



# GOLDEN HILLS SCHOOL DIVISION

## AGENDA

**TYPE:** Regular Board Meeting

**DATE:** 1/26/2021     **TIME:** 9:30 AM

**LOCATION:** Boardroom of the Golden Hills School Division

**DETAILS:**

"Powering Hope and Possibilities" Vision: Inspiring confident, connected, caring citizens of the world

Mission: Intentionally maximizing learning for all

### 1.0 Attendance

### 2.0 Call to Order

### 3.0 Acknowledgment

### 4.0 In Camera

4.1 In Camera

Action

4.2 Out of In Camera

Action

### 5.0 Approval of Agenda

5.1 Approval of Agenda

Action

### 6.0 Welcome Public, Vision and Mission Statements

### 7.0 Presentation of Minutes

7.1 Regular Minutes of December 15, 2020

Action

### 8.0 REPORTS

A) Chair's Report

B) Board Committees

C) Board Representatives to External Organizations

D) Administration Reports

### 9.0 NEW BUSINESS

A) Information Items

9.1 Inclusive Education Report (19-20 Results and 20-21 Plans)  
(J. Grimsdale)

Info

9.2 First Quarter Financial Report (Sept/Oct/Nov) (T. Sabir)

Info

9.3 Monthly Enrolment Monitoring Report (Dec) (T. Sabir)

Info

9.4 School Summaries Monitoring Report 2020 (T. Sabir)

Info

9.5 Advocacy (B. Daverne)

Info

### 10.0 ADJOURNMENT

10.1 Adjournment

Action



# MINUTES

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## Golden Hills School Division No. 75

### Regular Meeting of the Board of Trustees

Location: Boardroom of the Golden Hills School Division

Start Time: 9:30 AM

**Tuesday, December 15, 2020 (9:30 AM)**

#### 1.0 Attendance

##### Present:

- a) Chair
  - Laurie Huntley
- b) Vice Chair
  - Jennifer Mertz
- c) Trustees
  - Barry Kletke
  - Rob Pirie
  - Justin Bolin
  - Jim Northcott
- d) Superintendent
  - Bevan Daverne
- e) Secretary Treasurer
  - Tahra Sabir
- f) Associate Superintendent
  - Jeff Grimsdale
- h) Recording Secretary
  - Kristy Polet

##### Absent:

- g) Deputy Superintendent
  - Wes Miskiman (due to prior engagement)

#### 2.0 Call to Order

Chair Huntley called the meeting to order at 9:32 a.m.

#### 3.0 Acknowledgment

We would like to acknowledge that we are on lands in the Treaty 7 area. We are making this acknowledgment to demonstrate our commitment to work together as a community in laying the foundation for reconciliation through education.

## **4.0 In Camera**

### **4.1 In Camera**

**Recommendation: #BD20201215.1001**

**MOVED by Trustee Northcott** that the Board of Trustees go In Camera at 9:33 a.m.

### **4.2 Out of In Camera**

**Recommendation: #BD20201215.1002**

**MOVED by Trustee Pirie** that the Board of Trustees rise from In Camera at 10:16 a.m.

Break

Recessed at 10:16 a.m.

Reconvened at 10:25 a.m.

## **5.0 Approval of Agenda**

### **5.1 Approval of Agenda**

**Recommendation: #BD20201215.1003**

**MOVED by Trustee Pirie** that the Board of Trustees approve the December 15, 2020 agenda.

## **6.0 Welcome Public, Vision and Mission Statements**

## **7.0 Presentation of Minutes**

### **7.1 Regular Minutes of November 24, 2020**

**Recommendation: #BD20201215.1004**

**MOVED by Trustee Northcott** that the Board of Trustees approve the November 24, 2020 Regular Minutes.

## **8.0 REPORTS**

### **A) Chair's Report**

Chair Huntley presented information on the following topics:

- Attended Public School Boards' Association of Alberta (PSBAA) Professional Development sessions via zoom:
  - November 19 (Advocacy and the Political Landscape - Catherine Keill)
  - November 26 (Inclusion, Diversity and Unconscious Bias - Joni Avram)
  - November 30 (5 Brave Moves - Jody Carrington)
- Appreciation extended from the Carseland and Wheatland Crossing School Council meeting for all the support Golden Hills School Division provides.
- Christmas greetings extended to all stakeholders for the Golden Hills School Division Trustees.
- Attended PSBAA Beliefs Statement Workshop via zoom on December 2, 2020.
- Discussed December 2, 2020 telephone conversation with Cathy Hogg, PSBAA President.
- Special meeting planned by the PSBAA Executive for January 15, 2020.
- Council of Council meeting date to be determined, either in January or February 2021.

Correspondence:

- Received letter from staff member
- Received Christmas greetings from other school boards.
- Discussed Bill 10 court challenge.
- Alberta School Board Association (ASBA) Media is producing a summary brochure.
- PUF Hold Harmless letter from Livingstone Range Division sent to Alberta Education.
- ASBA is hosting seminar "Respect in Training" via zoom.

**B) Board Committees**

Trustee Pirie presented information on the following topics from Alberta School Boards Association (ASBA) Zone 5:

- Trustee Pirie forwarded meeting minutes from previous meeting to fellow Trustees.
- Discussed unaccounted students - divisions are down in numbers.
- ASBA Zone 5 will be hosting Professional Development sessions – list will be sent out closer to date.
- Trustee Pirie is the new Alternative Director for ASBA Zone 5.

Trustee Kletke presented information on the following Public School Boards' Association of Alberta (PSBAA) topics:

- Discussed PSBAA letter to the whole board.

**C) Board Representatives to External Organizations**

Nothing to report on at this time.

**D) Administration Reports**

Secretary Treasurer Sabir presented information on the following:

- Family and Community Social Services (FCSS) (Town of Strathmore) moving out of Storefront/Learning Academy week of December 14, 2020.
- Capital Maintenance and Renewal (CMR) Stimulus Program:
  - Grateful for these dollars to help stimulate our local economy. Majority of work has been completed and balance of work will be completed in springtime.
- CMR/IMR:
  - Alberta Education and School boards are navigating through this process.
  - Government would like to see IMR plans before hand (this is a change). We always have a plan, but we can only plan so much due to emergencies, school educational needs, change in society and other important requirements/requests.
  - We are unsure of the funding allocations and the IMR/CMR distributions. We will continue to work with Alberta Education.
- Caretaking:
  - We are grateful for all the extra work performed by our Caretakers.
  - We are not reducing hours or laying people off. We have some relief for illness as we can move people around. We continue to ensure we are cleaning as per the COVID requirements plus additional precautions based on circumstances.
- Buildings:
  - Continue to monitor facilities as we always do. We are doing some extra building checks as some schools have lower occupancy levels. We have temperature sensors and critical alarms and our maintenance staff continue to monitor the buildings regularly.

