



AGENDA

Golden Hills School Division No. 75

"Powering Hope and Possibilities"

Vision: *Inspiring confident, connected, caring citizens of the world*

Mission: *Intentionally maximizing learning for all*

Regular Meeting of The Board of Trustees

Tuesday, December 18, 2018

Start time 9:30 AM

Boardroom of the Golden Hills School Division No. 75

AGENDA

1. **Attendance**
2. **Call to Order**
3. **Acknowledgment**
4. **In Camera**
5. **Approval Of Agenda**
6. **Welcome Public, Vision and Mission Statements**
7. **Presentation of Minutes**
 - 7.1 **Regular Meeting of The Board of Trustees (2018/11/27)**
8. **REPORTS**
 - 8.1. **Chair's Report**
 - 8.2. **Board Committees**
 - 8.3. **Board Representatives to External Organizations**
 - 8.4. **Administration Reports**
9. **NEW BUSINESS**
 - 9.1. **Action Items**
 - 9.1.1. **Field Studies Excursion - Prairie Christian Academy - Bogoto Colombia** B. Daverne
 - 9.2. **Information Items**

9.2.1. Monthly Enrolment Monitoring Report (November 2018)	T. Sabir
9.2.2. Technology Services Report (November 2018)	K. Jordan
9.2.3. Regional Collaborative Service Delivery (RCSD) Report	K. Jordan
9.2.4. International Program Report (2017-18 Results and 2018-19 Plans)	K. Jordan
9.2.5. Special/Inclusive Education Report (2017-18 Results and 2018-19 Plans)	K. Jordan
9.2.6. New Government Regulations (Mandatory Entry Level Training) MELT	T. Sabir

10. **School Monitoring Reports**

- 10.1. **Learning Academy/Storefront/Colonies (J. Bertsch, L. Daverne)**
- 10.2. **Northstar (R. Wood)**

11. **Guests**

- 11.1. **Siksika Board of Education - Signing of Agreement (10:30 am)**
- 11.2. **PSBAA Director, Karen Becker (2:00 pm)**

12. **ADJOURNMENT**

Draft



MINUTES

Golden Hills School Division No. 75

Regular Meeting of The Board of Trustees

Meeting Type : REGULAR BOARD MEETING

Date : Tuesday, November 27, 2018

Start time : 9:30 AM

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

Minutes

Attendance

Present were:

a) Chair

- Laurie Huntley

b) Vice Chair

- Jennifer Mertz

c) Trustee

- Jim Northcott
- Justin Bolin
- Rob Pirie

d) Superintendent

- Bevan Daverne

g) Secretary - Treasurer

- Tahra Sabir

h) Recording Secretary

- Kristy Polet

Absent:

c) Trustee

- Barry Kletke

e) Associate Superintendent

- Wes Miskiman

f) Deputy Superintendent

- Dr. Kandace Jordan

Call to Order

Chair Huntley called the meeting to order at 9:30 a.m.

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.

In Camera

Resolution #BD20181127.1001

MOVED by Trustee Bolin that the Board of Trustees go *In Camera* at 9:31 a.m. to discuss legal matters.

Resolution #BD20181127.1002

MOVED by Trustee Pirie that the Board of Trustees rise from *In Camera* at 12:15 p.m.

Carried

BREAK

Recessed at 12:16 p.m.

Reconvene at 12:48 p.m.

Approval Of Agenda

Resolution #BD20181127.1003

MOVED by Trustee Pirie to approve the agenda as amended with the addition of action item;

- 9.1.5 Division Office Capital Planning

Carried

Presentation of Minutes

Resolution #BD20181127.1004

MOVED by Trustee Bolin that the Board of Trustees approve regular minutes of October 23, 2018 as presented.

Carried

Chair's Report
(REPORTS)

Chair Huntley reported on the following meetings attended:

- Alberta School Boards Association (ASBA) Zone 5 meeting held Friday, November 2, 2018. They will be hosting a Christmas Luncheon on Friday, December 7, 2018, open to all Zone 5 members.
- Town of Strathmore, Wheatland County, Golden Hills School Division and Pollyco (Strathmore) Land Corporation were presented with the Minister's Award for Excellence - 2018 Partnership, Honourable Mention Award for the Strathmore Regional Recreation Facility and K-9 Public School. The award will be displayed at the George Freeman School.
- Discussion on the Class Size Survey that was sent out by ASBA in November - suggestion was made by Lorrie Jess, President of ASBA, to have Rural school divisions send in feed back.

Board Committees
(REPORTS)

Trustee Mertz presented information on Alberta School Boards Association (ASBA) Zone 5 meeting held Friday, November 2, 2018.

- ASBA will be hosting a Winter Leadership Conference January 21-22, 2019 in Edmonton. More information to follow.
- Alberta Education Representative discussed:
 - the use of seatbelts in buses;
 - and playground announcements.

Trustee Northcott presented information on Public School Boards' Association of Alberta (PSBAA) Council Meeting on November 15-16, 2018.

- Discussed Graham Thompson, guest speaker and former reporter for the Edmonton Journal.

Board Representatives to External Organizations
(REPORTS)

No information to report on at this time.

**Administration
Reports**
(REPORTS)

Secretary Treasurer Sabir presented information on the following:

- Discussed how the weather has helped with the construction and landscape work at the George Freeman School.

Superintendent Daverne presented information on behalf of Associate Superintendent Miskiman and Deputy Superintendent Jordan.

- HR Update - received a draft combined Teachers Employer Bargaining Association (TEBA) Agreement.
- College of Alberta School Superintendents (CASS) preparing an application for exemption on new OH & S on site requirement.
- Will be rolling out GHSD Powerful Learning Facebook site.
- December 18, 2018 Board meeting will include a Christmas Luncheon with Division Office and Maintenance Staff.

**Audited Financial
Statements for the
year ending August
31, 2018**
(Action Items)

Michelle Lutz, CPA, CA (Avail CPA - Chartered Accountant) was in attendance to present the Audited Financial Statement and answer Trustee questions regarding the audit process and Audited Financial Statements.

Michael Kuystermans, Manager of Financial Services was also in attendance.

Resolution #BD20181127.1005

MOVED by Trustee Northcott that the Board of Trustees approves the 2017-18 amounts on the Audited Financial Statements for the year ending August 31, 2018 to be transferred to restricted reserves as follows.

Capital Reserves - transfer of \$1,007,37

Carried

Resolution #BD20181127.1006

MOVED by Trustee Mertz that the Board of Trustees approves the Audited Financial Statements for the year ending August 31, 2018 for submission to Alberta Education by November 30, 2018 subject to the Board being advised of any minor adjustments which may be necessary before the budget is submitted to Alberta Education November 30, 2018.

Carried

**Final Budget
Submission
2018-2019**
(Action Items)

Secretary Treasurer Sabir presented information on the Fall update to the 2018-2019 Budget.

Resolution #BD20181127.1007

MOVED by Trustee Northcott that the Board of Trustees approves the Budget 2018-2019 for submission to Alberta Education by November 30, 2018 as required subject to the Board being advised of any minor adjustments which may be necessary before the budget is submitted to Alberta Education November 30, 2018.

