



GOLDEN HILLS SCHOOL DIVISION

AGENDA

TYPE: Regular Board Meeting

DATE: 10/22/2019 **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 Regular Minutes of September 24, 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 Annual Modular Request Submission (T. Sabir)

Action

9.2 Advocacy Planning (B. Daverne)

Action

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

Action

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

Action

9.5 Locally Developed/Acquired Courses (W. Miskiman)

Action

B) Information Items

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

Info

9.7 Human Resources Monitoring Report (T. Sabir)

Info

9.8 Diploma and Provincial Exam Results (W. Miskiman)

Info

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

Info

10.0 School Monitoring Reports

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

Info

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

Info

11.0 ADJOURNMENT

11.1 Adjournment

Page 1 of 42 Action



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, September 24, 2019 (9:30 AM)

1.0 Attendance

Present:

a) Chair

- Laurie Huntley

b) Vice Chair

- Jennifer Mertz

c) Trustees

- Barry Kletke (excused at 2:05 p.m.)
- Rob Pirie
- Jim Northcott (excused at 1:43 p.m.)
- Justin Bolin

d) Superintendent

- Bevan Daverne

e) Secretary Treasurer

- Tahra Sabir

f) Associate Superintendent

- Wes Miskiman (excused at 11:15 a.m.)

g) Deputy Superintendent

- Dr. Kandace Jordan (excused at 1:00 p.m.)

h) Recording Secretary

- Kristy Polet

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#20190924.1001

MOVED by Trustee Northcott that the Board of Trustees fo In Camera at 9:35 a.m.

4.2 Out of In Camera

Recommendation: BD#20190924.1002

MOVED by Trustee Bolin that the Board of Trustees rise from In Camera at 11:15 a.m.

Break

Recessed at 11:15 a.m.

Reconvened at 11:30 a.m.

5.0 Approval of Agenda

5.1 Approval

Recommendation: BD#20190924.1003

MOVED by Trustee Mertz that the Board of Trustees approve the agenda with the addition under Action item: - 9.2 Compensation

6.0 Welcome Public, Vision and Mission Statements

7.0 Presentation of Minutes

7.1 Organizational Minutes of August 27, 2019

Recommendation: BD#20190924.1004

MOVED by Trustee Northcott that the Board of Trustees approve the Organizational Minutes of August 27, 2019.

7.2 Regular Minutes of August 27, 2019

Recommendation: BD#20190924.1005

MOVED by Trustee Pirie that the Board of Trustees approve the Minutes of August 27, 2019.

8.0 REPORTS

A) Chair's Report

Chair Huntley presented information on the following topics:

- Chair Huntley thanked Superintendent Daverne for the summary presentation on GHSD challenges and positive outcomes encountered, shared on September 6, 2019 at ASBA Zone 5 meeting.
- Discussed with Trustees how to help, guide and educate our schools Parent Council Executives in preparation for the School Councils Conference April 26, 2020.

B) Board Committees

Trustee Pirie presented information on the following:

- Discussed Alberta School Boards Association (ASBA) Zone 5 meeting held on September 6, 2019, where all Zone 5 School Boards presented their brief summary on challenges and positive outcomes that have been encountered. The next step was to share these presentations at the October 4, 2019 meeting with Zone 5 Member of Legislative Assembly (MLA) Representatives, unfortunately this meeting has been cancelled.

C) Board Representatives to External Organizations

Nothing to report on at this time.

D) Administration Reports

Deputy Associate Superintendent Dr. Jordan presented information on the following topics:

- Positive start to the school year, first Professional Development Day was held on Friday, September 20, 2019.
- Leadership session will look at Technology, will hear from guest speaker, Leslie Fisher. She is the Director of Fisher Technologies Inc., specializes in K-12 Educational Technology.
- Working on launching first Pod Cast in the next 2-3 weeks.

Secretary Treasurer Sabir presented information on the following topics:

- Audit 2018-19 - Auditors will be at Division Office starting October 22, 2019.
- Transportation - looking at routes that have an extended ride time, ideal route would be 65 minutes round trip.

Superintendent Daverne presented information on the following topics:

- Excellent start to the 2019-20 school year, adjusting school staffing needs.
- School Nutrition Programs:
 - Wheatland Crossing breakfast and lunch program are up and running.
 - Carseland School lunch program has been sent out to Tender, closing date is October 2, 2019.
 - Carbon School breakfast program is also up and running.

9.0 NEW BUSINESS

A) Action Items

9.1 Calendar 2019/2020 (B. Daverne)

Recommendation: BD#20190924.1006

MOVED by Trustee Pirie that the Board of Trustees approves the May 1, 2020 Professional Development Day, to Monday, May 25, 2020 on the 2019/2020 School Year Calendar. May 1, 2020 would be a regular instructional day.

9.2 Compensation (B. Daverne)

Recommendation: Resolution #BD20190924.1007

MOVED by Trustee Bolin that the Board of Trustees approves an increase in compensation for Exempt School-Based Support Staff and Exempt Other Support Staff effective September 1, 2019 as recommended in Schedule A and B, dated September 1, 2019.

B) Information Items

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

Recommendation:

Secretary Treasurer Sabir and Superintendent Daverne presented information to the Board of Trustees on the Preliminary Enrolment for August 2019.

9.4 System Enhancement (K. Jordan)

Recommendation:

Deputy Superintendent Dr. Jordan presented information to the Board of Trustees on how System Enhancement in GHSD supports teachers by providing access to high quality, sustained professional learning opportunities designed to maximize student achievement for all.

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

Recommendation:

Secretary Treasurer Sabir presented a PowerPoint presentation on Infrastructure and Maintenance Renewal (IMR) and Capital Projects, completed and ongoing, over the summer to the Board of Trustees.

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

Recommendation:

Deputy Superintendent Dr. Jordan presented information to the Board of Trustees on how GHSD continues to provide partners with other agencies, to support and to service, to ensure optimal functioning of children and their families in the social-emotional/behavioral domain, through the Family School Community Resource program (FSCR).

Break

Recessed at 1:00 p.m.

Reconvened at 1:30 p.m.

9.7 Advocacy Planning (B. Daverne)

Recommendation:

Superintendent Daverne presented and reviewed the Board of Trustees main priorities to advocate for quality education and equal programming opportunities for students at Golden Hills.

10.0 School Monitoring Reports

To be determined

11.0 ADJOURNMENT

11.1 Adjournment

Recommendation: BD#20190924.1008

MOVED by Trustee Bolin that the Board of Trustees adjourn at 2:21 p.m.

Chair

Secretary Treasurer



MODULARS REQUEST - DRAFT 2019/2020 SCHOOL YEAR

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

October 22, 2019

Background:

Alberta Education's submission date for requesting new modular classrooms for the 2020/2021 school year has been changed. School boards are now being asked to provide their **final requests** to Education by **November 1, 2019**. This deadline also ensures sufficient time for Education's review and time for the Deputy Minister to review and approve recommendations before the end of the calendar year.

Reasons for this change:

- To provide time for your division to consult with your schools, review enrolment data from the September 30 count and allow newly elected school board trustees time to adapt to their new roles and responsibilities.
- To ensure there is sufficient time for Education's review of submission and for the Deputy Minister to review and approve recommendations before the end of this year.

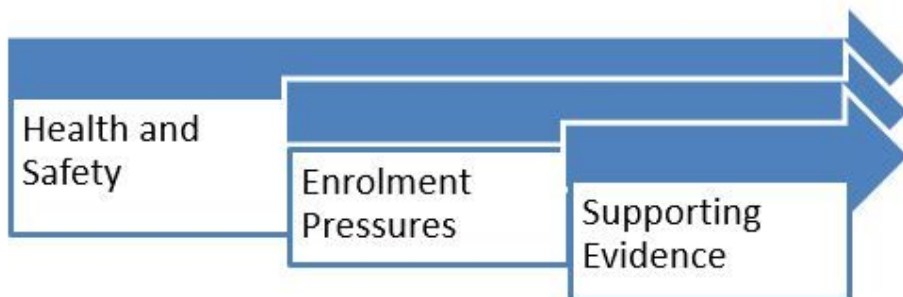
Once again, Capital Planning will accept and consider requests from school boards for the demolition of portable/modular classrooms and the reclamation of the affected school sites. In order to submit a request, information verifying the condition of the portable/modular classroom must accompany the submission.

Over the past few years, Capital Planning has been able to redeploy a number of existing modular/portable classrooms between jurisdictions. In doing this, they are asking Divisions to identify units in good condition that may be surplus to our needs. In order to be considered for reallocation, we must:

- Ensure that the condition of the units being redeployed is "good";
- Units built post-2014 require Manufacturer name, modular type and age;
- Units built pre-2015 require Manufacturer name, configuration drawings and Operations & Maintenance Manual;
- And a third-party assessment report.

Capital Planning has requested that school jurisdictions identify; in priority order, emergent modular classroom needs and portable/modular classroom move requests for 2020/2021. As in previous years, Alberta Education will use the following criteria to determine the priority order for the allocation of modular classrooms to school jurisdictions:

Criteria to Determine Priority Order for Modular Classrooms



As previously mentioned, the deadline date for submission to Alberta Education is **November 1, 2020**. Alberta Education had advised this deadline will allow the approved units to be ordered, constructed, delivered and set up in time for the start of the 2020/21 school year. Approval decisions will be communicated to school jurisdictions in early 2020.

It is recommended that Golden Hills request modular classrooms for the following schools:

| Strathmore High School (SHS) Strathmore - Grades 10-12 | |
|---|--|
| Utilization Rate from 2018/2019 | 76% |
| Enrolment Headcount | 635 students; projections indicate growth of over 36 students in the 15 years |
| Issue | Every classroom is fully utilized Exhausted all other approaches to increase usage & efficiency of existing space Growth in students and programs have created the need for more classroom space |
| Request | Funding for 1 modular classrooms |
| Proposed Placement | See attached |

| Trinity Christian Academy Strathmore – Grades 1-9 | |
|--|---|
| Utilization Rate from 2018/2019 | 97% |
| Enrolment Headcount | 209 students – Projections indicate growth of over 65 students in the next 15 years. |
| Issue | Program Continues to grow and all the TCA classrooms are full. For the past 5 years enrolment has grown over 75%. We anticipate future growth to continue at a similar rate. |
| Request | Funding for 4 modular classrooms |
| Proposed Placement | See attached |

| Prairie Christian Academy – Grades K-12 | |
|--|--|
| Utilization Rate from 2018/2019 | 87% |
| Enrolment Headcount | 316 – Projections show this program to increase by over 120 students in the next 15 years. |
| Issue | Program continues to grow and classroom space is fully utilized with science lab and art classroom sharing space. Current CTS room is used as a classroom. Large grade 1 class that needs to be split next year and for the next 11 years. |
| Request | Funding for 1 modular classroom |
| Proposed Placement | See attached |

Recommendation:

That the Board of Trustees approves the recommended modular requests for the 2020/2021 school year.

| School | Request |
|---|-------------------|
| Strathmore High School (Strathmore) | 1 modulars |
| Trinity Christian Academy (Strathmore) | 4 modulars |
| Prairie Christian Academy (Three Hills) | 1 modular |
| TOTAL | 6 modulars |



Bevan Daverne
Superintendent



Tahra Sabir
Secretary Treasurer



ADVOCACY PLANNING

"Inspiring confident, caring citizens of the world"

October 22, 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



FIELD TRIP STUDIES/STUDENT EXCURSION Prairie Christian Academy

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

October 22, 2019

Background:

Prairie Christian Academy requests permission, in accordance with Administrative Procedure 260 and Board Policy 2, for an international high school field trip to Bogota, Colombia, South America from February 7 to February 18, 2020.

