



GOLDEN HILLS SCHOOL DIVISION

AGENDA

TYPE: Regular Board Meeting

DATE: 6/23/2020 **TIME:** 9:30 AM

LOCATION: Boardroom of the Golden Hills School Division

DETAILS:

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

Mission: Intentionally maximizing learning for all

1.0 Attendance

2.0 Call to Order

3.0 Acknowledgment

4.0 In Camera

4.1 In Camera

Action

4.2 Out of In Camera

Action

5.0 Approval of Agenda

5.1 Approval of Agenda

Action

6.0 Welcome Public, Vision and Mission Statements

7.0 Presentation of Minutes

7.1 Regular Minutes of May 26, 2020

Action

8.0 REPORTS

A) Chair's Report

B) Board Committees

C) Board Representatives to External Organizations

D) Administration Reports

9.0 NEW BUSINESS

A) Action Items

9.1 Deputy Superintendent (B. Daverne)

Action

9.2 Hussar School Property Transfer (B. Daverne)

Action

9.3 Rural Caucus of Alberta School Boards (RCASB) 2020-21 Budget
(B. Daverne)

Action

B) Information Items

9.4 Monthly Enrolment Monitoring Report (May 2020) (T. Sabir)

Info

9.5 Third Quarter Financial Report (Mar/Apr/May 2020) (T. Sabir)

Info

9.6 Administrative Designations (W. Miskiman)

Info

9.7 Administrative Procedure 421, Teacher Growth, Supervision and Evaluation (W.
Miskiman)

Info

9.8 Interim Three Year Education Plan 2020-2023 (B. Daverne)

Info

9.9 School Relaunch Strategy (B. Daverne)

Info

10.0 Guest

10.1 PSBAA President, Cathy Hogg and PSBAA Executive Director and CEO, Troy Tait (11:00
am via Zoom)

Info

11.0 ADJOURNMENT

11.1 Adjournment

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, May 26, 2020 (9:30 AM)

1.0 Attendance

Present:

a) Chair

- Laurie Huntley

b) Vice Chair

- Jennifer Mertz

c) Trustees

- Barry Kletke
- Rob Pirie
- Justin Bolin
- Jim Northcott

d) Superintendent

- Bevan Daverne

e) Secretary Treasurer

- Tahra Sabir

h) Recording Secretary

- Kristy Polet

Absent:

f) Associate Superintendent

- Wes Miskiman

g) Deputy Superintendent

- Dr. Kandace Jordan

Guest: Barry Litun - Executive Director, College of Alberta School Superintendents (CASS) (10:00 am via zoom platform)

2.0 Call to Order

Chair Huntley called the meeting to order at 9:34 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: #BD20200526.1001

MOVED by Trustee Northcott that the Board of Trustees for In Camera at 9:34 a.m.

4.2 Out of In Camera

Recommendation: #BD20200526.1002

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

5.0 Approval of Agenda

5.1 Approval of Agenda

Recommendation: #BD20200526.1003

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

6.0 Welcome Public, Vision and Mission Statements

7.0 Presentation of Minutes

7.1 Regular Minutes of April 28, 2020

Recommendation: #BD20200526.1004

MOVED by Trustee Northcott that the Board of Trustees approve the Regular Minutes of April 28, 2020.

7.2 Special Minutes of May 20, 2020

Recommendation: #BD20200526.1005

MOVED by Trustee Bolin that the Board of Trustees approve the Special Minutes of May 20, 2020.

8.0 REPORTS

A) Chair's Report

Chair Huntley presented information on the following topics:

- April 28 and May 12, 2020 - Board Chairs meeting with Ministry, discussion in regards to Alberta's relaunch strategy.
- May 11, 2020 Chair Huntley took part in a trial Zoom meeting in preparation for the Alberta School Boards Association (ASBA) SGM on Monday, June 1, 2020. On Wednesday, May 27, 2020, ASBA will be hosting a training session for the voting portion of the ASBA SGM.
- May 12, 2020 - discussed Alberta School Boards Insurance Exchange (ASBIE) meeting.
- May 29, 2020 - Public School Boards of Alberta Association (PSBAA) AGM will be hosted via Zoom Meeting.
- Conference call with Lorrie Jess, ASBA President, discussion on Alberta Distance Learning Centre (ADLC) and Zone 5 issues.

- Conference call with James Klassen, Assistant to Nate Horner, United Conservative Party (UPC) regarding transportation committee.
- Conference call with Fiona Gilbert, Rockyview School Division Board of Trustee.
- Acme Innovation - Conference call with Dave and Matt Price.
- Discussed letter received from Barry Litun, Executive Director, College of Alberta School Superintendents (CASS).
- Discussed letter received from Sarah Hoffman, Member of Legislative (MLA) NDP Constituency regarding Alberta's relaunch strategy.
- Discussed letter received from Alberta's Education Minister, Adriana LaGrange in regards to the Capital Maintenance and Renewal Funding (CMR).
- Condolences expressed on the passing of Don Boras, Board of Trustee for Palliser Regional Schools.
- Rural School Board Caucus (RSBC) SGM has been canceled; approving the 2020-2021 Budget will take place in June via email.

B) Board Committees

Trustee Pirie presented information on Alberta School Boards Association (ASBA) Zone 5 meeting held on May 1, 2020 via Zoom platform.

- Discussed ASBA Budget, decrease in membership fees, rolls between ASBA Zone 5 and ASBA (how they differentiate).
- Edwin Parr Awards have been postponed to the end of August 2020.
- Next Zone 5 Meetings: June 5, 2020

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

Trustee Pirie had no new information to report on at this time from the Teachers Employer Bargaining Association (TEBA).

C) Board Representatives to External Organizations

Nothing to report on at this time.

D) Administration Reports

Secretary Treasurer Sabir presented information on the following:

- \$2.5M Stimulation package for school projects to take place over the summer and to be completed in six months.

Superintendent Daverne presented information on the following:

- Discussed temporary contracts and retirements.
- Long Service Awards (LSA) have been cancelled, letters along with Golden Hills pins and gift cards will be sent to all the 5, 10, 15, 20, 25, 30, 35 and 40-year employees.
- Letters will be sent out to the Edwin Parr candidates.
- Discussed how the Weighted Moving Average (WMA) effects each school division.
- Discussed how Golden Hills supported employees through the Canadian Emergency Response Benefit (CERB) application process.

9.0 NEW BUSINESS

A) Action Items

9.1 Locally Developed/Acquired Courses (W. Miskiman)

Recommendation: #BD20200526.1006

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

- Advanced Dance 35 (3&5 credits), Acquired from Lethbridge School Division, September 1, 2020 until August 31, 2021.
- Band 15/25/35 (3 & 5 credits), Acquired from Calgary School Division, September 1, 2020 until August 31, 2020.
- Biology (AP) 35 (5 credits), Acquired from Fort McMurray School Division, September 1, 2020 until August 31, 2021.
- Choir 15/25/35 (3 & 5 credits), Acquired from Calgary School District No. 19, September 1, 2020 until August 31, 2021.
- Content Literacy 15/25/35 (3 & 5 credits), Acquired from Edmonton Catholic Separate School Division, September 1, 2020 until August 31, 2021.
- Encore: Engaging Learning 15 (3 credits), Acquired from Calgary School Division, September 1, 2020 until August 31, 2021.
- English (AP) 35 (5 credits), Acquired from Red Deer School Division, September 1, 2020 until August 31, 2021.
- ESL English for Academic Success 35 (3 credits), Acquired from Calgary School Division, September 1, 2020 until August 31, 2021.
- ESL Expository English 15/25 (5 credits only), Acquired from Calgary School Division, September 1, 2020 until August 31, 2021.
- ESL Intro to Math 15 (5 credits), Acquired from Calgary School Division, September 1, 2020 until August 31, 2021.
- FACES Principles 15 (5 credits), FACES Practicum 25(5 credits), FACES 35(5 credits), Acquired from Livingstone Range School Division, September 1, 2020 until August 31, 2021.
- Forensic Studies 25/35 (3 credits only), Acquired from Edmonton School Division September 1, 2020 until August 31, 2021.
- Instrumental Jazz 15/25/35 (3 & 5 credits), Acquired from Calgary School Division, September 1, 2020 until August 31, 2021.
- Military Studies 15/25 (3 & 5 credits), Acquired from Calgary School Division, September 1, 2020 until August 31, 2021.
- Musical Theatre 15/25/35 (3 & 5 credits), Acquired from Calgary Roman Catholic Separate School Division, September 1, 2020 until August 31, 2021.
- Social Literacy 25/35 (3 credits only), Acquired from Calgary School Division, September 1, 2020 until August 31, 2021.
- Workplace Essential Skills 25/35 (3 & 5 credits), Acquired from Edmonton School Division, September 1, 2020 until August 31, 2021.
- Leadership, Character & Social Responsibility 15/25/35 (3 & 5 credits), Developed by Golden Hills School Division, September 1, 2020 until August 31, 2021.

- Paleontology 15/25/35 (3 & 5 credits), Developed by Golden Hills School Division, September 1, 2020 until August 31, 2021.

9.2 Full Day Kindergarten School Fees (B. Daverne)

Recommendation: #BD20200526.1007

MOVED by Trustee Bolin that the Board of Trustees approves, in those schools where a full time kindergarten program is offered, to align the fees to that program with the neighboring division.

Break

Recessed at 12:10 p.m.

Reconvened at 1:06 p.m.

9.3 Policies Review (04, 05, 07, 13, 19)(B. Daverne)

Recommendation: #BD20200526.1008

MOVED by Trustee Northcott that the Board of Trustees approve Policies 4, 5, 7, 13 and 19.

9.4 Budget Submission 2020-2021 (T. Sabir)

Recommendation: #BD20200526.1009

Moved by Trustee Kletke that the Board of Trustees approve the 2020/2021 budget for submission to Alberta Education, subject to the Board being advised of any minor adjustments, which may be necessary before the budget is submitted to Alberta Education.

Recommendation: #BD20200526.1010

MOVED by Trustee Bolin that the Board of Trustees approve use of restricted reserves to sustain staffing positions and other initiatives.

B) Information Items

9.5 Monthly Enrolment Monitoring Report (April 2020) (T. Sabir)

Recommendation:

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

9.6 Insurance (T. Sabir)

Recommendation:

Secretary Treasurer Sabir presented insurance options to the Board of Trustees in regards to the increasing costs that are being incurred with the Alberta School Board Insurance Exchange (ASBIE).

10.0 Guest

10.1 Mr. Barry Litun, Executive Director, College of Alberta School Superintendents (CASS)

Recommendation:

Superintendent Daverne welcomed Mr. Barry Litun, Executive Director of the College of Alberta School Superintendents (CASS) via Zoom.

11.0 ADJOURNMENT

11.1 Adjournment

Recommendation: #BD20200526.1011

MOVED by Trustee Northcott that the meeting be adjourn at 2:36 P.M.

Chair

Secretary Treasurer



DEPUTY SUPERINTENDENT

Inspiring confident, connected, caring citizens of the world"

June 23, 2020

Background:

We wish to acknowledge the outstanding service and contribution of Dr. Kandace Jordan over the past 41 years with Golden Hills. Dr. Jordan has had an extraordinary impact on all aspects of our jurisdiction over her time here and provided outstanding leadership throughout our system. With her upcoming retirement and move to a non-educational role, effective August 30, 2020, it is incumbent upon the Board to appoint a Deputy Superintendent effective September 1, 2020.

Wes Miskiman has served the Board in his capacity as Associate Superintendent for the past seven years and has demonstrated dedicated leadership, work ethic, system support and judgment that can only be described as exemplary. The district would be well served with his appointment as Deputy Superintendent.

Recommendation:

That the Board of Trustees moves to appoint Wes Miskiman as Deputy Superintendent, effective September 1, 2020.

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

Bevan Daverne
Superintendent of Schools

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

Tahra Sabir
Secretary Treasurer



HUSSAR SCHOOL LAND Property Transfer

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

June 23, 2020

Background:

The Board of Trustees deemed Hussar School buildings and land surplus at the August 29, 2017 Board meeting.

Motion #BD20170829.1012 **MOVED by Trustee Larsen** that the Board of Trustees deems the **Hussar** and Central Bow Valley buildings and land surplus to the Golden Hills' School Boards needs.

Facts about Hussar School Building:

- Built in 1949 (partial modernization in 1988)
- Building Demolished 2020 (students consolidated to Wheatland Crossing School in January 2017).
- Wheatland County expressed interest in the property as per their letter dated May 18, 2018
- Since then, the Village of Hussar has expressed interest in the Land and discussions are in process between the County of Wheatland and the Village of Hussar

Recommendations:

That the Board of Trustees considered a request for Ministerial approval for the transfer of ownership for Hussar School land.

Bevan Daverne
Superintendent of Schools

Tahra Sabir
Secretary Treasurer



**RURAL CAUCUS OF ALBERTA SCHOOL BOARDS (RCASB)
2020-2021 Budget**

“Inspiring confident, connected, caring citizens of the world”

June 23, 2020

Background:

Rural Caucus of Alberta School Boards (RCASB) is asking all school boards to take a moment to go over the proposed cost recovery budget for 2020-2021. The executive is suggesting a similar budget to what has been done in the past for this year.

Please see attached message and a copy of the draft 2020-2021 RCASB Budget.

The RCASB will require a vote from each Board’s Rural Caucus Representative for the motion listed below prior to June 26, 2020.

Recommendation:

That the Board of Trustees move to approve the Rural Caucus of Alberta School Boards (RCASB) motion:

Trustee M. Copley of Chinook’s Edge School Division is making the motion to approve the 2020-2021 Budget of the Rural Caucus of Alberta School Boards, seconded by D. Eddleston of Buffalo Trails Public Schools.

Bevan Daverne
Superintendent of Schools

Tahra Sabir
Secretary Treasurer

Aspen View Public School Div No. 78
Battle River School Division No. 31
Buffalo Trail Public Schools
Canadian Rockies Public Schools
Chinook's Edge School Division
Christ the Redeemer Catholic Schools
Clearview School Division
Conseil scolaire Centre-Nord
Conseil scolaire FrancoSud
East Central Alberta Catholic Schools
East Central Francophone Education
Elk Island Catholic Schools
Elk Island Public Schools
Evergreen Catholic
Foothills School Division
Fort Vermilion School Division
Golden Hills School Division
Grande Yellowhead Public School Div
Grasslands Regional School Division
Greater St. Albert RC School Division
High Prairie School Division
Holy Family Catholic Regional Division
Horizon School Division
Livingstone Range School Division
Northern Gateway Public Schools
Northland School Division
Northwest Francophone Education
Palliser Regional Schools
Parkland School Division
Peace River School Division
Peace Wapiti School Division
Pembina Hills Public Schools
Prairie Land Regional Division
Prairie Rose School Division
Red Deer Catholic School Division
St. Paul Education Regional Division
St. Thomas Aquinas RC School Division
Sturgeon Public School Division
Wetaskiwin Regional Public Schools
Wild Rose School Division
Wolf Creek School Division

Message from the Chair

Rural Caucus of Alberta School Boards

June 2020

Thanks to members of the RCASB for your continued hard work in the interests of Alberta students and School Boards. The word unprecedented has been bandied about a lot these last couple of months and with good reason. The pandemic has certainly changed everyone's understanding of school and life in general. But just because it is different doesn't mean that we have stopped working on your behalf, just as you have not stopped working as boards.