Carried

**Final Three Year
Education Plan
2018-2021 and
Annual Education
Results Report
2017-2018**
(Action Items)

Superintendent Daverne presented information on the Final Three Year Education Plan and Annual Education Results Report.

Resolution #BD20181127.1008

MOVED by Trustee Mertz that the Board of Trustees approves the Three Year Education Plan 2018-2019 and Annual Education Results Report 2017-2018 for submission to Alberta Education November 30, 2018.

Carried

Policies Review
(Action Items)

Resolution #BD20181127.1009
MOVED by Trustee Pirie that the Board of Trustees table action item 9.1.4 Policies Review until the December 18, 2018 Board Meeting.

Carried

**Division Office
Capital Planning**
(Action Items)

Resolution #BD20181127.1010
MOVED by Trustee Northcott to pursue renovation of division office space to remediate meeting spaces and current code deficiencies. This renovation to be funded by lease revenue of division properties and is contingent on the renewal of current lease agreements.

Carried

**Monthly Enrolment
Monitoring Report
(October 2018)**
(Information Items)

Secretary Treasurer Sabir presented information on the Monthly Enrolment in our schools for the month of November 30, 2018.

**Trinity Christian
Academy (W. Funk,
S. Dykema)**
(School Monitoring
Reports)

Superintendent Daverne welcomed W. Funk, Principal and S. Dykema, Associate Principal (Trinity Christian Academy), whom presented the Schools' Education Plan, results achieved and school involvement with the community. Superintendent Daverne and Chair Huntley thanked them for their presentation.

**Strathmore High
School (K. Larson,
K. Mertz, A.
Barwacz-Riou)**
(School Monitoring
Reports)

Superintendent Daverne welcomed K. Larson, Principal, K. Mertz, Associate Principal and A. Barwacz-Riou, Associated Principal (Strathmore High School), whom presented the Schools' Education Plan, results achieved and schools involvement with the community. Superintendent Daverne and Chair Huntley thanked them for their presentation.

ADJOURNMENT

Resolution #BD20181127.1011
MOVED by Trustee Pirie that the Board of Trustees adjourn at 3:47 p.m.

Carried

Chair

Secretary Treasurer



FIELD TRIP STUDIES/STUDENT EXCURSION
Prairie Christian Academy

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

December 18, 2018

Background:

The Prairie Christian Columbia Team requests permission, in accordance with Administrative Procedure 260 and Board Policy 2, for an international field trip to Bogota, Columbia, departing February 08, 2019 and returning February 20, 2019.

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

Statement of Educational Purpose:

For educational and humanitarian purposes.

Recommendation:

That the Board of Trustees approves the proposed international field trip for Prairie Christian School to Bogota, Columbia, departing February 08, 2019 and returning February 20, 2019, subject to advisory notices from the Foreign Affairs and International Trade Canada website, such that if a travel warning is issued prior to the trip and not rescinded before the departure date, the trip will be cancelled and parents must be advised that this will be the case.

Bevan Daverne
Superintendent

Request for Authorization for International Travel

To: Golden Hills School Division #75
435A Highway #1
Strathmore, AB T1P 1J4

From: Prairie Christian Academy
Box 68
Three Hills, AB T0M 2A0



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

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

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

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

(5) Statement of Educational Purpose:

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

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

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

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

Student Trip to Bogota, Colombia, South America.
Friday February 8, 2019 – February 20, 2019
(school days missed – February 8, 11-15)

Flight Itinerary:

Friday February 8 – 3:00am -depart for Calgary Airport for 5:00 am check in
Air Canada Flight #134 Depart Calgary 7:00 am
 Arrive Toronto 12:46 pm
Air Canada Flight #1944 Depart Toronto 3:20pm
 Arrive Bogota 9:15pm
Tuesday February 19 – 8:00pm - check in at Bogota airport
Air Canada Flight #1945 Depart Bogota 11:30 pm
 Arrive Toronto 5:40am (Wed, Feb 20)
Air Canada Flight #540 Depart Toronto 10:10am
 Arrive Calgary 12:32 pm

Itinerary in Colombia:

Exact details of itinerary have not been worked out, but we will be doing the following:
Monday – Friday: Visiting schools in Bogota
 Host School – El Camino Academy (www.elcaminoacademy.com)

Excerpt from website:

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

Itinerary cont'

We will also be visiting and working in 2 other schools in south Bogota. These schools are for less affluent children. We will be teaching English lessons with puppets, songs, skits and other visual aids as well as assist in work projects like cleaning and light landscaping.

– visiting common tourist areas like Mount Montserrate (a cable car ride up to the top overlooking the city of Bogota), The Gold Museum (Museo de Oro), Plaza de Bolivar, and Old Bogota (La Candelaria). We will not be traveling anywhere outside of the area of the city of Bogota.

– attending a national church service

(Time that we are not at our host school or the other 2 schools we will be staying on the compound of The Project Hope House - Calle 101, #71d-68. Website - <http://www.project-hope-ministries.org/project-hope-house/>)

(7) Supervision:

Supervision to student ratio 1:3

Our coordinator is Beth Afanador and we have been in contact with her since January 2007. She is helping us with travel arrangements and training material. Beth Afanador is the chief administrator for an international school in Bogota. (www.elcaminoacademy.com) She will be arranging our transportation, accommodations, meals, work assignments, translation services and sightseeing opportunities. She has lived in Bogota for many years and is very familiar with the city, culture, language, and safety. Transportation is provided by a commercial bus company while in Bogota.

Traveling as chaperones will be:

Denise Lockhart (Vice-Principal)

Sheila Adkins (PCAS Director of Women's Residence)

Peter Yeo (PCA Faculty Member)

(8) Transportation:

Airline travel has been arranged through Marlin Travel – travel agent Lynn Callaway. We are being transported to and from Three Hills via our PCA bus. While in Colombia we will be using a Charter Service with a qualified driver.

(9) Cost:

The total cost for each participant is \$2300 Canadian funds. Our cost break down is:

\$1100.00 - Airfare and cancellation insurance

\$1200.00 - Accommodations, travel, food, materials, sightseeing, translator and administration fees, misc.

Each participant was asked to contribute \$1000 of their own funds. The remaining portion will be provided through donations and fund raising.

(10) Risk Assessment:

Safety

Although Colombia has been in the news for its drug activity, Bogota remains a safe place – free of the drug trade issues in other Colombian cities and outlying areas. The most dangerous part of being in Colombia is the same as in any metropolitan area – theft and pick-pocketing.

The Government of Canada has issued the following travel advisory for travel to Bogota, Colombia:

Colombia - Exercise a high degree of caution

Exercise a high degree of caution in Colombia due to high levels of crime.

Still valid: October 12, 2018 13:29 ET

Beth Afanador is an American who has lived in Bogota for many years running a school for internationals and MKs (Missionary Kids). She will be our coordinator and has an excellent understanding of the situation and an intimate knowledge of the culture, language and dangers.

