



# GOLDEN HILLS SCHOOL DIVISION

## AGENDA

**TYPE:** Regular Board Meeting

**DATE:** 1/22/2019      **TIME:** 9:30 AM

**LOCATION:** Boardroom of the Golden Hills School Division No. 75

**DETAILS:**

"Powering Hope and Possibilities"

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

Mission: Intentionally maximizing learning for all

### 1.0 Attendance

### 2.0 Call to Order

### 3.0 Acknowledgment

### 4.0 In Camera

### 5.0 Approval of Agenda

5.1 January 22, 2019 Agenda

Action

### 6.0 Welcome Public, Vision and Mission Statements

### 7.0 Presentation of Minutes

7.1 Regular Meeting of The Board of Trustees (2018/12/18)

Action

### 8.0 REPORTS

8.1 Chair's Report

Info

8.2 Board Committees

Info

8.3 Board Representatives to External Organizations

Info

8.4 Administration Reports

Info

### 9.0 NEW BUSINESS

#### A) Action Items

9.1 Field Trip Studies/Student Excursion - Three Hills School - B. Daverne

Action

9.2 Field Trip Studies/Excursion - Wheatland Crossing - B. Daverne

Action

9.3 Advocacy Planning - B. Daverne

Action

9.4 Trustee Remuneration - B. Daverne

Action

9.5 Policies Review - B. Daverne

Action

#### B) Information Items

9.6 First Quarter Financial Reports (September, October, November 2018) - T. Sabir

Info

9.7 Monthly Enrolment Monitoring Report (December 2018) - T. Sabir

Info

9.8 School Summaries Monitoring Report - T. Sabir

Info

9.9 First Nations, Métis, and Inuit (FNMI) Strategic Action Plan - B. Daverne

Info

9.10 Administrative Procedures (AP 214/AP 320) - B. Daverne

Info

### 10.0 School Monitoring Reports

10.1 Wheatland Elementary School (A. Van Vliet, M. Silver-Rushford)

Info

10.2 Westmount School (C. Hampson, D. Graff)

Info

### 11.0 ADJOURNMENT



# MINUTES

## Golden Hills School Division No. 75

### Regular Meeting of The Board of Trustees

Meeting Type : REGULAR BOARD MEETING

Date : Tuesday, December 18, 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**

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

**d) Superintendent**

- Bevan Daverne

**e) Associate Superintendent**

- Wes Miskiman

**f) Deputy Superintendent**

- Dr. Kandace Jordan

**g) Secretary - Treasurer**

- Tahra Sabir

**h) Recording Secretary**

- Kristy Polet

#### Call to Order

Chair Huntley called the meeting to order at 9:32 a.m.

#### Acknowledgment

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

#### In Camera

**Resolution #BD20181218.1001**

**MOVED by Trustee Kletke** that the Board of Trustees go *In Camera* at 9:33 a.m. to discuss legal matters.

Carried

**Resolution #BD20181218.1002**

**MOVED by Trustee Northcott** that the Board of Trustees rise from *In Camera* at 10:27 a.m.

Carried

**BREAK**

**Recessed at 10:25 a.m.**

**Reconvene at 10:35 a.m.**

**Approval Of Agenda**

**Resolution #BD20181218.1003**

**MOVED by Trustee Kletke** that the Board of Trustees approve the December 18, 2018 agenda as presented.

Carried

**Presentation of Minutes**

**Resolution #BD20181218.1004**

**MOVED by Trustee Pirie** that the Board of Trustees approve minutes of November 27, 2018 as presented.

Carried

**Chair's Report**

(REPORTS)

Chair Huntley reported on the following items:

- Would like to extend thanks to all the office assistants on behalf of the Trustees for their ongoing support throughout the year.
- Attended the Alberta School Boards Association (ASBA) Zone 5 meeting with fellow Trustees Rob Pirie and Jen Mertz. Discussed points of interest - sharing advocacy sheets to ensure we are giving consistent messages.
- Attended Teachers Bargaining Association (TEBA) meeting with Trustee Pirie, Superintendent Daverne and Associate Superintendent Miskiman, December 11, 2018 in Edmonton.
- Met with Amber Link, Reeve County of Wheatland, discussed Rural Education Symposium, compiled talking points for County Councillors regarding educational challenges in rural school divisions for when they connect with government ministries. Amber would like to meet with our Board in the new year.
- Dropped off the Minister's Award for Excellence at the George Freeman school where it will be displayed.
- Discussed upcoming ASBA Winter Leadership Academy being held January 21-22, 2019. Will not be able to attend as it conflicts with our Regular Board Meeting.

**Board Committees**

(REPORTS)

Trustee Pirie presented information on Alberta School Boards Association (ASBA) Zone 5:

- The Edwin Parr Award evening will take place Thursday, May 23, 2019.
- MLA Event for Zone 5 is tentatively set for Friday, March 1, 2019.

**Board Representatives to External Organizations**

(REPORTS)

Policy Committee will be meeting to review more policies on Wednesday, December 19, 2018.

**Administration Reports**

(REPORTS)

Associate Superintendent Miskiman presented information on the following topics:

- HR Update:
  - Nutrition Grant - received \$195, 000, funds are allocated to Wheatland Crossing and Carseland Schools Hot Lunch programs.

Balance of grant (\$6,000) to go to Carbon School Breakfast program.

- OH & S:
  - Letter is drafted requesting for exemption from the new on site requirements, our division has a two committee level system.
- Teachers Employer Bargaining Association (TEBA) Agreement - has been reviewed and will be signed off on.

Superintendent Daverne and Secretary Treasurer Sabir didn't have any information to present at this time.

**BREAK**

**Recessed at 12:00 p.m.**

**Reconvene at 1:25 p.m.**

**Field Studies Excursion -  
Prairie Christian Academy -  
Bogoto Colombia**

(Action Items)

**Resolution #BD20181218.1005**

**MOVED by Trustee Kletke** that the Board of Trustees approves the proposed school field studies/excursion for Prairie Christian Academy to Bogota, Colombia from February 8, 2019 and returning February 20, 2019, subject to advisory notices from the Foreign Affairs and International Trade Canada website, such that if a travel warning is issued prior to the trip and not rescinded before the departure date, the trip will be cancelled and parents must be advised that this will be the case.

**Carried**

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

(Information Items)

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

**Technology Services Report  
(November 2018)**

(Information Items)

Deputy Superintendent Jordan and Technology Manager, Todd Kennedy, presented information on the primary role of Technology Services in our Division.

**Regional Collaborative  
Service Delivery (RCSD)  
Report**

(Information Items)

Deputy Superintendent Jordan presented information on RCSD Monitoring Report, striving to maintain integrated and coordinated health and support services provided to students and their families with special needs within their own communities.

**International Program Report  
(2017-18 Results and 2018-19  
Plans)**

(Information Items)

Deputy Superintendent Jordan presented information on Golden Hills International Program on the opportunity our resident students experience by interacting with students from around the world.

**Special/Inclusive Education  
Report (2017-18 Results and  
2018-19 Plans)**

(Information Items)

Deputy Superintendent Jordan presented information on Special/Inclusive Education on how it continues to provide support and services to ensure our students with diverse learning needs receive a quality education.

**New Government  
Regulations (Mandatory  
Entry Level Training) MELT**

(Information Items)

Secretary Treasurer Sabir presented information on the new Government Regulations (Mandatory Entry Level Training) MELT, outlining the qualitative and quantitative implications associated with the new regulations announced by the Province of Alberta.

**Learning Academy/Storefront/Colonies (J. Bertsch, L. Daverne)**  
(School Monitoring Reports)

Superintendent Daverne welcomed J. Bertsch, Principal and L. Daverne, Associate Principal (Learning Academy/Storefront/Colonies), whom presented their schools' Education Plan, results achieved and school involvement with the community. Superintendent Daverne and Chair Huntley thanked them for their presentation.

**Northstar (R. Wood)**  
(School Monitoring Reports)

R. Wood, Principal (Northstar) was unable to attend due to unforeseen circumstances, he will be rescheduled at a later date.

**Siksika Board of Education - Signing of Agreement (10:30 am)**  
(Guests)

Siksika Board of Education were unable to attend due to unforeseen circumstances.

**PSBAA Director, Karen Becker (2:00 pm)**  
(Guests)

Public School Boards Association of Alberta (PSBAA) Director, Karen Becker and Education Consultant, Brian Callaghan presented information on PSBAA Together for Students - Project Charter Campaign.

**ADJOURNMENT**

**Resolution #BD20181218.1006**  
**MOVED by Trustee Mertz** that the Board of Trustees adjourn at 4:10 p.m.

**Carried**

\_\_\_\_\_  
Chair

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

Draft



**FIELD TRIP STUDIES/STUDENT EXCURSION**  
**Three Hills School**

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

**January 22, 2019**

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**Background:**

The Three Hills School Senior Girls Volleyball Team requests permission, in accordance with Administrative Procedure 260 and Board Policy 2, for an international field trip to Orlando, Florida, U.S.A., departing on August 28, 2019, and returning on September 01, 2019.

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

**Statement of Educational Purpose:**

To participate in an international volleyball tournament.

**Recommendation:**

That the Board of Trustees approves the proposed international field trip for Three Hills School to Orlando, Florida, U.S.A., departing August 28, 2019 and returning September 01, 2019, subject to advisory notices from the Foreign Affairs and International Trade Canada website, such that if a travel warning is issued prior to the trip and not rescinded before the departure date, the trip will be cancelled and parents must be advised that this will be the case.

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Bevan Daverne  
Superintendent



## Three Hills School

### KSA 2019 Fall Classic Volleyball Tournament

Wed. August 28, 2019 – Sun. September 1, 2019

## SAMPLE ITINERARY

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### Wednesday, August 28, 2019

- Team Flight to Orlando, FL
- Arrival in Orlando & Welcome from KSA Events
- Transfer to Resort for Registration and Orientation (No-Hassle Check in)
- Relax and Enjoy Resort Amenities including three pools and the lazy river!
- Dinner at Resort with a **Meal Voucher**
- Pre-Tournament Coaches Meeting
- Room Check and Lights Out

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### Thursday, August 29, 2019

- Breakfast at the Resort with a **Meal Voucher**
- Transfer to Round 1 of the **KSA 2019 Volleyball Tournament**
- Transfer back to hotel to shower and change
- Transfer to **Universal Studios**
  - Enjoy the Wizarding World of Harry Potter and other popular attractions
- Dinner in the Park with a **Meal Voucher**
- Transfer Back to Hotel
- Room Check and Lights Out

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### Friday, August 30, 2019

- Breakfast at the Resort with a **Meal Voucher**
- Transfer to Round 2 of the **KSA 2019 Volleyball Tournament**
- Transfer to **Universal Studio's Islands of Adventure**
  - Don't Miss Out On The Twists And Turns of the Newly Renovated Hulk Roller Coaster!
- Dinner in the Park With a **Meal Voucher**
- Transfer Back to Hotel
- Room Check and Lights Out

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### Saturday, August 31, 2019

- Breakfast at the Resort with a **Meal Voucher**
- Transfer to Round 3 of the **KSA 2019 Volleyball Tournament**
- Transfer to **Universal's Volcano Bay Water Park**
  - Enjoy the new "no wait" technology and never wait in a line!
- Transfer Back to the Hotel
- Transfer to **KSA Events Dessert and Dance Celebration of Athletes Private Park Party**
- Transfer Back to Hotel
- Room Check and Lights Out

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### Sunday, September 1, 2019

- Check Out of Rooms and Store Your Luggage
- Transfer to Rainforest Café at Animal Kingdom for Private Team Buffet Breakfast
- Enjoy **Team Buffet Breakfast at City Walk Restaurant**
- Return to the Hotel and Gather Your Luggage
- Load the Buses and Depart for the Airport

\* 7680 Universal Blvd, Suite 640 \* Orlando, FL \* 32819 \* 800-813-7193 \* [www.KSAEvents.com](http://www.KSAEvents.com) \*



**FIELD TRIP STUDIES/STUDENT EXCURSION**  
**Wheatland Crossing School**

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

**January 22, 2019**

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**Background:**

Students in Grades 10-12 at Wheatland Crossing School request permission, in accordance with Administrative Procedure 260 for an international trip to Berlin, Prague, Krakow, Budapest and Vienna from April 19, 2019 to April 30, 2019. The trip will involve 22 students.