As a friend messaged me one day "I'm really tired of making history, can we take a break for a bit?" While the public thought closed meant boards weren't doing much, they had no idea. I applaud the work of boards to engage the minister and continue the budgeting work to meet deadlines. As your RCASB executive, we have continued meetings internally and externally. So in light of cancelling our May meeting of all of our participating boards, I have put together the following information of the work of the executive in meetings and discussions.

Minister of Education

Regular scheduled meetings with the minister of education continued to happen, although we moved the March meeting to the end of April to respect the emergent issues that she and we were dealing with shortly after the shutdown of public schools.

The meeting was congenial and productive. Both Vice Chair Darcy Eddleston and I attended via conference call. I sent a recap of the meeting in April shortly after it happened. We did voice your concerns about the budgeting deadline remaining May 31. She assured us that boards needed to budget for a school year as originally planned and we would deal with the impact of Covid 19 on costs once we knew more about when and how schools might reopen. I reminded her of the numerous areas that would likely be affected as the workload at school would be increased not only in delivering education but in facilities, mental health, transportation and of course, complexities of classrooms and staff ability to return to work. We talked about not only the potential increase to costs but the availability of services that could be curtailed as a result of this global emergency. As your executive we are watching the reopening of the province and the plans for education in other provinces and the influence that may have on Alberta. As of June 1 our minister has indicated a decision by August 1. We will be asking for a

Contact RCASB
Sherry Westwood, Administrative
swestwood@cesd73.ca
T. 403.227.7070
Sherry Cooper, Chair
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T. 403.352.3125
Darcy Eddleston, Vice Chair
darcy.eddleston@btps.ca
T. 780.871.4711
Stuart Angle, Director
stuart.angle@prrd8.ca
T. 403.952.5122
Darren Kuester, Director
kuesterd@prsd.ab.ca
T. 780.971.2465
Clara Yagos, Director
yagosc@lrsd.ab.ca
T. 403.628.2340

July meeting with the minister to hopefully influence her process and give input from boards. If you have any concerns you would like us to bring to her attention please email us before June 26 - our next executive meeting.

Alberta Rural Education Symposium

Committee meetings have started for the planning of the 2021 symposium. Like many events plans still need to be made. Currently the committee is working on themes and speakers to further engage the kind of discussion and interaction that trustees have appreciated about the symposium. I have been representing trustees and RCASB on that committee. We had discussed the participation of another trustee as a member at large on the committee and that a name would be brought forward for nomination. Since we won't be meeting until November and no one is sure what that will look like, please think about who from our group of trustees would be interested and helpful on that committee. The meetings are done electronically as a matter of course even before physical distancing was a norm, so any trustee can be nominated as the travel expense is minimal.

Budget

Please take a moment to go over the proposed cost recovery budget for 2020-2021 that is attached. The executive is suggesting a similar budget to what we have done for this year. We do recognize that this year we have actual costs that are significantly under budget and as we may not have as many face to face meetings we can expect that what we are proposing would be a generous estimate again. So while we endeavor to keep costs minimal, we also want to be ready if we go back to a time of travelling to meetings. The finance gurus at Chinooks Edge, our banker board, are helpful in tracking these expenses throughout the year to ensure that that is the case.

We are asking boards to vote electronically regarding the budget and ask that your board representative email your boards position on the motion to approve the budget.

Motion:

Trustee M. Copley of Chinook's Edge School Division is making the motion to approve the 2020- 2021 Budget of the Rural Caucus of Alberta School Boards, seconded by D. Eddleston of Buffalo Trails Public Schools

Transportation Task Force

At the symposium in March I mentioned to the minister that there was a great deal of expertise regarding transportation on the executive of the RCASB as well as in the membership. Any of us would be more than happy to sit on or be a resource for the task force. I reiterated that during our teleconference in April. She asked her Chief of Staff to introduce me to the Chair of the Task Force through email so that we could have input. I have sent an email as well indicating our interest in their work. To date, I have heard nothing back. We will continue to reach out to affect some influence on the work of the task force.

Annual Meeting

We are planning to have a November meeting. If travelling to meetings is still not being done, we will likely do a Zoom or Google meet type of meeting to ratify some of the actions over the past year and deal with elections for executive members as well as the ARES committee. While the best part of our meetings is the rich and

casual conversation that a face to face meeting allows for, I believe there is value in meeting virtually if necessary to ensure the business of the group continues. I appreciate everyone's cooperation and participation in RCASB as we continue our important work on behalf of boards and rural realities. I look forward to a time when we can be in the same room sharing ideas, strategizing about engaging our minister and our public, and ensuring that students receive the high quality education Alberta is known for around the world.

It is the children that make it all worthwhile and they need us more than ever!

"I believe the children are our future, teach them well and let them lead the way"

Sincerely,

A handwritten signature in black ink, appearing to read 'Sherry Cooper', with a large, stylized flourish at the end.

Sherry Cooper

Chair - Rural Caucus of Alberta School Boards

Trustee - Chinook's Edge School Division

403.352.3125 or scooper@cesd73.ca

**Rural Caucus of Alberta School Boards
Proposal for Cost Recovery**

**DRAFT for Executive to Present June 2020
September 1, 2020 - August 31, 2021**

Average kms to meetings 300 Day & km rate \$168 0.58

	<i>People Attending</i>	<i>Estimated Time in Days</i>	<i>Day Rate (ASBA)</i>	<i>Mileage & Meals</i>	<i>Rooms & Rentals</i>	<i>Estimated Cost Recovery</i>	<i>Previous Year's Budget</i>
Meetings of the Participating Boards (1)	<i>All Executive</i>	15	\$2,520.00	\$2,610.00	\$6,000.00	\$11,130.00	\$11,130.00
Prep for meetings outside of regular meetings	<i>As Needed</i>	9	\$1,512.00			\$1,512.00	\$1,512.00
10 Executive Meetings & Follow up Work (2)	<i>All Executive</i>	50	\$8,400.00			\$8,400.00	\$8,400.00
5 Meetings attended on behalf of RCASB (3)	<i>Three people</i>	15	\$2,520.00	\$2,610.00	\$1,500.00	\$6,630.00	\$6,630.00
Leaving this line for other item. Was ASBA Board meeting in 2019	<i>One person</i>	0	\$0.00	\$0.00		\$0.00	\$0.00
ARES Meetings attended on behalf of RCASB (6)	<i>Two People</i>	16	\$2,688.00	\$2,784.00		\$5,472.00	\$2,736.00
Creation of materials (4)						\$5,000.00	\$5,000.00
Office Supplies / Signs / Meeting Supplies (5)						\$1,000.00	\$1,000.00
Total Annual Estimated Cost						\$39,144.00	\$36,408.00
Estimated cost per board based on 42 boards					42	\$932.00	\$866.86

Requested motion: That the executive of the RCASB remain within a budget of _____ for the Fiscal Year starting September 1, 2020 and ending August 31, 2021 and all participating boards be invoiced at that time for an equal percentage of actual costs.

NOTES:

1. Meetings of the Participating Boards

Days calculated based on 1/2 day meeting and up to 1/2 day travel, prep, or whatever needed.
Mileage calculated based on 150km per executive per meeting assuming charging for one way.
Rooms & Rentals based on average of \$1500 per meeting which may still be low.

2. Executive Meetings & Follow up Work

Days calculated based on 1/2 day meeting and 1/2 day follow up work (may not be same day).
Mileage calculated based on 50km to a school or office where they can get to good internet for VC.

3. Meetings Attended on Behalf of RCASB

Days calculated based on 3 people attending up to 4 meetings for 1 day.
Mileage calculated based on 300km per person for each meeting at .58/km
Room rentals based on one-two of the meeting attendees needing a hotel for each meeting.

4. Creation of Materials

Additional time to have assistance in creating items like fast fact sheets; slide presentations; or other tools.
This may be in the form of a contracted invoice or day rates of an executive member if someone has the ability and time to do this.

5. Office Supplies / Signs / Meeting Supplies

Supplies required for RCASB to function properly at meetings and any courier or office supplies required.
Could include post it notes, felt pens, flip charts, etc.

6. ARES Meeting Attendees

One trustee from the executive committee and one trustee from the caucus at large.



ENROLMENT BACKGROUNDER

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

June 23, 2020

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 for May 2020 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.

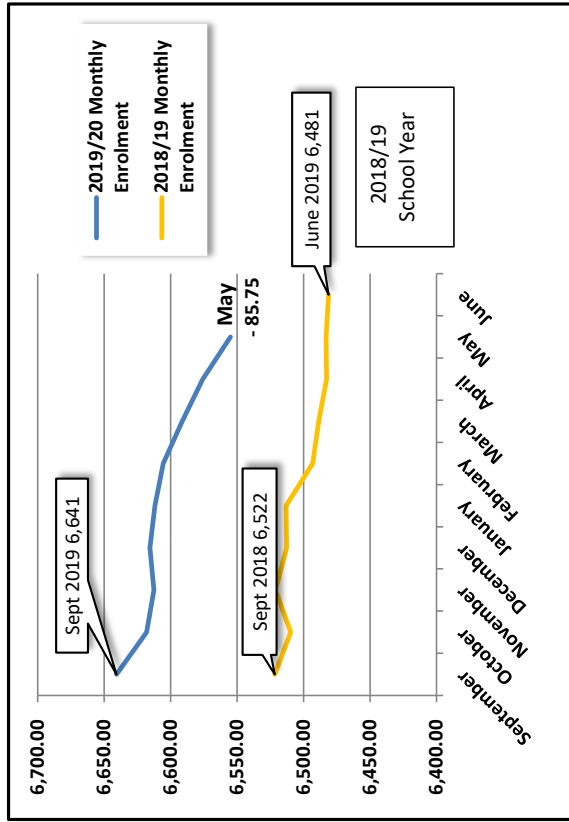
Bevan Daverne
Superintendent

Tahra Sabir
Secretary Treasurer

Golden Hills School Division Enrolment

Last Year Enrolment & Comparison to September 2019

Funded Total Enrolment	31-May-20 Enrolment	30-Sept-19 Enrolment	Difference
Provincially Funded Students	6,555.00	6,640.75	- 85.75



Schools - Month to Month Apr 30, 2020 to May 31

Configuration	May 31 30, 2020		April 30, 2020		Difference
	Provincially Funded	Difference	Provincially Funded	Difference	
K-6, 10-12	191.50	0.00	191.50	0.00	0.00
K-9	67.50	0.00	67.50	0.00	0.00
K-6	53.50	0.00	53.50	0.00	0.00
7-9	500.00	-2.00	502.00	-2.00	-2.00
K-9	181.50	0.00	181.50	0.00	0.00
7-12	434.00	0.00	434.00	0.00	0.00
K-6	259.50	-4.00	263.50	-4.00	-4.00
K-12	326.50	-1.00	327.50	-1.00	-1.00
K-6	335.50	-1.00	336.50	-1.00	-1.00
K-12	295.50	-2.00	297.50	-2.00	-2.00
10-12	570.00	0.00	570.00	0.00	0.00
K-12	459.50	0.00	459.50	0.00	0.00
K-9	171.50	0.00	171.50	0.00	0.00
K-12	257.50	0.00	257.50	0.00	0.00
K-6	375.00	1.50	373.50	1.50	1.50
K-12	339.50	-1.50	341.00	-1.50	-1.50
K-6	336.00	1.00	335.00	1.00	1.00
Totals	5,154.00	-9.00	5,163.00	-9.00	-9.00
Configuration	SCHOOL		SCHOOL		Difference
7-9	13.00	0.00	13.00	0.00	0.00
7-12	12.00	0.00	12.00	0.00	0.00
1-12	159.00	0.00	159.00	0.00	0.00
1-12	288.50	0.00	288.50	0.00	0.00
7-12	40.00	0.00	40.00	0.00	0.00
Totals	512.50	0.00	512.50	0.00	0.00
Configuration	COLONY SCHOOLS		COLONY SCHOOLS		Difference
K-9	336.00	-2.00	338.00	-2.00	-2.00

Summary of Totals - Monthly

Funded Total Enrolment	30-May-20 Enrolment	30-Apr-20 Enrolment	Difference
Provincially Funded Students	6,002.50	6,013.50	-11.00
Siksika Students	155.00	155.00	0.00
International Students	257.40	267.25	-9.85
Total	6,414.90	6,435.75	-20.85



THIRD QUARTERLY FINANCIAL REPORT

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

June 23, 2020

Background:

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

The Quarterly Financial Report (attached) provides monitoring information and major variances will be reviewed.

Recommendation:

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

Bevan Daverne
Superintendent

Tahra Sabir
Secretary Treasurer

The Golden Hills School Division



3rd Quarterly Report – Draft v1.3

September 2019 – May 2020

Prepared by the Finance department
for the June 23, 2019 Board Meeting

Purpose of Quarterly Report

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

I CONTEXT

The third quarterly financial report lists revenues and expenditures recorded to **May 31, 2020**, which represent the first **nine** months of the fiscal year. There are nine (9) months expended within the 3rd quarter; therefore, the normal benchmark for comparison is 75% (9/12 months) or 90% (9/10) months for some categories.

The updated 2019-20 Budget was submitted to Alberta Education November 27, 2019 and budget points of reference are from this November 30, 2019 fall budget submitted.

Due to **Covid19**, Alberta Education has **clawed back** the operating grants directed towards Transportation and the Instruction envelope (Support Staff) which effects the Actual Funding and the budget variances reported throughout the Quarterly Report in the following manner:

	April-20	May-20	Q3 total	June-20	Total Covid19 Claw-backs
Instruction Grant	-	435,042	435,042	435,042	\$ 870,084
Transportation Grant	172,411	172,411	344,822	172,411	\$ 517,233
Impact on Q3 Quarterly Report	172,411	607,453	\$ 779,864		
Claw-backs made in Q4				\$ 607,453	\$ 1,387,317

II. ACTUALS AND COMPARISON TO BUDGET

A.

Golden Hills School Division							
Statement of Revenue and Expenses							
Budget vs. Actual Variance							
Period - September 1, 2019 - May 31, 2020							
	Spring 2019/20 Annual Budget submitted May 29, 2019	Fall Update 2019/20 Annual Budget submitted Nov 27, 2019	Prorated Budget (75%) for Q3	YTD Actuals 2019/2020 -Q3	YTD Budget Variance-Q3	% Budget Rec'd/Used	Management Benchmark %
Revenues							
Alberta Education/Infrastructure	69,667,375	69,932,616	52,449,462	51,237,143	-1,212,319	73%	75%
Federal Government and/or First Nations	1,623,314	1,673,800	1,255,350	1,419,159	163,809	85%	75%
Other Government of Alberta	522,729	407,477	305,608	332,575	26,967	82%	75%
Fees	8,165,140	8,362,715	6,272,036	6,556,930	284,893	78%	80%
Other Revenues	3,822,877	3,747,222	2,810,417	2,815,640	5,223	75%	75%
Amortization	4,337,887	4,337,887	3,253,415	3,225,835	-27,581	74%	75%
Total Revenues	88,139,322	88,461,717	66,346,288	65,587,281	-759,007	74%	76%
EXPENSES							
Certificated Salaries and Benefits	47,848,998	47,153,018	35,364,764	33,873,173	1,491,591	72%	75%
Non-Certificated Salaries and Benefits	15,617,961	16,546,021	12,409,516	12,486,957	-77,441	75%	80%
Sub-Total	63,466,959	63,699,039	47,774,279	46,360,129	1,414,150	73%	76%
Supplies and Services	19,376,208	20,667,134	15,500,351	14,905,079	595,271	72%	75%
Amortization	6,004,897	5,873,197	4,404,898	4,322,540	82,358	74%	75%
Interest Charges	72,500	68,000	51,000	47,149	3,851	69%	75%
Total Expenses	88,920,564	90,307,370	67,730,528	65,634,898	2,095,630	73%	76%
Surplus/(Deficit)	-781,242	-1,845,653	-1,384,240	-47,617			
POSITIVE/(NEGATIVE) BUDGET VARIANCE					1,336,623		

Notes: Overall, a deficit of -\$48 K for the third quarter is better than expected given the projected deficit budget of -\$1,846K planned for the 2019-20 fiscal year.