Associate Superintendent Grimsdale presented information on the following topics:

- Discussed collaboration and support for Learning At Home, GHSD Instructional Coaches and the Learning Academy have shared resources.

Superintendent Daverne presented information on the following topics:

- GHSD Teachers from home and at schools, working closely with Alberta Health Services (AHS).
- No announcement on the Risk Mitigation for fall.
- Learning At Home letter (Circuit Breaker)
  - Sent to staff, outlining what is required of students during January 4-8, 2021.
  - There will be regular Teacher online interaction and daily check in.
  - K-6 - homework package to go home or online, Grades 7-12 teachers will continue with current learning.
  - Senior Exams (Term 1) completed during class period/online, Parent letter to be sent out explaining what to expect for exams and classes in January.
- Siksika Health Services has agreed to help Golden Hills with COVID-19 testing if schools have positive cases.
- Contact tracing over the holidays - Alberta Health Services (AHS) has requested that we continue with notices throughout the Christmas break.
- Trochu Valley School - interview for Principal position on December 15, 2020.

Break

Recessed 12:01 p.m.

Reconvened 12:10 p.m.

## **9.0 NEW BUSINESS**

### **A) Action Items**

#### **9.1 Calendar 2020-2021 (B. Daverne)**

**Recommendation: #BD20201215.1005**

**MOVED by Trustee Kletke** that the Board of Trustees approves the proposed 2021/2022 School Year Calendar as a pilot for the school year.

#### **9.2 Supplementary Executive Retirement Program (SERP) (T. Sabir)**

**Recommendation: #BD20201215.1006**

**MOVED by Trustee Pirie** that the Board of Trustees approves to pay out the Supplementary Executive Retirement Program (SERP) benefit over ten years in annual payments on the last day of January following the date of termination, retirement, or death.

### **B) Information Items**

#### **9.3 Enrolment Monitoring Report (November 2020) (T. Sabir)**

**Recommendation:**

Secretary Treasurer Sabir presented the Monthly Enrolment Monitoring Report to the Board of Trustees for information.

#### **9.4 Technology Services Report (J. Grimsdale)**

##### **Recommendation:**

Associate Superintendent Grimsdale presented information on the primary role of Technology Services in our Division.

#### **9.5 International Services Report (K. Jordan)**

##### **Recommendation:**

Dr. Kandace Jordan, Director of International and Innovation Services, presented information on Golden Hills International Program, which provides opportunity for our resident students to experience global competencies by interacting with students around the world.

### **10.0 ADJOURNMENT**

#### **10.1 Adjournment**

**Recommendation: #BD20201215.1007**

**MOVED by Trustee Kletke that the Board of Trustees adjourn at 1:10 p.m.**

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Chair

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Secretary Treasurer



## INCLUSIVE EDUCATION

*"Inspiring confident, connected, caring citizens of the world"*

January 26, 2021

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### **Background:**

Golden Hills School Division continues to provide support and services to ensure that our students with diverse learning needs receive a quality education, thus ensuring them the opportunity to best achieve their potential.

### **Recommendation:**

That the Board of Trustees receives the Special/ Inclusive Education Monitoring Report for information and for the record.

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Bevan Daverne  
Superintendent

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Jeff Grimsdale  
Associate Superintendent of Schools



## INCLUSIVE EDUCATION

Presented to Board of Trustees by Jeff Grimsdale  
Associate Superintendent of Schools

Resource Persons: Deborah Hinds-Nunziata, Christina Hoover

**January 26, 2021**

### Overview

Golden Hills School Division strives to provide a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. Alberta's education system is built on a values-based approach to accepting responsibility for all children and students.

### Who do we serve?

All students within GHSD demonstrate differences in their interests, aptitudes and competencies, and teachers are committed to meeting students' individual needs. In every classroom there are students who by virtue of their behavior, communication, intellectual, learning or physical characteristics, may be deemed to need specialized supports and - services. Many of these students meet criteria for an Alberta Education Special Needs designation.

### *GHSD Coding Profile*

	2009-2010	2014-2015	2019-2020
Mild/Moderate	639	771	914
Severe (including PUF)	226	315	358
English Language Learners	747	806	855

In addition, many more students who do not meet coding criteria still receive appropriate specialized learning supports. Not only does the population of students with diverse needs continue to grow, but so does the complexity of needs that these students, and often their families, present with.

### How do we meet the needs of diverse learners within GHSD?

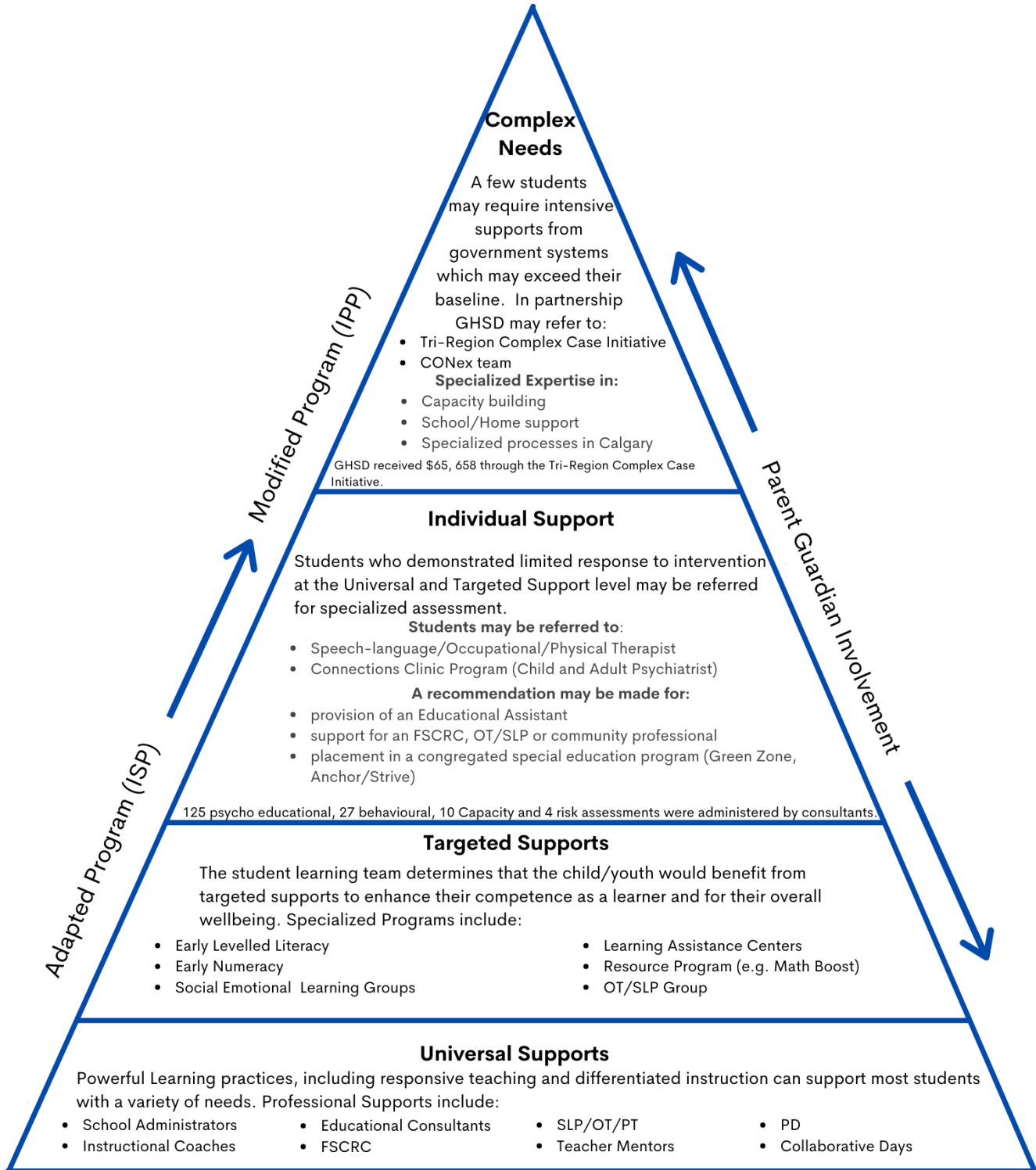
In accordance with the Alberta Standards of Special Education, school principals within GHSD are responsible for ensuring that the school has processes and a learning team in place to provide consultation, planning and problem solving. All schools within GHSD have an established process for considering how to best support students with diverse learning needs with most of the schools using a School Resource Team Model. In this model the Learning Team (i.e. Administrator, School Counsellor, Educational Consultant, Family School Resource Counsellor, Specialized Learning Teacher(s) and classroom teacher(s), collaborate on a regular basis to assess the need of identified students, and develop a plan of action. The students' response to intervention is carefully monitored and changes to the plan are made as required. The rights of parents/guardians, to participate in the decision-making process affecting their child's education is considered throughout the intervention planning process.

