



GOLDEN HILLS SCHOOL DIVISION

AGENDA

TYPE: Regular Board Meeting

DATE: 9/24/2019 **TIME:** 9:30 AM

LOCATION: Boardroom of the Golden Hills School Division No. 75

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

Action

6.0 Welcome Public, Vision and Mission Statements

7.0 Presentation of Minutes

7.1 Organizational Minutes of August 27, 2019

Action

7.2 Regular Minutes of August 27, 2019

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) Action Items

9.1 Calendar 2019/2020 (B. Daverne)

Action

B) Information Items

9.2 Preliminary enrolment Monitoring Report - August 2019 (T. Sabir)

Info

9.3 System Enhancement (K. Jordan)

Info

9.4 IMR and Capital Projects Report - Summer Update (T. Sabir)

Info

9.5 Family School Community Resource Program Report (K. Jordan)

Info

9.6 Advocacy Planning (B. Daverne)

Info

10.0 School Monitoring Reports

11.0 ADJOURNMENT

11.1 Adjournment

Action



MINUTES

Golden Hills School Division No. 75

Organizational Meeting of the Board of Trustees

Location: Boardroom of the Golden Hills School Division

Start Time: 9:30 AM

Wednesday, August 28, 2019 (9:30 AM)

1.0 Attendance

Present:

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

Absent:

- g) Deputy Superintendent
 - Dr. Kandace Jordan

2.0 Call to Order

Chair Huntley called the meeting to order at 10:04 a.m.

3.0 Welcome Public, Vision and Mission Statements

4.0 NEW BUSINESS

A) Information Items

4.1 Pecuniary Interest Forms

Recommendation:

The Pecuniary Forms for Trustees were distributed with a request to advise of any changes and initial.

B) Action Items

4.2 Election of Chair

Recommendation: Resolution #BD20190827.2001

Secretary Treasurer Sabir opened nominations for the position of Chair for the Golden Hills School Division for 2019-2020 Term.

Trustee Kletke nominated Trustee Huntley.

Trustee Huntley accepted the nomination for Chair.

Secretary Treasurer Sabir called for nominations for the role of Chair a second time.

Secretary Treasurer Sabir called for nominations for the role of Chair a third time.

Secretary Treasurer Sabir declared nominations closed.

MOVED by Trustee Northcott that the Board of Trustees declare Trustee Huntley acclaimed as the Chair of Golden Hills School Division for the 2019-2020 Term.

4.3 Election of Vice Chair

Recommendation: Resolution #BD20190827.2002

Chair Huntley opened nominations for the position of Vice Chair for the Golden Hills School Division for the 2019-2020 Term.

Trustee Bolin nominated Trustee Mertz.

Trustee Mertz accepted the nomination for Vice Chair.

Chair Huntley called for nominations for the role of Vice Chair a second time.

Chair Huntley called for nominations for the role of Vice Chair a third time.

Chair Huntley declared nominations closed.

MOVED by Trustee Bolin that the Board of Trustees declare Trustee Mertz acclaimed as the Vice Chair of Golden Hills School Division for the 2019-2020 Term.

4.4 Signing Authority

Recommendation: Resolution #BD20190827.2003

MOVED by Trustee Bolin that the representatives for the Signing Authorities are as follows for the 2019-2020 Term:

- Chair Laurie Huntley
- Vice Chair Jennifer Mertz
- Trustee Robert Pirie
- Manager of Finance, Michael Kuystermans; or
- Superintendent Bevan Daverne; or
- Secretary Treasurer Tahra Sabir

4.5 Meeting Dates and Times

Recommendation: Resolution #BD20190827.2004

MOVED by Trustee Mertz that the Board of Trustees regular Meeting Dates be as follows, with a start time of 9:30 a.m.

August 27, 2019	December 17, 2019	April 28, 2020
September 24, 2019	January 28, 2020	May 26, 2020
October 22, 2019	February 25, 2020	June 23, 2020
November 26, 2019	March 24, 2020	

4.6 Trustee Expenses/Per Diems/Mileage Rate/Benefit Rate/Other Expenses

Recommendation: Resolution #BD20190827.2005

Secretary Treasurer Sabir reviewed the existing principles outlined in Policy 7, Appendix A - Trustee Compensation.

MOVED by Trustee Pirie that the Board of Trustees direct Administration to collect data on Meal and Technology allowances and report back with recommendations at the next Board Meeting, September 24, 2019.

4.7 Conference Attendance and Provincial Alberta School Boards Association Meetings and Conferences

Recommendation: resolution (no motion required)

Superintendent Daverne reviewed conference attendance and self-directed Trustee development for the Board of Trustees.

4.8 Nomination/Election of External and Standing Committee Members

Recommendation: Resolution #BD20190827.2006

MOVED by Trustee Mertz that the Board of Trustees Representatives for the External and Standing Committees are as follows:

External Committees	Representation Required	Representation 2019-2020
ASBA Zone 5 (Alberta School Boards Association) - Meetings as called by ASBA approximately ten per year	Two Trustees plus one Alternate	Trustee Pirie Trustee Mertz Trustee Northcott (Alternate)
PSBAA (Public School Boards Association of Alberta) - Meetings as called by PSBAA approximately two per year	One Trustee plus one Alternate (One designated to vote if required)	Trustee Kletke Trustee Huntley (Alternate)
PSBAA Executive Council Meetings (All can attend) - Meetings as called by PSBAA approximately four per year	One Trustee plus one Alternate	Trustee Kletke Trustee Huntley (Alternate)

Standing Committees	Representation Required	Representation 2019 - 2020
Audit Committee	TBA	TBA
Capital Planning	Full Board	Full Board
Strategic Planning	Full Board	Full Board
Policy	Two Trustees One Alternate Superintendent/Designate	Trustee Bolin Trustee Mertz Trustee Pirie (Alternate) Superintendent/Designate

Committees	Representation Required	Representation 2019-2020
Bargaining	Administration	Full Board
Advocacy	Full Board	Full Board
TEBA (Teachers Employee Bargaining Association)	One Trustee	Trustee Pirie
RSBC (Rural School Board Caucus)	One Trustee One Alternate	Trustee Huntley Trustee Northcott (Alternate)

5.0 ADJOURNMENT

5.1 Adjournment

Recommendation: Resolution #BD20190827.2007

MOVED by Trustee Pirie that the Board of Trustees adjourn at 10:37 a.m.

Break

Recessed at 10:37 a.m.

Reconvened at 10:46 a.m.

Chair

Secretary Treasurer



MINUTES

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, August 27, 2019 (9:30 AM)

1.0 Attendance

Present:

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

Absent:

- g) Deputy Superintendent
 - Dr. Kandace Jordan

2.0 Call to Order

Chair Huntley called the meeting to order at 10:46 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: Resolution #BD20190827.1001

MOVED by Trustee Northcott that the Board of Trustees go In Camera at 10:46 a.m.

4.2 Out of In Camera

Recommendation: Resolution #BD20190827.1002

MOVED by Trustee Northcott that the Board of Trustees rise from In Camera at 11:05 a.m.

5.0 Approval of Agenda

5.1 Approval

Recommendation: Resolution #BD20190827.1003

MOVED by Trustee Pirie that the Board of Trustees approve the agenda as presented.

6.0 Welcome Public, Vision and Mission Statements

7.0 Presentation of Minutes

7.1 Regular Minutes of June 28, 2019

Recommendation: Resolution #BD20190827.1004

MOVED by Trustee Bolin that the Board of Trustees approve the Minutes of June 28, 2019.

8.0 REPORTS

A) Chair's Report

Chair Huntley presented information on the following topics:

- Reviewed webinars hosted by Alberta Education. The Education Minister, Adriana LaGrange and colleagues covered the changes that were made to the Education Act and took questions. All webinars are available online through Alberta School Board Association (ASBA) resources.
- Attended the Public School Board Association of Alberta (PSBC) Council Meeting in St. Albert, AB along with Trustee Bolin and Trustee Pirie held August 14-17, 2019.
- Meeting Highlights:
 - Theodore ruling is slated for November 7, 2019.
 - Choice in Education Act has been tabled to spring, at that time they will be requesting feedback from boards and parents.
 - The Minister of Education, Adriana LaGrange will be scheduling visits in late August and September.
 - Enjoyed the “Hero Zero” presentation.
- Presentation by Executive Director of the Alberta School Councils Association (ASCA). –
 - Discussed how school councils are being urged to attend the School Councils Conference being held April 26, 2020. Suggest that a committee be formed to work with the executives of our councils to ensure they are well informed on issues.

- Executive Director, Brian Callaghan, presented his report:
 - \$10,000 from unrestricted reserves will be used for Fall Student Voice, inform GHSD schools to send students.
 - Discussed Proposed Motion: That the Executive Director be directed to sign a collaborative agreement regarding ARC Foundation and SOGI 123 initiative as presented. Executive Director, Brian Callaghan would attend the meetings and has been already. In further discussion, it was decided this should go back to the boards to decide on the direction they want to take.
 - GHSD will need to vote either at a special meeting in September or at the October Fall Conference.
 - Work plan was approved including \$20,000.00 from reserves to fund research.
 - Discussed meeting with Mr. Clarence Wolfleg held on August 22, 2019. Mr. Wolfleg has accepted invitation to work with the Board of Trustees as an Elder in an advisory role. This role will be defined further as we determine what the Boards needs are in this area.