Regional advisory

Global Affairs Canada advises against [all travel](#) to the following areas:

- Most rural areas of Colombia due to the presence of illegal armed groups and the evolving security situation. The exceptions are some parts of the coffee-growing area southwest of Bogotá (Risaralda, Quindío and Caldas) and resort areas with established tourist industries, such as the islands of San Andrés and Providencia, the Rosario Islands off of the Atlantic Coast and the Amazon resorts near Leticia.
- The Departments of Antioquia (excluding Medellín), Arauca, Cauca, Caquetá, Chocó, Córdoba (excluding Montería), Guaviare, Huila, Meta, Nariño (excluding Pasto), Norte de Santander (excluding Cúcuta), Putumayo, Santander (excluding Bucaramanga), Tolima, Valle del Cauca (excluding Cali), Vichada and southern parts of La Guajira due to the presence of illegal armed groups.

Medical

Travel Health Notice - Zika virus

The Public Health Agency of Canada has issued a Travel Health Notice for the Global Update: Zika virus infection recommending that Canadians practice special health precautions while travelling in affected countries. Pregnant women and those considering becoming pregnant should avoid travel to Colombia

Malaria – Bogota and surrounding area is at an elevation of approximately 2000 m. Prophylaxis is recommended for areas below 800 m, so Malaria is not an issue.

Yellow Fever – travelers in the city of Bogota may consider foregoing immunization as the risk is lower.

Rabies – vaccination recommended if a significant amount of time is to be spent outdoors, or at high risk for animal bites or if direct contact with bats is likely. None of these will be the case for our team.

Hepatitis A and B are recommended for all travelers – we will indicate this to parents in a letter to keep them informed of potential risks and how to minimize them.

We as team leaders and chaperones are committed to safety both in preparatory training of the students as well as on site supervision and restrictions. We feel confident in our guides who have lived in Bogota and know the situation well. We have been assured of quality accommodations, meals and transportation. We have sent a team from our school for the last 11 years, all were very successful.

All participants will be covered by a traveler's insurance policy from a local insurance company to cover any medical needs that may arise while on the trip. Two of the accompanying adult supervisors are certified with St. John's Ambulance in CPR and AED as well as First Aid in Child Care.

(11) Not Applicable

(12) Students Participating:

We will be taking 9 Prairie Christian Academy students from grade 12. These students have been through an application process and have been approved by the staff of PCA.

We will also be completing the Golden Hills consent form detailing emergency contact and Alberta Health Care information.

(13) "No Alcohol or Drugs" :

All participants are adherents to the Prairie Christian Academy behavioral standards and all PCA students have signed an agreement prohibiting the use of alcohol and drugs. Also the Chaperones all adhere to the PCA behavioral standards.

(14) Right to Cancel: See attached Letter

Contact Information:

Prairie Christian Academy – Sheila Adkins

PCAS Director of Women's Residence
Prairie Christian Academy
Box 68
Three Hills, AB T0M 2A0
(403) 443-8435 (cell)
(403) 443-4220 (work)

Colombia Contact - Beth Afanador

Director of El Camino Academy
Apartado Aéreo 101241-Bogotá, 10, Colombia, South América
Phone Nos.: 676-1339 - 676-1354
Fax No.: 676-1360
Code for International calls: 011-571 + phone number
US phone: 303-847-4971 or 630-984-4972
E-mail address: elcaminoinfo@yahoo.com
Website: www.elcaminoacademy.com

Colombia Team List (Students)

Molly May Brown
Samantha Rose Buchwitz
Julia Rose Hildebrandt
Jacob Eerik Isaac
Emma Joy James
Morgan Dirk Kraaikamp
Mason Glenn Steeves Lavorato
Autumn Sky Rashleigh
Kenneth Michael Scott



ENROLMENT BACKGROUNDER

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

December 18, 2018

Background:

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

As per the attached monitoring report, information is provided on September 30, 2018 enrolment of provincially funded students, Siksika funded students and International funded students.

Alberta Education calculates funding for Kindergarten to Grade 9 based on the full-time equivalent student count as of September 30, 2018. 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

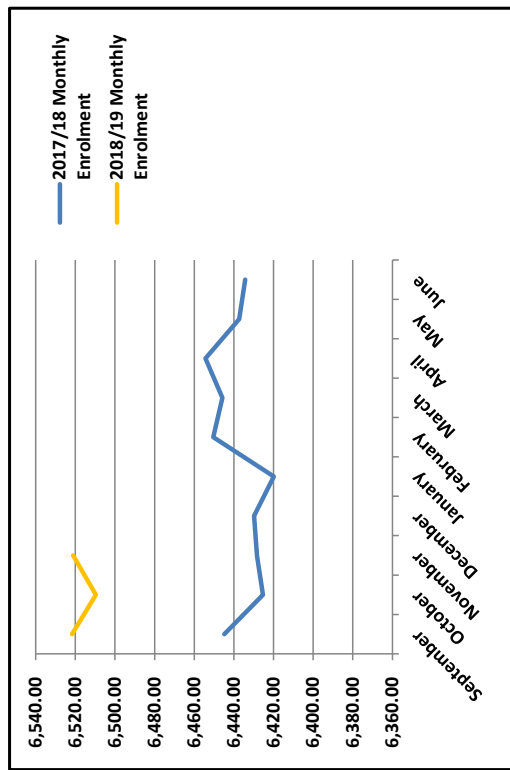
Golden Hills School Division No. 75 Enrolment

Summary of Totals - Month to Month Comparison

Oct 31, 2018 to Nov 30, 2018

	30-Nov-18 Enrolment	31-Oct-18 Enrolment	Difference	% Change
Funded Total Enrolment	6,106.25	6,094.75	11.50	0.2%
Provincially Funded Students	155.00	155.00	0.00	0.0%
Siksika Students	259.90	259.90	0.00	0.0%
International Students	6,521.15	6,509.65	11.50	0.2%
Total				

Last Year Monthly Enrolment & Comparison to September 2018



Schools - Year to Year Comparison

Configuration	SCHOOL	November 30, 2018			October 31, 2018		
		Provincially Funded	Difference	% Change	Provincially Funded	Difference	% Change
K-6, 10-12	Acme School	192.00	-193.00	-1.00	193.00	-1.00	-0.5%
K-9	Carbon School	77.00	77.50	0.50	77.50	0.00	0.0%
K-6	Carseland School	61.50	61.50	0.00	61.50	0.00	0.0%
7-9	Crowther Memorial Jr. High School	558.00	559.00	1.00	559.00	0.00	-0.2%
K-9	Dr. Elliott Community School	189.50	187.00	2.50	187.00	2.50	1.3%
7-12	Drumheller Valley Secondary School	421.00	423.00	-2.00	423.00	-2.00	-0.5%
K-6	École Brentwood Elementary School	278.00	275.50	2.50	275.50	2.50	0.9%
K-12	George Freeman	215.00	211.00	4.00	211.00	4.00	1.9%
K-6	Greentree School	345.00	343.00	2.00	343.00	2.00	0.6%
K-12	Prairie Christian Academy School	278.00	274.50	3.50	274.50	3.50	1.3%
10-12	Strathmore High School	568.00	569.00	-1.00	569.00	-1.00	-0.2%
K-12	Three Hills School	443.50	444.50	-1.00	444.50	-1.00	-0.2%
K-9	Trinity Christian Academy	182.50	180.50	2.00	180.50	2.00	1.1%
K-12	Trochu Valley School	251.50	248.50	3.00	248.50	3.00	1.2%
K-6	Westmount School	365.00	364.00	1.00	364.00	1.00	0.3%
K-12	Wheatland Crossing	356.00	359.00	-3.00	359.00	-3.00	-0.8%
K-6	Wheatland Elementary School	347.00	345.00	2.00	345.00	2.00	0.6%
	Totals	5,128.50	5,115.50	13.00	5,115.50	13.00	0.3%
7-9	Anchors II Outreach	8.00	8.00	0.00	8.00	0.00	0.0%
7-12	Drumheller Outreach	18.00	18.00	0.00	18.00	0.00	0.0%
1-12	Golden Hills Learning Academy	152.50	152.50	0.00	152.50	0.00	0.0%
1-12	NorthStar Academy	411.25	411.25	0.00	411.25	0.00	0.0%
7-12	Strathmore StoreFront	41.00	41.00	0.00	41.00	0.00	0.0%
	Totals	630.75	630.75	0.00	630.75	0.00	0.0%
	COLONY SCHOOLS						
K-9	Colonies	347.00	348.50	-1.50	348.50	-1.50	-0.4%