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:

To broaden students' minds through travel and to foster a sense of tolerance.

**Recommendation:**

That the Board of Trustees approves the proposed international field trip for Wheatland Crossing School to Berlin, Prague, Krakow, Budapest and Vienna, departing April 19, 2019 and returning April 30, 2019, subject to advisory notices from the Foreign Affairs and International Trade Canada website, such that if a travel warning is issued prior to the trip and not rescinded before the departure date, the trip will be cancelled and parents must be advised that this will be the case.

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Bevan Daverne  
Superintendent



## What you'll experience on your tour

### 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

#### • 2-DAY TOUR EXTENSION

##### Day 10: Vienna

- Travel to Vienna
- Take a walking tour of Vienna: Opera House; Kärntnerstrasse
- Enjoy an authentic wiener schnitzel dinner

##### Day 11: Vienna

- Take an expertly guided tour of Vienna: Ringstrasse; Rathaus
- Visit Schönbrunn Palace

##### Day 12: Depart for home



*In Berlin, Germany #berlin #germany #ef #eftours #neverstopexploring*

- NICK, TRAVELER



Via Instagram

*This trip was amazing!! Not many people get to go to Eastern Europe, and it was such a great experience. We loved our tour guide and I really felt like i bonded with my classmates. Would recommend this trip to everyone!*

- MARY, STUDENT



Via Facebook

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

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

• Optional and excursions



## ADVOCACY PLANNING

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

January 22, 2019

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### **Background:**

The Board's main priority is to advocate for quality education and equal programming opportunities for students at Golden Hills. To this end, the Board of Trustees maintains an Advocacy Committee with the purpose of developing advocacy priorities and a plan to share these concerns with the Golden Hills stakeholders and community, provincial authorities and other municipal officials.

### **Recommendation:**

That the Board of Trustees review and adopt the attached Advocacy Points for the 2018/19 school year.

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

Bevan Daverne  
Superintendent



## Board of Trustees Advocacy Positions **2018/19**

One of our key roles as a Board is to advocate on behalf of students, our parents and our staff to encourage the provincial government decision checks at all levels to make thoughtful and considerate decisions that best support all our stakeholders here in Golden Hills. This is a critical time here in Alberta, where many things are under review and change is underway, thereby making it ever so important for us to make our positions clear.

### **ONE.** Supports for our students

More funding to support increased needs and diversity in our schools.

### **TWO.** Plant Operation and Maintenance (PO&M) and Infrastructure Maintenance Renewal (IMR)

Additional funding to support buildings. Per pupil funding formula for buildings is not equitable for rural schools.

### **THREE.** Equitable funding for rural areas

Equitable funding for rural areas. Rural Alberta has unique challenges, such as longer distances between schools and between districts. We partner to provide programs to support our students.

#### CONTACT US:

##### **LAURIE HUNTLEY**

Board Chair, Ward 5  
Carseland and Wheatland County  
laurie.huntley@ghsd75.ca

##### **JENNIFER MERTZ**

Board Vice-Chair, Ward 4  
Strathmore  
jennifer.mertz@ghsd75.ca

##### **BARRY KLETKE**

Ward 1  
Three Hills & Trochu  
barry.kletke@ghsd75.ca

##### **JIM NORTHCOTT**

Ward 2  
Acme, Carbon & Linden  
james.northcott@ghsd75.ca

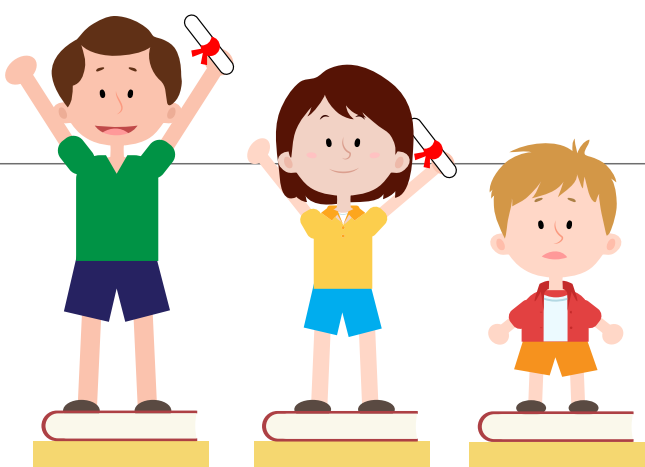
##### **JUSTIN BOLIN**

Ward 3  
Drumheller  
justin.bolin@ghsd75.ca

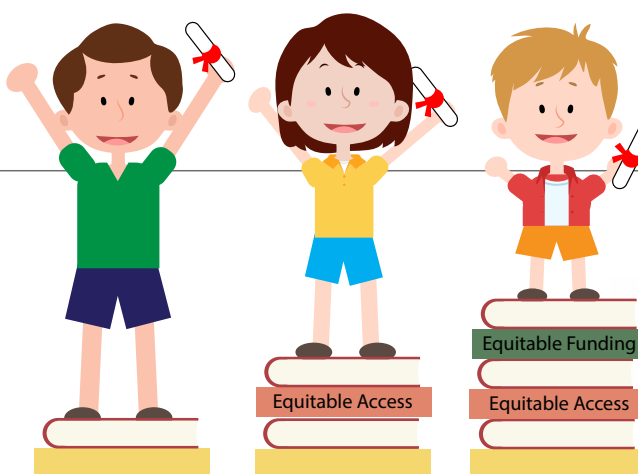
##### **ROB PIRIE**

Ward 4  
Strathmore  
robert.pirie@ghsd75.ca

## EQUALITY



## EQUITY



Come check out  
our website to learn  
more about our  
**Board of Trustees.**



# ADVOCACY POINTS

## 1 SUPPORT FOR OUR STUDENTS

Though different funding formulas have been applied, our special needs funding has remained more or less unchanged over the past 5 years. In contrast, our special needs student population has doubled in the same time frame. We are seeing twice as many high needs students, far more with mental health challenges and with significant increases in complex needs. Our funding is currently based on a district "profile" that does not represent the actual number or severity of the specific special needs students in our schools. Another way of describing this is if we received 25 new high needs students in our schools, we would only receive the basic per pupil grant. We receive no additional special education funding to support them, regardless of how severe their needs may be. This has been happening for the past 8 years.

For the past number of years, we have received funding through RCSD (Regional Collaborative Services Delivery) to support students with mental health and other extraordinary needs. Our experience shows that the current committee structure makes it challenging to deliver the supports obtained through RCSD to those very students in need. Therefore, we ask that the government continue funding support, but allocate the funding directly to the school boards rather than to RCSD committees. It makes sense that school boards be given the autonomy to control funds directly, contract supports, and develop partnerships that achieve the best results in their local areas.

## 2 PO&M AND IMR

We look after our facilities with funding from two areas: Plant Operations and Management (PO&M) and Infrastructure Maintenance and Renewal (IMR).

PO&M funds are supposed to cover utilities, insurance, cleaning and basic maintenance costs. However, the current PO&M funding does not meet our basic needs. We do not receive funding to pay our costs for a particular building, but instead, receive maintenance dollars on a per pupil basis. In smaller rural schools with lower enrolments, this means we do not have enough money to pay our basic utility and cleaning bills for a particular building. We have continued to reduce service and staff, and undertaken many other efficiencies, but with the current per pupil funding system, we expect a large shortfall in PO&M funding again this year of approximately \$600,000. For our small rural programs to be able to support our buildings, we need funding by program or by school – per pupil funding does not allow small schools to be sustainable.

IMR covers the more expensive repairs and upgrades like flooring, roofing, exteriors and heating systems to extend the life of our buildings and maintain the health and safety requirements. This money we receive can only be spent on specific, government-approved items and projects, and cannot be spent for regular maintenance or utility costs. If local school boards were given the flexibility to decide IMR dollar allocation within the realm of these major upgrades and repair projects, boards would be able to target the projects that need the funding the most.

## 3 EQUITABLE FUNDING FOR RURAL AREAS

The unique circumstances of rural jurisdictions require specific attention and equitable funding to truly support all Alberta students with the best education possible.

Transportation funding continues to challenge rural jurisdictions. Though wages, fuel prices and the cost to purchase buses have continued to rise, we have had no increase in transportation funding since diesel fuel was at \$.60/litre and since we were impacted by the 2012/13 cut in the government fuel price subsidy. With many small schools in our jurisdiction, it is more expensive to maintain the same level of service as Boards that bus to central locations like regional or urban districts. Even after another round of annual route reorganizations and efficiency improvements, we expect another large transportation deficit of approximately \$300,000 (similar to last year).

In the past, our high schools were all funded on a CEU model. That meant, we would get funding for each course that a student would complete. If students completed more courses, we would get more funding. Today, most of our high schools are now on high school flexibility funding, where students are funded with block, per pupil funding. We receive the same funding for each high school student regardless of how many courses each student completes. Currently, schools across the province on this funding system receive different funding per student based on their own historical averages using the old CEU system. As the province moves towards a more permanent funding framework, we expect many of these funding amounts to be adjusted. It is extremely important for Alberta Education to realize that if the same per pupil funding were applied to all schools, it would be disastrous for small rural schools. Smaller schools do not have the economy of scale found in larger urban high schools. In order to provide equitable programming, it is critical that our small rural schools are funded at a higher level than their larger school counterparts.

Meanwhile, some of our alternative and online schools are still on CEU funding: funding that comes per course, as students complete those courses. Across rural Alberta, students are often unable to access all the courses they need at their small local schools. As a result, they often choose from multiple online schools to take additional courses. Because of this, they often exceed the new 45 CEU funding cap, leaving no funding available for those online schools trying to support them with programming. Furthermore, this system is particularly disadvantageous to our students needing to take the additional courses required for graduation or post-secondary entrance. All in all, this cap is too low and too many of our rural students are not funded for courses they need. Our schools are then put into the difficult situation of having to choose between providing those needed courses without funding support, or being forced to turn those students away.

This kind of funding climate creates an inequitable situation for our rural students. Larger urban schools do not have this problem, as a wider range of courses are available to students with more scheduling options and students do not need to leave their large school to find the courses they need. Without funding, our small rural schools may be forced to make decisions to withhold service to those students. At no time previously have we ever had to withhold program services from resident Alberta students for funding reasons. This new cap has impacted online programming, arts programming and summer school and made it even more difficult for rural students to get the courses they need.

We are advocating for a relaxation of this cap to support our rural students and as the province moves to consider province-wide funding formulas, we need a formula that recognizes smaller rural programs for our regular high school students that is equitable across the province.

## 4 PROPOSED: MELT PROGRAM

Recent proposed provincial regulatory changes to Mandatory Entry Level Training (MELT) for drivers appears to include school bus drivers. The additional preliminary training (6-8 weeks) will severely limit our ability to recruit bus drivers. We are different from the trucking industry because our training, support and driver evaluation increases after our bus drivers receive their license. The additional early training will hinder our ability to hire drivers and will not improve our safety record which is already exemplary. Because of our intensive on-the-job support and evaluation processes, we are advocating for an exemption for school bus drivers to this proposed legislation (as other provinces have done). Student safety is our first priority and our school bus safety record in our district and across the province is second to none.

Furthermore, the inaccessibility to appropriate training in our immediate area requires more drivers to take time away from work, which further limits our already small pool of available and qualified drivers.



**OUR BOARD BELIEVES:**  
That our rural Alberta students deserve the same equitable access to programming and supports as their urban counterparts.

**OUR BOARD CALLS FOR:**  
Equitable funding to support the programming our students need to compete in the modern world.



## FIRST QUARTERLY FINANCIAL REPORT

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

**January 22, 2019**

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### **Background:**

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

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

The Quarterly Financial Report for September 2018 – November 2018 will be discussed at the Board Meeting.

### **Recommendation:**

That the Board of Trustees receives the Quarterly Financial Report as 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



# 1st Quarterly Report – Draft V1

September 2018 – November 2018

Prepared by the Finance Department for the January 22, 2019 Board Meeting

## Purpose of Quarterly Report

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

## I CONTEXT

The first quarterly financial report lists revenues and expenditures recorded to **November 30, 2018**, which represent the first **three** months of the fiscal year. There are three (3) months expended in the 1<sup>st</sup> quarter; therefore, the normal benchmark for comparison is 25% (3/12 months) or 30% (3/10) months for some categories.

