



AGENDA

Golden Hills School Division No. 75

"Powering Hope and Possibilities"

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

Mission: *Intentionally maximizing learning for all*

Regular Meeting of The Board of Trustees

Tuesday, October 23, 2018

Start time 9:30 AM

Boardroom of the Golden Hills School Division No. 75

AGENDA

1. **Attendance**
2. **Call to Order**
3. **Acknowledgment**
4. **In Camera**
5. **Approval Of Agenda**
6. **Welcome Public, Vision and Mission Statements**
7. **Presentation of Minutes**
8. **REPORTS**
 - 8.1. **Chair's Report**
 - 8.2. **Board Committees**
 - 8.3. **Board Representatives to External Organizations**
 - 8.4. **Administration Reports**
9. **NEW BUSINESS**
 - 9.1. **Action Items**
 - 9.1.1. **Annual Modular Request Submission**
 - 9.1.2. **Policies Review**
 - 9.1.3. **ASBA Class Size and Classroom Pressures Survey**

T. Sabir
B. Daverne
B. Daverne

9.2. Information Items

- | | |
|---|------------|
| 9.2.1. Enrolment Monitoring Report (September 2018) | T. Sabir |
| 9.2.2. Human Resources Monitoring Report | W.Miskiman |
| 9.2.3. Diploma and Provincial Exam Results | W.Miskiman |
| 9.2.4. Three Year Education Plan 2018-2021 and Annual Education Results Report 2017-2018 | B. Daverne |

10. School Monitoring Reports

- 10.1. **George Freeman School (W. Funk/J. MacDonald)**
- 10.2. **Crowther Memorial Jr. High (L. Tucker/R. Hunter/C. Lenox)**

11. ADJOURNMENT

Draft



MINUTES

Golden Hills School Division No. 75

Regular Meeting of The Board of Trustees

Meeting Type : REGULAR BOARD MEETING

Date : Tuesday, September 25, 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 9:35 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 #BD20180925.1001

MOVED by Trustee Northcott that the Board of Trustees go In Camera at 9:35 a.m. to discuss legal matters.

Carried

Resolution #BD20180925.1002

MOVED by Trustee Pirie that the Board of Trustees rise from In Camera at 10:50 a.m.

Carried

BREAK

Recessed at 10:50 a.m.

Reconvene at 11:00 a.m.

Approval Of Agenda

Resolution #BD20180925.1003

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

Carried

Presentation of Minutes

Resolution #BD20180925.1004

MOVED by Trustee Pirie that the Board of Trustees approve the Organizational minutes of August 28, 2018 as presented.

Carried

Resolution #BD20180925.1005

MOVED by Trustee Northcott that the Board of Trustees approve Regular minutes of August 28, 2018 as presented.

Carried

Chair's Report
(REPORTS)

Chair Huntley reported on the following items:

- Attended The Pillars of Strathmore High School, well attended and impressive. This program pays recognition to those graduates who've accomplished outstanding things in their field. It serves to inspire and motivate current students while acknowledging former graduates that have become pillars in their own communities.
- Discussed the Alberta School Boards Association (ASBA) Policy Development Advisory Committee (PDAC) Survey questions.
- Discussed possible dates for PSBAA Director, Karen Becker, to visit with Golden Hills School Division Trustees.

Board Committees
(REPORTS)

Chair Huntley presented information on the Policy Committee:

- The Policy Committee has reviewed all Board Policies, made revisions and some still in development stages. Once complete, they will be presented to the Board of Trustees for approval.

Board Representatives to External Organizations
(REPORTS)

Trustee Pirie presented information on ASBA Zone 5 meeting held on Friday, September 7, 2018.

- Discussed ASBA Zone 5 meetings and layout of agenda.
- Requested written reports from Alberta Education for Zone 5 meetings.
- Reviewing Early Childhood Services by looking at a variety of aspects; common school entry age; what the School Act reads.
- Discussed how the Private Education Sector is accountable to government also.

Associate Superintendent Miskiman presented information on the following topics:

**Administration
Reports**
(REPORTS)

- HR Update:
 - Teacher Recruitment - due to a shortage of Teachers, candidates have been diminishing, because of this, GHSD has adjusted our recruitment practices.
 - Apply to Education - next Career Fair to attend, being held October 26, 2018 in Toronto, ON.
 - Discussed recruitment of French Immersion Teachers.
 - GHSD Partnerships with Universities - will be spending time with graduating classes, set up mock interviews and discuss what is required.
 - New Teacher Orientation being held at Division Office September 26, 2018.
 - 45 Teachers will be attending.
 - Carseland Nutrition Program - supplies that were ordered for the program were incorrect sizes, dishwasher has been installed.
 - Staff Wellness Program - 3rd year running - great success!
 - School Visits - great start, meeting with Principals and Vice Principals, they are building relationships within their communities.

Deputy Superintendent Jordan presented information on the following topics:

- Collaborative Day - held on August 29, 2018 - was busy, positive and a great start to a new year!
 - Going forward it will be known as Leadership Day.
 - This year the day was organized by a committee (PD Group was still involved), great culture, introduced Ted Talk - where four teachers presented, all presenters were videoed for Powerful Learning.

Superintendent Daverne presented information on the following topics:

- Discussed scheduling Principal Reports to the Board - last year Trustees toured schools, this year Principals will present at Division Office with the exception of George Freeman and Crowther Memorial Jr High.
- Discussed planning a First Nations (FNMI) presentation for the Board of Trustees.
- Received letter from PSBAA Director, Karen Becker - would like to arrange for a meeting at Division Office.

Secretary Treasurer Sabir presented information on the following topics:

- Transportation - September is a busy month for transportation, switched some runs to start earlier, set up double run times.
 - Opened up School of Choice to rural students, in turn, needed to make adjustments to rural routes to accommodate.
- Demographic confirmation emails - piloted in Strathmore, sent to parents in regards to registering your student/child for bus service, will expand to all schools.
- Audit 2017-18 - Auditors will be at Division Office starting October 22 - 26, 2018.

**Preliminary
Enrolment
Monitoring Report
(August 2018)**
(Information Items)

Secretary Treasurer Sabir and Superintendent Daverne presented information to the Board of Trustees on the Preliminary Enrolment Monitoring Report.

BREAK
Recessed at 12:05 p.m.
Reconvene at 12:35 p.m.

**IMR and Capital
Projects Report
(Summer Update)**
(Information Items)

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

Secretary Treasurer Sabir excused herself from the meeting due to a prior engagement at 1:15 p.m.

PSBAA - PDAC

Resolution #BD20180925.1006

Survey
(Action Items)

MOVED by Trustee Pirie that the Board of Trustees reviews and participates in this survey related to current ASBA position statements.

Carried

Field Studies/Excursion Changes - Europe 2019 - Drumheller Valley Secondary School
(Action Items)

Resolution #BD20180925.1007
MOVED by Trustee Bolin that the Board of Trustees approves the proposed changes to the DVSS Europe trip from April 18 to April 26, 2019, subject to advisory notices from Foreign Affairs and International Trade Canada website http://www.voyage.gc.ca/countries_pays/updates_mise-a-jour-eng.asp such that if a travel warning is issued prior to the trip and not rescinded before the departure date, the trip will be cancelled and parents must be advised that this will be the case.

Carried

System Enhancement
(Information Items)

Deputy Superintendent Jordan presented information to the Board of Trustees on System Enhancement Monitoring Report for 2017-2018.

Family School Community Resource Program Report
(Information Items)

Deputy Superintendent Jordan presented the Family School Community Resource Program Report.

Field Studies/Excursion - Eastern Canada - Crowther Memorial Jr. High
(Information Items)

Superintendent Daverne presented information on the Field Studies/Excursion to Eastern Canada for Crowther Memorial Jr. High taking place May 11 to May 17, 2019.

ADJOURNMENT

Resolution #BD20180925.1008
MOVED by Trustee Kletke that the Board of Trustees adjourn at 2:35 p.m.

Carried

Chair

Secretary Treasurer



MODULARS REQUEST - DRAFT 2019/2020 SCHOOL YEAR

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

October 23, 2018

Background:

Alberta Education's submission date for requesting new modular classrooms for the 2019/2020 school year has been changed. School boards are now being asked to provide their **final requests** to Education by **November 2, 2018**. This deadline also ensures sufficient time for Education's review and time for the Deputy Minister to review and approve recommendations before the end of the calendar year.

Reasons for this change:

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

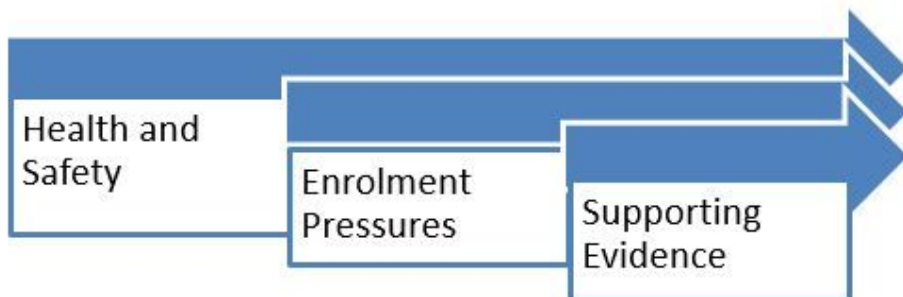
Once again, Capital Planning will accept and consider requests from school boards for the demolition of portable/modular classrooms and the reclamation of the affected school sites. In order to submit a request, information verifying the condition of the portable/modular classroom must accompany the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

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

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

Capital Planning has requested that school jurisdictions identify; in priority order, emergent modular classroom needs and portable/modular classroom move requests for 2019/2020. As in previous years, Alberta Education will use the following criteria to determine the priority order for the allocation of modular classrooms to school jurisdictions:

Criteria to Determine Priority Order for Modular Classrooms



As previously mentioned, the deadline date for submission to Alberta Education is **November 2, 2019**. Alberta Education had advised this deadline will allow the approved units to be ordered, constructed, delivered and set up in time for the start of the 2019/20 school year. Approval decisions will be communicated to school jurisdictions in early 2019.

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

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

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

Wheatland Crossing – Grades K-12	
Utilization Rate from 2018/2019	87%
Enrolment Headcount	383 – Anticipate continue growth due to location of the school and magnet programs offered at the school.
Issue	Program continues to grow as a result of rural based options including: agriculture focused courses, dual credit opportunities and other farm based options.
Request	Funding for 1 modular classrooms
Proposed Placement	See attached

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

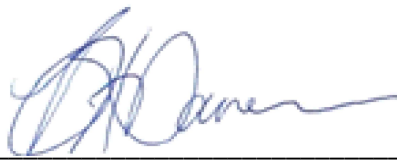
École Brentwood – Grades K-6	
Utilization Rate from 2018/2019	68%
Enrolment Headcount	294 – projections show this program to increase by over 120 students in the next 15 years
Issue	Replace 4 portables built in 1981 with more efficient ones
Request	Funding for 4 modular classroom
Proposed Placement	See attached

Crowther Memorial Jr. High – Grades 7-9	
Utilization Rate from 2018/2019	90%
Enrolment Headcount	565 – projections show this program to increase by over 120 students in the next 15 years
Issue	Every classroom is fully utilized
Request	Funding for 1 modular classroom
Proposed Placement	See attached

Recommendation:

That the Board of Trustees approves the recommended modular requests for the 2019/2020 school year.