TECHNOLOGY SERVICES

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

December 18, 2018

Background:

Utilizing technology as a learning tool has been a GHSD priority for a number of years and as a result Golden Hills' students have access to many technology enhanced learning opportunities. Teachers and students are provided with the necessary infrastructure to meet Information Communication Technology outcomes and engage students in rich real-world learning experiences. In addition, noteworthy efficiencies have been achieved in terms of system administration.

Recommendation:

That the Board of Trustees receives the Technology Services Report for information and for the record.

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

Bevan Daverne
Superintendent

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

Dr. Kandace Jordan
Associate Superintendent of Schools



TECHNOLOGY SERVICES REPORT

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

Resource Person: Todd Kennedy, Manager Technology Services

REPORTING PERIOD: 2017-2018

OVERVIEW

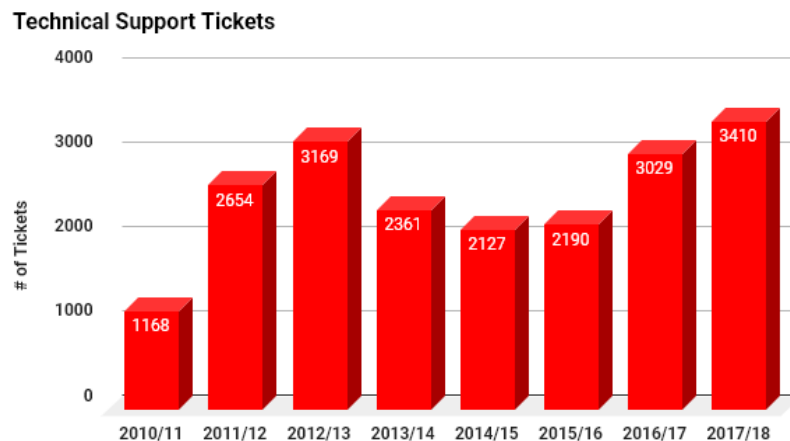
The primary role of Technology Services is to support the technologies used by teachers, staff, and students throughout GHSD, so they can engage in Powerful Learning through ensuring ActivBoards, internet and wireless networks and printing devices are all effective and functioning.

Our overall goal is to maintain optimum operations so staff and students are confident that the technology they require is there when they need it, keeping up-to-date on ever evolving technology.

Support Requests

We provide technical support to all schools in the division. Requests can be submitted in-person, by telephone, e-mail, remote support, and texting. Most of these support requests are captured through our online ticketing system.

Support requests increased by 13% in the 2017-2018 school year. Part of this can be attributed to an aging computer fleet, and the continual change in the use of technology by our teachers.



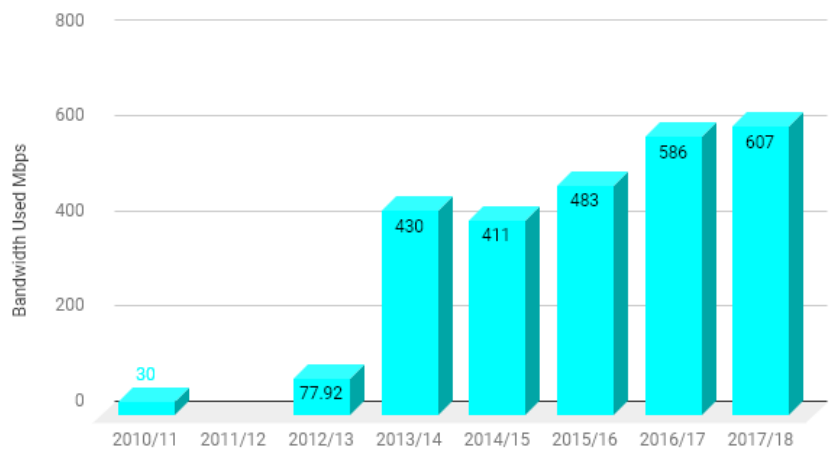
Bandwidth

Internet and Wi-Fi are now expectations in school settings. We provide Wi-Fi access throughout all buildings and on all school buses, allowing staff and students to be connected, with the exception of Colony schools. Bandwidth (how much the Internet is used) continues to grow year over year.

The amount of bandwidth used by our schools varies depending mostly on the size of the student population, but also increases through the higher grade levels. Currently Strathmore High School uses more bandwidth than any other school.

We have specifically designed our infrastructure in a way that is fairly unique in Alberta, to provide optimum services, with greater cost efficiency than other similarly sized school jurisdictions.

Bandwidth Usage

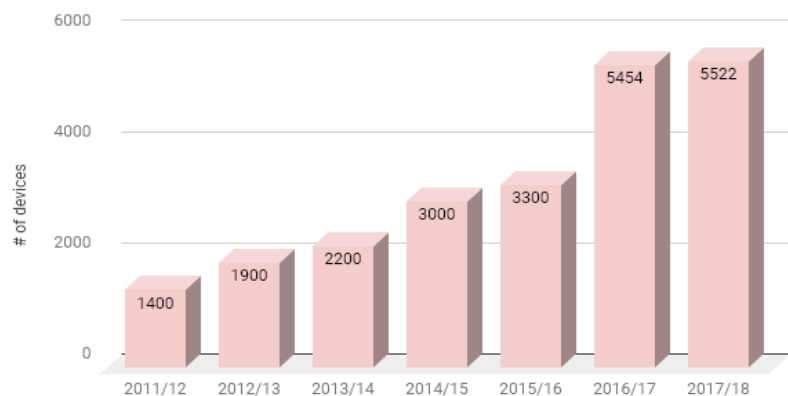


Wireless Network

Access to our wireless network infrastructure is available 24 hours per day, 7 days per week.

We frequently receive comments from visitors about how easy it is to access our wireless network, and how fast it works, which is our goal.