Field Excursion Summary:

- This trip will provide our students with an opportunity to experience the culture of another country and to appreciate the diversity of God's creation and His people, as well as opportunities to grow through acts of service such as, cleaning, and practicing English with Spanish speaking students.
- 11 students attending, Grade 10
- 11 days away
- 6 Instructional Days (missing)
- 1:5 Parent/Student Ratio

The administration will complete a risk assessment as required by Administration Procedure 260- *Field Studies/ Student Excursions*. The risk assessment process will ensure that all the requirements of Procedure 260 are fully completed before departure.

Please find attached, for your reference, the itinerary for the Field Trip/Student Excursion.

Recommendation:

That the Board of Trustees approves the proposed high school field studies/excursion for Prairie Christian Academy to Bogota, Colombia, 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 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.

Bevan Daverne
Superintendent of Schools

(1) Name of Teacher(s) in charge of the field study: **Denise Lockhart**

(2) Does this trip require travel out of Country: **Yes**

(3) Does this trip require 4 or more overnight stays: **Yes**

(4) What is the nature of the field study: **Co-Curricular**

(5) Statement of Educational Purpose:

Our mission at Prairie Christian Academy is to “partner with parents to educate students to think and act Christianly, constructively, and critically, in order to know Jesus Christ as Saviour and Lord, and to pursue Godly character and lifelong service.” This is a surprisingly difficult mandate to fulfill.

All secondary students at PCA take a Religious Studies course each year. Religious Studies 25 examines the life of Christ while the 35 course has as its focus the events of the early church. These courses are intended to provide the biblical and theological content that will allow our students to live out the teachings of Christ, regardless of the circumstances they find themselves in. The challenge is to convince students to move this knowledge from their heads to their hearts; to allow what they know of God’s will to impact what they do. Our students are comfortable and secure; most lack for nothing and rarely do they have to trust in the Lord for anything. For this reason we desire to take them out of their comfort zone by exposing them to unfamiliar situations, unfamiliar people, who speak an unfamiliar language and who have few of the comforts that we take for granted. By asking them to leave their phones at home and encouraging them to trust God to help them through challenging situations, we hope to soften their hearts in order to deepen their relationship to the Lord.

This trip will also provide our students with an opportunity to experience the culture of another country and to appreciate the diversity of God’s creation and His people, as well as opportunities to grow through acts of service such as: cleaning, and practicing English with Spanish speaking students.

(6) Destination & Itinerary (minor changes to dates possible due to airline considerations)

Student Trip to Bogota, Colombia, South America.

Friday February 7, 2020 – February 18, 2020

(school days missed – February 7, 10-14)

Itinerary in Colombia:

Our host school who sets our itinerary – El Camino Academy (www.elcaminoacademy.com)

Excerpt from website:

Established by a group of parents in 1980, ECA is an inter-denominational, K-12, Christian, English-speaking school with more than twenty different missions represented. All graduates receive a high school diploma of international recognition. All Colombian students and foreigners who desire also work toward Colombian requirements to receive the bachiller académico diploma. We have been a member of the Association of Christian Schools International (ACSI) since the first year, and we have been accredited by ACSI since 1999. The school has been accredited by the Colombian Secretaría de Educación with Resolución #1593 since May 30, 2003. ECA is an active member of OBED, a Colombian association of Christian schools.

Exact details of itinerary have not been worked out, but we will be doing the following:

Visiting schools in Bogota - These schools are for less affluent children. We will be teaching English lessons with puppets, songs, skits and other visual aids as well as assisting in any other way that we can.

Visiting orphanages, before and after school programs, and a teen mom's home and any other ministries that the school sets us up with. There we will be interacting with children and teenagers through games, crafts and stories.

Briefly visiting common tourist areas like Mount Montserrate (a cable car ride up to the top overlooking the city of Bogota), Old Bogota (La Candelaria), and also a salt cathedral. We will not be traveling anywhere outside of the area of the city of Bogota.



FIELD TRIP STUDIES/STUDENT EXCURSION Three Hills School

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

October 22, 2019

Background:

Three Hills School requests permission, in accordance with Administrative Procedure 260 and Board Policy 2, for an international high school field trip to New York City, New York, USA from April 24 to April 30, 2020.

Field Excursion Summary:

- To engage in musical and cultural activities with a variety of Music specialists and similarly aged students in New York. This is a collaborative Field Trip between Three Hills School and Chestermere High School.
- 12 students attending (approximately), Grades 7-12
- 7 days away
- 5 Instructional Days (missing)
- 1:4 Parent/Student Ratio

The administration will complete a risk assessment as required by Administration Procedure 260- *Field Studies/ Student Excursions*. The risk assessment process will ensure that all the requirements of Procedure 260 are fully completed before departure.

Please find attached, for your reference, the itinerary for the Field Trip/Student Excursion.

Three Hills students will be combining with Chestermere High School. Three Hills trip rules will apply to all students.

Recommendation:

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.

Bevan Daverne
Superintendent of Schools

Here are few extra details about our New York trip.

I am expecting to have about 12 students from Grades 7-12, with 3-4 adults in addition to me. 7 students will be in junior high, and 5 will be in senior high. This will be my 5th major trip to take with THS band students. We have had a mix of junior and senior students on each of the previous 4 trips, which has always worked really well for us. Perhaps it helps that I know our students and their families so well, having taught most of our travelers for 5 or more years. Our high adult to student ratio will allow us to have multiple contingency plans in place should any students feel tired, ill, or overwhelmed during the trip. We will also have dedicated coach transportation throughout our visit.

We will be participating in all activities with about 65 students from Chestermere High School (CHS) band, under the direction of Mr. Lael Johnston. The CHS students will be accompanied by their own parent chaperones at a minimum of 1:8 ratio. Participating with the CHS band enables us to share some fixed costs, therefore reducing the price students and parents are paying, plus, it enables us to do some special performances and workshops that we did not have high enough numbers to do on our own.

I have known and worked with Mr. Johnston for over 10 years now, and students from our program have successfully worked with him and his CHS students many times over the past 6 years, including all parade performances we have done in Beiseker and Acme. Four of the CHS students also joined our group for a performance last spring for the Kneehill Historical Society's fundraiser. I met again with Mr. Johnston on Friday to discuss trip details and the expectations that Golden Hills has for staff, students, and chaperones. He has assured me that the same expectations will apply to his group as well.

GOLDEN HILLS SCHOOL DIVISION NO. 75
FIELD STUDIES/STUDENT EXCURSION FORM
Form 260-1 (Nov 2013)

SCHOOL Three Hills School

DATE September 24, 2019

The Jr & Sr band class will be taking part in a field trip to New York City, NY, USA.

The purpose of the trip is: to engage in musical and cultural activities with a variety of music specialists and similarly-aged students in New York City. This is a collaborative project between THS and Chestermere High School (CHS).

The trip on Friday, April 24, 2020 will begin at 7:00 a.m./p.m. and will return to Calgary International Airport on Thursday, April 30, 2019 at ~9:00 a.m./p.m.

The phone number(s) at the destination(s) is/are: (1) 403 815-9470 (Jill White Cell)
(2) _____ (3) _____

The itinerary will be as follows (note places, times and activities) ***See attached.***

The driver(s) and vehicles(s) will be: coach bus and professional driver specifically designated to our group for the duration of our stay.

The students will be under the supervision of (names listed): Jill White (teacher), Susan McNeely (Band Parent Association President), Jan Cinnamon (parent), Michelle Ferguson (parent), Lael Johnston (teacher from CHS), other parents and staff from CHS.

The total cost per students for this trip will be \$ ~3000.00 broken down as follows:
This is a package price which includes flights, accommodations (quadruple occupancy), airport transfers in New York, coach bus and driver available 24/7 and exclusive to our group in New York, professional guides, 2 meals per day, all workshops and group activities during our stay. The trip is arranged by Cindy Westby with A Balancing Act Educational Tours. She will be in attendance during some or all of our time in New York.

Educational activity programs involve certain elements of risk. Injuries may occur while participating in these activities. The following list includes, but is not limited to, the risks involved and injuries that may result:

| Risks | Injuries |
|---|---|
| 1. Transportation accident or breakdown | 1. Variable, depending on severity of event |
| 2. Various physical activities | 2. Fatigue, heat/sun stroke, sprains/strains, cuts, scrapes, etc. |

The risk of sustaining these types of injuries results from the nature of the activity and can occur without fault of either the student, or the school board, its employees/agents or the facility where the activity is taking place. By choosing to take part in the activity, you are accepting the risk that your child may be injured. The chance of an injury occurring can be reduced by carefully following instructions at all times while engaged in the activity.

The following precautionary measures will be taken:

Standard travel precautions will be taken and at all times, the group will travel with a First Aid kit and at least 1 adult who is certified in CPR/First Aid. There will always be a cell phone with the group to call out for assistance if necessary.

NOTE: As this trip is considered a regular school activity, all normal discipline policies and expectations apply. Any student involved in alcohol or drugs will be severely disciplined. In the case of an extended trip, the parents will be asked to take their child back before the end of the trip.

Students not taking part in the field trip will remain at school and be engaged in regular school activities.

If you require more information or wish to discuss the field trip further, please contact the undersigned teacher or principal at 403 815-9470 or 403 443-5335
(Phone No.)

Jill White
Signature of Teacher

[Signature]
Signature of Principal

Signature of Superintendent
(if required)

PLEASE SIGN AND RETURN ONE COPY OF THE FORM AND RETAIN A COPY FOR FUTURE REFERENCE

PARENT/GUARDIAN CONSENT

RE: STUDENT _____ Grade: _____
(check appropriate box)

I hereby consent to _____ participating in a field trip to _____ and agree to pay the proposed costs if the trip proceeds. If the Board of Trustees deems that it is inappropriate for the trip to proceed for safety reasons, I understand that I will be responsible for any cancellation cost, as they relate to my child.

Thank you. I do not wish my child to participate in the field trip.