B. NOTES ON COMPARISON TO BUDGET – REVENUES

The overall **\$48 K** year-to-date **excess of expenditures over revenues**, along with the positive budget variance of approximately \$1,336 K are due to a +\$154K in unexpended revenues in **SGF** and, in part, to the offsetting effect of the irregular payments received. A reduction in labor cost due to the temporary layoff of support staff and the timing of such reductions in funding also impacts the overall year to date budget variance.

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

Alberta Education non-monthly Grant Revenues Received in Q3		
Name of Grant	Amount Received	% of Grant Received
Duel Credit Start Up	\$ 57,443	100%
Family School Resource Counseling	\$ 110,961	52%
Innovation in First Nations Education (IFNE)	\$ 90,482	100%
One-Time Transition	\$ 1,631,553	75%
Regional Collaborative Service Delivery	\$ 1,044,801	100%
School Nutrition Program	\$ 195,398	100%
Supernet Grant	\$ 211,200	100%
	\$ 3,341,838	
IMR Stimulus Program (Unearned Revenue)	\$ 1,733,200	70%

- Revenues from Alberta Education, as per above, have contributed to the overall revenue variance by \$ +352K (3,342K less a 9-month calculated equivalent of 2,990K), primarily due to certain grants being received in lump amounts covering more than 9 months of revenues.
- Included in the second quarters' operations are the following:

SGF Revenues	\$3,005,812
SGF Expenses	-\$2,851,436
Unexpended	\$ 154,376

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

C Notes on Comparison to Budget - Expenses

Certificated Salaries and Benefits

Total Certificated Salaries and Benefits for the 3rd quarter were **\$33,873,173** (72% of a \$47.1M budget) which is less than what the budget would permit by the 3rd quarter primarily because benefit costs are lower in the 1st quarter and higher in January then drop off as maximums on premiums are reached. As well, hiring of staff occurs throughout the 1st quarter so labour costs are typically lower than budget at the start of the fiscal year.

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

Non-Certificated Salaries and Benefits

Total Non-Certificated Salaries and Benefits for the 3rd quarter were **\$12,486,957** (75% of a \$16.5M budget) which is actually below the budget since a significant portion of non-certificated staff is paid over 10 months and not 12 months; therefore, the expenditures are higher for first 10 months but decreases in the last two months. In addition, reductions in support staff (primarily bus drivers and education assistants) were put into effect May 1st causing labour expenditures to be less than originally budgeted.

The overall labour variance is positive (+1,414K) for the third quarter but will fluctuate over the next two quarters. Because of the redirection of dollars from education to health care, budgets were revised to accommodate the reductions in funding. In addition, payroll costs typically trend lower over the summer months so we anticipate these costs to balance itself against the revised budget by year-end.

Supplies and Services

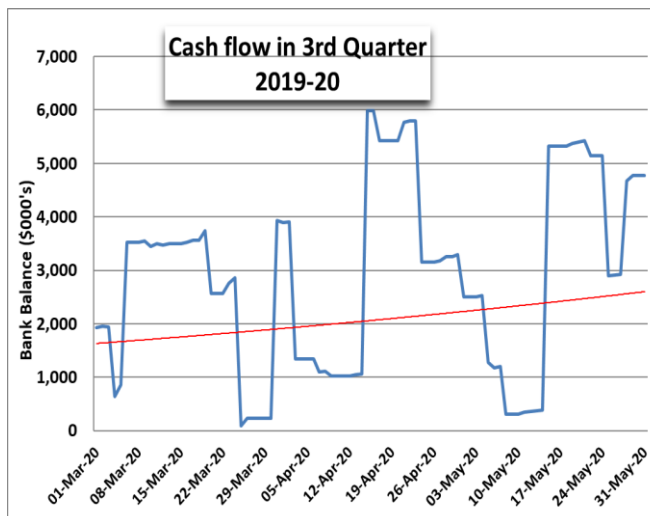
Supplies and services year-to-date are **\$14,905,079** (72% of \$20.6M budget). Because many of these costs occur over a 10-month school year and not the 12-month fiscal year, this will result in higher costs in the first 3 quarters and lower costs in the 4th quarter. That said, department managers will continue to carefully monitor their budgets throughout the remainder of the year to ensure they stay within their revised spending limits.

- Overall, supply costs year-to-date at May 31st are considerably lower compared to the same time period last year by approximately \$1,536K, resulting in only 72% of the budget spent to date. This is primarily due to the overall reduced spending by all departments as a result of the covid19 event.*

III AVERAGE SOURCE AND USE OF CASH

A. Approximate average monthly cash flow values as at May 31, 2020:

Statement of Cash Flow	
Grants/Fees	6,250,000.00
Other Revenues	250,000.00
Total Cash In	6,500,000.00
Accounts Payable	1,975,000.00
Payroll	3,600,000.00
Total Cash Out	5,575,000.00



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

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

Cash is critical for short-term operations as it pays the salaries and vendors, which comprises the largest part of the budget. Note: as of May 31, 2020, **\$1.725 M** of the cash balance has been invested into 12 month GIC's to obtain more favourable investment returns, of which the full amount of \$1.5M are cashable after 90 days from purchase date.

Currently, we are utilizing the services of an Institutional Cash Management Financial Advisory Team – **Canaccord Genuity Corp.** As at May 31st, we had **\$1.725M** invested in GIC's with maturing dates ranging from November 23rd, 2020 to February 4, 2021, earning yields ranging from 2.35% - 2.40%.

C. **Note on Amortization:**

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

IV. REVENUE AND EXPENSES BY ENVELOPE SEPTEMBER 1, 2019 – MAY 31, 2020

A.

Revenue and Expenses by Envelope									
From September 1, 2019 - May 31, 2020									
REVENUE FROM	SGF	K-Grade 12	Operations and Maintenance	Transportation	Board and System Admin	External Services	Total	% Budget Rec'd / Used	Management Benchmark %
ALBERTA EDUCATION/ INFRASTRUCTURE		42,144,873.88	4,252,929.03	2,589,133.21	2,250,206.46	0.00	51,237,142.58	73%	75%
OTHER - GOVERNMENT OF ALBERTA		324,659.00	7,916.02	0.00	0.00	0.00	332,575.02	48%	75%
FEDERAL GOV'T AND/OR FIRST NATIONS		1,231,659.11	187,499.97	0.00	0.00	0.00	1,419,159.08	88%	75%
ALBERTA MUNICIPALITIES/SCHOOL AUTH.		0.00	0.00	0.00	0.00	0.00	0.00	0%	0%
INSTRUCTIONAL RESOURCE FEES		35,132.22		0.00	0.00	0.00	35,132.22	124%	100%
FEES	958,987.61	0.00				5,562,809.72	6,521,797.33	78%	80%
FUNDRAISING REVENUES -SGF	262,698.08					0.00	262,698.08	62%	75%
OTHER SALES AND SERVICES	1,758,872.36	1,527,371.58	525.00	51,466.52	0.00	-1,252,784.51	2,085,450.95	66%	75%
INVESTMENT INCOME	0.00	0.00		0.00	67,363.58	0.00	67,363.58	38%	75%
GIFTS AND DONATIONS -SGF	25,254.37	169,008.97	0.00	0.00	0.00	0.00	194,263.34	75%	75%
RENTAL OF FACILITIES		3,059.75	97,600.84	0.00	0.00	15,400.00	116,060.59	116%	75%
OTHER REVENUES		50,000.00	1,360.00	2,079.78	36,363.48	0.00	89,803.26	73%	75%
AMORTIZATION OF CAPITAL ALLOCATIONS		221,063.40	3,004,771.17	0.00	0.00	0.00	3,225,834.57	74%	75%
TOTAL REVENUES	3,005,812.42	45,706,827.91	7,552,602.03	2,642,679.51	2,353,933.52	4,325,425.21	65,587,280.60	74%	76%
EXPENDITURES									
CERTIFICATED SALARIES		27,075,754.88	0.00	0.00	294,465.06	232,307.45	27,602,527.39	71%	75%
CERTIFICATED BENEFITS		6,209,614.00	0.00	0.00	35,806.75	25,224.36	6,270,645.11	74%	75%
NON-CERTIFICATED SALARIES & WAGES		5,717,920.00	1,485,733.33	1,251,252.73	905,418.27	690,220.55	10,050,544.88	75%	80%
NON-CERTIFICATED BENEFITS		1,596,403.04	362,764.46	129,604.84	206,305.35	141,334.10	2,436,411.79	76%	80%
SERVICE, CONTRACTS AND SUPPLIES	2,851,436.76	3,692,246.61	3,710,497.15	907,100.31	525,296.28	3,218,502.21	14,905,079.32	72%	75%
AMORTIZATION		346,471.38	3,157,733.70	532,137.51	157,839.84	128,357.18	4,322,539.61	74%	75%
INTEREST CHARGES		4,027.81	0.00	0.00	13,500.00	29,621.59	47,149.40	69%	75%
TOTAL EXPENSES	2,851,436.76	44,642,437.72	8,716,728.64	2,820,095.39	2,138,631.55	4,465,567.44	65,634,897.50	73%	76%
POSITIVE/-NEGATIVE VARIANCE TO DATE	154,375.66	1,064,390.19	-1,164,126.61	-177,415.88	215,301.97	-140,142.23	-47,616.90		
K-Grade 12 labor cost analysis									
	2018-19 - Q3	2019-20 - Q3	\$ change	% change					
CERTIFICATED SALARIES	27,650,699	27,075,755	-574,944	-2.1%					
CERTIFICATED BENEFITS	6,135,750	6,209,614	73,864	1.2%					
NON-CERTIFICATED SALARIES & WAGES	5,967,862	5,717,920	-249,942	-4.2%					
NON-CERTIFICATED BENEFITS	1,583,066	1,596,403	13,337	0.8%					
	41,337,377	40,599,692	-737,685	-1.8%					

B. ANALYSIS OF REVENUE/ EXPENSES BY ENVELOPE

1. Instruction (K-12)

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

2. Plant Operations and Maintenance (PO&M)

A deficit of approximately **-\$1,164 K** at the end of the 3rd quarter is in line with our estimated deficit of **-\$1,554**. To date, approximately \$844K of Building insurance has been included in the Supplies and Services cost of PO&M.

Golden Hills School Division					
Statement of Revenue and Expenses - Comparison to Budget					
Plant Operations and Maintenance					
Period - September 2019 - May 2020					
Revenues	Total Budget	YTD Actuals	Budget	% Budget	Management
	Yr 2019/2020	Yr 2019/2020	Remaining	Used	Benchmark %
Alberta Education	6,627,485.00	4,252,929.03	2,374,555.97	64%	75%
Other Revenues	563,917.00	294,901.83	269,015.17	52%	75%
Amortization	4,337,887.00	3,004,771.17	1,333,115.83	69%	75%
Total Revenues	11,529,289.00	7,552,602.03	3,976,686.97	66%	75%
EXPENSES					
Non-Certificated Salaries and Benefits	2,556,493.00	1,848,497.79	707,995.21	72%	75%
Sub-Total	2,556,493.00	1,848,497.79	707,995.21	72%	75%
Supplies and Services	5,902,314.00	3,710,497.15	2,191,816.85	63%	75%
Amortization	4,624,004.00	3,157,733.70	1,466,270.30	68%	75%
Total Expenses	13,082,811.00	8,716,728.64	4,366,082.36	67%	75%
POSITIVE/(NEGATIVE) VARIANCE	-1,553,522.00	-1,164,126.61			
	Current Q3	Prior Year Q3			
YTD Actuals breakdown	YTD @ May 31, 2020	YTD @ May 31, 2019	% increase		
NON-CERTIFICATED SALARIES & WAGES	1,485,733.33	1,469,845.32	1.1%		
NON-CERTIFICATED BENEFITS	362,764.46	360,331.71	0.7%		
TOTAL LABOUR EXPENSE	1,848,497.79	1,830,177.03	1.0%		
SERVICE, CONTRACTS AND SUPPLIES	3,710,497.15	3,254,237.89	14.0%		
INTEREST CHARGES	-	-			
AMORTIZATION	3,157,733.70	3,081,149.30	2.5%		
TOTAL SERVICE & SUPPLIES	6,868,230.85	6,335,387.19	8.4%		
TOTAL EXPENSES	8,716,728.64	8,165,564.22	6.7%		

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

3. Transportation

Golden Hills School Division					
Statement of Revenue and Expenses - Comparison to Budget					
Transportation					
Period - September 1, 2019 - May 31, 2020					
Revenues	Total 2019-20 Budget	YTD Actuals	Budget Remaining	% Budget Used	Management Benchmark %
Alberta Education	3,666,486	2,589,133	1,077,353	70.6%	75.0%
Other Revenues	95,000	53,546	41,454	56.4%	75.0%
Total Revenues	3,761,486	2,642,680	1,118,806	70.3%	75.0%
EXPENSES					
Non-Certificated Salaries and Benefits	1,842,190	1,380,858	461,332	75.0%	75.0%
Sub-Total	1,842,190	1,380,858	461,332	75.0%	75.0%
Services and Supplies	1,464,680	907,100	557,580	61.9%	75.0%
Amortization	746,640	532,138	214,502	71.3%	75.0%
Total Expenses	4,053,510	2,820,095	1,233,415	69.6%	75.0%
POSITIVE/(NEGATIVE) VARIANCE	-292,024	-177,416			
Variations in Services and Supplies	Budget	Actual	% of Budget Used	Management Benchmark %	
Contracted Bus Services	49,000.00	31,436.95	64%	75%	
Fuel	680,000.00	386,406.97	57%	75%	
Other supplies & services	735,680.00	489,256.08	67%	75%	
Total	1,464,680.00	907,100.00	62%	75%	

- a. For the third quarter, a negative YTD variance of **-\$177 K** can be attributed primarily to the following:
- Transportation expends its budget over a **10 month period** vs. a 12 month period. Both salaries and supplies expenses are higher for 10 months than the projected July and August expenditures while revenues are recorded over a 12 month period.
- b. No transportation fees are planned for fiscal 2019-20 even though autonomy with Transportation Fees lies with the Boards. **GHSD had eliminated transportation fees six years ago.**

Golden Hills has opting not to shift the financial shortfalls to parents. Overall, the Transportation dept. is in line with meeting its' budget target for year-end.

