



GOLDEN HILLS SCHOOL DIVISION

AGENDA

TYPE: Regular Board Meeting

DATE: 11/26/2019 **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 of Agenda

Action

6.0 Welcome Public, Vision and Mission Statements

7.0 Presentation of Minutes

7.1 Regular Minutes of October 22, 2019

Action

7.2 Special Minutes of November 14, 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 Audited Financial Statements Year Ending August 31, 2019 (T. Sabir)

Action

9.2 Budget Submission 2019-2020 (T. Sabir)

Action

9.3 2018-21 Three Year Education Plan and AERR (B. Daverne)

Action

B) Information Items

9.4 Monthly Enrolment Monitoring Report (October 2019) (T. Sabir)

Info

9.5 Regional Collaborative Service Delivery (RCSD) Report (K. Jordan)

Info

9.6 International Program Report (K. Jordan)

Info

9.7 Special/Inclusive Education Report (K. Jordan)

Info

10.0 School Monitoring Reports

10.1 Crowther Memorial Jr. High (L. Tucker/C. Lenox/R. Hunter) 1:00 pm

Info

10.2 George Freeman School (W. Funk/J. MacDonald) 1:15 pm

Info

10.3 Strathmore High School)(K. Larson/K. Mertz/A. Barwacz-Riou) 1:30 pm

Info

11.0 Guest

11.1 Avail LLP Chartered Professional Accountants (C. Deaust) 10:00 am

Info



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, October 22, 2019 (9:30 AM)

1.0 Attendance

Present:

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

Absent:

- c) Trustee
 - Jim Northcott
 - Rob Pirie
- g) Deputy Superintendent
 - Dr. Kandace Jordan

2.0 Call to Order

Chair Huntley called the meeting to order at 9:35 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: BD#20191022.1001

MOVED by Trustee Bolin that the Board of Trustees go In Camera at 9:40 a.m.

4.2 Out of In Camera

Recommendation: BD#20191022.1002

MOVED by Trustee Kletke that the Board of Trustees rise from In Camera at 11:30 a.m.

5.0 Approval of Agenda

5.1 Approval

Recommendation: BD#20191022.1003

MOVED by Trustee Kletke that the Board of Trustees approve the agenda as amended with the addition under Action Item: 9.6 Audit Committee

6.0 Welcome Public, Vision and Mission Statements

7.0 Presentation of Minutes

7.1 Regular Minutes of September 24, 2019

Recommendation: BD#20191022.1004

MOVED by Trustee Mertz that the Board of Trustees approve the Regular Minutes of September 24, 2019.

8.0 REPORTS

A) Chair's Report

Chair Huntley presented information on the following topics:

- October 1, 2019, discussed conference call/meeting with Public School Boards' Associations President, Cathy Hogg and Executive Director, Brian Callaghan.
- October 1, 2019 completed the Alberta School Board Association (ASBA) Survey.
- October 2, 2019, discussed phone conversation held with Public School Boards' Association (PSBAA) President, Cathy Hogg and Executive Director, Brian Callaghan around PSBAA FGM and Governance.
- Discussed conversation with Dr. Vivian Aboud, Executive Director for ASBA, in regards to Alberta School Boards Insurance Exchange (ASBIE) and communication.
- Discussed correspondence received.

B) Board Committees

Vice Chair Mertz presented information on Alberta School Boards Association (ASBA) Zone 5 meeting held Friday, October 4, 2019.

- Discussed the cancellation of the October 4, 2019 Zone 5 Member of Legislative Assembly (MLA) Representatives meeting.

Trustee Kletke had 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:
 - Teacher Recruitment - the last year was challenging to recruit as there was less teachers in the pool to draw from.
 - This year, the pool of candidates have grown, no longer a shortage of teachers.
 - Teacher Orientation - Two sessions, first one was held September 17, 2019, second one will be held on October 29, 2019.
 - Alberta Teachers Association (ATA) Local Bargaining - scheduled meeting dates are November 4, 2019 and November 5, 2019.
 - School visits - great start to school year with staff and community.

Secretary Treasurer Sabir presented information on the following topics:

- Access Copyright
 - Represent publishers of books, they are in a court battle with School Divisions.
- Transportation
 - Mandatory Entry Level Training (MELT) discussed new regulations, which continue to evolve.

Superintendent Daverne presented information on the following topics:

- Discussed Education Act amendments.
- Policy Committee will review Administrative Procedure 350 - Safe and Caring Environments Student Conduct and Discipline.
- School Council Chairs - would like to meet with them to review Advocacy points, tentative date Tuesday, November 12, 2019.
- Alberta Government will be announcing the 2019-2020 Budget on Thursday, October 24, 2019.

Lunch

Recessed at 12:14 p.m.

Reconvened at 12:24 p.m.

9.0 NEW BUSINESS

A) Action Items

9.1 Annual Modular Request Submission (T. Sabir)

Recommendation: BD#20191022.1005

MOVED by Trustee Kletke that the Board of Trustees approve the recommended modular requests for the 2020/2021 school year.

9.2 Advocacy Planning (B. Daverne)

Recommendation: BD#20191022.1006

Tabled until November 26, 2019 Board Meeting.

9.3 Field Trip Studies - Prairie Christian Academy - Bogota Colombia (B. Daverne)

Recommendation: BD#20191022.1007

MOVED by Trustee Kletke that the Board of Trustees approves the proposed high school field trip studies/excursion for Prairie Christian Academy to Bogota, South America from February 7 to February 18, 2020 subject to advisory notices from Foreign Affairs and International Trade Canada website http://www.voyage.gc.ca/countries_pays/updates_mise-a-jour-eng.asp along with a review of local

Colombia conditions, such that if a travel warning is issued prior to the trip and not rescinded before the departure date, the trip will be cancelled and parents must be advised that this will be the case.

9.4 Field Studies - Three Hills School - New York, USA (B. Daverne)

Recommendation: BD#20191022.1008

MOVED by Trustee Kletke that the Board of Trustees approves the proposed high school field studies/excursion for Three Hills School to New York City, New York, USA from April 24 to April 30, 2020 subject to advisory notices from Foreign Affairs and International Trade Canada website http://www.voyage.gc.ca/countries_pays/updates_mise-a-jour-eng-asp such that if a travel warning is issued prior to the trip and not rescinded before the departure date, the trip will be cancelled and parents must be advised that this will be the case.

9.5 Locally Developed/Acquired Courses (W. Miskiman)

Recommendation: BD#20191022.1009

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

Social Literacy 25 (3 credits)	Acquired from The Calgary School Division	October 8, 2019 until August 31, 2020
Social Literacy 35 (3 credits)	Acquired from The Calgary School Division	October 8, 2019 until August 31, 2020

9.6 Audit Committee (B. Daverne)

Recommendation: BD#20191022.1010

MOVED by Trustee Mertz that the Board of Trustees establish a Board Audit Committee that consists of three (3) Board Members and two (2) Community Members.