The Student Learning Team may also work closely with professionals from Health, Children's Services, Community and Social Services and other community professionals from a wide variety of community agencies when a student requires specialized support outside of school-based resources. In March 2020, the Alberta Government announced that the Regional Collaborative Service Delivery Model would discontinue at the end of the 2019-2020 school year. This resulted in some barriers to collaboration with our system partners.



Services to students are delivered using a Response to Intervention Model.

## GHSD Continuum Response to Intervention of Student Services



## **Strengths**

### WELL-BEING STRATEGY

Golden Hills School Division Staff including Administrators, Educational Consultants, Family School Community Resource Counselors, Teachers, Educational Assistants, Parents and Community Partners continued to collaborate to develop a long-term strategy to enhance well-being and achievement:

#### *GHSD Definition of Well-Being*

*“Well-Being is a state in which the individual flourishes realizing his or her own potential, is emotionally agile and able to thrive despite the normal stressors of day to day life, can work productively and make a meaningful contribution to their own community.”*

- An Administrator Working Group was formed early in the school year to develop a plan for aligning the GHSD Well-Being and Powerful Learning Strategy. A presentation on this topic was provided at the Administrators meetings.
- On November 25<sup>th</sup> and 26<sup>th</sup> Central East RCSD and CRC hosted a workshop in Strathmore featuring Dr. David Tranter, a lead author of the book: The Third Path-A Relationship-based Approach to Student Well-Being and Achievement. This event was well attended by GHSD staff with representation from all schools. The parent evening session was also very well-received.
- The Eight Conditions for Achievement and Well-Being (Safety, Regulation, Belonging, Positivity, Engagement, Identity, Mastery and Meaning) that are outlined in The Third Path have been adopted as the *First Component* of the GHSD strategy which recognizes the importance of creating an environment that supports the well-being of staff and students.
- The *Second Component* of the GHSD Well-Being Strategy is preparing students with the foundational skills that they will need for lifelong well-being (i.e. Critical Thinking, Cognitive Flexibility, Creativity, Emotional Agility, Physical and Mental Health Literacy, Collaboration, Hope and Optimism).
- The GHSD Well-Being Strategy (Draft) was presented as a best practice model, along with the Edmonton Catholic Mental Health Strategy, in an on-line presentation through The Alberta Regional Consortia and The Calgary Regional Consortium titled- *Supporting Student Mental Health: Before, During and After the Pandemic*. The presentation was well-received, so a repeat session was offered and overall was viewed by over 2000 participants across the province.

### EVIDENCE INFORMED MENTAL HEALTH SUPPORTS

- In September 2019 GHSD provided extensive training to administrators, and school based mental health support personnel on the Response to Suicidal Ideation protocol, of which we were a key partner in its development. Over the course of the school year, teachers and other school staff learned their roles as First Responders as outlined through the protocol at school-based staff meetings. Continued training for new school staff is easily available through a Mental Health On-line Resources for Educators module. During the period of “Learning at Home” the protocol was used in an on-line format. Implementation of the protocol resulted in it being used 25 times with 9 students requiring hospitalization during the 2019-2020 school year.

- A fall 2019 Go to Educator Training session was also offered ensuring that all GHSD schools having a team of Go-to Educators and that the Mental Health Literacy program continues to be offered to Junior High students. An Elementary Mental Health Literacy program is under development in Alberta. A target group of GHSD administrators, teachers, FSCRCs, and Educational Consultants participated in a research study in the spring of 2020 to determine which elements should be included in a mental health literacy program at the elementary level. The GHSD Student Services team has a member involved in the project as an advisor and curriculum writer. There is interest in this curriculum worldwide.
- GHSD continues to have strong representation on a Threat Assessment Community of Practice group involving Police, RCMP, and several School Divisions across the province. Our three trainers can provide in-house and on-line training.
- The Family School Community Counsellors and Educational Consultants provided PD to school staff on a variety of mental health and social emotional learning (SEL) topics. FSCRCs facilitated implementation of SEL programs in classrooms and in small groups as well as offered presentations on mental health and wellness to students. Two Educational Consultants worked with the staff at TCA to develop a project with the goal of helping parents understand the impact of screen time on children.
- The Connections Clinic, with Dr. Joan Besant, Child and Adolescent Psychiatrist, continued to operate throughout the entire 2019-2020 school year. During the Learning at Home period appointments were offered both in-person and remotely. Over 71 students and their families were seen across 15 clinics.
- During the “Learning at Home” period, FSCRC and Educational Consultants continued to provide counselling support to students and their families using a flexible and creative approach. While many community agencies shut down their programs or offered only on-line supports, we delivered both on-line and face to face services while still adhering to AHS safety protocols. For example, FSCRC’s dropped off Wellness activity kits to families and took students on physically distanced walks (which was a welcome respite for many parents). Students with school-based anxiety were encouraged to have regular counselling sessions in the school-setting, with parental support, to keep them connected and on track with their progress.
- There continued to be a focus on Professional Development opportunities individually and as a group to build the capacity of our School Consultants, FSCRC and School Counsellors in the area of mental health. A full day School Counsellor PD session was offered in October 2019. Unfortunately, the Solution Focused Counselling Skills session planned for the spring 2020 was postponed until it can be delivered in a face to face format.