HEALTH AND CONTACT INFORMATION

Indicate any health related problems this child has: _____
Special medical, dietary or other instructions: _____
Parents/Guardians phone numbers: Home _____ Business _____
The following person(s) should be contacted in the event that parents can not be reached:

Name _____ Phone _____
No. _____

EMERGENCY PERMIT

In the case of a medical emergency, I hereby give permission to the physician selected by the supervising teacher to hospitalize, treat and to order injection, anesthesia or surgery for my child or ward as named above in the event I cannot be contacted.

Signature of Parent/Guardian

Date

Three Hills School Band New York Tour April 24 - 30, 2020

**Some activities may be subject to change*

ESTIMATED TOUR COST (Based on 20 students):

Room occupancy depends on # of male/female students

| | |
|--------------------------|-----------------------------------|
| Students in 5 quad rooms | \$2,785 - \$2,865 per student CAD |
| Students in 6 quad rooms | \$2,745 - \$2,935 per student CAD |

Paying Parents:

| | |
|------------------|-----------------------------------|
| Single Occupancy | \$3,285 - \$3,395 per person CAD* |
|------------------|-----------------------------------|

***NOTE: Parent cost does NOT include optional Travel Insurance**

PRICES ARE BASED ON 1.30 - 1.37 USD to CAD CURRENCY EXCHANGE RATE

Once initial deposits are received, the exchange rate will be set based on the current rate at that time

Includes:

- Direct Flights: Calgary/New York/Calgary including all applicable taxes at time of booking
- First Checked Bag for all passengers
- 6 nights hotel accommodation at Fairfield Inn by Marriott® East Rutherford Meadowlands
- 6 Breakfasts, 6 Dinners (lunches & dinner enroute to Calgary from New York at own expense)
- Private coach transportation in New York for all activities
- Guided tours of New York & Harlem with licensed professional tour guides
- 3 Performance opportunities (Lincoln Center for the Performing Arts, 2 School Performances)
- Students Live Orchestration and Instrumentation Workshop with Broadway Conductor
- Sherman Irby's Supernova Featuring the JLCO with Wynton Marsalis
- The New York Pops 37th Birthday Gala at Carnegie Hall
- Broadway Musical Matinee Aladdin
- Broadway Musical Evening Come From Away
- Amateur Night at the Apollo Theatre
- New Amsterdam Theater Behind-the-Magic Tour
- Lincoln Center for the Performing Arts Guided Tour
- Harlem National Jazz Museum Workshop & Live Music Boost Demonstration with Professional Jazz Artist Trio
- Radio City Music Hall Tour
- Metropolitan Museum of Art Admission
- Empire State Building Observatory
- Circle Line Liberty Cruise
- 9/11 Memorial Visit
- Canal Street in Chinatown
- Services of a Professional Educational Tour Director while in New York
- Travel Insurance - Youth Premier Package Plan USA provides coverage for cancellation, interruption, trip delay, emergency medical, baggage & personal effects, baggage delay, personal money loss, passport/travel visa loss and airlift accident
- Complimentary Cinch Bag
- All applicable taxes and service charges, gratuities for guides, coach drivers & included meals

Not Included:

- Items of a personal nature
- Optional Travel Medical or Trip Cancellation Insurance FOR PAYING PARENTS (see options below)
- Notarized cost for letter of consent to travel with minors internationally processing fees if required
- Meals other than mentioned above
- Charges by the airline for excess, oversize baggage or instruments (\$50+GST each way per piece)
- Baggage handling and/or hotel maid gratuities (driver & guide gratuities are included)
- Additional unforeseen taxes, fuel surcharges or service charges levied by the governments or our suppliers

TRAVEL INSURANCE Example Costs for PAYING PARENTS

Please contact A Balancing Act Educational Tours for individual quotes

Costs vary based on final tour cost, age of insured, deductible options, benefit options):

Adults All Inclusive Plan

\$225 per adult CAD

The All Inclusive Plan provides coverage for cancellation, interruption, trip delay, emergency medical, baggage & personal effects, baggage delay, personal money loss, passport loss, airflight accident and travel accident. Please see the policy for complete details of benefits, exclusions, limitations, terms and conditions.

Trip Cancellation and Interruption

\$193 per adult CAD

The Trip Cancellation and Interruption Plan provides coverage for cancellation, interruption and trip delay. Please see the policy for complete details of benefits, exclusions, limitations, terms and conditions.

Emergency Medical Plan ONLY

\$28 per adult CAD

The Emergency Medical Plan provides coverage outside the insured's province/territory of residence for emergency hospital & medical, emergency medical evacuation/return home, repatriation of remains and burial at destination. Please see the policy for complete details of benefits, exclusions, limitations, terms and conditions.

TENTATIVE ITINERARY

| | |
|---|--|
| <p>Fri. Apr. 24/20</p> <p>7:00 am 9:50 am 4:24 pm</p> <p>6:30 pm</p> <p>8:30 pm 10 - 10:30 pm</p> | <p>CALGARY / NEW YORK</p> <p>Meet at the International WestJet Check-in area at the Calgary International Airport Depart Calgary on WestJet flight WJ 1680 Arrive JFK Airport</p> <p><i>Transfer from JFK airport to Heartland Brewery</i> Group Dinner at Heartland Brewery and Chophouse Times Square <i>Transfer to Empire State Building</i> View New York at night at the Empire State Building Observatory <i>Transfer to hotel</i> Fairfield Inn by Marriott® East Rutherford Meadowlands 850 Paterson Plank Road, East Rutherford, New Jersey +1 201-507-5222</p> |
| <p>Sat. Apr. 25/20</p> <p>8:30 am 9 - 11 am</p> <p>11:15 am - 1:15 pm</p> <p>2 - 4:30 pm</p> <p>5:30 pm</p> <p>7 pm 8 pm</p> <p>10/10:30 - 11 pm</p> | <p>Breakfast at hotel <i>Transfer to New Amsterdam Theater</i> New Amsterdam Theater Behind-the-Magic Tour - Discover the beautifully restored art and architecture of this landmark Broadway theatre built in 1903, once home to the legendary Ziegfeld Follies. Explore the history and magic of Disney Theatrical Productions by getting up-close and personal with original props, costumes, and set pieces that bring the world of Disney Theatrical to life on stage. Split into two groups at 9 and 10 am - Students can visit the Times Square while waiting for their assigned tour time at New Amsterdam Theater Lunch in Times Square area (<i>at own cost</i>)</p> <p>Broadway Musical Matinee Aladdin at New Amsterdam Theater</p> <p>Group Dinner at Dallas BBQ in Times Square</p> <p><i>Transfer to Time Warner Center</i> Sherman Irby's Supernova Featuring the JLCO with Wynton Marsalis at the Rose Theater - JLCO saxophonist Sherman Irby leads a gravity-defying exploration of the universe with the world premiere of his new commission. After kicking off the suite with the Big Bang, the Jazz at Lincoln Center Orchestra with Wynton Marsalis will travel through a series of distinctive movements, evoking awe-inspiring galactic phenomena from supernovas, stars, and black holes to the formation of a galaxy and life itself. A renowned scientist will work with Irby to briefly introduce each section, shedding light upon a subject before it comes to life as music. Irby's previous commissions for the JLCO include Twilight Sounds, inspired by a Norman Lewis painting, and Inferno, a jazz ballet inspired by Dante's Inferno, and he's a perfect fit in this season of grand ideas transforming into live music. Even beyond the JLCO, Irby is an acclaimed composer, bandleader, educator, and one of the most formidable saxophonists around, and it's a thrill when he dedicates his writing talents to the JLCO.</p> <p><i>Transfer to hotel</i></p> |

| | |
|--|---|
| <p>Sun. Apr. 26/20 8:45 am 9:30 - 11:30 am 11:30 am - 12:30 pm 12:30 - 6:30 pm 6:30 - 8 pm 8 pm 8:30 - 9:30 pm 9:30 - 10 pm</p> | <p>Breakfast at hotel <i>Transfer to Rockefeller Center</i> Radio City Music Hall Stage Door Tour - Go behind the scenes of the Showplace of the Nation! Explore the history and beauty of Radio City Music Hall on this 75-minute guided tour. Discover art deco masterpieces including the palatial 60-foot high foyer and visit Radio City's secret apartment The Roxy Suite. Get exclusive views of the majestic auditorium and learn the history of the iconic Great Stage. Plus, complete your tour by meeting a Radio City Rockette! Split into four groups up to 30 max at 9:30, 9:45, 10 & 10:15 am <i>Students can visit the new FAO Schwartz Store (with the Big Piano), the NBC Studio Store, Lego Store or Nintendo Store at Rockefeller Center while waiting for their assigned tour time at Radio City</i> Lunch at Rockefeller Center (<i>at own cost</i>) Meet your Tour Guide and walk from Rockefeller Center down 5th Avenue to the Plaza Hotel Fountain (5 -6 blocks). From there we will board the bus to continue on our City Bus & Walking Tour - See many of the highlights of New York & get off at stops including guided walking tours –locations such as World Trade Center 9/11 Memorial & Wall Street area, short Stroll through Central Park (Strawberry Fields, Bethesda Terrace & Fountain, Conservatory Water with its Model Boat Sailing), Grand Central Terminal, see the Brooklyn Bridge from South Street Seaport Group Dinner at Josie Woods in Greenwich Village <i>Transfer to Times Square area</i> See Times Square at night <i>Transfer to Hotel</i></p> |
| <p>Mon. Apr. 27/20 9 am 9:30 - 11:30 am 11:30 am 12 - 1:15 pm 1:15 pm 2 - 4 pm 4:30 pm 4:45 - 6:15 pm 6:15 pm 7 - 9:30 pm 10 - 10:30 pm</p> | <p>Breakfast at hotel <i>Transfer with Instruments to School (School TBD but hopefully in Chelsea Area)</i> School Performance (includes set-up and take down time) <i>Transfer to Chelsea area</i> Lunch at Chelsea Market (<i>at own cost</i>) <i>Transfer to DiMenna Center to unload instruments</i> Students Live Orchestration and Instrumentation Workshop at DiMenna Center- Taught by Professional Broadway Musicians and/or Conductors playing in the Broadway pits. Perform a number and the instrumental techniques from the score of Aladdin. You will have a chance to ask questions and get feedback from your Broadway Guest Artist. Finally, you will perform with your guest implementing the tools and techniques you have learned. <i>Transfer to Times Square area</i> Group Dinner in Times Square area (John's Pizzeria, Hard Rock Café, etc.) <i>Transfer to Carnegie Hall</i> The New York Pops 37th Birthday Gala at Carnegie Hall, Stern Auditorium/Perelman Stage - Steven Reineke leads The New York Pops in a celebration of its 37th Anniversary at Carnegie Hall! Proceeds support the orchestra and its PopsEd music education programs throughout all five boroughs of NYC. <i>Transfer to hotel</i></p> |
| <p>Tues. Apr. 28/20 9:30 am 9:30 - 11:30 am 11:30 am 12 - 1 pm 1 pm 1:30 - 3 pm 3 - 3:15 pm 3:15 - 4:30 pm 4:30 pm 5 - 6:30 pm 7 - 9:30 pm 10:30 pm</p> | <p>Breakfast at Hotel <i>Transfer to The Met</i> Metropolitan Museum of Art Self-Guided Visit <i>Transfer to Columbus Circle</i> Lunch at Columbus Circle (<i>at own cost</i>) - <i>or walk from Central Park to Lincoln Center (pick up lunch enroute to go - food trucks outside Met or outside Central Park)</i> <i>Walk to Lincoln Center to pick up Instruments (3 blocks from Columbus Circle) & set up for performance</i> Outdoor Performance on the Josie Robertson Plaza at Lincoln Center <i>Take down & Drop off instruments on Coach</i> 75-minute Guided Tour of Lincoln Center for the Performing Arts (required in order to do Performance) <i>Transfer to Times Square area</i> Group Dinner at Ellen's Stardust Diner in Times Square Broadway Musical Come From Away <i>Coach Transfer to hotel</i></p> |