The updated 2018-19 Budget was submitted to Alberta Education November 30, 2018 and budget points of reference are from this November 30, 2018 fall budget submitted.

## II. ACTUALS AND COMPARISON TO BUDGET

A.

Golden Hills School Division							
Statement of Revenue and Expenses							
Budget vs. Actual Variance							
Period - September 1, 2018 - November 30, 2018							
	Spring 2018/19 Annual Budget submitted May 29, 2018	Fall Update 2018/19 Annual Budget submitted Nov 27, 2018	Prorated Budget (25%) for Q1	YTD Actuals 2018/2019 -Q1	YTD Budget Variance-Q1	% Budget Rec'd/Used	Management Benchmark %
<b>Revenues</b>							
Alberta Education	68,779,535	70,167,309	17,541,827	17,435,406	-106,421	25%	25%
Federal Government and/or First Nations	1,512,658	1,622,314	405,579	541,187	135,608	33%	30%
Alberta Municipalities	42,200	47,200	11,800	0	-11,800	0%	50%
Fees	7,517,321	7,959,304	1,989,826	2,377,051	387,225	30%	30%
Other Revenues	2,262,000	3,602,458	900,615	1,070,819	170,205	30%	25%
Amortization	4,174,344	4,174,344	1,043,586	914,106	-129,480	22%	25%
<b>Total Revenues</b>	<b>84,288,058</b>	<b>87,572,929</b>	<b>21,893,232</b>	<b>22,338,569</b>	<b>445,337</b>	<b>26%</b>	<b>26%</b>
<b>EXPENSES</b>							
Certificated Salaries and Benefits	46,664,839	47,849,958	11,962,490	11,107,330	855,159	23%	24%
Non-Certificated Salaries and Benefits	15,549,402	15,949,232	3,987,308	4,147,794	-160,486	26%	26%
<b>Sub-Total</b>	<b>62,214,241</b>	<b>63,799,190</b>	<b>15,949,798</b>	<b>15,255,125</b>	<b>694,673</b>	<b>24%</b>	<b>24%</b>
Supplies and Services	19,806,707	19,077,716	4,769,429	6,126,787	-1,357,358	32%	30%
Amortization	5,439,514	5,543,523	1,385,881	1,273,785	112,096	23%	25%
Interest Charges	72,500	72,500	18,125	17,216	909	24%	25%
<b>Total Expenses</b>	<b>87,532,962</b>	<b>88,492,929</b>	<b>22,123,232</b>	<b>22,672,913</b>	<b>-549,681</b>	<b>26%</b>	<b>26%</b>
<b>Surplus/(Deficit)</b>	<b>-3,244,904</b>	<b>-920,000</b>	<b>-230,000</b>	<b>-334,344</b>			
<b>POSITIVE/(NEGATIVE) BUDGET VARIANCE</b>					<b>-104,344</b>		

*Notes: Overall, a Deficit of -\$334K for the first quarter is within the expected range for the projected deficit budget planned for the 2018-19 fiscal year.*

**B. NOTES ON COMPARISON TO BUDGET – REVENUES**

The overall **\$334 K** year-to-date **excess of expenses over revenues** (deficit), along with the negative budget variance of approximately **-\$104 K** are due, in part, to the offsetting effect of the irregular payments received.

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

Alberta Education non-monthly Grant Revenues Received in Q1		
Name of Grant	Amount Received	% of Grant Received
Regional Collaborative Service Delivery	\$ 628,473	58%
Infrastructure Maintenance & Repairs	\$ 812,879	46%
School Nutrition Program	\$ 156,310	80%
Supernet grant	\$ 95,193	47%
Family School Resource Counseling	\$ 57,941	25%
Total	<u>\$ 1,750,796</u>	

- Revenues from Alberta Education, as per above, have contributed to the overall revenue variance by \$ +402K (782K less a 3-month calculated equivalent of 380K), primarily due to certain grants being received in lump amounts covering more than 3 months of revenues.
- Included in the first quarters' operations are the following:
 

SGF Revenues	\$1,275,514
SGF Expenses	-\$ 962,238
Unexpended	<u>\$ 313,238</u>

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

**C Notes on Comparison to Budget - Expenses**

**Certificated Salaries and Benefits**

Total Certificated Salaries and Benefits for the 1<sup>st</sup> quarter were **\$11,107,330** (23% of a \$47.8M budget) which is less than what the budget would permit by the 1<sup>st</sup> quarter primarily because benefit costs are lower in the 1<sup>st</sup> quarter and higher in January then drop off as maximums on premiums are reached. As well, hiring of staff occurs throughout the 1<sup>st</sup> quarter so labour costs are typically lower than budget at the start of the fiscal year.



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

**Non-Certificated Salaries and Benefits**

Total Non-Certificated Salaries and Benefits for the 1<sup>st</sup> quarter were **\$4,147,794** (26% of a \$15.9M budget) which is slightly above the budget; however, a significant portion of non-certificated staff is paid over 10 months and not 12 months; therefore the expenditure is higher for first 10 months but decreases in the last TWO months.

*The overall labour variance is positive (+694K) for the first quarter but will fluctuate over the next three quarters. Because administrators tend to wait until enrollment numbers are finalized before hiring in the fall in addition to payroll costs trending lower over the summer months, we anticipate this cost to balance itself at year-end.*

**Supplies and Services**

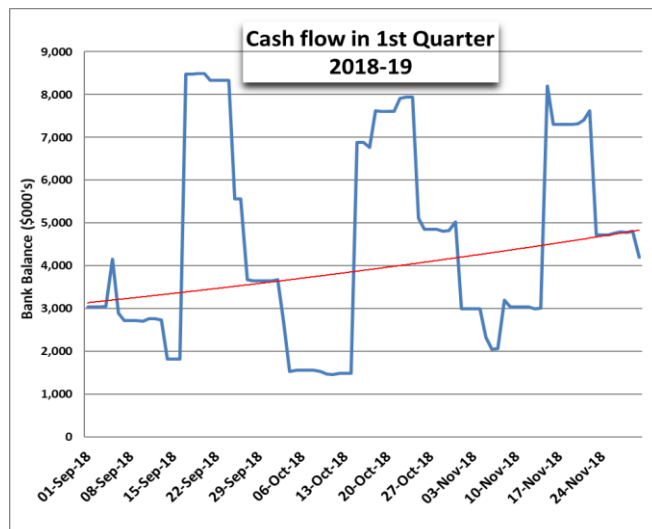
Supplies and services year-to-date are **\$6,126,787** (32% of \$19.8M budget). Because many of these costs occur over a 10-month school year and not the 12-month fiscal year, this results in higher costs in the first 3 quarters and lower costs in the 4<sup>th</sup> quarter. Department managers will continue to carefully monitor their budgets throughout the year to ensure they stay within their spending limits.

- Overall, supply costs year-to-date at November 30<sup>th</sup> are somewhat higher compared to the same time period last year by approximately \$259K. However, the supply & services budget was increased over last year by approximately \$1.0M so the expenditures are in line at 32% YTD, same as a previous year.*

**III AVERAGE SOURCE AND USE OF CASH**

A. Approximate average monthly cash flow values as at November 30, 2018:

<b>Statement of Cash Flow</b>	
Grants/Fees	6,500,000.00
Account Receivable	525,000.00
<b>Total Cash In</b>	<b>7,025,000.00</b>
Accounts Payable	3,025,000.00
Payroll	3,800,000.00
<b>Total Cash Out</b>	<b>6,825,000.00</b>



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

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

Cash is critical for short-term operations as it pays the salaries and vendors, which comprises the largest part of the budget. Note: as of November 30, 2018, **\$4.5M** of the cash balance has been invested into 6-12 month GIC's to obtain more favourable investment returns, of which the full amount of \$4.5M are cashable after 90 days from purchase date.

At present, we are utilizing the services of one Institutional Cash Management Financial Advisory Team – **Canaccord Genuity Corp.** As at November 30<sup>th</sup>, we had **\$4.5M** invested in GIC's with maturing dates ranging from October 7<sup>th</sup> to November 21<sup>st</sup>, 2019, earning yields ranging from 2.20% - 2.55%.

C. **Other Notes:**

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

## IV. REVENUE AND EXPENSES BY ENVELOPE SEPTEMBER 1, 2018 – NOVEMBER 30, 2018

### A.

GOLDEN HILLS SCHOOL DIVISION									
Revenue and Expenses by Envelope									
From September 1, 2018 - November 30, 2018									
REVENUE FROM	SGF	ECS -Grade 12	Operations and Maintenance	Transportation	Board and System Admin	External Services	Total	% Budget Rec'd / Used	Management Benchmark %
ALBERTA EDUCATION		14,209,068.19	1,363,136.67	897,291.60	744,815.16	0.00	17,214,311.62	25%	25%
OTHER - GOVERNMENT OF ALBERTA		214,251.40	6,843.00	0.00	0.00	0.00	221,094.40	63%	50%
FEDERAL GOV'T AND/OR FIRST NATIONS		478,686.51	62,499.99	0.00	0.00	0.00	541,186.50	33%	25%
ALBERTA MUNICIPALITIES/SCHOOL AUTH.		0.00	0.00	0.00	0.00	0.00	0.00	0%	0%
INSTRUCTIONAL RESOURCE FEES		17,850.00		0.00	0.00	0.00	17,850.00	31%	25%
FEES	482,976.93	0.00				1,876,224.11	2,359,201.04	31%	30%
FUNDRAISING REVENUES -SGF	168,455.56						168,455.56	42%	30%
OTHER SALES AND SERVICES	605,038.67	0.00	0.00	15,960.35	0.00	82,909.80	703,908.82	25%	25%
INVESTMENT INCOME		0.00		0.00	36,951.81	0.00	36,951.81	25%	25%
GIFTS AND DONATIONS -SGF	19,042.98	47,259.80	0.00	0.00	0.00	0.00	66,302.78	40%	30%
RENTAL OF FACILITIES		190.50	39,945.63	0.00	0.00	8,800.00	48,936.13	50%	30%
OTHER REVENUES		9,477.00	0.00	6,000.00	30,787.28	0.00	46,264.28	37%	30%
AMORTIZATION OF CAPITAL ALLOCATIONS		46,897.50	867,208.50	0.00	0.00	0.00	914,106.00	22%	25%
<b>TOTAL REVENUES</b>	<b>1,275,514.14</b>	<b>15,023,680.90</b>	<b>2,339,633.79</b>	<b>919,251.95</b>	<b>812,554.25</b>	<b>1,967,933.91</b>	<b>22,338,568.94</b>	<b>26%</b>	<b>26%</b>
<b>EXPENDITURES</b>									
CERTIFICATED SALARIES		9,120,028.09	0.00	0.00	98,155.02	100,673.91	9,318,857.02	24%	25%
CERTIFICATED BENEFITS		1,770,277.24	0.00	0.00	11,565.41	6,630.39	1,788,473.04	20%	25%
NON-CERTIFICATED SALARIES & WAGES		1,958,639.42	492,395.63	474,425.75	297,608.68	160,362.12	3,383,431.60	26%	26%
NON-CERTIFICATED BENEFITS		506,009.65	118,535.45	44,255.17	63,279.53	32,283.05	764,362.85	24%	26%
SERVICE, CONTRACTS AND SUPPLIES	962,276.61	1,949,631.31	823,913.39	428,319.84	289,807.77	1,672,838.26	6,126,787.18	32%	30%
AMORTIZATION		92,580.96	930,241.47	191,874.63	21,370.23	37,717.68	1,273,784.97	23%	25%
INTEREST CHARGES		377.00	0.00	0.00	5,250.00	11,589.18	17,216.18	24%	25%
<b>TOTAL EXPENSES</b>	<b>962,276.61</b>	<b>15,397,543.67</b>	<b>2,365,085.94</b>	<b>1,138,875.39</b>	<b>787,036.64</b>	<b>2,022,094.59</b>	<b>22,672,912.84</b>	<b>26%</b>	<b>26%</b>
<b>POSITIVE/- NEGATIVE VARIANCE TO DATE</b>	<b>313,237.53</b>	<b>-373,862.77</b>	<b>-25,452.15</b>	<b>-219,623.44</b>	<b>25,517.61</b>	<b>-54,160.68</b>	<b>-334,343.90</b>		
<b>ECS -Grade 12 labor cost analysis</b>									
	2017-18 Q1	2018-19 Q1	change						
CERTIFICATED SALARIES	9,190,836	9,120,028	-70,808	-0.8%					
CERTIFICATED BENEFITS	1,833,390	1,770,277	-63,112	-3.4%					
NON-CERTIFICATED SALARIES & WAGES	1,919,032	1,958,639	39,607	2.1%					
NON-CERTIFICATED BENEFITS	561,195	506,010	-55,186	-9.8%					
	13,504,453	13,354,954	-149,499	-1.1%					

### B. ANALYSIS OF REVENUE/ EXPENSES BY ENVELOPE

#### 1. Instruction

- A negative variance within the Instruction envelope occurred, in part, because of the non-certified benefit cost is higher than budgeted.
- Instructional Resource Fees are no longer permitted; however, fees associated with non-curricular supplies and travel as well as other fees to enhance education are allowed.
- Analysis of collection of outstanding Instructional Resources Fees (prior years) as at November 30, 2018 are as follows:

Invoiced	Collected –prior years	Waived
\$ 0	\$ 95	\$ 0

- Note: As per the directive from Alberta Education, Resource fees and Transportation fees beginning 2017-18 have officially been eliminated. (see AP505) However, a balance of \$55,986 in resource fees remains outstanding from 2016-17 and prior years.