School	Request
Strathmore High School (Strathmore)	1 modulars
Trinity Christian Academy (Strathmore)	4 modulars
Wheatland Crossing (East Wheatland)	1 modulars
Prairie Christian Academy (Three Hills)	1 modular
École Brentwood (Strathmore)	4 modulars
Crowther Memorial Jr. High	1 modular

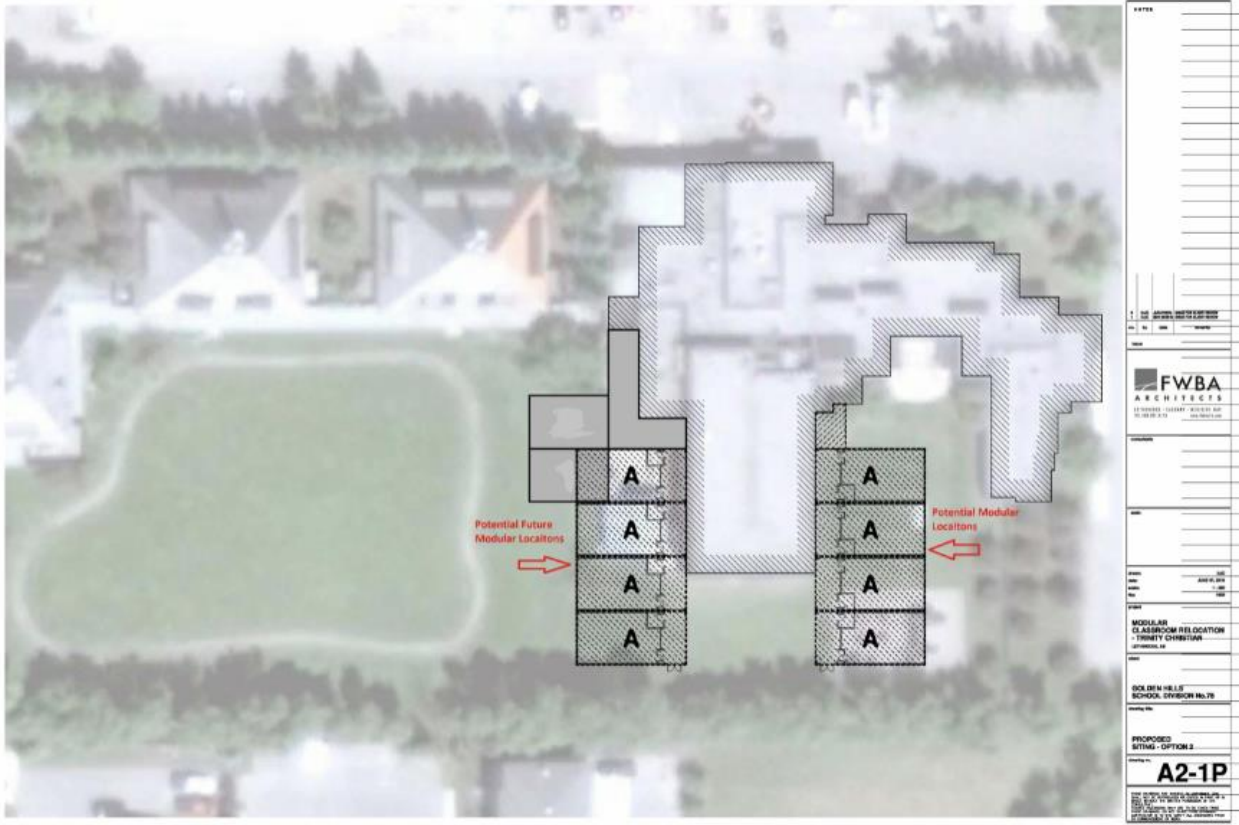


Bevan Daverne
Superintendent

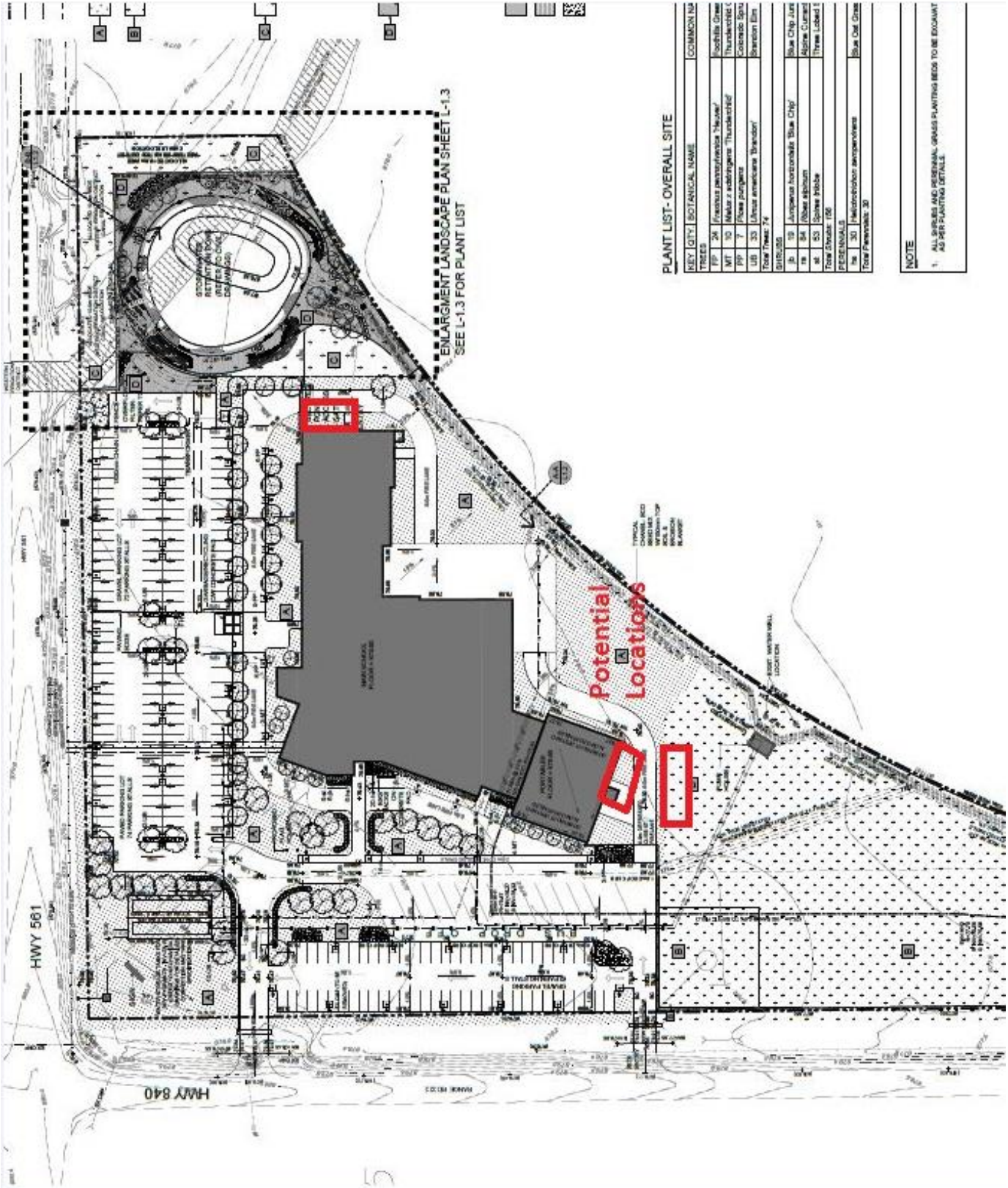


Tahra Sabir
Secretary Treasurer

Trinity Christian Academy



Wheatland Crossing School



ENLARGEMENT LANDSCAPE PLAN SHEET L-1.3
SEE L-1.3 FOR PLANT LIST

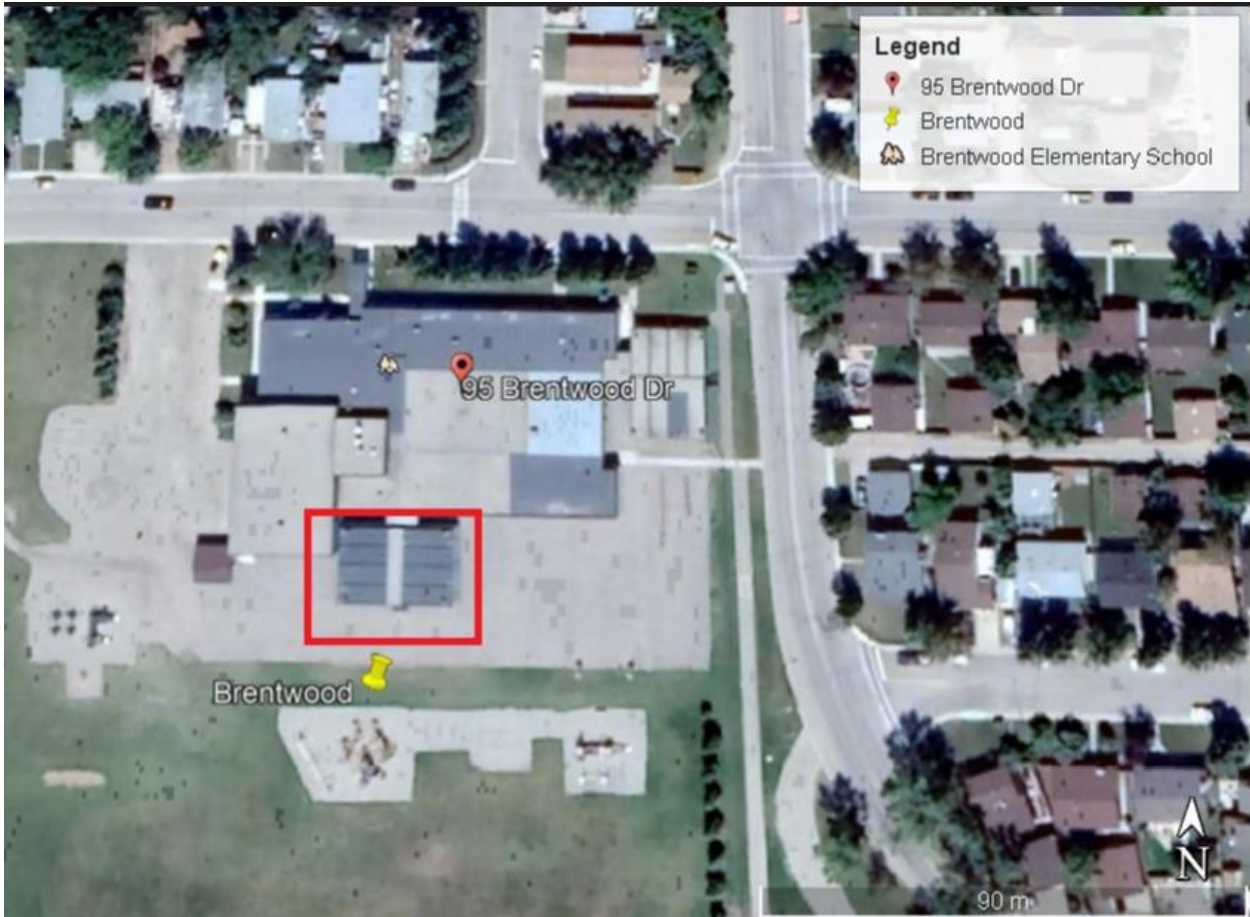
PLANT LIST - OVERALL SITE

KEY	QTY	BOTANICAL NAME	COMMON NA
TREES			
FF	24	<i>Fraxinus pennsylvanica</i> 'Newark'	Scrub Oak
MT	10	<i>Malus x subargentea</i> 'Thunderbolt'	Thunderbolt C
PF	7	<i>Populus nigra</i>	Colorado Spruce
UB	30	<i>Ulmus americana</i> 'Brandy'	Brandenburg Elm
		Total Trees: 74	
SHRUBS			
J	10	<i>Juniperus horizontalis</i> 'Blue Chip'	Blue Chip Juniper
TR	54	<i>Ribes alpinum</i>	Alpine Currant
al	50	<i>Spiraea Hobbe</i>	Tree Lobelia
		Total Shrubs: 114	
PERENNIALS			
TR	30	<i>Helianthus annuus</i>	Blue Oak Tree
		Total Perennials: 30	

NOTE
1. ALL SHRUBS AND PERENNIAL GRASS PLANTING BEDS TO BE EXCAVATED PER PLANTING DETAILS

Potential Locations

École Brentwood School



Crowther Memorial Jr. High





BOARD POLICIES

"Inspiring confident, caring citizens of the world"

October 23, 2018

Background:

The Superintendent and 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 7: *Board Operations*
- Policy 8: *Committees of the Board*
- Policy 9: *Board Representatives*
- 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.

