



# 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, September 25, 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 (2018/08/28)**
  - 7.2 **Board of Trustees Organizational Meeting (2018/08/28)**
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 **PSBAA - PDAC Survey**

B.Daverne

9.1.2. **Field Studies/Excursion Changes - Europe 2019 - Drumheller Valley Secondary School** B.Daverne

9.2. **Information Items**

9.2.1. **Preliminary Enrolment Monitoring Report (August 2018)** T. Sabir

9.2.2. **System Enhancement** K. Jordan

9.2.3. **IMR and Capital Projects Report (Summer Update)** T. Sabir

9.2.4. **Family School Community Resource Program Report** K. Jordan

9.2.5. **Field Studies/Excursion - Eastern Canada - Crowther Memorial Jr. High** B. Daverne

10. **ADJOURNMENT**

Draft



# MINUTES

## Golden Hills School Division No. 75

### Board of Trustees Organizational Meeting

Meeting Type : REGULAR BOARD MEETING

Date : Tuesday, August 28, 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
- Barry Kletke

**d) Superintendent**

- Bevan Daverne

**f) Deputy Superintendent**

- Dr. Kandace Jordan

**g) Secretary - Treasurer**

- Tahra Sabir

**h) Recording Secretary**

- Kristy Polet

Absent:

**e) Associate Superintendent**

- Wes Miskiman

**Call to Order**

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

**Pecuniary Interest Forms**

(Action Items)

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

**Election of Chair**

(Action Items)

**Resolution #BD20180828.1001**

Secretary Treasurer Sabir called for nominations for Chair.

Trustee Pirie nominated Trustee Huntley.

Trustee Northcott nominated Trustee Huntley.

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

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

Secretary Treasurer Sabir declared nominations closed.

**Trustee Huntley was acclaimed as Chair of the Golden Hills Board of Trustees for the 2018-2019 term.**

**Carried Unanimously**

**Election of Vice-Chair**

(Action Items)

**Resolution #BD20180828.1002**

Chair Huntley called for nominations for Vice Chair.

Trustee Bolin nominated Trustee Mertz.

Trustee Northcott nominated Trustee Pirie. Trustee Pirie graciously declined.

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

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

Chair Huntley declared nominations closed.

**Trustee Mertz was acclaimed as Vice Chair for the Golden Hills Board of Trustees for the 2018-2019 term.**

**Carried Unanimously**

**Signing Authority**

(Action Items)

**Resolution #BD20180828.1003**

**MOVED by Trustee Bolin** that the representatives for the Signing Authorities are as follows for the 2018-2019 term.

- Chair Huntley
- Vice Chair Mertz
- Trustee Kletke
- Manager of Finance, Michael Kuystermans; or
- Superintendent Daverne; or
- Secretary Treasurer Sabir

**Carried**

**Meeting Dates and Times**

(Action Items)

**Resolution #BD20180828.1004**

**MOVED by Trustee Northcott** that the Board of Trustees Regular Meeting dates be as follows, with a start time of 9:30 a.m.

August 28, 2018	September 25, 2018	October 23, 2018
November 27, 2018	December 18, 2018	January 22, 2019
February 26, 2019	March 26, 2019	April 30, 2019
May 28, 2019	June 25, 2019	

**Carried**



**Trustee Expenses/Pier Diems/Mileage rate/Benefit Rate/Other Expenses**  
(Action Items)

Secretary Treasurer Sabir reviewed the existing principles outlined in Policy 7, Appendix A - Trustee Compensation (Trustee Expenses/Per Diems/Mileage Rate/Benefit Rate/Other Expenses) as the rates have been set until the 2018-2019 term.

**Resolution #BD20180828.1005**

**MOVED by Trustee Kletke** that the Board of Trustees form an External Committee made up of outside community members to review Trustee Remuneration.

**Carried**

**Conference Attendance and Provincial Alberta School Boards Association Meetings and Conferences**  
(Action Items)

Superintendent Daverne discussed conference attendance for the Board of Trustees.

**Nomination/Election of External Committee Members**  
(Action Items)

**Resolution #BD20180828.1006**

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

External Committees	Representation	Representation 2018-19
<b>ASBA Zone 5</b> (Alberta School Boards Association) <ul style="list-style-type: none"> <li>Meetings as called by ASBA, approximately ten per year</li> </ul>	Two Trustees plus one Alternate	Trustee Mertz Trustee Pirie Trustee Northcott (Alternate)
<b>PSBAA</b> (Public School BOards Association of Alberta) <ul style="list-style-type: none"> <li>Meetings as called by PSBAA, approximately two per year</li> </ul>	One Trustee plus one Alternate (one designated to vote, if required)	Trustee Kletke Trustee Northcott (Alternate)
<b>PSBAA Executive Council Meetings</b> (All can attend) <ul style="list-style-type: none"> <li>Meetings as called by PSBAA, approximately four per year</li> </ul>	One Trustee plus one Alternate	Trustee Kletke Trustee Huntley (Alternate)

Standing Committees	Representation	Representatives 2018-2019
<b>Audit Committee</b>	Full Board	Full Board
<b>Capital Planning</b>	Full Board	Full Board
<b>Strategic Planning</b>	Full Board	Full Board
<b>Policy</b>	Two Trustes One Alternate Superintendent or designate	Trustee Northcott Trustee Mertz Trustee Bolin (Alternate) Superintendent or Designate

Committees	Representation	Approval and Ratification 2018-2019
<b>Bargaining</b>	Administration	Full Board
<b>Advocacy</b>	Full Board	Full Board

<b>Committees</b>	<b>Representation</b>	<b>Representation 2018-2019</b>
<b>TEBA</b> (Teachers Employee Bargaining Association)	One Trustee	Trustee Pirie
<b>RSBC</b> (Rural School Board Caucus)	One Trustee One Alternate	Trustee Huntley Trustee Northcott (Alternate)

**Carried**

**ADJOURNMENT**

**Resolution #BD20180828.1007**

**MOVED by Trustee Northcott** that the Board of Trustees adjourn the meeting at 10:20 a.m.

**Carried**

**BREAK**

**Recessed at 10:20 a.m.**

**Reconvene at 10:30 a.m.**

- Break before calling the Regular Meeting of the Board of Trustees to order.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary Treasurer



# MINUTES

## Golden Hills School Division No. 75

### Regular Meeting of The Board of Trustees

Meeting Type : REGULAR BOARD MEETING

Date : Tuesday, August 28, 2018

Start time : 9:30 AM

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

### Minutes

#### Call to Order

Chair Huntley called the meeting to order at 10:30 a.m.

#### Attendance

Present were:

##### a) Chair

- Laurie Huntley

##### b) Vice Chair

- Jennifer Mertz

##### c) Trustee

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

##### d) Superintendent

- Bevan Daverne

##### f) Deputy Superintendent

- Dr. Kandace Jordan

##### g) Secretary Treasurer

- Tahra Sabir

##### h) Recording Secretary

- Kristy Polet

Absent:

##### e) Associate Superintendent

- Wes Miskiman

**Acknowledgment** We would like to acknowledge that we are on lands in the Treaty 7 area. We are making this acknowledgement to demonstrate our commitment to work together as a community in laying the foundation for reconciliation through education.

**In Camera** **Resolution #BD20180828.2001**  
**MOVED by Trustee Pirie** that the Board of Trustees go In Camera at 10:30 a.m. to discuss legal matters. **Carried**

**Resolution #BD20180828.2002**  
**MOVED by Trustee Bolin** that the Board of Trustees rise from In Camera at 11:40 a.m. **Carried**

**Approval Of Agenda** **Resolution #BD20180828.2003**  
**MOVED by Trustee Pirie** that the Board of Trustees approve the agenda as presented. **Carried**

**Presentation of Minutes** **Resolution #BD20180828.2004**  
**MOVED by Trustee Pirie** that the Board of Trustees approve Regular Minutes of June 19, 2018 as presented. **Carried**

**Chair's Report**  
(REPORTS)  
Chair Huntey reported on the following items:

- Shared information from the Public School Boards Association of Alberta (PSBAA) meeting that took place in Medicine Hat, AB on August 16-18, 2018.
  - PSBAA Director, Karen Becker, will be visiting GHSD Board to introduce the Priority One Campaign - Together for Students.
  - New Executive Director, Brian Callaghan, was announced, replacing Mary-Lynne Campbell.
- Alberta School Boards Association (ASBA) Leadership Conference took place in Canmore, AB on August 23-25, 2018.
  - All speaker notes can be found on the ASBA App.
  - Parent Council Association survey was forwarded to the Trustees.

**Board Committees**  
(REPORTS)  
Trustee Pirie presented information on the Alberta School Boards Association (ASBA) Zone 5:

- Discussed the ASBA Zone 5 Meet and Greet Event with Members of Legislative Assembly (MLA) which took place July 5, 2018 at the Southern Alberta Pioneers Building.

**Board Representatives to External Organizations**  
(REPORTS)  
No information to report on at this time.

**Administration Reports**  
(REPORTS)  
Deputy Superintendent Jordan presented information on the following topics:

- First Collaboration Day of the new school year is being held August 29, 2018 at the Strathmore High School.
- International Student Services (ISS) student numbers are at capacity.

Superintendent Daverne reported on the following topics:

- Discussed the benefits that having an International program is to our schools and communities.
- Recruiting Teachers - discussed the methods and challenges it can have.
- School Nutrition Programs that will be funded through Alberta Education grants.
  - Carseland School - new hot lunch program 2018/19
  - Wheatland Crossing - continuing their hot lunch program 2018/19
  - Carbon School - new breakfast program for 2018/19
- In process of updating technology in division office and schools.

Secretary Treasurer Sabir reported on the following topics:

- Facilities update - discussed renovations that were completed over the summer and George Freeman School progress.
- Transportation has changed their process on how to enroll your child(ren) on a school bus, forms are on Division website. This should help with September start up.
- Carbon Levy - have been receiving funds through grants.

**Board Annual Leadership Plan 2018-2019**

(Action Items)

**Resolution #BD20180828.2005**

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

**Carried**

**Monthly Enrolment Monitoring Report (June 2018)**

(Information Items)

Secretary Treasurer Sabir presented information on the Monthly Enrolment Monitoring Report for June 30, 2018.

**Transportation Agreement**

(Information Items)

Secretary Treasurer Sabir presented information on the Transportation Agreement that Golden Hills School Division is entering into with Grasslands School Division.

**ADJOURNMENT**

**Resolution #BD20180828.2006**

**MOVED by Trustee Bolin** that the Board of Trustees adjourn at 12:30 p.m.

**Carried**

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Chair

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Secretary Treasurer



**ALBERTA SCHOOL BOARDS ASSOCIATION (ASBA)  
Policy Development Advisory Committee (PDAC)**

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

**September 25, 2018**

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**Background:**

As part of its governance responsibility to review ASBA position statements, the ASBA Policy Development Advisory Committee (PDAC) has determined that FGM 2018 provides a unique opportunity for the membership to engage in a province-wide, generative discussion about the ASBA's priority messages about education and facilities funding.