4. Board and System Administration

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

System administration currently has a positive of **\$215K** for the third quarter. It is anticipated that this will reach a breakeven point at year end. At present, this is not enveloped funding; rather school jurisdiction systems are permitted to spend to a maximum of 3.6% of their expenditures, where the total net enrolment of students is over 6,000. Amounts spent over the limit may be subject to claw back. As system expenditures decrease, the formula for Board and System Administration automatically decrease. Historically, this envelope has consistently been under 3.6%.

Note: beginning fiscal year 2020-21, System Administration will be a targeted grant allocation and will be a fixed amount for each of the next 3 years based on a percentage determined by the weighted moving average of FTE enrollment.

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

SUMMARY STATEMENT OF REVENUES AND EXPENSES						
BOARD OF TRUSTEES						
BUDGET vs. ACTUAL						
FOR THE PERIOD OF SEPTEMBER 1, 2019 TO MAY 31, 2020						
			ANNUAL	YTD	BUDGET	%
Expense			BUDGET	ACTUALS	REMAINING	BUDGET USED
Budgeted Revenues			228,700.00	228,700.00	-	100%
TOTAL REVENUES			\$ 228,700.00	\$ 228,700.00	\$ -	100%
Trustee Earnings and Benefits			147,200.00	141,462.38	5,737.62	96%
Trustee Travel & Supplies			81,500.00	50,838.19	30,661.81	62%
TOTAL EXPENSES			\$ 228,700.00	\$ 192,300.57	\$ 36,399.43	84%

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

5. External Services

For the third quarter, External Services has a negative variance of -\$140K, which is mostly due to the timing of the revenue recognition.

External Services includes International Services, joint-use agreements and external contract service agreements. Included within this period is the recognition of **\$5,590,842** of **ISS tuition fees** revenue, of which **\$4,410,143** was originally recorded as Unearned Revenue at the prior year end. ISS Revenues are received in unequal amounts throughout the year, much of it in the first few months. As a result, this revenue is pro-rated to each quarter based on an estimation of related expenses (35/30/25/10), while expenses are recognized when they occur.

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

QUARTERLY SUMMARY

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

Overall, GHSD appears to be on track and is aligned with meeting or exceeding the Board's November 27, 2019 approved and submitted 2019-20 budget (\$1,846K deficit). Note: A planned deficit budget will be covered by our operating reserves.



ADMINISTRATIVE DESIGNATIONS BACKGROUNDER

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

June 23, 2020

Background:

The following new administrative appointments have been made in accordance with 4.5 of the Teachers' Collective Agreement and Administrative Contracts (AP 431). The administrative appointments are renewed at the discretion of the Superintendent who informs the Board. For contract purposes, principals and associate principals are evaluated in accordance with the Role of the Principal (AP 435) or Role of the Associate Principal (AP 436) and as per the School Administrator Evaluation (AP 437).

The Board is advised of the following new administrative appointments:

Associate Principal Designations:

Adam Pirie	Crowther Memorial Jr. School
Dana Alsafi	Greentree Elementary School
Adam Baxter	Westmount Elementary School

The Board is advised of the following renewal of Administrative appointments:

Principal Designations:

Stefan Dykema	Trinity Christian Academy
Shelley Friesen	Greentree Elementary School
Darryl Hern	Prairie Christian Academy

Associate Principal Designations:

Agnieszka Barwacz-Riou	Strathmore High School
Ryan Hunter	Crowther Memorial Jr. High School
Michelle Silver Rushford	Wheatland Elementary School
Chantalle Van Otterloo	Trochu Valley School

Recommendation:

That the Board receives the administrative term appointments as information.

Bevan Daverne
Superintendent of Schools

Wes Miskiman
Associate Superintendent/Human Resources



ADMINISTRATIVE PROCEDURE 421, *Teacher Growth, Supervision and Evaluation*

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

June 23, 2020

Background:

In 2013, Administrative Procedure 421, *Teacher Growth, Supervision and Evaluation* was developed by the Human Resources Department in response for a renewed process for superintendents, principals and teachers to work together to achieve the Teacher Quality Standard (TQS), and to ensure that all teachers are responsible and accountable for meeting the TQS throughout their employment with Golden Hills School Division.

The attached administrative procedure has been updated to reflect the new Teaching Quality Standard and the revised article numbers in the recent changes to the *Education Act*. The track changes highlight the minor revisions in the AP. The administrative procedure provides a guideline for administrators to provide meaningful feedback to teachers and to assist in the administrative decision-making related to continuing contracts, permanent certification and transfer or dismissal. It is the belief of the Division that the components of growth, supervision and evaluation are necessary where the end goal is to positively impact the growth in student learning.

Recommendation:

That the Board of Trustees receives the updated Administrative Procedure 421, *Teacher Growth, Supervision and Evaluation* as 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

Administrative Procedure 421

Administrative Procedure - Teacher Growth, Supervision and Evaluation

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PART 1 - BACKGROUND

The purpose of this AP is to provide a process for superintendents, principals and teachers to work together to achieve the Teacher Quality Standard (TQS), and to ensure that all teachers are responsible and accountable for meeting the TQS throughout their employment with Golden Hills School Division.

Teacher growth, supervision and evaluation will also provide meaningful feedback and assist in the administrative decision-making related to continuing contracts, permanent certification and transfer or dismissal. It is the belief of the Division that the components of growth, supervision and evaluation are necessary where the end goal is to effect positive growth in student learning.

1.1 Definitions

In this Administrative Procedure

- 1.1.1 **"principal"** means a principal as defined in the ~~School Education Act~~ or a Superintendent or designate (associate superintendent, principal or associate principal) in respect to fulfilling obligations under section ~~113-197~~ of the ~~School Education Act~~, or for purposes of making recommendations under the Certification of Teachers Administrative Procedure.
- 1.1.2 **"evaluation"** means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgement by a principal in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the teaching quality standard;
- 1.1.3 **"notice of remediation"** means the written statement issued by a principal to a teacher where the principal has determined that a teacher's teaching does not meet the

teaching quality standard, and such a statement describes:

- 1.1.3.1 the teaching quality standard that is expected,
 - 1.1.3.2 the behaviours or practices that do not meet the teaching quality standard and the changes required,
 - 1.1.3.3 the remediation strategies the teacher is advised to pursue, and
 - 1.1.3.4 how the determination will be made that the required changes in behaviour or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of a teacher's contract of employment;
- 1.1.4 **"supervision"** means the on-going process by which a principal carries out duties in respect to teachers and teaching required under section ~~20-197~~ of the ~~Education School Act~~, and exercises educational leadership;
- 1.1.5 **"teacher"** means an individual who is required to hold a certificate of qualification as a teacher and who is responsible for the provision of instruction or supervision under section ~~1968~~ of the ~~Education School Act~~, or an individual whose qualifications are approved by the Minister and is employed to teach ~~under section 28(2)(b)(iii) of the School Act according to the Education Act~~ and who is employed by the Golden Hills School division
- 1.1.6 **"Teacher Professional Growth Plan"** means the career-long learning process whereby a teacher annually develops and implements a written plan to achieve professional learning objectives or goals that are consistent with the teaching quality standard and meet the requirements of Part 2 of this Administrative Procedure;
- 1.1.7 **"teaching quality standard"** means the authorized standard and descriptors of knowledge, skills and attributes as defined in the Teaching Quality Standard ~~and Ministerial Order~~. Attached Appendix A.

1.2 **Responsibility to Teachers**

At the commencement of each school year the Principal shall review this administrative procedure with all teaching staff.

1.3 **Application**

- 1.3.1 Part 1, Part 2 and Part 3 of this Administrative Procedure applies to all teachers employed by Golden Hills School Division unless otherwise stipulated in provincial regulation 2.1.5 (mentorship plans)
- 1.3.2 Any action undertaken in good faith under this AP does not constitute personal harassment under [AP 161 – Harassment](#).

PART 2- TEACHER PROFESSIONAL GROWTH PLAN - Role of the Teacher

2.1 Responsibilities

Each school year a teacher is responsible for developing, implementing and completing a Teacher Professional Growth Plan that

- 2.1.1 is teacher authored, growth-directed and continuous,
- 2.1.2 reflects an assessment of professional learning needs by the individual teacher,
- 2.1.3 shows a demonstrable relationship to the teaching quality standard, and
- 2.1.4 takes into consideration the education plans of the school and the Golden Hills School Division

2.2 Components of a Plan

A Teacher Professional Growth Plan must include

- 2.2.1 goal(s)/objective(s)
- 2.2.2 expected outcomes and desired results,
- 2.2.3 action plans/strategies,
- 2.2.4 assistance/support,
- 2.2.5 timelines, and
- 2.2.6 descriptors of completion/indicators of success.

2.3 Implementation of a Plan

A teacher must work towards the attainment of their Teacher Professional Growth Plan through ongoing action and personal review.

2.4 Additional Consideration of a Plan

Subject to the approval of the principal, a Teacher Professional Growth Plan (a) may be a component of a long-term, multi-year plan or (b) may include a component of supervising a student teacher or mentoring a teacher.

2.5 Submission of Annual Plan

The teacher must submit a copy of their Teacher Professional Growth Plan to the principal or associate principal for review and approval by October 30

2.6 Retention of Teacher Professional Growth Plan

The teacher must retain a copy of their Teacher Professional Growth Plan and a copy is retained for the school year by the principal.

2.7 Teacher Professional Growth Plan Review

- 2.7.1 The principal or associate principal must arrange for and complete a review of the Teacher Professional Growth Plan within the last 60 days of the school year.
- 2.7.2 The principal or associate principal, in consultation with the teacher, must make a finding whether the teacher has completed the requirements of a Teacher Professional Growth Plan that complies with this Administrative Procedure.

2.8 Disciplinary Action

If the principal or associate principal finds that a teacher has not completed the requirements of a Teacher Professional Growth Plan that complies with this Administrative Procedure, the teacher may be subject to disciplinary action.

2.9 Use of the Teacher Professional Growth Plan in Evaluation

- 2.9.1 Unless a teacher agrees, the content of a Teacher Professional Growth Plan must not be part of the evaluation process of a teacher
- 2.9.2 Notwithstanding section 2.9.1 a principal may identify behaviours or practices of a teacher that may require an evaluation provided that the information identified is based on a source other than the information in the teacher's Teacher Professional Growth Plan.

PART 3 - TEACHER PROFESSIONAL GROWTH PLAN – Role of the Principal

3.1 Information on Plans

A principal must ensure that teachers receive information and understand Teacher Professional Growth Plans by reviewing information and process and inform at the commencement of school year.

3.2 Review Meetings

A principal must make provision to meet with each teacher by October 30th

- 3.2.1 to receive the Teacher Professional Growth Plan,
- 3.2.2 to orally review the Teacher Professional Growth Plan, and
- 3.2.3 to discuss the opportunities available for mentoring, coaching, and support throughout the school year.
- 3.2.4 make provision for a review of the completed Teacher Professional Growth Plan within the last 60 days of the school year.

3.3 Expectations for Development of Plans

A principal must ensure each teacher's Teacher Professional Growth Plan

- 3.3.1 reflects goals and objectives based on an assessment of professional learning needs by the individual teacher,
- 3.3.2 shows a demonstrable relationship to the teaching quality standard, and
- 3.3.3 takes into consideration the education plans of the school and the Golden Hills School Division

3.4 Implementation Status

A principal must maintain an awareness of the implementation status of each Teacher's Professional Growth Plan.

3.5 Plan Retention

The principal and, if applicable, the review body, must

- 3.5.1 hold a copy of the Teacher Professional Growth Plan for the school year,

3.6 Use of the Plan in Evaluation

The principal may not use the teacher growth plan to identify behaviors or practices of a teacher that may require evaluation. The principal may identify behaviour or practices of a teacher that may require an evaluation provided that the information identified is based on a source other than the information in the teacher's Teacher Professional Growth Plan.

PART 4 - SUPERVISION OF TEACHERS

4.1 Purpose of Supervision

- 4.1.1 The purpose of supervision by the principal is
 - 4.1.1.1 to provide support, guidance for the teacher,
 - 4.1.1.2 to observe and receive information from any source about the quality of teaching a teacher provides to students, and
 - 4.1.1.3 to identify the behaviors or practices of a teacher that for any reason may require an evaluation.
- 4.1.2 It is the teacher's responsibility to receive and act on feedback received through supervision to improve the teacher's professional performance.

4.2 Ongoing Supervision

A principal must

- 4.2.1 Provide ongoing supervision for all teachers in the school, and

- 4.2.2. Seek to be satisfied that a teacher's teaching meets the requirements of the Appropriate Section of the TQS (Appendix A)

4.3 Relevant Information

In the normal course of duties, a principal

- 4.3.1 may receive information from any source and make observations about the quality of teaching a teacher provides to students, and,
- 4.3.2 Will share relevant information and observations with the teacher on an on-going basis

4.4 Educational Leadership

- 4.4.1 In exercising educational leadership, a principal may provide assistance, support and guidance, to a teacher to improve the teacher's quality of instruction.
- 4.4.2 The assistance provided may vary in nature depending upon the teacher's learning needs and professional circumstances

4.5 Results of Supervision

When, through supervision, a principal believes that a teacher's behaviours or practices may not meet the requirements of the TQS (Appendix A), the principal

- 4.5.1 May work with the teacher directly, as a part of the principal's program of supervision, to provide assistance to change the behaviours or practices that may be problematic, or
- 4.5.2 May initiate an evaluation.

PART 5 - EVALUATION OF TEACHERS

5.1 Reasons to Conduct an Evaluation

A principal may conduct an evaluation of a teacher

- 5.1.1 Upon a written request by a teacher
- 5.1.2 for the purposes of gathering information related to a specific employment decision of a teacher
- 5.1.3 for purposes of assessing the growth of the teacher in specific areas of practice, or
- 5.1.4 when, on the basis of information received through supervision, the principal has reason to believe that the teaching of the teacher may not meet the teaching quality standard.
- 5.1.5 For a recommendation by an authorized individual that a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract. Such a recommendation must be supported by the findings of two or more evaluations of the teacher.

5.2 Initiating an Evaluation

When the principal initiates an evaluation, the principal must communicate all of the following in writing to the teacher:

- 5.2.1 the reasons for and purposes of the evaluation,
- 5.2.2 the process, criteria and standards to be used,
- 5.2.3 the timelines to be applied, and
- 5.2.4 the possible outcomes of the evaluation.

5.3 Evaluation Observations

When conducting an evaluation a principal must

- 5.3.1 include observations of the teacher's teaching and other activities relating to the teacher's assignment; within the framework of the appropriate section of the TQS. (Appendix A)
- 5.3.2 collect data in accordance with the Teachers' Code of Professional Conduct; and
- 5.3.3 provide the teacher with on-going feedback over the course of the evaluation.
- 5.3.4 complete an evaluation report, and based on the TQS framework.
- 5.3.5 include the principal's recommendations pertaining to the teacher's employment, certification or remediation as applicable.

5.4 Discussion of the Evaluation Report

- 5.4.1 A principal must meet with the teacher to discuss the evaluation report.
- 5.4.2 The teacher may add written comments to the evaluation report.