Bevan Daverne
Superintendent



GOLDEN HILLS
SCHOOL DIVISION

Board Policy 1

Division Foundation Statements

The Board of Trustees is a democratically elected body that holds in trust the education of students on behalf of the citizens of Golden Hills and is accountable for acting in a manner that is consistent with legislation, regulation and the Board's own policies.

The Board of Trustees provides leadership to the School Division through defining the mission, vision, and values of the organization on behalf of the community.

The collaboratively developed Foundation Statements include the vision, the ideal image of the future; the mission, the direction that emerges from the vision and guides the day-to-day behavior of the organization; and the motto, the desired culture of respectful relationships.

Vision

Inspiring confident, connected, caring citizens of the world

Mission

Intentionally maximizing learning for all

Motto

Powering hope and possibility

GOLDEN HILLS SCHOOL DIVISION ~~NO. 75~~

REPLACING POLICY DATED:

September 28, 2010

NEW POLICY

BOARD APPROVAL:

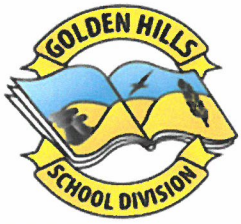
March 28, 2017

MOTION NO.

20170328.1006

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Board Policy 2

Role of the Board

The Board of Trustees is a corporate body, democratically elected to represent, lead and inspire the School Division by determining and expecting appropriate and excellent organizational performance. The Board of Trustees, through its governance role, holds in trust the education of all students in Golden Hills. The Board of Trustees will act in accordance with the relevant Province of Alberta statutes and regulations, as well as the Board's own policies and procedures. The Board of Trustees is responsible for the development of goals and policies to guide the provision of educational services to students served by the Division.

Specific Areas of Responsibility:

1. Accountability to the Provincial Government

The Board shall:

- 1.1. Act in accordance with all statutory requirements of the Government of Alberta to implement educational standards and policies
- 1.2. Perform Board functions required by governing legislation and Board policies

2. Accountability to the Community of Golden Hills

The Board shall:

- 2.1. Promote unity within the Division and model a culture of respect and integrity
- 2.2. Make governance decisions that reflect collective values and uphold the best interests of public education in the entire School Division.
- 2.3. Establish processes for dialogue and provide opportunities for input from stakeholders
- 2.4. Annually report results achieved
- 2.5. Develop procedures for hearing appeals as required by statute and/or Board policy

3. Advocacy on behalf of students, the Division and the community of Golden Hills

The Board shall:

- 3.1. Partner with the Ministers of Education and Infrastructure to inform their perspectives on public education in Golden Hills
- 3.2. Foster positive relationships with elected officials in provincial and municipal governments, and other education and public service authorities, to ensure a strong, appropriate legislative environment for public education within Golden Hills
- 3.3. Participate in provincial and/or national school board associations as deemed appropriate
- 3.4. Represent the interests of Golden Hills at various external organizations to which the Board holds membership

GOLDEN HILLS SCHOOL DIVISION ~~NO. 75~~

REPLACING POLICY DATED:

NEW POLICY

BOARD APPROVAL:

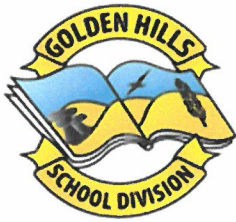
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January, 2010

Sept 28, 2010

2010-09-28-241



Board Policy 2

Role of the Board

- 3.5. Develop and periodically review a plan for advocacy that includes key messages, strategies, and evaluative criteria
4. Three-Year Planning and Reporting
The Board shall:
 - 4.1. Define three-year priorities to drive district performance, review and/ or revise those priorities annually, to reflect current Division needs and to drive the resource allocations.
 - 4.2. Approve the Three-Year Education Plan, the Three-Year Annual Education Results Report, and the annual operating and capital budgets for the Division
5. Policy Development
The Board shall:
 - 5.1. Determine the goals and objectives of the Division
 - 5.2. Produce, approve, review and monitor written governance policies which outline how the Board is to function and monitor its own performance, and which, at the broadest levels, address the desired organizational ends
 - 5.3. Define the Superintendent's role, authority, responsibility and accountability; how authority and responsibility are delegated; and the process of monitoring those delegations
6. Board/ Superintendent (CEO) Relations
The Board shall:
 - 6.1. Select the Superintendent and provide him/her with clear corporate direction
 - 6.2. Delegate, in writing, administrative authority and responsibility subject to the provisions and restrictions defined by statutes and regulations of the Province of Alberta
 - 6.3. Respect the privilege of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position
 - 6.4. Annually evaluate the Superintendent's performance in light of the role description and Board direction and annually review compensation
7. Fiscal Accountability
The Board shall:
 - 7.1. Approve the annual budget and ensure resources are allocated to achieve the desired results
 - 7.2. Approve annually the three-year capital plan and facilities master plan
 - 7.3. Appoint the auditor, receive the Audit Report and ensure quality indicators are met

GOLDEN HILLS SCHOOL DIVISION ~~NO. 75~~

REPLACING POLICY DATED:

NEW POLICY

BOARD APPROVAL:

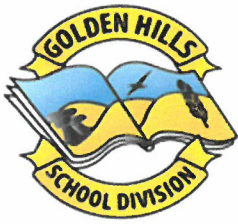
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2010-09-28-241



Board Policy 2 Role of the Board

- 7.4. Monitor the fiscal management of the Division
- 7.5. Approve compensation for employees and ratify memoranda of agreement with bargaining units

8. Board Development

The Board shall:

- 8.1. Annually evaluate the Board's effectiveness
- 8.2. Annually plan for Board development to increase understanding of the governance role, knowledge of educational issues, and awareness of processes for achieving desired ends

9. Selected responsibilities:

The Board shall:

- 9.1. Establish a comprehensive annual work plan with suggested timelines
- 9.2. Acquire and dispose of land and buildings
- 9.3. Name schools, portions of schools, rooms within schools, school grounds and other Division-owned facilities and programs
- ~~9.4. Approve, up to three years in advance, the school year calendar for the Division~~
- ~~9.4.~~
- ~~9.5. Approve education/ sabbatical leaves~~
- ~~9.6-9.5.~~ Establish school attendance boundaries
- ~~9.7-9.6.~~ Approve locally developed courses
- ~~9.8-9.7.~~ Approve alternative programs
- ~~9.9-9.8.~~ Approve field studies/student excursions/field trips outside of Canada
- ~~9.10-9.9.~~ Approve requests for the dissolution of a School Council
- ~~9.11-9.10.~~ Approve religious instruction in any of the Division's schools or alternative programs
- ~~9.12-9.11.~~ Approve the number and locations of schools to be established and maintained, in a manner that is open to community input as determined by the Board, while demonstrating responsible stewardship of all resources
- ~~9.13-9.12.~~ Authorize a plebiscite to consider taxation requisitions from a municipality
- ~~9.14-9.13.~~ Make rules governing the Board's internal procedures and its meetings

Legal Reference:

- School Act, R.S.A. 2000, C. S-3, S. 56, 60, 61, 62, 63, 187, 188

Revised – May 8, 2007

Amended - November 25, 2008

GOLDEN HILLS SCHOOL DIVISION ~~NO. 75~~

REPLACING POLICY DATED:

NEW POLICY

BOARD APPROVAL:

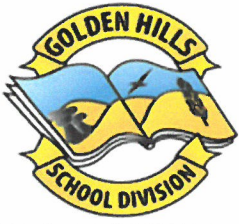
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January, 2010

Sept 28, 2010

2010-09-28-241



Board Policy 2

Role of the Board

Amended- January 12, 2010

Reviewed - Remain in Force – Sept 28, 2010

GOLDEN HILLS SCHOOL DIVISION ~~NO. 75~~

REPLACING POLICY DATED:

NEW POLICY

BOARD APPROVAL:

MOTION NO.

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January, 2010

Sept 28, 2010

2010-09-28-241



Board Policy 3

Role of the Trustee

The role of the trustee is to contribute to the Board as it carries out its governance role in order to achieve its mission and goals. The oath of office taken by each trustee when he or she assumes office binds that person to work diligently and faithfully in the cause of public education.

The Board of Trustees is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. A trustee who is given corporate authority to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the trustee are those of the Board which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the Division.

As a result of elections, the Board may experience changes in membership. To ensure continuity and facilitate smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans.

The Board believes an orientation program is necessary for effective trusteeship.

1. The Division will offer an orientation program for all newly elected trustees that provides information on:
 - 1.1 Role of the trustee and the Board;
 - 1.2 Organizational structures and procedures of the Division;
 - 1.3 Board policy, agendas and minutes;
 - 1.4 Existing Division initiatives, annual reports, budgets, financial statements and long-range plans;
 - 1.5 Division programs and services;
 - 1.6 Board's function as an appeal body; and
 - 1.7 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest.

~~2. The Division will provide financial support for trustees to attend Alberta School Boards Association sponsored orientation seminars.~~

2. The Board Chair and Superintendent are responsible for developing and implementing the Division's orientation program for newly elected trustees.

3. Incumbent trustees are encouraged to help newly elected trustees become informed about functions, policies, procedures and problems.

Specific Responsibilities of Individual Trustees

GOLDEN HILLS SCHOOL DIVISION ~~NO. 75~~

REPLACING POLICY DATED:

NEW POLICY

BOARD APPROVAL:

MOTION NO.