Board Audit Committee	Members
3 Board Members	Chair Huntley Vice Chair Mertz Trustee Pirie
2 Community Members	TBD

B) Information Items

9.7 Enrolment Monitoring Report (September 2019) (T. Sabir)

Recommendation:

Secretary Treasurer Sabir reviewed the Enrolment Monitoring Report for September 2019.

9.8 Human Resources Monitoring Report (T. Sabir)

Recommendation:

Associate Superintendent Miskiman presented the Human Resources Monitoring Report to the Board of Trustees, which illustrates information on staffing demographics, levels and costs to assist the Board in fulfilling its governance role.

9.9 Diploma and Provincial Exam Results (W. Miskiman)

Recommendation:

Superintendent Daverne reviewed the 2018-2019 provincial Testing Results for Diploma Exams and Provincial Achievement Tests that were released on August 23, 2019.

9.10 Three year Education 2019-2022 Plan and Annual Education Results Report 2018-2019 (B. Daverne)

Recommendation:

Superintendent Daverne reviewed the draft Three Year Education 2019-2020 Plan and Annual Education Results Report 2018-2019 with the Board of Trustees.

10.0 School Monitoring Reports

10.1 Three Hills School (T. Hoover, Principal and G. Lendvay, Associate Principal) 1:30 p.m.

Recommendation:

Superintendent Daverne welcomed Principal, T. Hoover (Three Hills School), who presented his schools current education plan, new programs and school involvement with the community. Superintendent Daverne and Chair Huntley thanked T. Hoover for his informative presentation.

10.2 Carseland School (L. Bartlett, Principal) 1:45 p.m.

Recommendation:

Superintendent Daverne welcomed Principal, L. Bartlett (Carseland School), who presented her schools current education plan, new programs and school involvement with the community. Superintendent Daverne and Chair Huntley thanked L. Bartlett for her informative presentation.

11.0 ADJOURNMENT

11.1 Adjournment

Recommendation: BD#20191022.1011

MOVED by Trustee Bolin that the Board of Trustees adjourn at 2:25 p.m.

Chair

Secretary Treasurer



MINUTES

Golden Hills School Division No. 75

Special Meeting of the Board of Trustees

Location: Golden Hills School Division Office of Superintendent – Conference Call

Start Time: 9:30 AM

Thursday, November 14, 2019 (9:00 AM)

1.0 Attendance

Present:

- a) Chair
 - Laurie Huntley (via conference call)
- b) Vice Chair
 - Jennifer Mertz (recused herself)
- c) Trustees
 - Barry Kletke (via conference call)
 - Rob Pirie (via conference call)
 - Jim Northcott (via conference call)
- d) Superintendent
 - Bevan Daverne

Absent:

- c) Trustee
 - Justin Bolin
- g) Secretary Treasurer
 - Tahra Sabir
- e) Associate Superintendent
 - Wes Miskiman
- f) Deputy Superintendent
 - Dr. Kandace Jordan
- h) Recording Secretary
 - Kristy Polet

2.0 Call to Order

Chair Huntley called the Special meeting to order at 9:11 a.m.

3.0 In Camera

3.1 In Camera

Recommendation: #SM20191114.1001

MOVED by Trustee Kletke that the Board of Trustees go In Camera at 9:11 a.m. to discuss legal matters.

3.2 Out of In Camera

Recommendation: #SM20191114.1002

MOVED by Trustee Kletke that the Board of Trustees rise from In Camera at 9:12 a.m.

4.0 Approval of Agenda

4.1 Approval of Agenda

Recommendation: #SM20191114.1003

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

5.0 NEW BUSINESS

A) Action Items

5.1 Proposed ATA Collective Agreement

Recommendation: #SM20191114.1004

MOVED by Trustee Pirie that the Board of Trustees approve the Collective Agreement between Golden Hills School Division and the Alberta Teachers' Association for the period September 1, 2018 to August 31, 202 as presented.

6.0 ADJOURNMENT

6.1 Adjournment

Recommendation: #SM20191114.1005

MOVED by Trustee Northcott that the Board of Trustees adjourn at 9:20 a.m.

Chair

Secretary Treasurer



AUDITED FINANCIAL STATEMENT

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

November 26, 2019

Background:

Pursuant to Section 139 (1) of the Education Act, the Board of Trustees is responsible for submitting to the Minister by November 30th the Audited Financial Statements for the fiscal year September 1st 2018 - August 31st 2019. The auditors, Avail CPA, will attend the Regular Meeting of the Board of Trustees to present the Auditor's Report including an analysis and commentary on the financial statements.

As the annual financial statements are an important tool in evaluating the Division's performance, Trustees will have an opportunity to ask due diligence questions of both Administration and the Auditor.

Also new to the Education Act is the requirement to establish an audit committee, pursuant to Section 142 (1). This audit committee shall comprise of at least 5 individuals and include a member from the business community and a member from the adult learning community, along with a couple trustees and administration.

The audit committee, along with the auditor (Avail CPA) met on Friday, November 22, 2019 to discuss the Audited Financial Statements and Management Letter.

Attached is a Quick Facts sheet for Audit 2018-2019.

Recommendation:

Motion:

That the Board of Trustees approves the 2018-19 amounts on the Audited Financial Statements for the year ending August 31, 2019 to be transferred to unrestricted as follows:

- Transfer from Capital Reserves to unrestricted surplus in the amount of \$1,014,000;
- Transfer from Operating Reserves to unrestricted surplus in the amount of \$400,000.
- Both of these transfers are for the purpose of funding Board capital asset additions.

Motion:

That the Board of Trustees approves the Audited Financial Statements for the year ending August 31, 2019 for submission to Alberta Education by November 30, 2019 subject to the Board being advised of any minor adjustments which may be necessary before the budget is submitted to Alberta Education November 30, 2019.