B) Board Committees

Trustee Pirie presented information on the Alberta School Boards Association (ASBA) Zone 5 meetings that were held throughout the summer.

- On September 6, 2019 boards will be sharing a brief summary on their challenges and positive outcomes that they have encountered. These summaries will then be shared at an informational session being held on October 4, 2019 with zone 5 MLA.
- Trustee Pirie attended the Canadian School Boards Association (CSBA) Conference and Trustee Gathering on Indigenous Education that was held July 3-7, 2019 in Toronto, ON.

Trustee Kletke has no new information at this time to report on from the Public School Boards Association of Alberta (PSBAA).

C) Board Representatives to External Organizations

Nothing to report on at this time.

D) Administration Reports

Associate Superintendent Miskiman presented information on the following topics:

- HR Update:
 - Staffing - Part time positions will be filled by the week of August 26, 2019, along with unexpected vacancies. Then continue to monitor staffing needs.
 - School Nutrition Programs:
 - Wheatland Crossing - Breakfast Program, to keep it in operation, the school fund-raised. Lunch program, set up a lunch purchasing program that is in combination with the breakfast program.
 - Carseland School - applied for a \$2,000 grant and has been accepted for the money.
 - Carbon School - Breakfast program has reverted back through the community for funding to keep it in operation.
 - All three programs were funded by the government in the past.
 - Hand book - Updates have been made, the handbook will be presented at Board meeting.
 - Summer school - 206 students utilized our summer school program, 1220 CEU's.

Secretary Treasurer Sabir presented information on the following:

- Maintenance work was done on all schools over the summer.
- Transportation has seen a decrease in phone calls for the start up of the season, this is due to the Transportation Department contacting parents ahead of time through email and parents being able to register for transportation online.

Superintendent Daverne presented information on the following:

- Discussed enhancing the online Powerful Learning.
- Further discussed Mr. Clarence Wolflegs' acceptance as an Elder in an advisory role position.
- Discussed the many changes with in Alberta Education in staffing.
- Reviewed the Nutrition Programs and Pre-School Programs that are in some of our schools.
- Discussed the competitive market for schooling within Strathmore, looking into advertising on the radio.

Break

Recessed at 12:15 p.m.

Reconvened at 12:59 p.m.

9.0 NEW BUSINESS

A) Action Items

9.1 Board Annual Leadership Plan 2019-2020 (B. Daverne)

Recommendation: Resolution #BD20190827.1005

MOVED by Trustee Kletke that the Board of Trustees approve the Board's Annual Leadership Plan subject to the necessity of ongoing changes as a result of internal and external influences.

9.2 Locally Developed/Acquired Courses (W. Miskiman)

Recommendation: Resolution #BD20190827.1006

MOVED by Trustee Northcott that the Board of Trustees authorize the use of acquired locally developed courses and any learning resources detailed in the course outline for use in Golden Hills School Division.

- Advanced Acting/Touring Theatre (2019) 15, 25 & 35 (3 & 5 credits), Acquired from Calgary School District No. 19, September 1, 2019 until August 31, 2023.
- Ballet (2019) 15, 25 & 35 (5 credits), Acquired from Edmonton School District No. 7, September 1, 2019 until August 31, 2023.
- Contemporary Dance (2019) 25 & 35 (5 credits), Acquired from Edmonton School District No. 7, September 1, 2019 until August 31, 2023.
- Creative Writing & Publishing (2019) 15, 25 & 35 (3 & 5 credits), Acquired from Calgary School District No. 19, September 1, 2019 until August 31, 2023.
- Dance (2019) 15, 25 & 35 (3 & 5 credits), Acquired from Edmonton School District No. 7, September 1, 2019 until August 31, 2023.
- ESL Into to Canadian Studies (2019) 15 & 25 (5 credits), Acquired from Calgary School District No. 19, September 1, 2019 until August 31, 2023.
- ESL Intro to Science (2019) 15 & 25 (5 credits), Acquired from Calgary School District No. 19, September 1, 2019 until August 31, 2023.
- Yoga (2019) 15, 25 & 35 (3 & 5 credits), Acquired from Calgary School District No. 19, September 1, 2019 until August 31, 2023.

B) Information Items

9.3 Monthly Enrolment Monitoring Report (T. Sabir)

Recommendation:

Secretary Treasurer Sabir presented information on our Monthly enrolment reporting within Golden Hills School Division for the month of June 2019.

9.4 School Act to Education Act - What is Changing? (B. Daverne)

Recommendation:

Superintendent Daverne presented information on the amendments made from the School Act to the Education Act.

10.0 ADJOURNMENT

10.1 Adjournment

Recommendation: Resolution #BD20190827.1007

MOVED by Trustee Kletke that the Board of Trustees adjourn at 1:44 p.m.

Chair

Secretary Treasurer



CALENDAR 2019/2020

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

September 24, 2019

Background:

Due to a large student conference being held at Strathmore High School that will impact a number of Golden Hills' Schools as well as busing transportation, an adjustment to the 2019/2020 School Year Calendar is recommended.

Currently in the 2019/2020 School Year Calendar, Friday, May 1 has been identified as a Professional Development Day. Monday, May 25 is a regular instructional day.

Switching the May 1 Professional Development Day with the May 25 regular instructional day would provide a solution to transportation, teacher participation, and necessary facility space to accommodate 1000 out of district students on Monday, May 25.

Recommendation:

That the Board of Trustees approves moving the May 1, 2020 Professional Development Day, to Monday, May 25, 2020 on the 2019/20 School Year Calendar. May 1 would be a regular instructional day.

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

Bevan Daverne
Superintendent of Schools

AUGUST 2019

SEPTEMBER 2019

OCTOBER 2019

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27▲	28♥	29▲	30	31	29	30						27	28	29	30	31		

NOVEMBER 2019

DECEMBER 2019

JANUARY 2020

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17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22T	23T	24T	25
24	25	26	27	28	29	30	29	30	31					26	27T	28T	29T	30T	31+	

FEBRUARY 2020

MARCH 2020

APRIL 2020

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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MAY 2020

JUNE 2020

JULY 2020

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3	4	5	6	7	8	9	7	8	9	10T	11T	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19T	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22T	23T	24T	25T	26T	27	19	20	21	22	23	24	25
24/ 31	25+	26	27	28	29	30	28	29▲	30				29	26	27	28	29	30	31	

Student Instructional Days

Aug.	0	Feb.	15
Sept.	19	March	20
Oct.	21	April	16
Nov.	17	May	18
Dec.	14	June	19
Jan.	18		

School Instructional Time:

Elementary – Minimum - 960 hours
 (Provincial Requirement – 950 hours)
 Junior High – Minimum – 1010 hours
 (Provincial Requirement – 950 hours)
 Senior High – Minimum – 1010 hours
 (Provincial Requirement – 1000 hours)

Instructional Days 177

Christmas Break – 2 weeks Family Break – 1 week Easter Break – 1 week
 The Regular Board of Trustees meetings are normally held on the second Tuesday of each month except for July and August.

****Recommended Parent/Teacher Interview Day – Alternate day may be designated**

Day in lieu of Parent/Teacher Interview) 2

Organizational Professional ▲ 3

Teachers' Convention ♦ 2

Professional Development + 3

School Closure ■ 9

Collaborative day ♥ 4

Diploma Exam Days T

First Day of Semester →

Student Start Date September 3, 2019

Students start classes

Semester break

Draft exam dates –S/B updated by Ab Ed in Nov 2017



PRELIMINARY ENROLMENT BACKGROUNDER

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

September 24, 2019

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 preliminary enrolment of provincially funded students, Siksika funded students and International funded students. These are preliminary numbers and changes may occur prior to September 24, 2019.

Alberta Education calculates funding for Kindergarten to Grade 9 based on the full-time equivalent student count as of September 30, 2019. High school funding is based on the Credit Enrolment Units earned per student. As such, the attached report is based on FTE not headcount.