Time will be allocated during the 2018 FGM Business Session for members to participate in this generative discussion. This activity is aimed to be a different and impactful way to voice ASBA positions in the lead up to both the 2019 provincial budget and election.

The intended outcome of this discussion is to assist the Board of Directors in developing key messages and advocacy points about education funding as our members gear up for the anticipated provincial election.

In preparing for the generative discussion, each Board is asked to participate in this brief survey related to current ASBA position statements.

This survey will remain open until October 10, 2018

**Recommendation:**

That the Board of Trustees reviews and participates in this survey related to current ASBA position statements.

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

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Bevan Daverne  
Superintendent of Schools



## FIELD TRIP ITINERARY CHANGES Drumheller Valley Secondary School

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

**September 25, 2018**

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### **Background:**

The DVSS Fine Arts Class is scheduled for a field trip to Europe in April of 2019, as has been previously approved by the Board. Recently, there have been modifications to the trip itinerary. Originally scheduled to travel to Budapest, Vienna, and Prague, the details have changed to now include Berlin, Dresden and Krakow, and to exclude Vienna.

In keeping with procedure, the administration will continue to complete a risk assessment as required by *AP 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.

All other elements of the itinerary will remain as stated in the original field trip application.

### **Recommendation:**

That the Board of Trustees approves the proposed changes to the DVSS Europe trip from April 18 to April 26, 2019, subject to advisory notices from Foreign Affairs and International Trade Canada website (<https://travel.gc.ca/travelling/advisories>), 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.

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

Bevan Daverne  
Superintendent

**GOLDEN HILLS SCHOOL DIVISION NO. 75**  
**FIELD STUDIES/STUDENT EXCURSION FORM**  
**Form 260-1**

SCHOOL DVSS

DATE September 18, 2018

The Senior High classes will be taking part in a field trip to: Budapest, Prague, Berlin, Krakow

The purpose of the trip is:

- experience the culture and history of Europe
- observe historical and famous art, sculpture, and architecture
- learn about government and international perspectives

The trip on Easter Holidays 2019 will begin around April 18 and return April 26, with 2 day flexibility.

The phone number(s) at the destination(s) is/are: (1) EF Tours 1-800-263-2806

(2)Virginia Sakofsky 1-403-820-0750

(3)Hotels TBA

The itinerary will be as follows (note places, times and activities)

Day 1: Fly overnight to Germany

Day 2: Berlin

– Meet your Tour Director at the airport in Berlin.

Poised at the cutting edge of European culture, this German capital has been transformed since the Berlin Wall fell in 1989. During your stay you'll see Checkpoint Charlie, named after the checkpoint station that once guarded the border between East and West Germany.

At the Topography of Terror Museum, on the site of the old SS and Gestapo headquarters, you'll touch the largest piece of the Berlin Wall still standing in its original spot. Stroll past cafes, restaurants and embassies along Unter den Linden, Berlin's most elegant boulevard. Continue to the imposing Reichstag building, the historical seat of Germany's parliament.

– Take a walking tour of Berlin.

Day 3: Berlin

– Take an expertly guided tour of Berlin: Brandenburg Gate.

– Photo stop at Checkpoint Charlie.

– Visit the Topography of Terror Museum.

– Time to see more of Berlin or visit Potsdam.

Day 4: Dresden | Prague

– Travel to Dresden.

– Take a tour of Dresden.

– Continue on to Prague and encounter the legendary beauty of the former capital of the Holy Roman Empire. Located on the Vltava River, Prague gracefully balances the classical features of old Europe with a lively, Bohemian spirit. During your stay you'll pass the concert hall where Mozart conducted the premiere of Don Giovanni. Walk the quaint, cobbled streets of the Mala Strana and visit the 13th-century Stare Mesto (Old Town) and Market Square. Here you'll see the famous 15th-century astronomical clock. From St. Vitus Cathedral to the Baroque statues of the Charles Bridge, you'll explore the celebrated art and

architecture of the City of One Hundred Spires.

Day 5: Prague

– Take an expertly guided tour of Prague: Charles Bridge.

– Visit St. Vitus Cathedral.

– Visit the Golden Lane.

– Take a walking tour of Prague.

Day 6: Krakow

– Travel to Krakow, the only major Polish city to escape devastation during World War II, leaving the beautiful architecture of its Old Town intact. As you explore the former capital you'll see Wawel Cathedral, where Polish kings were crowned and Pope John Paul II once served as archbishop. Stroll through Glowny Square, passing beautiful Sukiennice Cloth Hall and the Jagiellonian University. You'll also take a somber visit to the concentration camps at Auschwitz and Birkenau. Now the site of a memorial museum, you can view a film about the horror of Auschwitz and Hitler's Third Reich here. Before you leave, observe a moment of remembrance for the six million victims of the Holocaust.

– Visit Auschwitz and Birkenau.

Day 7: Krakow

– Take an expertly guided tour of Krakow: Wawel Hill; Glowny Square.

– Visit Wawel Cathedral.

– Visit St. Mary's Church.

– Enjoy free time in Krakow.

Day 8: Budapest

– Travel via Slovakia and the Tatra Mountains to Budapest.

– Take a walking tour of Budapest: Fisherman's Bastion; Parliament.

Day 9: Budapest

– Take an expertly guided tour of Budapest.

– Visit Matthias Church.

– Time to see more of Budapest or visit the Budapest Baths.

DAY 10: Depart for home



*Itinerary is subject to change.*

For complete financial and registration details, please refer to the Booking Conditions at [www.eftours.ca/bc](http://www.eftours.ca/bc).

The driver(s) and vehicles(s) will be: hired, licensed drivers through EF tours.

The students will be under the supervision of (possibly): Virginia M. Sakofsky, (Shelley Frisky, Aaron Mitchell).

The total cost per students for this trip will be \$3951 broken down as follows (all paid by students/parents):

\$3679 EF tours

\$272 tips, transportation to airport, extras

\$? Lunch costs, spending money, passport fees (provide on own)

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

Risks

1. travelling -accident

2. assault

3. choking , walking

Injuries

1. scratches, bruises, injury, death

2. scratches, bruises, injury, death

3. scratches, bruises, injury, death

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

The following precautionary measures will be taken:

**Supervision of the group at all times**

The Group Leader (or a designated responsible adult) must accompany the group at all times, including during meals, sightseeing excursions and optional excursions on tour.

**Assisting with room assignments**

The Tour Director may need the Group Leader's help upon arrival at each hotel as traveler rooming configurations may change from one hotel to the next.

**Checking attendance and "counting heads"**

Group Leaders will ensure that all travelers are accounted for. This might include having travelers count off or divide into smaller buddy groups.

**Staying behind in an emergency**

In the case of illness, accident, lost passport or anything that causes a traveler to remain behind, the Group Leader must stay with this traveler. They also must ensure that the rest of the group is accompanied by a responsible adult. If there are no other adults, the entire group will stay behind.

*NOTE:* As this trip is considered a regular school activity all normal discipline policies and expectations apply. Any student involved in alcohol or drugs will be severely disciplined. In the case of an extended trip, the parents will be asked to pay for the return of the student before the end of the trip. In addition, since this is a school trip, the student must be in attendance at DVSS and in good standing for the trip.

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

If you require more information or wish to discuss the field trip further, please contact the undersigned teacher or principal at 403-823-5171

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Signature of Teacher

Signature of Principal

Signature of Superintendent

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

***PARENT/GUARDIAN CONSENT***

RE: STUDENT \_\_\_\_\_ Grade: \_\_\_\_\_  
(check appropriate box)

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

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

***HEALTH AND CONTACT INFORMATION***

Indicate any health related problems this child has: \_\_\_\_\_

Special medical, dietary or other instructions \_\_\_\_\_

Parents/Guardians phone numbers: Home \_\_\_\_\_ Business \_\_\_\_\_

The following person(s) should be contacted in the event that parents cannot be reached:

Name \_\_\_\_\_

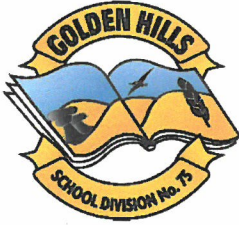
Phone Number. \_\_\_\_\_

***EMERGENCY PERMIT***

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

\_\_\_\_\_  
**Signature of Parent/Guardian**

\_\_\_\_\_  
Date



## FIELD TRIP STUDIES/STUDENT EXCURSION Drumheller Valley Secondary School

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

**January 23, 2018**

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### **Background:**

DVSS Fine Arts Class requests permission, in accordance with Administrative Procedure 260 and Board Policy 2, for an international high school field trip to Europe from April 18, 2019 to April 26, 2019. The trip will involve the students from the Fine Arts class and chaperones.

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

### Statement of Educational Purpose:

The purpose of the 2019 Europe trip to Budapest Vienna and Prague is to immerse students in the history of Europe, observe theatrical and musical performances, and observe historical and famous art, sculptures and architecture.

### **Recommendation:**

That the Board of Trustees approves the proposed high school field studies/excursion for DVSS to Europe from April 18 to April 26, 2019 subject to advisory notices from Foreign Affairs and International Trade Canada website [http://www.voyage.gc.ca/countries\\_pays/updates\\_mise-a-jour-eng.asp](http://www.voyage.gc.ca/countries_pays/updates_mise-a-jour-eng.asp) such that if a travel warning is issued prior to the trip and not rescinded before the departure date, the trip will be cancelled and parents must be advised that this will be the case.

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

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Bevan Daverne  
Superintendent of Schools

## What you'll experience on your tour

### Day 1: Fly overnight to Hungary

#### Day 2: Budapest

- Meet your Tour Director at the airport in Budapest.
- Take a walking tour of Budapest.

#### Day 3: Budapest

- Take an expertly guided tour of Budapest.
- Visit Matthias Church, whose intricately tiled roof ornaments the cityscape.
- Cap your visit with an evening cruise along the Danube River, which divides the land into the old city, Buda, and the newer city, Pest. Absorb stories of Hungarian royalty before the Blue Danube Waltz ushers you into port.

#### Day 4: Vienna

- Travel to Vienna. Residence of the imperial court for six centuries, Vienna is marked with the seal of the powerful Habsburgs, a family who once ruled over half of Europe.
- As you get to know Vienna during an orientation tour, you'll spot the Opera House, whose history dates back to the mid 19th century.
- Enjoy an authentic *wiener schnitzel* dinner.

#### Day 5: Vienna

- Take an expertly guided tour of Vienna: Ringstrasse; Parliament; Rathaus; Hofburg.
- Visit Schönbrunn Palace, where Marie Antoinette spent her childhood. When the 6-year-old Mozart performed here he told the future Queen of France, "I'll marry you when I'm grown up!" After viewing the elegant interior, stroll through the palace's beautifully landscaped gardens.
- Time to see more of Vienna or
  - enjoy Viennese waltz dancing.