Bevan Daverne
Superintendent



Tahra Sabir
Secretary Treasurer



Golden Hills School Division

Inspiring Confident, Connected, Caring Citizens of the World

Quick Facts – Audit 2018/2019



GHSD Auditors

Total Operating Revenue
\$88M

Annual Surplus/ (Deficits)

	Actual Surplus/Deficit per audited AFS 18/19	Projected per Fall Update 18/19
Overall	\$1,423,952	\$ (920,000)
Transportation	\$ (296,953)	\$ (246,910)
Facilities	\$ (798,697)	\$ (628,874)

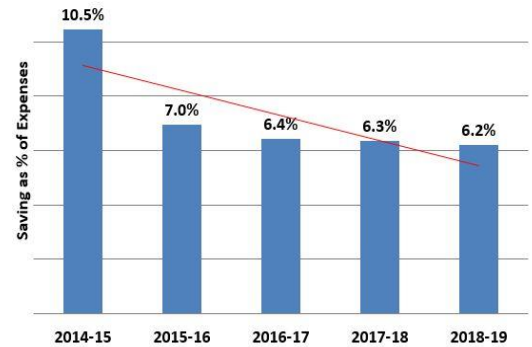
Cash Flow



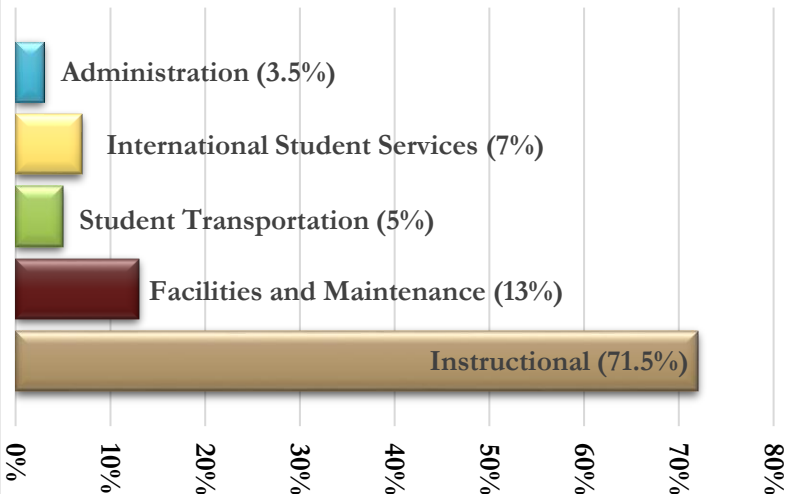
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- Payroll ✓
- Capital Assets/Projects ✓
- School Generated Funds ✓
- Financial Statements ✓
- Internal Controls ✓

Savings 5 Year History



Areas \$ are Spent



Where are \$\$ Going?

- Staffing in our schools
- Capital Projects
- Busing Students
- Ensuring Safe and Functional School Spaces

Funding Sources

Provincial Government	84.2%
Federal Government	1.7%
International Student Services	7.0%
School Fees, SGF and Other Revenue	7.1%

Golden Hills Commits to:

- ✓ Provide the best education for our students
- ✓ Respond to parents and students
- ✓ Make local decisions for local needs



BUDGET 2019-2020

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

November 26, 2019

Background:

Normally the submission deadline for School Boards is November 30, 2019. However, given the late announcement this year, the Ministry has extended the deadline to January 6, 2020 for those boards requiring additional time. Golden Hills Spring budget anticipated reductions and Administrators' budgeted very conservatively. As a result, we are prepared to submit our budget in time for the original deadline of November 30, 2019. The Ministry did request that if our budget were completed, they would appreciate our submission as soon as possible.

The September 30, 2019 enrolment has been finalized, therefore this budget represents actual student numbers versus projected numbers. Enrolment numbers have increased 135 FTE from projected.

Golden Hills' conservative approach and anticipation of reductions in the spring allowed for proactive planning in the spring (May/June 2019) anticipating reductions in the fall budget announcement. The following is a summary of the changes:

- Conservative budget and anticipated reductions in Spring
- Increased enrolment from projected (135 FTE)
- Positive budget impact as follows:
- Certificated Teachers up by 7.5 FTE
- Education Assistants up by 10 FTE
- Administration down by .6 FTE
- Facilities & Maintenance deficit up \$1M due to "surprise" insurance rate hikes, despite Golden Hills' good insurance claim history.

As a result of insurance premium rate increase, deficit is anticipated to be higher than June Budget Submission all due to insurance premiums rising over 300%.

- New anticipated deficit is \$1.8M, all a result of the insurance rate premium increase.

A budget presentation will be provided at the meeting and posted on the website under agendas shortly after.

Also attached is a Budget 2019/2020 Informational graph.

Recommendation:

That the Board of Trustees approves Budget 2019-20 for submission to Alberta Education by November 30, 2019 as required subject to the Board being advised of any minor adjustments which may be necessary before the budget is submitted to Alberta Education November 30, 2019.



Bevan Daverne
Superintendent



Tahra Sabir
Secretary Treasurer

Golden Hills School Division

BUDGET 19/20 INFOGRAPH



Fall Submission

Total Budget ALL Funds \$90M
Includes using Savings of \$1.8M

MOTTO: *Powering Hope and Possibilities*

MISSION: Intentionally maximizing learning for all

VISION: Inspiring confident, connected, caring citizens of the world



SALARIES & BENEFITS

Teachers	Support Staff
\$47,153,019	\$16,546,022
52%	18%

PROGRAM SUMMARY



Instructional Services	\$63,551,243
Facilities & Maintenance	\$13,082,919
Student Transportation	\$ 4,053,510
Administration	\$ 2,889,273
International Student Services	\$ 6,730,425

CONTRACTED SERVICES

\$20,735,134

23%

AMORTIZATION

\$5,873,197

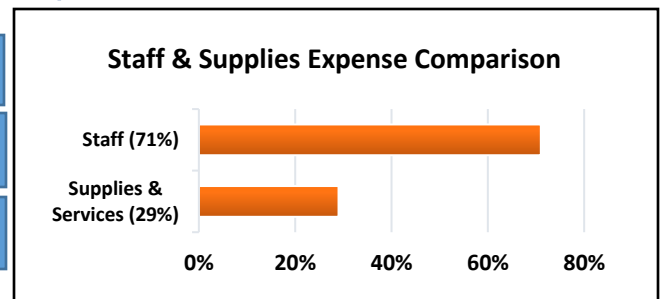
7%

TOTAL EXPENDITURES

\$90,307,370

GHSD STAFFING (FTE)

Teachers - 380
Support Staff - 334
Total Staff - 714



Provincial Students – 6,700

Federal Students - 155

International Students - 300





SCHOOL DIVISION THREE-YEAR EDUCATION 2019-2022 PLAN and ANNUAL EDUCATION RESULTS REPORT 2018-2019

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

November 26, 2019

Golden Hills adopts an interim three-year education plan (3YEP) prior to the start of the school year, but plans are finalized after the new year of provincial achievement results become available in the fall. The combined three-year education plan (3YEP) and annual education results report (AERR) must be approved by the board, posted to the website, and sent to Alberta Education by November 29. Planning and reporting on results achieved provide assurance to the public and the provincial government on the quality of education in the school system.

The 3YEP and AERR meets the Boards fiduciary obligations for planning and reporting as outlined by Alberta Education <https://education.alberta.ca/school-authority-planning-resources/current-requirements/everyone/planning-documents>

Strategically, the board needs to consider how the goals, outcomes, priorities and strategies align with and promote Alberta Education's and the division's mission and vision for student learning. Does the plan promote *learning for all students*?