#### RESPONSIVE TO THE DIVERSE LEARNING NEEDS OF STUDENTS

- GHSD continued to be highly regarded across the province by its system partners for its commitment to a continuum of programs and services under an Inclusive Education model to meet the diverse learning needs of its student population. This includes both timely and comprehensive psychoeducational assessment as well as access to a range of specialized learning programs. GHSD Educational Consultants continued to support the development of digital Individualized Program/Support plans, working closely with School-Based teams to ensure academic growth for all students.

- During “Learning at Home”, Educational Consultants and teachers within specialized programs worked closely with many parents to support a continued focus on IPP goals and strategies for responding to student’s individual learning needs.
- School-based teams continued to develop their skills in responding to the needs of students with behavioral challenges including the opportunity to participate in a comprehensive on-line learning series. The use of Positive Behavior Support plans, involving both school staff, parents and the students themselves continued to be encouraged and supported by Educational Consultants
- The Student Services, Learning Services and International teams increased their collaboration to ensure all learners received appropriate accommodations and differentiated instruction as needed. In March 2020 the “Learning at Home” website was created in which members from all 3 teams posted articles to support parents and teachers in maximizing student’s academic success and wellness during on-line learning.

### **Challenges**

#### ***In the Province has seen an increased complexity of learning and mental health needs with a lack of specialized community resources/placements and urgent/acute care services in rural areas***

Across Alberta there continues to be an increase in students with severe mental health needs as evidenced by the increase in suicidal ideation, non-suicidal self-injury and complex issues such as eating disorders. These youth, while often admitted to hospital for short periods of stabilization but are then released into the community with the expectation that long-term interventions can be provided. In rural Alberta, there is a lack of capacity to meet the needs of these youth in community, so the burden falls upon the schools who serve these students on a regular basis.

In rural Alberta, there is a lack of community-based programs to help support students in the elementary setting where there continues to be an increase of severe behavioral challenges, which includes incidents of aggression. There are no programs that offer the specialized parenting support that would benefit these families. The new Children Services Hub and Spoke model has chosen to fund programs that largely offers universal parenting programs which are generally not effective for these complex families. Targeted programs which may offer some in-home support use a “friendly visitor” model and parents do not receive the intensive level of intervention and accountability which would be required for any observable outcomes to occur. Again, this has placed added responsibility for schools to provide this through the FSCRC’s and Educational Consultants.

#### ***Changes to Government funding and system collaboration has increased demands on GHSD***

Changes to funding through Children’s Services and FCSS has directly impacted programing in Golden Hills School Division and created some challenges for students and their families. While community partnerships and collaboration are essential, funding through new initiatives and grants has unintentionally led to the duplication of services in many instances.

With changes to RCSD funding there has been limited opportunity for building relationships between partners at a managerial level which, at least in the short term, has resulted in less cooperation at a front-line level. In the case of Allied Health Services, baseline services have been removed placing the responsibility for services on GHSD.

Funding school systems directly ensures all families have access to supports in a safe and natural setting. School teams facilitate and ensure access to community programs and services required by students and families. GHSD team members work collaboratively to leverage existing relationships with families who are often reluctant to reach out for support.

## **Inclusive Education 2020-2021 Continuous Improvement Focus**

- Continue to provide access to the existing programs and services with GHSD that contribute to the success of all learners (Educational Consultants, FSCRCs, specialized learning programs, Educational Assistants, Connections Clinic).
- Build a responsive, comprehensive allied services delivery model within GHSD and within the new funding allocations.
- Continue to have focused conversations with our municipal partners to establish a more effective support system for our students and families.
- Explore efficient, cost effective ways to contract services to meet the needs of Complex and Low Incidence Learners.
- Continue to build the capacity of school-based teams (Administrators, Teachers, Teacher Assistants, Educational Consultants and FSCRCs) so that they can confidently and effectively support students with diverse learning, cultural/language, social-emotional and behavioral needs. A focus will be on offering remote consultation and PD opportunities. This will include broadening the content of the Learning at Home website to appeal to school staff.
- Explore the opportunities to develop a shared intervention model with our system partners for our students with complex needs.
- Ensure the active participation of GHSD team members on collaborative grassroots projects and initiatives that will enhance service delivery within our own school division.
- Leverage the improved relationship between parents and schools that have been created through the Learning at Home experience to ensure they are true, collaborative partners in their child's/ children's education.
- Create opportunities to re-establish cooperative working relationships with our system partners that put the focus on the need of children and families first.

## **Financial Implications 2019-2020**

Certificated Staff	27%
Support Staff	68%
Services and Supplies	5%



## MONTHLY ENROLMENT MONITORING REPORT

*"Inspiring confident, connected, caring citizens of the world"*

January 26, 2021

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### **Background:**

The Board of Trustees regularly monitors enrolment and notes trends over time. Funding is primarily enrolment-driven and monitoring and projecting enrolment trends informs the board's budgeting processes.

As per the attached monitoring report, information is provided on the September 30, 2020 enrolment of provincially funded students, Siksika funded students and International funded students. Enrolment information has been adjusted for the New Funding Model.

### **Recommendation:**

That the Board of Trustees receives the Enrolment Monitoring Report for information and for the record.

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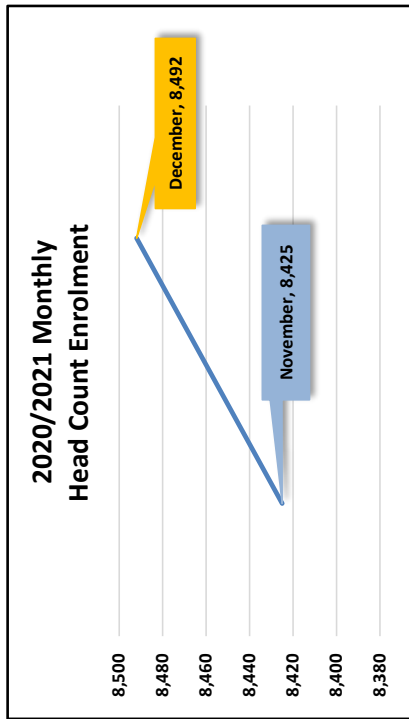
Bevan Daverne  
Superintendent

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Tahra Sabir  
Secretary Treasurer