5.5 Distribution of Evaluation Report

- 5.5.1 A principal must:
 - 5.5.1.1 give the original evaluation report together with the teacher's comments, to the teacher.
 - 5.5.1.2 a principal may keep a copy of the evaluation report together with supporting documents
 - 5.5.1.3 forward a copy of the evaluation report with teacher's comments to the teacher's personnel file.

5.6 Notice of Remediation

- 5.6.1 When, as a result of an evaluation, a principal determines that a teacher's teaching does not meet the teaching quality standard, the principal must
 - 5.6.1.1 issue a notice of remediation to the teacher,
 - 5.6.1.2 offer a program of assistance (Appendix B) , consistent with the notice of remediation, to the teacher, and

- 5.6.1.3 undertake a subsequent evaluation
- 5.6.2 The subsequent evaluation at the end of the remediation process may result in:
 - 5.6.2.1 a return to the supervision process (if the teacher has met the expectations of the Teaching Quality Standard) or
 - 5.6.2.2 An extension of the remediation plan or
 - 5.6.2.3 A change of assignment or
 - 5.6.2.4 A recommendation for termination of the teacher's contract of employment.
- 5.6.3 A notice of remediation may replace the teacher's obligation to develop, implement and complete an annual Teacher Professional Growth Plan and the teacher must comply with the notice of remediation.
- 5.6.4 After notice of remediation, a second evaluation may be completed by another Principal or designate.

5.7 Appeal Process

- 5.7.1 A teacher may ask the Superintendent to review the teacher's evaluation to ensure compliance with this Administrative Procedure.
- 5.7.2 A request for a review of an evaluation must be made within 10 calendar days of the teacher receiving the evaluation report and must outline in writing the teacher's reasons for the request.
- 5.7.3 Upon receiving a request for a review of a teacher's evaluation, the Chief Superintendent or designate must conduct a review and render a written decision within 21 calendar days.
- 5.7.4 The appeal process will occur before a suspension or notice of termination.

~~School Education Act Sections & Provincial Regulations: Section 105 to 109, Section 105 to 109~~
(click to link to School Act)

Reference: ~~School Education Act s. 1968~~ (1), (2)

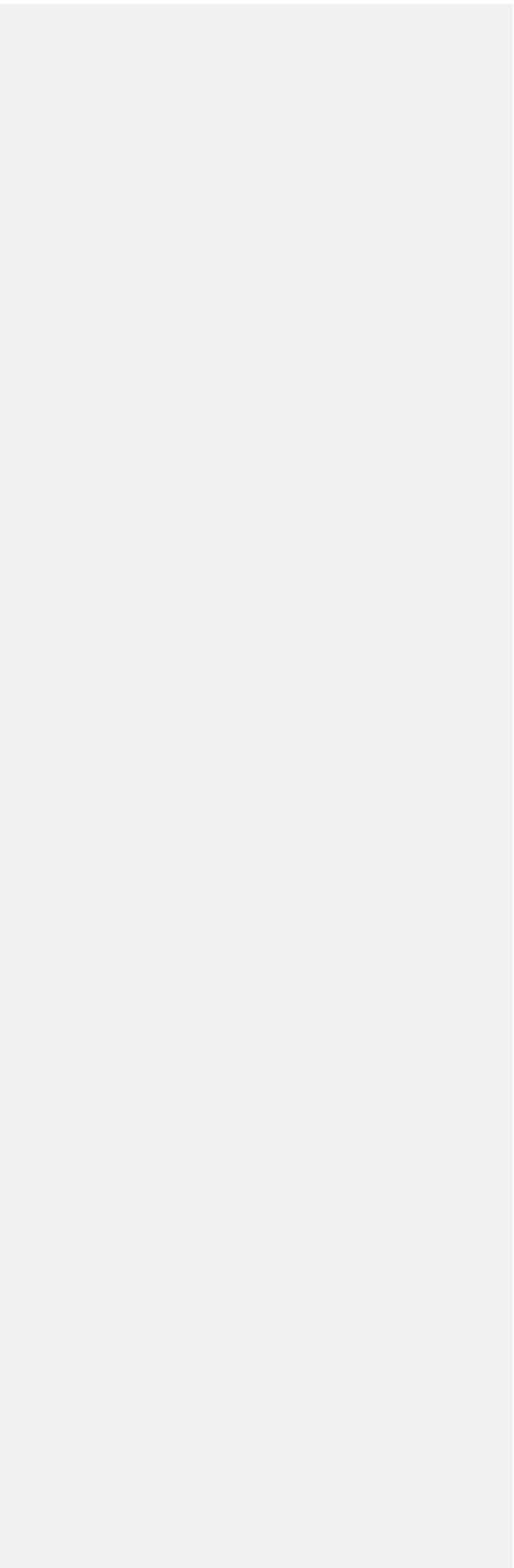
~~Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta – Ministerial Order (#016/97)~~

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Appendix A – TEACHING QUALITY STANDARD MINISTERIAL ORDER (#016/97)

1. Pursuant to Section 25(1)(f) of the *School Act*, I approve the following as the Teaching Quality Standard which shall apply to teacher certification, professional development, supervision and evaluation, and which is supported by descriptors of selected knowledge, skills and attributes appropriate to teachers at different stages of their careers:

(1) Teaching Quality Standard

Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply result in optimum learning by students.

All teachers are expected to meet the Teaching Quality Standard throughout their careers. However, teaching practices will vary because each teaching situation is different and in constant change. Reasoned judgment must be used to determine whether the Teaching Quality Standard is being met in a given context.

(2) Descriptors of Knowledge, Skills and Attributes Related to Interim Certification

Teachers who hold an Interim Professional Certificate must possess the Knowledge, Skills and Attributes Related to Interim Certification (Interim KSAs), and apply them appropriately toward student learning. During their first two years of teaching, teachers should use the Interim KSAs to guide their teaching, reflect on their practice, and direct their professional development in collaboration with their supervisors and evaluators.

As situations warrant, teachers who hold an Interim Professional Certificate are expected to demonstrate consistently that they understand:

- a) contextual variables affect teaching and learning. They know how to analyse many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students' learning;
- b) the structure of the Alberta education system. They know the different roles in the system, and how responsibilities and accountabilities are determined, communicated and enforced, including the expectations held of them under the Certification of Teachers Regulation, A.R. 261/90 as amended and their school authority's teacher's evaluation policy;
- c) the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach. They know how to use these documents to inform and direct their planning, instruction and assessment of student progress;

d) the subject disciplines they teach. They have completed a structured program of studies through which they acquired the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools;

e) all students can learn, albeit at different rates and in different ways. They know how (including when and how to engage others) to identify students' different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs;

f) the purposes of short, medium and long term range planning. They know how to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also understand the need to vary their plans to accommodate individuals and groups of students;

g) students' needs for physical, social, cultural and psychological security. They know how to engage students in creating effective classroom routines. They know how and when to apply a variety of management strategies that are in keeping with the situation, and that provide for minimal disruptions to students' learning;

h) the importance of respecting students' human dignity. They know how to establish, with different students, professional relationships that are characterized by mutual respect, trust and harmony;

i) there are many approaches to teaching and learning. They know a broad range of instructional strategies appropriate to their area of specialization and the subject discipline they teach, and know which strategies are appropriate to help different students achieve different outcomes;

j) the functions of traditional and electronic teaching/learning technologies. They know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records;

k) the purposes of student assessment. They know how to assess the range of learning objectives by selecting and developing a variety of classroom and large scale assessment techniques and instruments. They know how to analyse the results of classroom and large scale assessment instruments including provincial assessment instruments, and how to use the results for the ultimate benefit of students;

l) the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning. They know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students;

m) student learning is enhanced through the use of home and community resources. They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning;

n) the importance of contributing, independently and collegially, to the quality of their school. They know the strategies whereby they can, independently and collegially, enhance and maintain the quality of their schools to the benefit of students, parents, community and colleagues;

o) the importance of career-long learning. They know how to assess their own teaching and how to work with others responsible for supervising and evaluating teachers. They know how to use the findings of assessments, supervision and evaluations to select, develop and implement their own professional development activities;

p) the importance of guiding their actions with a personal, overall vision of the purpose of teaching. They are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience; and

q) they are expected to achieve the Teaching Quality Standard.

(3) Descriptors of Knowledge, Skills and Attributes Related to Permanent Certification

Teachers who hold a Permanent Professional Certificate must demonstrate, in their practice, professional repertoires that are expanded beyond the Interim KSAs.

The following descriptors comprise a repertoire of selected knowledge, skills and attributes from which teachers who hold a Permanent Professional Certificate should be able to draw, as situations warrant, in order to meet the Teaching Quality Standard. Teachers, staffs, supervisors and evaluators should use the descriptors to guide professional development, supervision, evaluation and remediation strategies in order that teachers can meet the Teaching Quality Standard consistently throughout their careers.

a) Teachers' application of pedagogical knowledge, skills and attributes is based in their ongoing analysis of contextual variables.

Teachers' analysis of contextual variables underlies their reasoned judgments and decisions about which specific pedagogical skills and abilities to apply in order that students can achieve optimum learning. Selected variables are outlined below.

student variables

- demographic variables, e.g. age, gender
- maturation
- abilities and talents
- relationships among students

regulatory variables

- **Government Organization Act**
- **School Act and provincial regulations, policies and Ministerial Orders**
- **Child Welfare Act**

- subject area of study
- prior learning
- socio-economic status
- cultural background
- linguistic variables
- mental and emotional states and conditions

- **Canadian Charter of Rights and Freedoms**
- school authority policies
- Guide to Education
- programs of study

school variables

- resource availability and allocation
- teaching assignment
- class size and composition
- collegial and administrator support
- physical plant
- physical plant

parent and societal variables

- parental support
- parental involvement in children's learning
- socio-economic variables
- community support for education
- multiculturalism
- cultural pluralism
- inter-agency collaboration
- provincial, national and global influences

teacher variables

- teaching experience
- learning experiences

b) Teachers understand the legislated, moral and ethical frameworks within which they work.

Teachers function within a policy based and results oriented education system authorized under the School Act and other legislation.

Teachers also function within policy frameworks established by school authorities. This includes policies which require: a commitment to teaching practices that meet their school authority's teaching quality standard(s); and that teachers engage in ongoing, individualized professional development.

Teachers recognize they are bound by standards of conduct expected of a caring, knowledgeable and reasonable adult who is entrusted with the custody, care or education of students or children. Teachers recognize their actions are bound in moral, ethical and legal considerations regarding their obligations to students, parents, administrators, school authorities, communities and society at large. Teachers acknowledge these obligations and act accordingly.

c) Teachers understand the subject disciplines they teach.

Teachers understand the knowledge, concepts, methodologies and assumptions of the subject disciplines they teach. This includes an understanding of how knowledge in each discipline is

created and organized, and that subject disciplines are more than bodies of static facts and techniques—they are complex and evolving. Their understanding extends to relevant technologies, the linkages among subject disciplines, and their relevance and importance in everyday life at the personal, local, national and international levels.

Teachers understand that students typically bring preconceptions and understandings to a subject. They know strategies and materials that are of assistance in furthering students' understanding.

d) Teachers know there are many approaches to teaching and learning.

Teachers appreciate individual differences and believe all students can learn, albeit at different rates and in different ways. They recognize students' different learning styles and the different ways they learn, and accommodate these differences in individuals and groups of students including students with special learning needs.

Teachers understand the fluidity of teaching and learning. They constantly monitor the effectiveness and appropriateness of their practices and students' activities, and change them as needed.

e) Teachers engage in a range of planning activities.

Teachers' plans are founded in their understanding of contextual variables and are a record of their decisions on what teaching and learning strategies to apply. Plans outline a reasoned and incremental progression toward the attainment of desired outcomes, for both teachers and students. Teachers monitor the context, their instruction, and monitor and assess students' learning on an ongoing basis, and modify their plans accordingly.

Teachers strive to establish candid, open and ongoing lines of communication with students, parents, colleagues and other professionals, and incorporate information gained into their planning.

f) Teachers create and maintain environments that are conducive to student learning.

Teachers establish learning environments wherein students feel physically, psychologically, socially and culturally secure. They are respectful of students' human dignity, and seek to establish a positive professional relationship with students that is characterized by mutual respect, trust and harmony. They model the beliefs, principles, values, and intellectual characteristics outlined in the Guide to Education and programs of study, and guide students to do the same.

Teachers work, independently and cooperatively, to make their classrooms and schools stimulating learning environments. They maintain acceptable levels of student conduct, and use discipline strategies that result in a positive environment conducive to student learning. They work with students to establish classroom routines that enhance and increase students'

involvement in meaningful learning activities. They organize facilities, materials, equipment and space to provide students equitable opportunities to learn, and to provide for students' safety.

Where community members work with students either on campus or off campus and where students are engaged in school-sponsored off-campus activities, teachers strive to ensure these situations also are secure and positive environments conducive to students' learning.

g) Teachers translate curriculum content and objectives into meaningful learning activities.

Teachers clearly communicate short and long-range learning expectations to students, and how the expectations are to be achieved and assessed. They engage students in meaningful activities that motivate and challenge them to achieve those expectations. They integrate current learning with prior learning, and provide opportunities for students to relate their learning to the home, community and broader environment.

Teachers apply a broad range and variety of instructional and learning strategies. The strategies vary in keeping with contextual variables, subject content, desired objectives, and the learning needs of individuals and groups of students. The strategies are selected and used to achieve desired outcomes, primarily the expectations outlined in the Guide to Education, programs of study and other approved programs.

h) Teachers apply a variety of technologies to meet students' learning needs.

Teachers use teaching/learning resources such as the chalkboard, texts, computers and other auditory, print and visual media, and maintain an awareness of emerging technological resources. They keep abreast of advances in teaching/learning technologies and how they can be incorporated into instruction and learning. As new technologies prove useful and become available in schools, teachers develop their own and their students' proficiencies in using the technologies purposefully, which may include content presentation, delivery and research applications, as well as word processing, information management and record keeping.

Teachers use electronic networks and other telecommunication media to enhance their own knowledge and abilities, and to communicate more effectively with others.

i) Teachers gather and use information about students' learning needs and progress.

Teachers monitor students' actions on an ongoing basis to determine and respond to their learning needs. They use a variety of diagnostic methods that include observing students' activities, analysing students' learning difficulties and strengths, and interpreting the results of assessments and information provided by students, their parents, colleagues and other professionals.

Teachers select and develop a variety of classroom assessment strategies and instruments to assess the full range of learning objectives. They differentiate between classroom and large-scale instruments such as provincial achievement tests, administer both and use the results for

the ultimate benefit of students. They record, interpret and use the results of their assessments to modify their teaching practices and students' learning activities.

Teachers help students, parents and other educators interpret and understand the results of diagnoses and assessments, and the implications for students. They also help students develop the ability to diagnose their own learning needs and to assess their progress toward learning goals.

Teachers use their interpretations of diagnoses and assessments as well as students' work and results to guide their own professional growth. They assist school councils and members of the community to understand the purposes, meanings, outcomes and implications of assessments.

j) Teachers establish and maintain partnerships among school, home and community, and within their own schools.

Teachers engage in activities that contribute to the quality of the school as a learning environment. They work with others to develop, coordinate and implement programs and activities that characterize effective schools. They also work cooperatively with school councils.

Teachers strive to involve parents in their children's schooling. Partnerships with the home are characterized by the candid sharing of information and ideas to influence how teachers and parents, independently and cooperatively, contribute to students' learning.