The plan considers all elements reported in the AERR and is focused on our priorities around continued student success and achievement. The plan incorporates strategies focused on numeracy and literacy foundational learning, graduation rates, achievement equity for our FNMI students as well as priorities on student engagement and 21st C. skills.

Recommendation:

That the Board of Trustees approves the Three Year Education Plan 2019-2022 and Annual Education Results Report 2016-2017 for submission to Alberta Education November 29, 2019.

Recommendation:

That the Board of Trustees approves the Three Year Education Plan 2019-2022 and Annual Education Results Report 2018-2019 for submission to Alberta Education November 29, 2019.

Bevan Daverne
Superintendent of Schools



ENROLMENT BACKGROUNDER

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

November 26, 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 September 30, 2018 enrolment of provincially funded students, Siksika funded students and International funded students.

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.

Recommendation:

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

Bevan Daverne
Superintendent

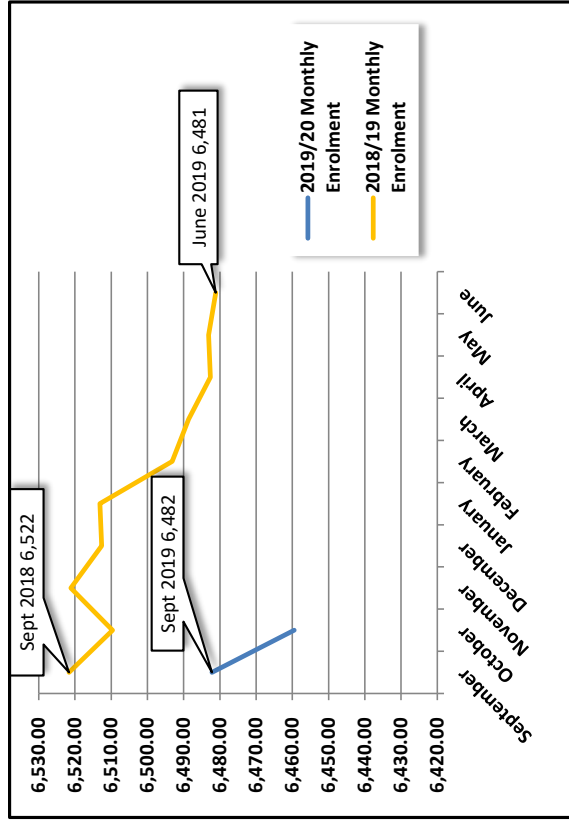
Tahra Sabir
Secretary Treasurer

Golden Hills School Division Enrolment

Summary of Totals - Monthly

Funded Total Enrolment	30-Sept-19 Enrolment	31-Oct-19 Enrolment	Difference
Provincially Funded Students	6,062.50	6,038.50	- 24.00
Siksika Students	155.00	155.00	0.00
International Students	264.70	266.00	1.30
Total	6,482.20	6,459.50	- 22.70

Last Year Monthly Enrolment & Comparison to September 2019



Schools - Month to Month Sept 30, 2019 to Oct 31, 2019

Configuration	October 31, 2019 Provincially Funded	September 30, 2019 Provincially Funded	Difference	
K-6, 10-12	190.00	191.00	-1.00	
K-9	66.50	66.50	0.00	
K-6	54.50	55.00	-0.50	
7-9	501.00	503.00	-2.00	
K-9	186.00	182.50	3.50	
7-12	435.00	436.00	-1.00	
K-6	261.00	262.00	-1.00	
K-12	327.00	327.00	0.00	
K-6	336.50	334.50	2.00	
K-12	291.50	288.50	3.00	
10-12	583.00	592.00	-9.00	
K-12	467.00	466.50	0.50	
K-9	167.50	171.00	-3.50	
K-12	255.00	255.50	-0.50	
K-6	367.00	365.00	2.00	
K-12	355.00	355.00	0.00	
K-6	332.50	332.50	0.00	
Totals	5,176.00	5,183.50	-7.50	
Configuration	SCHOOL	Provincially Funded	Difference	
7-9	Anchors II Outreach	13.00	11.00	2.00
7-12	Drumheller Outreach	12.00	23.00	-11.00
1-12	Golden Hills Learning Academy	159.00	159.00	0.00
1-12	NorthStar Academy	288.50	296.00	-7.50
7-12	Strathmore StoreFront	40.00	40.00	0.00
Totals	512.50	529.00	-18.50	
Configuration	COLONY SCHOOLS	Provincially Funded	Difference	
K-9	Colonies	350.00	350.00	0.00

Funded Total Enrolment	31-Oct-19 Enrolment	30-Sept-19 Enrolment	Difference
Provincially Funded Students	6,038.50	6,062.50	-24.00
Siksika Students	155.00	155.00	0.00
International Students	266.00	264.70	1.30
Total	6,459.50	6,482.20	-22.70



Regional Collaborative Service Delivery (RCSD)

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

November 26, 2019

Background:

Golden Hills School Division, in conjunction with the other RCSD partners, strives to maintain the integrated and coordinated health and support services provided to students and their families with special needs within their own communities.

Recommendation:

That the Board of Trustees receives the RCSD/Student Health Initiative Monitoring Report for information and for the record.

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

Bevan Daverne
Superintendent

A handwritten signature in black ink, appearing to read "Dr. Kandace Jordan".

Dr. Kandace Jordan
Associate Superintendent of Schools



Regional Collaborative Service Delivery (RCSD)

Presented to Board of Trustees by Dr. Kandace Jordan

Deputy Superintendent of Schools

Resource Persons: Deb Hinds-Nunziata, Christina Hoover

November 26, 2019

REPORTING PERIOD: 2018-2019

OVERVIEW

Having completed its fifth operational year, the *Regional Collaborative Service Delivery (RCSD)* is a provincially led approach by Alberta Education in partnership with Alberta Health (including Alberta Health Services), Alberta Children's Services and Alberta Ministry of Children's Services whose purpose is to enable effective collaboration at local and regional levels. Funding for RCSD is provided by the Government of Alberta.

At the local and regional levels, Alberta Health Services, Alberta Ministry of Children's Services, school authorities, interested First Nations and other community partners work together to better meet the needs of children, youth and their families. There are 17 RCSD regions across the province; each of the regional partners work collaboratively and share available resources to:

- address regionally identified needs;
- coordinate and leverage systems;
- build system capacity; and
- plan for sustainability.

Regionally the mission statement and priorities of the CEC RCSD are to:

- Engage in collaborative cross-sector partnerships to provide timely, equitable, integrated and seamless access to a continuum of supports and services that allow children and youth to be successful at school, at home and in their communities.
- The priorities are to optimize the service delivery model, build effective and efficient processes, develop strategic partnerships, and to enhance regional capacity.