*Internally, collections continue on outstanding non-curricular fees, enhanced course fees and alternative program fees. Collections have improved with the introduction of KEV with roughly 62% of all parents utilizing the payment-on-line option for school fees. A target of 75% by years end has been made for KEV utilization.*

## 2. Plant Operations and Maintenance (PO&M)

A negative variance of approximately \$25 K at the end of the 1<sup>st</sup> quarter is primarily the result of lower IMR project spending in the first quarter.

<b>Golden Hills School Division</b>					
<b>Statement of Revenue and Expenses - Comparison to Budget</b>					
<b>Plant Operations and Maintenance</b>					
<b>Period - September 2018 - November 2018</b>					
<b>Revenues</b>	<b>Total Budget</b>	<b>YTD Actuals</b>	<b>Budget</b>	<b>% Budget</b>	<b>Management</b>
	<b>Yr 2018/2019</b>	<b>Yr 2018/2019</b>	<b>Remaining</b>	<b>Used</b>	<b>Benchmark %</b>
Alberta Education	6,389,243.00	1,363,136.67	5,026,106.33	21%	25%
Other Revenues	560,917.00	109,288.62	451,628.38	19%	25%
Amortization	4,174,344.00	867,208.50	3,307,135.50	21%	25%
<b>Total Revenues</b>	<b>11,124,504.00</b>	<b>2,339,633.79</b>	<b>8,784,870.21</b>	<b>21%</b>	<b>25%</b>
<b>EXPENSES</b>					
Non-Certificated Salaries and Benefits	2,413,012.00	610,931.08	1,802,080.92	25%	25%
<b>Sub-Total</b>	<b>2,413,012.00</b>	<b>610,931.08</b>	<b>1,802,080.92</b>	<b>25%</b>	<b>25%</b>
Supplies and Services	4,964,153.00	823,913.39	4,140,239.61	17%	25%
Amortization	4,376,213.00	930,241.47	3,445,971.53	21%	25%
<b>Total Expenses</b>	<b>11,753,378.00</b>	<b>2,365,085.94</b>	<b>9,388,292.06</b>	<b>20%</b>	<b>25%</b>
<b>POSITIVE/(NEGATIVE) VARIANCE</b>	<b>-628,874.00</b>	<b>-25,452.15</b>			
	Current Q1	Prior Year Q1			
<b>YTD Actuals breakdown</b>	<b>YTD @ Nov. 30, 2018</b>	<b>YTD @ Nov. 30, 2017</b>	<b>% increase</b>		
NON-CERTIFICATED SALARIES & WAGES	492,395.63	465,553.75	5.8%		
NON-CERTIFICATED BENEFITS	118,535.45	114,600.69	3.4%		
TOTAL LABOUR EXPENSE	<b>610,931.08</b>	<b>580,154.44</b>	5.3%		
SERVICE, CONTRACTS AND SUPPLIES	823,913.39	786,871.76	4.7%		
INTEREST CHARGES	-	-			
AMORTIZATION	930,241.47	895,562.91	3.9%		
TOTAL SERVICE & SUPPLIES	1,754,154.86	1,682,434.67	4.3%		
<b>TOTAL EXPENSES</b>	<b>2,365,085.94</b>	<b>2,262,589.11</b>	4.5%		

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

### 3. Transportation

Golden Hills School Division					
Statement of Revenue and Expenses - Comparison to Budget					
Transportation					
Period - September 1, 2018 - November 30, 2018					
Revenues	Total 2018-19 Budget	YTD Actuals	Budget Remaining	% Budget Used	Management Benchmark %
Alberta Education	3,720,030	897,292	2,822,738	24.1%	25.0%
Other Revenues	75,000	21,960	53,040	29.3%	25.0%
<b>Total Revenues</b>	<b>3,795,030</b>	<b>919,252</b>	<b>2,875,778</b>	<b>24.2%</b>	<b>25.0%</b>
<b>EXPENSES</b>					
Non-Certificated Salaries and Benefits	1,767,114	518,681	1,248,433	29.4%	27.0%
<b>Sub-Total</b>	<b>1,767,114</b>	<b>518,681</b>	<b>1,248,433</b>	<b>29.4%</b>	<b>27.0%</b>
Services and Supplies	1,538,588	428,320	1,110,268	27.8%	28.4%
Amortization	736,238	191,875	544,363	26.1%	25.0%
<b>Total Expenses</b>	<b>4,041,940</b>	<b>1,138,875</b>	<b>2,903,065</b>	<b>28.2%</b>	<b>26.0%</b>
<b>POSITIVE/(NEGATIVE) VARIANCE</b>	<b>-246,910</b>	<b>-219,623</b>			
<b>Variations in Services and Supplies</b>	<b>Budget</b>	<b>Actual</b>	<b>% of Budget Used</b>	<b>Management Benchmark %</b>	
Contracted Bus Services	210,000.00	78,358.53	37%	30%	
Fuel	723,961.00	214,547.33	30%	30%	
Other supplies	604,627.00	135,413.98	22%	25%	
Total	1,538,588.00	428,319.84	28%	28%	

a. For the first quarter, a negative YTD variance of **-\$220 K** can be attributed in part to the following:

- Contract bus services are higher than first anticipated.
- Transportation expends its budget over a **10 month period** vs. a 12 month period. Both salaries and supplies expenses are higher for 10 months than the projected July and August expenditures while revenues are recorded over a 12 month period.

- b. No transportation fees were charged nor can be charged in fiscal 2018-189 per the directive from Alberta Education. **GHSD had already eliminated transportation fees five years ago.**

*Golden Hills has opted not to shift the financial shortfalls to parents.*

*It is anticipated there will be a deficit in transportation, at year-end, of approximately \$-246K which will be covered by operating reserves. Overall, with careful monitoring of expenses throughout the year, we anticipate Transportation to meet its budget target by year-end.*

#### 4. Board and System Administration

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

System administration currently has a positive variance of **\$26K** for the first quarter. It is however, anticipated that this will reach a breakeven point at year end. This is not enveloped funding, rather systems are permitted to spend to a maximum of 3.6% of their expenditures, where the total net enrolment of students is over 6,000. Amounts spent over the limit may be subject to claw back. In effect, the formula has a built in mechanism for reducing Board and System Administration when overall expenses decrease. As system expenditures decrease, the formula for Board and System Administration automatically decrease. Historically, this envelope is under 3.6%.

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

<b>SUMMARY STATEMENT OF REVENUES AND EXPENSES</b>						
<b>BOARD OF TRUSTEES</b>						
<b>BUDGET vs. ACTUAL</b>						
<b>FOR THE PERIOD OF SEPTEMBER 1, 2018 TO NOVEMBER 30, 2018</b>						
			<b>ANNUAL</b>	<b>YTD</b>	<b>BUDGET</b>	<b>%</b>
<b>Expense</b>			<b>BUDGET</b>	<b>ACTUALS</b>	<b>REMAINING</b>	<b>BUDGET USED</b>
Budgeted Revenues			234,700.00	234,700.00	-	100%
<b>TOTAL REVENUES</b>			<b>\$ 234,700.00</b>	<b>\$ 234,700.00</b>	<b>\$ -</b>	<b>100%</b>
Trustee Earnings and Benefits			150,200.00	41,361.42	108,838.58	28%
Trustee Travel & Supplies			84,500.00	17,840.55	66,659.45	21%
<b>TOTAL EXPENSES</b>			<b>\$ 234,700.00</b>	<b>\$ 59,201.97</b>	<b>\$ 175,498.03</b>	<b>25%</b>

- To date, Board expenses are well within the range of projected expenditure amounts.

## 5. External Services

For the first quarter, External Services has a negative variance of -\$54K, which is mostly due to the timing of the revenue recognition.

External Services includes International Services, joint-use agreements and external contract service agreements. Included within this period is the recognition of **\$1,954,686** of **ISS tuition fees** revenue, of which **\$1,683,618** was originally recorded as Deferred Revenue at the prior year end. ISS Revenues are received in unequal amounts throughout the year, much of it in the first few months. As a result, this revenue is pro-rated to each quarter based on an estimation of related expenses (35/30/25/10), while expenses are recognized when they occur.

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

### *QUARTERLY SUMMARY*

*Golden Hills continues to manage expenses despite the decrease in funding in certain areas and higher costs, and continues to fund programs that are in alignment with our goals and missions.*

*Overall, GHSD appears to be on track and is aligned with meeting the Board's November 30, 2018 approved and submitted 2018-19 budget (\$920K deficit). A planned deficit budget will be covered by our operating reserves.*



## ENROLMENT BACKGROUNDER

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

January 22, 2019

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### **Background:**

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

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

Alberta Education calculates funding for Kindergarten to Grade 9 based on the full-time equivalent student count as of September 30, 2018. High school funding is based on the Credit Enrolment Units earned per student.

### **Recommendation:**

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

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Bevan Daverne  
Superintendent

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Tahra Sabir  
Secretary Treasurer



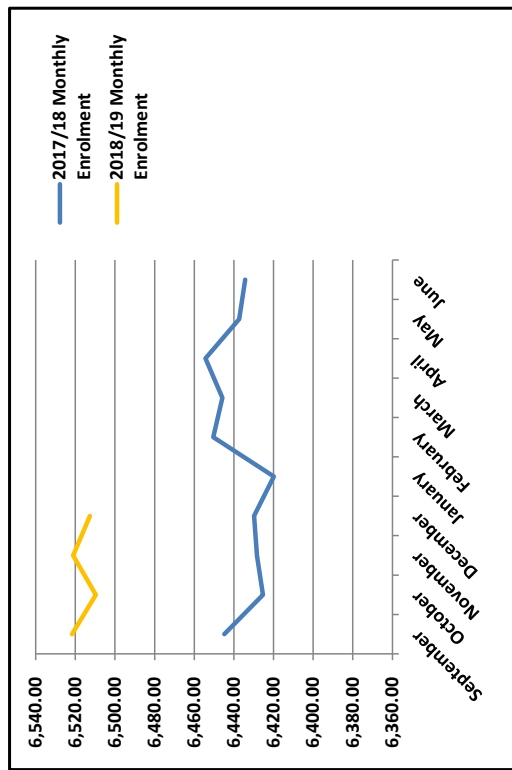
# Golden Hills School Division No. 75 Enrolment

## Summary of Totals - Month to Month Comparison

Nov 30, 2018 to Dec 31, 2018

	31-Dec-18 Enrolment	30-Nov-18 Enrolment	Difference	% Change
Funded Total Enrolment	6,097.75	6,106.25	-8.50	-0.1%
Provincially Funded Students	155.00	155.00	0.00	0.0%
Siksika Students	259.90	259.90	0.00	0.0%
International Students	6,512.65	6,521.15	-8.50	-0.1%
<b>Total</b>				