| | |
|-------------------------|--|
| Wed. Apr. 29/20 | Breakfast at hotel |
| 9 am - 1 pm | Guided Tour of Harlem in Private Charter with Licensed Tour Guide who will step-on & off with the group - see St. John the Divine Cathedral, Strivers Row, Abyssinian Baptist Church, Columbia University, the Morris Jumel Mansion (the oldest house in New York), and the Malcolm Shabazz African Market in Harlem - learning about history and the gentrification of Harlem along the way Includes time for grab & go lunch stop (<i>at own cost</i>) |
| 1 - 3 pm | School Performance in Harlem (<i>includes set-up and take down time</i>) |
| 3:15 - 5 pm | Harlem National Jazz Museum 1-hour workshop & 30-minute Live Music Boost musical demonstration with a trio of professional jazz artists (<i>may need to split into several groups - waiting answers</i>) |
| 5 - 6:30 pm | Group Dinner at Jacobs Soul Food - Buffet of over 50 items including variety of meats & meatless dishes, pastas, sides, salads, desserts, fruit & drink (group will be split by coach into 2 Jacob's Harlem locations or will have to stagger dinner) |
| 7 - 9:30 pm | Amateur Night at the Apollo Theatre - (Pre-Show with DJ house music and Set Off man Joe Gray 7pm to 7:30 pm) - a big, loud party where brave contestants might be cheered or boo-ed. Every week brings a brand-new lineup of contestants and surprise special guests. The show marries world-class talent with a distinctive, vaudeville-like atmosphere, and has depended on audience participation since the very beginning. The legendary venue has launched the careers of icons such as Stevie Wonder, Michael Jackson, James Brown and Lauryn Hill and continues to maintain its position as the nation's most popular arena for emerging and established African-American and Latino performers. |
| 10 pm | <i>Transfer to hotel</i> |
| Thur. Apr. 30/20 | Breakfast at Hotel & check-out of hotel |
| 9:30 am | <i>Transfer to Circle Line Pier</i> |
| 10:30 am | Circle Line Liberty Cruise - Sail down the Hudson River to the Statue of Liberty and back, viewing such sights as Ellis Island, the historic immigration center, the rising Freedom Tower, and the World Financial Center, along the way. |
| 12 - 2:15 pm | Enroute to the airport, stop for a visit along Canal Street - where Chinatown and Little Italy meet - for last minute shopping and lunch (<i>at own cost</i>) |
| 3:15 pm | Arrive JFK Airport Choose from a large variety of restaurants for dinner at the airport (<i>dinner at own cost</i>) |
| | NEW YORK / CALGARY |
| 5:25 pm | Depart New York JFK Airport on WestJet flight WS 1681 non-stop |
| 8:49 pm | Arrive Calgary International Airport |

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LOCALLY DEVELOPED/ACQUIRED COURSES

“Inspiring confident, caring citizens of the world”

October 22, 2019

Background:

Alberta Education supports the local development and authorization of senior high school complementary courses which do not duplicate provincially authorized courses. The opportunity to authorize complementary courses allows boards to respond to the unique interests and abilities of its students and to foster educational improvement and excellence through innovation at the local level. Authorization for locally developed/acquired courses “shall be by board motion and shall be for a maximum of four years” (Alberta Education Policy 1.2.1, Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses).

The following locally acquired courses have been forwarded to Alberta Education for review and are being submitted for the Board’s consideration.

| | | |
|---|---|---------------------------------------|
| <i>Social Literacy 25 (3 credits)</i> | Acquired from The Calgary School Division | October 8, 2019 until August 31, 2020 |
| <i>Social Literacy 35 (3 credits)</i> | Acquired from The Calgary School Division | October 8, 2019 until August 31, 2020 |

Recommendation:

That the Board of Trustees authorizes the use of the above acquired locally developed course and any learning resources detailed in the course outline for use in Golden Hills School Division.

Bevan Daverne
Superintendent

Jeff Grimsdale
Director of Learning



ENROLMENT BACKGROUNDER

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

October 22, 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, 2019 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

Enrolments for September 30, 2019 (subject to change)

| SCHOOLS | 19/20 ACTUAL | | 18/19 ACTUAL | | Difference from 18/19 to 19/20 ACTUAL | | Actual Difference from Projected | |
|---|-----------------|-----------------|-----------------|-----------------|---------------------------------------|----------------|----------------------------------|----------------|
| | Enrollment # | Total | Enrollment # | Total | Increase/ (Decrease) | Total | Increase/ (Decrease) | Total |
| Prairie Christian Academy (Gr. K-12) | 288.50 | | 273.00 | | 15.50 | | 13.00 | |
| Three Hills School (Gr. K-12) | 465.50 | | 445.50 | | 20.00 | | 21.50 | |
| Trochu Valley School (Gr. K-12) | 255.50 | | 249.50 | | 6.00 | | 7.50 | |
| Sub Total | | 1,009.50 | | 968.00 | | 41.50 | | 42.00 |
| Acme School (Gr. K-6, 10-12) | 191.00 | | 193.50 | | (2.50) | | (1.50) | |
| Carbon School (Gr. K-9) | 66.50 | | 78.00 | | (11.50) | | (0.50) | |
| Dr. Elliott Community School (Gr. K-9) | 182.50 | | 187.00 | | (4.50) | | (8.50) | |
| Sub Total | | 440.00 | | 458.50 | | (18.50) | | (10.50) |
| Drumheller Valley Secondary School (Gr. 7-12) | 434.00 | | 432.00 | | 2.00 | | 37.00 | |
| Greentree Elementary School (Gr. K-6) | 334.50 | | 347.00 | | (12.50) | | (10.00) | |
| Sub Total | | 768.50 | | 779.00 | | (10.50) | | 27.00 |
| Ecole Brentwood Elementary School (Gr. K-6) | 262.00 | | 278.50 | | (16.50) | | 5.50 | |
| Crowther Memorial Junior High (Gr. 7-9) | 514.00 | | 575.00 | | (61.00) | | 8.00 | |
| George Freeman School (Gr. K-9) | 327.00 | | 207.00 | | 120.00 | | 24.00 | |
| Strathmore High School (Gr. 10-12) | 592.00 | | 569.00 | | 23.00 | | 21.00 | |
| Trinity Christian Academy (Gr. K-9) | 171.00 | | 182.00 | | (11.00) | | (9.50) | |
| 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 | | 2,562.50 | | 2,519.00 | | 43.50 | | 82.00 |
| Carseland School (Gr. K-6) | 61.50 | | 61.00 | | 0.50 | | 4.50 | |
| Wheatland Crossing School (Gr. K-12) | 355.00 | | 355.00 | | 0.00 | | (8.00) | |
| Sub Total | | 416.50 | | 416.00 | | 0.00 | | (3.50) |
| TOTAL | 5,197.00 | 5,197.00 | 5,140.50 | 5,140.50 | | 56.00 | | 137.00 |
| Colony Schools | 350.00 | | 343.00 | | 7.00 | | (6.50) | |
| Drumheller Outreach | 12.00 | | 18.00 | | (6.00) | | (15.00) | |
| Golden Hills Learning Academy | 159.00 | | 135.00 | | 24.00 | | 26.00 | |
| Northstar Academy | 288.50 | | 319.50 | | (31.00) | | (22.50) | |
| Strathmore Storefront | 40.00 | | 41.00 | | (1.00) | | 0.00 | |
| TOTAL | 849.50 | | 856.50 | | | (7.00) | | (18.00) |
| PROVINCIAL FTE TOTAL | 6,046.50 | | 5,997.00 | | | 49.00 | | 119.00 |
| Headcount | | | | | | | | |
| Homeschool | 541.00 | | 445.00 | | 96.00 | | | |
| Kindergarten at full | 225.00 | | 220.50 | | 4.50 | | | |
| ISS | 287.00 | | 293.00 | | (6.00) | | | |
| Siksika | 156.00 | | 155.00 | | 1.00 | | | |
| HEADCOUNT TOTAL | 7,255.50 | | 7,110.50 | | | 144.50 | | |

| Siksika Students | # Students |
|-------------------------------|------------|
| Carseland School | 20 |
| Crowther Memorial Junior High | 41 |
| Strathmore High School | 35 |
| Westmount Elementary | 30 |
| Wheatland Crossing | 29 |
| Siksika Total FTE | 155 |

| International Students (ISS) | # Students |
|------------------------------------|---------------|
| Acme School | 1.50 |
| Crowther Memorial Junior High | 20.50 |
| Drumheller Valley Secondary School | 64.85 |
| George Freeman School | 2.00 |
| Prairie Christian Academy | 39.00 |
| Strathmore High School | 104.40 |
| Three Hills School | 20.25 |
| Westmount School | 1.00 |
| Wheatland Crossing | 11.20 |
| ISS Total FTE | 264.70 |
| ISS Total Headcount | 287 |



Human Resources Backgrounder

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

October 22, 2019

Background:

The information presented in the attached Human Resources Monitoring Report illustrates information on staffing demographics, levels and costs to assist the Board in fulfilling its governance role.

Powerful Learning provides an overall framework for system improvement in Golden Hills. In order to achieve the proposed shifts, Human Resources is focussing on staffing decisions that support this framework. This supports a comprehensive approach to facilitate a competency based system to achieve the desired outcomes.

As we strive to be an employer of choice, we are focussed on supporting and growing our staff with specialized supports, programs, and benefits so that we can not only recruit but retain the very best teachers and support staff for our students.

Recommendation:

That the Board of Trustees receives the Human Resources 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 blue ink, appearing to read "Wes Miskiman".

