for all learners. It is an attitude and approach that embraces diversity and learner differences and promotes opportunities for all learners to achieve success.~~

**Instructional Support Plan (ISP)/Individual Program Plan (IPP)**

~~means a concise plan of action designed to address the individual's special education needs increase understanding of individual students' learning needs and strengths. It enhances communication between teachers, parents and students, and builds students' skills and knowledge in order to be effective self-~~



advocates and participants in their own learning.

Accommodations – A change to the regular way a student is expected to learn, complete assignments or participate in the classroom. Accommodations match the specific learning needs of individual students to cope with gaps that may limit their success.

Intervention – Targeted assistance and or additional instruction for an individual or small group of students. It should be based on assessment, be in addition to regular classroom instruction, and is meant to effectively bridge a gap for students.

## HORIZON SCHOOL DIVISION NO. 67

### Policy HGB – Special Education Program Regulations

Strategies – are typically used at the classroom level and focus on what could work for students. Targeted strategies support effective instruction and support for all learners in the classroom.

#### Learning Team

involves a group, including family members, who work collaboratively toward the success of the child or youth and family, through informal or formal supports and services. Team-based ensures the supports and services are consistently and effectively implemented, managed and measured.

#### Modified Programming

means programming in which the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet the student's educational needs.

~~Learning Team – involves a group, including family members, who work collaboratively toward the success of the child or youth and family, through informal or formal supports and services. Team-based ensures the supports and services are consistently and effectively implemented, managed and measured.~~

#### Multi-Disciplinary Team

an inclusive, responsive, accessible collaborative team that promotes and strengthens partnerships by eliminating barriers between the school and community. It operates in way to enhance the school, home and community life of the child or youth and family.

### GUIDELINES

1. The education of ~~individuals with special needs~~ all students is a shared responsibility of all staff.
2. The jurisdiction will ensure that ~~teaches teachers~~ know and apply the knowledge, skills, and attributes of inclusion ~~for children/students with special needs to meet the diverse learning needs of all students.~~
3. Every effort will be made to provide ~~the child/student~~ all students with an inclusive program whereby ~~the child/student~~ they are given every opportunity to participate in all aspects of school life.
4. ~~Children/students with special needs will receive adapted programming or modified programming that enables and improves learning. Adapted programming and modified programming will be available and provided for students requiring additional supports to enable and improve learning.~~
5. Student information will be maintained in compliance with Board Policy IO: Student Records, Alberta Education Student Record Regulations and the Freedom of Information and Privacy Protection Act (FOIP).

### REGULATIONS

1. When ~~an individual is identified as potentially in need of a special program, the following steps will be~~

**HORIZON SCHOOL DIVISION NO. 67**  
**Policy HGB – Special Education Program Regulations**

~~When~~ if a teacher is concerned about the progress of an individual student the following steps will be taken:

- a. Review the ISP/IPP with the learning team, if applicable
- b. Consult with parents/guardians and individual, where appropriate
- c. Gather more evidence and information about the student and his/her learning strengths and needs
  - i. Consult student cum file, anecdotal observation reports, previous report cards;
  - ii. Converse with previous teachers and/or schools;

Conduct baseline assessment to determine current level of academic functioning ~~conduct appropriate assessments by qualified professionals and obtain written consent from parents/guardians for specialized assessments~~

- iii. work with the learning team to establish instructional strategies, differentiated instruction, adapted and/or modified programming based on the school's established pyramid of intervention or continuum of supports model. ~~begin initial referral and initial program adaptations and/or modifications based on teacher and classroom support teacher observation~~
- iv. ~~\_\_\_\_\_~~

d. Develop an ISP/IPP with the learning team or multidisciplinary team

- i. Obtain parent signature as acknowledgement and concurrence with the ISP/IPP

~~d.e.~~ Provide continuous review and progress monitoring of the ISP (minimum of two times per year)/IPP (three times per year)

~~e.f.~~ Complete an annual evaluation of the program and services and create a transition plan to be shared with the learning team.

~~f.g.~~ If further intervention is required, a level B and/or level C assessment could be considered the next step on the pyramid of intervention and supports.

- i. The appropriate parental consent and referral forms must be signed and filled out.
- ii. Parents must be consulted with before and after any level B or level C assessment is completed.

~~2. \_\_\_\_\_ case conference with parents/guardians to determine program needs~~

~~3.2.~~ The jurisdiction will work together with members of the community (including community agencies, organizations and associations, other education authorities, Children's Allied Health, Alberta Health Services, Southwest Regional Collaborative Service Delivery, and Children's Services authorities) to meet the ~~special education~~ needs of individual children/students.

~~4.3.~~ The ~~Student Services Supervisor~~ Superintendent or designate (Director of Learning) is responsible for approving programs and services.

- i. Approval is based on the student's needs ~~delineated in the IPP, as well as the personnel capacity and level of special education funding available in the juris~~ and the level of inclusive learning ~~funding available.~~

**HORIZON SCHOOL DIVISION NO. 67**  
**Policy HGB – Special Education Program Regulations**

5.4. Parents/guardians shall be advised of their right to make a formal *appeal* of decisions regarding the programming needs of their children.