Teachers seek out and incorporate community resources into their instruction, and encourage students to use home and community resources in their learning. Teachers make connections between school, home and community in order to enhance the relevance and meaning of learning. Home and community resources are utilized to make learning meaningful and relevant, and so students can gain an increased understanding of the knowledge, skills and attitudes needed to participate in and contribute positively to society.

k) Teachers are career-long learners.

Teachers engage in ongoing professional development to enhance their understanding of and ability to analyze the context of teaching; ability to make reasoned judgments and decisions; and, pedagogical knowledge and abilities. They recognize their own professional needs and work with others to meet those needs. They share their professional expertise to the benefit of others in their schools, communities and profession.

Teachers guide their actions by their overall visions of the purpose of teaching. They actively refine and redefine their visions in light of the ever-changing context, new knowledge and understandings, and their experiences. While these visions are dynamic and grow in depth and breadth over teachers' careers, the visions maintain at their core a commitment to teaching practices through which students can achieve optimum learning.



Alberta Education
Teaching Quality
Standard



Teaching Quality Standard

Whereas

Alberta's teachers, students, parents, educational leaders, and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study.

Whereas

Alberta teachers provide inclusive learning environments in which diversity is respected and members of the school community are welcomed, cared for, respected and safe.

Whereas

Alberta teachers play a fundamental role in establishing the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students will be realized.

Whereas

quality teaching occurs best when teachers work together with other teachers in the common interest of helping all students succeed in diverse and complex learning environments.

Whereas

the *Teaching Quality Standard* provides a framework for the preparation, professional growth, supervision and evaluation of all teachers.

Whereas

students, parents and other partners in education should be confident that Alberta teachers demonstrate the *Teaching Quality Standard* throughout their careers.

Whereas

it is important to recognize the value of a consistent standard of professional practice for all teachers in the province.

Teaching Quality Standard

1. In the context of this document:

- (a) **“competency”** means an interrelated set of knowledge, skills and attitudes, developed over time and drawn upon and applied to a particular teaching context in order to support optimum student learning as required by the *Teaching Quality Standard*;
- (b) **“inclusive learning environment”** means a classroom, school, on-line learning environment or other educational setting structured to anticipate, value and respond to the diverse strengths and needs of all learners;
- (c) **“indicators”** means actions that are likely to lead to the achievement of a competency and which, together with the competency, are measurable and observable;
- (d) **“local community”** means community members who have an interest in education and the school, including neighbouring Métis settlements, First Nations and other members of the public;
- (e) **“school authority”** means a public school board, separate school board, Francophone regional authority, charter school operator or accredited private school operator;
- (f) **“school community”** means students, teachers and other school staff members, parents/guardians and school council members;
- (g) **“school council”** means a school council established under the *School Act*, or a parent advisory council established under the *Private Schools Regulation*;
- (h) **“student”** means, for the purpose of this standard, an individual enrolled in a school or required by law to attend, and includes a child younger than 6 years of age who is enrolled in an early childhood services program;
- (i) **“teacher”** means an individual who holds a certificate of qualification as a teacher issued under the *School Act*.

2. The *Teaching Quality Standard*:

Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.

3. All Alberta teachers are expected to meet the *Teaching Quality Standard* throughout their careers. In any given context, reasoned professional judgment must be used to determine whether the *Teaching Quality Standard* is being met.

4. The *Teaching Quality Standard* is described by the following competencies and indicators:

Fostering Effective Relationships

1. A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

Achievement of this competency is demonstrated by indicators such as:

- (a) acting consistently with fairness, respect and integrity;
- (b) demonstrating empathy and a genuine caring for others;
- (c) providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;
- (d) inviting First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;
- (e) collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; and
- (f) honouring cultural diversity and promoting intercultural understanding.

Engaging in Career-Long Learning

2. A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

Achievement of this competency is demonstrated by indicators such as:

- (a) collaborating with other teachers to build personal and collective professional capacities and expertise;
- (b) actively seeking out feedback to enhance teaching practice;
- (c) building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;
- (d) seeking, critically reviewing and applying educational research to improve practice;
- (e) enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; and
- (f) maintaining an awareness of emerging technologies to enhance knowledge and inform practice.

Demonstrating a Professional Body of Knowledge

3. A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

Achievement of this competency is demonstrated by indicators such as:

- (a) planning and designing learning activities that:
 - address the learning outcomes outlined in programs of study;
 - reflect short, medium and long range planning;
 - incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;
 - ensure that all students continuously develop skills in literacy and numeracy;
 - communicate high expectations for all students;
 - foster student understanding of the link between the activity and the intended learning outcomes;
 - consider relevant local, provincial, national and international contexts and issues;
 - are varied, engaging and relevant to students;
 - build student capacity for collaboration;
 - incorporate digital technology and resources, as appropriate, to build student capacity for:
 - acquiring, applying and creating new knowledge;
 - communicating and collaborating with others,
 - critical-thinking; and
 - accessing, interpreting and evaluating information from diverse sources;
- consider student variables, including:
 - demographics, e.g. age, gender, ethnicity, religion;
 - social and economic factors;
 - maturity;
 - relationships amongst students;
 - prior knowledge and learning;
 - cultural and linguistic background;
 - second language learning;
 - health and well-being;
 - emotional and mental health; and
 - physical, social and cognitive ability;
- (b) using instructional strategies to engage students in meaningful learning activities, based on:
 - specialized knowledge of the subject areas they teach;
 - an understanding of students' backgrounds, prior knowledge and experiences;
 - a knowledge of how students develop as learners;
- (c) applying student assessment and evaluation practices that:
 - accurately reflect the learner outcomes within the programs of study;
 - generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;
 - provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;
 - provide accurate, constructive and timely feedback on student learning; and
 - support the use of reasoned judgment about the evidence used to determine and report the level of student learning.

Establishing Inclusive Learning Environments

- 4. A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.**

Achievement of this competency is demonstrated by indicators such as:

- (a) fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;
- (b) using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;
- (c) communicating a philosophy of education affirming that every student can learn and be successful;
- (d) being aware of and facilitating responses to the emotional and mental health needs of students;
- (e) recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;
- (f) employing classroom management strategies that promote positive, engaging learning environments;
- (g) incorporating students' personal and cultural strengths into teaching and learning; and
- (h) providing opportunities for student leadership.

Applying Foundational Knowledge about First Nations, Métis and Inuit

- 5. A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.**

Achievement of this competency is demonstrated by indicators such as:

- (a) understanding the historical, social, economic, and political implications of:
 - treaties and agreements with First Nations;
 - legislation and agreements negotiated with Métis; and
 - residential schools and their legacy;
- (b) supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;
- (c) using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and
- (d) supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.

Adhering to Legal Frameworks and Policies

6. A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

Achievement of this competency is demonstrated by indicators such as:

- (a) maintaining an awareness of, and responding in accordance with, requirements authorized under the *School Act* and other relevant legislation;
- (b) engaging in practices consistent with policies and procedures established by the school authority; and
- (c) recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.



Alberta Education, Office of the Registrar
2nd Floor, 44 Capital Boulevard Building
10044 - 108 Street
Edmonton, Alberta T5J 5E6

Appendix B - GUIDELINES FOR PLAN OF ASSISTANCE

1. Rationale

Once in a while, summative evaluation will reveal that a teacher's performance is below system expectations. When this happens we have a professional obligation, and an ethical and humanitarian obligation, to initiate reasonable efforts to assist the teacher to improve his or her performance to a satisfactory level. A well designed and carefully implemented plan of assistance will reflect our interest in the welfare of students, our compassion for the teacher and our loyalty to both.

All written documentation regarding the Plan of Assistance must be the property of both the teacher and his/her employer.

2. Purpose

A Plan of Assistance serves three basic purposes:

- 2.1 To provide formal support to the teacher whose performance level is unacceptable in order to assist the teacher in meeting the expectations of the school system. In other words, an assistance plan should create a reasonable opportunity, as well as an expectation, that there will be sufficient improvement.
- 2.2 To reinforce the essential attitude that the primary purpose for evaluating teacher performance is to enhance learning opportunities for students through the increase effectiveness and professional growth of teaching personnel.
- 2.3 to utilize the Plan of Assistance as support for an administrative action, in particular if the teacher appeals the action to a higher authority.

3. Process

3.1 Step 1: Specify Performance Expectations

The teacher must know what the expectations are for his/her performance. These expectations must be consistent with those defined in the school system's procedures and reviewed with the teacher prior to the evaluation process. The expectations must be communicated in written form and also re-stated for the teacher's benefit at the beginning of the Plan of Assistance.

3.2 Step 2: Identify Problem Areas

When evaluation reports suggest that a teacher's performance is unsatisfactory relative to the requirements specified in Step 1 (i.e., the teacher does not meet the expectations of the school system), then it must be indicated to the teacher exactly what the problem areas are in relation to the performance expectations. The behavior that we expect the teacher to demonstrate at the conclusion of the assistance plan, and an indication of a reasonable timeline within which

this satisfactory level of improved performance must be noted, will be made clear to the teacher.

3.3 Step 3: Establish Objectives for Improvement

Once the teacher has understood the performance expectations held for him/her, he/she must take primary responsibility for formulating objectives for improvement

Recommended guidelines:

- 3.3.1 The objectives in the improvement plan must bear a direct relationship to the performance expectations held out to the teacher.
- 3.3.2 The number of objectives included in the improvement plan must be limited to those considered critical to the teacher's ability to reach a satisfactory level of performance.
- 3.3.3 The teacher may seek the assistance of colleagues as Assistance Team members in the formulation of objectives for improvement; where necessary, Assistance Team members will be granted release time from their regular duties.

3.4 Step 4: Develop Interventions

During this step the corrective activities, strategies or interventions that are intended to assist the teacher in reaching the objectives for improvement are to be articulated. Possible types of interventions may include:

- 3.4.1 Help that the Assistance Team will provide (e.g. one-to-on workshop/in-service activities, demonstration teaching, monitoring classroom performance, modifying conditions, conferencing, giving advice).
- 3.4.2 Help from other people (e.g. peer observation, demonstrations, visiting the classrooms of master teachers).
- 3.4.3 Special materials or opportunities (e.g. reference materials, in-service opportunities, instructional materials, etc.).

The interventions shall be directly related to the objectives, designed by the teacher, as s/he attempts to reach the necessary level of teacher performance.

3.5 Step 5: Determine a Time Schedule

A time schedule specifying when corrective activities and interventions will occur, and the date upon which the assistance plan will be terminated, must be made clear. The time frame must be consistent with what the teacher's evaluator has provided as a reasonable timeline for improved performance.

3.6 Step 6: Specify Monitoring Methods

The Plan of Assistance must take place as intended. It is therefore desirable to build in certain observation and check point activities as a schedule for these as a formal written part of the plan. The teacher may request peer coaching/observation feedback from members of the Assistance Team. This undertaking will require an unflinching commitment from each member of

the Assistance Team and from the teacher involved.

3.7 Evaluation

The original evaluator(s) must be involved in the final teacher evaluation, so as to provide as much consistency as possible. At the Superintendent's discretion an additional evaluator may be named to provide a further objective opinion. At the conclusion of the Plan of Assistance, a new summative evaluation of the teacher's performance level shall be undertaken, with a focus on an assessment of the degree to which the teacher has met the performance expectations described to him/her at the outset of the Plan of Assistance. This end-point evaluation shall focus only on data relevant to those areas where the teacher's performance was not first seen as having been at an acceptable level.

|



Interim Education Plan

“Inspiring confident, connected, caring citizens of the world”

June 23, 2020

The Government Accountability Act, Education Act and Ministerial Regulations (see: *Policy and Requirements for School Board Planning and Results Reporting*, require that jurisdictions prepare three year education plans (revised annually in a rolling-forward process) and annual education results reports. Alberta Education receives, reviews, and monitors compliance with the planning and reporting requirements.

Planning for continuous improvement and reporting on results achieved are parts of the overall *Performance Management Cycle*, illustrated below, to improve the quality and effectiveness of education programs and to improve student learning and achievement.



In response to budget dialogues between Alberta Education and the various school authorities, the planning and reporting requirements were streamlined. While boards must have an updated Education Plan in place before the start of the school year, the Three Year Education Plan (3YEP) and Annual Education Results Report (AERR) may be combined into a single document which is due annually on November 30. Changes between the preliminary and final document consider the fall report on the previous year’s provincial achievement test and diploma examination results as well as any budget updates.

The draft Interim Three Year Education Plan has been prepared for review of the Board. The final document, incorporating feedback and updated budget information in the combined format of AERR and Education Plan, will be presented at the Regular November Meeting and submitted to Alberta Education on November 30 for final Board approval.

Recommendation:

That the Board of Trustees receives and reviews the draft Interim Education Plan.



Bevan Daverne
Superintendent of Schools



**INTERIM EDUCATION
PLAN**

**JUNE
2020**

Powering Hope and Possibilities

Board of Trustees



LAURIE HUNTLEY

Ward 5, Board Chair
Carseland and Wheatland
County



JENNIFER MERTZ

Ward 4, Board Vice-Chair
Strathmore



BARRY KLETKE

Ward 1
Three Hills and Trochu



JIM NORTHCOTT

Ward 2
Acme, Carbon and Linden



JUSTIN BOLIN

Ward 3
Drumheller



ROB PIRIE

Ward 4
Strathmore

We want every one of our schools to be the first choice for parents and students in their communities. Our staff has worked hard to provide innovative, caring and creative learning environments across all of our schools. We are proud of the work and we are also very proud of our hard working and dedicated schools.

*Laurie Huntley
Board Chair*



About Our Division

Golden Hills School Division is one of the largest employers in rural mid-eastern Alberta. The Division employs approximately 900 people, including bus drivers, maintenance workers, support staff, caretakers, teachers and others. We are all dedicated to supporting student learning in the classroom.

We value our diverse environments and the communities we are part of that are rich with culture and educational opportunities.

Our Parents

Golden Hills schools continue to share local school results and invite parents to provide feedback and support in an advisory capacity. Schools share their Education Plans with their School Councils and receive feedback on the plan. Additionally, the Division Education Plan is shared and discussed at the Council of Councils annual meeting. At this meeting, School Council representatives have an opportunity to provide feedback on the Division Education Plan as well as gain a level of understanding of the linkages between school and division plans.

We appreciate the partnership with our parents and families and the feedback that influences the school planning. The information we gather is critical to our planning for the 2020/2021 school year.

Our Schools

Golden Hills has 15 regular schools, two Christian alternative schools, two virtual schools, three outreach schools, 19 Hutterite schools and an international program with 300 students from 30 countries.

The communities we work with consist of numerous farms and acreages, Siksika Nation, as well as local towns, villages and countries around the world. Golden Hills is a global community.