## Last Year Monthly Enrolment & Comparison to September 2018



## Schools - Year to Year Comparison

Configuration	SCHOOL	December 31, 2018			November 30, 2018		
		Provincially Funded	Difference	% Change	Provincially Funded	Difference	% Change
K-6, 10-12	Acme School	193.00	192.00	1.00	192.00	1.00	0.5%
K-9	Carbon School	77.00	77.00	0.00	77.00	0.00	0.0%
K-6	Carseland School	60.50	61.50	-1.00	61.50	-1.00	-1.6%
7-9	Crowther Memorial Jr. High School	558.00	558.00	0.00	558.00	0.00	0.0%
K-9	Dr. Elliott Community School	188.50	189.50	-1.00	189.50	-1.00	-0.5%
7-12	Drumheller Valley Secondary School	419.00	421.00	-2.00	421.00	-2.00	-0.5%
K-6	École Brentwood Elementary School	279.00	278.00	1.00	278.00	1.00	0.4%
K-12	George Freeman	213.00	215.00	-2.00	215.00	-2.00	-0.9%
K-6	Greentree School	344.50	345.00	-0.50	345.00	-0.50	-0.1%
K-12	Prairie Christian Academy School	281.00	278.00	3.00	278.00	3.00	1.1%
10-12	Strathmore High School	564.00	568.00	-4.00	568.00	-4.00	-0.7%
K-12	Three Hills School	443.50	443.50	0.00	443.50	0.00	0.0%
K-9	Trinity Christian Academy	181.50	182.50	-1.00	182.50	-1.00	-0.5%
K-12	Trochu Valley School	250.50	251.50	-1.00	251.50	-1.00	-0.4%
K-6	Westmount School	365.00	365.00	0.00	365.00	0.00	0.0%
K-12	Wheatland Crossing	356.00	356.00	0.00	356.00	0.00	0.0%
K-6	Wheatland Elementary School	347.00	347.00	0.00	347.00	0.00	0.0%
<b>Totals</b>		<b>5,121.00</b>	<b>5,128.50</b>	<b>-7.50</b>	<b>5,128.50</b>	<b>-7.50</b>	<b>-0.1%</b>
Configuration	SCHOOL	Provincially Funded	Provincially Funded	Difference	Provincially Funded	Difference	% Change
7-9	Anchors II Outreach	8.00	8.00	0.00	8.00	0.00	0.0%
7-12	Drumheller Outreach	18.00	18.00	0.00	18.00	0.00	0.0%
1-12	Golden Hills Learning Academy	152.50	152.50	0.00	152.50	0.00	0.0%
1-12	NorthStar Academy	411.25	411.25	0.00	411.25	0.00	0.0%
7-12	Strathmore StoreFront	41.00	41.00	0.00	41.00	0.00	0.0%
<b>Totals</b>		<b>630.75</b>	<b>630.75</b>	<b>0.00</b>	<b>630.75</b>	<b>0.00</b>	<b>0.0%</b>
Configuration	COLONY SCHOOLS	Provincially Funded	Provincially Funded	Difference	Provincially Funded	Difference	% Change
K-9	Colonies	346.00	347.00	-1.00	347.00	-1.00	-0.3%



## SCHOOL SUMMARIES MONITORING REPORT

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

January 22, 2018

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### **Background:**

Annually administration reviews schools and provides information to assist the board in decisions related to the annual budget and capital planning. The School Summaries Report summarizes key information for each school and the jurisdiction including enrolment trends, facilities information and budget data.

The information informs the allocation of resources to support the vision (*Inspiring confident, connected, caring citizens of the world*) and mission (*Intentionally maximizing learning for all*).

### **Recommendation:**

It is recommended that the Board of Trustees receives and reviews the School Summaries Report as information.

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

---

Bevan Daverne  
Superintendent

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

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Tahra Sabir  
Secretary Treasurer



## BOARD POLICIES

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

January 22, 2019

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### **Background:**

The Board Policy Committee has reviewed the following policies and recommend updates to the following:

- Policy 1: *Division Foundation Statements*
- Policy 2: *Role of the Board*
- Policy 3: *Role of the Trustee*
- Policy 5: *Role of the Board Chair*
- Policy 6: *Role of the Vice-Chair*
- Policy 8: *Committees of the Board*
- Policy 9: *Board Representatives*
- Policy 10: *Policy Development and Review*
- Policy 11: *Board Delegation of Authority*
- Policy 12: *Role of the Superintendent*

All Board Policies are attached for review.

### **Recommendation:**

That the Board of Trustees approves the above as updated Board policies.

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

Bevan Daverne  
Superintendent



**FIRST NATIONS, MÉTIS, AND INUIT (FNMI)**  
“Inspiring confident, caring citizens of the world”

**January 22, 2019**

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**Background:**

Golden Hills School Division believes in the importance of an Inclusive Education System that provides every student with powerful learning opportunities and supports for all students to achieve success. Golden Hills is aligned with provincial priorities and is committed to improving outcomes and creating opportunities for First Nations, Métis, and Inuit students. Our schools are continually working to ensure welcoming, caring, respectful and safe learning environments. Exceptional consideration is given to meeting the needs of our diverse learners, including our First Nations, Métis, and Inuit population. In 2017-2018, Golden Hills School Division served 451 First Nations, Métis, and Inuit students. Golden Hills School Division continues to maintain an Educational Service Agreement with Siksika Nation that allows the Division to accept 155 of their students into our schools. The remainder of the First Nations, Métis, and Inuit student population are self-declared and ~~off-reserve~~off-reserve.

**Recommendation:**

That the Board of Trustees receives the attached *First Nations, Métis, and Inuit Monitoring Report* as information.

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Bevan Daverne  
Superintendent

# GOLDEN HILLS SCHOOL DIVISION MONITORING REPORT

For First Nations, Métis, & Inuit Students



## OVERVIEW

Golden Hills School Division believes in the importance of an Inclusive Education System that provides every student with powerful learning opportunities and supports for all students to achieve success. Golden Hills is committed to improving outcomes and creating opportunities for First Nations, Métis, and Inuit students. Golden Hills is continually working to ensure welcoming, caring, respectful and safe learning environments. Exceptional consideration is given to meeting the needs of our diverse learners, including our First Nations, Métis, and Inuit population. In 2017-2018 Golden Hills School Division served 451 First Nations, Métis, and Inuit students. Golden Hills School Division continues to maintain an Educational Service Agreement with Siksika Nation that allows the division to accept 155 of their students into our schools. The remainder of the First Nations, Métis, and Inuit student population are self-declared and off-reserve.

## Academic Supports



*Golden Hills School Division continues to offer a wide range of specialized supports and services to assist all learners. In addition to the responsive and effective instructional strategies utilized by all of our teachers within the regular classroom, students, including First Nations, Métis, and Inuit students, can access the following: psychoeducational assessments, adapted & modified programming, small group targeted instruction, specialized programs & counselling.*

### **Improve basic literacy skills to ensure a stronger foundation for future learning**

- Early Literacy Intervention program (ELI) is offered to Grades 1 and 2 students.
- Leveled Literacy Intervention program (LLI) is offered to grades 3 to 6 students and some schools continue this program in junior high.
- In these programs, small groups of two or three students are provided with intensive daily instruction in phonemic awareness, sight word recognition, comprehension, fluency, written expression, and daily home reading.

### **Improve basic numeracy skills to ensure a stronger foundation for future learning**

- Early Numeracy Intervention program (ENI) program is offered to Grades 1 and 2 students.
- This program increases students' knowledge of number sense and helps develop strategies to solve problems, reason mathematically, and solve computations. The small group intervention allows students to explore math in visual and tactile ways, providing the opportunity to explore and develop their knowledge of number sense and the relationship between numbers.

### **Improve 'Learning How to Learn' competencies (metacognitive skills as a learner)**

- The 'Learning How to Learn' project increases student achievement through explicit instruction of how the brain works, how to enhance memory, how to learn, and how to think critically. Students learn about the way they learn and how they can acquire the thinking and learning strategies necessary for lifelong learning.
- The concept of "growth and fixed mindset" is taught as a strategy to increase student motivation to learn. Students in this project learn to reflect on how they think and learn.

## Academic Results

*The results of Literacy intervention for Grade 1 -6 students indicate excellent progress.*

1. First Nations Grades 1-6 students improved approximately a 1.0 grade level as measured through the Schonell Word List. This indicates strong growth in word recognition.
2. Grade 1- 6 students improved approximately 3.5 Fountas and Pinnell reading levels (Approximately 1 grade level growth). When analyzing each individual student's progress, most students progressed a year or more, resulting in progress, but they might still be below their expected grade levels.

*The results of the ENI intervention indicate excellent progress.*

1. Student growth was measured through the Math Intervention Programming Instrument (MIPI) assessment. The data collected from this assessment, in addition to classroom teacher insight and ongoing review of student progress, enabled the intervention teacher to track and document progress. On average, student scores on the MIPI improved 25% when pre and post test scores were compared. This represents approximately 1 grade level of growth.
2. Provincial Achievement Test results in Math have shown a 20% increase in the number of students getting acceptable standard.

Carseland school, Wheatland Crossing school and Crowther Memorial Junior high school all receive extra enhanced academic support through the development of target intervention groups in the areas of literacy and numeracy.

First Nation Liaison Workers:

The primary responsibility for these position is to support students success. These liaison workers work closely with students one on one in the classroom and with their families to support good attendance, parental support and communication, positive relationships and overall student success.

## Culture



*In Golden Hills School Division, First Nations, Métis, and Inuit cultural learning opportunities are embedded into instruction and are evident throughout classes, activities, and celebrations.*

### **Increase foundational knowledge of our teachers, leaders, and support staff**

- Continue the development of a First Nations, Métis, and Inuit Committee.
- Increase the number of cultural learning days for staff to develop foundational knowledge.
- Implement a new section in our administrators' meetings dedicated to developing foundational knowledge.
- Increase and expand the resources available to our teachers through the Instructional Media Centre.

### **Increase cultural supports for all of our students**

- Utilize our liaison workers and opportunities to enrich the educational experience of all the students in the schools by promoting the importance of First Nations history and sharing the rich traditions of the Blackfoot Culture by:
  - Expanding the culturally enriching activities & celebrations.
  - Continuing and expanding the Native clubs in our schools.

- Continuing to engage families and students through developing relationships and improving communication between school and home.
- Continue the Aboriginal Studies course at Strathmore High School.
- Continue to invite more Elders and Knowledge Keepers to come into our schools to share information on heritage, culture, and traditions.
- Continue to find opportunities to integrate Blackfoot culture across our curriculum.

## Culture

### First Nations, Metis, and Inuit Cultural Learning Days

We offer four Cultural Learning days per year. Last year's events were: Blackfoot Crossing Tour and Treaty 7 Presentation, Medicine Wheel Teaching with Walter "White Bear MacDonald", ATA Walking Together Residential School Presentation and conversation with Elder Clarence Wolf Leg Sr., ATA Walking Together Workshop on Addressing Prejudice and Discrimination and conversation with Elder Clarence Wolf Leg Sr. This year's events are Treaty 7 at Blackfoot Crossing Historical Park along with ATA Walking Together Workshop on Collective Memories, Indigenous Floor Map of Canada PD Day, Glenbow Museum, and ATA Walking Together Workshop on assimilation.

### Administrators Meetings.

At each administrators meeting we do an activity to build foundational knowledge. Administrators can take these activities back to their schools staffs. We also are conducting a Blanket Exercise for our Administrators. Some topics covered: Assimilation, residential schools, Terminology, Learning Pebbles: Circle of Courage

### First Nations, Metis, and Inuit GHSD Committee

Includes a representative from each school. This group helps plan cultural events and helps disseminate information back to schools.

**Liaison Workers:** Through native clubs, classroom presentations, field trips, and whole school events, students were able to participate in a variety of First Nations cultural activities including the following Blackfoot components: Blackfoot legends, Blackfoot tipi teachings, Blackfoot ways of life, Blackfoot calendar, Blackfoot word of the weeks, Blackfoot prayer, Blackfoot lullaby and counting, native club activities, Blackfoot App for student use, Aboriginal Day activities, history of Crowfoot, Treaty 7, Pow Wows, arts and crafts, native stick games, land claims, and bannock making.

A number of schools have a native club that offers cultural awareness. Students participated in activities that enriched their understanding of Blackfoot culture. This year we have seen growth in our numbers of non-First Nations students joining these groups.

Pow Wows were held in Westmount, Wheatland Crossing, and Strathmore High School to recognize First Nations Awareness and graduation celebrations.

Many First Nations Elders and Knowledge Keepers have been guest speakers in our schools for celebrations and to share information on heritage, culture, and traditions.