6.5. Should the Board determine that an educational program cannot be provided for an individual with ~~special needs;~~ diverse learning needs, the matter shall be referred to a Special Needs Tribunal as per the School Act.

## POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT EARLY CHILDHOOD IS A PARTICULARLY SIGNIFICANT PERIOD IN HUMAN DEVELOPMENT ~~AND THAT NEEDS TO BE SUPPORTED BY EARLY CHILDHOOD SERVICES PROGRAMS THAT PROVIDE LEARNING EXPERIENCES DESIGNED TO BUILD A FOUNDATION FOR ENTRY INTO GRADE ONE. PARTICIPATION IN EARLY CHILDHOOD SERVICES PROGRAMS IS VOLUNTARY.~~

## DEFINITIONS

### Early childhood services program

Early Childhood Services (ECS) refers to programming offered by school authorities prior to compulsory schooling that meets the diverse needs of young children and their families. It includes Kindergarten and Pre-Kindergarten (Early Learning).

## GUIDELINES

1. Early Childhood Services programs provide learning experiences designed to build foundations for entry into Grade 1.
2. Participation in Early Childhood Services Programs is voluntary
3. An Early Childhood Services program shall be provided by Horizon School Division at each school where ~~there is adequate majority of parents of Early Childhood Services eligible children enrollment.~~ request a program and shall comply with this policy.

## REGULATIONS

1. Early Childhood Services programs shall operate in accordance with the requirements of Alberta Learning Education.  
~~An Early Childhood Services program shall be provided by Horizon School Division at each school where the majority of parents of Early Childhood Services children request a program and shall comply with this policy.~~
2. Early Childhood Services programs shall operate in accordance with the following provisions.
  - a) Fees are charged for Early Learning as these programs are not currently government funded.

Children who are learning English as a second language and children assessed with disabilities and/or developmental delays in areas, such as, speech, language, hearing, vision, etc. which meet Alberta Education criteria may qualify for special funding and additional supports.

a)–

- ~~1. Horizon School Division will accept and organize programming for all children who meet eligibility criteria and for whom programming is requested.~~

**Horizon School Division No. 67**  
**Policy HGBJ Early Childhood Services – Continued**

- ~~2. Early Childhood Services programs provided by Horizon School Division shall operate in accordance with the following provisions:~~
- ~~b) each program shall consist of 475 hours unless otherwise determined by the Board;~~
  - ~~e) no tuition shall be charged to parents with children in Early Childhood Services programs;~~  
~~parents with children in Early Childhood Services programs shall be assessed a registration fee;~~
  - ~~d) transportation services shall be provided for Early Childhood Services children consistent with the School Act and Alberta Learning regulations;~~
  - ~~e) programs with 10 or more students shall be entitled to full funding with a teacher provided for 475 hours;~~
- ~~f) Programs with 10 or more students will operate within the limits of available resources. Special consideration may be given to providing a full program with less than 10 children if the number of severe special needs children receiving program unit funding in the program warrant a full program;~~
- ~~(i) if funding is insufficient, programs with less than 10 students shall be provided with teacher time on a prorated basis;~~
- ~~g) c) The following options are available to parents and schools with fewer than 10 children in their Early Childhood Services programs;~~
- ~~(i) transport children to another Early Childhood Services program;~~
  - ~~(ii) convert regular teacher time to Early Childhood Services teacher time;~~
  - ~~(iii)(i) pay for the cost of additional teacher time;~~
  - ~~(iv) use a combination of teacher and assistant time in order to provide a 475 hour program;~~
  - ~~(v) provide an Early Childhood Services program through a private operator; do we still offer this as an option?~~
  - ~~(vi)(iii) combine the Early Childhood Services program with other grade level classes; or~~
  - ~~(iv) pay for the cost of additional teacher time;~~
  - ~~(vii)(v) any other solution approved by the Board Superintendent.~~
- ~~h) d) Assistant time, other than that provided through program unit funding for individual students, may be provided to all programs having 18 or more students at the discretion of the Early Childhood Services coordinator Supervisor of Early Learning;~~
- ~~i) e) Parents shall be encouraged to participate in Early Childhood Services programs;~~
- ~~j) f) Two Additional Early Childhood Services programs shall be considered when a school's enrollment reaches 30 Early Childhood Services students sufficient numbers or the needs of the students within the program warrant it.~~
3. As an Early Childhood Services operator serving students with ~~special needs~~ diverse learning needs,

**Horizon School Division No. 67**  
**Policy HGBJ Early Childhood Services – Continued**

Horizon School Division shall:

- a) maintain screening/assessment information on file;
- b) consult with and inform parents of all program placement decisions and program planning, implementation and evaluation activities directly involving their child;
- c) have on file an IPP-ELP (Early Learning Plan) for each child identified with ~~special needs~~severe or mild moderate learning needs;
- d) apply for Program Unit funding for each eligible child; and
- e) ~~comply with Alberta Learning policies and procedures~~coordinate with service providers to best meet the programming needs of the individual student.