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Adopted Jan., 2006 - Amended Oct. 28, 2008,
Amended October 12, 2010

October 12, 2010

2010-10-12-257

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Board Policy 3 Role of the Trustee

1. Become familiar with Division policies and procedures, meeting agendas, and reports in order to participate in Board business.
2. Refer queries, or issues and problems not covered by Board policy, to the Board for corporate discussion and decision.
3. Refer administrative matters to the Superintendent. The trustee, upon receiving a complaint from a parent or community member about school operations, will refer the parent or community member back to the school and will inform the Superintendent of this action.
4. Assist the Superintendent with counsel and advice, providing the benefit of the trustee's judgment, experience and familiarity with the community.
5. Attend Board meetings; participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for education within the Division.
6. Support the Board's *one voice* commitment. The one voice commitment speaks to the legislated authority and accountability of the Board of Trustees acting as a corporate body to provide leadership for the Golden Hills School Division. The one voice commitment does not require unanimous votes but does require that all trustees shall respect decisions of the Board of Trustees. Board of Trustees decisions can be changed only by the Board of Trustees. Once the Board of Trustees has made a decision, each trustee shall support the decision of the Board. In keeping with the one voice commitment, trustees refrain from making statements that may give the impression that such statements reflect the corporate opinion of the Board when this is not the case.
7. When delegated responsibility, will exercise such authority within the defined limits in a responsible and effective way.
8. Participate, subject to Board approval, in Board/trustee development sessions so that the quality of leadership and service in the Division can be enhanced.
9. Stay current with respect to provincial, national and international educational issues and trends.
10. Share with fellow trustees, in a timely manner, materials and ideas gained from trustee development activities.
11. Strive to develop a positive and respectful learning and working culture both within the Board and the Division.
12. Attend Division or school community functions when possible.
13. Become familiar with, and adhere to, the Trustee Code of Ethics.

GOLDEN HILLS SCHOOL DIVISION ~~NO-75~~

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Adopted Jan., 2006 - Amended Oct. 28, 2008,
Amended October 12, 2010

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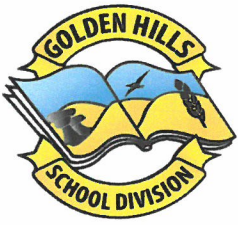
Board Policy 3

Role of the Trustee

14. Report any violation of the Trustee Code of Ethics to the Board during an in-camera session.

Legal Reference:

- School Act, R.S.A. 2000, C. S-3, S. 60, 61, 68, 246
- Commissioner of Oaths Act, Section 6



Board Policy 5

Role of the Board Chair

The Board believes that its ability to discharge its obligation is enhanced when leadership and guidance is forthcoming from its membership.

The Board, at the Organizational Meeting and thereafter at any time as determined by the Board, shall elect one of its members to serve as Board Chair, to hold office at the pleasure of the Board. The Board entrusts to its Chair primary responsibility for providing leadership and guidance.

The Board delegates to the Chair the following powers and duties:

1. Preside over all Board meetings and ensure that such meetings are conducted in accordance with the School Act and the policies and procedures as established by the Board.
2. Prior to each Board meeting, confer with the Superintendent and the Vice-Chair on the items to be included on the agenda, the order of these items, and become thoroughly familiar with them.
3. Perform the following duties during Board meetings:
 - 3.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated;
 - 3.2 Ensure that all issues before the Board are well-stated and clearly expressed;
 - 3.3 Display firmness, courtesy, tact, impartiality, and willingness to give everyone an opportunity to speak on the subject under consideration;
 - 3.4 Ensure that debate is relevant. The Chair, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall, when s/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question;
 - 3.5 Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Chair may speak to points of order in preference to other members, and shall decide questions of order, subject to an appeal to the Board by any member duly moved;
 - 3.6 Submit motions or other proposals to the final decision of the meeting by a formal show of hands;
 - 3.7 Ensure that each trustee present votes on all issues before the Board unless the trustee is in a conflict of interest;
 - 3.8 Extend hospitality to trustees, officials of the Board, the press, and members of the public;
 - 3.9 Adjourn the meeting when the business is concluded.
4. Keep informed of significant developments within the Division.



Board Policy 5 Role of the Board Chair

5. Keep the Superintendent and the Board informed of all matters coming to his/her attention that might affect the Division.
6. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.
7. Convey directly to the Superintendent such concerns as are related to him/her by trustees, parents, students or employees which may affect the administration of the Division.
8. Provide counsel to the Superintendent, when requested to do so.
9. Bring to the Board all matters requiring a corporate decision of the Board.
10. Act as the chief spokesperson for the Board except for those instances where the Board has delegated this role to another individual or group.
11. Act as ex-officio member of all committees appointed by the Board.
12. Act as a signing officer for the Division.
13. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
14. Ensure that the Board engages in regular assessments of its effectiveness as a Board.
15. Preside over all meetings of Committees of the Whole Board and ensure that such meetings are conducted in accordance with the policies and procedures as established by the Board.

16. Approve the expense claims for the Board Vice-Chair and trustees.

Legal Reference:

- School Act, R.S.A. 2000, C. S-3, S. 60, 61, 62, 64, 65, 67
- Local Authorities Election Act, Section 6

Amended Nov. 27, 2007

Reviewed Nov. 25, 2008



Board Policy 6

Role of the Vice-Chair

The Vice-Chair shall be elected by the Board at its Organizational Meeting, and thereafter at any time determined by the Board, to hold office during the pleasure of the Board.

Specific Responsibilities

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter's absence and shall have all the duties and responsibilities of the Board Chair.
2. The Vice-Chair shall assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.
3. Prior to each Board meeting, the Vice-Chair shall confer with the Superintendent and Board Chair on items to be included on the agenda, the order of these items and become thoroughly familiar with them.
4. The Vice-Chair may be assigned other duties and responsibilities by the Board Chair.

5. The Vice-Chair shall be an alternate signing authority for the Division.

5-6. Approve the expense claims for the Board Chair.

Legal Reference:

- School Act, R.S.A. 2000, C. S-3, S. 65

Reviewed December 9, 2008



Board Policy 7

Board Operations

The Board believes that its ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. The design is described in the following categories: wards, organizational meeting, regular meetings, special meetings, in-camera sessions, agenda for regular meetings, minutes, motions, delegations to the Board, recording devices, trustee compensation, trustee conflict of interest, and Board self-evaluation. The Board has adopted policies so that the business of the Board can be conducted in an orderly and efficient manner.

In order to discharge its responsibilities to the electorate of the Division, the Board shall hold meetings as often as is necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting.

The Board believes that its fundamental obligation is to preserve, if not enhance, the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings will be open to the public, as per the School Act, RSA, C S-3, 2005, s. 70(1) which states: "The meetings of a board shall be held in public and no person shall be excluded from them except for improper conduct."

While the Board believes its affairs should be conducted in public to the greatest extent possible, the Board also recognizes that there are times when public interest and the protection of individual privacy are best served by private discussion of specific issues in "in-camera" sessions.

The Board believes public interest can be enhanced by having members of the public make presentations at Board meetings. The Board believes that soliciting public feedback and input on a variety of educational topics, through a variety of methods, enhances communications and the effectiveness of the Board.

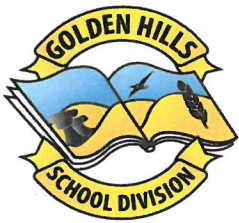
1. Wards

Within the stipulations of Ministerial Order 036/2000, establishing Golden Hills School Division No. 75, the Board provides for the nomination and election of trustees within the Division by wards.

- 1.1 All wards shall comprise all those lands as outlined in the Ministerial Order.
- 1.2 The total number of trustees to be elected shall be six (6); two (2) from Ward 4, and one (1) from each of wards ~~one, two, three and five~~ 1, 2, 3 and 5.

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Board Policy 7

Board Operations

1.3 The provisions of the Local Authorities Election Act respecting the election of trustees shall apply to every election in each ward.

2. Organizational Meeting

a. Non Election Year

Annually, an organizational meeting of the Board shall be held on the fourth Tuesday of August, usually just prior to the beginning of a new school year.

The Superintendent or his/her designate will give notice of the organizational mMeeting as if it were a sSpecial mMeeting.

The Superintendent or designate shall act as Chair of the meeting for the purpose of the election of the Board Chair as per **Appendix B: Organizational Meeting Election Procedures**. Upon election, the Board Chair shall preside over the remainder of the organizational meeting. The Board Chair shall be elected, to serve during the pleasure of the Board.

The organizational meeting shall, in addition include, but not be restricted to, the following:

- i. Elect a vice-chair;
- ii. Establish a schedule (date, time and place) for regular meetings, and any additional required meetings;
- iii. Create such standing committees of the Board as are deemed appropriate, and appoint members;
- iv. Appoint Board representatives to the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate;
- iv-v. Establish a list of organizations for which general attendance is supported by the Board;
- v-vi. Establish or review trustee compensation rates; and
- vi-vii. Review Board member conflict of interest stipulations and determine any disclosure of information requirements.

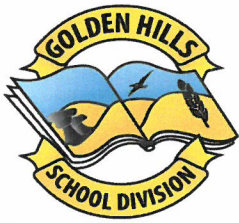
b. Election Year

No later than four weeks following Election Day when there has been a general election, the Superintendent or his/her designate will give notice of the organizational meeting to each trustee as if it were a special meeting.

Each trustee will take the Oath of Office immediately following the call to order of the organizational meeting after a general election. Special provisions will be made for a trustee

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Board Operations

taking office following a by-election.

In an election year, the matters decided by the Board in the previous organizational meeting will continue until the organizational meeting following the election.

3. Regular Meetings

Regular Board meetings shall be as established at the annual organizational meeting unless otherwise altered by Bboard motion.

4. Special Meetings

Occasionally, unanticipated or emergent issues require immediate Board attention and/or action.

Special meetings of the Board may be held from time to time as provided for under section 67 of the School Act. These are public meetings. Notwithstanding, the Board may, by resolution, meet in-camera when it is expedient to do so for the protection of an individual's privacy or when the Board believes the public interest is best served by private discussion.

The nature of the business to be transacted must be clearly specified in the notice of the meeting. Unless all trustees are present at the special meeting, no other business may be transacted. Items can be added to the agenda only by the unanimous consent of the entire Board.

5. In-Camera Sessions

The Board may, by resolution, schedule an in-camera meeting at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in-camera. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to trustees and the Superintendent. The reason for the in-camera session shall be stated prior to its approval and shall be limited to discussion pertaining to the following stated reasons: matters related to individual student or individual employees, collective bargaining or compensation issues, litigation, acquisition/disposal of property, and other topics that a majority of trustees present believe should be held in private for the public interest.

Such sessions shall be closed to the public and press. The Board shall only discuss the matter which gave rise to the closed meeting. In-camera meetings shall be strictly confidential. Board members and other persons attending the session are honour-bound not to disclose the substance of deliberations at such sessions.

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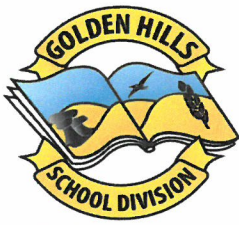
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The Board shall, during the in-camera session, adopt only such resolution as is required to re-convene the Board in an open, public meeting.

6. Agenda for Regular Meetings

The Board believes that a properly prepared agenda creates a meeting atmosphere formal enough for orderly procedure, but informal enough to encourage free discussion, problem solving, and the generation of ideas.

The Board Chair is responsible for establishing the agenda for Board meetings in consultation with the Vice-Chair and the Superintendent, in accordance with Board policy and legislation.

Agendas shall include sufficient data and information so that the Board is able to make sound and objective decisions consistent with established goals.

The agenda is considered DRAFT until approved by the Board.

Items may be placed on the agenda in one of the following ways:

- 6.1 By notifying the Superintendent or Board Chair prior to the establishment of the agenda (at least seven days prior to the Board meeting).
- 6.2 By notice of motion at the previous meeting of the Board.
- 6.3 As a request from a committee of the Board.
- 6.4 Emergent issues that require immediate Board action may arise after the agenda has been prepared. The Board Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda may only be made with the approval of a majority of those trustees present.