Wes Miskiman
Associate Superintendent



HUMAN RESOURCES MONITORING REPORT

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

Resource Person:

Wes Miskiman, Associate Superintendent of Schools

October 22, 2019

REPORTING PERIOD: (Actuals 2018-2019 & Estimates to Current 2019-2020)

OVERVIEW:

- Information presented assists the Board in fulfilling its governance role.
- Local decision-making is facilitated by “site-based management” (ninth year of operation)
 - Local decision-making helps address the unique circumstances in each school.
 - Staffing levels are based on the number of students and the local needs.

SECTION I: Overview of Staffing (Based on Data as of October 15, 2019)

- **Total Certificated Staff (Teachers)** – Head Count is in black and the FTE is in blue and in brackets

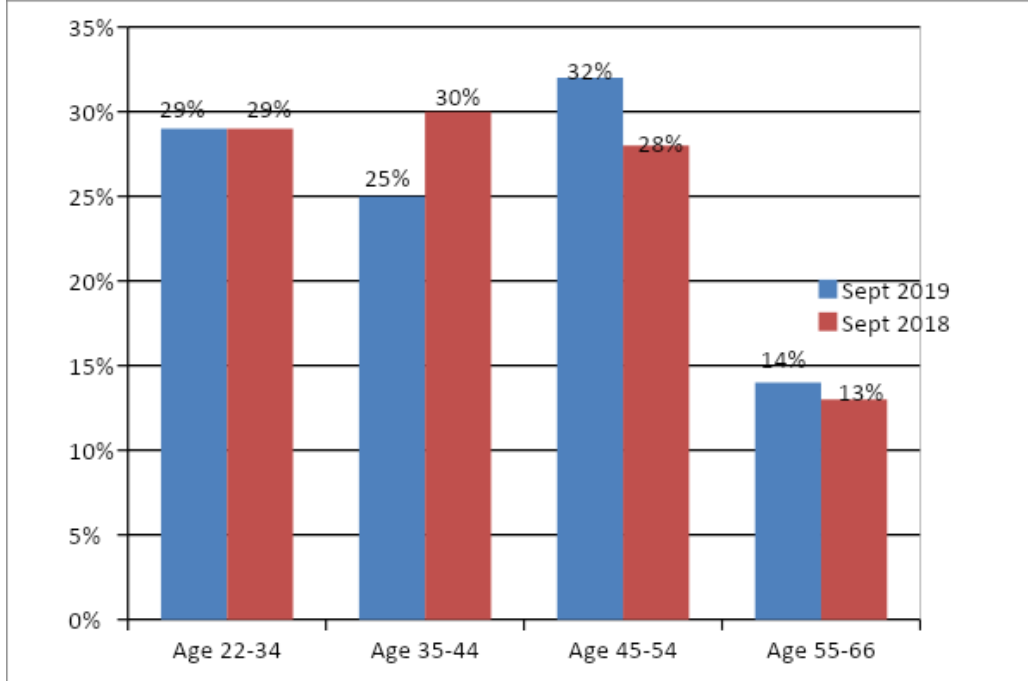
| Role of Certificated Staff | 2019-2020 | 2018-2019 |
|---|---------------------|---------------------|
| School Based Certificated Staff | 380 (358.59) | 391 (366.9) |
| Educational Consultants (Certificated) | 3 (2.6) | 4 (3.3) |
| Instructional Coaches * | 7 (6.2) | 7 (7.0) |
| Early Intervention- Literacy/Numeracy Teachers ** | 10 (8.7) | 10 (9.3) |
| Director of Learning | 2 (2.0) | 2 (2.0) |
| Superintendent/Associate Superintendents | 3 (3.0) | 3 (3.0) |
| Total | 405 (381.09) | 417 (391.50) |

Note: An overall decrease of approximately 10.41 FTE teachers due to an anticipated decrease in funding (CIF) and varying grade configurations across the division.

- **Gender Breakdown of Certificated Staff**

| Gender | 2019-2020 | | 2018-2019 | |
|--------------|------------|-------------|------------|-------------|
| | Number | Percentage | Number | Percentage |
| Female | 289 | 71% | 299 | 72% |
| Male | 116 | 29% | 118 | 28% |
| Total | 405 | 100% | 417 | 100% |

- **Age Percent of Total Certificated Staff by Head Count**



The goal is to increase the percentages of younger staff through a process of succession planning and retirements.

- **Total School-Based Support Staff** – Head Count is in black and FTE is in blue as of October 15, 2019

| Job Classification | 2019-2020 | 2018-2019 |
|-------------------------|--------------------|--------------------|
| Educational Assistants | 161* (132.8) | 163* (132.7) |
| Secretaries | 43 (35.3) | 42 (34.9) |
| Caretakers | 30 (26.1) | 30 (25.9) |
| Family Resource Workers | 11 (8.6) | 11 (9.1) |
| Maintenance | 13 (12.4) | 12 (12.0) |
| Transportation | 78 (77.5) | 75 (75.0) |
| International | 18 (17.1) | 13 (10.7) |
| Division Office Support | 25 (24.6) | 25 (24.6) |
| Total | 379 (334.5) | 371 (324.9) |

***Note:** We generally start the new school year down in EA numbers and add additional EA's throughout the year as students are designated or student need increases.

- **Certificated vs. Non-Certificated Educational Assistants**

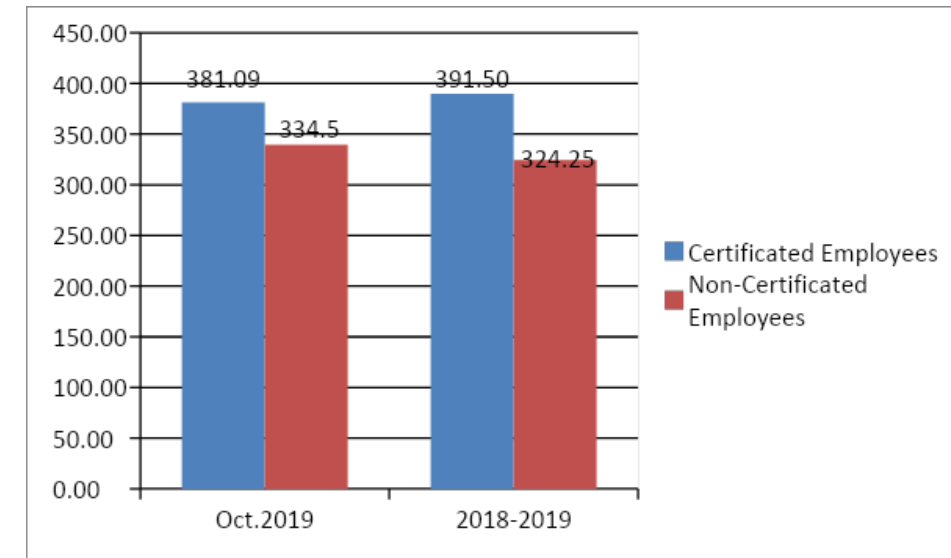
| | 2019-2020 | | 2018-2019 | |
|------------------|------------|-------------|------------|-------------|
| | Number | Percentage | Number | Percentage |
| Certificated | 74 | 46% | 69 | 42% |
| Non-Certificated | 87 | 54% | 94 | 58% |
| Total | 161 | 100% | 163 | 100% |

- **Retirees, Resignations and New Hires** – (Numbers are based on Headcount not FTE)

| | Retirees | | Resignations | | New Hires & Contract Renewals | |
|-------------------------------|-----------|-----------|--------------|-----------|-------------------------------|-----------|
| | 2018/2019 | 2017/2018 | 2018/2019 | 2017/2018 | 2018/2019 | 2017/2018 |
| Certificated Staff | 14 | 11 | 9 | 16 | 43 | 42 |
| Non-Certificated Staff | 11 | 11 | 17 | 22 | 52 | 49 |
| Total Staff | 25 | 22 | 26 | 38 | 95 | 91 |

- New hires are a result of position replacements and program needs.
- Enrolment changes and/or increases in student need and the subsequent staffing adjustments may result in an increase in new hires during November.

SECTION II: Staffing Levels (Based on FTE)



- Certified Employees includes Superintendents, Directors of Learning, Principals, Associate Principals, Instructional Coaches, Consultants, and Teachers.

- Staffing levels fluctuate throughout the year and more hiring is anticipated in the second semester. Total FTE for 2019/2020 will end up being a little higher than what is reported above.

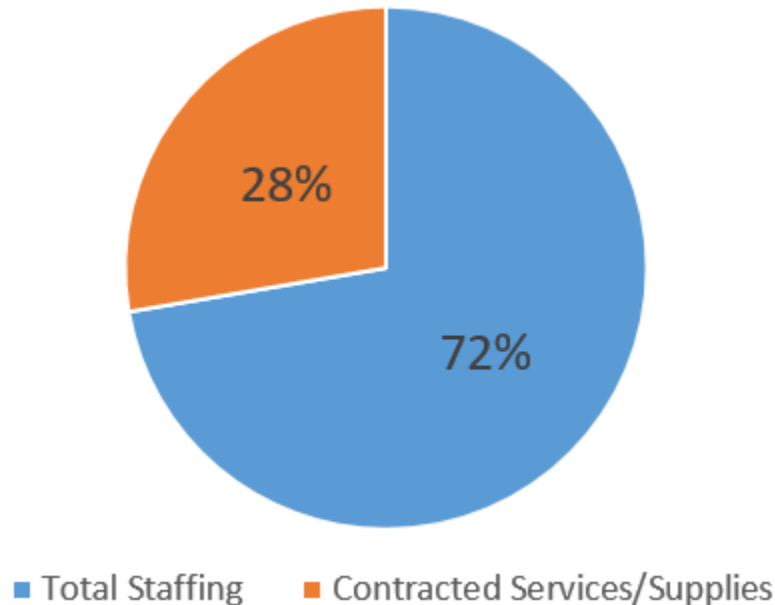
| Calculation of Pupil Teacher Ratio (PTR) | |
|--|------------------|
| Enrolment Count as of September 30, 2019 | 2019/2020 |
| Provincially Funded Students | 6,046.5 |
| Siksika Funded Students | 155.00 |
| International Funded Students* | 264.7 |
| Total Students | 6,466.2 |
| Total Professional Employees <i>(Does not include centrally-based certificated staff)</i> | 358.59 |
| PTR Calculation (e.g. 6,466/358.59) | 18.03 |

*The number of International Students fluctuates in FTE during the year due to the differences in the short and long-term programs.

- Golden Hills strives to keep PTR low and sustainable with the support of school reserves.
- The actual PTR has been under 18.03 for the last number of years:
 - 2018-2019- 17.78
 - 2017-2018 - 17.40
 - 2016-2017 - 17.25
 - 2015-2016 - 17.42
 - 2014-2015 - 17.76
 - 2013-2014 - 17.42
 - 2012-2013 - 17.74
 - 2011-2012 - 17.42
- The PTR does not include centrally based certificated staff.