Recommendation:

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

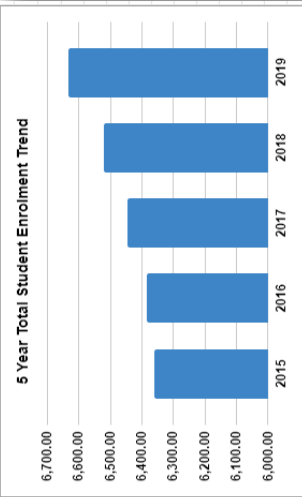
Bevan Daverne
Superintendent

Tahra Sabir
Secretary Treasurer

Preliminary Enrolment for September 30, 2019 (subject to change)

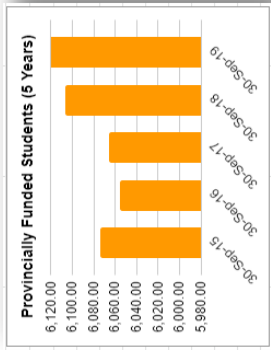
SCHOOLS	19/20 ACTUAL		18/19 ACTUAL		Difference from 18/19 to 19/20 ACTUAL Increase/ (Decrease)	Actual Difference from Projected Increase/ (Decrease)
	Enrollment #	Total	Enrollment #	Total		
Prairie Christian Academy (Gr. K-12)	289.50		273.00		16.50	14.00
Three Hills School (Gr. K-12)	463.50		445.50		18.00	19.50
Trochu Valley School (Gr. K-12)	255.50		249.50		6.00	7.50
Sub Total	1,008.50	968.00		968.00	40.50	41.00
Acme School (Gr. K-6, 10-12)	190.00		193.50		(3.50)	(2.50)
Carbon School (Gr. K-9)	66.50		78.00		(11.50)	(0.50)
Dr. Elliott Community School (Gr. K-9)	181.50		187.00		(5.50)	(9.50)
Sub Total	438.00	458.50		458.50	(20.50)	(12.50)
Drumheller Valley Secondary School (Gr. 7-12)	441.00		432.00		9.00	44.00
Greentree Elementary School (Gr. K-6)	337.00		347.00		(10.00)	(7.50)
Sub Total	778.00	779.00		779.00	(1.00)	36.50
Ecole Brentwood Elementary School (Gr. K-6)	265.50		278.50		(13.00)	9.00
Crowther Memorial Junior High (Gr. 7-9)	520.00		575.00		(55.00)	14.00
George Freeman School (Gr. K-9)	327.00		207.00		120.00	24.00
Strathmore High School (Gr. 10-12)	593.00		569.00		24.00	22.00
Trinity Christian Academy (Gr. K-9)	169.00		182.00		(13.00)	(11.50)
Westmount Elementary School (Gr. K-6)	364.00		364.50		(0.50)	23.50
Wheatland Elementary School (Gr. K-6)	332.50		343.00		(10.50)	9.50
Sub Total	2,571.00	2,519.00		2,519.00	52.00	90.50
Carsland School (Gr. K-6)	61.00		61.00		0.00	4.00
Wheatland Crossing School (Gr. K-12)	355.00		355.00		0.00	(8.00)
Sub Total	416.00	416.00		416.00	0.00	(4.00)
TOTAL	5,211.50	5,140.50	5,140.50	5,140.50	71.00	151.50
Colony Schools	356.50		343.00		13.50	0.00
Drumheller Outreach	12.00		18.00		(6.00)	(15.00)
Golden Hills Learning Academy	149.00		135.00		14.00	16.00
Northstar Academy	311.00		319.50		(8.50)	0.00
Strathmore Storefront	40.00		41.00		(1.00)	0.00
TOTAL	868.50	856.50	856.50	856.50	12.00	1.00
PROVINCIAL FTE TOTAL	6,080.00	5,997.00	5,997.00	5,997.00	83.00	152.50

Headcount	19/20 ACTUAL	18/19 ACTUAL	Difference from 18/19 to 19/20 ACTUAL
Homeschool	518.00	445.00	73.00
Kindergarten at full	225.00	220.50	4.50
ISS	287.00	293.00	(6.00)
Siiksika	156.00	155.00	1.00
HEADCOUNT TOTAL	7,266.00	7,110.50	155.50



Siiksika Students	# Students
Carsland School	20
Crowther Memorial Junior High	40
Strathmore High School	35
Westmount	29
Wheatland Crossing	32
Siiksika Total FTE	156

International Students (ISS)	# Students
Acme School	1.5
Crowther Memorial Junior High	20.5
Drumheller Valley Secondary School	64.1
George Freeman School	2
Prairie Christian Academy	39
Strathmore High School	104.4
Three Hills School	19.5
Westmount School	1
Wheatland Crossing	11.2
Unassigned	1.5
ISS Total FTE	264.7
ISS Total Headcount	287





SYSTEM ENHANCEMENT BACKGROUNDER

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

September 24, 2019

Background:

As a school division we are committed to constant improvement. We know that teacher effectiveness has a critical impact on student success and, as such, we ensure educators have regular opportunities to learn and enhance their practice.

Ongoing professional development to learn about, and utilize, best research-based practices within education, is facilitated for educators and educational leaders. This includes individual, school-based, and division-wide opportunities.

The System Enhancement Monitoring Report outlines the main PD activities of the 2016/2017 school year.

Recommendation:

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

Bevan Daverne
Superintendent

Dr. Kandace Jordan
Associate Superintendent of Schools



Golden Hills School Division No. 75

Report to the Regular Meeting of the Board of Trustees

Regular Agenda

September 24, 2019

To: Bevan Daverne
Superintendent

From: Dr. Kandace Jordan
Deputy Superintendent of Schools

Re: System Enhancement

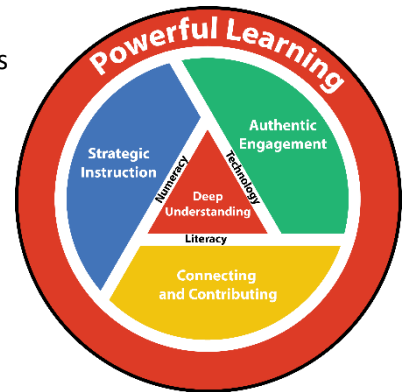
Purpose: Information for the Board of Trustees and for the Record

Resource Persons: Sue Humphry, Deb Nunziata, Sue Somerville, Jeff Grimsdale, Jamie Keet

Overview:

System improvement in Golden Hills School Division (GHSD) supports teachers by providing access to high quality, sustained professional learning opportunities designed to maximize student achievement for all. Teacher learning is supported through a variety of strategies. In 2018-2019, GHSD teachers participated in a number of professional learning opportunities both within and outside of our division:

- Instructional Coaches provided ongoing support modeling lessons, connecting teachers to resources and helping them implement best practices in their classrooms.
- Teachers attended four System Collaborative Days focused on the implementation of Powerful Learning.
- Teachers also participated in a variety of small focus groups and school based learning teams.
- New teachers to the division were provided three training days as well as visits from Instructional Coaches who continued to support teacher learning within their classrooms.



- School and system leaders participated in a series of sessions focused on creativity that culminated in school related projects that were highlighted and shared in a spring session.
- Teachers continued to collaborate with one another to examine curriculum, create common assessments, analyze data and design and implement powerful learning experiences in order to improve student learning. Through collaboration teachers develop a clear understanding of what success criteria looks like which they then share with their students. In other words, the focus was on ensuring that students knew what they are learning; why they were learning it and how to recognize when they have successfully understood the intended learning outcome.
- System improvement work in GHSD focuses on Powerful Learning, which incorporates Alberta Education's vision that recognizes the importance of preparing students for the future world of work. Assessment strategies are used that intentionally move learning forward through specific, timely feedback. Through a cycle of continuous improvement which focuses on Powerful Learning, teachers affirm, revise and aspire towards instruction that engages students and fosters thinking. Teachers consolidate what they know to be effective, test it, and continuously add to what they know and do. The intention of the high quality professional learning opportunities offered in GHSD is to help teachers create learning experiences that explicitly focus on building collaboration, creativity and critical thinking. Through the thoughtful and intentional use of research-based strategies, tactics and practices, teachers design powerful learning experiences for their students. The overarching goal of system improvement is to help students achieve a deep understanding of the curriculum enabling them to become innovators, connectors and collaborators who critically and thoughtfully contribute to the world.
- Powerful learning helps GHSD students acquire essential competencies that include being able to design and manage their own work, communicate effectively and collaborate with others, research ideas - collect, synthesize, and analyze information, develop new products/ideas, and apply bodies of knowledge to novel problems that arise. These essential competencies identified by Linda Darling-Hammond (cited in Linda Darling-Hammond 2008, pg. 1 –Drucker, 1994) are consistent with the competencies outlined by Alberta Learning.
- In addition to implementing powerful learning, an emphasis is placed on helping teachers to implement the Literacy and Numeracy Foundational Frameworks. These frameworks outline key strategies and beliefs that help all students master foundational literacy and numeracy skills, and help our students navigate and acquire meaning in an ever increasingly complex and technology-driven world. Early interventions and targeted programs are implemented to reach our goal of increasing literacy skills and achievement for all.

GHSD system improvement work addresses a number of areas including curriculum updates, continued report card implementation, the Instructional Coaches Program, Early Intervention Programs, Social and Emotional Learning Initiatives, English Language Learning, Leadership Training and continued Technology Implementation. It also includes creating cultures of thinking.

Creating Cultures of Thinking

The importance of intentionally creating cultures of thinking in GHSD classrooms is recognized as a key component of powerful learning. Teachers continued to embrace the importance of infusing critical thinking into their instruction, and members of the Critical Thinking Consortia (TC2). The TC2 team encourages “teachers to activate learning about a topic by involving students in shaping questions to guide their study, giving them ownership over the direction of these investigations and requiring that students critically analyze and not merely retrieve information.” (Gini-Newman & Gini-Newman, p. 35). According to Garfield, a shift occurs from covering curriculum to students uncovering the curriculum. The content of the curriculum is “problematized” which then leads to an investigation and discovery connected to the real world. Through this type of investigation students draw conclusions, make decisions and solve problems. Practices that support a thinking classroom are encouraged in classrooms across Golden Hills School Division.

Students are invited by teachers to think critically or reason using a set of criteria. Increased engagement and deeper learning can be achieved when students are offered a critical challenge and encouraged to engage in critical inquiry.