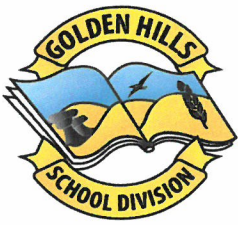
Materials for Board meetings will be distributed to each trustee and the Superintendent at least three calendar days prior to the meeting. Agenda packages, minus any confidential materials, will be provided to members of the press and the general public attending the meeting. Copies of the agenda will be sent electronically to all schools for distribution through the principal to staff and School Councils. The agenda will be posted on the web site three days prior to the meeting. The Superintendent or designate is responsible for distribution and posting from the Division.

The Board will follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.

During the course of the Board meeting, the majority of trustees present may request that the Board Chair place items before the Board for discussion. The Board may take action on such items.

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7. Minutes

The Board believes it is important to maintain a record of all proceedings at regular and special meetings and Board committees, both standing and ad hoc.

The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

7.1 The minutes shall record:

- 7.1.1 Date, time and place of meeting and time of adjournment;
- 7.1.2 Type of meeting (regular, special or committee);
- 7.1.3 Name of presiding officer;
- 7.1.4 Names of those trustees and administration in attendance;
- 7.1.5 Approval of preceding minutes;
- 7.1.6 All resolutions, including the Board’s disposition of the same, placed before the Board, should be entered in full;
- 7.1.7 Names of persons making the motion;
- 7.1.8 Points of order and appeals;
- 7.1.9 Appointments;
- 7.1.10 Summarized reports of committees;
- 7.1.11 Recording of the vote on a motion (when requested pursuant to the School Act, RSA, 2005, Chapter S-3, s. 72 *Voting on Question*); and
- 7.1.12 Trustee declaration pursuant to the Act, s. 80 Pecuniary interest.

7.2 The minutes shall:

- 7.2.1 Be prepared as directed by the Superintendent;
- 7.2.2 Be reviewed by the Superintendent prior to submission to the Board;
- 7.2.3 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
- 7.2.4 Upon adoption by the Board, be deemed to be the official and sole record of the Board’s business.

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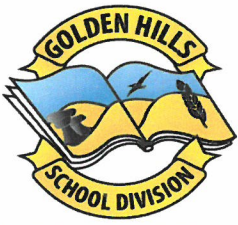
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- 7.3 The Superintendent shall ensure, upon acceptance by the Board that appropriate initials are appended to each page of the minutes, and that appropriate signatures and the corporate seal of the Division are affixed to the concluding page of the minutes.
- 7.4 The Superintendent shall establish a codification system for resolutions determined by the Board which will:
 - 7.4.1 Provide for ready identification as to the meeting at which it was considered;
 - 7.4.2 Provide for cross-referencing with resolutions of similar nature adopted by the Board at previous meetings; and
 - 7.4.3 Establish and maintain a file of all Board minutes.
- 7.5 Upon adoption by the Board, the minutes shall be open to public scrutiny at the Board office.
- 7.6 The approved minutes of a regular or special meeting shall be posted to the website, distributed to the schools, staff and School Councils as soon as possible following approval. The Superintendent or designate is responsible to distribute and post the approved minutes.
- 7.7 Agenda packages shall be filed with the approved minutes.

8. Motions

Motions do not require a seconder, except in rare instances as described below.

8.1 Notice of Motion

The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.

A trustee may present a notice of motion for consideration at the next regular meeting of the Board or may specify another meeting date. A trustee may also provide the Superintendent with a written notice of motion and ask that it be placed on the agenda of the next regular meeting and read at the meeting. The trustee will need not be present during the reading of the motion; however, if the trustee is not present, a seconder is required at the meeting at which the notice is given; otherwise the item will be dropped.

8.2 Discussion on Motions

The custom of addressing comments to the Board Chair should be followed by all persons in attendance.

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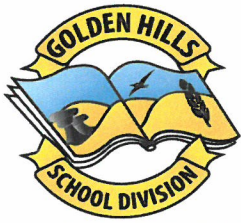
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A Board motion or a recommendation from administration must be placed before the Board prior to any discussion taking place on an issue. Once a motion is before the Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion.

8.3 Speaking to the Motion

The mover of a motion first and every trustee shall have an opportunity to speak to the motion before any trustee is allowed to speak a second time.

If the Chair wishes to speak on a motion, s/he shall ask the Vice-Chair to assume the Chair's role. The Chair may hand the gavel to the Vice-Chair and thus signal his/her desire to speak on a motion. The Chair normally speaks just prior to the last speaker, who will be the mover of the motion.

The mover of the motion is permitted to close debate on the motion.

As a general guide, a trustee should not speak longer than five minutes on any motion. The Board Chair has the responsibility to limit the discussion by a trustee when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion.

No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks, and any such interruption shall not be permitted without permission of the Board Chair.

Should a trustee arrive at the meeting after a motion has been made and prior to taking a vote, the trustee may request further discussion prior to the vote. The Board Chair shall rule on further discussion.

8.4 Reading of the Motion

A trustee may require the motion under discussion to be read at any time during the debate, except when a trustee is speaking.

8.5 Recorded Vote

Whenever a recorded vote is requested by a trustee before the vote is taken, the minutes shall record the names of the trustees who voted for or against the matter. Immediately after a vote is taken and on the request of a trustee, the minutes shall record the name of that trustee and whether that trustee voted for or against the matter or abstained.

8.6 Required Votes

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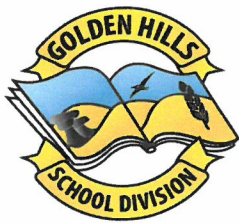
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The Board Chair, and all trustees present, unless excused by resolution of the Board or by the provisions of the School Act, shall vote on each question. Each question shall be decided by a majority of the votes of those trustees present. A simple majority of a quorum of the Board will decide in favour of the question. In the case of an equality of votes, the question is defeated. A vote on a question shall be taken by open vote, expressed by show of hands, except the vote to elect the Board Chair or Vice-Chair, which is by secret ballot, unless there is unanimous agreement among the trustees to use a show of hands.

8.7 Debate

In all debate, any matter of procedure in dispute shall be settled, if possible, by reference to Robert’s Rules of Order. If this reference is inadequate, procedure may be determined by motion supported by the majority of trustees in attendance.

9. Delegations to Board Meetings

The Board will make provision for a delegation to make a presentation at a Board meeting in the interest of improving education in Division schools.

The presentation by a delegation shall be at a duly constituted meeting of the Board.

9.1 Notice to appear at the meeting, shall be given to the Superintendent or designate in adequate time to have the appearance placed on the agenda (at least seven days prior to the meeting). In a situation where time does not permit adherence to advance notice, the Superintendent shall acquaint the Board members with the matter prior to the delegation meeting with the Board.

9.2 The purpose of the delegation shall be clearly stated in the notice.

9.3 A suggested amount of time required for the presentation shall be stated and recorded on the Board agenda. The Board Chair reserves the right to limit and control the discussion.

9.4 At the time of presentation, the delegation shall confine its discussion to the purpose stated in the notice.

9.5 It is understood that the delegation shall have a spokesperson.

9.6 In discussing matters with a delegation, the Board Chair shall act as spokesperson for the Board. It must be remembered that delegations come to express problems, make suggestions and requests, and give information thereon. For this reason, individual trustees may seek only clarification of items presented by the delegation. At no time during the presentation shall any

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trustee voice her/his opinion thereon; nor shall he/she, by any statement, commit the Board to any specific course of action.

- 9.7 Except in an emergency the Board shall defer any action relative to the delegation’s presentation until the next regular Board meeting. Such tabling shall be used to give individual trustees sufficient time to consider the information supplied by the delegation. If the time between the delegation’s presentation and the next Board meeting is deemed insufficient for the trustees to gain the necessary information to make an informed decision, the Board may respond by delaying the decision until another specified, appropriate time.
- 9.8 Upon completion of the presentation, the Board Chair shall inform the delegation when the decision will be made. When a decision is reached, it will be communicated in writing to the spokesperson.
- 9.9 Notwithstanding the Board’s provision for a delegation, if the Board has reason to believe that more than one or two delegations will desire an opportunity to address the Board on a particular educational matter, the Board may limit delegations at a Regular Meeting and instead convene a public hearing for the purpose of receiving input on a specific matter.

10. Recording Devices

The Board expects that anyone wanting to use a recording device at a public Board meeting shall obtain prior approval of the Chair.

11. Trustee Participation in Meetings via Video or Teleconference

A trustee may participate in a meeting of the Board by electronic means or other communication facilities providing the communication facilities enable the trustees participating in the meeting and members of the public attending the meeting to hear each other. Trustees participating by electronic or other communication facilities are deemed to be present at the meeting.

- 11.1 A trustee is normally expected to attend in person a meeting of the Board, unless there is a valid reason for attending by electronic means or other communication facilities. Valid reasons include weather conditions that affect the trustee’s ability to travel safely, illness that may limit the trustee’s ability to travel or be in a public meeting, or other circumstances that seem reasonable to the trustee.

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- 11.2 A trustee attending a meeting by electronic means or other communication facilities is expected to provide sufficient advance notice to the Board Chair so that necessary accommodations, such as video conferencing service, can be in place at the designated meeting place for the expected duration of the meeting.
- 11.3 A trustee who is not able to attend a meeting in person determines if he/she will be considered absent, or if he/she will attend by electronic means or other communication facilities. The trustee will consider the cost implications to the Board, especially if he/she is outside the jurisdiction, the presumed reliability of the electronic means or other communication facilities, or any other circumstances such as confidentiality which may impact the normal business of a Board meeting.

12. The Board believes that trusteeship, first and foremost, is a public service.

The Board, accordingly, intends that compensation for trustees be established and accepted within the spirit of trusteeship being a public service.

The Board recognizes, however, that the discharge of this public service makes considerable time demands and often results in the trustee incurring expenses.

The Board also believes there is a need for on-going trustee and ~~B~~board development. The Board encourages the participation of all members at appropriate school board conferences, workshops and conventions to remain current about educational issues.

12.1 Trustees shall be compensated in accordance with **Appendix A: Trustee Compensation**. The Board will review compensation rates regularly-annually.

12.2 Compensation will be contingent upon the completion of the appropriate claims form. Compensation claims forms are to be regularly, and within 90 days of the expense, submitted to and authorized by the Board Chair no later than the last Board meeting of the month. All claims are to be submitted prior to the end of the fiscal year for the year in which the expense occurred.

12.3 Trustees will establish an annual operating budget for trustees in conjunction with the Division budget planning process.

13. Trustee Conflict of Interest

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The trustee is directly responsible to the electorate of the Division and to the Board.

Upon election to office, the trustee must complete a disclosure of personal interest statement and accept a position of public trust. The trustee is expected to act in a manner which will enhance the trust accorded the trustee, and through the trustee, the trust accorded to the Board.

The Board is of the firm conviction that its ability to discharge its obligations is dependent upon the confidence the residents of the Division place in the Board and in its trustee members.

- 13.1 The trustee is expected to be conversant with the School Act, R.S.A. 2000, Chapter S-3, Division 3 Conflict of Interest, and in particular, Pecuniary interest s. 80 and Disclosure of information s. 81.
- 13.2 The trustee is solely responsible for declaring himself/herself to be in possible conflict of interest.
- 13.3 The trustee shall make such declaration in open meeting prior to Board or committee discussion of the subject matter which may place the trustee in conflict of interest.
- 13.4 It shall be the responsibility of the trustee in conflict to absent him/herself from the meeting in accordance with the requirements of the School Act and ensure that his/her declaration and absence is properly recorded within the minutes.