#### Day 6: Prague

- Travel to Prague and encounter the legendary beauty of the former capital of the Holy Roman Empire. Located on the Vltava River, Prague gracefully balances the classical features of old Europe with a lively, Bohemian spirit.
- Take a walking tour of Prague.

#### Day 7: Prague

- Take an expertly guided tour of Prague: Charles Bridge.
- Visit St. Vitus Cathedral.
- Visit the Golden Lane.
- Time to see more of Prague or
  - visit Theresienstadt, which was established by the SS in the city of Terezín. When the Red Cross visited it in 1944, the Nazis presented Theresienstadt as a model Jewish settlement, but in reality it was a deadly concentration camp.

#### Day 8: Dachau | Munich

- Visit Dachau, a WWII Nazi concentration camp built in 1933 and liberated by the Allies in 1945. It now serves as a memorial museum.
- Travel to Munich.

#### Day 9: Munich

- Take an expertly guided tour of Munich: Olympic Stadium; Residenz; Marienplatz.
- Time to see more of Munich or
  - visit Neuschwanstein.

#### Day 10: Depart for home

### ➤ 2-DAY TOUR EXTENSION

#### Day 10: Berlin

- Visit the Museum Mödlareuth.
- Continue on to Berlin.
- Take a walking tour of Berlin.

#### Day 11: Berlin

- Take an expertly guided tour of Berlin: Brandenburg Gate; Kurfürstendamm; remains of Berlin Wall.
- Take a photo stop at Checkpoint Charlie.
- Visit the Topography of Terror Museum.

#### Day 12: Depart for home



#prague #czechrepublic  
#beautiful #eftours #view  
fromthetownhall

– ANN, TRAVELLER



Via Instagram

*I signed up for this trip because I wanted to experience European culture and also meet new people. When we arrived in Budapest on the first day, I knew it was going to be a great and fun trip. By the end of the trip, I felt like I made 2 new friends and made a better friendship with my teacher.*

– TAYLOR, TRAVELLER



Tour review

### TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**GOLDEN HILLS SCHOOL DIVISION NO. 75**  
**FIELD STUDIES/STUDENT EXCURSION FORM**  
**Form 260-1**

SCHOOL DVSS

DATE January 11, 2018

The Fine Arts classes will be taking part in a field trip to: Budapest, Vienna, Prague

The purpose of the trip is: - experience the culture and history of Europe  
- observe theatrical and musical performances  
- observe historical and famous art, sculpture, and architecture  
- learn about government and international perspectives  
- experience drama styles and techniques  
- learn music, art, and dramatic performance techniques in workshops and through attending shows.

The trip on Easter Holidays 2019 will begin around April 18 and return April 26, with 2 day flexibility.

The phone number(s) at the destination(s) is/are: (1) EF Tours 1-800-263-2806

(2)Virginia Sakofsky 1-403-820-0750

(3)Hotels TBA

The itinerary will be as follows (note places, times and activities)

Day 1: Fly overnight to Hungary

Day 2: Budapest

- Meet your Tour Director at the airport in Budapest.
- Take a walking tour of Budapest.

Day 3: Budapest

- Take an expertly guided tour of Budapest.
- Visit Matthias Church, whose intricately tiled roof ornaments the cityscape.
- Cap your visit with an evening cruise along the Danube River, which divides the land into the old city, Buda, and the newer city, Pest. Absorb stories of Hungarian royalty before the Blue Danube Waltz ushers you into port.

Day 4: Vienna

- Travel to Vienna. Residence of the imperial court for six centuries, Vienna is marked with the seal of the powerful Habsburgs, a family who once ruled over half of Europe.
- As you get to know Vienna during an orientation tour, you'll spot the Opera House, whose history dates back to the mid 19th century.
- Enjoy an authentic *wiener schnitzel* dinner.

Day 5: Vienna

- Take an expertly guided tour of Vienna: Ringstrasse; Parliament; Rathaus; Hofburg.
- Visit Schönbrunn Palace, where Marie Antoinette spent her childhood. When the 6-year-old Mozart performed here he told the future Queen of France, "I'll marry you when I'm grown up!" After viewing the elegant interior, stroll through the palace's beautifully landscaped gardens.
- Time to see more of Vienna or enjoy Viennese waltz dancing.

Day 6: Prague

- Travel to Prague and encounter the legendary beauty of the former capital of the Holy Roman Empire. Located on the Vltava River, Prague gracefully balances the classical features of old Europe with a lively, Bohemian spirit.
- Take a walking tour of Prague.

Day 7: Prague

- Take an expertly guided tour of Prague:  
Charles Bridge.
- Visit St. Vitus Cathedral.
- Visit the Golden Lane.
- Time to see more of Prague or visit Theresienstadt, which was established by the SS in the city of Terezín. When the Red Cross visited it in 1944, the Nazis presented Theresienstadt as a model Jewish settlement, but in reality it was a deadly concentration camp.

Day 8: Dachau | Munich

- Visit Dachau, a WWII Nazi concentration camp built in 1933 and liberated by the Allies in 1945. It now serves as a memorial museum.
- Travel to Munich.

Day 9: Munich

- Take an expertly guided tour of Munich-Olympic Stadium; Residenz; Marienplatz.
- Time to see more of Munich or visit Neuschwanstein.

Day 10: Depart for home



Itinerary is subject to change.

For complete financial and registration details, please refer to the Booking Conditions at [www.eftours.ca/bc](http://www.eftours.ca/bc).

The driver(s) and vehicles(s) will be: hired, licensed drivers through EF tours.

The students will be under the supervision of (possibly): Virginia M. Sakofsky, (Shelley Frisky, Shauna Johnson, Evan McClure, Dawn Sullivan).

The total cost per students for this trip will be \$4000 broken down as follows (all paid by students/parents):

\$3728 EF tours

\$272 tips, transportation to airport, extras

\$? Lunch costs, spending money, passport fees

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

Risks

1. travelling -accident
2. assault
3. choking , walking

Injuries

1. scratches, bruises, injury, death
2. scratches, bruises, injury, death
3. scratches, bruises, injury, death

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

The following precautionary measures will be taken:

**Supervision of the group at all times**

The Group Leader (or a designated responsible adult) must accompany the group at all times, including during meals, sightseeing excursions and optional excursions on tour.

**Assisting with room assignments**

The Tour Director may need the Group Leader's help upon arrival at each hotel as traveler rooming configurations may change from one hotel to the next.

**Checking attendance and "counting heads"**

Group Leaders will ensure that all travelers are accounted for. This might include having travelers count off or divide into smaller buddy groups.

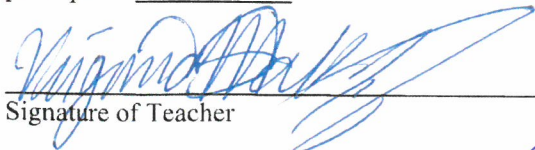
**Staying behind in an emergency**

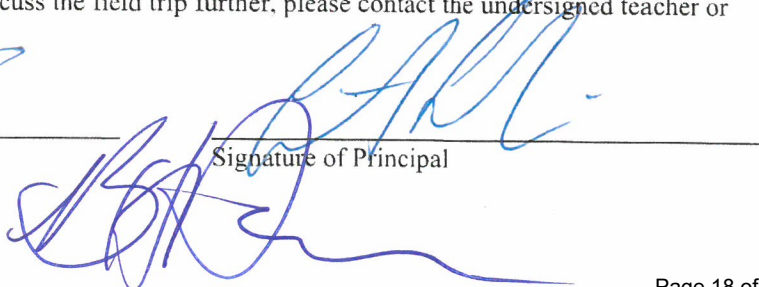
In the case of illness, accident, lost passport or anything that causes a traveler to remain behind, the Group Leader must stay with this traveler. They also must ensure that the rest of the group is accompanied by a responsible adult. If there are no other adults, the entire group will stay behind.

*NOTE:* As this trip is considered a regular school activity all normal discipline policies and expectations apply. Any student involved in alcohol or drugs will be severely disciplined. In the case of an extended trip, the parents will be asked to pay for the return of the student before the end of the trip. In addition, since this is a school trip, the student must be in attendance at DVSS and in good standing for the trip.

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

If you require more information or wish to discuss the field trip further, please contact the undersigned teacher or principal at 403-823-5171

  
Signature of Teacher

  
Signature of Principal

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

**PARENT/GUARDIAN CONSENT**

RE: STUDENT \_\_\_\_\_ Grade: \_\_\_\_\_  
(check appropriate box)

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

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

**HEALTH AND CONTACT INFORMATION**

Indicate any health related problems this child has: \_\_\_\_\_

Special medical, dietary or other instructions \_\_\_\_\_

Parents/Guardians phone numbers: Home \_\_\_\_\_ Business \_\_\_\_\_

The following person(s) should be contacted in the event that parents cannot be reached:

Name \_\_\_\_\_

Phone Number. \_\_\_\_\_

**EMERGENCY PERMIT**

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

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

**Field Study Check List for Administrators**  
**“Students’ safety– first and foremost”**  
**Form 260-2**

1. Name of the teacher(s) in charge of the field study: Virginia M. Sakofsky
2. Does this trip require travel out of province? Yes, board approval is required.
3. Does this trip require 4 or more overnight stays? Yes, board approval is required. This trip is outside of Canada and requires board approval.
4. What is the nature of the field study? Check one.  
 a) Curricular  
 b) Co-Curricular  
 c) Extra Curricular  
 d) Reciprocal Student Exchange  
 e) Other (Explain) \_\_\_\_\_

When a field study request is presented to the Board, the following information is required:

5. **Statement of Educational Purpose of the field study.**
  - experience the culture and history of Europe
  - observe theatrical and musical performances
  - observe historical and famous art, sculpture, and architecture
  - learn about government and international perspectives
  - experience drama styles and techniques
  - learn music, art, and dramatic performance techniques in workshops and through attending shows.

**Name the destination and include a detailed itinerary.**

Day 1: Fly overnight to Hungary

Day 2: Budapest

- Meet your Tour Director at the airport in Budapest.
- Take a walking tour of Budapest.

Day 3: Budapest

- Take an expertly guided tour of Budapest.
- Visit Matthias Church, whose intricately tiled roof ornaments the cityscape.
- Cap your visit with an evening cruise along the Danube River, which divides the land into the old city, Buda, and the newer city, Pest. Absorb stories of Hungarian royalty before the Blue Danube Waltz ushers you into port.

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- As you get to know Vienna during an orientation tour, you'll spot the Opera House, whose history dates back to the mid 19th century.
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- Take an expertly guided tour of Vienna: Ringstrasse; Parliament; Rathaus; Hofburg.
- Visit Schönbrunn Palace, where Marie Antoinette spent her childhood. When the 6-year-old Mozart performed here he told the future Queen of France, "I'll marry you when I'm grown up!" After viewing the elegant interior, stroll through the palace's beautifully landscaped gardens.
- Time to see more of Vienna or enjoy Viennese waltz dancing.