Curriculum Update

Golden Hills will continue to build on the strengths of our Powerful Learning model and the new Alberta draft curriculums. Please refer to the Golden Hills Curriculum Roadmap to see a more in depth idea of the support provided teachers during the 2018-2019 school year.

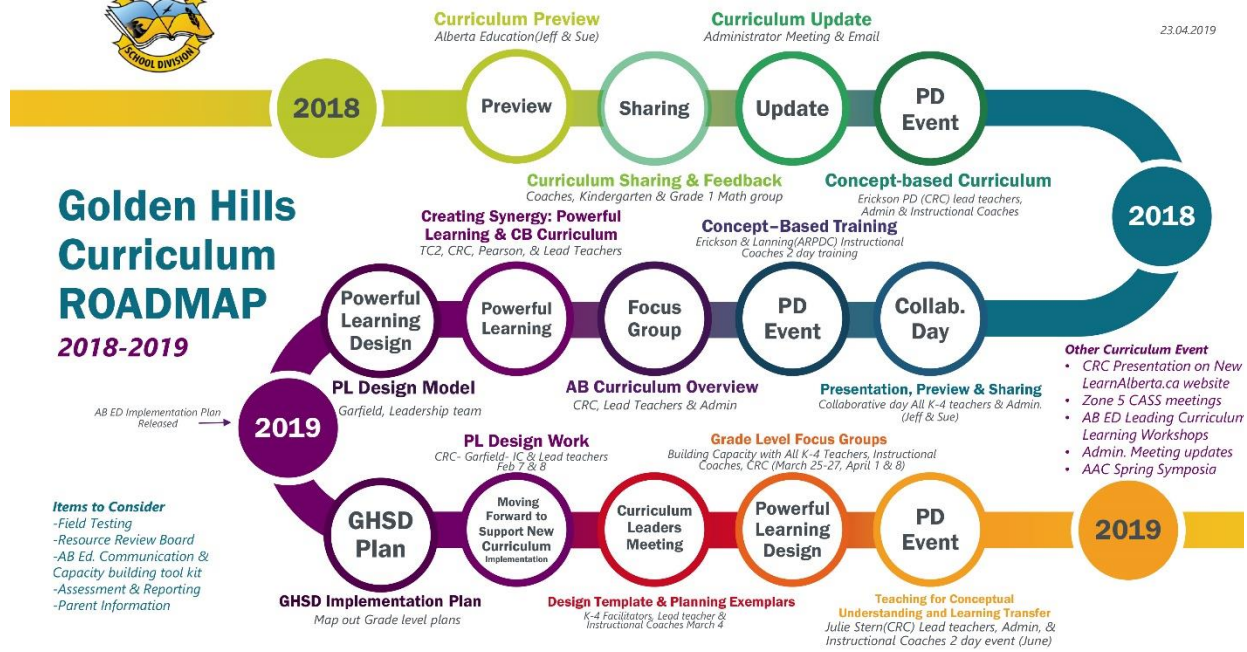
Curriculum Development

Alberta Education is developing the new K-12 provincial curriculum. Ministerial approval was given for the new K-4 draft curriculums in January, however with the change in government a new review process has been put into place.

Golden Hills has been working this past year and half on preparing our teachers on the new concept based curriculum. The new draft curriculum fits well with the journey Golden Hills has been on with Powerful Learning. A team consisting of central office members, instructional coaches, lead teachers, and external experts have been working together to develop a Powerful Learning design template to help support our teachers with the implications of the new curriculum. All kindergarten to grade four teachers have spent time working collaboratively on the new draft curriculums and Powerful Learning design template. After these in-house professional development days our teachers feel confident about planning for the new curriculum.

More information, supporting documents and a proposed timeline for these curriculum changes can be found on the Alberta Education website:

<https://education.alberta.ca/curriculum-development/why-change-curriculum/>



Intervention Programs

Early Literacy

According to Alberta Education, Literacy is defined as “...the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living” (Alberta Education, 2015). Literacy is critical to student success and fundamental to all learning. In order to help ensure academic success for all students, Golden Hills School Division continued to offer ELI programming as well as targeted support within all schools. As well, a Late Targeted Intervention program was implemented in several schools.

During the 2018-2019 school year, Golden Hills School Division continued to support the literacy needs of students through the Early Literacy Initiative, School Based Literacy ELI Intervention teachers/ School based intervention programs and Instructional Coaches who provided support to teachers in acquiring best practices in literacy instruction.

The goal is to ensure that all Golden Hills School Division students are reading at grade level by the end of grade 2.

- In May and June 2019, Golden Hills School Division implemented for a third year, a kindergarten initiative to help parents learn how to work with their child to improve literacy

and numeracy skills. Teachers identified the kindergarten students they expected to be “at risk” entering grade one. The ELI team then assessed these students and provided a summer program including training and a package of material for parents to use with their child. They also provided the results to teachers and administrators for the purpose of planning intervention and tracking the following year. These students were reassessed in the fall to measure growth in letter and sound recognition. Parents who received the program and teachers provided positive feedback on the impact of this initiative. A total of 75 children and their families were served through this initiative.

- Early Literacy Intervention was offered to struggling readers in Grades 1 and 2.
- The Early Intervention Team of four teachers served students in 36 classrooms, with direct intervention offered to 174 students in Grade 1 and 2. This represents 23% of our Grade 1 students and 26% of our Grade 2 students. Intervention sessions were offered over four months and results indicated that the average growth of just under one year (.9); which is consistent with results from the previous year. All students’ comprehension improved between one-half to a full year with the majority improving a year.
- The Grade 6 provincial exams were reviewed to explore whether or not students were able to sustain the gains they made in ELI over time. 87% of students who received ELI were measured in the “Acceptable” range in reading with 26% achieving in the “Excellent” range. 87% of ELI students achieved in the “Acceptable” range in writing. In the Grade 9 PAT’s 87% of students who received intervention reached “Acceptable” with 45 in the excellence range. This indicates that the benefit of the program was sustained over time. The majority of students who did not reach acceptable were coded and assessed with more complex barriers to learning.
- ELI Satisfaction Surveys indicated that 99% of parents reported that the program helped their child and that they saw improvement in reading. Parents reported that the strategy bookmarks made it easy for them to be helpful at home. 100% of teachers surveyed stated that their student significantly benefited from the program.
- Teachers were provided training in literacy through focus groups and through district PD including “Writing with Lucy Calkins”, “Comprehensive Literacy”, and “Leveled Literacy Intervention”.
- The GHSD Literacy Framework continued to be implemented to promote best practices in literacy instruction and assessment, as well as foster common assumptions and beliefs in the area of literacy.
- The “Leveled Literacy Intervention Program” (LLI for Grades 1-5) was implemented in all elementary schools. Most schools focused on Grades 1-3 students, and in one school all teachers offered an intervention block at the same time to all students in Grades 1-6. The results indicated that students who were provided the intervention made excellent progress in literacy. Teacher feedback was extremely positive.

Numeracy

Numeracy is foundational to student learning. Being numerate means going beyond the acquisition of basic skills and solving simple arithmetic problems to being able to acquire, create, connect, understand and communicate information. Alberta Education defines Numeracy as “the ability, confidence and willingness to engage with quantitative or spatial information to make informed decisions in all aspects of daily living”. The GHSD Numeracy Framework was developed to inform educators about key numeracy initiatives, strategies and promote best practices in numeracy instruction.

Early Numeracy

- The 2018-2019 school year was the fourth year for the implementation of Early Numeracy Intervention. GHSD created this initiative to help support the numeracy needs of our Grade 1 and 2 students. Other continued numeracy support includes school based numeracy teachers and individual school programs such as Math boost, LAC, and Math RTI. The goal of early intervention services is to intervene early, setting students on the trajectory of success. Teachers are working to ensure that by the end of Grade 2, all students have the foundational numeracy skills to be successful in Grade 3 and beyond.
- Early Numeracy Intervention was offered to students struggling with foundational skills such as number sense and basic facts in Grades 1 and 2. The Early Intervention Team of three teachers served students in 42 classrooms, with direct intervention offered to 165 students in Grades 1 and 2. This represents 22% of our Grade 1 students and 22% of our Grade 2 students. Intervention sessions were offered over four months. Results: Struggling Grade 1 students achieved on average 93% accuracy on the kindergarten outcomes and 67% on the Grade 1 outcomes tested in the post assessment (this represents a 26% increase in the kindergarten outcomes and a 47% in the Grade 1 outcomes). The early intervention Grade 2 students achieved on average 80% on the Grade 1 outcomes and 40% on the Grade 2 outcomes tested in the post assessment (this represents 40% increase in Grade 1 outcomes and a 30% increase in Grade 2 outcomes). On average Grade 2 students increased their score by approximately 27% on the Math Intervention Programing Instrument from pre- to post-test (58% to 85% on the assessment).
- ENI satisfaction surveys indicate that 99% of parents reported that the program helped their child’s math/numeracy understanding. 99% of parents reported that their child’s attitude towards math has improved through participating in the program. 98% of teachers surveyed stated that their student enjoyed the program. The survey also indicated that 96% of the teachers felt that their students’ confidence in numeracy had improved.