In the fifth year of the RCSD approach, the Leadership Team met regularly to review service provisions and ongoing expenditures. Within the structure established provincially, there is also an Executive Team that meets twice per year, usually at the beginning of the year and in the spring to review the budget and subsequent expenditures for the next academic year.

SUCSESSES OF 2018-2019

- While continuing to develop partnerships with Siksika Nation, Central East is utilizing existing dollars to support a full-time FNMI Social Worker, increased psychology services, clinical supervision, an Addictions Counselor and increased time for Early Intervention Teachers. This team works closely with students, families, schools and community partners to enhance success in school and well-being. These additional dollars have strengthened the existing services we provide our students from Siksika Nation.
- Continued agreement and consensus in care services within the region and a commitment to maintain the identified priorities for the following year.

Priority 1 – providing evidence-based, timely and appropriate mental health resources and services.

- RCSD supports base funding for Educational Consultants, Family School Community Resource Counsellors including clinical supervision, Behaviour Assistants for the Green Zone program, the Connections Clinic program and the Tri-Region Complex Case Initiative.

Priority 2 – Delivering quality, timely allied health services (OT/PT/SLP).

- RCSD funds time for SLP and SLPA positions, additional OT/PT time and consultation in the areas of Complex Communication Needs, Vision and Deaf/Hard of Hearing.

- Strengthening and aligning service delivery for children and youth across systems, with a particular focus on transition to adulthood.
 - The CONeX program (part of the Tri-Region Complex Case Initiative) provides support and coordination to complex students and their families, with multiple systems involvement to help them navigate service delivery and to re-engage all the partners when needed
 - Through the Connections Clinic program the referrals to and discharge process from urgent/acute core services is streamlined.
 - Continued success and “fine tuning” of the Tri-Region Complex Needs Process to ensure equitable access to resources and continual cross system collaboration to meet the needs of complex youth and their families within Calgary and Area, Bow River and Central East RCSD.
- Continued capacity building for community Allied Health Service providers in the area of Complex Communication Needs through partnership and funding with Specialized Support for Inclusive Learning (SSIL).

CHALLENGES

- Increased demands on resources of Ministry partners with either a decreased or a same level of budgetary allocations, with no extra RCSD dollars to support this.
 - Growing need for appropriate mental health and behavioural supports for children, youth and their families at the “specialized” level of intervention (eg. Treatment Beds In-Home Support).
 - The complexity of needs are changing and are more challenging which requires long-term sustainability, coordinated service delivery of multi-disciplinary practitioners and a variety of ministry partners.
- Although there have been several attempts at engagement, there is a lack of formal discussion at a high level with our First Nations partners.
- Recruitment and retention of SLP’s and OT’s in the Central Zone continues to be a challenge. Further decisions about baseline services are required to ensure consistency between zones.
- Understanding how to support parents and guardians and negotiating for timely and effective services in the home and community.

PLANNING FORWARD

- Provide supports which are responsive to the needs of our students and families. In some cases, our students require very specialized support. Partnerships and funding through cross-ministry agencies is needed to support Complex Cases, SSIL and First Nation Metis and Inuit students to provide meaningful programming and daily support for these vulnerable populations.
- Given the core service need of mental health supports in combination with the complexity of students and their families, ongoing support, clinical supervision, professional development and time for Family School Community Resource Workers is critical.
- Continue to expand Connections Clinic program with a focus on building capacity of school team members in the area of mental health.
- Examine trends at the Complex Case Table with the possibility of making recommendations to the province for more sustainable funding for this population and changes to legislation that are barriers to service delivery.
- Continue improving outcome measures across ministries to better inform decision making at the CEC RCSD table. The Leadership and Executive team contracted facilitators to help identify and align priorities in the 2019/2020 year.

FINANCIAL IMPLICATIONS

In Golden Hills School Division, the RCSD continues to support seven fully or partially-funded programs which directly benefit students, their families and schools. These are:

- Family School Community Resource Counselling Program (FSCRC)
- First Nation Metis and Inuit Programming
- Green Zone/Anchor Program
- Connections
- Psychological Services
- Complex Needs
- Speech and Language



International Program

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

November 26, 2019

Background:

Golden Hills International Program provides an opportunity for our resident students to experience global competencies by interacting with students from around the world. Our International students have the opportunity to learn English and benefit from quality academic programming.

Recommendation:

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

Bevan Daverne
Superintendent

Dr. Kandace Jordan
Associate Superintendent of Schools



INTERNATIONAL PROGRAM REPORT

Presented to the Board of Trustees by Dr. Kandace Jordan

Deputy Superintendent

Resource Persons: Jennifer Bertsch, Jane Gallacher, Geoff Ball

November 26, 2019

REPORTING PERIOD: 2018-2019

OVERVIEW

- **Context/Background**

Alberta Education, through their international initiatives, aims to build global competence with students, school professionals and communities. In doing so, students build intercultural competencies and knowledge of the international community. They encourage “cross-cultural dialogue, second language learning, exposure to and discussion of international issues and informed and responsible global citizenship and active involvement in international issues”. The OECD will be assessing for global competency on future PISA examinations.

Golden Hills is doing its part to develop 21st century competencies, encourage a global perspective, and cross cultural understanding among GHSD students. In addition, international dollars support increased numbers of teaching staff and program options for all GHSD students. More than 50% of Golden Hills schools had international students in the 2018-2019 school year, with a total of 318 international students taking part in Golden Hills School Division programming, the majority of which were enrolled in our junior and senior high programs.

Now in its 15th year of operation, the International program is a unique and integral part of Golden Hills School Division (GHSD) that since its inception has accommodated more than 3800 students from more than 55 countries.