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- Travel to Prague and encounter the legendary beauty of the former capital of the Holy Roman Empire. Located on the Vltava River, Prague gracefully balances the classical features of old Europe with a lively, Bohemian spirit.
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- Take an expertly guided tour of Prague: Charles Bridge.
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- Time to see more of Prague or visit Theresienstadt, which was established by the SS in the city of Terezín. When the Red Cross visited it in 1944, the Nazis presented Theresienstadt as a model Jewish settlement, but in reality it was a deadly concentration camp.

Day 8: Dachau | Munich

- Visit Dachau, a WWII Nazi concentration camp built in 1933 and liberated by the Allies in 1945. It now serves as a memorial museum.
- Travel to Munich.

Day 9: Munich

- Take an expertly guided tour of Munich: Olympic Stadium; Residenz; Marienplatz.
- Time to see more of Munich or visit Neuschwanstein.

Day 10: Depart for home

*Itinerary is subject to change.*

For complete financial and registration details, please refer to the Booking Conditions at [www.eftours.ca/bc](http://www.eftours.ca/bc).

7. Provide details of supervision – names of supervisors
  - Thus far, Virginia M. Sakofsky, Shelley Frisky, Shauna Johnson, Evan McClure, Dawn Sullivan
  - Give the ratio of supervisor to student. 6:1
8. Explain the transportation arrangements.  
Airplane, train, bus, and walking. All arranged through EF tours.
9. What is the cost of the field study and how is it going to be funded? Cost is approximately \$4000 per student, to be funded by the students and their family. EF has a website for students to sign up for the trip, arrange for payments (monthly etc.) and to keep track of what they've paid, when, and how much is remaining.  
The total cost per students for this trip will be \$4000 broken down as follows (all paid by students/parents):  
\$3728 EF tours  
\$272 tips, transportation to airport, extras  
\$? Lunch costs, spending money, passport fees
10. Complete a risk assessment. Check the *Safety Guidelines for Physical Activity in Alberta Schools*. If in doubt, call Division office for a second opinion and the opportunity to check with the Board's insurance carrier re: the risk category from the insurer's perspective.  
The following precautionary measures will be taken:  
**Supervision of the group at all times**  
The Group Leader (or a designated responsible adult) must accompany the group at all times, including during meals, sightseeing excursions and optional excursions on tour.

**Assisting with room assignments**

The Tour Director may need the Group Leader's help upon arrival at each hotel as traveler rooming configurations may change from one hotel to the next.

**Checking attendance and "counting heads"**

Group Leaders will ensure that all travelers are accounted for. This might include having travelers count off or divide into smaller buddy groups.

**Staying behind in an emergency**

In the case of illness, accident, lost passport or anything that causes a traveler to remain behind, the Group Leader must stay with this traveler. They also must ensure that the rest of the group is accompanied by a responsible adult. If there are no other adults, the entire group will stay behind.

11. Brief describe meaningful in-school experiences intended for non-participants. (if applicable). Not applicable.
12. Keep a list of all participants, their telephone numbers, AB Health or other Health Care numbers, medication and medical alert information. Keep a list of occupants of each vehicle. The list of occupants in each vehicle, list of all participants, telephone numbers, Health Care numbers, and medical alert information should be in each vehicle and at the school. If a student requires medication (e.g. diabetic), ensure an adequate supply is with the student. Consider whether the student needs to have a copy of his/her prescription just in case. It is prudent to send a list of the students to division office if the trip requires Board approval.
13. Notify all participants of the "no alcohol" and "no illicit use of drugs" by all participants at all times while on the trip.
14. Advise parents, in writing, that the Board has an unqualified right to cancel and that parents are responsible for all costs related to cancellation. Keep records that parents/guardians have received this information (a signed form from the parent).

In addition: See attachment from EF.





# Educational Tours

Watch videos, read reviews, and enrol on your teacher's Tour Website

[eftours.ca/](http://eftours.ca/)



This is also your tour number

## CENTRAL EUROPEAN QUARTET

10 or 12 days | Hungary | Austria | Czech Republic | Germany

Take a journey through the cobblestone streets and busy town squares of Central Europe, and see how the local folk traditions still thrive here in the 21st century. A waltz in Vienna, a Gothic church in Prague, the Glockenspiel in Munich—the evolving cultures of modern Europe are deeply tied to their rich and colourful histories.

### EVERYTHING YOU GET:

-  **Full-time Tour Director**
-  **Sightseeing:** 4 sightseeing tours led by expert, licensed local guides (5 with extension); 3 walking tours (4 with extension)
-  **Entrances:** Matthias Church; Danube evening cruise; Schönbrunn Palace; St. Vitus Cathedral; Golden Lane; Dachau; with extension: Museum Mödlareuth; Topography of Terror Museum
-  **weShare:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project.
-   **All of the details are covered:** Round-trip flights on major carriers; comfortable motor coach; 8 overnight stays in hotels with private bathrooms (10 with extension); European breakfast and dinner daily
-  





Anyone can see the world.

# YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

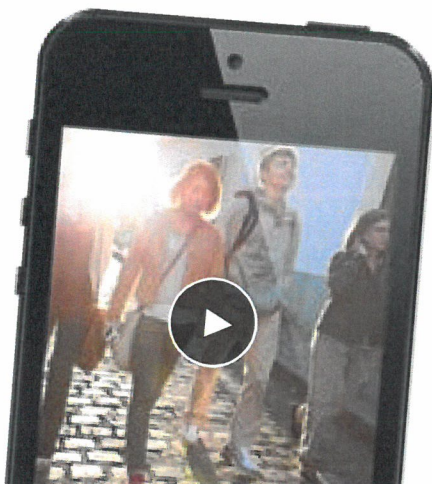
And the experience begins long before you get your passport stamped and meet your **Tour Director** in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travellers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized learning experience, **weShare**, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels, and meals while also providing their own insight into the local history and culture. **Expert local guides** will lead your group on sightseeing tours, providing detailed views of history, art, architecture or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

*@EFtours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday*

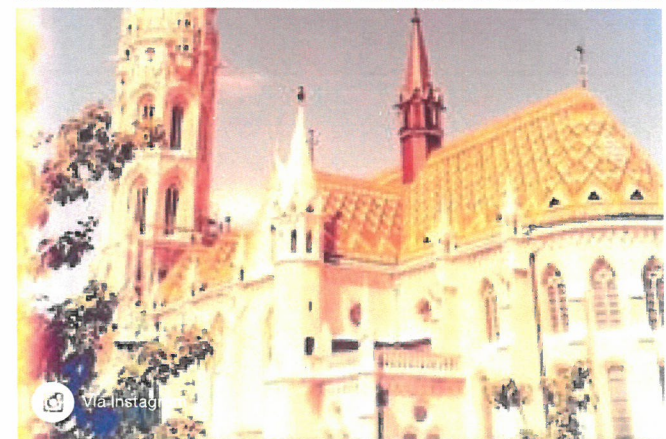
— MELISSA, TRAVELLER



## CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at [eftours.ca/](http://eftours.ca/)

Your teacher's Tour Website



## What you'll experience on your tour

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  - visit Theresienstadt, which was established by the SS in the city of Terezín. When the Red Cross visited it in 1944, the Nazis presented Theresienstadt as a model Jewish settlement, but in reality it was a deadly concentration camp.

#### Day 8: Dachau | Munich

- Visit Dachau, a WWII Nazi concentration camp built in 1933 and liberated by the Allies in 1945. It now serves as a memorial museum.
- Travel to Munich.

#### Day 9: Munich

- Take an expertly guided tour of Munich: Olympic Stadium; Residenz; Marienplatz.
- Time to see more of Munich or
  - visit Neuschwanstein.

#### Day 10: Depart for home

### • 2-DAY TOUR EXTENSION

#### Day 10: Berlin

- Visit the Museum Mödlareuth.
- Continue on to Berlin.
- Take a walking tour of Berlin.

#### Day 11: Berlin

- Take an expertly guided tour of Berlin: Brandenburg Gate; Kurfürstendamm; remains of Berlin Wall.
- Take a photo stop at Checkpoint Charlie.
- Visit the Topography of Terror Museum.

#### Day 12: Depart for home



#prague #czechrepublic  
#beautiful #eftours #view  
fromthetownhall

– ANN, TRAVELLER



Via Instagram

*I signed up for this trip because I wanted to experience European culture and also meet new people. When we arrived in Budapest on the first day, I knew it was going to be a great and fun trip. By the end of the trip, I felt like I made 2 new friends and made a better friendship with my teacher.*

– TAYLOR, TRAVELLER



Tour review

### TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



— The easiest ways to —  
**ENROL TODAY**



**Enrol on our website**  
eftours.ca/enrol



**Enrol by phone**  
1-800-263-2806  
**Enrol by fax**  
1-800-556-6046



**Mail your Enrolment Form to:**  
EF Educational Tours  
80 Bloor Street West, 16th Floor  
Toronto, ON M5S 2V1

*My daughter has gained such an amazing view of the world and history from this experience. She has not stopped talking since I picked her up at the airport. Thank you for all the organization, helpful hints, flexible payment plan and knowledgeable tour guides.*

—CHARLOTTE, DAUGHTER TRAVELLED JUNE 2014

“ Tour review

## THE WORLD LEADER IN INTERNATIONAL EDUCATION

For over 50 years EF has been working toward one global mission: Opening the World Through Education. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration, and global competence.

- **We always offer the lowest prices, guaranteed** so more students can travel.
- **All of our educational tours feature experiential learning activities** and visits to the best sites.
- **We're completely committed to your safety.** We have more than 500 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- **Your full-time Tour Director** is with your group every step of the way on tour, providing insight about your destinations as well as great local tips.





## PRELIMINARY ENROLMENT BACKGROUNDER

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

**September 25, 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 the preliminary enrolment of provincially funded students, Siksika funded students and International funded students. These are preliminary numbers and changes may occur prior to September 25, 2018.

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. As such, the attached report is based on FTE not headcount.