To help support teacher requests we have increased the cultural resources in our Instructional Media Centre (IMC). Golden Hills has purchased over \$8000 in resources to help support our teachers and students.

Future direction: Setting up a Tipi at Wheatland Crossing, developing a webpage to support teachers on First Nations, Metis and Inuit resources. Exploring the possibilities on Dual Credit with Old Sun College

## Social-Emotional Supports



All schools in Golden Hills School Division have a Family School Community Resource Counselor and access to a variety of Social-Emotional Learning supports.

Continue **social-emotional supports**, especially programming that improves students' abilities to self-regulate and be ready for learning and academic success.

- Continue to have a Family School Community Resource Counselor do classroom and group presentations that focus on building self-regulation skills and core competencies needed for healthy social development.
- Continue to have the Family School Community Resource Counselor work collaboratively with students, their parents/caregivers, school-based team members, and professionals from other community support services, to set meaningful goals and create Individualized Intervention Plans.
- Continue to implement Mind-Up and Zones of Regulation programs in schools.
- Monitor student success based on the observable and measurable outcomes, established by a student's support team.

### Social-Emotional

#### ***Mind-Up Program***

There was weekly direct instruction including activities on: Self-awareness, self-management, social awareness, problem solving, friendship skills, conflict resolution, relationship skills and responsible decision making skills.

Feedback from teachers has indicated that this program has been effective in helping students manage and control behavior.

#### ***Zones of Regulation***

Was utilized in Kindergarten to Grade 6 along with activities from the Strong Kids curriculum and the PATHS program to help grade 5 and 6 students with conflict resolution.

**Family School Community Resource Counselors and our new First Nations Family School Community Counselor** supported 73 Siksika students and families with group and individual counseling.

**First Nations Liaison Workers** work to support student social emotional well-being through direct classroom supports and by working with families to find solutions that support success.



## Partnership



Golden Hills School Division has established collaborative partnerships to help support the powerful learning opportunities we provide.

### **Increase our partnerships' effectiveness to help improve student learning.**

- Continue to build strong relationships with our First Nations, Métis, and Inuit families.
- Increase collaboration and relationships with Siksika Board of Education by:
  - Meeting throughout the year to discuss student learning, engagement, supports, and the Education Service Agreement.
- Other Partnerships are:
  - Working with Regional Collaborative Service Delivery (RCSD) – To create an Early Learning package called “Fun & Success for Your Preschooler” that contains literacy and numeracy supports. Support for our First Nations Family School Community Resource Counselor
  - Alberta Education ‘Building Collaboration and Capacity in Education’ Grant Program (BCCE) and “Innovation in First Nations Education” Grant Program (IFNE)
  - Alberta Teachers’ Association – Walking Together Consultant on providing education for reconciliation and developing foundational knowledge about First Nations, Métis, and Inuit people.
  - College of Alberta School Superintendents – Providing support and development for the foundational knowledge and planning supports for our system leaders

## Partnership

### **Collaborative Meetings with Siksika Board of Education**

We meet regularly with Siksika Board of Education (Educational Leaders) to discuss our Educational Service Agreement, student achievement, graduation rates, transportation, student programming, attendance, and First Nations liaison reports.

**Regional Collaborative Service Delivery-** The GHSD team put together 200 “Fun and Success For Your Preschooler” parent packages. These fun and engaging packages were funded by CEC RCSD. These were designed to help parents work with their children and prepare them for academic success. The package included literacy, numeracy, fine motor and self-regulation activities, parenting tips and materials. The packages are being distributed by the nursing staff at the Siksika Health Unit during the preschool screening fairs. There was one screening fair in October and there will be another one again in February.

**Alberta Teachers’ Association-** Train the Trainer event hosted by the Alberta Teachers Association Walking Together Consultants. We also have a number of cultural events scheduled for this school year with our Walking Together Consultant.

**College of Alberta School Superintendents-** Zone 5 FNMI workshop on Foundational Knowledge- Residential Schools and collaborative group sharing

## Targeted System Monitoring



Having a targeted monitoring strategy, utilizing PASI and our data dashboard, helps support our students.

### Improve attendance, graduation rates, and achievement results through:

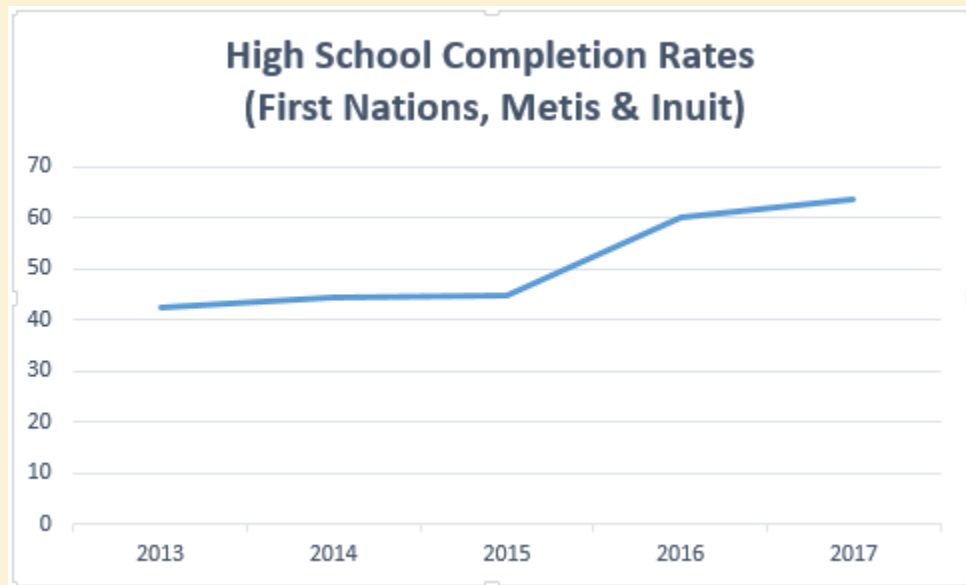
- Expansion of our attendance tracking from Siksika students to all First Nations, Métis and Inuit students. Improve communication and follow up with administrators, parents, liaison workers, and family resources workers.
- Development of a more personalized system for each school to track First Nations, Métis, and Inuit students' graduation requirements and support students to successfully meet these requirements. As well, provide programming options to allow students to who complete these requirements immediately following their grade 12 year.
- Implementation of specific tracking of First Nations, Métis, and Inuit students in early intervention programs.
- Continued monitoring and analysis of the Provincial Achievement Test and Diploma Examination results by looking for trends, successes, and challenges.

### System Monitoring Results

#### Attendance Tracking

After first reporting period 97% of our Siksika students are attending over 80% (with 54% attending over 90%). This is a 8% increase in students attending over 90% of the time.

#### High School Completion Rates





## ADMINISTRATIVE PROCEDURES

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

January 22, 2019

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### **Background:**

Administrative Procedures (AP) are regularly reviewed and new procedures are drafted to support necessary changes in administrative best practices. This process of review and development, with opportunity for input by the appropriate stakeholders, leads to effective operations within the school system. The following APs have been reviewed by appropriate stakeholders and are recommended for implementation:

- AP 214: Inclusive Education Assessment and Programs
- AP 320: Student Records

The above APs are attached for review.

### **Recommendation:**

That the Board of Trustees receives the attached information around the revision of *AP 214: Inclusive Education Assessment and Programs* and *AP 320: Student Records* as information.

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Bevan Daverne  
Superintendent



## INCLUSIVE EDUCATION ASSESSMENT AND PROGRAMS

### Background

Golden Hills School Division facilitates an evolving and systemic model of inclusive education to support all children in reaching their full learning potential. Decisions to guide student achievement are collaboratively and flexibly made based on the student's strengths, areas of need and learning preferences.

The Province of Alberta has a philosophy of inclusion to meet the needs of diverse learners. Educating students with diverse needs in the regular classroom in neighborhood schools shall be the first placement option considered in consultation with the student (when appropriate), parents/guardians and school staff. As much as possible, teachers will differentiate for diverse learners in the classroom.

### Definitions

Students with diverse needs refers to students described in legislation as being in need of specialized supports and services. Even when excellent classroom instruction is occurring, some students will benefit from targeted instruction or a specialized program placement because of his/her behavioural, communication, learning, physical and/or mental health characteristics.

An education program for a student with diverse needs means a program based on the results of ongoing assessment and evaluation and includes an Individualized Program/Support Plan or Behaviour Support Plan that details the action(s) designed to address the student's diverse needs. All students identified with diverse learning needs require an Individualized Program Plan/Individualized Support Plan or Behaviour Support Plan as appropriate.

### Procedures

#### 1. Supporting Students with Diverse Learning Needs

School principals are responsible for ensuring that the school has processes and a learning team in place, to provide consultation, planning and problem-solving related to programming for students with diverse learning needs. Those students shall be referred to the school resource team who will develop an intervention plan. This may include provision of specialized supports within the school, further assessment, and/or referral to community supports. Parents/guardians have an important role to play and are consulted in assessment, program planning and placement decisions.

#### 2. Assessment

A number of assessment strategies can be used to make decisions, assign support services and to determine adapted or modified programming for students with diverse needs.

- 2.1 Teacher assessment, observation, formal and informal checklists and standardized screening tools are used to identify students' needs within the classroom and will be shared with students and parents through ongoing feedback as per **AP 360: Student Assessment, Evaluation and Reporting**. Additional parental consent is not required for classroom assessments.
- 2.2 Some students benefit from targeted support or specialized placements. Access to these programs or supports may require additional screening tools or specialized assessments. Written parental consent is required for assessment and/or placement in such programs. These programs may include, but are not limited to, Early Intervention, Leveled Literacy

Intervention, Project HOPE, Connections, STRIVE, Anchors, LAC or other school-based programs.

- 2.3 Should a more specialized assessment be required (i.e. School Psychologist, S.L.P, O.T., P.T.), then school staff shall seek consent from the parent/guardian before referring a student to a qualified professional. Psychoeducational Assessments follow the expectations/criteria outlined in the Alberta Standards for Psychoeducational Assessment. Allied Health Services providers (School Psychologists, SLP, O.T., and P.T.) adhere to the standards and guidelines set by the professional organizations for their members.
- 2.4 Assessment results are shared with the student (when appropriate), parents/guardians and all others involved in the student's program. Consent and reports should be stored in the Cumulative File as per **AP 320: Student Records**.

### **3. Special Education Codes**

Based on specialized assessment information, the school principal, in consultation with the Educational Consultant, may assign an Alberta Education Special Education Code to a student. The Alberta Education Special Education Coding Handbook outlines criteria using specific categories to help teachers and administrators in school authorities identify the students who require specialized supports and services. Schools maintain documentation to support the assignment of a Special Education Code. This includes a diagnosis of a disability or disorder by a qualified professional. In addition to the diagnoses, there must be clear evidence that indicates how the disability/disorder impacts the student's functioning in the learning environment. Although a student may meet criteria for several codes, only one is entered in the student registration. The code that most represents the area of impact on the student's learning environment should be used. Codes may change based on updated assessments or other information.

### **4. Individualized Plans**

An Individualized Program Plan/Support Plan (IPP/ISP) and/or Behaviour Support Plan (BSP) based on assessment information and key understandings about the student's diverse learning needs are designed and implemented for any student identified with specialized learning needs. The type of plan required is dependent on the student program and individualized needs as outlined below:

**Selecting the Correct PROGRAM for the Learner Profile/Report Card**  
**More than one type of program may be used to communicate a student's level of achievement.**

\*Some students may receive regular programming in some subjects, adapted programming in others and modified programming in other parts of the school day.