By Geographic Area

ACME/CARBON/LINDEN

- Acme School
- Carbon School
- Dr. Elliott School

THREE HILLS

- Three Hills School
- Prairie Christian Academy*

TROCHU

- Trochu Valley School

EAST WHEATLAND

- Wheatland Crossing School

VIRTUAL

- Golden Hills Learning Academy
- NorthStar Academy

STRATHMORE

- Anchors Outreach ^
- École Brentwood Elementary
- Carseland School
- Crowther Memorial Junior High School
- George Freeman School
- Strathmore High School
- Strathmore Storefront School ^
- Trinity Christian Academy*
- Westmount School
- Wheatland Elementary School

DRUMHELLER

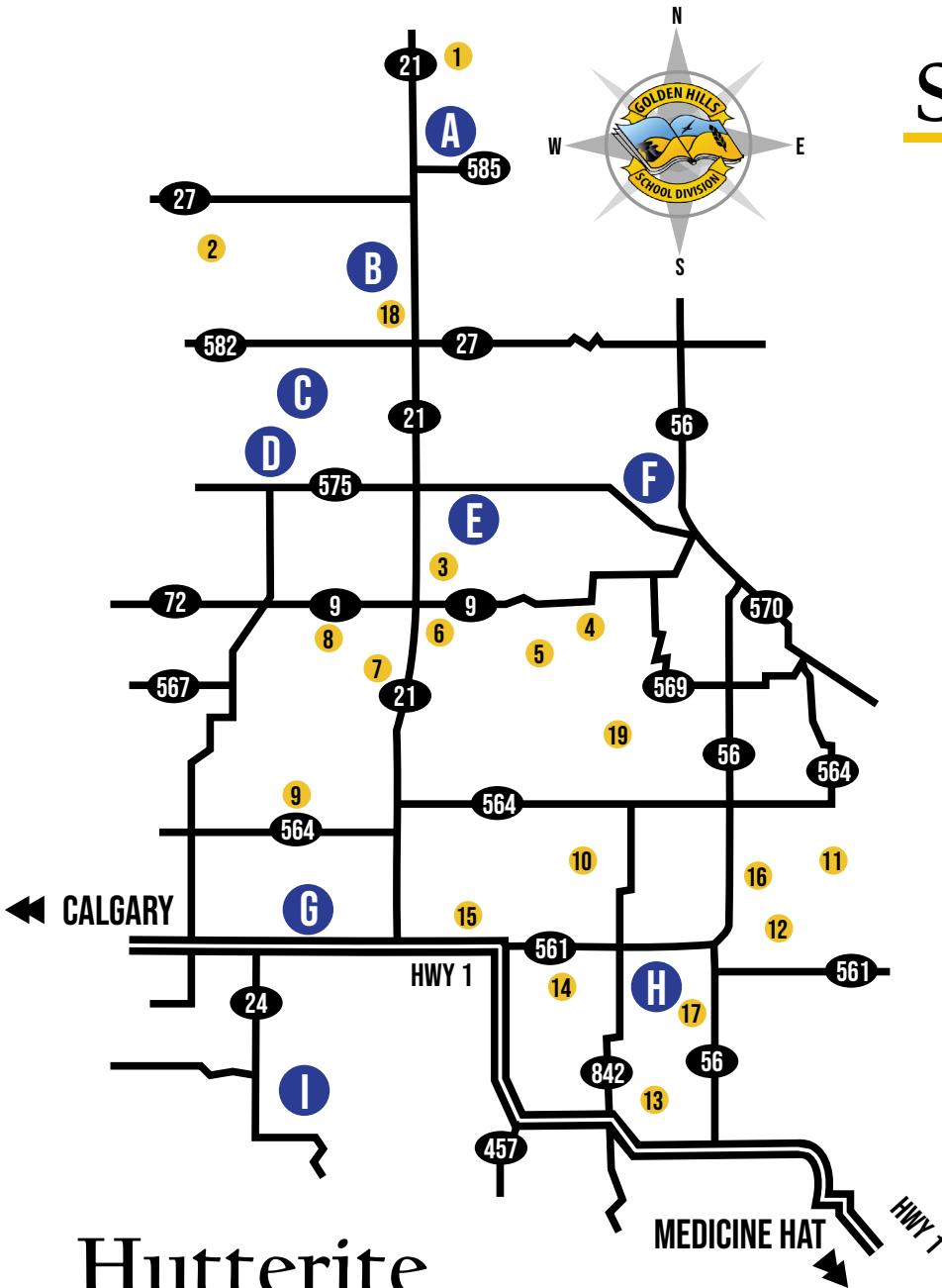
- Drumheller Valley Secondary School
- Drumheller Outreach ^
- Greentree Elementary School

* Christian Schools
^ Outreach Schools

HUTTERITE COLONY SCHOOLS

- Huxley Colony School
- Valley View Colony School
- Britestone Colony School
- Rosebud Creek Colony School
- Sayre Colony School
- Rosebud River Colony School
- Hines Colony School
- Sandhills Colony School
- Mountainview Colony School
- Poplar Row Colony School
- Crawling Valley Colony School
- Rising Sun Colony School
- Towers Colony School
- Twin Creeks Colony School
- Glenrose Colony School
- Wintering Hills Colony School
- Green Acres Colony School
- Three Hills Colony School
- Country Hills Colony School

Schools



Hutterite

- A** Trochu
Trochu Valley
- B** Three Hills
Prairie Christian Academy
Three Hills
- C** Linden
Dr. Elliott
- D** Acme
Acme
- E** Carbon
Carbon
- F** Drumheller
Drumheller Outreach
Drumheller Valley Secondary
Greentree Elementary
- G** Strathmore
Anchors Outreach
École Brentwood Elementary
Crowther Memorial Junior High
George Freeman
Golden Hills Learning Academy
Strathmore High
Strathmore Storefront
Trinity Christian Academy
Westmount
Wheatland Elementary
- H** Wheatland Crossing
Wheatland Crossing
- I** Carseland
Carseland
- NorthStar Academy

- 1** Huxley Colony
Huxley
- 2** Torrington Colony
Valley View
- 3** Britestone Colony
Britestone
- 4** Hillview Colony
Rosebud Creek
- 5** Rosebud Colony
Sayre
- 6** Springvale Colony
Rosebud River
- 7** Stahlville Colony
Hines
- 8** Sandhills Colony
Sandhills
- 9** Mountainview Colony
Mountainview
- 10** Standard Colony
Poplar Row
- 11** Ridgeland Colony
Crawling Valley
- 12** Sunshine Colony
Rising Sun
- 13** Cluny Colony
Towers
- 14** Twin Creeks Colony
Twin Creeks
- 15** Wheatland Colony
Glenrose
- 16** Wintering Hills Colony
Wintering Hills
- 17** Green Acres Colony
Green Acres
- 18** Three Hills Colony
Three Hills
- 19** Midwest Colony
Country Hills



Students
7200 Kindergarten to Grade 12
300 International
155 Siksika First Nations



Programming in Golden Hills

Golden Hills School Division is proud to offer outstanding programs and school choices for students and parents, by providing a variety of program options. By using an innovative approach to student instruction and student engagement, we complement our excellent academic preparation with valuable opportunities in areas such as...

1. Foundational Skills

Literacy, Numeracy and Technology * Early Literacy Intervention * Leveled Literacy Intervention * Early Numeracy Intervention

2. Critical Skills

Creativity * Communication * Citizenship * Critical Thinking * Collaboration

3. Science & Technology

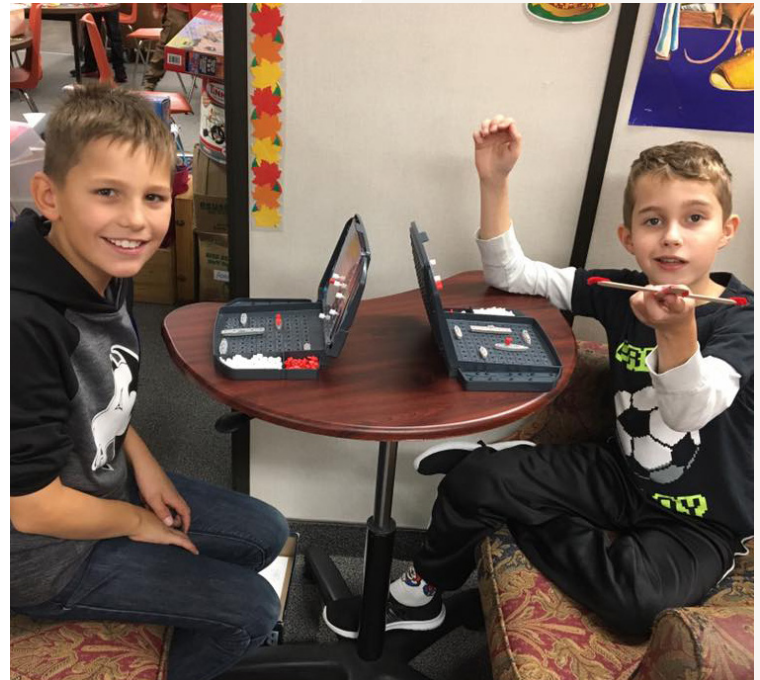
STEAM/STEM * Media * Computer Programming * Robotics * 3D Design

4. Arts

Fine Arts * Theatre

5. Languages

English as a Second Language * French Immersion * Second Languages



6. Athletics

Outstanding athletics facilities support our athletes and promote a healthy lifestyle. Facilities include the hockey rink, the soccer/baseball field, and the Strathmore Motors Sportsplex.

7. Career Advancement

Registered Apprenticeship Programming * Counselling * Post-Secondary and Work Partnerships

8. Student and Family Support

Early Childhood Services at four of our elementary schools * Family School Community Resource Programs * Learning Support Programs

9. Specialized Programs

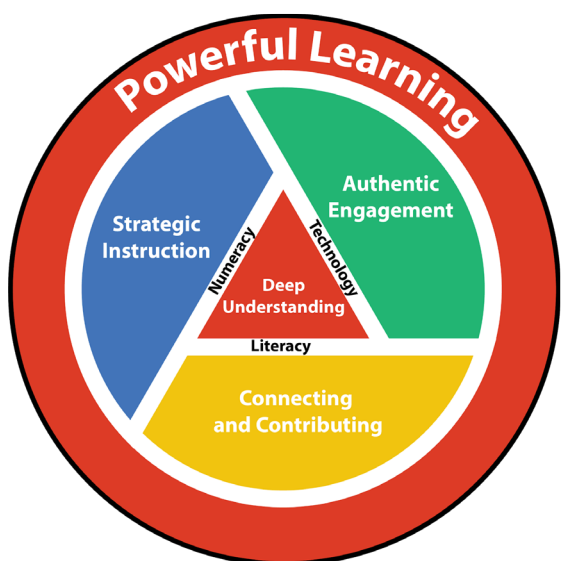
Advanced Placement * Honours Programs * Student Leadership Development * Dual Credit Programs



Our Vision for Powerful Learning & Student Success

Our students and their learning are our number one priority. In the past, students have been asked to memorize and repeat information. In our world today, this is no longer enough. Students still need foundational skills, but just as importantly, they need the ability to think critically and creatively to communicate effectively and work together, using innovation to have a positive impact on the world around us.

Classrooms that engage students and involve them in real life problems and projects give our students the best opportunities to develop those skills. Powerful Learning is an evidence-based framework based on the best research that maximizes the opportunities for deep understanding for our students. By incorporating Powerful Learning into our classrooms, every day, our teachers and staff work to support deep understanding and the development of those necessary skills for success beyond the classroom. Golden Hills is working hard to power hope and possibilities, as we nurture the leaders of tomorrow.



Connect with Us!



Golden Hills has launched our Powerful Learning website and Facebook to share our Powerful Learning stories with our communities of parents and educators.



Click on the icons to connect with us!

1

GOAL

Every student is successful



WITH THE TIMES

Golden Hills ensures our instruction is up-to-date and that we incorporate technologies and resources that prepare our students for work and life after school.

We are constantly improving the ways we teach our students by implementing high-yield evidence-based strategies.

Our teachers, instructional coaches and leaders are constantly looking for the most engaging ways to teach our students and to set them up for deep learning which will transfer between the classroom and community.

POWERFUL LEARNING

To ensure continued success for all our students, Golden Hills utilizes Powerful Learning.

Powerful Learning encompasses three main components, Strategic Instruction, Authentic Engagement and Connecting and Contributing.

STRATEGIC INSTRUCTION

Strategic Instruction includes assessments and instructional strategies that foster innovative thinkers, doers and connectors.

AUTHENTIC ENGAGEMENT

Teachers ensure Authentic Engagement by creating a culture and space that is welcoming to students, promotes thinking and involves students in meaningful learning.

CONNECTING & CONTRIBUTING

Connecting and Contributing refers to students' abilities to regulate their emotions, connect with others and make positive contributions to their world now and in the future.

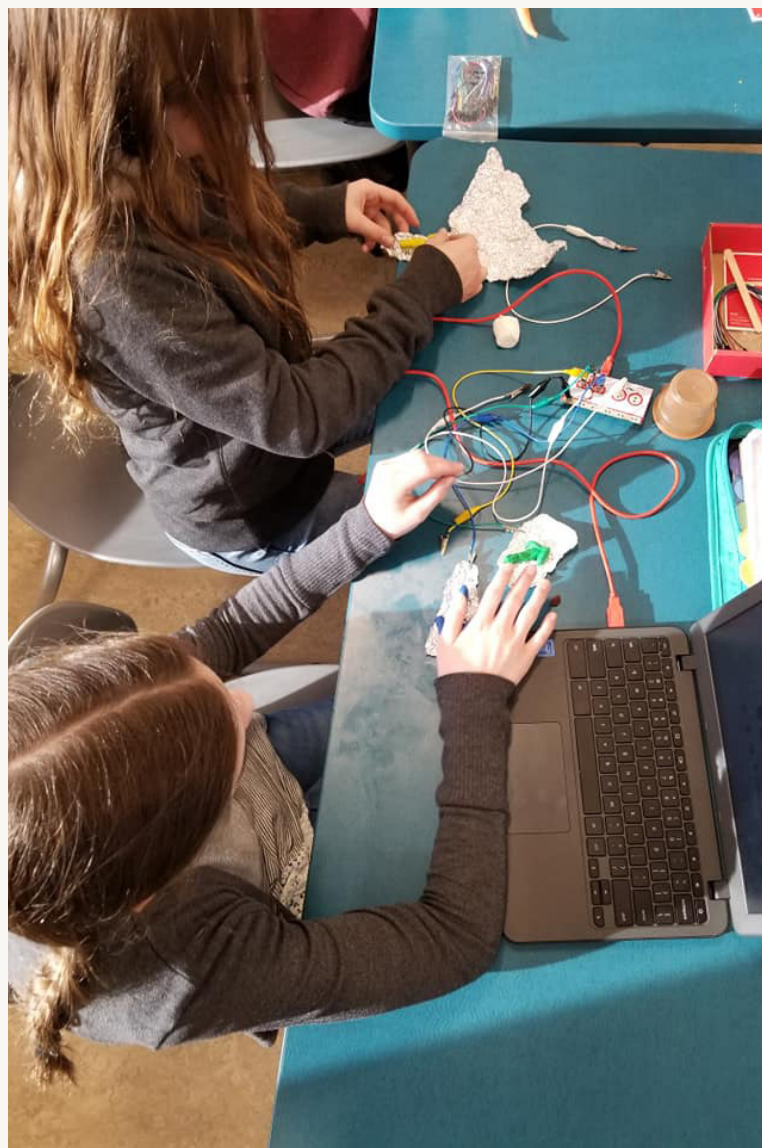
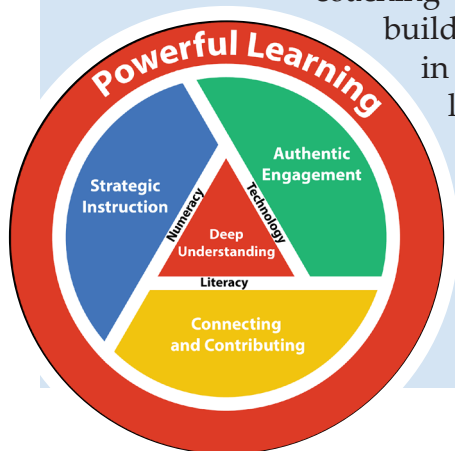
Powerful Learning also ensures Foundational Numeracy and Literacy skills. Our research-based Literacy and Numeracy frameworks guide instruction in our classrooms. Students who require additional support access programs such as Kindergarten Boost, Early Literacy Intervention, Early Numeracy Intervention and Leveled Literacy Intervention.