### **Recommendation:**

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

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

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Bevan Daverne  
Superintendent

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

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Tahra Sabir  
Secretary Treasurer



**Golden Hills School Division No. 75  
Enrollments September 30, 2018**

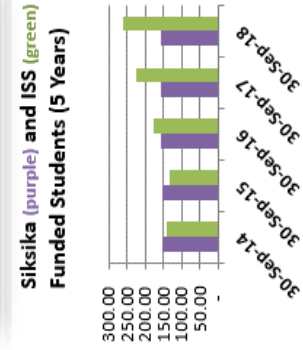
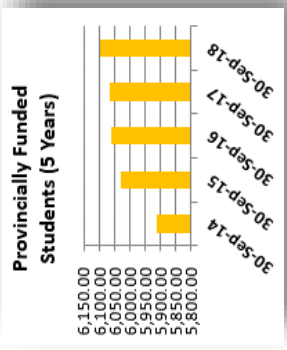
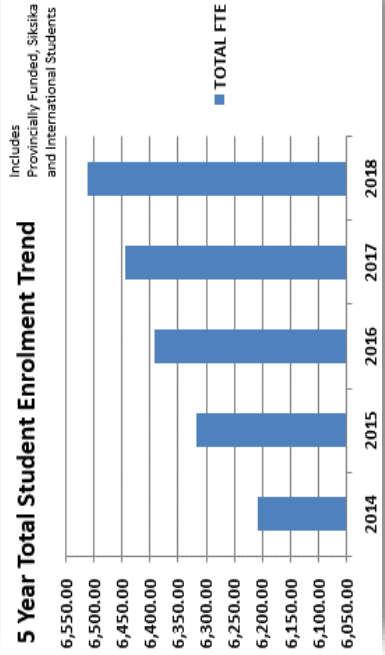
**DRAFT -PRELIMINARY**

**Provincial**

School	Last Year Sept 2017/2018	Projected for 2018/2019	Difference from last Year and Projected	Actual - September 2018/2019	Difference from Actual to Projected	Difference from this Year to Last Year	% Difference from Last Year - September 2016
Acme School (Gr. K-6, 10-12)	198.50	197.00	-1.50	194.50	-2.50	-4.00	-2%
Ecole Brentwood Elementary School (Gr. K-6)	329.50	279.00	-50.50	280.00	1.00	-49.50	-15%
Carbon School (Gr. K-9)	96.00	83.50	-12.50	78.00	-5.50	-18.00	-19%
Carsland School (Gr. K-6)	59.50	63.00	3.50	59.50	-3.50	0.00	0%
Crowther Memorial Junior High (Gr. 7-9)	555.00	525.00	-30.00	566.00	41.00	11.00	2%
Dr. Elliott Community School (Gr. K-9)	180.50	179.50	-1.00	187.00	7.50	6.50	4%
Drumheller Valley Secondary School (Gr. 7-12)	427.00	434.00	7.00	432.00	-2.00	5.00	1%
George Freeman	-	136.00	136.00	207.00	71.00	207.00	
Greentree Elementary School (Gr. K-6)	378.00	323.00	-55.00	343.50	20.50	-34.50	-9%
Prairie Christian Academy (Gr. K-12)	279.00	270.50	-8.50	273.00	2.50	-6.00	-2%
Strathmore High School (Gr. 10-12)	608.00	599.00	-9.00	576.00	-23.00	-32.00	-5%
Three Hills School (Gr. K-12)	442.50	440.50	-2.00	446.50	6.00	4.00	0.9%
Trinity Christian Academy (Gr. K-9)	166.00	191.50	25.50	180.50	-11.00	14.50	9%
Trochu Valley School (Gr. K-12)	255.50	254.50	-1.00	248.50	-6.00	-7.00	-3%
Westmount Elementary School (Gr. K-6)	448.00	368.00	-80.00	362.50	-5.50	-85.50	-19%
Wheatland Crossing School (Gr. K-12)	338.50	344.00	5.50	357.00	13.00	18.50	5%
Wheatland Elementary School (Gr. K-6)	349.00	304.00	-45.00	345.50	41.50	-3.50	-1%
Colonies (18)	347.50	343.00	-4.50	343.00	0.00	-4.50	-1%
Anchors II Outreach	10.00	9.00	-1.00	8.00	-1.00	-2.00	-20%
Drumheller Outreach	18.00	18.00	0.00	18.00	0.00	0.00	0%
Golden Hills Learning Academy	146.75	140.75	-6.00	152.50	11.75	5.75	4%
Northstar Academy	390.50	392.75	2.25	397.75	5.00	7.25	2%
Strathmore Storefront	43.00	41.00	-2.00	41.00	0.00	-2.00	-5%
<b>Provincial Total FTE</b>	<b>6,066.25</b>	<b>5,936.50</b>	<b>-129.75</b>	<b>6,097.25</b>	<b>160.75</b>	<b>31.00</b>	<b>0.51%</b>

<b>Includes Provincial, Siksika, ISS</b>	
<b>Total Headcount</b>	<b>7,118.00</b>
<b>K @ full and ISS at full</b>	<b>90.00</b>
	<b>1.3%</b>

<b>Total FTE</b>	
<b>K @ 1/2, Homeschool @.25</b>	<b>67.30</b>
	<b>1%</b>



Siksika Students	# Students
Carsland School	15
Crowther Memorial Junior High	36
Strathmore High School	41
Westmount Elementary School	31
Wheatland Crossing	32
Wheatland Elementary	0
<b>Siksika Total FTE</b>	<b>155</b>

International Students (ISS)	# Students
Crowther Memorial Junior High	19.80
Drumheller Valley Secondary School	70.00
Prairie Christian Academy	33.00
Strathmore High School	116.00
Three Hills School	15.60
Westmount Elementary School	3.00
Wheatland Crossing School	2.00
GHLA	0.50
<b>ISS Total FTE</b>	<b>259.90</b>
<b>ISS Total Headcount</b>	<b>293.00</b>

Last International Year FTE 222.60





## SYSTEM ENHANCEMENT BACKGROUNDER

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

**September 25, 2018**

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### **Background:**

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

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

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

### **Recommendation:**

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

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

---

Bevan Daverne  
Superintendent

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

---

Dr. Kandace Jordan  
Associate Superintendent of Schools



**Golden Hills School Division No. 75**

**Report to the Regular Meeting of the Board of Trustees**

**Regular Agenda**

**September 25, 2018**

**To:** Bevan Daverne  
Superintendent

**From:** Dr. Kandace Jordan  
Deputy Superintendent of Schools

**Re:** System Enhancement

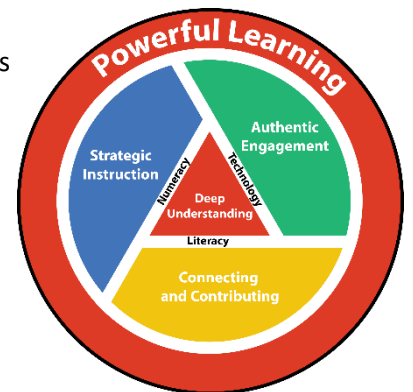
**Purpose:** Information for the Board of Trustees and for the Record

**Resource Persons:** Sue Humphry, Deb Nunziata, Jane Gallacher, Jeff Grimsdale, Jamie Keet

**Overview:**

System improvement in Golden Hills School Division (GHSD) supports teachers by providing access to high quality, sustained professional learning opportunities designed to maximize student achievement for all. Teacher learning is supported through a variety of strategies. In 2017-2018, GHSD teachers participated in a number of professional learning opportunities both within and outside of our division:

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



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

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

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## Creating Cultures of Thinking

The importance of intentionally creating cultures of thinking in GHSD classrooms is recognized as a key component of powerful learning. Teachers continue to embrace the importance of infusing critical thinking into their instruction, and members of the Critical Thinking Consortia (TC2) including Garfield Gini-Newman and key facilitators have supported work in our schools and at system collaborative days. During the 2016-2017 school year, the TC2 team continued to work with GHSD teachers to understand changes they could make to lessons in order to intentionally develop a thinking culture.

TC2 team including Garfield encourages “teachers to activate learning about a topic by involving students in shaping questions to guide their study, giving them ownership over the direction of these investigations and requiring that students critically analyze and not merely retrieve information.” (Gini-Newman & Gini-Newman, p. 35). According to Garfield, a shift occurs from covering curriculum to students uncovering the curriculum. The content of the curriculum is “problematized” which then leads to an investigation and discovery connected to the real world. Through this type of investigation students draw conclusions, make decisions and solve problems. This emphasis is consistent with Inspiring Education.

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

Critical thinking is one of the core competencies identified by Alberta Learning. In order to foster critical thinking and problem solving, GHSD teachers are encouraged to reflect on their own inquiry and investigative processes, and thereby learn how they as teachers observe, think, and question their students (Galileo Network).

School leaders did a book study and collaborative presentations on the topic of creating cultures of thinking in all of our schools.

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## Curriculum Update

Building on the strengths of our Powerful Learning model and the existing provincial programs of study, in the 2017-2018 school year the following updates to curriculum took place:

**Math** – Alberta Education has made some changes to the mathematics provincial assessments. Grade 9 students saw the introduction of numeric response questions on the Provincial Achievement Test. Schools have been provided updates on these changes along with the information bulletin, released items, and assessment highlights to help them prepare for these modifications. Next year Math 30-1 and Math 30-2 will have a written response portion on the Provincial Diploma Exam. Our high school collaborative group has been examining the information bulletin, practice questions and field tests to prepare our students for the change.

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## Curriculum Development

Alberta is updating provincial curriculum over the next five years. This will follow the ***Guiding Framework for the Design and Development of Future Kindergarten to Grade 12 Provincial Curriculum***. Golden Hills has had teachers involved in all phases of the curriculum development process.

**Shaping phase:** Provided feedback as a part of the stakeholders group about the strengths and gaps of current programs of study. Alberta Education did a review of curriculum from other provinces and countries.

**Developing phase:** Involves the drafting of future curriculum. Expert Curriculum Working Groups comprised of teachers, post-secondary professors and instructors, and Alberta Education staff began development of future provincial curriculum. This group created the draft subject introductions and the scope and sequences. The next step in this phase was the review and validation of the subject introductions and scope and sequence. Focus groups, again composed of teachers and post-secondary professors, meet to review and provide feedback. Feedback was also done at a division level through online surveys and face to face conversation.

### **Targeted Timelines for Ministerial Approval of Curriculum**

- Grades K–4, December 2018
- Grades 5–8, December 2019
- Grades 9–10 (3 subject areas), December 2020
- Grades 9–10 (3 subject areas) + 11–12 (3 subject areas), December 2021
- Grades 11–12 (3 subject areas), December 2022

**Implementing phase** involves determining the timelines for future curriculum. Alberta Education is developing a provincial implementation model. Current curriculum remains in effect until future provincial curriculum is approved by the Minister of Education. Timelines for implementation of future provincial curriculum have yet to be set.

Alberta’s Kindergarten to Grade 12 curriculum is designed to engage students in exploring, developing and applying competencies (critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and growth and well-being) in relevant contexts. The new concept based curriculum fits well with the Golden Hills School Division **Powerful Learning** model and we will continue moving ahead with our model to improve student learning and create a deep conceptual understanding.

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

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

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## Intervention Programs

### Literacy

Literacy is critical to student success and fundamental to all learning. In order to help ensure academic success for all students, GHSD continued to offer ELI programming as well as targeted support within schools.

During the 2017-2018 school year, GHSD continued to support the literacy needs of students through the Early Literacy Initiative, School Based Literacy ELI Intervention teachers/ School based intervention teachers and Instructional Coaches who provided support to teachers in acquiring best practices in literacy instruction.

The goal is to ensure that all GHSD students are reading at grade level by the end of grade 2.

