

GOLDEN HILLS SCHOOL DIVISION BOARD OF TRUSTEES

ADVOCACY POINTS 2022/23

One of our key roles as a Board is to advocate on behalf of our students, our parents and our staff. We believe the best people to establish local priorities and to make choices for local communities and local stakeholders are local people.

We value the work we do with our local stakeholders. Our ability to connect directly with students, parents and communities allows us to more deeply understand the positive and negative impacts of our decisions. We appreciate the level of accountability this gives our communities and they, in turn, appreciate the direct impact their feedback has on important decisions. We believe this principle of *local voices and local choices* works best for our schools.



Back Row (left to right): Justin Bolin - Ward 3, James Northcott - Ward 2, Barry Kletke - Ward 1
Front Row (left to right): Rob Pirie - Ward 4, Board Chair Laurie Huntley - Ward 5, Jennifer Mertz - Ward 4

Check out our website to learn more about our [Board of Trustees](#).

1 SUPPORT FOR OUR STUDENTS

PUF FUNDING

- This type of early intervention was a critical support in their early development and worked to solve many learning challenges for these students. Many would argue it saved us resources and time later on in later grades as these students grew and matured.
- **In Golden Hills, we are making this work, but elsewhere in the province, school divisions are withdrawing this programming. If the province wishes for early intervention programming to succeed, a review of this program may be required.**

DUAL CREDIT

- Dual credit was program intended to encourage high school students to begin to take post-secondary programming. With recent funding changes, dual credit is no longer dual funded. If a student wishes to take a post-secondary course, the school must pay the tuition out of their budget. Our schools cannot afford to take this funding out of their budgets.
- **If the province wishes to support this programming a new funding model that supports both high schools and post-secondary should be developed. Alternatively, the province could allow students to pay their tuition and receive the high school and postsecondary credit (currently families are not allowed to pay the tuition and still get high school credits).**

SPECIAL NEEDS STUDENTS

- The number and complexity of our population of students requiring specialized supports has continued to grow. Funding for these students has not increased, in fact overall, this funding has decreased.
- **We need special needs funding that more accurately recognizes actual student populations and the supports required. We believe our profile should be adjusted.**

2 SUPPORT FOR OUR STAFF

- Local bargaining has allowed us the opportunity to build positive relationships and address issues important to our employees in our local context.
- **We need to retain the ability to bargain meaningful issues with our staff and maintain local decision making that impacts management rights, employee working conditions and professional support and development for all our teachers and other staff.**

3 SUPPORT FOR OUR FACILITIES

BUDGET RESERVE CAP

- We appreciate the autonomy our Board has in decision making in many areas. The new regulation requiring Boards to be maintain an operating reserve below 3% is problematic for our Board particularly due to the unique programming and operational needs required by our international program. This program generates an additional \$7M in revenue and this money should be outside the reserve cap.
- **We need to have more flexibility around the reserves and funding we require to effectively operate our international program. The funding we raise as part of this program and that is outside any Alberta Education funding should be exempt from the reserve cap.**

CAPITAL MAINTENANCE RENEWAL (CMR)

- We would appreciate more flexibility in the use of ALL facility enrollment funding. We need the flexibility to transfer funding between instruction and facilities and vice versa.
- **We want government to eliminate red tape and other approval processes to access existing funds for emergent or planned projects. Our school divisions need flexibility and agility to adjust project spending based on emergent issues and local needs.**

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