SUMMARY & IMPLICATIONS

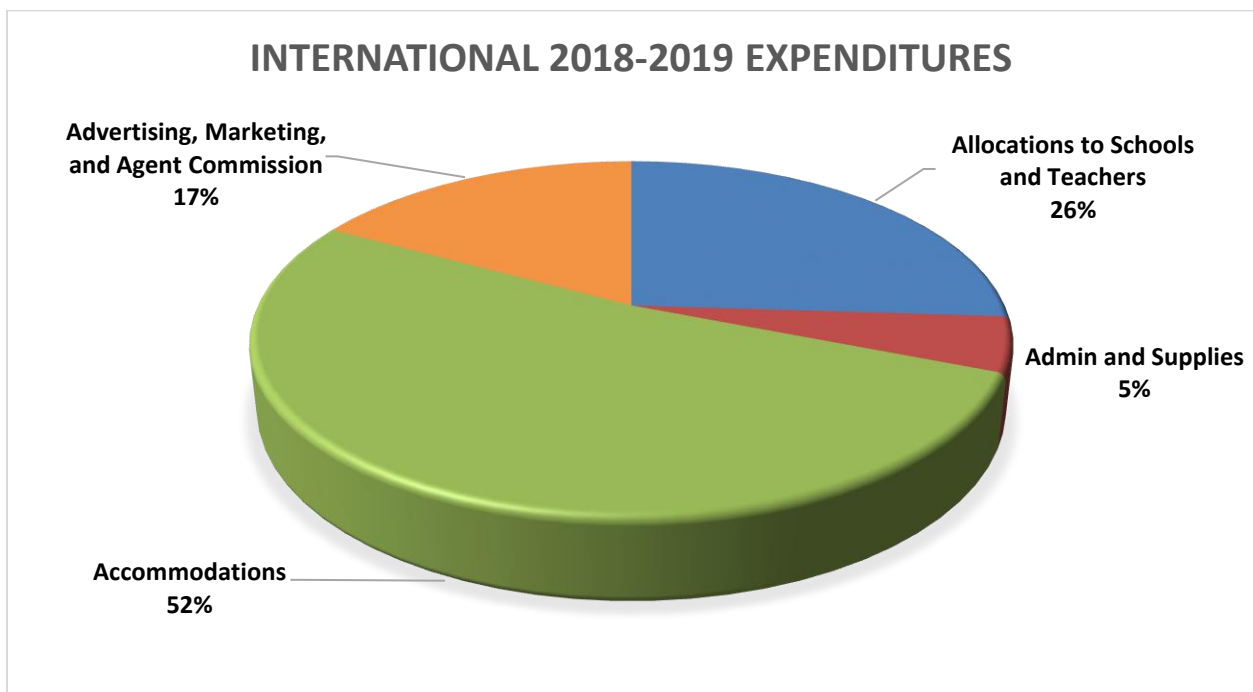
Golden Hills School Division offered these international programs in the 2018-2019 school year:

- **Elementary School Programs:** International students continue to thrive in many of our elementary schools, in both short and long-term programs. These students reside in homestays or in dormitories.
- **Junior and Senior High School Programs:** Long-term study at the junior and senior high level continues to be our strongest area of interest for international students.
- **Short-Term Programs:** International students enrolled in short-term programs help offset decreases in long-term students. Our short-term programs are important because they

contribute financially to our program and allow us to develop new international partnerships around the world. Short-term programs are also an excellent ‘trial-run’ for parents and students looking to potentially enter a long-term program with Golden Hills School Division.

Budget Financial Implications 2018-2019

Golden Hills Schools are site-based and as a result, the majority of the tuition received is allocated directly to the schools. The majority of total fees collected are spent on accommodations for the students, recruiting and allocations to schools.



Goals, Priorities and Planning for the Future: In 2018-2019, \$1.492 million in payment transfers was allocated to schools, who in turn decided how best to disperse these funds. This was an increase over the previous year due to an increase in enrollment and an increase to the per student funding model. In the 2018-2019 school year, approximately 90% of this money was used towards certificated staff (approximately 11 certificated teachers).

Global changes such as sociopolitical environments, world economic climates, and increasing marketplace competition, continue to impact our international programs. For this reason, it is imperative that we continue to cultivate quality programs and effective recruitment strategies. During the 2018-2019 school year, Golden Hills International built upon well-developed existing programs in

response to the changing global market. Through regular team meetings, the International Program strives to meet our long-term goals by monitoring progress and developing new ways to improve and nurture the program. Outlined below is a brief summary of the key focus areas and goals and priorities.

Key Focus Area	Goals and Priorities
Global Competence	<ul style="list-style-type: none"> • The Global Connections Certificate was introduced. It will integrate a global focus and strategy that allows students to work towards the certificate through successful completion of academic courses, service learning and opportunities for learning experiences through travel abroad and building students’ interest and capacity to work across cultural differences. • Golden Hills continues to facilitate all students with travel abroad opportunities for an enriching learning experience. In 2018, Crowther Memorial Jr. High School leadership students participated in an international travel opportunity to China. Students were able to make meaning of their experiences at home by acting as friends, mentors and ambassadors with international students and visiting international education agents and representatives.
English Language Learning (ELL)	<p>The ELL/ESL team is a collaborative group consisting of two Instructional Coaches, an Educational Consultant, and ELL Learning Academy teacher.</p> <p>Goals and priorities of the team:</p> <ul style="list-style-type: none"> • Continue to provide quality, consistent ELL testing in schools using formal and informal assessments. • Continue enhanced tracking and reporting of ELL English language acquisition. • Provide mental health support from a Cross-Cultural perspective to ELLs through evidence-based workshops, targeted presentations and individual and group counselling • Each school has a lead ELL teacher responsible for supporting staff in their respect schools. • Continued to provide authentic assessment based on Alberta Education Benchmarks to determine each student’s English language proficiency using research-based strategies. • Continued to support the ELL proficiency report card (report cards are issued twice a year). The report cards have been imbedded into Dossier that will be available for piloting in the spring of 2020. The ELL Benchmarks have also been imbedded into Dossier.

Key Focus Area	Goals and Priorities
	<ul style="list-style-type: none"> • Participate in the Rural ESL collaborative: bi-yearly collaborative meetings with surrounding rural school divisions to discuss ESL needs and supports. • Supported professional development opportunities for the ELL team. • Provided support for the successful integration of refugee students entering GHSD schools including resources, strategies, benchmarking and cultural awareness. • Piloting of the developed intake document has occurred for the 2018/19 school year. The document is under further review based on the teacher comments. Division wide implementation will occur in the 2019/20 school year. • Support Colony teachers in implementing the Benchmarks and using the results to further support the students English Language Development. • Continue to support Yellow Dragonfly English K-6 ESL program training for students in China. • Continue to develop online ESL programs for Junior High and High school grade levels to be offered through the Golden Hills Learning Academy.
Specialized Student Programs (i.e. Elite, Global Leader program, ESL Summer Camp))	<p>These programs provide:</p> <ul style="list-style-type: none"> • Increased choice for parents thereby improving our marketing potential as well as providing extra services and programming to increase the opportunities for success in our program. • Practicum placement opportunities that encourage unique community/business partnerships and allow students to become important members of a welcoming school and community. • Enhanced personalized ELL support, attention and frequent reporting to parents.
Homestay/Dormitory Programs	<ul style="list-style-type: none"> • Continued to provide information on standards and communication protocols through meetings and handbooks. • Ensured staffing/supervision models are clearly communicated and modeled. • Reviewed processes and procedures based on changes with Immigration Canada for student acceptance and placement, and adjusted procedures accordingly.
Recruitment and Marketing	<ul style="list-style-type: none"> • Continued to customize short and long-term programs. • Continued to provide agents with orientation materials. • Number of core agents continues to grow (last year, Golden Hills received international students from over 100 different agencies).