Program	Definition	Coded?	Identification of Adapted/Modified on the Report Card	IPP/ISP/BSP Required?
<b>REGULAR Program</b>	The student is on a regular program and is provided with curriculum at their enrolled grade level.	No	No	No, keeping in mind that any student can access universal accommodations.
<b>ADAPTED Program</b>	The student is on graded curriculum and is working towards the learning outcomes of the Alberta Programs of Study, <b>but may be at a grade level different from their enrolment grade in one or more subject areas</b> and/or require accommodations so they can participate actively.	Most likely (e.g. code 42, 53, 54, 58, 80)  If not coded, needs have been identified through a response to intervention model, but the student may not yet have had a formal psycho-educational assessment.	<b>Adapted through the use of specialized accommodations (e.g. reader, scribe) and working on curriculum from the grade level they are enrolled in</b> <b>Elementary:</b> Select 'adapted' achievement indicators for all applicable focus areas. <b>Junior/Senior High:</b> Select the 'adapted' program option for the applicable subjects/courses. Mark or achievement indicator is included on the report card.  <b>Adapted and student requires outcomes or resources outside of their expected grade level curriculum</b> Adapted - IPP Achievement indicators are not selected on the report card. Descriptive feedback on the student's progress is indicated within the IPP-Adapted Program.	Yes, an ISP is completed. A BSP is completed if required.  ----- Yes, an IPP-Adapted Program is completed.
<b>MODIFIED Program</b>	The student is not on graded curriculum but receives programming that focuses on life skills, foundational skills, and academic readiness. Learning outcomes are specifically selected to meet the student's special education needs.	Yes (most likely a code 44, 51, 52)	A student on a modified program is assessed in relation to the goals and objectives established in the student's IPP.	Yes, an IPP-Modified Program is completed. In addition to the measurable goals and objectives that inform the student's program, students may have access to accommodations such as alternative formats, specialized equipment and other services and supports that are included in the IPP.

\*Accommodations are **strategies**. They include any changes to instructional or assessment procedures, materials, resources, facilities, or equipment that are made to address the special education needs of a student. **Students who receive accommodations may be receiving any combination of regular, adapted, and/or modified programming.** Common examples include: providing a reader or scribe, allowing the student to stand in class, varying the amount of material to be learned, pairing written with verbal instructions, extended time, breaking a test into parts, providing manipulatives.

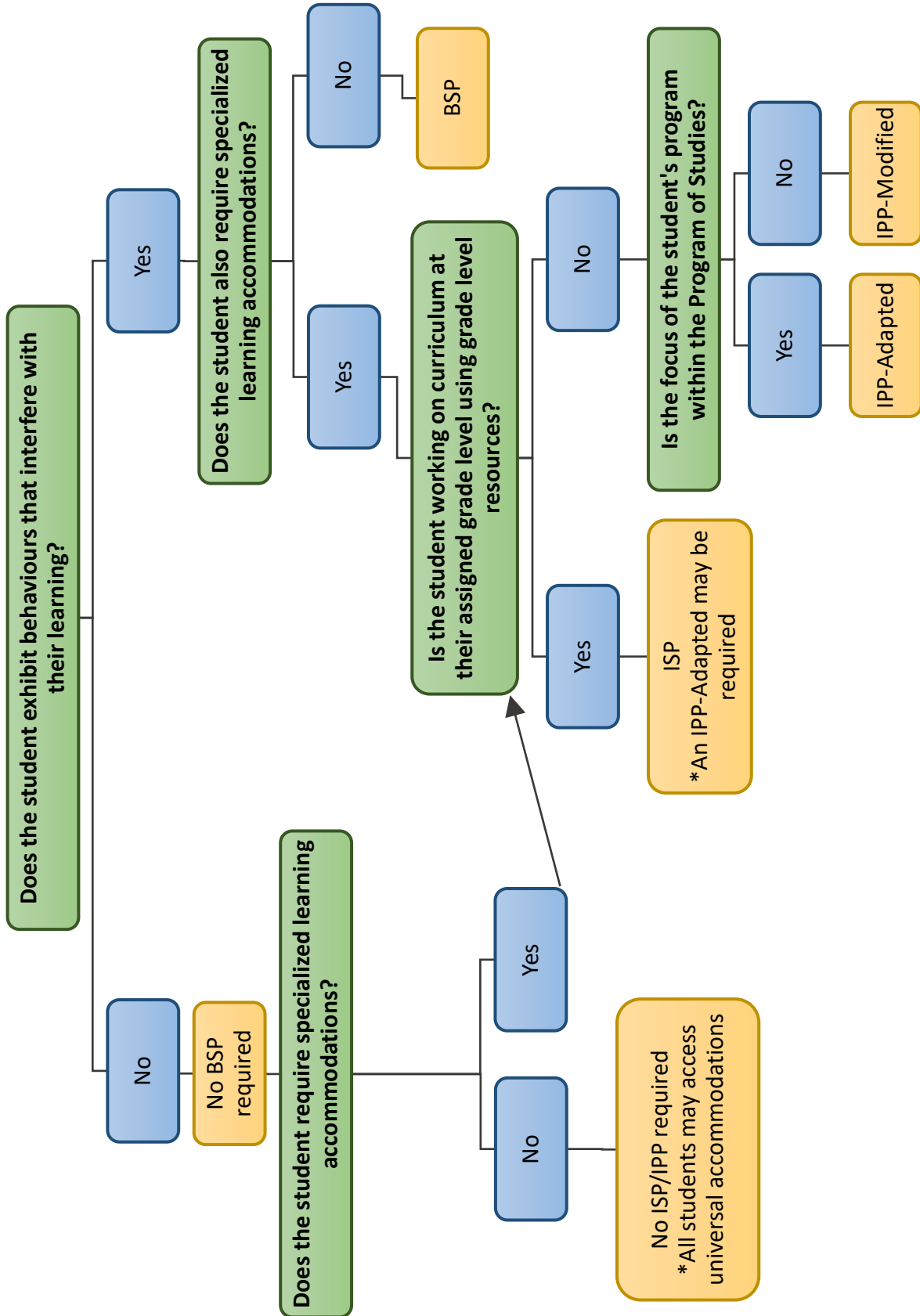
- 4.1 The principal assigns teachers to coordinate, develop, implement, monitor and evaluate the plan. The teacher strives to invite meaningful involvement of student's parents in the process, along with that of other teachers and professionals.
- 4.2 Review of the plan is regularly scheduled (i.e. reporting periods) and documented.
- 4.3 In cases where parents refuse involvement and consent for the IPP/ISP, school staff document the reason(s) for refusal and the actions undertaken by the school to obtain consent and resolve concerns. Instruction in the classroom must be made in the best interest of the student and universal strategies can be utilized and documented in the report card. Parental involvement is best practice when developing BSPs but consent is not necessary.
- 4.4 IPP/ISP and/or BSP are developed in a timely manner (i.e. 6 weeks following the beginning of the school year, new psychoeducational assessment results, or transfer in from a different program/school and placed in the student record and access to the plan complies with the Student Record Regulations and Freedom of Information and Protection of Privacy (FOIP) legislation. School boards must provide parents with access to information contained in the student record, including results of specialized assessments in accordance with the Student Record Regulation.

## 5. Targeted Intervention or Specialized Program Placement

Even when excellent classroom instruction is occurring, some students will benefit from targeted instruction or specialized program placement because of his/her behavioural, communication, learning and/or physical health characteristics. Parents will be part of the consultative process when making placement decisions. When including a student with diverse needs in a regular classroom setting where that inclusion is determined to have a significant adverse impact on the total learning environment, alternative programming plans shall be identified and recommended for the student. Based on **AP 305: School Attendance Areas** and **Policy 1.6.2 Special Education**, a student may be directed to attend a school other than that student's designated school. Such decisions affecting their child must be appealed through the provisions of **AP 380: Student Appeals**. Transportation may be provided based on **Form 214-5: Special Needs Request for Transportation**.

### References:

- [Canadian Charter of Rights and Freedoms](#), Section 23
- [Child, Youth and Family Enhancement Act](#) R.S.A. 2000, C.C-12, Section 57.2
- [School Act](#) R.S.A. 2000, C.S-5, Sections 18, 20, 29, 39 (1)
- [Standards for Special Education \(2004\)](#)
- [Inclusive Education Library](#)
- [Standards for Psycho-Educational Assessment \(1994\)](#)
- [Alberta Learning Policy 1.6.2 Special Education](#)
- [Student Record Regulations](#) 225/2006
- [Freedom of Information and Protection of Privacy \(FOIP\)](#) 186/2008
- AP 305: School Attendance Areas
- AP 320: Student Records
- AP 360: Student Assessment, Evaluation and Reporting
- AP 380: Student Appeals
- Appendix 214-A: Support Flow Chart
- Appendix 214-B: Universal Student Accommodations
- Form 214-1: Individualized Support Plan Template
- Form 214-2: Individualized Program Plan Adapted Template
- Form 214-3: Individualized Program Plan Modified Template
- Form 214-4: Behaviour Support Plan Template
- Form 214-5: Special Needs Request for Transportation







# Universal Student Accommodations

## What is a Response to Intervention Model?



Response to Intervention is based on a tiered model of support. This consists of universal, targeted, and individualized supports that help make learning outcomes accessible to learners. The needs of 80-85% of our students are met with universal supports, while 5-15% require targeted supports, and 1-7% require intensive, individualized supports to experience success.

## Universal Student Accommodations\*

\*Supports that are available to **ALL** students

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Attention Support</b>	<b>Instructional Presentation</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Alternative seating (e.g., near teacher, with positive peer)</li> <li><input type="checkbox"/> Allow student to stand</li> <li><input type="checkbox"/> Flexible workspace (e.g., quiet space within the classroom)</li> <li><input type="checkbox"/> Provide cues (verbal/nonverbal)</li> <li><input type="checkbox"/> Use tangible reinforcers</li> <li><input type="checkbox"/> Allow body/movement breaks</li> <li><input type="checkbox"/> Use sensory strategies (e.g., wiggle cushion, fidget items, headphones)</li> <li><input type="checkbox"/> Checklists</li> <li><input type="checkbox"/> Visual schedule</li> <li><input type="checkbox"/> Timers</li> <li><input type="checkbox"/> Break tasks down into smaller pieces</li> <li><input type="checkbox"/> Use one-step directions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-teach key vocabulary</li> <li><input type="checkbox"/> Provide exemplars</li> <li><input type="checkbox"/> Present information in smaller 'chunks'</li> <li><input type="checkbox"/> Frequent check-ins for student understanding</li> <li><input type="checkbox"/> Allow extra time for student response</li> <li><input type="checkbox"/> Visual supports (e.g., checklists, graphic organizers, diagrams)</li> <li><input type="checkbox"/> Provide manipulatives</li> <li><input type="checkbox"/> Provide opportunities for student choice on assignments</li> <li><input type="checkbox"/> Teach memory supports (e.g., mnemonics)</li> </ul>

<b>Social/Emotional/Behaviour Support</b>	<b>Assessment/Evaluation</b>
<input type="checkbox"/> Use designated calming space <input type="checkbox"/> Allow use of de-stressing items (e.g., stress balls, fidget items) <input type="checkbox"/> Self-calming strategies (e.g., deep breathing, positive self-talk) <input type="checkbox"/> Positive reinforcement	<input type="checkbox"/> Extra time <input type="checkbox"/> Alternative location <input type="checkbox"/> Allow student to demonstrate understanding in a variety of ways <input type="checkbox"/> Reduced writing demands (e.g., point form instead of essay) <input type="checkbox"/> Reduced number of questions (knowledge of content maintained) <input type="checkbox"/> Provide checklist with assignment breakdown

\*This is not an exhaustive list

This document **cannot be used in place of a support plan (ISP/IPP/BSP).**

When used, the most recent copy of this document should be placed in the student's cumulative file each year.



## Golden Hills Individualized Support Plan

This document is designed for students whose diverse learning needs require specialized accommodations in order for them to be successful in their enrolled grade level curriculum using prescribed grade level resources (e.g., students who are vision or hearing impaired, or who have significant fine motor difficulties or a specific learning disorder in reading fluency and decoding).

General Information:	
<b>Student:</b> <b>Date of Birth:</b> <b>Age:</b> <b>School:</b> <b>Grade:</b>	<b>Special Education Code:</b> <b>Parent(s)/Guardian(s):</b> <b>ISP Created By:</b> <b>Implementation Date:</b>
Program Description:	
Parental Input and Involvement:	

<b>Strengths:</b>	<b>Challenges:</b>
<b>Medical Conditions That Impact Schooling:</b>	<b>Coordinated Support Services:</b>

<b>Most Recent Assessment Data:</b>		
<b>Date</b>	<b>Type</b>	<b>Findings</b>

<b>Specialized Accommodations:</b>		
<b>Type:</b>		<b>Required for:</b>
	Reader/Audio	
	Text-to-Speech	
	Scribe/Transcriber of Recorded Responses	
	Speech-to-Text	
	Frequent Breaks	
	Braille	
	Covered Paper and Overlays	
	Ambient Noise	
	Large Print	
	Sign Language Interpreter	
	10 x 10 Multiplication Table	
	Unique Accommodations (please list):	

<b>Essential Universal Accommodations:</b>

**Signatures:**

I understand and agree with the information contained in this Individualized Support Plan.

