

# Barnwell School Council Meeting

Monday, March 3rd, 2025



# Q and A with Dave



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# The Evolution of the Role of EAs in Schools

- 1990's-2000's - The "General Classroom Assistant" - in many Horizon Schools there may have been one in each classroom
- Supplemental funding was driven by "coding," the more coded students = more funding available to school divisions
- The complexities in classrooms were limited.
- Fewer students experiencing significant behavioural challenges, fewer students with severe/complex needs

# Cont'd

- 2010-today
- Complexities and needs of students have increased significantly in most schools
- Severe diagnoses have increased: Autism, FASD, Complex Behaviour, Anxiety, ODD, etc.
- Funding model has changed - divisions are not funded based on coding, there is a per pupil allocation (\$943 per student)
- Horizon's allocation was roughly \$3million to support Inclusive Education
- Horizon spends over \$4million to support Inclusive Education
- Per capita - one of the highest ratios of EAs to students in the south

# Structures and Supports in Schools

- Differentiation by teachers - meeting students where they are at
- Universal and Classroom strategies
- Accommodations
- Comparably small class sizes (8-22max)
- Assistive technology (speech to text, text to speech, translator, etc.)
- Counselling supports
- Speech and Language supports
- Speech Language Pathologist, Occupational Therapist, Physical Therapist
- Low Incidence Team
- Collaborative Response - Continuum of Supports
- Access to Learning Support Teacher (build capacity)
- Educational Assistants based on student need and complexity

# How do we determine EA supports?

- Learning challenges have been present for a few years
- Student has an Instructional Support Plan in place
- Universal and Classroom Strategies have been exhausted
- Learning is being adapted to a lower grade level - 3 to 4 grade levels behind
- Learning has plateaued
- Referral for Level B assessment -> Psycho-educational assessment
- Recommendation for Medical Assessment

# Cont'd

- Considerations for EA Support Document
- Spring Meetings - LST/Administration and Dave discuss and advocate based on needs of various students
- EA Hours are determined based on needs, the level of complexity and challenges that a student is experiencing in conjunction with budget that is available.
- 2019-20 (95,372.28 hours - FTE = 85.69)
- 2024-25 (142,411.00 hours - FTE = 127.95)

# What can parents do to advocate for support?

- Continue to partner with school staff in your child's education
- Connect with your child's teacher
- Be a part of the process, ask questions about your child's learning needs
- Advocate to MLA regarding funding for Education
  - 4.5% Increase to the Budget for Public Education for 2025-26
  - 20% Increase to Classroom Complexity Grant - \$300 000 to \$360 000



# Powerschool Breach Information

- There is information updated as it is shared with us on the [Horizon Website](#)
- The data breach was connected to Powerschool and impacted multiple school divisions globally

# Google Classroom

- Google Classroom is an App through our Educational Subscription that provides an online platform for teachers to share materials, assign work, etc. to students
- Students are part of the Google classroom using their Horizon email credentials
- At the end of the term/year classes are archived or deleted
- If archived students are removed in the event that the class will continue next term/year for a new group of students
- Upon departure from Horizon through graduation or moving to another division, student accounts are suspended after 30 days and subsequently deleted after 120 days
- Google deletes a “deleted account” after 20 days

# Student Records

- Student Records are digitized and uploaded to a government database - PASI on an annual basis
- Those records are maintained permanently at the government level
- Policy on [Student Records](#)

# Additional Questions:

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