Wireless Devices

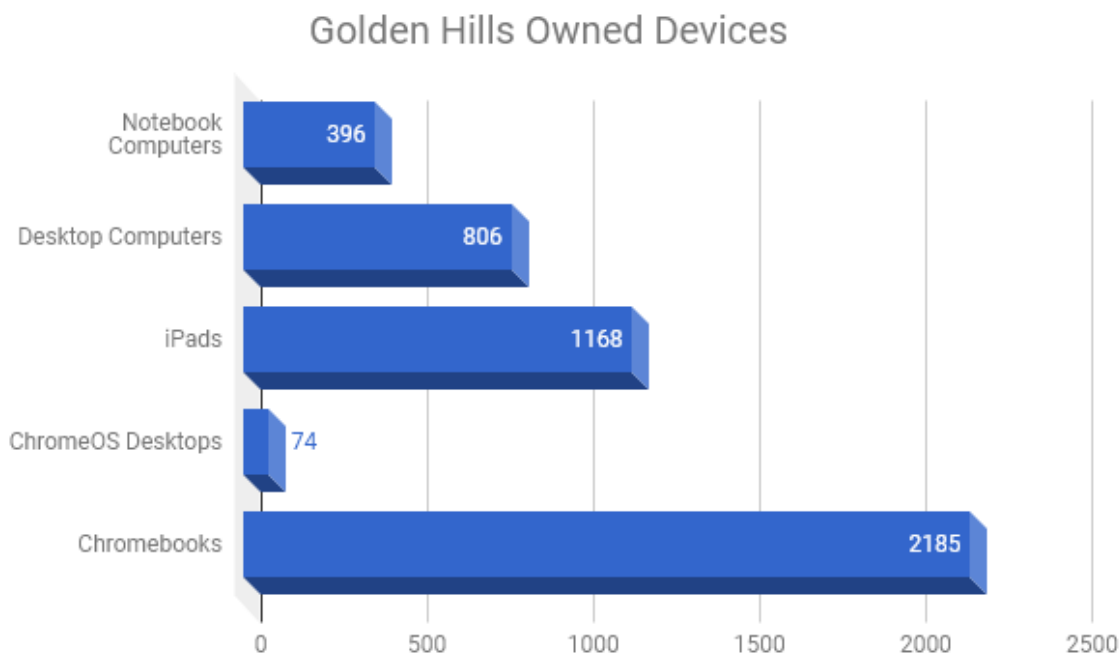


Golden Hills owned Devices

We began a full replacement of all staff computers in May 2018. All teacher computers were replaced in a six-week period ending the last week of June 2018. We are currently working on deployment of new computers for remaining support staff in Central Office, and our Facilities and Transportation Departments. We expect that a renewed fleet

should reduce some of the technical support required of aging systems, thus enabling our team to do more to facilitate teaching and learning with technology.

We continue to support and encourage the use of Bring Your Own Device (BYOD) in all of our schools. Included in the chart are almost 4,000 devices for student use. We have a ratio of approximately 1.81 students for every computer, which means that it is very easy for students to access technology.



Aging ActivBoards

In Golden Hills, more than 90% of our classrooms use ActivBoards as an interactive device every day, whereas other jurisdictions use them 20-30%.

We are now starting to see a significant number of repairs and failure in the equipment. As we renovated and built new schools, we were able to put new ActivBoards into place, and use the older boards as parts to keep operational; however, we have come to the end of this supply. We are actively working with other school jurisdictions as they test out replacement products - including interactive projectors, touch-based LED televisions, and other interactive displays. So far, they have seen mixed results.

Notable

George Freeman School

Technology Services was involved in planning for this new Strathmore school since before construction began. Alberta SuperNet was installed in advance, and the network infrastructure was in place in time for school opening. Carts full of student mobile technology (mostly Chromebooks) were prepared and new ActivBoards and teacher computers, phones, and wireless networks were all installed as classrooms were made available.

Colony Schools

We continue to see growth in the use of technology at colonies and there is now Internet available in four colony schools. We expect more colony schools to need computers and internet connections to access online resources.

Account Automation

All staff and students require Golden Hills issued credentials to access services and technology. Approximately five years ago, we automated the creation of student accounts - connected to our student information systems. Unfortunately, staff accounts continue to be mostly a manual process and we continue to look for ways that we can begin to automate this process.

Summary and Implications

Golden Hills School Division is integrating more and more with innovative technology. Technology Services is involved in everything from school technology to supporting staff and students to implementing building and office technology to assist our Facilities Department.

Technology Services works to remain effective and progressive by introducing things that increase productivity and assist in the success of Golden Hills School Division.

Recommendation

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



REGIONAL COLLABORATIVE SERVICE DELIVERY (RCSD)

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

December 18, 2018

Background:

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

Recommendation:

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

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

Bevan Daverne
Superintendent

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

Dr. Kandace Jordan
Associate Superintendent of Schools



REGIONAL COLLABORATIVE SERVICE DELIVERY (RCSD)

Presented to Board of Trustees by Dr. Kandace Jordan
Deputy Superintendent of Schools
Resource Persons: Deb Hinz-Nunziata, Christina Hoover

December 18, 2018

REPORTING PERIOD: 2017-2018

OVERVIEW

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

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

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

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

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

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

SUCSESSES OF 2017-2018

- Continued agreement and consensus in care services within the region and a commitment to maintain the identified priorities for the following year.

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

- RCSD supports base funding for Educational Consultants, Family School Community Resource Counsellors including clinical supervision, Behaviour Assistants for the Anchor (Green Zone) program, the Connections program and the Tri-Region Complex Case Initiative. There were an increased number of Connections clinics to offer additional clinics in Drumheller which included Lunch and Learns on a variety of mental health topics.

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

- RCSD funds the Speech Assistant position under the direction of SLP's, additional OT/PT time and consultation in the areas of Complex Communication Needs, Vision and Deaf/Hard of Hearing.

- Strengthening and aligning service delivery for children and youth across systems, with a particular focus on transition to adulthood.
 - The CONeX program (part of the Tri-Region Complex Case Initiative) provides support and coordination to complex students and their families, with multiple systems involvement to help them navigate service delivery and to re-engage all the partners when needed
 - Through the Connections program the referrals to and discharge process from urgent/acute core services is streamlined.
 - The Healthy Campus Alberta Initiative had a summit that gathered post-secondary students and professionals to explore and collaborate on the dimensions of wellness needed for adulthood. CEC RCSD was a partner funder in this opportunity.
 - Continued success and “fine tuning” of the Tri-Region Complex Needs Process to ensure equitable access to resources and continual cross system collaboration to meet the needs of complex youth and their families within Calgary and Area, Bow River and Central East RCSD.
- Continued capacity building for community allied health service providers in the area of Complex Communication Needs through partnership and funding with Specialized Support for Inclusive Learning (SSIL).
- Creating an opportunity for 57 Wheatland area students who have financial and/or developmental barriers to attend summer camp as well as 12 Siksika youth.
- Increased informed contacts with First Nations partners through organization of an interagency group.

CHALLENGES

- Increased demands on resources of Ministry partners with either a decreased or a same level of budgetary allocations, with no extra RCSD dollars to support this.
 - Growing need for mental health and behavioural supports for children, youth and their families at the “specialized” level of intervention (eg. Treatment Beds In-Home Support).
 - The complexity of needs are changing and are more challenging which requires long-term sustainability, coordinated service delivery of multi-disciplinary practitioners and a variety of ministry partners.
 - Difficulty accessing Specialized Allied Health Services through the Central Health Region that have been recommended by Specialized Services for Inclusive Learning (SSIL) to enable students to be successful (eg. Educational Audiology).
- A number of changes in the leadership composition, especially within Alberta Health Services (the need to continuously build on-going relationships and cooperation).
- A general lack of engagement with executive team members.
- A lack of formal discussion at a high level with our First Nations partners.