14. Trustee Remuneration and Expenses

14.1 Trustees receive a monthly rate to remunerate them for regular business in their role as trustee. Regular business includes: attendance at school or public events in the Ward, and interactions with GHSD community, members and groups, etc.. These rates are listed in Appendix A.

14.2 Trustees will also receive monthly reimbursement for costs associated with technology, such as cellphone costs (see Appendix A).

14.3 Trustees may also claim reimbursement for meetings and travel, with Board Chair approval. Meetings that are eligible for reimbursement include: regular and special meetings of the Board, scheduled Professional Development and Information, Retreat, Committees of the Board, Representatives of External Organizations, PSBAA, Rural Caucus, ASBA Conventions and Provincial meetings or when representing the Board at other events in accordance with a Board motion, at the following rates as per daily/hourly rate.

14.4 Meal Reimbursement - Per Diem

14.3.1 With the receipt, actual reasonable costs will be reimbursed.

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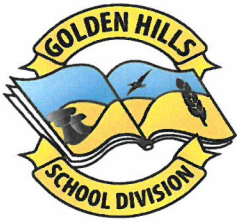
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14.3.2 Without the receipt, trustees may claim for a per diem rate aligned with district expenses (see Appendix A).

154. Board Self-Evaluation

154.1 The annual Board self-evaluation process will complement the Superintendent evaluation process.

154.2 The purpose of the Board self-evaluation is to answer the following questions:

154.2.1 How well have we fulfilled each of our defined roles in relation to our mission, goals and objectives as a Board this past year?

154.2.2 How do we perceive our interpersonal working relationships?

154.2.3 How well do we receive input and how well do we communicate?

154.2.4 How well have we adhered to our annual work plan?

154.2.5 How would we rate our Board-Superintendent relations?

154.2.6 How well have we adhered to our governance policies?

154.2.7 What have we accomplished this past year? How do we know?

154.3 The principles upon which the Board self-evaluation is based are as follows:

154.3.1 A learning organization or a professional learning community is focused on the improvement of practice.

154.3.2 A pre-determined process for evaluation strengthens the governance functions and builds credibility for the Board.

154.3.3 An evidence-based approach provides objectivity.

154.4 The components of the Board self-evaluation are:

154.4.1 Review of Board Role Performance

154.4.2 Monitoring Interpersonal Working Relationships

154.4.3 Monitoring Board Representation/Communication

154.4.4 Review of Annual Work Plan Completion

154.4.5 Monitoring Board-Superintendent Relations

154.4.6 Review of Board Motions

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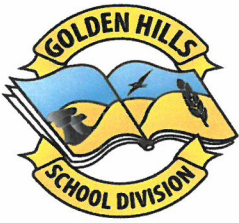
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154.4.7 Review of Board Governance Policies

154.4.8 Creating a Positive Path Forward

Legal References:

- School Act, R.S.A. 2000, C. S-3, S. 60, 64, 65, 66, 67, 68, 70, 71* (Miscellaneous Statutes Amendment Act, 2009 amended Section 71 as of November 26, 2009, enabling trustees to participate in meetings via video or teleconference) , 72, 73, 74, 75, 76, 80, 81, 83, 145, 208, 237, 246, 247

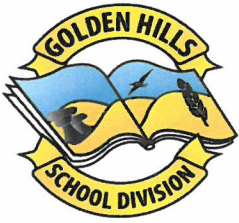
Appendices:

- Appendix A: Trustee Remuneration and Expenses
- Appendix B: Organizational Meeting Election Procedures

Revised – Board Motion: October 23, 2007
 Amended – Board Motion: November 13, 2007
 Appendix: Amended – Board Motion October 14, 2008
 Appendix: Amended – Board Motion BD#20120626.1014
 Amended – Board Motion: April 7, 2009
 Amended – Board Motion August 25, 2009
 Amended – March, 2010

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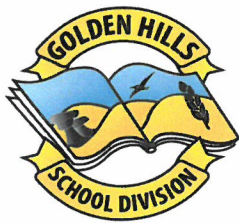
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Appendix A – Trustee Compensation Remuneration and Expenses

Trustee Remuneration

<u>Trustee Remuneration Proposed Monthly Rate</u>				
	2015/2016	2016/2017	2017/2018	2018/2019
Chair	\$850	\$900	\$950	\$1,010
Vice-Chair	\$680	\$720	\$775	\$825
All other trustees	\$510	\$540	\$575	\$610
<u>Technology Allowance</u>	<u>\$50</u>	<u>\$50</u>	<u>\$50</u>	<u>\$50</u>

<u>Benefits</u>					
	<u>2014/2015</u>	<u>2015/2016</u>	<u>2016/2017</u>	<u>2017/2018</u>	<u>2018/2019</u>
<u>As per trustee eligibility and choice</u>	<u>ASEBP Benefits OR if not eligible for ASEBP, a \$2,500 AESBP Health Spending Account</u>				

Trustee Expense Reimbursement (Requires Board Chair approval)

<u>Meeting Proposed Hourly Rate</u>				
	<u>2015/2016</u>	<u>2016/2017</u>	<u>2017/2018</u>	<u>2018/2019</u>
<u>Hourly Trustees</u>	<u>\$39</u>	<u>\$42</u>	<u>\$45</u>	<u>\$48</u>
<u>Full Day (7 or more hours)</u>	<u>\$273</u>	<u>\$294</u>	<u>\$315</u>	<u>\$336</u>

<u>Travel Rate*</u>					
	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Travel Rate per hour	\$27	\$27	\$27	\$27	\$27

* Other travel expenses (i.e. parking, taxi fares, airfare, internet access, etc.) will be reimbursed as receipted.

<u>Technology Allowance</u>					
	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Technology Allowance	\$50 monthly	\$50 monthly	\$50 monthly	\$50 monthly	\$50 monthly

<u>Use of Personal Vehicle</u>					
	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
As set for GHSD staff travel	As per Board motion in accordance with the CRA Automobile Allowance Rate Same Same				

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	Same
	Same

Meal Reimbursement			
	<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>
<u>Without Receipt</u>	<u>\$12</u>	<u>\$17</u>	<u>\$22</u>
<u>With Receipt</u>	<u>As per receipt</u>		

Trustee Development**
<u>\$4,000 allocation per elected term, or portion thereof, for self-directed trustee development (e.g. conferences, PD seminars) in topics specifically related to education and governance.</u>
<u>* All Trustee development expenditures to be approved by Board Chair. travel costs (mileage, airfare, taxi fares, parking fees, etc.), accommodations, meals, and course or seminar fees. Travel time and hourly/daily rates, if trustees wish to be compensated, are assessed to the trustee's individual allocation for self-directed development.</u>

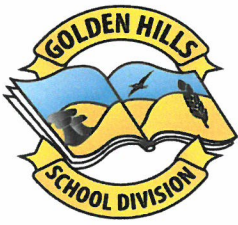
** Includes travel costs (mileage, airfare, taxi fares, parking fees, etc.), accommodations, meals, and course or seminar fees. Travel time and hourly/daily rates, if trustees wish to be compensated, are assessed to the trustee's individual allocation for self-directed development.

Accommodation	
<u>With Receipt</u>	<u>As receipted</u>
<u>Without Receipt</u>	<u>Gift allowance for private accommodations (e.g. relative's home) at \$75 max/stay</u>

Benefits					
	<u>2014/2015</u>	<u>2015/2016</u>	<u>2016/2017</u>	<u>2017/2018</u>	<u>2018/2019</u>
<u>As per trustee eligibility and choice</u>	<u>ASEBP Benefits OR if not eligible for ASEBP, a \$2,500 AESBP Health Spending Account</u>				
	<u>ASEBP Benefits OR if not eligible for ASEBP, a \$2,500 AESBP Health Spending Account</u>				
	<u>ASEBP Benefits OR if not eligible for ASEBP, a \$2,500 AESBP Health Spending Account</u>				
	<u>ASEBP Benefits OR if not eligible for ASEBP, a \$2,500 AESBP Health Spending Account</u>				
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Meetings

In addition trustees are remunerated for meetings including: regular and special meetings of the Board, scheduled Professional Development and Information, Retreat, Committees of the Board, Representatives of External Organizations, PSBAA, Rural Caucus, ASBA Conventions and PProvincial meetings or when representing the Bboard at other events in accordance with a Bboard motion, at the following rates as per daily/hourly rate.

Travel

This is remuneration for travel associated with rRegular and sSpecial Meetings of the Board, Retreats, Conventions and meetings of the provincial PSBAA, Rural Caucus and Alberta School Boards Association.

Technology Allowance

This is reimbursement for costs associated with technology (i.e., cell phone costs, telephones, fax lines, internet fees, etc) to conduct Bboard business.

Use of Personal Vehicle

This is reimbursement for the use of personal vehicles while on Board business to align with CRA rates.
Rate advised to coincide with district travel rates.

Trustee Development

~~Trustees will have an allocation of \$4,000 per elected term, or portion thereof, for self-directed trustee development (e.g. conferences, PD seminars). This will be reimbursement for the expenses related to a trustee's development in topics related to education and governance. Expenses for the trustee include travel costs (mileage, airfare, taxi fares, parking fees, etc.), accommodations, meals, and course or seminar fees. Travel time and hourly/daily rates, if trustees wish to be compensated, are assessed to the trustee's individual allocation for self-directed development.~~

Insurance Benefits

~~ASEBP Benefits OR if not eligible for ASEBP, a Health Spending Account~~

Meals

This is reimbursement for meals while on Board business:

<u>Per Diem</u>	<u>Without Receipt</u>	<u>Reasonable Cost (with receipt)</u>
	<u>\$12 Breakfast</u>	<u>As per receipt</u>
	<u>\$17 Lunch</u>	<u>As per receipt</u>

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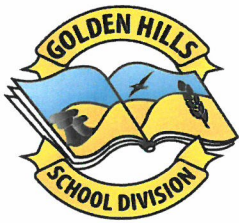
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~~\$22 — Supper — As per receipt~~

Conference Attendance and Provincial Association/ASBA Meetings

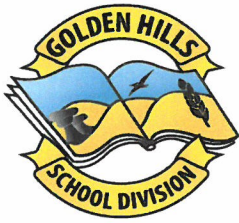
Trustees are expected to participate in Board and trustee development activities and avail themselves of opportunities to meet other trustees on a local, provincial, national and international basis. Trustee expenses for attendance at Provincial ASBA meetings are receipted. ~~Additionally, trustees have \$4,000 per person per term which is equivalent to \$1,000 per year, as in the past, for self-directed trustee development (e.g. Conferences, and PD seminars).~~

- (i) Submitting of Claims – Trustees are expected to submit completed expense claim forms, with receipts attached, to the Chair. The Chair reviews the claims and by his/her signature authorizes reimbursement. Normally, claims are processed within a ten day period. Expense claims are to be submitted within 35 days from date of expenditure.
- (ii) School Division Staff Expenses – Expense reimbursements (where applicable) for school division staff is set at the same rates as for trustees.

~~All expenses for Board travel when attending Alberta School Boards Association (ASBA) and Public School Boards' Association of Alberta (PSBAA) Conferences on behalf of the Golden Hills School Division No. 75 and the Rural Caucus will be covered. Board Travel expenses for trustees attending ASBA, PSBAA or Rural Caucus conferences on behalf of GHSD do not require advance approval.~~

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Accommodation

This is to reimburse the trustee for reasonable accommodation costs while on Board business.