- In April, May and June 2018, GHSD implemented for a second year, a kindergarten intervention program to help parents work with their child to improve literacy and numeracy skills. Teachers identified the kindergarten students they expected to be “at risk” entering grade one. The ELI team then assessed these students and provided a summer program including training and a package of material for parents to use with their child. They also provided the results to teachers and administrators for the purpose of planning intervention and tracking the following year. These students will be reassessed in the fall to measure growth in letter and sound recognition. Parents who received the program and teachers were surveyed to determine the effectiveness of this program.
- The GHSD Kindergarten literacy and numeracy packages were shared at an RCSD meeting and members of this group suggested that resources be developed using the GHSD packages to provide the support to Siksika pre-school children and families. These packages were provided to the Siksika Health Unit and were distributed to families following a training session with the families. Excellent feedback has been received about these packages developed through the literacy program at GHSD.
- Early Literacy Intervention was offered to struggling readers in Grades 1 and 2.
- The Early Intervention Team of four teachers served students in 36 classrooms, with direct intervention offered to 161 students in Grade 1 and 2. This represents 21% of our Grade 1 students and 20% of our Grade 2 students. Intervention sessions were offered over four months and results indicated that the average growth of one year; which is consistent with results from the previous year. Grade 1 students improved on average 1.2 grade levels and Grade 2 students improved on average .96 (according to the Schonell Graded Word List). All students’ comprehension improved between one-half to a full year with the majority improving a year. The Grade 6 provincial exams were reviewed to explore whether or not students were able to sustain the gains they made in ELI over time. 78% of students who received ELI were measured in the “Acceptable” range in reading with 19% achieving in the

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“Excellent” range. 87% of ELI students achieved in the “Acceptable” range in writing. In the Grade 9 PAT’s 64% of students who received intervention reached “Acceptable”. This indicates that the benefit of the program was sustained over time. The majority of students who did not reach acceptable were coded and assessed with more complex barriers to learning.

- ELI Satisfaction Surveys indicated that 99% of parents reported that the program helped their child and that they saw improvement in reading. Parents reported that the strategy bookmarks made it easy for them to be helpful at home. 99% of teachers surveyed stated that their student significantly benefited from the program.
- Teachers were provided training in literacy through focus groups and through district PD including “Comprehension Strategy training”, “Comprehensive Literacy”, “Daily Five” and “Leveled Literacy Intervention”.
- The GHSD Literacy Framework continued to be implemented to promote best practices in literacy instruction and assessment, as well as foster common assumptions and beliefs in the area of literacy.
- The “Leveled Literacy Intervention Program” (LLI for Grades 1-5) was implemented in all elementary schools. Most schools focused on Grades 1-3 students, and in one school all teachers offered an intervention block at the same time to all students in Grades 1-6. The results indicated that students who were provided the intervention made excellent progress in literacy. Teacher feedback was extremely positive.
- A targeted intervention program using the Leveled Literacy Intervention program combined with ELI strategies was offered in two schools with a high number of Indigenous students. The intervention was provided in a pull out setting. Based upon the Schonell Word Recognition word list the Indigenous students grew approximately one year over a 4-month period. A math intervention program was also developed and offered to small groups of “at-risk” learners. Pre-post testing indicates strong growth in both reading and numeracy.

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## **Numeracy**

Alberta Education defines Numeracy as “the ability, confidence and willingness to engage with quantitative or spatial information to make informed decisions in all aspects of daily living”. The GHSD Numeracy Framework clearly focuses on the key components of numeracy awareness and knowledge and understanding. Numeracy is foundational to student learning. Being numerate means going beyond the acquisition of basic skills and solving simple arithmetic problems to being able to acquire, create, connect, understand and communicate information.

The GHSD Numeracy Framework was developed to inform educators about key numeracy initiatives, strategies and promote best practices in numeracy instruction and foster common assumptions and beliefs in the area of numeracy.

- The 2017-2018 school year was the third year for the implementation of Early Numeracy Intervention. GHSD created this initiative to help support the numeracy needs of our Grade 1 and 2 students. Other continued numeracy support includes school based numeracy teachers
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and individual school programs such as Math boost, LAC, and Math RTI. The goal of early intervention services is to intervene early, setting students on the trajectory of success. Teachers are working to ensure that by the end of Grade 2, all students have the foundational numeracy skills to be successful in Grade 3 and beyond.

- Early Numeracy Intervention was offered to students struggling with foundational skills such as number sense and basic facts in Grades 1 and 2. The Early Intervention Team of three teachers served students in 42 classrooms, with direct intervention offered to 171 students in Grades 1 and 2. This represents 21% of our Grade 1 students and 22% of our Grade 2 students. Intervention sessions were offered over four months. Results: Struggling Grade 1 students achieved on average 99% accuracy on the kindergarten outcomes and 69% on the Grade 1 outcomes tested in the post assessment (this represents a 30% increase in the kindergarten outcomes and a 56% in the Grade 1 outcomes). The early intervention Grade 2 students achieved on average 89% on the Grade 1 outcomes and 57% on the Grade 2 outcomes tested in the post assessment (this represents 45% increase in Grade 1 outcomes and a 38% increase in Grade 2 outcomes). On average Grade 2 students increased their score by approximately 20% on the Math Intervention Programing Instrument from pre- to post-test (69% to 88% on the assessment).
- ENI satisfaction surveys indicate that 100% of parents reported that the program helped their child's math/numeracy understanding. 99% of parents reported that their child's attitude towards math has improved through participating in the program. 96% of teachers surveyed stated that their student significantly benefited from the program. The survey also indicated that 100% of the teachers felt that their students' confidence in numeracy had improved.

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

**Math Minds** is a collaborative partnership of Golden Hills School Division, the Werklund School of Education (University of Calgary), JUMP Math, Suncor Energy Foundation, and the Calgary Catholic School District. This initiative has a focus on strengthening numeracy, improving achievement in mathematics, and improving teacher pedagogy. Lead teachers received extensive professional development training from the University of Calgary and Jump Math. We are expanding this professional development component to accommodate more teachers from different schools.

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### **Healthy Relationships and Positive Mental Health**

As part of System Improvement, Golden Hills School Division continues to be committed to building safe and caring learning environments that support healthy relationships and promote positive

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mental health. The current focus is on developing an intentional, well-planned, long-term comprehensive approach, to support transformative changes necessary for creating and sustaining more responsive learning environments. Teaching effective self-regulation and relationship skills through evidence-based social-emotional learning programs, delivered at universal targeted and individual levels, remains an important goal for GHSD and is supported by Student Services professionals.

In 2017-2018, GHSD school based teams with administrator, teacher and support staff representatives, were active participants in the Working Together to Support Mental Health in Alberta Schools Initiative. Over the course of the year GHSD staff afforded several planning meetings led by the Calgary Regional Consortium and an Alberta Health Services manager, to develop a mental health strategy for GHSD. It is important to note that amongst all the school divisions in Calgary and area, GHSD had the most representation. Invited community mental health workers, and our consulting psychiatrist Dr. Joan Besant also attended to guide this important work. At the final meeting in June held at the Golden Hills division office, next steps for the year were identified including building teacher capacity to promote positive mental health, improving school-parent partnerships in this area and continuity to build collaborative relationships with community partners.

Based on the recently released Raising Canada - a report on children in Canada, their health and well-being (2018), supporting positive mental health and wellness of our youth is critical and schools play an important role. This work connects to Powerful Learning as it helps to create resilient students with a growth mindset, who have the skills they need to connect successfully with oneself, the school community, locally and globally.

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### **English Language Learning (ELL)**

Learning opportunities for English Language Learner and their teachers has continued to increase in GHSD. Approximately 10% of our student population was identified as English Language Learners. Our schools offered a variety of programming and supports to assist learners to develop their English skills while growing academically at the same time. Programming was based on the students' ESL (English As a Second Language) coding and their language assessment which resulted in a benchmark level. Over the past year, more teachers became familiar with the Alberta K-12 ESL Proficiency Benchmarks to help them measure the English proficiency of their students.

GHSD maintains a strong link with other school divisions and the Alberta government to develop supportive resources and practices. The GHSD ESL team attended the Rural Symposium events throughout the year, and this continues to be a great way to collaborate with other professionals within the province. A number of professional learning sessions and instructional coaching was available to GHSD teachers as required. Opportunities were provided to teachers to help them use the benchmark descriptions to set language learning goals, as well as to personalize and differentiate the learning for their students. ESL team leads have also been established at most of the schools.

ELL resources continued to be compiled in the IMC and these materials supported the goal of providing ESL students with planned systematic instruction and support that will help them be

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successful. Dual-language literary books and dictionaries differentiated reading materials and various teacher resources were previewed and purchased to encompass the wide range of English Language proficiency evident in the division. The Inclusive Lending Library also provided access to iPads (with a variety of ELL apps) and Chromebooks for ELLs. Coaching support was provided to teachers to find the most suitable and beneficial assistive supports for their students. GHSD teachers were able to access ESL resources, professional presentations, and strategies to support students as compiled by the ESL team.

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

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### **Professional Learning**

During the 2017-2018 school year a variety of Professional Learning opportunities were offered to GHSD teachers in order to improve student learning. An emphasis was placed on helping teachers to reflect upon the impact of their instruction and to identify adjustments they could make in order to increase learning. These included the following:

- GHSD teachers attended four collaborative days throughout the year. Teachers worked together with their grade or subject teams to deepen their understanding of curriculum areas, and plan lessons to foster a deep understanding of the curriculum using high impact strategies. Teacher teams continued to examine student work, developed critical challenges in a variety of subjects, built common assessments and implemented high impact strategies in their classrooms. Teachers worked together to understand what is working or what is not and next steps.
  - Feedback from teachers on Collaborative Days is extremely positive. 94% of the teachers responded that they agreed or strongly agreed that their work in Collaborative Days helped them to implement Powerful Learning practices in their classroom. 96% of teachers responded agreed or strongly agreed that what they gained at the Collaborative Day will have a positive impact on student achievement. These results are consistent with previous results.
- Teacher teams, instructional coaches and administrators continued to integrate critical and creative thinking into developing and implementing Powerful lessons.
- Teachers attended several sessions on “Visible Learning in Mathematics” offered through CRC.
- System administrators, Instructional Coaches and key teachers attended the CRC Leadership day “Leadership to Power Potential and Possibilities” designed to enhance leadership skills. This day is the first of three more days in 2018-2019.
- Teachers were provided a day to learn how to manage difficult behavior in the classroom. Teachers were supported in creating Behavior Support Plans.

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- The Instructional Coaches offered PD sessions at division office on strategies to improve comprehension skills across the content areas, which was well attended by Junior and Senior High teacher. .
  - Teachers were trained in the Google suite of tools.
  - Instructional Coaches provided ongoing PD to teachers through co-planning and modeling of powerful strategies and research based best practices.
  - Instructional Coaches prepared a monthly newsletter highlighting powerful learning strategies and ideas to use in the classroom. Readily applicable ideas, suggestions and recommendations were outlined.
  - Instructional Coaches participated in a Provincial literacy project “Thinking Strategies” through CRC. This involved researching high impact literacy strategies and creating videos of the strategy implemented in the classroom. Coaches were trained in how to create a powerful video. Continued involvement with this project will occur.