# Golden Hills School Division Enrollment

\* Enrollment information has been adjusted for the New Funding Model



## Schools - Month to Month Comparison Nov to Dec 2020

Configuration	School	December 31, 2020	November 30, 2020	Difference
K-6, 10-12	Acme School	198.00	193.00	5.00
K-9	Carbon School	68.00	69.00	-1.00
K-6	Carsland School	68.00	68.00	0.00
7-9	Crowther Memorial Jr. High School	479.00	487.00	-8.00
K-9	Dr. Elliott Community School	187.00	186.00	1.00
7-12	Drumheller Valley Secondary School	409.00	408.00	1.00
K-6	École Brentwood Elementary School	234.00	234.00	0.00
K-12	George Freeman	382.00	383.00	-1.00
K-6	Greentree School	348.00	349.00	-1.00
K-12	Prairie Christian Academy School	274.00	274.00	0.00
10-12	Strathmore High School	589.00	589.00	0.00
K-12	Three Hills School	460.00	460.00	0.00
K-9	Trinity Christian Academy	168.00	168.00	0.00
K-12	Trochu Valley School	244.00	245.00	-1.00
K-6	Westmount School	368.00	371.00	-3.00
K-12	Wheatland Crossing	321.00	322.00	-1.00
K-6	Wheatland Elementary School	306.00	306.00	0.00
	<b>Sub Total</b>	<b>5,103.00</b>	<b>5,112.00</b>	<b>-9.00</b>
7-9	Colonies	363.00	363.00	0.00
7-12	Drumheller Outreach	17.00	17.00	0.00
1-12	Golden Hills Learning Academy	597.00	521.00	76.00
1-12	NorthStar Academy	632.00	634.00	-2.00
7-12	Strathmore StoreFront	74.00	73.00	1.00
	<b>Sub Total</b>	<b>1,683.00</b>	<b>1,608.00</b>	<b>75.00</b>
	Homeschool	1,024.00	1,020.00	4.00
	Shared Responsibility	325.00	327.00	-2.00
	<b>Sub Total</b>	<b>1,349.00</b>	<b>1,347.00</b>	<b>2.00</b>
	<b>Provincial Total</b>	<b>8,135.00</b>	<b>8,067.00</b>	<b>68.00</b>
	Siksika	157.00	157.00	0.00
	International (incl. Online)	200.00	201.00	-1.00
	<b>Sub Total</b>	<b>357.00</b>	<b>358.00</b>	<b>-1.00</b>
	<b>Total HEADCOUNT</b>	<b>8,492.00</b>	<b>8,425.00</b>	<b>67.00</b>



## FIRST QUARTERLY FINANCIAL REPORT

*"Inspiring confident, connected, caring citizens of the world"*

**January 26, 2021**

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### **Background:**

The Office of the Auditor General (OAG) recommends that school board trustees hold management accountable for achieving goals while staying within budget. In order for trustees to hold management accountable they must monitor actual spending against the budget. The OAG recommends that this monitoring should be through quarterly interim reporting.

The Quarterly Financial Report provides monitoring information and major variances that will be reviewed.

The Quarterly Financial Report for September 2020 – November 2020 will be discussed at the Board Meeting.

### **Recommendation:**

That the Board of Trustees receives the Quarterly Financial Report as information and for the record.

A handwritten signature in blue ink, appearing to read "Bevan Daverne".

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Bevan Daverne  
Superintendent

A handwritten signature in blue ink, appearing to read "Tahra Sabir".

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Tahra Sabir  
Secretary Treasurer



The Golden Hills School Division



# 1st Quarterly Report – 2020-21

**September 2020 – November 2020**

Prepared by the Finance Department for the January 26, 2021 Board Meeting

## **Purpose of Quarterly Report**

1. Monitor Activity
2. Review Variances
3. Highlight Key Points

## I CONTEXT

The first quarterly financial report lists revenues and expenditures recorded to **November 30, 2020**, representing the first **three** months of the fiscal year. As there are three (3) months expended in the 1<sup>st</sup> quarter, the normal benchmark for comparison is 25% (3/12 months); however, for some categories 30% (3/10 months) is used.

The 2020-21 Budget was submitted to Alberta Education May 26, 2020 and budget points of reference are from this May 26, 2020 Spring budget submission.

## II. ACTUALS AND COMPARISON TO BUDGET

### A.

Golden Hills School Division						
Statement of Revenue and Expenses						
Budget vs. Actual Variance						
Period - September 1, 2020 - November 30, 2020						
	Spring 2020/21 Annual Budget submitted May 26, 2020	Prorated Budget (25%) for Q1	YTD Actuals 2020/2021 -Q1	YTD Budget Variance-Q1	% Budget Rec'd/Used	Management Benchmark %
<b>Revenues</b>						
Alberta Education/Infrastructure	71,554,706	17,888,677	18,605,460	716,783	26%	25%
Federal Government and/or First Nations	1,633,135	408,284	544,022	135,739	33%	30%
Other Government of Alberta	139,796	34,949	68,723	33,774	49%	50%
Fees	5,943,583	1,485,896	1,733,423	247,528	29%	30%
Other Revenues	3,730,354	932,589	<b>916,072</b>	<b>-16,517</b>	25%	25%
Amortization	4,271,289	1,067,822	1,063,416	<b>-4,406</b>	25%	25%
<b>Total Revenues</b>	<b>87,272,863</b>	<b>21,818,216</b>	<b>22,931,116</b>	<b>1,112,900</b>	<b>26%</b>	<b>26%</b>
<b>EXPENSES</b>						
Certificated Salaries and Benefits	45,906,237	11,476,559	11,188,689	287,870	24%	24%
Non-Certificated Salaries and Benefits	15,553,382	3,888,346	4,338,718	<b>-450,373</b>	28%	26%
<b>Sub-Total</b>	<b>61,459,619</b>	<b>15,364,905</b>	<b>15,527,407</b>	<b>-162,502</b>	<b>25%</b>	<b>25%</b>
Supplies and Services	21,225,172	5,306,293	4,882,963	423,330	23%	30%
Amortization	5,792,781	1,448,195	1,443,622	4,574	25%	25%
Interest Charges	70,000	17,500	384	17,117	1%	25%
<b>Total Expenses</b>	<b>88,547,572</b>	<b>22,136,893</b>	<b>21,854,376</b>	<b>282,518</b>	<b>25%</b>	<b>26%</b>
<b>Surplus/(Deficit)</b>	<b>-1,274,709</b>	<b>-318,677</b>	<b>1,076,740</b>			
<b>POSITIVE/(NEGATIVE) BUDGET VARIANCE</b>				<b>1,395,418</b>		

*Notes: Overall, a surplus of \$1,077K for the first quarter is significantly better than the projected deficit budget planned for the 2020-21 fiscal year.*

**B. NOTES ON COMPARISON TO BUDGET – REVENUES**

The overall **\$1,077K** year-to-date **excess of revenues over expenses**, along with the positive budget variance are due, in part, to the skewing effect of the irregular payments received.