SECTION III: Direct Staffing Costs

Total Staffing Costs in Relation to Total Expenses (Estimated) for 2019-2020



- Staffing costs are the largest portion of total expenses.
- Indirect staffing costs are not included in the above information - for example, services provided by contractors have staffing embedded in contracted services. It is anticipated that it will be closer to 80% by year-end.

SECTION IV: Recruitment of Certificated Staff (School-Based Administrators/Teachers)

- Golden Hills appointed 4 school-based administrators for the start of the 2019/2020 school year (2 Principals, 2 Associate Principals). (As per the report to the Board – June 2019 – Administrative Designations)
- Golden Hills also renewed 9 school-based administrator contracts for the start of the 2019/2020 school year (4 Principals and 5 Associate Principals). (As per the report to the Board – June 2019 – Administrative Designations)
- Teacher recruitment strategies, including participation at sixteen career fairs, during the 2018-2019 school year facilitated a better than normal number of teacher applications that has helped the district retain a balanced workforce. The school division responded to a strong interest shown by the graduating teachers at the following career fairs; Ambrose University, Mount Royal

University, King's University, University of Calgary, University of Alberta, U of Alberta Saint-Jean Campus, Concordia University, Simon Fraser University, University of British Columbia, University of Victoria, University of Saskatchewan, University of Lethbridge, OISE – University of Toronto, University of New Brunswick, and the two EdTalent Job Fairs hosted by *ApplytoEducation*. The teacher applicant pools during the spring staffing season were significantly better than in previous years.

- For the 2019-2020 school year, teachers in Golden Hills were recruited from across the country as per the following percentages. The percentages from the previous year are indicated in blue. The data indicates that we are recruiting a larger percentage of our teachers from Alberta.
 - 93% from Alberta (74% - Previous Year)
 - 7% from elsewhere in Canada (26% - Previous Year)
- There are currently 206 approved substitute teachers in the district. (Last year – 228 substitute teachers.) Supply for substitute teachers is adequate most of the time; however, at peak times substitute teachers are hard to book. We actively recruit all teacher applicants for substitute teaching and advertise on an ongoing basis. All substitute teachers are interviewed and referenced prior to being placed on the substitute list.

*Note: There are currently 22 fewer substitute teachers on our district database as a result of updating our substitute list by contacting every sub on the list to determine their ongoing availability.

SECTION V: Other Highlights/Initiatives

- Teacher Growth, Supervision and Evaluation
 - The Teacher Growth, Supervision and Evaluation Administrative Procedure is in the seventh year of implementation in the district.
 - A database tracks the teacher summative evaluations. Principals, associate principals and the associate superintendent complete and submit summative evaluation reports for teachers as per the administrative procedure.
 - There were 85 teacher evaluation reports completed during the 2018-2019 school year. There were 87 teacher evaluations completed during the 2017-2018 school year.
 - The renewed Teaching Quality Standards was originally to be effective in September 2019. They have adjusted the implementation date to September 2020. During this school year, we will continue to work with our school-based administrators to renew our Teacher Growth, Supervision and Evaluation AP, related documents and our Rubric for Professional Practice as per the renewed TQS.

- Supervision and Evaluation of Support Staff
 - The renewed supervision and evaluation administrative procedure for support staff is in the fifth year of implementation. One quarter of all support staff and all new support staff to the district will be evaluated this school year. A database tracks the support staff evaluations within the district.

- Job Descriptions
 - We are currently finalizing the last couple of job descriptions in the district. The corresponding physical demands analysis for all positions in the district is completed.

- Staff Wellness Program
 - The District Staff Wellness Program, developed by a committee of staff and implemented during the 2016-2017 school year, will continue for the 2019-2020 school year. The District Staff Wellness Program distributes resources and funding to the different sites to support local staff wellness initiatives. Each site has a designated Wellness Champion to lead the local staff wellness initiatives. The feedback from staff and the District Staff Wellness Steering Committee has been extremely positive.

- Occupational Health and Safety
 - The Golden Hills Occupational Health and Safety Manual has been updated to meet the legislative requirements of Bill 30. The most significant change in Bill 30 were the revised requirements for Health and Safety Committees. In Golden Hill's, we have formed two Joint Worksite Health & Safety Committees – one committee for schools (11 members) and one committee for the maintenance/transportation & the division office (9 members). Each school has a designated OH&S Champion. Before each quarterly Joint Worksite Health and Safety School Committee Meeting, school inspections are conducted by the Local OH&S Champion, the Principal and the Supervisor of OH&S/HR. The results of the school/site inspections are shared with the school and the Joint Worksite Health & Safety School Committee.

- Sub Teacher Booking System/Program
 - In the spring of 2018, a Sub-Teacher Booking Committee was formed to review potential programs for the efficient booking of substitute teachers. The committee defined a set of guiding principles for selecting a sub-teacher booking program. Last school year, "Ready Sub" was piloted in a number of our schools. The feedback from the pilot schools was outstanding. District wide roll out of "Ready Sub" is planned for the second semester (February 1, 2020).

- Teacher Recruitment Practices/Processes
 - Last year, we developed a partnership with a couple of new universities in Alberta to expand our recruitment of teachers. These partnerships will continue during the 2019-2020 school year.

- Payroll Audit
 - Last August, we conducted a payroll audit focussed on improving work efficiency and ensuring that the appropriate privacy and security controls were in place. As of October 2019, all staff in Golden Hills have been moved to web-based T4's and earning statements.

- Status of Collective Agreements
 - The term of the Collective Agreement between the Golden Hills School Division and the Alberta Teachers Association is September 1, 2016 to August 31, 2018. Provincial Negotiations toward a Central Table MOA concluded in March 2019. We will start local bargaining on November 4, 2019.
 - The term of the Collective Agreement between the Golden Hills School Division and CUPE Local 2347 is September 1, 2017 to August 31, 2020.

- Conditions of Employment Handbooks
 - We have completed either an update or a new handbook for the following four groups of employees:
 - Division Office (non-certificated) Employment Conditions Handbook
 - Updated School-Based Support Staff Handbook
 - Bus Driver Handbook
 - Caretaker Handbook

SECTION VI: Concluding Comments

- An increase in student enrolment assists Golden Hills in being an employer of choice, implementing the Powerful Learning Framework, building teacher competencies, and providing a broad range of high quality supports and programs for students.

- Always striving to be an employer of choice, the school division focusses on providing a range of competitive benefits and supports for all staff that are sustainable within the current financial context. The renewed supervision/evaluation, safety, wellness, return to work programs and the Employee Family Assistance Program are samples of recently implemented enhanced human resources supports provided to all staff.



2018-2019 Provincial Testing Results for Diploma Exams and Provincial Achievement Tests

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

October 22, 2019

Background:

The 2018/2019 Provincial Testing results for the Diploma Exams and for the Grade 6 and 9 Provincial Achievement Tests were released on August 23, 2019 to school divisions. The Board of Education in an in-camera session, reviewed the jurisdiction results in accordance with the Provincial Schedule (attached). According to the Provincial Schedule the results are first presented in-camera to the board, and then made public after the Minister released the results on September 26, 2019. Additional information is available at <http://www.education.alberta.ca>.

Attached is a monitoring report for Diploma Examinations and the Provincial Achievement Tests for the 2018-2019 school year.

Recommendation:

That the Board of Trustees receives the Provincial Achievement Test and Diploma Examination Results as information.

Bevan Daverne
Superintendent

Wes Miskiman
Associate Superintendent

Jeff Grimsdale
Director of Learning



2018-2019 Provincial Testing Results for Diploma Exams and Provincial Achievement Tests – Monitoring Report

Presented to the Board of Trustees by
Wes Miskiman, Associate Superintendent of Schools &
Jeff Grimsdale, Director of Learning

October 22, 2019

REPORTING PERIOD: 2018-2019 School Year

OVERVIEW:

Alberta Education's Provincial Achievement Tests (PAT) and Diploma Exams help schools and jurisdictions monitor student performance in relation to provincial standards for a wide variety of skills and competencies as outlined in the Ministry's Programs of Study. For teachers, these assessments provide valuable feedback on program strengths and weaknesses, the effectiveness of instructional techniques and student comprehension levels. For post-secondary institutions, diploma marks serve as an entry-measurement for accepting potential students.

Alberta Education set a target of at least 85 percent of students to meet an acceptable standard on both Achievement Tests and Diploma Exams. This indicates that students are achieving the basic standards for passing the course. The province further expects 15 percent of students will achieve a standard of excellence. This measure indicates that students are achieving an excellent level of competency in the respective area of study.

It should be noted that these assessments provide only part of the overall picture concerning the performance of a school jurisdiction. Although provincial assessments are designed to assess the achievement of provincial standards, many important learning outcomes cannot be measured by time-limited paper-and-pencil tests. In addition, many factors contribute to student achievement.

Information about particular school results will be presented as part of each school's report to the Board or can be obtained from each school.

The following report provides an overview of Golden Hills' 2018-2019 students who wrote provincial achievement tests in Language Arts, Math, Science and Social Studies and Diploma Exams in English, Social, Math, Biology, Physics and Chemistry. Although it is not possible to directly compare the average scores on these provincial assessments across years, results for the past five years are provided as a means of identifying trends both in Golden Hills' results and as compared with provincial standards.

Actual results for these tests and exams can be found in Appendix A.

SUMMARY & IMPLICATIONS:

Diploma Exams

- **Summary**

With continued growth in the last few years Golden Hills maintained achievement in all 9 diploma exams. Improvement was shown in 7 of the 9 diploma exams at the acceptable standard and 6 of the 9 diploma exams at the standard of excellence.
- **Acceptable Standard**

In 1 out of 9 diploma exams (Physics 30) Golden Hills' students met the provincial expectation of 85% or better for acceptable standard. There were slight improvements (<5%) over the past year in Math 30-1, English 30-1, English 30-2, Social 30-2 and Biology 30, moderate improvements (>5%) in Physics 30 and significant improvement (>10%) in Chemistry 30.
- **Standard of Excellence**

In 5 out of 9 diploma exams (Math 30-1, Math 30-2, Biology 30, Chemistry 30, and Physics 30) Golden Hills' students met or exceeded the provincial standards at the excellence level. There were improvements in the number of students achieving a standard of excellence in English 30-1, Math 30-2, Social 30-1, Social 30-2, Biology 30, and Chemistry 30.
- **Participation Rate**

The number of students participating in diploma exams were near, at or above the provincial average in 5 out of 9 subject areas. This is high when you consider the number of courses that are cycled in our small schools where students take grade 12 courses in grade 11.