\_\_\_\_\_  
Parent(s)/Guardian(s)

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date:

**Year-End Summary:**

**Transition Plan:**



## Golden Hills Individualized Program Plan (Adapted Program)

This document is designed for students who require outcomes or grade level resources outside of their expected grade level curriculum. Individualized goals are designed to support the student's growth in areas outside of the Program of Studies. Specialized accommodations may also be used to support their learning.

General Information:	
<b>Student:</b> <b>Date of Birth:</b> <b>Age:</b> <b>School:</b> <b>Grade:</b>	<b>Special Education Code:</b> <b>Parent(s)/Guardian(s):</b> <b>IPP Created By:</b> <b>Implementation Date:</b>
Program Description:	
Parental Input and Involvement:	

<b>Strengths:</b>	<b>Challenges:</b>
<b>Medical Conditions That Impact Schooling:</b>	<b>Coordinated Support Services:</b>

<b>Most Recent Assessment Data:</b>		
<b>Date</b>	<b>Type</b>	<b>Findings</b>



Current Level of Curriculum-Based Achievement:	Progress:

<b>Specialized Accommodations:</b>		
<b>Type:</b>		<b>Required for:</b>
	Reader/Audio	
	Text-to-Speech	
	Scribe/Transcriber of Recorded Responses	
	Speech-to-Text	
	Frequent Breaks	
	Braille	
	Covered Paper and Overlays	
	Ambient Noise	
	Large Print	
	Sign Language Interpreter	
	10 x 10 Multiplication Table	
	Unique Accommodations (please list):	

<b>Essential Universal Accommodations:</b>

<b>Goal:</b>		
<b>Short-Term Objectives</b>	<b>Assessment Procedures</b>	<b>Progress Review</b>

**Year-End Summary:**

**Transition Plan:**

**Initial:**

I understand and agree with the information contained in this Individualized Program Plan.

\_\_\_\_\_  
Parent(s)/Guardian(s)

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date:

**Mid-Year:**

I understand and agree with the information contained in this Individualized Program Plan.

\_\_\_\_\_  
Parent(s)/Guardian(s)

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date:

**Year-End:**

I understand and agree with the information contained in this Individualized Program Plan.

\_\_\_\_\_  
Parent(s)/Guardian(s)

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date:



## Golden Hills Individualized Program Plan (Modified Program)

This document is designed for use when the focus of the student's programming is outside of the Alberta Education Program of Studies.

General Information:	
<b>Student:</b> <b>Date of Birth:</b> <b>Age:</b> <b>School:</b> <b>Grade:</b>	<b>Special Education Code:</b> <b>Parent(s)/Guardian(s):</b> <b>IPP Created By:</b> <b>Date:</b>
Program Description:	
Parental Input and Involvement:	

<b>Strengths:</b>	<b>Challenges:</b>
<b>Medical Conditions That Impact Schooling:</b>	<b>Coordinated Support Services:</b>

<b>Most Recent Assessment Data:</b>		
<b>Date</b>	<b>Type</b>	<b>Findings</b>

Current Level of Program-Based Achievement:	Progress:

Specialized Accommodations:		
Type:	Required for:	
	Reader/Audio	
	Text-to-Speech	
	Scribe/Transcriber of Recorded Responses	
	Speech-to-Text	
	Frequent Breaks	
	Braille	
	Covered Paper and Overlays	
	Ambient Noise	
	Large Print	
	Sign Language Interpreter	
	10 x 10 Multiplication Table	
	Unique Accommodations (please list):	
Essential Universal Accommodations:		



<b>Conceptual Goal:</b>		
<b>Short-Term Objectives</b>	<b>Assessment Procedures</b>	<b>Progress Review</b>

<b>Social Goal:</b>		
<b>Short-Term Objectives</b>	<b>Assessment Procedures</b>	<b>Progress Review</b>


<b>Practical Goal:</b>		
<b>Short-Term Objectives</b>	<b>Assessment Procedures</b>	<b>Progress Review</b>

**Year-End Summary:**

**Transition Plan:**

**Initial:**

I understand and agree with the information contained in this Individualized Program Plan.

\_\_\_\_\_  
Parent(s)/Guardian(s)

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date:

**Mid-Year:**

I understand and agree with the information contained in this Individualized Program Plan.

\_\_\_\_\_  
Parent(s)/Guardian(s)

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date:

**Year-End:**

I understand and agree with the information contained in this Individualized Program Plan.

\_\_\_\_\_  
Parent(s)/Guardian(s)

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date:



## Behaviour Support Plan

<b>Student Name:</b>
<b>Age:</b>
<b>Grade:</b>
<b>School:</b>
<b>Date:</b>

**Objective of Plan:**

Staff working with XX will commit to using behaviour support strategies to maintain a safe and supportive environment for XX and the school community.

**Rationale/Goal of Plan:**

With the help of school staff, XX will maintain a safe learning environment for him/herself and others, as well as successfully fulfill responsibilities of a student in accordance with Alberta's School Act.

**Key understandings about XX:**

**Plan:**

1. Staff working with XX, as well as XX's parents, will read and sign this plan.
2. Be aware of antecedent events. Problem behaviour is most likely to occur during:
3. Be aware of warning signs that may result in unsafe behaviour:
4. Proactive plans to avoid an unsafe situation:

5. Help peers learn to:
  
6. School staff will provide additional support by:
  
7. Parents can provide additional support by:
  
8. In the event that unsafe behaviours have occurred (crisis management plan):

I have read this plan and commit to using these supports when working with XX.

Review Date: \_\_\_\_\_

\_\_\_\_\_  
Parent(s)/Guardian(s) Signature

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

\_\_\_\_\_  
Education Assistant Signature

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



**Special Needs Request for Transportation**

School Year: 20 _____ - 20 _____	
Student Name:	Code:
Parent/Guardian:	Phone:
Legal Land Description/Home Address:	

Designated School:	Grade:
Recommended School:	Grade:

Consultant Signature:	Date:
Director of Learning Signature:	Date:
Director of Transportation Signature:	Date:
Personnel or Bus assigned to transport student:	

Instructions and/or Medical Concerns:

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## STUDENT RECORDS

### Background

A student record shall be maintained for every student attending a school in Golden Hills School Division for the purpose of recording and monitoring each student's educational progress.

### Procedures

1. A cumulative record in hard or digital copy shall be maintained by the school for each student. Each student's record shall meet the requirements of Student Record Regulation 225/2006. Refer to **Appendix 320-A: Cumulative File Checklist** for an order and outline of requirements.
2. The Principal of the school the student is attending shall ensure that accurate data is collected, entered on the student's cumulative record and kept current. A birth certificate or other legal documents proving identity and 911 address, legal land location or residential street address shall be required for those students new to the attendance area of the school.
3. Written consent of the parents shall be included in the student's cumulative record prior to a student receiving educational assessments, ongoing support from family/school/community resource councillors or placement in any special education program.
4. In the case where a student transfers to another Alberta school, at the request of that new school, the student cumulative file will be sent (see **Appendix 320-A: Cumulative File Checklist**). For transfer schools outside of Alberta, a copy of the cumulative file will be sent, but the original copy will be retained and stored.
5. In accordance with Alberta Education Regulations, student records shall be stored for at least 7 years after the student ceases to attend a school operated by the Division, or until original records have been transferred to another school in Alberta, or for at least 7 years after the student is expected to graduate in the case of a transfer outside Alberta.
6. In accordance with Student Record Regulation 225/2006 parents have the right to review their child's record. Principals shall accommodate parental request by coordinating a parent meeting with suitable staff members. Following a review meeting, parents can request a copy of the file.

### References:

- [School Act, R.S.A. 2000, C. S-3, S. 15, 23, 39, 40, 41, 43, 60, 61](#)
- [Student Record Regulation 225/2006 S. 33, 39, 40,](#)
- [Freedom of Information and Protection of Privacy Act](#)
- [Freedom of Information and Protection of Privacy Regulation 186/2008](#)
- [Information Bulletin on Standards for Special Education](#)
- Appendix 320-A: Cumulative File Checklist
- Form 320-1: Missing Documentation from Student File





## Cumulative File Checklist

The following sections should be used to organize the student's file **in the order that they are listed below**:

**1. Registration Documentation** (all documents below must be present in file):

**a. School Administration Documents**

- Demographic forms (most recent on top)
- **Form 300-1: Registration Form**
- Birth certificate/proof of citizenship
- Attendance summaries (most recent on top) – required in this category if not already included on the report card
- Formal Attendance Board communication
- Alberta Student Number (ASN) certificate – if there has been one printed. The ASN recorded on the student's file is sufficient if the certificate isn't in the student's file.

**Missing Documentation Form:**

- Any documents missing from Section 1a must be recorded on the **Form 320-1 Missing Document Form**. In the event of a missing birth certificate/citizenship document or legal document (e.g., court order), school staff should continue to contact parents/guardians until the document is received.

**b. Legal Documents** (if applicable)

- Enforced court-related documents to custody and guardianship and parental access (most recent on top)
- Children's Services (e.g., temporary guardianship order)
- Other court documents impacting school programming, placement, student department or attendance (e.g., pertinent probationary conditions or restraining orders)

**2. Assessment and Programming** (All documents below must be present in file.)

**a. Report Cards**

- School yearly final report cards (most recent on top)
- PAT/SLA results
- Special program/intervention reports

**b. Specialized Support Documentation** (if applicable)

- Individualized Program Plans (IPPs)
- Instructional Support Plans (ISPs)
- Behaviour Support Plans (BSPs)
- Success in School Plans (SISs)
- Special Ed Change of Code Form
- Medical Management Plan Template

**c. Specialized Assessment Information** (if applicable)

- Non-teacher (e.g., psychoeducational assessment, OT, SLP)

**d. Releases and Permission Forms** (if applicable)

- Special programs (e.g., Early Intervention, Family/School/Community Resource Counselling Program)
- Consent to Obtain/Disclose Information
- Independent student consent for release of personal information to parent or legal guardian

- Non-teacher (e.g., psychoeducational assessment, OT, SLP)
- e. Pertinent Correspondence and Notes** (if applicable)
  - Suspension letters (must be kept for a minimum of one year and no longer than three years)
  - Health information or professional medical correspondence and appropriate forms related to
    - o **AP 312: Students with Severe Medical Conditions**
    - o **AP 313: Emergency Medical Treatment**
    - o **AP 314: Administering Medical Treatment**
- f. ELL (English Language Learner) Yellow Folders** (if applicable)

**3. Types of documents to be removed from cumulative record (and destroyed):**

- Transportation forms
- Home Logic consent forms
- Teacher assessments (e.g., reading assessments, curriculum tests/quizzes)
- Kindergarten vision screeners
- Anecdotal notes or observations
- Duplicate documents
- Rating scale protocols completed by teachers for professionals  
(Originals should be sent back to the professional and no copies should be made.)
- If you find documents from psychoeducational assessments (e.g., WISC/WIAT protocols, completed history forms) please give them to your Ed. Consultant to be stored in the proper location.
- Any other documents not described in Categories 1 or 2 above
- Records relating to the students under the *Child, Youth and Family Enhancement Act*
- Any information that identifies a student as a young person as defined in the *Youth Justice Act* or the *Youth Criminal Justice Act* (Canada) and all information relating to that student in that capacity



**Missing Documentation from Student File**

**Student Information**

	Last Name:	First Name:
Student		
Parent 1		
Parent 2		

**Name of Person(s) making contact:**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Type of Missing Document:**

- Birth Certificate
- Passport
- Canadian Citizenship Certificate
- VISA or document stating the permanent or temporary residence in Alberta
- Other: Please specify \_\_\_\_\_

**Requests for Documentation:** Please record ALL requests.

- With Registration*  
Dates Requests were made:  
\_\_\_\_\_
- By Phone*  
Dates Requests were made:  
\_\_\_\_\_
- In person when parent is at school*  
Dates Requests were made:  
\_\_\_\_\_
- By mail (Letter sent to request documentation)*  
Dates Requests were made:  
\_\_\_\_\_
- Other: Please specify.*  
\_\_\_\_\_  
Dates Requests were made:  
\_\_\_\_\_