Math Minds is a collaborative partnership of Golden Hills School Division, the Werklund School of Education (University of Calgary), JUMP Math, Suncor Energy Foundation, and the Calgary Catholic School District. This initiative has a focus on strengthening numeracy, improving achievement in mathematics, and improving teacher pedagogy. Lead teachers received extensive professional development training from the University of Calgary and Jump Math. This past year, ten of our

teachers were part of developing an online Math course with the University of Calgary. This online course about math pedagogy and will be offered to our teachers next year.

Outstanding Math Group is a collection of mathematics educators from across our school division that represent all of the grade levels along with instructional coaches, administrators, central office and a math consultant from Calgary Regional Consortium. This group's purpose is to establish a coherence of numeracy practices to help support teachers and students gain a deep conceptual understanding as well as build our community of mathematicians. This group looked at evidence based practices, numeracy programs, research and literature. This information that was gathered will be used to update our Numeracy Framework, inform professional development decisions, deepen teachers' pedagogy and practices to improve student learning. This group along with the Early Numeracy Intervention teachers took part in five professional development sessions on Visible Learning for Mathematics.

Well-Being

An essential part of system improvement is to promote the well-being of staff, students and their families. Well-being can be defined as a state in which the individual flourishes realizes his or her own potential, is emotionally agile and able to thrive despite the typical stressors of daily life, can work productively and fruitfully, and make a meaningful contribution to his or her own community. (Adapted from the World Health Organization definition of Well-Being)

The 2018-2019 school year brought continued work on a Well-Being Strategy for GHSD. We were fortunate to receive an Alberta Health school Community Wellness Fund Grant of \$22,00.00 which afforded us the opportunity to hold several large group meetings with administrators, teachers, school counsellors, educational consultants and Family School representatives, with the goal of developing an intentional, well-planned, long-term, comprehensive approach to support the transformative change necessary for creating positive, healthy, connected learning environments. Key community partners, Krystal Abrahamowicz (Calgary Regional Consortium), Lori Roe (Alberta Health Services manager) and Christine Woking (Comprehensive School Health) to support this work.

Three key goals emerged that will continue to be developed this school year:

1. To use evidence informed practice as the basis for program development

- Consult with key stakeholders to choose goals for the district Well-Being Strategy that promote the use of common-language and practice.
- Identify select evidence-based resources that support the goals and build developmental competency across grade levels. Schools can choose from the resource list which programs best meet the needs of their school population.

2. *To build the capacity of school staff so they have the knowledge and skills to foster well-being*

- In 2018-2019 the Go to Educator Program that develops mental health literacy was a well-afforded training session at the GHSD Institute Day. It will be offered again this fall (2019).
- In 2018-2019 Greentree School devoted a full day to the topic of Trauma Informed Practice. This included participation in the Brain Architecture Game that builds understanding of the powerful role early experiences have on brain development, what promotes it, what derails it, and consequences for learning. This workshop will continue to be available for all schools.
- In 2019-2020 school counsellors will receive ongoing professional development through a focus group format.
- In 2018-2019 GHSD was an important partner in the development of a Suicide Ideation Response Protocol that will be used in schools in Calgary and area. Suicide is the second leading cause of death for youth aged 10-24. Alberta has one of the highest rates of youth suicide with 36 individuals between the ages of 10-19 who died by suicide in 2016. In addition, in 2018 2287 youth aged 10-19 presented in emergency and urgent care for self-harm. In the 2019-2020 school year all school staff will receive training as first responder, school point person or mental health professional for the Suicide Ideation Response Protocol and School-based Non-Suicidal Self-Injury Response Protocol developed as Mental Health Online Resources for Educators (MORE) module.
- Capacity building will also be enhanced through the development of a website with recommended resources and books for school staff, parents and students on a variety of Well-Being topics.
- GHSD staff will also be developing learning podcasts for teachers on topics such as promoting positive mental health in the classroom, strategies for effective co-regulation and building healthy relationships.
- Educational Consultants, Family school Community Resource Counsellors and Instructional Coaches continue to support capacity building in the area of well-being within GHSD.

3. *Increase collaboration with parents and community partners to support well-being for all*

- Ensure schools are an open, welcoming space for holding meetings and information sessions.
 - Infuse well-being topics in existing platforms (newsletters, parent-teacher interviews).
 - Continue to build community partnerships. In 2018-2019 a group of GHSD administrators, Educational Consultants and FSCRC met monthly with our local Children's Services teams to increase continuity of resources and support for children and families at risk. In 2019-2020 these our local community mental health partners will also be included.
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- In 2018-2019 select GHSD staff were integral members of the initial work on a “Youth Hub” for Strathmore. This work will continue in 2019-2020.
 - GHSD was well represented in 2018-2019 on a variety of initiatives that support well-being through the Regional Collaborative Service Delivery.

New recommended resources from our system partner:

- *Building Strength, Inspiring Hope – A Provincial Action Plan for Youth Suicide Prevention 2019-2024*, Alberta Government
- *Well-Being and Resiliency – Supporting safe and Healthy Children and Families – July 2019 – Alberta Government*
- *Youth Suicide Prevention – Resource Guide for Schools – Alberta Government Fall 2019 (In Draft)*

Finally, within GHSD the importance of staff well-being is recognized and valued. Administrators play an important role in establishing and maintain in a positive work place climate. Grass roots groups such as the GHSD central office “Wellness” committee promotes positive health/mental health practices and are to be commended for their efforts and these types of activities promoted.

“Rest and self-care are so important. When you take time to replenish your spirit, it allows you to serve others from the overflow. You cannot serve from an empty vessel.” – Eleanor Brown

English Language Learning (ELL)

Learning opportunities for English Language Learners (ELLs) and their teachers have continued to grow in GHSD as the number of ELLs steadily continues to increase. Approximately 12% of our student population is identified as ELL. This portion includes Hutterite Colony School students, International students, as well as other Canadian and foreign born students who are registered at the GHSD. The Division has welcomed students from over 34 countries. Our schools offer a variety of programs and supports to assist learners to develop English As a Second Language (ESL) while growing academically at the same time. There is a standardized formal intake procedure in place at all schools and ESL team leads have also been established at most of the schools. A variety of techniques and tools, including informal assessments help determine language proficiency levels in the areas of reading, writing, speaking and listening. Teachers are advised to track the levels using the Alberta Learning Benchmarks. In addition, educators are encouraged to use the recently developed, "I Can Statements for English Language Learners" (from Alberta Learning - Grades K-6) together with their students, to set language learning goals to develop greater language proficiency.

The Division ESL team, comprised of 7 members, meets regularly once a month. An ESL Newsletter, "Every Student Learns" was initiated this past school year and is published quarterly. Each issue has a key focus area and highlights a variety of tech tools, useful links, resources, and learning strategies centered around this chosen theme. Upcoming ESL PD opportunities are listed, as well as, opportunities to join a book study.

The GHSD maintains a strong link with other school divisions and the Alberta government to develop supportive resources and practices. A number of the Division ESL team members attended the Rural Symposium events throughout the past year, and this continues to be a great way to collaborate with other ESL professionals within the province. Professional learning sessions and instructional coaching are available to GHSD teachers. Opportunities are provided to teachers to support them in using the Alberta Benchmark descriptions to set language learning goals, as well as to personalize and differentiate the learning for their students.

ELL resources continue to be previewed, purchased and housed in the IMC. These materials help with the goal of providing teachers and ELLs with planned systematic instruction and support. Dual-language literacy books, dictionaries, differentiated reading materials, assistive tech/software and various other teacher resources continue to be valuable for the wide range of ELLs in the division. Through the Inclusive Lending Library, iPads (with a variety of ESL apps) and Chromebooks were loaned to a number of ELLs. Coaching support was provided to teachers who requested programming, assessment and assistive tech support. Teachers were also able to access ESL resources, professional presentations, and strategies to support students as compiled by the Division ESL team.

In order to monitor English Language proficiency, and comply with Alberta Education standards, the schools are using a formalized intake procedure. Teachers are currently utilizing the GHSD Yellow Folders, Alberta Education ESL Benchmark tracking sheets, the IPT English Language Proficiency assessments, and ongoing informal assessments. An ESL report card, which documents the child's English Language proficiency, is to be included in the student's regular report card twice a year.

Professional Learning

During the 2018-2019 school year a variety of Professional Learning opportunities were offered to GHSD teachers in order to improve student learning. An emphasis was placed on helping teachers to reflect, revise and refine in order to increase learning. These opportunities included the following:

- Golden Hills School Division coaches offered 11 system improvement focus groups where groups of teachers worked together to learn and implement new research.
- Golden Hills School Division offered Learning Labs in Kindergarten and in Junior and Senior High Humanities. A group of teachers meet for a pre-conference, classroom visit and post-conference, which is facilitated by a coach and the lab teacher. The learning goals of the lab are outlined ahead with a focus on a few key strategies. The Learning Labs that were offered received outstanding feedback and the intension is to grow this initiative as a way to improve practice and increase student achievement in the next few years.
- Golden Hills School Division teachers attended four collaborative days throughout the year. Teachers worked together with their grade or subject teams to deepen their understanding of curriculum areas, and plan lessons to foster a deep understanding of the curriculum using high impact strategies. Teacher teams continued to examine student

work, developed critical challenges in a variety of subjects, built common assessments and implemented high impact strategies in their classrooms. Teachers worked together to understand what is working or what is not and next steps. Teachers also spent time reflecting upon books they studied and the impact of the ideas when implemented in the classroom.