To prepare students for a digital world, meaningful integration of technology is implemented in our classrooms. Our classrooms are supported with Chromebooks, ActivBoards and iPads as well as access to robotics and 3D printers allowing students to use these common

technologies and to explore different avenues of learning.

Instructional Coaches work collaboratively with teachers and schools to implement Powerful Learning. Instructional Coaches work with teachers in a variety of ways including co-constructing lessons, co-teaching and offering professional development opportunities. Our

coaching team helps to build teacher capacity in areas such as literacy, numeracy, the competencies, differentiated instruction and technology, all in meaningful ways.



PARTNERSHIPS

Strong partnerships allow our schools and our school system to better deliver programming to the individual students who require it.

Golden Hills works collaboratively to ensure success for all students through interagency partnerships such as with the Regional Collaborative Service Delivery, Alberta Health Services, Child and Family Services and school health partners. Together with our partners, we provide specialized supports for diverse learners, including gifted students, students with academic or social emotional needs, LGBTQ students, First Nations, Métis and Inuit students, English Language Learners and students requiring mental health supports.

Partnerships within our local communities and with the broader global community provide the programming options and supports our students need for dual credit, career connections, green certificate, work experience, and apprenticeship programming.

STUDENT ACHIEVEMENT

Student achievement drives instruction and school teams are continually analyzing data, reflecting and enhancing instructional practices to better meet the needs of individual students. To improve graduation and dropout rates, schools are creating a sense of belonging by intentionally connecting with each student. Graduation plans are developed collaboratively with students, parents and staff. Students who require additional courses are contacted and provided with flexible options to return and graduate.



First Nations, Métis and Inuit students are successful

OUR RELATIONSHIPS

Golden Hills partners with the Siksika Board of Education through an Educational Service Agreement that supports 155 Siksika students in our schools. Golden Hills School Division is also proud to have 296 self-declared First Nations, Métis and Inuit students across our school division. In addition to strong relationships with our students and families, we also appreciate the excellent partnership, collaboration and support with Siksika parents, Board and Council leadership and the Siksika elders who work closely with us.



ACADEMIC SUPPORTS

Our staff offers early and late targeted intervention in numeracy and literacy skills and social emotional supports to ensure a stronger foundation for future learning.

The goals of our First Nations Liaisons are to enrich the educational experiences of all of our students and to support the students and families of Siksika Nation. Some of the areas of support are educational achievement, attendance, high school graduation planning, and culture.



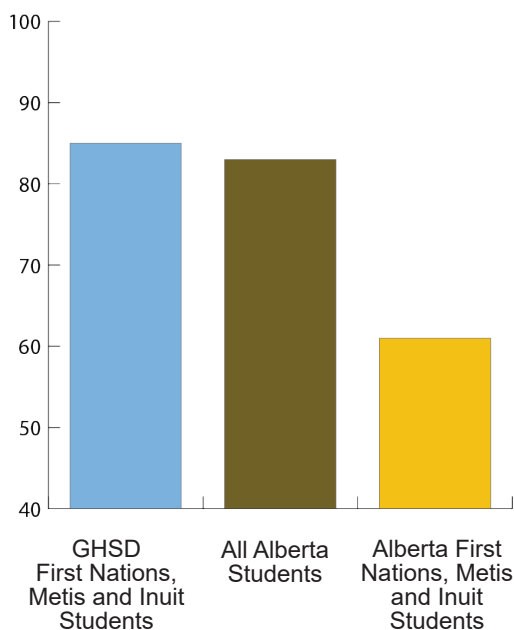
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HIGH SCHOOL COMPLETION RATES



Golden Hills four year First Nations, Métis and Inuit graduation rates are **above** the provincial graduation rates for **all students**.

CULTURAL OPPORTUNITIES

Our schools create inclusive and safe spaces for all. Our teachers infuse First Nations, Métis and Inuit culture within various curriculum areas and the school environment. We also provide Blackfoot language instruction, hold cultural events, such as pow wows, and blanket exercises, organize cultural field trips, and host guest speakers, providing a plethora of cultural opportunities at our schools.

FOUNDATIONAL KNOWLEDGE

Our Division continues to play an active role in developing cultural awareness. Our district focus group strives to gather and implement best practices in First Nations, Métis and Inuit education across the system. Furthermore, our teachers and leaders engage in numerous professional development opportunities and work towards increasing their foundational knowledge of First Nations, Métis and Inuit culture, in order to foster an informed and culturally aware learning environment for our students.



3

GOAL

We have quality leadership across our district and in our classrooms

LEADING AND LEARNING

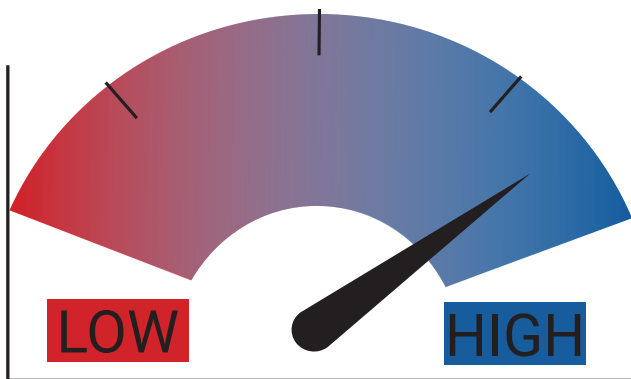
We have a number of mechanisms to support school leaders, who are the primary supports for leaders in our classrooms. Such mechanisms include Leaders for Learning, collaboration opportunities for our school administrators, admin planning support meetings, new administrator support, orientation and membership.

Providing the best educational experience and best opportunities for success means supporting our leaders in our schools and in our classrooms. District-wide systems and support to ensure Powerful Learning in our classrooms include collaborative job-embedded teams of teachers, instructional coach supports, collaborative leadership development and local decision making. Teachers and school administrators who are well prepared and well supported do their best work in support of student success in classrooms.

CLASSROOM LEADERS

Our classroom teachers are absolutely key in creating Powerful Learning environments and ensuring student success. We work hard to provide a variety of ways to support our teachers. Such mechanisms include Leading and Learning, Collaborative Days, Instructional Coaches, focus groups, Professional Learning Communities, district professional development, external expert support and teacher supervision and observation.

CITIZENSHIP

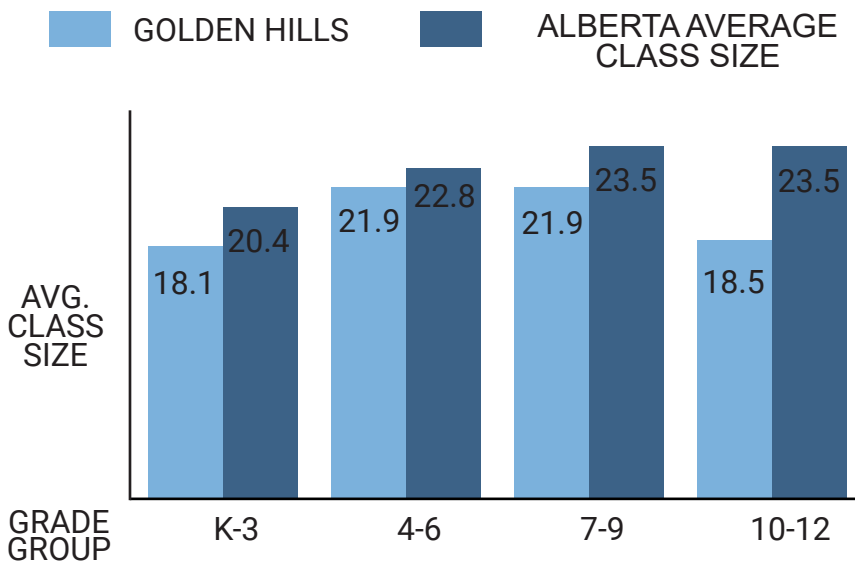


83.3% GOLDEN HILLS





GOLDEN HILLS CLASS SIZES



In all four grade groups, we have exceeded provincial expectations for class size averages.

In the case of our primary classrooms (K-3), our average class sizes (18.1) were 1.8 below the Alberta class size average (20.4) in 2018/2019. In many of these situations, we provide additional supports to ensure excellent learning environments for our students.



4 GOAL

Golden Hills is governed effectively

GENERATIVE DECISION MAKING

Governance decisions are made by including a collaborative team of administrators, teachers, parents and students. Throughout the year, all of our stakeholders are encouraged to partake in engagement opportunities at the school and system levels to build a consultative culture that supports shared governance and effective decision making.



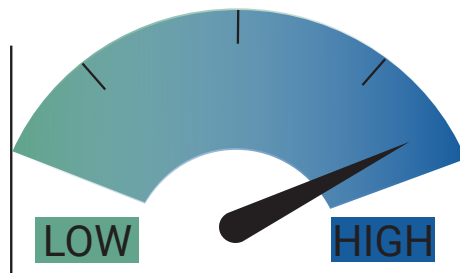
LEADERSHIP IN GOVERNANCE

To ensure our Division is led by a strong, knowledgeable and effective leadership team at the Board level, our Trustees, Superintendents and Executive Team continue to be active participants in leadership organizations, such as the Alberta School Boards' Association (ASBA), Public School Boards' Association of Alberta (PSBAA), the Rural Caucus, and the College of Alberta School Superintendents (CASS). This provides collaboration and learning to best manage critical issues that have significant impact across our entire district and province.

STAKEHOLDER ENGAGEMENT

As part of an effective governance strategy, the Golden Hills Board of Trustees encourages engagement with stakeholders at every level in our jurisdiction. Schools have processes in place to connect directly with school councils, share results and discuss ideas. Schools collect feedback from students and organize district surveys to make program and support decisions. As a system, we connect directly with parents and school council representatives to receive feedback in our efforts to continuously improve our system and be responsive to student and parent needs.

EDUCATION SATISFACTION



90.3% GOLDEN HILLS

Golden Hills parents, teachers and students are satisfied with the overall quality of basic education.

Facilities and Capital Plans

Each year, school boards submit their facility needs to Alberta Education for the next three years.

Golden Hills has appreciated the support from Alberta Education in the Capital Planning process thus far. Most recently, they have funded the construction of two new schools: George Freeman School in the Strathmore area and Wheatland Crossing School in the Wheatland County area. In both cases, there was a significant partnership with local municipalities and parent groups, who raised considerable funds to enhance the projects.

This year, Golden Hills has requested a modernization of Acme School (K-6, 10-12) as our number one priority. This school requires a number of upgrades to support learning and all members of the school community. Acme School

needs a learning commons, Career and Technology Studies areas, handicapped access for students and community members to an appropriately sized gym, front entry upgrades to ensure student safety and security, and gathering areas appropriate for students. In addition, spaces are desperately needed to support innovative partnerships with local businesses and career learning opportunities for Acme students.

The Acme Alumni Association has already been very successful in raising significant funds to enhance whatever support we receive from Alberta Education.

Westmount Elementary School is also a Golden Hills priority and currently has over \$5M in maintenance costs needed over the next 5 years.

Acme School Tri-Campus Community Innovation Centre

The four areas of focus for this project include:

1. Repurposing of existing gymnasium and entry areas to accommodate a community-based rural innovation and learning centre.
2. Modernization to develop safe, secure and accessible places for students, staff, parents and community partners and business partners.
3. In partnership with the community, construction of a new gymnasium to improve athletic programming and afford improved community use of the facility.
4. Acme School does not have a CTS/Shop space – nor do they want one through this project. You cannot replicate private enterprise.





George Freeman School

Our newest K-9 school in Strathmore. This project involves a partnership between Golden Hills, the Town of Strathmore and Wheatland County for a school integrated with a large community sportsplex. This school is now open and serving students and families across Strathmore.



- Previous AERR and Three Year Education Plans: <http://www.ghsd75.ca/view.php?action=documents&id=527>
- Class Sizes as reported by Alberta Education for the 2017/2018 School Year: <https://education.alberta.ca/class-size/averages/>
- Facility and Capital Plan: <http://www.ghsd75.ca/view.php?action=documents&id=537>

APPENDICES

- A • GHSD System Improvement: Powerful Learning
- B • Golden Hills Early Literacy Framework
- C • Golden Hills Early Numeracy Framework
- D • First Nation, Métis, Inuit Services Strategic Action Plan
- E • Inclusive Education Monitoring Report

To view appendices, click [here](#).

The following is from the Public Interest Commissioner website and is based on Section 32 of Public Interest Disclosure (Whistleblower Protection) Act:

Pursuant to Section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2018-19 school year.





SCHOOL RELAUNCH STRATEGY Golden Hills Schools

“Inspiring confident, connected, caring citizens of the world”

June 23, 2020

Background:

Alberta’s Relaunch Strategy puts safety first while we gradually reopen businesses, resume activities and get people back to work. To be successful, we must stay vigilant to slow the spread: follow public health measures, practice physical distancing and good hygiene, and continue acting responsibly.

As public health measures are relaxed, and Alberta starts to relaunch, we will evaluate, monitor and adjust course as needed. Decisions will be applied at both provincial and local levels.

The Three Stages of Relaunch:

Stage 1 – allowed some businesses to resume operations starting May 14 with enhanced infection prevention and controls in place. The city of Calgary and Brooks reopened more gradually due to higher case numbers and fully entered Stage 1 as of June 1.

Stage 2 – allowed additional businesses and services to reopen and resume operations starting June 12 with physical distancing requirements and other public health guidelines in place.

Stage 3 – will be determined based on health indicators. Some restrictions and enhanced protection controls will remain in place.

As we approach the new school year, the direction provided will be updated as circumstances change. Alberta Education is committed to providing the **final plan no later than August 1, 2020** to allow school authorities time to make any additional adjustments to their own planning for the new school year.

The school re-entry plan for K-12 schools considered three scenarios that could exist when the 2020-21 school year begins in September.

1. In-school classes resume (near normal with health measures)
2. In-school classes partially resume (with additional health measures)
3. At-home learning continues (in-school classes are suspended/cancelled)

This plan balances the need for provincial direction and standardized approaches in some areas while also providing flexibility and respecting school authority autonomy at the local level.

Alberta Education is collaborating with Alberta Health to create criteria/triggers for moving from one scenario to the next.

Our planning in Golden Hills will include all three scenarios and include continued learning with consideration for the safety and well-being of staff and students.

Recommendation:

That the Board of Trustees receives this as information.



Bevan Daverne
Superintendent of Schools



Tahra Sabir
Secretary Treasurer