- Timing of revenue from Alberta Education is normally disbursed on a monthly basis. Exceptions to this are those payments which are received either annually, bi-annually or as a one-time-payment:

Alberta Education non-monthly Grant Revenues Received in Q1		
Name of Grant	Amount Received	% of Grant Received
Safe School Re-entry Funding	\$ 1,139,950	50%
Official Languages in Education Program	\$ 8,449	100%
School Nutrition Program	\$ 68,723	25%
Supernet grant	\$ 52,779	25%
Total	\$1,269,901	

- Revenues from Alberta Education, as per above, have contributed to the overall revenue variance by \$+576K (\$1,270K less a 3-month calculated equivalent of \$694K), primarily due to certain grants being received in lump amounts covering more than 3 months of revenues.
- Included in the first quarters' operations are the following:

SGF Revenues	\$955,897
SGF Expenses	<u>-\$785,173</u>
Unexpended	\$170,724

Note – the overall unexpended SGF funds are not recorded as deferred revenues but instead, an operating reserve is established.

**C Notes on Comparison to Budget - Expenses**

**Certificated Salaries and Benefits**

Total Certificated Salaries and Benefits for the 1<sup>st</sup> quarter were **\$11,188,689** (24% of a \$45.6M budget) which is less than what the budget would permit by the 1<sup>st</sup> quarter primarily because benefit costs are lower in the 1<sup>st</sup> quarter and higher in January then drop off as maximums on premiums are reached. As well, hiring of staff occurs throughout the 1<sup>st</sup> quarter so labour costs are typically lower than budget at the start of the fiscal year.

*Notes: Overall, certificated salary and benefit costs are within budget.*

### **Non-Certificated Salaries and Benefits**

Total Non-Certificated Salaries and Benefits for the 1<sup>st</sup> quarter were **\$4,338,718** (28% of a \$15.5M budget) which is somewhat above the budget; however, a significant portion of non-certificated staff is paid over 10 months and not 12 months; therefore the expenditure is higher for first 10 months but decreases in the last two months.

*The overall labour variance is minor (-162K) for the first quarter and will fluctuate over the next three quarters. Because administrators tend to wait until enrollment numbers are finalized before hiring in the fall in addition to payroll costs trending lower over the summer months, we anticipate this cost to balance itself at year-end.*

### **Supplies and Services**

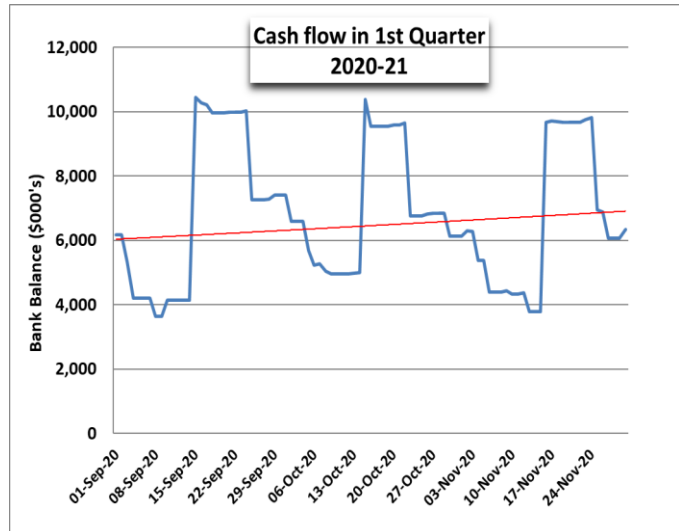
Supplies and services year-to-date are **\$4,882,923** (23% of \$21.2M budget). Typically many of these costs occur over a 10-month school year and not the 12-month fiscal year, resulting in higher costs in the first 3 quarters and lower costs in the 4<sup>th</sup> quarter. Department managers will continue to carefully monitor their budgets throughout the year to ensure they stay within their spending limits.

- *Overall, supply costs year-to-date at November 30<sup>th</sup> are significantly lower compared to the same time period last year. Supply cost are also lower than expected by for the first quarter by \$423K due, in part, to insurance cost not being posted until the second quarter.*

### III AVERAGE SOURCE AND USE OF CASH

A. Approximate average monthly cash flow values as at November 30, 2020:

Statement of Cash Flow	
Grants/Fees	7,025,000
Account Receivable	175,000
<b>Total Cash In</b>	<b>7,200,000</b>
Accounts Payable	3,175,000
Payroll	3,975,000
<b>Total Cash Out</b>	<b>7,150,000</b>



Included in the Grants as well as the Accounts Payable are monthly operating grants and monthly grant amounts for capital projects.

B. **Golden Hills is currently in a positive cash position.**

Cash is critical for short-term operations as it pays the salaries and vendors, which comprises the largest part of the budget. Note: as of November 30, 2020, **\$2.25M** of the cash balance has been invested into 1-Year GIC's to obtain more favourable investment returns, of which \$750K to \$1.25M are cashable after 90 - 270 days from purchase date.

Currently, we are utilizing the services of only one Institutional Cash Management Financial Advisory Team – **Canaccord Genuity Corp.** As at November 30<sup>th</sup>, we had **\$2.25M** invested in GIC's with maturing dates ranging from February 4, 2021 to November 23<sup>rd</sup>, 2021, earning yields ranging from 0.90% - 2.40%.

C. **Note on Amortization:**

Depreciation is a method of recovering the cost of a **tangible asset** over its useful life for example a building. Amortization is the same process as depreciation, only for **intangible** assets - items that have value, but that you can't touch. For example, a patent or a trademark has value, as does goodwill. In addition, amortization also has a meaning in paying off a debt, like a mortgage, but in the current context it has to do with business assets. Overall, amortization is a more general term which may apply to both tangible and intangible assets and/or liabilities, whereas, depreciation is a term restricted to tangible assets only.