Provincial Achievement Tests

- **Summary**

Golden Hills' students are near, at or above Provincial average in 4 of the 8 Provincial Achievement Tests. Golden Hills' students maintained achievement in 7 of the 8 Provincial Achievement Tests.
- **Acceptable Standard**

In 1 out of 8 Provincial Achievement Tests (Grade 6 Language Arts) Golden Hills' students met or exceeded the provincial expectation of 85% or better for acceptable standard. Golden Hills' students showed a slight improvement (<5%) over the past year in Grade 6 Social, Grade 6 Science and Grade 6 Language Arts.
- **Standard of Excellence**

Golden Hills' students met or exceeded the provincial standard of excellence in 5 out of 8 subjects (Grade 6 Science, Grade 6 Social, Grade 9 Science, Grade 9 Math and Grade 9 Social). There were slight improvements (<5%) over the past year in Grade 6 Language Arts, Grade 6 Science, Grade 6 Social, Grade 6 Math and Grade 9 Math.
- **Participation Rate**

The number of students participating in the 2018-2019 provincial achievement tests were near, at or above Provincial average in all Provincial Achievement Tests.

Knowledge & Employability Program (Grade 9)

Golden Hills' students surpassed their provincial counterparts in all four subject areas in acceptable standard on the Grade 9 K & E Provincial Achievement Tests. Our students exceeded the provincial standard of excellence in Math.

Actions Moving Forward

1. Maintain System Focus on Powerful Learning :

- Support our foundational frameworks with a focus on identifying and providing targeted interventions for at risk learners – Literacy (Early & Late) and Numeracy.
- Continue to collaboratively work with K-4 grade level teachers for the implementation of the new curriculum.
- Sustain the collaboration of grade and subject level teachers. These successful division wide Collaboration days are designed to improve student learning and enhance teaching practice.
- Continue Powerful Learning proposals for schools and focus groups.
- Maintain and grow the Powerful Learning website.
- Strategic Instruction: Powerful Learning is enhanced by the thoughtful and intentional use of research-based strategies, tactics and practices that are appropriate for the learner and the discipline.
- Continue our consultation with external experts.
- Support access to instructional coaches for teachers wanting to enhance teaching practices.
- Maintain the Inclusive education supports.
- Continue training: providing targeted professional learning opportunities to staff. Including specific days designed for new staff including mentorship and Learning Labs.
- Support the integration of technology as an effective learning tool.

2. Data Analysis and Planning

- Continue to monitor achievement levels of individual schools and support school based level administration with the process of data gathering, data analysis, target setting and implementation of school improvement plans.
- Support Teacher Growth, Supervision and Evaluation at the school level.
- Data dashboard (Dossier)

RECOMMENDATION:

That the Board of Trustees receives the 2018-2019 Provincial Achievement Test and Diploma Examination Results Monitoring Report for information and for the record.

APPENDIX A:

GRADE 12 DIPLOMA EXAMS

The charts below show Golden Hills School Division’s student achievement levels at both the “acceptable standard” and the “standard of excellence” based on the number of students writing. The participation rate represents the percentage of students who wrote the exam compared to the total number of students in their third year of senior high programming. The ‘target’ reflects the jurisdiction’s desired student performance across the jurisdiction.

Exam Standards

| | | |
|---|----------------------------------|--|
| Percentage of students Meeting the standard is: | Significantly Above |  |
| | Not Significantly Different From |  |
| | Significantly Below |  |

*A difference is reported as significant when there is a five percent or smaller probability that a difference of that size could occur by chance.
The fewer the number of students, the larger the difference must be from the expectation before it is considered significant.

| | 2014/2015 | | 2015/2016 | | 2016/2017 | | 2017/2018 | | 2018/2019 | |
|------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | GHSD | Prov. | GHSD | Prov. | GHSD | Prov. | GHSD | Prov. | GHSD | Prov. |
| | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) |
| ENGLISH 30-1 | | | | | | | | | | |
| Acceptable Standard | 81.9 | 86.5 | 84.5= | 86.8= | 85.4= | 86.5= | 79.6= | 87.5+ | 79.8= | 86.8= |
| Standard of Excellence | 7.6 | 11.5 | 8.5= | 10.7= | 10.6= | 11.7= | 8.4= | 13.2+ | 9.2= | 12.3= |
| Participation Rate | 47.8 | 53.4 | 45.1 | 53.9 | 48.4 | 55.0 | 54.5 | 56.3 | 48.6 | 55.5 |
| ENGLISH 30-2 | | | | | | | | | | |
| Acceptable Standard | 86.7 | 88.7 | 92.3= | 89.1= | 89.3= | 89.5= | 79.2- | 88.0- | 83.3= | 87.1- |
| Standard of Excellence | 14.2 | 11.3 | 15.0= | 12.3= | 13.2= | 11.4= | 13.7= | 13.1+ | 11.0= | 12.1= |
| Participation Rate | 32.1 | 28.7 | 33.7 | 28.6 | 30.6 | 28.8 | 26.5 | 27.7 | 29.8 | 28.7 |
| SOCIAL 30-1 | | | | | | | | | | |
| Acceptable Standard | 83.3 | 87.1 | 86.4+ | 84.9- | 80.4= | 86.0= | 79.4= | 86.2= | 78.9= | 86.6+ |
| Standard of Excellence | 9.6 | 16.2 | 8.2= | 14.3- | 12.3= | 14.8= | 11.6= | 17.7+ | 13.5= | 17.0+ |
| Participation Rate | 37.8 | 43.6 | 38.7 | 45.0 | 43.5 | 44.9 | 48.3 | 45.0 | 42.3 | 44.0 |
| SOCIAL 30-2 | | | | | | | | | | |
| Acceptable Standard | 80.7 | 81.3 | 82.0= | 81.1- | 78.6= | 80.6= | 69.3- | 78.8- | 73.1= | 77.8- |
| Standard of Excellence | 7.4 | 12.5 | 7.3= | 13.1= | 6.6= | 12.6- | 3.5= | 12.2= | 5.5= | 12.2= |
| Participation Rate | 37.4 | 36.7 | 37.1 | 35.8 | 30.2 | 36.4 | 28.3 | 37.1 | 33.4 | 37.7 |
| MATH 30-1 | | | | | | | | | | |
| Acceptable Standard | 65.7 | 76.2 | 57.5 | 70.7 | 62.6 | 73.1 | 67.4 | 77.8 | 72.3 | 77.8 |
| Standard of Excellence | 22.4 | 31.7 | 16.6 | 25.9 | 18.7 | 30.7 | 23.8 | 35.3 | 20.1 | 35.1 |
| Participation Rate | 27.6 | 37.2 | 25.5 | 36.4 | 26.9 | 35.5 | 24.2 | 36.5 | 21.9 | 35.2 |
| MATH 30-2 | | | | | | | | | | |
| Acceptable Standard | 66.4 | 73.9 | 69.6 | 75.4 | 73.8 | 74.7 | 73.4 | 74.2 | 73.0 | 76.5 |
| Standard of Excellence | 7.5 | 15.5 | 6.8 | 16.8 | 14.9 | 15.9 | 10.7 | 16.4 | 16.3 | 16.8 |
| Participation Rate | 22.8 | 22.4 | 22.7 | 23.6 | 22.3 | 25.1 | 26.9 | 24.9 | 31.4 | 25.9 |
| BIOLOGY 30 | | | | | | | | | | |
| Acceptable Standard | 80.9 | 85.9 | 83.3= | 85.1= | 82.6= | 84.2- | 78.1= | 86.6+ | 78.7= | 83.9- |
| Standard of Excellence | 24. | 33.0 | 31.7= | 32.4= | 26.8= | 32.3= | 22.9= | 36.6+ | 31.8= | 35.5+ |
| Participation Rate | 39.8 | 40.7 | 36.2 | 40.6 | 44.4 | 41.7 | 45.0 | 42.7 | 42.1 | 42.2 |
| CHEMISTRY 30 | | | | | | | | | | |
| Acceptable Standard | 70.5 | 82.2 | 75.8= | 81.5= | 81.81+ | 83.1+ | 70.5= | 83.6+ | 83.5= | 85.7+ |
| Standard of Excellence | 18.9 | 34.2 | 30.8= | 34.5= | 25.8= | 38.6+ | 24.7= | 38.3+ | 27.4= | 42.5+ |
| Participation Rate | 32.3 | 35.8 | 27.8 | 35.5 | 30.8 | 35.1 | 27.5 | 35.8 | 26.7 | 35.0 |
| PHYSICS 30 | | | | | | | | | | |
| Acceptable Standard | 75.5 | 83.9 | 83.0= | 85.7+ | 88.0+ | 85.7+ | 88.7= | 86.2+ | 93.9= | 87.5+ |
| Standard of Excellence | 23.4 | 35.8 | 35.0= | 39.8+ | 45.7+ | 41.8+ | 43.7= | 43.6+ | 37.8= | 43.5+ |
| Participation Rate | 13.0 | 19.9 | 13.3 | 19.3 | 11.6 | 18.6 | 11.3 | 18.6 | 10.5 | 17.6 |

2018/2019 Diploma Examination Participation Rates are preliminary and will be finalized when the Accountability Pillar results are released in May 2020

The 2015/2016 results do not include students who were exempted from writing the exam because of the Fort McMurray wildfires

PROVINCIAL ACHIEVEMENT TEST RESULTS – 2018-2019

The charts below show the jurisdiction’s results for student achievement at both the “acceptable standard” and the “standard of excellence” based on all students writing (cohort). The “target” reflects the jurisdiction’s desired student performance across the jurisdiction.