Key Focus Area	Goals and Priorities
	<ul style="list-style-type: none"> • Continued to improve responsiveness to agent requests (the goal is a 48-hour response time). • Increased active recruitment in multiple markets. • Strengthened relationships in key markets and established a strong presence in new viable markets. • Reduced dependence on Alberta Education events for recruitment by establishing our own market connections. • Increased ownership by local administrators and schools. • Built on university partnerships to support the transition of international students to post-secondary studies. • Continued communication strategies in international print and online advertising e.g. Study Travel Magazine and various fair advertisements. • Continued to partner with CAPS-I (the Canadian Association of Public Schools-International) in joint advertising opportunities with ICEF, CBIE, and BELTA. • Increased engagement with students through Facebook while promoting student activities and events in GHSD. • Increased social media presence through Facebook, Twitter and Instagram. • Increased engagement with parents and students who are looking for information about attending Golden Hills International via Facebook Messenger. • Supplied CAPS-I with short Twitter messages promoting GHI and our communities to tweet out to their 1,288 Twitter followers. • Continued to engage with and train GHI agents in being ambassadors for our program by expanding their knowledge of our schools, programs, activities, student experiences and life in Canada. • Began creating agent handbook to be distributed to agents and kept on website as a resource ensure agents have information and promotional materials about our schools at their fingertips. • Engaged with agents and representatives by increasing webmail ads about students and events in GHSD. • Maintained the GHI website and increased and updated information and news articles relevant to agents, students and families to recruit students to attend Golden Hills International. • Began the website redesign project. • Continued promoting Golden Hills International to students, agents/families, homestay families, dorm staff and GHSD staff through chimp mail “Great News from Golden Hills” email ads.

Key Focus Area	Goals and Priorities
	<ul style="list-style-type: none"> • Continued to distribute a new Golden Hills International brochure with 95% of the photos used being GHSD students and/or staff. • Continued creating video testimonials from students of various countries and homestay parents to promote GHI and encourage homestay opportunities. • Promoted interest in becoming a homestay through a five-month campaign of Facebook ads targeting GHSD towns and rural areas.
Student Orientation	<ul style="list-style-type: none"> • Provided orientation for students and families when they arrived in Canada, allowing for clear communication, expectations and information about Canada, Alberta and Golden Hills, in turn ensuring a greater readiness for learning within a Canadian context. • Continued to provide online pre-arrival information through the iCent mobile app for international students to make their academic and social lives in Canada easier.
Powerful Learning for all students through Citizenship	<ul style="list-style-type: none"> • Exposure of global and cultural understanding through celebrations and international awareness events in our schools. • Celebration and acknowledgement of the entrepreneurial skills that our International students bring to our schools. • Offering leadership, entrepreneurial and special project credits for any high school students who work locally or abroad. • Supporting community organizations and businesses that offer scholarships for academic and citizenship achievement. • Supporting opportunities for GHSD students to travel abroad and to participate in special events such as Model UN.



SPECIAL/INCLUSIVE EDUCATION

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

November 26, 2019

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.

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

Bevan Daverne
Superintendent

A handwritten signature in black ink, appearing to read "Kandace Jordan".

Dr. Kandace Jordan
Associate Superintendent of Schools



Special/Inclusive Education

Presented to Board of Trustees by Dr. Kandace Jordan
Deputy Superintendent of Schools

Resource Persons: Deborah Hinds-Nunziata, Christina Hoover

November 26, 2019

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 be in need of specialized supports and services. Many of these students meet criteria for an Alberta Education Special Needs designation.

GHSD Coding Profile

	2014-2015	2018-2019
Mild/Moderate	771	908
Severe (including PUF)	315	355
ELL	806	965

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.

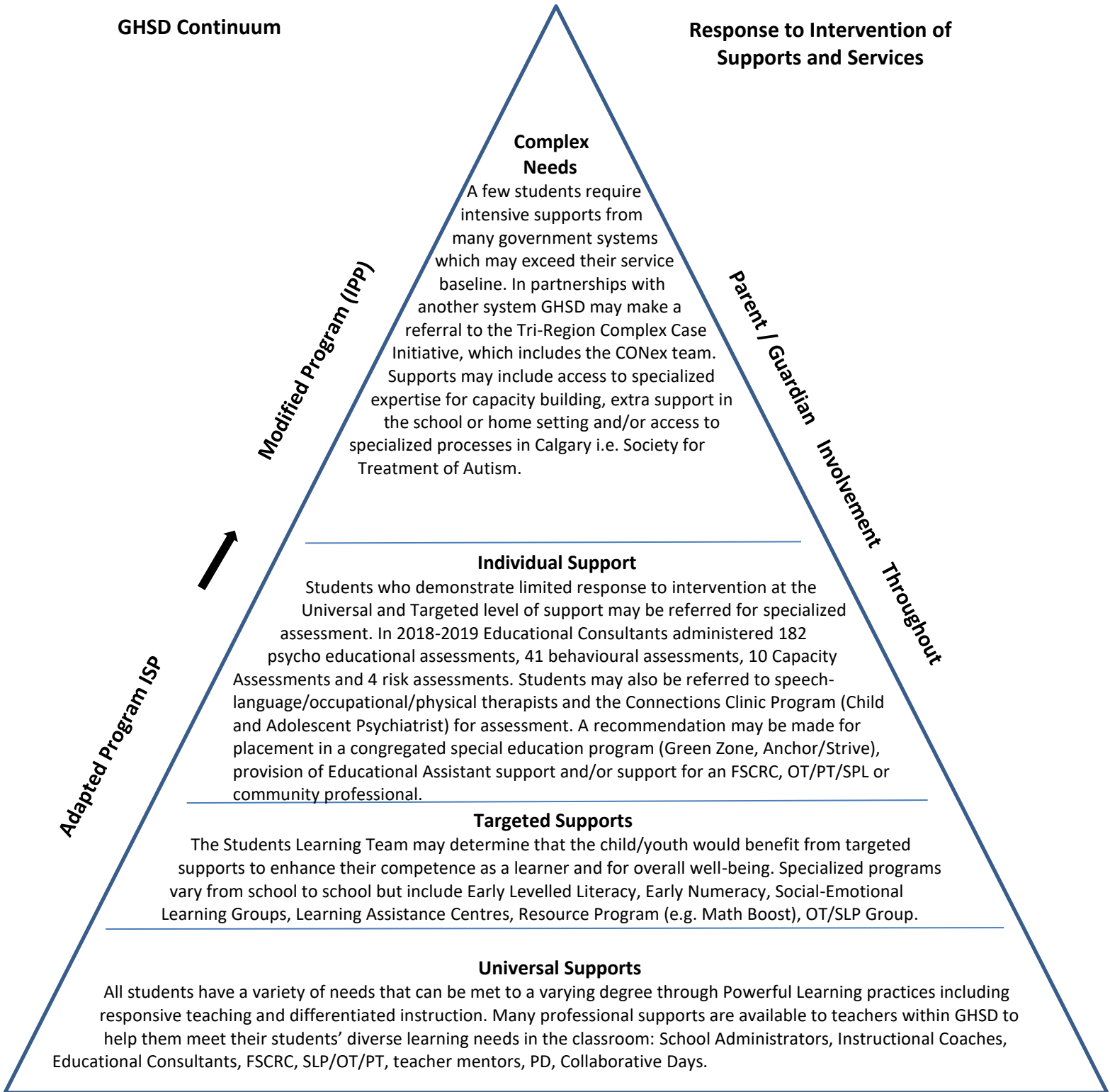
How do we meet the needs of diverse learners within GHSD?