## IV. REVENUE AND EXPENSES BY ENVELOPE SEPTEMBER 1, 2020 – NOVEMBER 30, 2020

### A.

Revenue and Expenses by Envelope									
From September 1, 2020 - November 30, 2020									
REVENUE FROM	SGF	ECS -Grade 12	Operations and Maintenance	Transportation	Board and System Admin	External Services	Total	% Budget Rec'd / Used	Management Benchmark %
ALBERTA EDUCATION/ INFRASTRUCTURE		15,274,206.21	1,569,546.26	1,064,145.51	697,562.00	0.00	18,605,459.98	26%	25%
OTHER - GOVERNMENT OF ALBERTA		68,722.50	0.00	0.00	0.00	0.00	68,722.50	49%	30%
FEDERAL GOV'T AND/OR FIRST NATIONS		481,522.41	62,499.99	0.00	0.00	0.00	544,022.40	33%	25%
ALBERTA MUNICIPALITIES/SCHOOL AUTH.		0.00	0.00	0.00	0.00	0.00	0.00	0%	0%
INSTRUCTIONAL RESOURCE FEES		3,250.00		0.00	0.00	0.00	3,250.00	33%	25%
FEES	219,745.31	0.00				1,510,428.16	1,730,173.47	29%	25%
FUNDRAISING REVENUES -SGF	50,085.25					0.00	50,085.25	18%	25%
OTHER SALES AND SERVICES	672,039.41	69,640.00	0.00	2,443.75	0.00	30,177.54	774,300.70	36%	25%
INVESTMENT INCOME	0.00	0.00		0.00	7,097.85	0.00	7,097.85	9%	25%
GIFTS AND DONATIONS -SGF	14,027.17	4,170.00	0.00	0.00	0.00	0.00	18,197.17	14%	25%
RENTAL OF FACILITIES		1,200.00	25,122.64	0.00	0.00	0.00	26,322.64	26%	30%
OTHER REVENUES		40,068.00	0.00	0.00	0.00	0.00	40,068.00	32%	30%
AMORTIZATION OF CAPITAL ALLOCATIONS		76,189.07	987,226.93	0.00	0.00	0.00	1,063,416.00	25%	25%
<b>TOTAL REVENUES</b>	<b>955,897.14</b>	<b>16,018,968.19</b>	<b>2,644,395.82</b>	<b>1,066,589.26</b>	<b>704,659.85</b>	<b>1,540,605.70</b>	<b>22,931,115.96</b>	<b>26%</b>	<b>25%</b>
<b>EXPENDITURES</b>									
CERTIFICATED SALARIES		9,131,894.11	0.00	0.00	141,029.97	40,352.52	9,313,276.60	25%	25%
CERTIFICATED BENEFITS		1,857,337.68	0.00	0.00	15,253.80	2,820.70	1,875,412.18	23%	25%
NON-CERTIFICATED SALARIES & WAGES		1,928,342.38	505,009.55	463,820.84	321,125.15	265,579.55	3,483,877.47	28%	26%
NON-CERTIFICATED BENEFITS		557,947.35	121,944.70	45,301.49	72,237.48	57,409.91	854,840.93	29%	26%
SERVICE, CONTRACTS AND SUPPLIES	785,173.18	2,124,193.24	991,091.94	260,841.74	69,995.79	651,667.30	4,882,963.19	23%	25%
AMORTIZATION		115,470.80	1,056,009.22	175,453.22	56,526.21	40,162.18	1,443,621.63	25%	25%
INTEREST CHARGES		308.30	0.00	0.00	0.00	75.20	383.50	1%	25%
<b>TOTAL EXPENSES</b>	<b>785,173.18</b>	<b>15,715,493.86</b>	<b>2,674,055.41</b>	<b>945,417.29</b>	<b>676,168.40</b>	<b>1,058,067.36</b>	<b>21,854,375.50</b>	<b>24%</b>	<b>25%</b>
<b>POSITIVE/-NEGATIVE VARIANCE TO DATE</b>	<b>170,723.96</b>	<b>303,474.33</b>	<b>-29,659.59</b>	<b>121,171.97</b>	<b>28,491.45</b>	<b>482,538.34</b>	<b>1,076,740.46</b>		
<b>ECS -Grade 12 labor cost analysis</b>									
	2019-20 Q1	2020-21 Q1	change						
CERTIFICATED SALARIES	9,020,491	9,131,894	111,403	1.2%					
CERTIFICATED BENEFITS	1,809,064	1,857,338	48,274	2.7%					
NON-CERTIFICATED SALARIES & WAGES	1,987,854	1,928,342	-59,512	-3.0%					
NON-CERTIFICATED BENEFITS	546,657	557,947	11,290	2.1%					
	13,364,066	13,475,522	111,455	0.8%					

### B. ANALYSIS OF REVENUE/ EXPENSES BY ENVELOPE

#### 1. Instruction

- Instructional Resource Fees are no longer permitted; however, fees associated with non-curricular supplies and travel as well as other fees to enhance education are allowed.

## 2. Plant Operations and Maintenance (PO&M)

A deficit of approximately **-\$30K** at the end of the 1<sup>st</sup> quarter is in line with our estimated balanced budget at fiscal year end.

Golden Hills School Division					
Statement of Revenue and Expenses - Comparison to Budget					
Plant Operations and Maintenance					
Period - September 2020 - November 2020					
Revenues	Total Budget	YTD Actuals	Budget	% Budget	Management
	Yr 2020/2021	Yr 2020/2021	Remaining	Used	Benchmark %
Alberta Education	8,092,243.00	1,569,546.26	6,522,696.74	19%	25%
Other Revenues	525,000.00	87,622.63	437,377.37	17%	25%
Amortization	4,271,288.00	987,226.93	3,284,061.07	23%	25%
<b>Total Revenues</b>	<b>12,888,531.00</b>	<b>2,644,395.82</b>	<b>10,244,135.18</b>	<b>21%</b>	<b>25%</b>
<b>EXPENSES</b>					
Non-Certificated Salaries and Benefits	2,649,765.00	626,954.25	2,022,810.75	24%	25%
<b>Sub-Total</b>	<b>2,649,765.00</b>	<b>626,954.25</b>	<b>2,022,810.75</b>	<b>24%</b>	<b>25%</b>
Supplies and Services	5,720,336.00	991,091.94	4,729,244.06	17%	25%
Amortization	4,518,430.00	1,056,009.22	3,462,420.78	23%	25%
<b>Total Expenses</b>	<b>12,888,531.00</b>	<b>2,674,055.41</b>	<b>10,214,475.59</b>	<b>21%</b>	<b>25%</b>
<b>POSITIVE/(NEGATIVE) VARIANCE</b>	<b>0.00</b>	<b>-29,659.59</b>			
	Current Q1	Prior Year Q1			
<b>YTD Actuals breakdown</b>	<b>YTD @ Nov. 30, 2019</b>	<b>YTD @ Nov. 30, 2019</b>	<b>% increase</b>		
NON-CERTIFICATED SALARIES & WAGES	505,009.55	495,866.60	1.8%		
NON-CERTIFICATED BENEFITS	121,944.70	117,161.74	4.1%		
<b>TOTAL LABOUR EXPENSE</b>	<b>626,954.25</b>	<b>613,028.34</b>	<b>2.3%</b>		
SERVICE, CONTRACTS AND SUPPLIES	991,091.94	1,156,998.30	-14.3%		
INTEREST CHARGES	-	-			
AMORTIZATION	1,056,009.22	1,036,321.67	1.9%		
<b>TOTAL SERVICE &amp; SUPPLIES</b>	<b>2,047,101.16</b>	<b>2,193,319.97</b>	<b>-6.7%</b>		
<b>TOTAL EXPENSES</b>	<b>2,674,055.41</b>	<b>2,806,348.31</b>	<b>-4.7%</b>		