| LANGUAGE ARTS - ALL STUDENTS WRITING: | | | | | | | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2014/2015 | | 2015/2016 | | 2016/2017 | | 2017/2018 | | 2018/2019 | | GHSD Target |
| | GHSD | Prov. | GHSD | Prov. | GHSD | Prov. | GHSD | Prov. | GHSD | Prov. | |
| | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | |
| L.A. GRADE 6 | | | | | | | | | | | |
| Acceptable Standard | 91.2 | 91.3 | 92.0 | 91.5 | 91.0 | 91.5 | 90.3 | 92.2 | 91.2 | 91.9 | 85 |
| Standard of Excellence | 18.2 | 21.5 | 15.1 | 22.6 | 16.1 | 20.9 | 11.7 | 19.7 | 14.9 | 19.6 | 15 |
| Participation Rate | 93.9 | 90.6 | 92.2 | 90.6 | 92.3 | 90.2 | 90.8 | 90.6 | 91.4 | 90.5 | |
| L.A. GRADE 9 | | | | | | | | | | | |
| Acceptable Standard | 84.3 | 85.5 | 86.9 | 86.7 | 85.4 | 86.4 | 86.5 | 85.6 | 82.9 | 84.9 | 85 |
| Standard of Excellence | 13.7 | 16.3 | 18.1 | 17.1 | 14.6 | 16.8 | 11.8 | 16.5 | 10.5 | 16.7 | 15 |
| Participation Rate | 87.9 | 88.5 | 87.6 | 88.8 | 87.8 | 88.8 | 87.5 | 88.9 | 88.1 | 88.5 | |

| MATHEMATICS - ALL STUDENTS WRITING: | | | | | | | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2014/2015 | | 2015/2016 | | 2016/2017 | | 2017/2018 | | 2018/2019 | | GHSD Target |
| | GHSD | Prov. | GHSD | Prov. | GHSD | Prov. | GHSD | Prov. | GHSD | Prov. | |
| | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | |
| MATH GRADE 6 | | | | | | | | | | | |
| Acceptable Standard | 79.1 | 80.7 | 80.2 | 79.3 | 69.7 | 76.7 | 81.0 | 80.1 | 79.4 | 79.8 | 85 |
| Standard of Excellence | 10.5 | 15.5 | 12.7 | 15.4 | 9.0 | 13.9 | 12.4 | 15.3 | 13.3 | 16.6 | 15 |
| Participation Rate | 93.0 | 90.8 | 92.2 | 90.9 | 92.7 | 90.5 | 90.6 | 91.1 | 90.9 | 90.8 | |
| MATH GRADE 9 | | | | | | | | | | | |
| Acceptable Standard | 71.0 | 73.0 | 73.4 | 75.8 | 73.9 | 75.5 | 64.6* | 66.7* | 60.9 | 67.4 | 85 |
| Standard of Excellence | 15.6 | 20.1 | 14.2 | 19.5 | 18.0 | 21.3 | 12.4 | 16.9 | 15.1 | 21.4 | 15 |
| Participation Rate | 89.7 | 89.4 | 88.8 | 89.5 | 89.1 | 89.0 | 87.8 | 88.7 | 88.7 | 89.0 | |

| SCIENCE - ALL STUDENTS WRITING: | | | | | | | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2014/2015 | | 2015/2016 | | 2016/2017 | | 2017/2018 | | 2018/2019 | | GHSD Target |
| | GHSD | Prov. | GHSD | Prov. | GHSD | Prov. | GHSD | Prov. | GHSD | Prov. | |
| | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | |
| SCIENCE GRADE 6 | | | | | | | | | | | |
| Acceptable Standard | 85.4 | 84.5 | 82.9 | 86.1 | 84.1 | 85.7 | 84.1 | 86.7 | 84.9 | 85.5 | 85 |
| Standard of Excellence | 23.4 | 28.0 | 24.4 | 29.9 | 26.7 | 32.3 | 24.1 | 33.6 | 29.4 | 31.6 | 20 |
| Participation Rate | 93.5 | 90.3 | 92.4 | 90.6 | 92.3 | 89.7 | 90.6 | 90.9 | 91.6 | 90.7 | |
| SCIENCE GRADE 9 | | | | | | | | | | | |
| Acceptable Standard | 79.4 | 82.4 | 83.2 | 82.6 | 77.8 | 82.8 | 83.5 | 84.4 | 79.2 | 84.5 | 85 |
| Standard of Excellence | 19.8 | 25.4 | 17.3 | 24.9 | 18.1 | 23.9 | 23.6 | 27.2 | 22.7 | 29.6 | 20 |
| Participation Rate | 90.2 | 89.9 | 88.8 | 89.9 | 88.0 | 89.3 | 87.9 | 89.7 | 87.8 | 89 | |

*Part A in Math 9 was introduced 2017/2018

| SOCIAL - ALL STUDENTS WRITING: | | | | | | | | | | | |
|---------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2014/2015 | | 2015/2016 | | 2016/2017 | | 2017/2018 | | 2018/2019 | | GHSD Target |
| | GHSD | Prov. | GHSD | Prov. | GHSD | Prov. | GHSD | Prov. | GHSD | Prov. | |
| | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | |
| SOCIAL GRADE 6 | | | | | | | | | | | |
| Acceptable Standard | 77.7 | 77.7 | 76.4 | 79.2 | 72.9 | 81.0 | 75.2 | 82.8 | 77.4 | 84.1 | 85 |
| Standard of Excellence | 20.5 | 20.1 | 16.2 | 24.4 | 19.4 | 24.1 | 14.8 | 25.6 | 17.9 | 27.0 | 20 |
| Participation Rate | 93.0 | 89.8 | 92.4 | 90.2 | 92.5 | 90.0 | 90.6 | 90.7 | 90.9 | 90.6 | |
| SOCIAL GRADE 9 | | | | | | | | | | | |
| Acceptable Standard | 72.4 | 73.4 | 70.2 | 72.7 | 74.8 | 75.0 | 74.3 | 74.6 | 68.8 | 77.0 | 85 |
| Standard of Excellence | 16.7 | 22.3 | 15.4 | 20.3 | 20.5 | 22.6 | 18.3 | 24.0 | 16.0 | 23.1 | 20 |
| Participation Rate | 89.9 | 88.7 | 89.2 | 89.1 | 88.9 | 89.4 | 87.3 | 89.5 | 88.6 | 89.1 | |

| KNOWLEDGE & EMPLOYABILITY - ALL STUDENTS WRITING: | | | | | | | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2014/2015 | | 2015/2016 | | 2016/2017 | | 2017/2018 | | 2018/2019 | | GHSD Target |
| | GHSD | Prov. | GHSD | Prov. | GHSD | Prov. | GHSD | Prov. | GHSD | Prov. | |
| | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | Results (%) | |
| K&E L.A. GRADE 9 | | | | | | | | | | | |
| Acceptable Standard | 85.4 | 77.1 | 81.5 | 74.7 | 87.1 | 73.7 | 80.0 | 72.4 | 78.6 | 71.3 | 85.0 |
| Standard of Excellence | 12.2 | 5.6 | 11.1 | 7.8 | 12.9 | 7.4 | 6.0 | 6.3 | 3.6 | 6.7 | 15.0 |
| Participation Rate | 82.0 | 81.6 | 90.0 | 80.0 | 75.6 | 79.7 | 86.2 | 80.0 | 84.8 | 80.5 | |
| K&E MATH GRADE 9 | | | | | | | | | | | |
| Acceptable Standard | 65.6 | 70.9 | 63.6 | 70.6 | 83.3 | 67.6 | 78.4 | 67.6 | 72.2 | 68.3 | 85.0 |
| Standard of Excellence | 28.1 | 16.8 | 27.3 | 15.0 | 44.4 | 15.6 | 33.3 | 16.0 | 36.1 | 15.1 | 15.0 |
| Participation Rate | 82.1 | 85.8 | 94.8 | 86.8 | 85.7 | 85.1 | 89.5 | 84.9 | 94.7 | 87.3 | |
| K&E SS GRADE 9 | | | | | | | | | | | |
| Acceptable Standard | 66.7 | 67.2 | 61.8 | 69.4 | 75.0 | 67.5 | 75.0 | 64.6 | 66.7 | 64.7 | 80.0 |
| Standard of Excellence | 9.1 | 13.1 | 9.1 | 13.9 | 15.6 | 15.2 | 13.5 | 16.6 | 14.8 | 17.4 | 15.0 |
| Participation Rate | 82.5 | 85.3 | 94.8 | 83.5 | 78.0 | 83.3 | 94.5 | 85.3 | 93.1 | 86.5 | |
| K&E SCI GRADE 9 | | | | | | | | | | | |
| Acceptable Standard | 66.7 | 74.2 | 75.9 | 74.7 | 96.7 | 76.4 | 87.3 | 74.3 | 78.6 | 71.9 | 85.0 |
| Standard of Excellence | 13.3 | 17.4 | 11.1 | 16.8 | 26.7 | 15.9 | 9.1 | 14.2 | 7.1 | 12.4 | 15.0 |
| Participation Rate | 78.9 | 87.0 | 93.1 | 85.4 | 76.9 | 83.6 | 94.8 | 86.9 | 96.6 | 85.8 | |

* The 2015/2016 results do not include students who were exempted from writing the test because of the Fort McMurray wildfires**

NOTE: Results are not final until the official release by the Minister.

| Date | Action |
|---|--|
| August 23, 2019 | Alberta Education makes the results reports for the June 2019 diploma exams available electronically on the Stakeholder File Exchange (SFX) for individual schools, school authorities and the province. |
| August 29, 2019 | Alberta Education makes the results reports for the 2018/19 Provincial Achievement Tests (PATs) available electronically on the SFX for individual schools, school authorities and the province. |
| by September 18, 2019 | Alberta Education makes the PAT and diploma exam multiyear reports available electronically on the SFX. |
| by September 25, 2019 | Superintendents inform their boards of the school authority's results in a closed meeting. |
| TBC – Tentatively scheduled for end of September 2019 | Prior to the Minister of Education's official release, Alberta Education officials host a presentation regarding the provincial results and trends via teleconference. This teleconference is available to all school authorities as well as representatives of stakeholders from the Alberta School Boards Association, Alberta Teachers' Association, Alberta School Councils' Association and the College of Alberta School Superintendents. |
| TBC – Tentatively scheduled for end of September 2019 | The Minister of Education officially releases PAT and diploma examination results. This release is not in conjunction with the release of Accountability Pillar results. |
| After the release of results | Alberta Education makes the PAT Individual Student Profiles (ISPs) electronically available on PASIprep, to be printed at the school for distribution to individual parents. The ISPs will also be directly accessible to students and parents through myPass at the same time. (The individual student data is also available in <i>Table 7, Individual Student Results by Reporting Category</i> , of the school reports, which will be available on the SFX on August 29, 2019.) |
| After the release of results | School authorities release PAT and diploma examination results to their communities. |



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

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

October 22, 2019

School boards must have an updated Three-Year Education Plan (3YEP) in place before 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 30. 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 Board approved the interim 3YEP (draft) on June 25, 2019. The achievement results for 2018-19 will be presented in the regular meeting on October 26, 2019.

The combined 3YEP and AERR, in draft, will be presented at the Regular Meeting, October 26, 2019 for information and to solicit any further input from the Board. The financial information will not be available until the audit is finalized in November. That portion of the document will be updated at that time.

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

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*?

Generative governance looks for ways to provoke discussion that "generates" ideas, not necessarily immediate action, but to practice ways to reframe issues and gain new insights. Thinking about, "what external factors/forces will most affect the school division in the coming year(s);" or, "What are we overlooking;" or "What are the most attractive, least attractive, most worrisome aspects of the plan?" are possible questions to generate thinking about the "whys" of planning and reporting. The Board may also wish to spend some time considering opportunities for engagement with stakeholders to identify issues and priorities in promoting *learning for all students*.

Recommendation:

That the Board of Trustees reviews the draft Three Year Education Plan 2019-2022 and Annual Education Results Report 2018-2019 for submission to Alberta Education November 30, 2019.

Bevan Daverne
Superintendent of Schools