PLANNING FORWARD

- Given the core service need of mental health supports in combination with the complexity of students and their families, ongoing support, clinical supervision and professional development for Family School Community Resource Workers is critical.
- Continue to expand Connections program to Drumheller Area with a focus on building capacity of school team members in the area of mental health. This includes providing region-wide training on the topic of Anxiety Management for Tri-Region Children and their Families – including parent training.
- Examine trends at the Complex Case Table with the possibility of making recommendations to the province for more sustainable funding for this population.
- In serving low incidence children and youth (Complex Communication Needs, Visual Impaired, Deaf and Hard of Hearing), create a balance of capacity building within our region and creating access to very specialized services.
- Improve outcome measures across priorities to better inform decision making at the CEC RCSD table.

FINANCIAL IMPLICATIONS

Golden Hills benefits greatly from RCSD funds that provide specialized supports for students and their families such as Family School Resource Workers, behavioural support workers and opportunities to access a psychiatrist through the Connections program.



INTERNATIONAL PROGRAM REPORT

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

December 18, 2018

Background:

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

Recommendation:

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

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

Bevan Daverne
Superintendent

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

Dr. Kandace Jordan
Associate Superintendent of Schools



INTERNATIONAL PROGRAM REPORT

Presented to the Board of Trustees by Dr. Kandace Jordan

Deputy Superintendent

Resource Persons: Jennifer Bertsch, Jane Gallacher, Geoff Ball

December 18, 2018

REPORTING PERIOD: 2017-2018

OVERVIEW

- **Context/ Background**

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

Golden Hills is doing its part to develop 21st century competencies, encourage a global perspective, and cross cultural understanding among GHSD students. In addition, international dollars support increased numbers of teaching staff and program options for all GHSD students. More than 58% of Golden Hills schools had international students in the 2017-2018 school year, with a total of 305 international students taking part in Golden Hills School Division programming (including our summer camp), the majority of which were enrolled in our junior and senior high programs.

Now in its 14th year of operation, the International program is a unique and integral part of Golden Hills School Division (GHSD) that since its inception has accommodated more than 3500 students from more than 45 countries.

SUMMARY & IMPLICATIONS

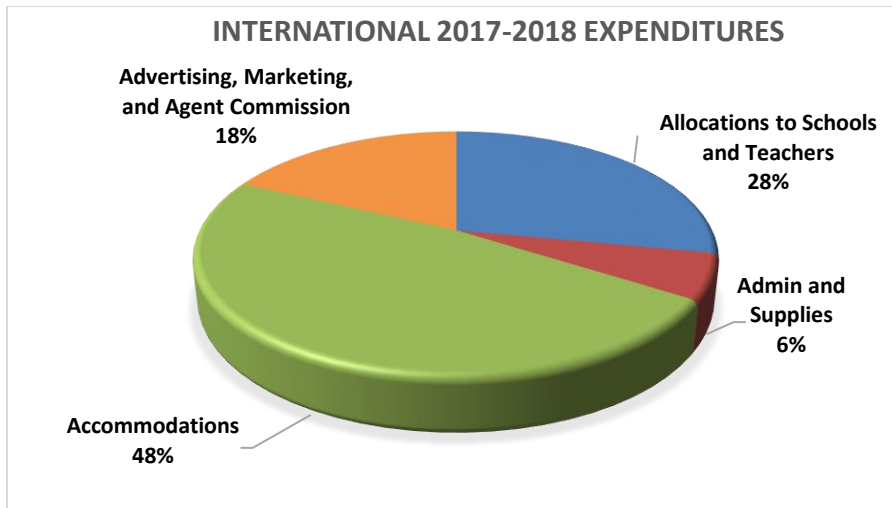
Golden Hills School Division offered these international programs in the 2017-2018 school year:

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

- Short-Term Programs:** International students enrolled in short-term programs help offset decreases in long-term students. Our short-term programs are important because they contribute financially to our program and allow us to develop new international partnerships around the world. Short-term programs are also an excellent ‘trial-run’ for parents and students looking to potentially enter a long-term program with Golden Hills School Division.

Budget Financial Implications 2017-2018

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



Goals, Priorities and Planning for the Future: In 2017-2018, \$1.296 million in payment transfers was allocated to schools, who in turn decided how best to disperse these funds. This was an increase over the previous year due to an increase in enrollment. In the 2017-2018 school year, approximately 90% of this money was used towards certificated staff (approximately 8 certificated teachers).

Global changes such as sociopolitical environments, world economic climates, and increasing marketplace competition, continue to impact our international programs. For this reason, it is imperative that we continue to cultivate quality programs and effective recruitment strategies. During the 2017-2018 school year, Golden Hills International built upon well-developed existing programs in response to the changing global market. Through regular team meetings, the International Program strives to meet our long-term goals by monitoring progress and developing new ways to improve and nurture the program. Outlined below is a brief summary of the key focus areas and goals and priorities.

Key Focus Area	Goals and Priorities
Global Competence	<ul style="list-style-type: none"> • Planning began for the introduction of the Global Connections Certificate, which will be implemented in the 2018-2019 school year. It will integrate a global focus and strategy that allows students to work towards the certificate through successful completion of academic courses, service learning and opportunities for learning experiences through travel abroad and building students' interest and capacity to work across cultural differences. • Golden Hills continues to facilitate all students with travel abroad opportunities for an enriching learning experience. In 2018, Crowther Memorial Jr. High School leadership students participated in an international travel opportunity to China. Students were able to make meaning of their experiences at home by acting as friends, mentors and ambassadors with international students and visiting international education agents and representatives.
English Language Learning (ELL)	<p>The ELL/ESL team is a collaborative group consisting of two Instructional Coaches, an Educational Consultant, and ELL Learning Academy teacher.</p> <p>Goals and priorities of the team:</p> <ul style="list-style-type: none"> • Continue to provide quality, consistent ELL testing in schools using formal and informal assessments. • Continue enhanced tracking and reporting of ELL English language acquisition. • Provide mental health support from a Cross-Cultural perspective to ESL students through evidence based workshops, targeted presentations and individual and group counselling • In order to provide professional development to staff involved with ELL students a Moodle website was launched and is available through the Learning Academy. It provides GHSD teachers with online access to the Benchmarks, Specific Learning Strategies, Current Research, Professional Development opportunities, and advances in supportive technology for ELL students among other resources. • Continued to provide grading based on Alberta Education Benchmarks to determine each student's English language proficiency using research based strategies. • Continued to support the ELL English proficiency report card (report cards will be issued twice a year). The report cards will be imbedded