- Feedback from teachers on Collaborative Days is extremely positive. 93% of the teachers responded that they agreed or strongly agreed that their work in Collaborative Days helped them to implement Powerful Learning practices in their classroom. 96% of teachers responded agreed or strongly agreed that what they gained at the Collaborative Day will have a positive impact on student achievement. These results are consistent with previous results.
- Teacher teams, instructional coaches and administrators continued to integrate critical and creative thinking into developing and implementing Powerful lessons.
- Teachers attended several sessions on “Visible Learning in Mathematics” offered through CRC.
- Instructional Coaches attended a training day on assessment through Anne Davies.
- Instructional Coaches attended a session by Katie White on Assessment through the lens of the new curriculum offered through AAC.
- System administrators, Instructional Coaches and key teachers attended three CRC Leadership days “Leadership to Power Potential and Possibilities” designed to enhance leadership skills. These were led by Peter Gamwell.
- Teachers were provided training in how to manage difficult behavior in the classroom. Teachers were supported by Coaches and Educational Consultants working in each school to create Behavior Support Plans.
- Teachers were trained in Dossier and tools with Google suite.
- Instructional Coaches provided ongoing PD to teachers through co-planning and modeling of powerful strategies and research based best practices.
- Instructional Coaches prepared a four newsletters “Coaches Corner” that highlighted powerful learning strategies and ideas to use in the classroom. Readily applicable ideas, suggestions and recommendations were outlined.

Leadership Training

- Golden Hills School Division administrators and coaches learned together through a book study on “Deep Learning: Engage the World to Change the World” by Michael Fullan, Joanne Quinn and Joanne McEachern.
 - Golden Hills School Division continued to make a concerted effort to develop and sustain quality leadership. In partnership with CRC, GHSD administrators and school based leaders attended sessions are facilitated by Peter Gamwell, who is an expert in fostering creative thinking and the author of “The Wonder Wall”. Peter Gamwell. GHSD leaders attended three full group days with Peter and had him at their schools for school-focused work in order to
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reimagine, rethink and reconsider their current learning cultures to make the extraordinary happen. They focused on understanding the three imperatives of being able to recognize seeds of brilliance in everyone, how to adopt a strength-based approach and how to create cultures of belonging. The last session was spent celebrating the Extraordinary in our school district. School teams brought in artifacts and displays to tell the story of their work.

- In addition to participating in the CRC leadership series, GHSD school leaders had the opportunity to work one on one with Peter Gamwell during the course of the school term.
- Quality leadership is considered to be imperative to improving our school system, therefore administrator meetings and ongoing mentorship and support was provided throughout the 2018-2019 school term.

Instructional Coaches

GHSD Instructional Coaches supported teachers in the implementation of Powerful Learning.

- Coaches continued to oversee and support the implementation of a number of system initiatives through one on one coaching, support to teacher teams and through leading a variety of Professional Development and training sessions.
- Coaches supported the implementation of four teacher Collaborative Days, as well as a number of other Professional Learning opportunities within classrooms and at a system level.
- Coaches continued to support teachers in the integration of high impact instructional strategies and effective assessment practices in classrooms.
- Coaches worked closely with new teachers following the New Teacher's Orientation to provide ongoing support throughout the year.
- Coaches helped teachers to develop a deeper understanding of Powerful Learning through the new Powerful Learning Website. This website captures through stories, pictures and videos what powerful learning might look like in the classroom.
- A shared understanding of Powerful Learning was also created through a Powerful Learning Facebook page. This has allowed Golden Hills School Division to tell their story and share the amazing things that are happening in our schools.
- Coaches worked with Garfield Gini-Newman (TC2), senior administrators, administrators and teachers to develop a Powerful Learning design template with a unit outline and lesson plan structure.
- Teachers appreciate the impact the coaches have in helping them to improve student learning. It is through the constant reflection and refinement of the work of the coaches that the coaching team continues to grow and succeed.
- The feedback from teachers and administrators on the value of the Instructional Coaching team in 2018-2019 is outstanding. The majority of the coach's time was spent working directly with teachers and administrators. Time spend directly working with teachers and admin doubled this year compared to last year. The majority of teachers requested support

with strategic instructional practices and lesson or unit design/planning (62%). Technology and AFL remain high as well. Coaches spend the majority of their time in collaboration and in conversation with teachers.

- 86% of teachers report a high to very high impact of coaches on their teacher practices (increase of 9% over last year).
- 81% of teachers report a high to very high impact of their work with coaches on student learning. This is up from 67% last year.
- 94% of teachers rate the overall effectiveness of their work with a coach as effective or very effective and that they reached their goal in the work with a coach. Of this 95%, 11% stated that it exceeded expectation and was more than expected. Note: The overall effectiveness grew this year by 11%.

The work of the coaches included the following:

- Collaborating with teachers in the implementation of Powerful Learning.
- Support for teachers in inclusive education practices.
- Building of teacher capacity to explore innovative instructional practices through systematic modeling, co-teaching and feedback.
- Using of data and meaningful research to improve instruction and enhance learning.
- Acting as a resource for assistive technology support and integrated technology for use by all students.
- Connecting and supporting teachers with resources and professional development opportunities.
 - *“I really appreciate the coach’s ability to enter the process where I am at, to connect me to resources and ideas that I could not have come up with or have the time to search out myself. The coach’s flexibility, availability and willingness to jump in is second to none. I only hear and see positives when people work with coaches!”*
 - *“Working with coaches helps me to refocus on what matters and see how strategic instruction is the key to good classroom management. Better assessment practices, more critical thinking challenges etc. all help kids feel successful and reduce the behavior issues in my classroom”*

Technology

- Golden Hills School Division has enhanced its role in technology support across the division. Technology plays an integral part in strengthening the Powerful Learning Model. When integrated intentionally into Strategic Instruction, Authentic Engagement, and Connecting and Contributing, technology can be an essential attribute to achieving deeper understanding.
 - School administration and teachers across the division received new computers with updated software that will allow them to use engaging apps more efficiently with students.
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- The Assistive Technology Lending Library is consistently accessed by all schools throughout the division, demonstrating the success of providing students and teachers with technology that supports differentiated and individualized learning. All GHSD students benefit from text to speech programs; tablets, laptops, Chromebooks, and desktop computers have Read&Write for Google. GHSD teachers and students have increasingly accessed the variety of robotics and STEM (Science, Technology, Engineering, and Math) devices available through Instructional Media Center,
 - As mobile devices get more useful and powerful, we are seeing increased use of this technology in the classroom from students, alleviating some need for schools to purchase cameras for photography and video. Many apps allow students to comfortably and confidently interact quickly with teachers (Google Classroom, Flipgrid, etc.).
 - Golden Hills researched digital portfolios and assessment platforms throughout the year. Connecting with mobile devices these new apps help make learning visible. Coaches provide ongoing support for teachers to effectively and intentionally integrate these devices and apps into their instruction and curricular outcomes. To support teaching and learning through the use of technology, GHSD is constructing that will guide teachers to successfully implement technology tools to deepen student understanding of subject area content.

Coaches provided support in the following capacities:

- ActivInspire – Activiboards and flipchart building
 - Adobe Suite (Photoshop, Premiere Pro, Illustrator, InDesign)
 - Assistive technologies
 - Blogs
 - Coding
 - Digital Citizenship
 - Digital Creation tools
 - Digital Storytelling
 - EdReady Math program
 - Fresh Grade
 - ePortfolio building
 - Google (Classroom, Google Docs, Sheets, Forms, Drawings, Calendar, and Slides)
 - iPads – Apps
 - Online portfolios
 - Learning Commons resource access and sharing (Collaborative Group work storage)
 - Microsoft (Windows 10, Office 2016)
 - Moodle – Online Learning Management System
 - Athletics
 - myBlueprint career planning tools
 - Robotics
 - 3D Printing
 - Social Media (Twitter, Facebook, Instagram)
 - Streaming Media (Youtube, TeacherTube, Learn 360, Discovery Education) Student Information Systems (Students Achieve and PowerSchool)
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- Student Response Systems (ActiVotes, Plickers, Kahoot, Google Forms)
 - Video Editing (WeVideo, Premiere Pro)
 - Web 2/3.0 Tools (Canva, Prezi, Padlet, Pixlr, etc.)
 - Website building (for teachers and students)
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Recommendation: That the Board of Trustees receives the System Enhancement report for information and the record.



IMR MONITORING REPORT

Presented to the Board of Trustees by Bevan Daverne, Superintendent of Schools

Resource Persons:

Kevin Paschal

September 24, 2019

OVERVIEW:

Alberta Education funds school divisions on an annual basis for buildings owned by the jurisdiction.

School facilities continue to age, and this is exacerbated by the gap in maintenance funding. Although for 2018/2019, we are very appreciative of the extra funding received in Infrastructure both through projects approved and funding for building upgrades.

Alberta Education provides two envelopes of funding for Facilities as follows:

Plant Operations and Maintenance (POM) funding is for general maintenance and operation of school buildings to ensure safe, comfortable, and suitable learning. The majority of POM is based on a per student allocation.