- ◆ ~~As received~~
- ◆ ~~Gift allowance for private accommodations (e.g. relative's home) at \$75.00 max/stay~~

Other Travel Expenses

This is to reimburse the trustee for reasonable expenses related to his/her attendance at Board meetings, conferences, and committee meetings. Typical expenses would include parking, taxi fares, airfare, internet access, etc.

- ◆ ~~As received~~

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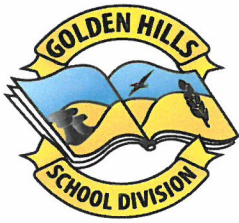
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Appendix B - Organizational Meeting Election Procedures

Election of Chair and Vice Chair (Script)

CHAIR

Step 1 - Secretary Treasurer: "The next order of business is the election of Chair."

Step 2 - Secretary Treasurer: "I now call for nominations for the position of Chair of the Golden Hills School Division for the insert year Term." (Pause and wait for nominations to start.)

Step 3 - Trustee: "I nominate insert name for Chair".

Step 4 - Secretary Treasurer asks the Nominee: "Do you accept the nomination?"

Step 5 - Nominee replies: "Accept" or "Decline"

Step 6 - Secretary Treasurer: "I acknowledge the nomination of insert name. Are there any further nominations?" (Pause and wait for any further nominations. If there are more, repeat steps 3 - 6, then carry on to step 7.)

Step 7 - Secretary Treasurer: "I call for nominations a second time?"

Step 8 - Secretary Treasurer: "I call for nominations a third time?" (Having asked three times for nominations, if no Trustee moves that nominations are to cease, the Secretary Treasurer declares nominations ceased.)

Step 9 - Secretary Treasurer: "I declare nominations closed." (This verifies the closing of nominations.)

- Depending on how many nominations are put forth, proceed with **PART A** or **B**.

PART A: If there is only one nomination

Secretary Treasurer: "May I have a motion to declare Trustee insert name acclaimed as the Chair of Golden Hills School Division for the insert year Term?"

Secretary Treasurer: "Congratulations, Chair insert name. Please accept the gavel." (**ONLY the NEW CHAIR** will accept the GAVEL from the Secretary Treasurer.)

PART B: If there are multiple nominations

(The election will be conducted by secret ballot.)

Secretary Treasurer: "For Chair, the following Trustees are nominated: Trustee insert name, Trustee insert name, etc."

Secretary Treasurer: "I appoint insert name of Associate Superintendent as Returning Officer." (Ballots are distributed at this time.)

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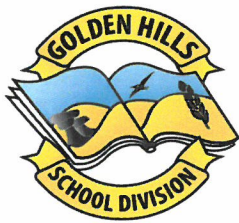
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Secretary Treasurer: "We will now move to a vote. Please cast your ballot by writing the full name of the candidate who you choose for the position of Chair."

Returning Officer (receives the ballots and tallies the official count. He then lets the Secretary Treasurer know the vote.)

Secretary Treasurer: "May I have a motion to declare that Trustee insert name has been elected as Chair of Golden Hills School Division for the insert year Term."

Secretary Treasurer: "May I have a motion to destroy the ballots? All in favour?"

Secretary Treasurer: "Congratulations, Chair insert name. Please accept the gavel." (ONLY the NEW CHAIR will accept the GAVEL from the Secretary Treasurer.)

VICE CHAIR

Step 1 - Chair: "The next order of business is the election of Vice Chair".

Step 2 - Chair: "I now call for nominations for the position of Vice Chair of the Golden Hills School Division for the insert year Term. (Pause and wait for nominations to start.)

Step 3 - Trustee: "I nominate insert name for Vice Chair".

Step 4 - Chair asks the Nominee: "Do you accept the nomination?"

Step 5 - Nominee replies: "Accept" or "Decline"

Step 6 - Chair: "I acknowledge the nomination of insert name. Are there any further nominations?" (Pause and wait for any further nominations. If there are more, repeat steps 3-6, then carry on to step 7.)

Step 7 - Chair: "I call for nominations a second time?"

Step 8 - Chair: "I call for nominations a third time?" (Having asked three times for nominations, if no Trustee moves that nominations are to cease, the Chair declares nominations ceased.)

Step 9 - Chair: "I declare nominations closed." (This verifies the closing of nominations.)

- Depending on how many nominations are put forth, proceed with PART A or B.

PART A: If there is only one nomination

Chair: "May I have a motion to declare Trustee insert name acclaimed as the Vice Chair of Golden Hills School Division for the insert year Term?"

Chair: "Congratulations Vice Chair insert name."

PART B: If there are multiple nominations

(The election will be conducted by secret ballot.)

Chair: "For Vice Chair, the following Trustees are nominated: Trustee insert name, Trustee insert name, etc."

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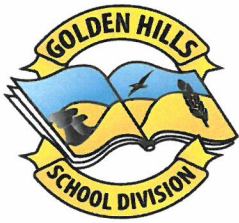
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Chair: "I appoint insert name of Associate Superintendent as Returning Officer." (Ballots are distributed at this time.)

Chair: "We will now move to a vote. Please cast your ballot by writing the full name of the candidate who you choose for the position of Vice Chair."

Returning Officer (receives the ballots and tallies the official count. He then lets the Chair know the vote.)

Chair: "May I have a motion to declare that Trustee insert name has been elected as Vice Chair of Golden Hills School Division for the insert year Term."

Chair: "May I have a motion to destroy the ballots? All in favour?"

Chair: "Congratulations Vice Chair insert name."

TIE VOTE

In the event of a tie vote:

- You must re-ballot until someone receives a majority. Opportunity for each of the candidates to address Trustees and answer questions may be provided prior to additional ballots.

Election of Chair

Superintendent or designate (S/D):

The next item for business is the election of the Chair.

I now call for nominations for the position of Chair of the Golden Hills School Division for the _____ term.

Nominations are made and recorded. ACCEPT

S/D:

I acknowledge the nomination of Trustee _____ . Are there any further nominations?"

I call for nominations a second time.....

I am calling for nomination a third time.....

Having asked three times for nominations, if no trustee moves that nominations cease:

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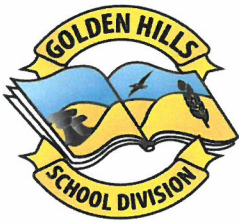
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S/D:

I declare nominations closed.

Vote:

~~— S/D:~~

~~ALL IN FAVOUR? CARRIED~~

~~— If only one nomination is received:~~

~~S/D:~~

~~I declare Trustee _____ acclaimed as the Chair of the Golden Hills School Division for the _____ term.~~

~~— OR moved by? That nominations cease — all in favour? Carried~~

~~— If two or more nominations are made,~~

~~S/D:~~

~~The election will be conducted by secret ballot.~~

~~...~~

~~I appoint _____ and _____ as returning officers. They will distribute the ballots.~~

~~...~~

~~I declare that Trustee _____ has been elected as Chair of the Golden Hills School Division for the _____ term.~~

S/D:

May I have a motion to destroy the ballots?

The motion should be made and carried by the Board.

S/D:

Congratulations Chair _____ . Please accept the gavel.

The new Chair will accept the GAVEL from the Secretary-Treasurer.

Election of Vice-Chair

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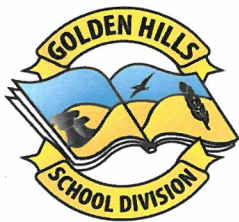
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S/D:

Let's proceed with the election of the Vice-Chair.

I now call for nominations for the position of Vice-Chair of the Golden Hills School Division for the _____ term.

I acknowledge the nomination of Trustee _____. Are there any further nominations?

ACCEPT

S/D:

I call for nominations a second time.....

I am calling for nomination a third time.....

Having asked three times for nominations, if no trustee moves that nominations cease:

S/D:

I declare nominations closed.

VOTE ALL IN FAVOUR? CARRIED

Choose Option 1 or 2:

— If only one nomination is received:

S/D:

— I declare Trustee _____ acclaimed as the VICE Chair of the Golden Hills School Division for the _____ term.

— If two or more nominations are made,

S/D:

May I have a motion to cease nominations?

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March 22, 2011

Nov. 29, 2011 2011-11-29- 052

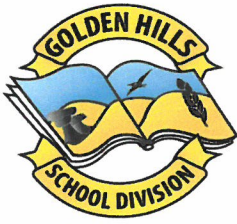
Aug, 28, 2012 BD20120828.1006

June 25, 2013 BD20130625.1005 November 5, 2013

September 22, 2015 BD20150922.1010

August 31, 2016

BD20160831.1005



Board Policy 7

Board Operations

All in favour? Carried

The election will be conducted by secret ballot.

If not done already: "I appoint _____ and _____ as returning officers. They will distribute the ballots.

...
I declare that Trustee _____ has been elected as Vice-Chair of the Golden Hills School Division for the _____ term.

...
May I have a motion to destroy the ballots?

All in favour? Carried

The motion should be made and carried by the Board.

S/D:

Congratulations Vice-Chair _____.

Tie Vote

In the event of a tie vote: You must re-ballot until someone receives a majority. Opportunity for each of the candidates to address trustees and answer questions may be provided prior to additional ballots.

GOLDEN HILLS SCHOOL DIVISION-NO. 75

REPLACING POLICY DATED:

NEW POLICY

BOARD APPROVAL:

MOTION NO.

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March 22, 2011

August 31, 2016

BD20160831.1005

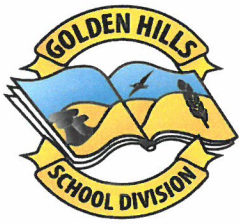
Nov. 29,2011 2011-11-29- 052

Aug,28, 2012 BD20120828.1006

June 25, 2013 BD20130625.1005 November 5,

2013

September 22, 2015 BD20150922.1010



Board Policy 8

Committees of the Board

The **B**oard may establish committees to accomplish various governance roles in a manner which is consistent with the goals, objectives and principles of the Division. The **S**uperintendent may appoint personnel to work with **B**oard committees, and in so doing, shall determine their roles, responsibilities, and reporting requirements.

Procedures:

1. Establishment and Dissolution

Committees, standing or ad hoc, shall be established or dissolved by a **B**oard motion specifying the committee's purpose, membership, term, required resources and remuneration.

2. Appointment of Committee Membership

Appointments shall normally occur at the **o**rganizational **m**Meeting where trustees will be polled for their interest. All trustees are expected to be available to serve on **B**oard committees. Service on committees is by expressed interest. When the number of trustees expressing interest exceeds the positions available, a vote of the **B**oard shall establish the membership. Committee members serve at the pleasure of the **B**oard.

3. Meeting Procedures

The committee members select a **C**hair and recording secretary. The committee chair calls the meetings and presents a written **s**ummary of the meeting for information and the record at a subsequent regular **B**oard meeting. Committee meetings are not public and attendance is limited to members appointed by the **B**oard.

Committees

1. Finance-Audit Committee

1.1 Purpose

- To provide direction to the **B**oard in budget formation and implementation.

1.2 Powers and Duties

- To recommend the auditor
- To review the Audited Financial Statements and the Auditor's Management Letter

1.3 Membership

GOLDEN HILLS SCHOOL DIVISION

REPLACING POLICY DATED:

October 26, 2010

NEW POLICY

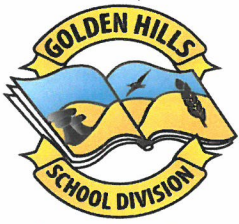
BOARD APPROVAL:

February 22, 2011
August 28, 2012
October 23, 2012

MOTION NO.