Key Focus Area	Goals and Priorities
	<p>into the new electronic reporting system that will be available for piloting in the spring.</p> <ul style="list-style-type: none"> • Participate in the Rural ESL collaborative: bi-yearly collaborative meetings with surrounding rural school divisions to discuss ESL needs and supports. • Supported professional development opportunities for the ELL team. • Provided support for the successful integration of refugee students entering GHSD schools including resources, strategies, benchmarking and cultural awareness. • Piloting of the developed intake document will occur for the 2018/19 school year. The document will be used for students first arriving in a GHSD school. Division wide implementation will occur in the 2019/20 school year. • Support Colony teachers in implementing the Benchmarks and using the results to further support the students English Language Development. • Continue to support Yellow Dragonfly English K-6 ESL program training for students in China. • Continue to develop online ESL programs for Junior High and High school grade levels to be offered through the Golden Hills Learning Academy.
Specialized Student Programs (i.e. Elite, Global Leader program, ESL Summer Camp))	<p>These programs provide:</p> <ul style="list-style-type: none"> • Increased choice for parents thereby improving our marketing potential as well as providing extra services and programming to increase the opportunities for success in our program. • Practicum placement opportunities that encourage unique community/business partnerships and allow students to become important members of a welcoming school and community. • Enhanced personalized ELL support, attention and frequent reporting to parents. • Development of specialized short term programs to accommodate students from other countries (eg. Colombia). • In July and August GHI welcomed 16 students to our ESL summer camp. The program offered students an opportunity to experience Alberta and Canadian culture and was well-received by the students and agents.
Homestay/Dormitory Programs	<ul style="list-style-type: none"> • Continued to provide information on standards and communication protocols through meetings and handbooks. • Ensured staffing/supervision models are clearly communicated and modeled.

Key Focus Area	Goals and Priorities
	<ul style="list-style-type: none"> • Reviewed processes and procedures based on changes with Immigration Canada for student acceptance and placement, and adjusted procedures accordingly.
Recruitment and Marketing	<ul style="list-style-type: none"> • Continued to customize short and long-term programs. • Continued to provide agents with orientation materials. • Number of core agents continues to grow (last year, Golden Hills received international students from over 70 different agencies). • Continued to improve responsiveness to agent requests (the goal is a 48-hour response time). • Increased active recruitment in multiple markets. • Strengthened relationships in key markets and established a strong presence in new viable markets. • Reduced dependence on Alberta Education events for recruitment by establishing our own market connections. • Provided orientation to GHSD administration in order for them to participate in recruitment where that is appropriate. • Increased ownership by local administrators and schools. • Built on university partnerships to support the transition of international students to post-secondary studies. • Continued communication strategies in international print and online advertising e.g. Study Travel Magazine and various fair advertisements. • Continued to partner with CAPS-I (the Canadian Association of Public Schools-International) in joint advertising opportunities with, ICEF, CBIE, and BELTA. • Increased engagement with students through Facebook while promoting student activities and events in GHSD. • Increased social media presence through Facebook, Twitter and Instagram. • Increased engagement with parents and students who are looking for information about attending Golden Hills International via Facebook Messenger. • Began research on the WeChat app to target recruitment and promotion in China. • Supplied CAPS-I with short Twitter messages promoting GHI and our communities to tweet out to their 1,161 Twitter followers. • Continued to engage with and train GHI agents in being ambassadors for our program by expanding their knowledge of our schools, programs, activities, student experiences and life in Canada. • Engaged with agents and representatives by increasing webmail ads about students and events in GHSD.

Key Focus Area	Goals and Priorities
	<ul style="list-style-type: none"> • Maintained the GHI website and increased and updated information and news articles relevant to agents, students and families to recruit students to attend Golden Hills International. • Initiated planning and research for a website redesign project. • Designed collateral with a western theme for ESL summer camp students as a takeaway including “wanted” posters of each student, a group photograph of students and a video slideshow highlighting summer camp fun. Created a video highlighting the academic section of the camp to use as a marketing tool for next year’s camp. • Continued promoting Golden Hills International to students, agents/families, homestay families, dorm staff and GHSD staff through chimp mail “Great News from Golden Hills” email ads. • Began designing a new Golden Hills International brochure with 95% of the photos used being GHSD students and/or staff. • Continued creating video testimonials from students of various countries promoting GHI. • Created a promotional video for George Freeman School for agents and families as well as division promotion.
Student Orientation	<ul style="list-style-type: none"> • Provided orientation for students and families when they arrived in Canada, allowing for clear communication, expectations and information about Canada, Alberta and Golden Hills, in turn ensuring a greater readiness for learning within a Canadian context. • Continued to provide online pre-arrival information through the iCent mobile app for international students to make their academic and social lives in Canada easier.
Powerful Learning for all students through Citizenship	<ul style="list-style-type: none"> • Exposure of global and cultural understanding through celebrations and international awareness events in our schools. • Celebration and acknowledgement of the entrepreneurial skills that our International students bring to our schools. • Offering leadership, entrepreneurial and special project credits for any high school students who work locally or abroad. • Supporting community organizations and businesses that offer scholarships for academic and citizenship achievement. • Supporting opportunities for GHSD students to travel abroad and to participate in special events such as Model UN.



SPECIAL/INCLUSIVE EDUCATION

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

December 18, 2018

Background:

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

Recommendation:

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

Bevan Daverne
Superintendent

Dr. Kandace Jordan
Associate Superintendent of Schools



SPECIAL/INCLUSIVE EDUCATION

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

Resource Persons: Deborah Hinds-Nunziata, Christina Hoover

December 18, 2018

Overview

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

Who do we serve?

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

GHSD Coding Profile

	2016-2017	2017-2018
Mild/Moderate	685	784
Severe (including PUF)	311	304
ELL	674	722