# HORIZON SCHOOL DIVISION NO. 67

## THREE-YEAR CAPITAL PLAN 2018 - 2021

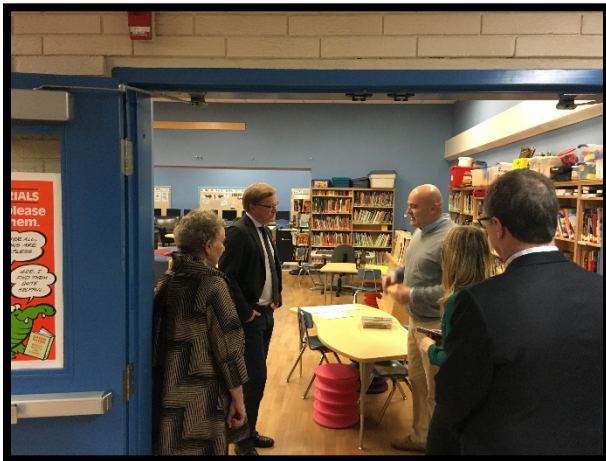
TOTAL ACCUMULATED CAPITAL FUNDING				
\$28,485,076.00				
\$28,485,076.00			3- LOMOND SCHOOL	Present Floor Area: 3,166 sq. m. Present Utilization: 31% Provincial Audit - 530 Points  Preservation of 1961 Section: 2,626 sq. m.  Demolish 1956 Section: 540.6 sq. m.
\$20,370,902.00		1 - ERLE RIVERS HIGH SCHOOL	Present Floor Area: 3,978 sq. m. Present Utilization: 33% Provincial Audit - 1,020 Points  Replacement: 150 sq. m.  Demolish 1952 & 1978 Sections: 2,350 sq. m.  Preservation of 1957 & 1970 Sections: 1105.6 sq.m.	
\$12,634,393.00	2 - DAF / WRM Phase 2	Provincial Audit - 580 Points Present Utilization: 64% 6,790.13 sq. m. Pres.Complex		
	<b>Modernization</b> <b>\$11,788,181.00</b> Preservation Full modernization of 1965, 1967, 1996 Sections <b>Demolition</b> <b>\$846,212</b>			
	<b>Priority 1</b>	<b>Priority 2</b>	<b>Priority 3</b>	<b>Priority 4</b>
	Est. Funding Appr. 2017/18 Est. Const. Start 2018	Est. Funding Appr. 2019 Est. Const. Start 2020	Est. Funding Appr. 2020/21 Est. Const. Start 2021/22	Est. Funding Appr. 2022/23 Est. Const. Start 2023/24

# Superintendents Progress Report

## February, 2017

### Educational Leadership and Student Welfare

- Dialogue between schools and division office are ongoing. Conversations/topics typically focus on processes that ensure student safety and well-being, financial management, instructional leadership, and legal matters. This month they also included staffing, facility use, and off-campus excursions.
- The Board met with the Minister of Education, whom also toured Central School.



- Attended the ASEBP resiliency session which explored ways to reduce stress within today's high paced world. The session focused on ways that teachers could leverage stress to achieve high performance rather than reducing workload.

### **Personnel Management**

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

### **Policy and Strategic Planning**

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

### **Organizational Leadership and Management**

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

### **Communications and Community Relations**

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

**Associate Superintendent, Learner Services**  
**Report to the Board of Trustees – February 16, 2017**

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Learner Services lead team members:

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

**KEY ACTION AREA #1:**

**Strong core instruction that develops student competencies**

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

**KEY ACTION AREA #2:**

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

- Horizon has been hosting regional collaboration of Zone 6 boards using the Dossier software to manage Instructional Support Plans (ISPs) for students. Rather than individually request specific customizations at added costs, divisions are identifying best practices and use of the tools, then putting them forward as features the developer should provide free to all of us.
- Refresher and full certification sessions in SIVA (Supporting Individuals through Valued Attachments) were offered in January to Horizon staff, facilitated by Terri-Lynn Duncan and Laura Elliott.

- Amber Darroch, Robbie Charlebois and Angela Miller are working with AHS, Addiction and Mental Health and Southwest RCSD to formalize a process for more direct mental health therapist support to remote communities in need, including Lomond, Enchant, and Vauxhall.
- Continuing networks like the FASD Network in Southern Alberta and Horizon’s own Learning Support Teachers are used to continually improve services to students and support front line staff in this work.
- Horizon is part of an intensive behaviour consultation series with Mount Royal University’s Centre for Child Well-Being in which a student’s parents, interagency workers, and school staff all collaborate on how to support him or her in very complex cases. The access to highly skilled team members allows Horizon staff to best support a specific student as well as to develop a variety of skills for transfer to many students.

### KEY ACTION AREA #3:

#### Stakeholder engagement impacts student success

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

### LEADERSHIP PRACTICES

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



## **Associate Superintendent, Programs and Human Services Report to the Board of Trustees – February 16, 2017**

### **Human Resources**

- Spring staffing process is underway – Principal meetings almost complete

### **Leadership Practices**

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

### **Stakeholder Engagement Impacts Student Success**

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

### **FNMI**

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