Infrastructure Maintenance Renewal (IMR) funding is to provide upgrading and/or replacing major building components to meet regulatory requirements for health and safety, extend the life and quality of school facilities meeting the requirements of educational programs and students with special needs, and improve energy efficiency to achieve cost savings. IMR funding is determined using student enrolment (50%), age of building (24%), area of building (21%), geographic location (3%), and other factors (2%).

IMR Funding Schedule History

Year	Dollar Amount
2015/2016	\$ 1,054,305
2016/2017	\$ 1,753,293
2017/2018	\$ 1,917,574
2018/2019	\$ 1,784,978

Summary of 2018/2019 Funding

Description	Amount
Annual IMR Funding 2018/2019	\$ 1,784,978
Additional funds received for 2017/2018 year	\$ 142,928
Last year's carry forward deficit	\$ 241,029
Summer Projects	\$ 2,070,347 *
Contingency	\$ 98,587

*Please see attached spreadsheet for detail.

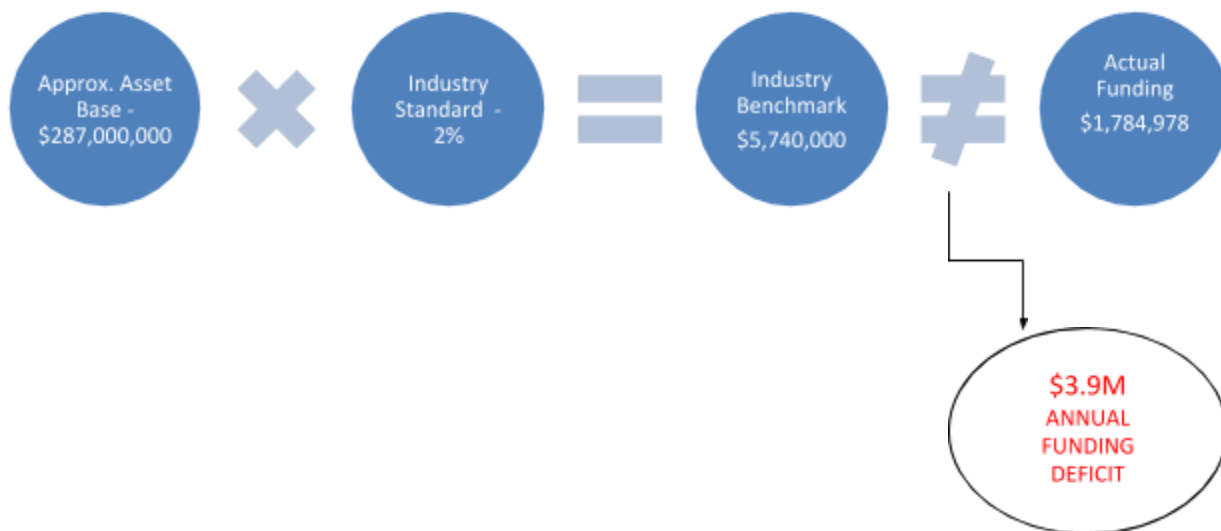
During the 2018/2019 year, the Facilities Department completed 91 projects in 16 schools. Of the 91 projects, 33 were completed in the two summer months.

SUMMARY & IMPLICATIONS:

Currently Golden Hills has an approximate asset replacement cost of \$287,000,000 in owned schools and facilities. Industry standard advises a minimum benchmark of 1.5% to 3% of Infrastructure Maintenance Renewal Funding. These are funds considered necessary for annual preservation and maintenance of buildings.

For the school year 2018/2019, Golden Hills received \$1,784,978 (\$1,917,574 – 2017/2018) which is less than the industry standard. Preferred funding at 2% is equivalent to \$5,740,000 which is a gap of \$3,955,022 in funding.

For 2019/2020 projected IMR is approximately \$1.7M plus contingency.



Deferring regular maintenance leads to dramatically increased loss of condition and value, and may carry other risks as well.

A power point will be presented at during the September 24, 2019 Board Meeting.

RECOMMENDATION:

Board receives as information and continues to advocate for funding closer to the industry standard.

Bevan Daverne
Superintendent

Tahra Sabir
Secretary Treasurer

Summary of Summer Projects 2018-2019:

IMR Summary		
Projects Completed for the year 2018/2019		
School	Description	Amount
Acme	Exterior Window Replacement, Exterior LED Lights, Flag Pole, Tree Removal, Facility Assessment	\$50,935
Brentwood	Roof Replacement, Duct Cleaning, Electrical Upgrades, Bathroom Upgrades, Door Hold Opens & Facility Assessment	\$326,985
Carbon	Mechanical Room Upgrade, Electrical Upgrade & Facility Assessment	\$357,196
Carseland	Acoustical Panels, Scuppers & Eaves Troughs, Electrical Upgrades, Floor Replacement, 14 Window Replaced, Security Cameras & Facility Assessment	\$54,227
Crowther Memorial Junior High	Classroom Remodeling, Air Handler Motor Replacement, Elevator Upgrades, Basketball Frame Upgrades, Condenser Replaced, Ceiling Tiles, LED Light Fixtures & Facility Assessment	\$128,846
Dr. Elliott	Floor Replacement, LED Light Fixtures, Gym Door, Door Hardware, Boiler Pump Motor Replacement, Roof Carrier Over & Facility Assessment	\$34,827
DVSS	Heat Pump Replaced, HVAC Assessment, Paint Exterior Doors, Electric Strikes Replaced, Escutcheons Replaced, Skylight Window Replaced, Lockers & Facility Assessment	\$33,490
Greentree	Bus Loop, Parking Lot Paving, Washroom Upgrades, Mop Sink Upgrades, Window Replacement, Exhaust Fan Motor, Elevator Upgrades, Concrete Gym Wall & Facility Assessment	\$228,896
Prairie Christian Academy	Parking Lot and Laneway Paving	\$190,548
Strathmore High School	Electrical Upgrades, Floor Replacement, Security Upgrades, Janitor Sink Removal, Drama Door Closer, Boiler Safety Relief Valve Replacement, Basketball Winch Replacement, Sewer Line Carry Over & Facility Assessment	\$71,485
Strathmore Storefront	4 Rooftop Units and Handrail for Ramp & Facility Assessment	\$48,395
Three Hills	Concrete Floor Replaced, Floor Replacement, Sewer Line Inspected, Fire Alarm Upgrades & Facility Assessment	\$109,679
Trinity Christian Academy	Electrical Upgrades, Floor Replacement, Flag Pole, Tree Removal, Basketball Frames Replaced, Mechanical Room Carrier Over & Facility Assessment	\$88,839
Trochu Valley	Electrical Upgrades, Drainage, Basketball Frame Replacement & Site Study	\$19,717
Westmount	Furnace Replacement, Electrical Upgrades, Door Hold Opens, Floor Replacement, Rooftop Replacement, Gym Roof Drain, PA System Upgrades & Facility Assessment	\$126,171
Wheatland Elementary	Floor Replacement, Gym Balcony Safety Installation, Paint Boardroom and 2 Exterior Doors, Paving Repairs, Fire Annunciator Replaced, Ramp Railing & Facility Assessment	\$47,109
Strathmore Maintenance	Internal labour	\$153,000
TOTAL		\$2,070,345



Family School Community Resource Program

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

September 24, 2019

Background: Golden Hills School Division continues provide partner with other agencies to support and services to ensure optimal functioning of children and their families in the social-emotional/behavioural domain, in order that students can fully benefit from the learning opportunities afforded to them.

Recommendation:

That the Board of Trustees receives the Family School Community Resource Program Report for information and for the record.

A blue ink signature of Bevan Daverne, written in a cursive style.

Bevan Daverne
Superintendent

A black ink signature of Dr. Kandace Jordan, written in a cursive style.

Dr. Kandace Jordan
Associate Superintendent of Schools



Golden Hills School Division No. 75
Report to the Regular Meeting of the Board of Trustees
Regular Agenda
September 24, 2019

To: Bevan Daverne
Superintendent

From: Dr. Kandace Jordan
Deputy Superintendent of Schools

Re: Family School Community Resource Program

Purpose: Information for the Board of Trustees and for the Record

Resource Persons: Deborah Hinds-Nunziata

History

The Family School Community Resource (FSCR) Program has been available in Drumheller (1985), Kneehill County (1987) and Wheatland County (1990) for almost three decades and continues to provide invaluable support to students and their families. Key Funding partners include Golden Hills School Division, Drumheller/Kneehill/Wheatland Regional Family and Community Support Services, Calgary and Central Region Children’s Services, and the Central East Regional Collaborative Service Delivery Initiative. Despite some operational differences all three programs strive to support the optimal functioning of children and their families in the social-emotional/behavioral domain so that students arrive at school ready to benefit from the learning opportunities afforded to them in Golden Hills School Division.

What does a Family/School/Community Resource Counsellor do?

These professionals work collaboratively with the student, their parents/caregivers, school-based team members, and when appropriate, other community service providers to set meaningful goals and create supportive intervention plans. The plan may include providing preventative education, developing specific strategies/skills and arranging resources that will help the student to experience increased success in school, at home and in the community. Supports may include individual counselling, group counselling, parenting support and liaison/referral with other service providers. Student success is monitored regularly and is based on the observable, measurable outcomes established by the student’s support team. In Drumheller and Wheatland “Share Vision” software is used to track outcome data.