*Overall, with careful monitoring of expenses throughout the year, we anticipate PO&M to meet its budget target at year-end.*

### 3. Transportation

Golden Hills School Division					
Statement of Revenue and Expenses - Comparison to Budget					
Transportation					
Period - September 1, 2020 - November 30, 2020					
	Total 2020-21 Budget	YTD Actuals	Budget Remaining	% Budget Used	Management Benchmark %
<b>Revenues</b>					
Alberta Education	4,258,285	1,064,146	3,194,139	25.0%	25.0%
Other Revenues	0	2,444	-2,444		25.0%
<b>Total Revenues</b>	<b>4,258,285</b>	<b>1,066,589</b>	<b>3,191,696</b>	<b>25.0%</b>	<b>25.0%</b>
<b>EXPENSES</b>					
Non-Certificated Salaries and Benefits	1,890,849	509,122	1,381,727	26.9%	25.0%
<b>Sub-Total</b>	<b>1,890,849</b>	<b>509,122</b>	<b>1,381,727</b>	<b>26.9%</b>	<b>25.0%</b>
Services and Supplies	1,681,029	260,842	1,420,187	15.5%	25.0%
Amortization	686,407	175,453	510,954	25.6%	25.0%
<b>Total Expenses</b>	<b>4,258,285</b>	<b>945,417</b>	<b>3,312,868</b>	<b>22.2%</b>	<b>25.0%</b>
<b>POSITIVE/(NEGATIVE) VARIANCE</b>	<b>0</b>	<b>121,172</b>			
<b>Variations in Services and Supplies</b>	<b>Budget</b>	<b>Actual</b>	<b>% of Budget Used</b>	<b>Management Benchmark %</b>	
Contracted Bus Services	81,000.00	20,961.76	26%	25%	
Fuel	680,000.00	102,779.80	15%	25%	
Other supplies & services	920,029.00	137,100.18	15%	25%	
Total	1,681,029.00	<b>260,841.74</b>	16%	25%	

a. For the first quarter, a positive YTD variance of **\$121K** can be attributed in part to the following:

- Transportation expends its budget over a **10 month period** vs. a 12 month period. Both salaries and supplies expenses are higher for 10 months than the projected July and August expenditures while revenues are recorded over a 12 month period.

b. No transportation fees are planned for fiscal 2012-21 even though autonomy with Transportation Fees lies with the Boards. Note: **GHSD had eliminated transportation fees seven years ago.**

*Golden Hills has opting not to shift any financial shortfalls to parents.*



*It is anticipated there will be a balanced budget in transportation, at year-end. Overall, with careful monitoring of expenses throughout the year, we anticipate Transportation to meet its budget target by year-end.*

#### 4. Board and System Administration

A break-even year for Board and System Administration is expected for the year end.

Overall System administration currently has a positive variance of **\$28K** for the first quarter. It is anticipated that this will reach a breakeven point at year end.

New to this fiscal year is the provision of a separate System Administration Targeted Grant. This grant is effectively calculated to be 3.15% of our total operating expenditures. The 3.15% is the funding tier determined by the WMA (weighted moving average) of FTE enrolment. Note: amounts spent over the limit may be subject to claw back.

- a. Below is a summary of the revenues and expenses associated with the **Board of Trustees**:

<b>SUMMARY STATEMENT OF REVENUES AND EXPENSES</b>						
<b>BOARD OF TRUSTEES</b>						
<b>BUDGET vs. ACTUAL</b>						
<b>FOR THE PERIOD OF SEPTEMBER 1, 2020 TO NOVEMBER 30, 2020</b>						
<b>Expense</b>		<b>ANNUAL BUDGET</b>	<b>YTD ACTUALS</b>	<b>BUDGET REMAINING</b>	<b>% BUDGET USED</b>	
Budgeted Revenues		228,700.00	228,700.00	-	100%	
<b>TOTAL REVENUES</b>		<b>\$ 228,700.00</b>	<b>\$ 228,700.00</b>	<b>\$ -</b>	<b>100%</b>	
Trustee Earnings and Benefits		147,200.00	40,183.74	107,016.26	27%	
Trustee Travel & Supplies		81,500.00	4,903.91	76,596.09	6%	
<b>TOTAL EXPENSES</b>		<b>\$ 228,700.00</b>	<b>\$ 45,087.65</b>	<b>\$ 183,612.35</b>	<b>20%</b>	

- To date, Board expenses are inline with the range of projected expenditure amounts.

## 5. External Services

For the first quarter, External Services has a positive variance of \$482K, which is mostly due to the timing of the revenue recognition.

External Services includes International Services, joint-use agreements and external contract service agreements. Included within this period is the recognition of **\$1,510,428** of **ISS tuition fees** revenue, of which **\$1,259,158** was originally recorded as Unearned Revenue at the prior year end. ISS Revenues are received in unequal amounts throughout the year, much of it in the first few months. As a result, this revenue is pro-rated to each quarter based on an estimation of related expenses (35/30/25/10), while expenses are recognized when they occur.

*A break-even for External Services is anticipated for year-end.*

### QUARTERLY SUMMARY

*Golden Hills continues to manage expenses despite the uncertainty in funding for the current fiscal year along with higher costs, and continues to fund programs that are in alignment with our goals and missions.*

*Overall, GHSD is on track and is aligned with meeting the Board's May 26, 2020 approved and submitted 2020-21 budget (\$1,275K deficit). Any planned deficit that should occur will be covered by our operating reserves.*



## SCHOOL SUMMARIES MONITORING REPORT

*"Inspiring confident, connected, caring citizens of the world"*

January 26, 2021

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### **Background:**

Annually administration reviews schools and provides information to assist the board in decisions related to the annual budget and capital planning. The School Summaries Report summarizes key information for each school and the jurisdiction including enrolment trends, facilities information and budget data.

The information informs the allocation of resources to support the vision (*Inspiring confident, connected, caring citizens of the world*) and mission (*Intentionally maximizing learning for all*).

### **Recommendation:**

It is recommended that the Board of Trustees receives and reviews the School Summaries Report as information.

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Bevan Daverne  
Superintendent

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Tahra Sabir  
Secretary Treasurer



## ADVOCACY PLANNING

*"Inspiring confident, caring citizens of the world"*

January 26, 2021

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### **Background:**

The Board's main priority is to advocate for quality education and equal programming opportunities for students at Golden Hills. To this end, the Board of Trustees maintains an Advocacy Committee with the purpose of developing advocacy priorities and a plan to share these concerns with the Golden Hills stakeholders and community, provincial authorities and other municipal officials.

### **Recommendation:**

That the Board of Trustees discuss the Advocacy Points for the 2020/21 school year.

A handwritten signature in blue ink, appearing to read "Bevan Daverne", is written over a horizontal line.

Bevan Daverne  
Superintendent