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### **Leadership Training**

GHSD continues to make a concerted effort to develop and sustain quality leadership. In partnership with CRC, GHSD established a leadership series for current school and system leaders, as well as individuals identified as having strong leadership potential. GHSD leaders attended one day in the spring of 2018, with three additional days planned for the upcoming school year. Through this series, school leaders are encouraged to reimagine, rethink and reconsider their current learning cultures to make the extraordinary happen. These sessions are facilitated by Peter Gamwell, who is an expert in fostering creative thinking and the author of “The Wonder Wall”.

In addition to participating in the CRC leadership series, GHSD school leaders have the opportunity to work one on one with Peter Gamwell during the course of the school term. Quality leadership is considered to be imperative to improving our school system, therefore administrator meetings and ongoing mentorship and support was provided throughout the 2017-2018 school term.

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### **Instructional Coaches**

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

- Coaches continued to oversee the planning and orchestration of four Collaborative Days, as well as a number of other Professional Learning experiences within classrooms and at a system level.
  - Coaches continue to support the integration of high impact instructional strategies and helped teachers intentionally foster a culture of thinking in their classrooms.
  - The development of assessment for learning practices is encouraged by coaches. .
  - Coaches worked closely with new teachers following the New Teacher’s Orientation to provide ongoing support throughout the year.
  - The feedback from teachers on the value of the Instructional Coaching team in 2017-2018 is outstanding. The majority of the coach’s time was spent working directly with teachers and
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administrators. There was an increase in the number of junior and senior high school teachers who accessed coaches in the 2017-2018 school year. When the Instructional coaches program began, 13% of teacher requests came from Junior and senior high teachers and this past year, 31% of requests came from this group of teachers. The frequency of working with a coach was tracked and 57% of teachers accessed the coach more than once which is 37%, up from 21%. The majority of teachers requested help with implementing critical thinking (48%). Technology and AFL remain high as well. Coaches spend the majority of their time in collaboration and in conversation with teachers. 67% of teachers report a high to very high impact on student learning when working with a coach.

- 77% of teachers who accessed an Instructional Coach rated the impact of collaboration on their teaching practice as high or very high. 67% of teachers rated the impact of the collaboration on student learning as high or very high.

The work of the coaches included the following:

- Collaborating with teachers in the implementation of Powerful Learning.
- Support for teachers in inclusive education practices.
- Building of teacher capacity to explore innovative instructional practices through systematic modeling, co-teaching and feedback.
- Using of data and meaningful research to improve instruction and enhance learning.
- Acting as a resource for assistive technology support and integrated technology for use by all students.
- Connecting and supporting teachers with resources and professional development opportunities.

## **Technology**

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

- Golden Hills researched digital portfolios and assessment platforms throughout the year. Connecting with mobile devices these new apps help make learning visible. Coaches provide ongoing support for teachers to effectively and intentionally integrate these devices and apps into their instruction and curricular outcomes. To support teaching and learning through the use of technology, GHSD is constructing that will guide teachers to successfully implement technology tools to deepen student understanding of subject area content.

Coaches provided support in the following capacities:

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



## IMR MONITORING REPORT

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

Resource Persons:

Kevin Paschal

**September 25, 2018**

### OVERVIEW:

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

School facilities continue to age, and this is exacerbated by the gap in maintenance funding. Although for 2017/2018, we are very appreciative of the extra funding received in Infrastructure both through projects approved and funding for building upgrades.

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

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

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

### IMR Funding Schedule History

Year	Dollar Amount
2014/2015	\$ 1,975,702.00
2015/2016	\$ 1,054,305.00
2016/2017	\$ 1,753,293.00
2017/2018	\$ 1,917,574.00

### Summary of 2017/2018 Funding

Description	Amount
<b>Annual IMR Funding 2017/2018</b>	\$1,917,574.00
<b>Last year's carry forward deficit</b>	300,879.00
<b>Summer Projects</b>	\$1,991,459.50 *
<b>Contingency</b>	226,993.50

\*Please see attached spreadsheet for detail.

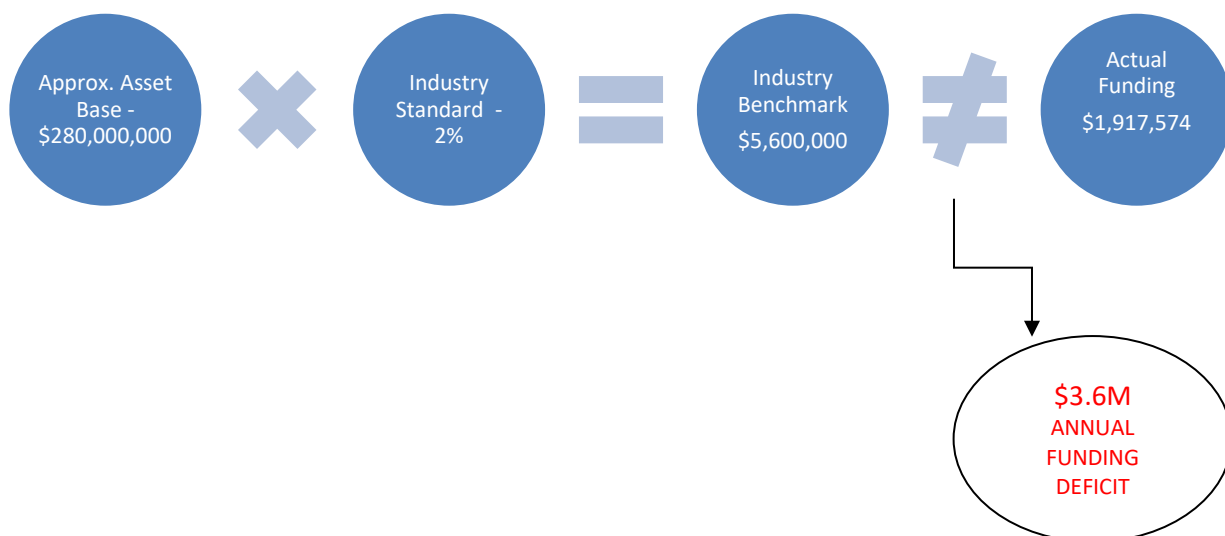
During the 2017/2018 year, the Facilities Department completed 72 projects in 18 schools. Of the 72 projects, 38 were completed in the two summer months.

**SUMMARY & IMPLICATIONS:**

Currently Golden Hills has an approximate asset replacement cost of \$250,000,000 in owned schools and facilities. Industry standard advises a minimum benchmark of 1.5% to 3% of Infrastructure Maintenance Renewal Funding. These are funds considered necessary for annual preservation and maintenance of buildings.

For the school year 2017/2018, Golden Hills received \$1,917,574 (\$1,780,000 – 2016/2017) which is less than the industry standard but substantially more than received in the past. Preferred funding at 2% is equivalent to \$5,600,000 which is a gap of \$3,682,426 in funding.

For 2018/2019 projected IMR is approximately \$1.7M.



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

A power point will be presented at during the September 25, 2018 Board Meeting.

**RECOMMENDATION:**

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

Bevan Daverne  
Superintendent

Tahra Sabir  
Secretary Treasurer

**Summary of Summer Projects 2017-2018:**

<b>IMR Summary</b>		
<b>Projects Completed for the year 2017/2018</b>		
<b>School</b>	<b>Description</b>	<b>Amount</b>
Acme	Emergency Lights, Countertops, Roof Replacement & Sidewalk Replacement	\$ 84,098.22
Brentwood	Boiler Repairs, Exterior Door Replacement, Programmable Thermostats for Portables & Roof Replacement Portable	\$ 88,664.13
Carbon	Emergency Light Addition & Upgrades	\$ 1,913.25
Carseland	Playground Asphalt Repairs	\$ 7,366.00
Crowther Memorial Junior High	Bathroom Partitions, Breakout & Storage Rooms, Floor Replacement, Roof Top Unit Replaced, 2 Compressors Replaced, LED Lights & Replaced Ceiling Grid.	\$ 166,702.96
Dr. Elliott	Roof Replacement, Windows Library & Locker Doors	\$ 112,812.56
DVSS	Replace Basketball Winches & Cabling, Add Door Hold Opens, Gym Painting, HVAC Assessment, Replace 10 Windows, Replace Fire Connection Caps. Insurance Repairs.	\$ 37,828.17
Greentree	Floor Replacement, Drainage Repairs & Replace Hot Water Tank	\$ 27,724.09
Hussar	Partial Roof Replacement	\$ 9,652.00
Prairie Christian Academy	Add Acoustical Panels, Electrical Upgrades to Shop, Roof Parapet Install & New Student Outdoor Healthy Learning Environment.	\$ 57,653.67
Strathmore High School	Classroom Remodeling, Replaced Elevator Door, Replaced Grease Trap, Replace Walk-in Freezer Condensing Unit, Security System Upgrade, Sewer Line Replacement & Concrete Curb Replacement	\$ 94,669.02
Strathmore Storefront	Entire Building Renovation, Replace Scuppers & Front Drip Flashing, Exterior Cameras & Drainage Repairs.	\$ 17,517.82
Three Hills	Breakout Room and Add Doors to Change Room Showers, Electrical Upgrades, Fire Alarm Panel Power Supply Replacement & Hallway Flooring Replacement,	\$ 79,267.98
Trinity Christian Academy	Mechanical Room Upgrades, Roof Replacement, Fence Upgrades, Air Handler Fan Replacement & Gym Exit Addition (Flooding)	\$ 411,245.07
Trochu Valley	Energy Audit- Lights & Sidewalk Installation	\$ 3,253.66
Westmount	Door Hold Opens, Flooring Replacement, Bus Run Re-Paved, Roof Replacement, Roof Top Unit Replacement, Sidewalk Repairs, Structural Repairs & Exterior Light Upgrades.	\$ 446,018.51
Wheatland Crossing	Exterior Light Addition, Door Security Upgrades, Splash Shields Kitchen & Install Gym Air Handling Actuators.	\$ 4,289.01
Wheatland Elementary	Exterior Light Upgrades, Indoor Air Quality Test, Portable Roof Replacement & Replace Roof Top Unit on Portable.	\$ 68,293.48
12 Golden Hills Sites	BMS System Upgrades	\$ 125,872.25
Strathmore Maintenance		\$ 146,617.65
	<b>TOTAL</b>	<b>\$ 1,991,459.50</b>





## FAMILY SCHOOL COMMUNITY RESOURCE PROGRAM

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

**September 25, 2018**

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

**Recommendation:**

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

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

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Bevan Daverne  
Superintendent

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

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Dr. Kandace Jordan  
Associate Superintendent of Schools



**Golden Hills School Division No. 75**  
**Report to the Regular Meeting of the Board of Trustees**  
**Regular Agenda**  
**September 25, 2018**

**To:** Bevan Daverne  
Superintendent

**From:** Dr. Kandace Jordan  
Deputy Superintendent of Schools

**Re:** Family School Community Resource Program

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

**Resource Persons:** Deborah Hinds-Nunziata

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## History

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

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

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

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

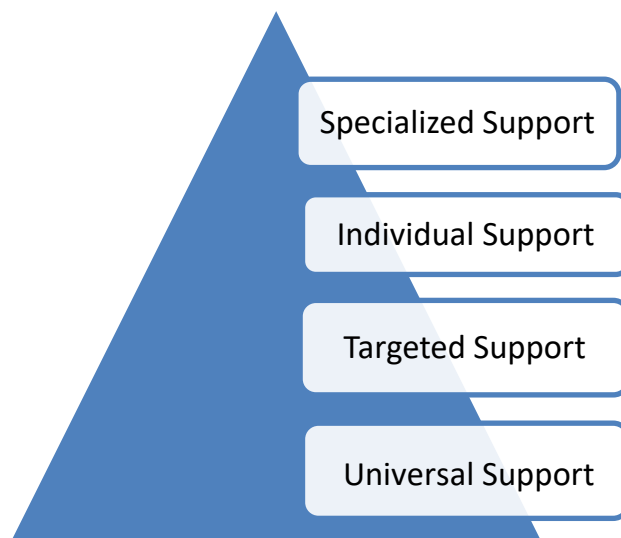
The program also provides whole class presentations on psychosocial issues, and works with school and community to organize prevention programs on a broader scale. Many of the team members are active with a variety of community groups such as Interagency and JumpStart.