This program focuses on a strength-based model that builds the capacity of the student and their parents/caregivers.

The program also provides whole class presentations/interventions on psychosocial issues, and works with school and community to organize prevention programs and build capacity on a broader scale. Many of the team members are active with a variety of community groups.

The Family School Community Resource Program strives to assist students in developing the social-emotional learning (SEL) competencies that they will need to be successful in school and in later life. Understanding and promoting positive mental health in schools is a shared responsibility of parents, educators and community partners. Working together we can:

- Enhance student academic achievement and school attendance.
- Increase student academic confidence and engagement in learning and community life.
- Decrease student involvement in high-risk behavior.
- Create welcoming, caring, respectful and safe learning environments that value diversity and build student citizenship skills.

What did the FSCRC program accomplish in 2018-2019?

“There is a fundamental and inextricable interconnectedness between true achievement and authentic well-being.” (Tranter, Carson, Bolard 2018). In their book *The Third Path* the authors set out key conditions that promote student well-being in the school environment. Several of these conditions are particularly relevant to the work of the FSCR program and provide a framework for measuring successful outcomes and planning for the future.

Safety

Section 33(1)(d) of the current Education Act states that the board has the responsibility to ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided a welcoming, caring, respectful and safe learning environment.

Indeed, current brain research strongly indicates that learning can only occur within the context of a safe and secure relationship. While teachers, strive to create optimal learning environments for students, the reality is that given all of the demand on their time they may not always be able to meet the relational needs of every student in their classroom. The Family School Community Resource Counsellors often assist in providing a secure base when students lack one at home by being consistent, reliable and responsive to the social-emotional needs of children and youth.

The first goal when connecting with a student, either for brief support or a long-term intervention is to emotionally and physically evaluate safety across settings. Alberta Children’s Services is both a partner and important funder of the FSCR program and this aligns with their systems mandate. In 2018-2019 over 750 students were served by the FSCR program throughout Golden Hills School Division and almost 10% required a referral to Children’s Services for family enhancement and/or protective service. Alberta Children’s Services number one outcome is that families are supported to provide a safe and healthy environment for children and youth. The FSCR Counsellor strives to connect with parents, guardians, collaborate on mutual goals, and provide supports and capacity building to ensure safety when needed.

“The Family School Community Resource Counsellor provided a safe place for my daughter at school when she needed one. She was one more person in my daughter’s corner fighting for her. She made a difference in my daughter getting through school.”

(Parent)

“We went through a family crisis and received support from the FSCRC from beginning to end. The situation could have been disastrous without the FSCRC’s help.”

(Parent)

“I can’t put into words how much this program helps my students as many of their lives are totally out of control.”

(Teacher)

“The time with the FSCRC has been helpful in allowing me to have a safe place to talk about important things in my life with someone I trust.”

(Student)

Belonging

A student’s sense of belonging at school is based on the degree to which they feel connected to school, the strength of the relationships they have with school staff and the closeness of relationships they have with peers.

Section 33(1) (d) of the current Education Act also stipulates that “learning environments must respect diversity and foster a sense of belonging.” Unfortunately for some students, underdeveloped social skills and dysregulated behaviour can make it difficult for them to form healthy relationships with peers. Their challenging behaviour in the classroom can also impact the relationship with their teacher. Another important measured goal of the FSCR program is to “enhance the ability of students to establish and maintain healthy and rewarding relationships through helping them make constructive choices about their behaviour.

2018-2019 outcomes suggest that:

- *In Drumheller and Wheatland over 90% students report that the FSCR counsellor helped them take more responsibility for their behaviour and experienced increased social success following their individualized intervention.*
- *In Drumheller and Wheatland results of the 5-11 year old survey indicated that 100% students involved in the program felt more comfortable around kids who look and sound different from them.*
- *In Kneehill 100% children reported an increase in social well-being after participating in small group sessions.*

“The work done by the FSCRC with my child has made a world of difference. There is a spark for school that we have not seen in a couple of years. The fact that she has someone who pays attention to just her, has increased her feelings of belonging and her self-esteem.”

(Parent)

Regulation

Regulation is the ability to respond to and recover from stress. Dysregulated students are those who are anxious or uneasy because the stress has become too much for their coping skills. These students often become more emotional and disconnected from others and have greater difficulty concentrating and learning.

Emotional and behavioural dysregulation was the number one reason why students were referred to the FSCR program in 2018-2019. The Family School Community Resource program offered individual and targeted group interventions to develop students’ self-regulation skills. Co-regulation is the most powerful strategy to help children regulate. Universal strategies such as classroom presentations and co-facilitating social-emotional learning programs with teachers helped build their capacity for fostering co-regulations.

At CMJH Grade 8 and 9 students participated in a classroom based learning series on emotional regulation.

More classrooms across the division implemented Zones of Regulation or the Mind-Up Program with the support of the Family School Community Resource Counsellor.

Parents also received coaching on the implementation of co-regulation strategies in the home setting.

“Classroom presentations build capacity in both students and staff and are an effective way to address a variety of needs.”

(Administrator)

“We have a much better relationship – we talk instead of yell at one another.”

(Parent)

“My child and myself have much better strategies to deal with her emotions that get hauled into my emotions and we just end up yelling. Now at least one of us can put up our hand to ‘stop’, ‘take a break’ and start over rationally.”

(Parent)

“I learned about the parts of the brain, then learned to breathe and calm down. I feel so much better now.”

(Student)

“My FSCR counsellor’s room is so calming. I have learned so much about my brain and how I can control my emotions.”

(Student)

Positivity/Identity/Mastery

Educators should support students’ unique strengths. Developing protective factors in student’s lives will have them to be more resilient to life’s challenges, creating small moments throughout the story where students can experience success accumulating into an overall experience of positivity. Family School Community Resource Counsellors provide a caring, non-judgmental and stimulating environment where students can explore and learn about themselves.”

Students are supported in identifying concrete, achievable goals in the social-emotional/behavioural domain. FSCRC work with students, their teacher and caregiver to create the condition where the goals can be mastered.

This in turn makes students more available to benefit from academic learning opportunities.

According to student surveys:

In Drumheller 100% of students included in the program reported that the FSCRC helped them set goals and explore ways to achieve their goals.

In Kneehill 98% of clients reported being better able to deal with their situation after meeting with the FSCR Counsellor.

In Wheatland 98% of students agree that the FSCRC encouraged them to feel, set goals that would help them feel better about themselves and explore ways to do that.

Outcome measurement data for Drumheller and Wheatland indicates that over 90% of students who participated in an intervention either attained their goals or progressed towards their goal.

I really liked the fact that the FSCRC helped my child set goals for herself instead of defining goals for her. This allowed her to focus on issues and provided opportunity for success”

(Parent)

It takes a village to raise a child

The FSCR program recognizes the importance of fostering a collaborative relationship with other service providers in the community in order to best support children and their families. Making referrals to other professional agencies and systems is an important part of the FSCRC role.

In 2018-2019 over 300 referrals were made to organizations such as Alberta Health /Mental Health services, Jump Start/KidSport, RCMP, FCSS, Salvation Army, Wheatland Food Bank and the Sheldon Kennedy Centre. In-house support such as Educational Consultants and the Connections program were also widely accessed.

“Our FSCRC has been a great link to establishing partnerships with various community resources and organizations.”
(Administrator)

“This has been a very difficult year for my children and myself. The FSCR Counsellor has been a great resource to help me better understand what to share with the children and what not to share. She helped me access the outside help I truly needed.”
(Parent)

Future Considerations:

Over 96% of colleagues rate the FSCR program as very good to excellent and the majority of colleagues’ survey responses expressed concerns that there was not enough FSCRC time at their school. Unfortunately, the 2019-2020 program has seen a cut of a full-time position which meant service reductions for most schools in Drumheller and Wheatland.

The FSCRC will continue to work closely with their school teams to identify priorities for their service.

“Our FSCRC has been versatile, working closely with teachers in order to design interventions and programs that best meet the needs of students.”
(Administrator)

Survey feedback from some parents and colleagues also expressed a desire for increased communication with the FSCRC in the area of goal-setting, progress monitoring and outcome evaluation. In general, continuous improvement is a goal in the area of feedback informed treatment and outcome monitoring. Continued professional development for the FSCRC program team will be critical given the increasingly complex issues that are faced by students and their families, coupled with diminished resources across systems and in the community. In October 2019 the Wheatland FSCR program will be hosting the Provincial FSCR Counselling Conference. It will be important to continue to advocate for support from our partners.

“My children rely heavily on the FSCR Counsellor. I have peace of mind knowing that they have the emotional support they need when they need it at school. I don’t see how my children would function within the school without the support of FSCR Counsellor role.”
(Parent)

Recommendation: That the Board of Trustees receives the FSCR Program report for information and the record.



ADVOCACY PLANNING

"Inspiring confident, caring citizens of the world"

September 24, 2019

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 receives the Advocacy Points for information and review for the 2019/20 school year.

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

Bevan Daverne
Superintendent