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

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

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

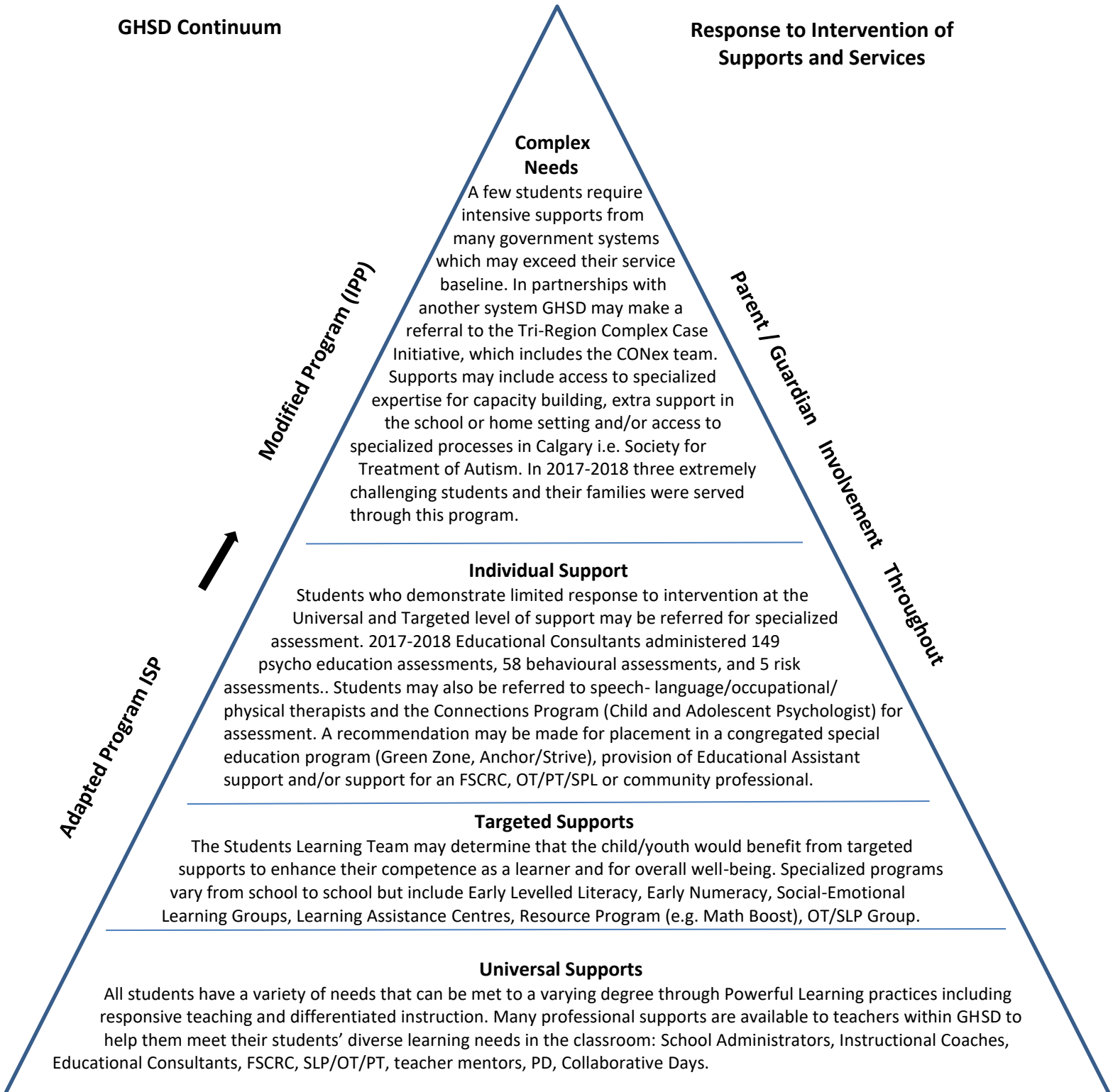
The Student Learning Team may also work closely with professionals from Health, Children’s Services, Community and Social Services and other community professionals from a wide variety of community agencies when a student requires specialized support outside of school-based resources. Regional Collaborative Service delivery is an important initiative in ensuring government systems, education, Health, Children’s Services, Community and Social Services are working

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

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

GHSD Continuum

Response to Intervention of Supports and Services



Strengths

- In collaboration with the Calgary Regional Consortium a team of Golden Hills staff, administrators, educational consultants, Family School Community Resource Workers, teachers and Connections psychiatrist began the process of developing a GHSD mental health strategy using the 2017 Government of Alberta resource Working Together to support Mental Health in Alberta Schools. Through the process of considering local needs, available resources and work already underway in the district, key working groups were established to continue the effort in 2018-219 with a focus on:
 - Strategies for continued promotion of positive mental health at a universal level at all schools based on evidence informed practice.
 - Practices to improve partnerships with parents and community services in order to support positive mental health in students and their families.
 - Planning more effectively for transitions from acute/emergency mental health care to home and school.
 - Developing professional learning opportunities for school staff in the area of mental health.
- Participation in the development of cross-ministry protocols and training that will inform future GHSD administrative procedures including:
 - Threat Assessment (Virginia State Threat Assessment Model – Dr. Dewey Cornell)
 - Suicide Ideation Response Protocol
 - Success in Schools – Development of new Responding to Child Abuse handbook.
- Continued robust school and counselling psychology Training program that supports GHSD in providing psychoeducational assessments and targeted SEL Introductory Group.
 - Provided clinical supervision for Provincial Psychologists and Mastery of School Psychology students.
 - Serve on the Integrated Services in Education Advisory Board.
 - Able to hire two registered psychologists who completed internships and provisional hours with GHSD.
- Continued development and support of new Individualized Program Planning and Individual Support Planning documents.
- Continued active representation from GHSD at the provincial government level through Central East RCSD, Tri-Region Complex Care Initiative and Low incidence Advisory Groups.
- Commitment of the GHSD schoolboard and senior administration to maintain the support of school psychologists and Family School Community Resource councilors in schools.

Challenges

- Increased complexity of needs and lack of specialized community resources/placements and urgent/acute care service.
 - Emergency Department visit rates in Alberta for anxiety disorders among 15-19 year olds has almost doubled from 2004 to 2016. The increase was greatest from 2010-2016. Female rates were an average of 1.9 times higher than males (from <http://www.ahw.gov.ab.ca>).
 - With GHSD we have seen significant increases in students being brought to hospital for suicidal and significantly more youth engaging in non-suicidal self-injury.
 - In the elementary setting, there has been an increase in severe aggression from students towards staff and peers resulting in more calls to RCMP for support.
- The focus of government dollars in mental health and allied health services has been on building teacher capacity, which can tax already busy classroom teachers, rather than providing targeted and individualized resources/services.
- There is a lack of specialized support for parents with children who have complex behavioral needs and do not meet criteria for children's services supports. Family supports for children with disabilities present with service delivery barriers for many families i.e. parents must find and have their own services then be reimbursed by FSCD. Many families do not have the ability to find the support they need with GHSD and/or are not in the financial situation to make initial payments and then be reimbursed.
- Teachers are faced with increasingly diverse learning needs within the typical classroom and lack experience and education in the area of differentiation.
- Increased demands from Alberta Education regarding accountability documentation for Program Unit Funded students.
- Allied health services are provided within GHSD by two health zones and there are significant service delivery disparities between Calgary and Central Zone.



NEW GOVERNMENT REGULATIONS (MANDATORY ENTRY LEVEL TRAINING) MELT

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

December 18, 2018

Background:

The Province of Alberta announced new regulations for Bus Drivers – Mandatory Entry Level Training (MELT)

There are numerous qualitative and quantitative implications associated with this regulation.

Since the initial announcement, we have received various updates and we are hoping the information will be finalized so we can prepare and plan for the changes.

Below is a table of what Golden Hills currently has in place and what is now mandated by the Government of Alberta.

Description	Current (GHSD)	New (Alberta Government)
One Time Cost Additional Drivers who need S/Melt	Approximately 80 have modified Version 20 need the full training	Potentially need approximately 10 more hours of training \$250 x 80 = \$20,000 20 x 17 x 25 = \$8,500 Total \$28,500
Annual Cost – Class 2	Currently we train 60 hours (yard, vehicle, road) \$1,500	Unknown as parameters are not yet defined.

These additional costs are based on the assumption we can train “in-house”. Costs will increase substantially if we are required to send our drivers to a third party to train.

Our concern is the ability to recruit and retain enough drivers to support the needs of the schools. Currently we do not have enough relief drivers and it is often a challenge to find enough rural bus drivers. With the added regulation, this will become even more challenging.

Recommendation:

That the Board of Trustees receives this as information.

Bevan Daverne
Superintendent of Schools

Tahra Sabir
Secretary Treasurer