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

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

### **What did the FSCRC program accomplish in 2017-2018?**

Service Delivery is provided using a Response to Intervention Model and will depend on the priority needs identified by each school-based team.



### ***Universal Supports***

Delivery and implementation support for evidence-based social emotional learning programs at the classroom and school-wide level i.e. Mind-Up, PATHS-promoting Alternative thinking Strategies, Strong Kids, Zone of Regulation, Roots of Empathy.

- Teacher training on a variety of mental health and social-emotional learning topics at Collaborative Days, PD days and at the request of individual teachers and schools.
- Classroom presentation on a variety of mental health and social-emotional learning topics.
- Participation in community mental health and wellness events.
- Participation in community programs and initiatives.

### ***Highlights***

- Wheatland FSCRC served over 1300 students through classroom presentations.
- Kneehill FSCRC had over 20 community events teaching over 2,000 participants.
- Drumheller FSCRC helped organize and run the Youth Spark Fair as members of the Drumheller and Area Asset Development Coalition, which fosters the developmental assets that youth need to become healthy, caring, productive and successful adults.

## **Targeted Supports**

Many students and their families/caregivers benefit from targeted interventions that focus on providing psychoeducation and skill building through counselling groups.

### *Highlights*

- At DVSS, students benefited from the opportunity to drop into Mindfulness training 3x/week with the FSCRC.
- In the Wheatland area over 200 students participated in group counselling and 70 students attended summer camp organized by the FSCRC program and funded through RCSD.
- École Brentwood Elementary FSCRC hosted a well-attended parent session on April 24, 2018.
- In Kneehill 80% of children reported an increase in social well-being after participating in small group sessions.

## **Individual Supports**

Working collaboratively with the student, parents/caregivers and school staff, Individual Intervention Plans are developed to address specific goals for students, and outcomes are monitored and measured. Goals may include one or more of the following:

- Increased safety across settings.
- Increased self-awareness, regarding personal strength and limitations leading to effective goal setting.
- Expanded ability to recognize thoughts, feelings and values and how these influence behavioural choice.
- Improved emotional and behavioural regulating.
- Enhanced ability to establish and maintain healthy and rewarding relationships.
- Furthered ability to make constructive choices about personal behaviour and social situations based on ethical standards, safety and social norms. Enriched adaptive functioning in one or more areas (i.e. academic performance, home living, community use, leisure skills and self-control).

### *Highlights*

#### **Drumheller**

- Almost 80 students received a comprehensive 1:1 counselling intervention.
- 90% of students reported they met their individual counselling goals.

#### **Kneehill**

- Just over 125 students received on-going 1:1 counselling from FSCRC in Kneehill.
- Over 90% of clients reported being better able to deal with problems after meeting with the FSCRC.

#### **Wheatland**

- More than 200 students had an individual counselling intervention plan developed and implemented.
- 90% of students felt they reached their identified goal.
- 82% of parents/caregivers believed their child had better coping skills following the counselling intervention.

In January 2018, additional RCSD funds allowed the Wheatland program to have an FSCRC to focus on supporting our First National students and their families. In the first six months, 15 students received comprehensive individualized counselling intervention.

As part of the school-based team, FSCRC also supports students in crisis or in need of short-term support in the form of a Brief Intervention. These include emergencies where families/students may require referral for further visits to hospital emergency for further assessment.

### *Highlights*

#### **Kneehill**

- FSCRC provided 150 single one-on-one sessions.
- Over 30 students benefited from Brief interventions at DVSS

#### **Wheatland**

- FSCRC served over 130 students through Brief Interventions.

### ***Specialized Support***

Family School Community Resource Counsellors play a key role in helping students and their families navigate and access programs and services from other government departments, community agencies and private professional service providers. They also support students and families through their participation on multidisciplinary intervention teams. Effective service delivery for a student and their family may include referral to the following:

- AHS – Urgent Care and Community Service
- Connections Psychiatry Outreach program
- Kidsport/Jumpstart
- Minister of Children’s Services
- Ministry of Community and Social Service (AISH, Alberta Workers, FSCD, PDP, FCSS).
- Wheatland Crisis Shelter, Food Bank and Housing

In 2017-2018 FSCRC’s in Drumheller, Kneehill and Wheatland made over 400 referrals on behalf of students and their families.

- In general, the FSCRC program supports students so that they are available for learning and teachers can focus on academic instruction. In the Wheatland area, over 80% of teachers described the program as easily accessible although many added comments such as this:

*“They do an amazing job for our families, students and staff. Let’s keep exploring ways to have them more available.”*

Almost 80% of colleagues in Strathmore and area rated the FSCR Program as very good to excellent.

- Parents also express their appreciation of the program:

*“The FSCR counsellor was a very understanding and compassionate resource for my daughter. She has learned many new coping skills and I am thankful that they were also communicated to myself to use at home.”*

*“The referral process was easy as my daughter’s teacher gave me the information I needed. I made a phone call and the process began. I am very thankful as we have both learned so many new ways to deal with her anxiety.”*

- Finally, students identify the FSCRC program as an important part of their school experience:

*“This group has encouraged me to have more faith in myself.”*

*“The FSCRC has helped me through many of my issues and has made me feel safe at both home and school.”*

*“Now I am able to manage my anger at home and school better.”*

*“This program has helped me stay relaxed.”*

### **Future Considerations:**

As an outcome based program the data collected also helps inform future planning. Consider for the 2018-2019 school year include:

- Development and implementation of more parent programming from elementary and high school.
- More targeted, time-framed individual/group intervention to increase the number of students served within the current funding model.

Given the continued complexity of students and their families referred to the FSCR program, on-going clinical supervision, professional development and collaboration with government programs and community service providers will be essential to providing appropriate support and intervention.

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



**FIELD TRIP STUDIES/STUDENT EXCURSION**  
**Crowther Memorial Junior High School**

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

**September 25, 2018**

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**Background:**

Crowther Memorial Junior High School requests permission, in accordance with Administrative Procedure 260 for an out-of-province Canada trip to Eastern Canada from May 11, 2019 to May 17, 2019. The trip will involve 96 students and 14 chaperones.

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:**

The purpose of the 2019 Eastern Canada trip to Ontario and Quebec is for students to explore and discover more of Canada, its culture and its history.

**Recommendation:**

That the Board of Trustees receives the proposed junior high school field trip for Crowther Memorial Junior High School to Eastern Canada from May 11, 2019 to May 17, 2019 as information.

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

Bevan Daverne  
Superintendent

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

SCHOOL Crowthier Memorial Jr High DATE June 19, 2018

The Grade 9 class will be taking part in a field trip to: Ontario

(St. Catharines, Niagara Falls, Toronto, Kingston, Ottawa) and Quebec (Montreal, Quebec City)

The purpose of the trip is: to explore and discover more of Canada, its culture and its history.

The trip on May 11-17, 2019 will begin at 4:15 (a.m./p.m.) and will return to Calgary International Airport at 8:30 a.m./p.m.

The phone number(s) at the destination(s) is/are: (1) Tom Janzen cell 934-1281  
(2) \_\_\_\_\_ (3) \_\_\_\_\_

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

The driver(s) and vehicles(s) will be: Leduc Coach Line Drivers, Westjet Pilots and School bus drivers to airport. Vehicles: coaches, Boeing 737, school buses

The students will be under the supervision of (names listed): Tom Janzen, Scott Sackett, 4 other CMJHS staff, 8 parent chaperones

The total cost per students for this trip will be \$ 1600 broken down as follows:  
\$1100 Transportation (flights, coaches)  
\$500 Activities and accommodations

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

- | Risks   | Injuries   |
|---|--|
| 1. <u>Risks involved in travel (plane, coach)</u> | 1. <u>Injuries related to travel (plane, coach)</u>      |
| 2. <u>Risks involved in cycling and swimming</u>  | 2. <u>Injuries related to walking, cycling, swimming</u> |
| 3. <u>Risks involved in walking</u>               | 3. _____   |

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


The following precautionary measures will be taken:  
using reputable companies we have experience with for travel, lifeguards and swimming instruction, cycling instruction on site, support of trained and qualified professionals, teachers with CPR and First Aid training, previous experience with facilities.

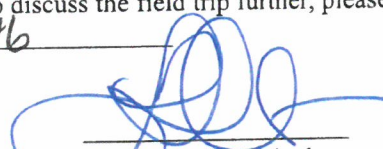


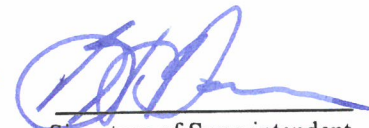
*NOTE:* As this trip is considered a regular school activity all normal discipline policies and expectations apply. Any student involved in alcohol or drugs will be severely disciplined. In the case of an extended trip, the parents will be asked to take their child back before the end of the trip.

Students not taking part in the field trip will remain at school and be engaged in The Western Canada Trip

If you require more information or wish to discuss the field trip further, please contact the undersigned teacher or principal at 403 934 4646  
(Phone No.)

  
\_\_\_\_\_  
Signature of Teacher

  
\_\_\_\_\_  
Signature of Principal

  
\_\_\_\_\_  
Signature of Superintendent  
(if required)

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

***PARENT/GUARDIAN CONSENT***

RE: STUDENT \_\_\_\_\_ Grade: \_\_\_\_\_

*(check appropriate box)*

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

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

***HEALTH AND CONTACT INFORMATION***

Indicate any health related problems this child has:

Special medical, dietary or other instructions:

Parents/Guardians phone numbers: Home \_\_\_\_\_ Business \_\_\_\_\_

The following person(s) should be contacted in the event that parents can not be reached:

Name \_\_\_\_\_ Phone No. \_\_\_\_\_

***EMERGENCY PERMIT***

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

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date