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 the majority 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. Regional Collaborative Service Delivery is an important initiative in ensuring government systems, education, Health, Children's Services, Community and Social Services are working

closely to meet the needs of children, youth and their families. GHSD has representatives at the Leadership (co-chair) and Executive Level and serves as the Banker Board.

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



Strengths

- Golden Hills School Division staff including, Administrators, Educational Consultants, Family School Community Resource Counselors, Teachers and community partners continue to collaborate to develop a long term strategy to enhance student well-being and achievement.
 - The Calgary Regional Consortium teamed with GHSD to lead several engagement sessions. The design thinking process was used to identify areas of strength and next steps.
 - The work aligns with the Connecting and Contributing driver in Powerful Learning. Identifying and sharing evidence-based social-emotional learning programs will be the focus in the upcoming year.
 - Collectively the group will move forward with the following goals:
 - Building Capacity to support student Well-Being
 - Maximize the use of evidence-based resources
 - Strengthening community partnerships

- The Student Services team, Family School Community Resource Counselors, Instructional Coaches and outside experts worked collaboratively to build teacher capacity to support students in the areas of differentiation and social-emotional learning. Support and training were provided through professional development opportunities and coaching.
 - “Go To Educator” training was provided and at least one team member from each school was in attendance. The training provides information regarding the early identification of mental health disorders. This knowledge allows teachers to make effective referrals that link students in need of help to the appropriate care within and beyond the school.
 - During Leading and Learning several sessions were offered by the Student Services team. The topics included, differentiation for ELL’s, using ELL Benchmarks, behavior strategies, building resilience, supporting students with anxiety, understanding psycho-educational assessments and creating individual support plans.
 - Schools accessed Psychologists to be a part of their school-based professional development to support social-emotional learning.
 - Instructional Coaches and Psychologists worked directly with teachers to support differentiated instruction and behavior strategies in the classroom.
 - An Instructional Coach connected students with Chromebooks and iPads through the Inclusive Lending Library to utilize technology as a learning tool. The coach supported teachers with effective usage and helped to link individual student needs to appropriate apps and programs.

- Program Unit Funding (PUF) continues to provide excellent programming and early intervention support for our pre K- Kindergarten students.
 - The number of students who qualified for PUF based on their needs increased and funding allows necessary supports be allocated to students.
 - GHSD has maintained quality SLP, PT and OT service providers to support programming for students.
 - Educational Consultants help to identify needs and provide support for teachers.

- The English Language Learning (ELL) team, consisting of Educational Consultants and Instructional Coaches supported teachers to enhance learning opportunities for a growing population of students whose second language is English.
 - The ELL team supported lead teachers and classroom teachers in each school to administer Alberta K-12 ESL Proficiency Benchmarks.
 - Professional learning sessions and instructional coaching was provided to set language learning goals and to personalize and differentiate learning for students.
 - A quarterly newsletter, *Every Student Learns*, was created to share high-impact strategies and resources.
 - ELL resources continued to be compiled and distributed through the IMC. Resources include Dual-language literary books, dictionaries and teacher resources.
 - The Inclusive Lending Library also provided access to iPads with a variety of ELL apps and Chromebooks for learners.

- Continued support of new digital Individualized Program Planning and Individual Support Planning documents.
 - Selected teachers piloted Dossier, a digital platform, to create student plans that can be easily accessed and shared with teachers. Recommendations were used to enhance functionality and effectiveness of the plans.
 - Instructional Coaches, Educational Consultants and Teachers collaborated to create a bank of goals and strategies to improve student learning.
 - Professional Development and individualized school/teacher training was provided so the program could be used by all GHSD teachers in the 2019-2020 school year.
 - Templates for Behavior Support Plans, Medical Management Plans, Success in School Plans and ELL Benchmarks were also created in Dossier and will be piloted in the upcoming year.

- Implementation of cross-ministry protocols and training to support administrators and team leads at each school:
 - Threat Assessment (Virginia State Threat Assessment Model – Dr. Dewey Cornell)
 - Suicide Ideation Response Protocol

- Continued a robust school and counselling psychology training program that supports GHSD in providing psychoeducational assessments and targeted SEL Introductory Groups.
 - Provided clinical supervision for Provisional Psychologists and Masters of School Psychology students.
 - Served on the Integrated Services in Education Advisory Board.
 - Able to hire a registered psychologists who completed internships and provisional hours with GHSD.

- Continued active representation from GHSD at the provincial government level through Central East RCSD, Tri-Region Complex Case Initiative and Low incidence Advisory Groups.

- Commitment of the GHSD schoolboard and senior administration to maintain the support of school psychologists and Family School Community Resource counselors in schools.

Challenges

- Increased complexity of needs and lack of specialized community resources/placements and urgent/acute care service.
 - With GHSD we have seen significant increases in students being brought to hospital for suicidal ideation and significantly more youth engaging in non-suicidal self-injury.
 - In the elementary setting, there has been an increase in severe aggression from students towards staff and peers.
- There is a lack of specialized support for parents with children who have complex behavioral needs and do not meet criteria for children's services supports. Family Supports for Children with Disabilities present with service delivery barriers for many families.
- Allied health services are provided within GHSD by two health zones and there are significant service delivery disparities between Calgary and Central Zone.

Financial Implications 2018-2019

Grant amount	95%
Subsidy amount	5%
Certificated Staff	28%
Support Staff	69%
Services and Supplies	3%

Recommendations

Inclusive Education 2018-2019 Continuous Improvement Focus :

- Provide access to the supports and services that are necessary for the success of all students (Educational Consultants, FSCRCs, Specialized Programs, Educational Assistants, Connections Clinic).
- Continue to build capacity of teachers at a Universal level so teachers feel confident in supporting diverse learning needs and social-emotional learning.
- Explore ways to maintain/increase service delivery options despite budget implications (i.e. Student Services Team increasing use of Provisional Psychologists/Psychological Interns).
- Ensure active representation from GHSD at the provincial government level, in Central East RCSD, Tri-Region Complex Case Initiative and Southern Calgary and Area Low Incidence Advisory and working groups.