2011-02-22-362
BD20120828.1007
BD20121023.1008

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Board Policy 8

Committees of the Board

- The full **B**board

2. Capital Planning Committee

2.1 Purpose

- To provide direction to the **B**board for the development of the Capital Plan

2.2 Powers and Duties

- To consider enrolment patterns, utilization, condition of buildings and other relevant information that affects capital planning.
- To consider the need for leases, modular classrooms, major modernization, renovation and new schools
- To consider non-school buildings and other properties owned by the **B**board.

2.3 Membership

- The full **B**board

3. Strategic Planning Committee

3.1 Purpose

- To provide direction to the **B**board in developing the priorities for the strategic plan

3.2 Powers and Duties

- To consider results achieved, input from various sources, and resources impacting the strategic plan

3.3 Membership

- The full **B**board

4. Policy Committee

4.1 Purpose

- To provide direction to the **B**board on policy development

4.2 Powers and Duties

- At the **B**board's request, to draft new policy or amendments
- To make recommendations for policy review or development

4.3 Membership

GOLDEN HILLS SCHOOL DIVISION

REPLACING POLICY DATED:

October 26, 2010

NEW POLICY

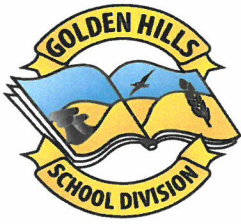
BOARD APPROVAL:

February 22, 2011
August 28, 2012
October 23, 2012

MOTION NO.

2011-02-22-362
BD20120828.1007
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Board Policy 8

Committees of the Board

- Two trustees; one alternate
- Superintendent and/or designate

5. Advocacy Committee

5.1 Purpose

- To provide direction to the Board for prioritizing district opportunities and growth initiatives for the purpose of advocacy on behalf of students, the Division and the community of Golden Hills.

5.2 Membership

- The full Board

Legal Reference:

- School Act, R.S.A. 2000, C. S-3, Ss. 60, ~~s.~~61, ~~s.~~62, ~~s.~~63

GOLDEN HILLS SCHOOL DIVISION

REPLACING POLICY DATED:

October 26, 2010

NEW POLICY

BOARD APPROVAL:

February 22, 2011
August 28, 2012
October 23, 2012

MOTION NO.

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Policy 9

BOARD REPRESENTATIVES

The Board has a need to gather information, to seek counsel, and to be informed of the opinions of others regarding such matters as may be determined by the Board; this need may be met by joint membership committees. The Board may originate such committees and invite others to participate or the Board may appoint representation in response to invitations for membership on committees originated by other agencies. Cooperative committees shall function within the terms of reference determined by the Committee and approved by all parties.

Board representation on outside organizations is based on the Board's need to provide and receive information on matters relating to the operation of the Board. Board representatives to outside organizations shall act on behalf of the Board on issues authorized by the Board and bring recommendations to the Board.

Board representatives shall report to the Board.

The Superintendent may appoint resource personnel to work with representatives and shall determine roles, responsibilities and reporting requirements of resource personnel. The Superintendent or designate shall keep a list of all Board representatives.

At the Board's organizational meeting or other times throughout the year, the Board may choose to select trustee representatives to represent Golden Hills Board and support their attendance at meetings of various provincial or local organizations. Examples include: the Alberta School Boards Association (ASBA) Zone 5, the Public School Boards' Association of Alberta (PSBAA) and the Rural Caucus. The following committees will have Board representation as identified at the Organizational Meeting:

1. Alberta School Boards Association (ASBA) Zone 5

1.1 Purpose

- ~~◆ Represent the Board at meetings of ASBA Zone 5~~

1.2 Powers and Duties

- ~~◆ Attend ASBA Zone 5 meetings~~
- ~~◆ Represent the Board's positions and interests at the Zone level~~
- ~~◆ Communicate to the Board the work of ASBA Zone 5~~

1.3 Membership

- ~~◆ Two trustees plus alternate (one designated to report and vote – if required)~~

1.4 Meetings

- ~~◆ As called by ASBA Zone 5~~

GOLDEN HILLS SCHOOL DIVISION ~~NO. 75~~



Approximately 10/year

2. Public School Boards' Association of Alberta (PSBAA)

2.1 Purpose

- Represent the Board at meetings of the PSBAA Council

2.2 Powers and Duties

- Attend PSBAA Council Meetings
- Represent the Board's positions and interests
- Communicate to the Board the proceedings of the PSBAA

2.3 Membership

- One trustee
- One alternate

2.4 Meetings

- As called by PSBAA
- Approximately 4 per year

2. Central Alberta Governance Circle

2.1 Purpose

- ◆ Represent the Board at CAGC meetings

2.2 Powers and Duties

- ◆ Attend the CAGC meetings
- ◆ Represent the Board's positions and interests
- ◆ Communicate to the Board the proceedings of the

CAGC

2.3 Membership

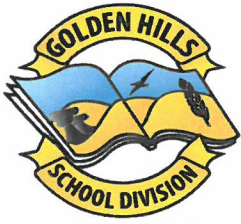
- ◆ One trustee
- ◆ One alternate

2.4 Meetings

- ◆ As scheduled or called
- ◆ Approximately 1 or 2 per year

Legal Reference:

School Act, R.S.A. 2000, C. S-3, Section S. 60, 61, 62, 63, School Act



Board Policy 11

Board Delegation of Authority

The School Act allows for the Board to delegate certain ~~of its~~ responsibilities and powers to others.

The Board authorizes the Superintendent to do any act or thing or to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with section 61(2) of the School Act, cannot be delegated. This delegation of authority to the Superintendent specifically includes:

- ◆ ~~A~~includes any authority or responsibility set out in the School Act and regulations as well as authority or responsibility set out in other legislation or regulations;
- ◆ ~~I~~includes the ability to enact Administrative Procedures, practices or regulations required to carry out this authority; and also
- ◆ ~~I~~includes the ability to sub-delegate this authority and responsibility as required.

Notwithstanding the above, the Board reserves to itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.

Further, the Board requires that any new provincial, regional or local initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

Specifically

1. The Superintendent is delegated the authority to develop Administrative Procedures that are consistent with Alberta Education policies and procedures for the following program areas:

- 1.1. District and general administration
- 1.2. Instructional Programs
- 1.3. Students
- 1.4. Personnel and Employee Relations
- 1.5. Business and Finance

~~2.~~

~~3.0. — Special Education~~

~~4.0. Guidance and Counseling~~

~~5.0. Services for Students and Children~~

GOLDEN HILLS SCHOOL DIVISION

REPLACING POLICY DATED:

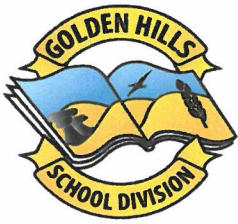
NEW POLICY

BOARD APPROVAL:

MOTION NO.

Page 1 of 2

February 24, 2009



Board Policy 11

Board Delegation of Authority

~~6.0. School-Based Decision-Making~~

~~0.0. Student Evaluation~~

~~0.0. Teacher Growth, Supervision and Evaluation~~

~~0.0. Home Education~~

~~0.0. Early Childhood Services~~

~~0.0. Outreach Programs~~

~~0.0. Locally Developed / Acquired and Authorized Junior and Senior High School Complementary Courses.~~

~~0.0. Off-Campus Education~~

~~0.0. English as a Second Language~~

~~0.0. French as a Second Language~~

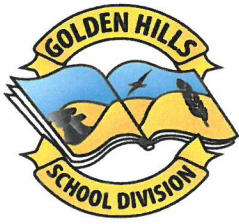
~~16.2.~~ The Superintendent is directed to develop an Administrative Procedure to fulfill Board obligations created by any federal legislation, or provincial legislation other than the School Act.

~~17.3.~~ The Superintendent is authorized to suspend a teacher from the performance of the teacher's duties or to terminate the services of a teacher. The suspension or termination shall be conducted in accordance with the requirements of the School Act, and the decision shall not be appealable to the Board.

Legal Reference:

- School Act, R.S.A. 2000, C. S-3, S. 61, 105

Reviewed: February 24, 2009



Board Policy 12

Role of the Superintendent

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division, reporting directly to the corporate Board, and is accountable to the Board for the conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Superintendent.

Specific Areas of Responsibility

1. Education Leadership

- 1.1 Provides leadership in all matters relating to education in the Division.
- 1.2 Fosters conditions which promote the improvement of educational opportunities for all students.
- 1.3 Implements educational policies established by the Minister and the Board.
- 1.4 Ensures all students in the Division have the opportunity to meet the standards of education set by the Minister.

2. Fiscal Responsibility

- 2.1 Ensures the Secretary-Treasurer operates the Division in a fiscally responsible manner, including adherence to recognized accounting procedures, and in accordance with the terms or conditions of any funding received by the Board under the School Act or any other applicable Act or regulation.
- 2.2 Directs the development of and monitors the budget for the Division.
- 2.3 Encourages effective joint use of Division resources.
- 2.4 Explores alternative funding sources including potential revenue-generating initiatives.

3. Personnel Management

- 3.1 Holds authority and responsibility for all personnel-related issues except for the development of mandates for collective bargaining and those personnel matters precluded by Board policy, legislation or collective agreements.
- 3.2 Monitors and improves the performance of all staff.
- 3.3 Ensures the effective deployment of human resources within the Division.

4. Policy/Procedures

- 4.1 Provides leadership in the planning, development, implementation, and evaluation of Board policies.

GOLDEN HILLS SCHOOL DIVISION

REPLACING POLICY DATED:

March 2009

NEW POLICY

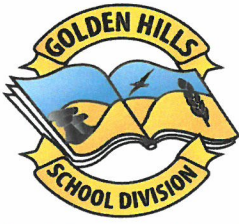
BOARD APPROVAL:

February 22, 2011

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2011-02-22-363

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Board Policy 12

Role of the Superintendent

- 4.2 Develops and keeps current on Administrative Procedures Manual and informs the Board of any changes to this Manual.
5. Superintendent-Board Relations
 - 5.1 Establishes and maintains a positive, professional working relationship with the Board.
 - 5.2 Respects and honours the Board's role and responsibilities and facilitates the implementation of that role as defined in Board policy.
 - 5.3 Provides information which the Board requires to perform its role in a timely manner.
6. Education Planning and Reporting
 - 6.1 Leads the development of the Three-Year Education Plan and the Annual Education Results Report.
 - 6.2 Works collaboratively with the Board to determine the strategic goals and priorities as well as the desired processes and timelines.
 - 6.3 Reports regularly to the Board on results achieved.
7. Organizational Management
 - 7.1 Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates, policies and timelines.
 - 7.2 Reports to the Board as well as the Minister with respect to matters identified in and required by the School Act and Division policy guidelines.
 - 7.3 Acts as the designated head for Freedom of Information and Protection of Privacy Act.
8. Communications
 - 8.1 Develops communication strategies that enhance and support the Division's mission and profile within the community served.
 - 8.2 Supports the Board in providing accurate, consistent communications.
9. Student Welfare
 - 9.1 Ensures the safety and welfare of students while participating in all aspects of school programs or while being transported to and from school programs on transportation provided by the Division.
 - 9.2 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.
 - 9.3 Acts as, or designates, the local attendance officer for the Division.

GOLDEN HILLS SCHOOL DIVISION

REPLACING POLICY DATED:

March 2009

NEW POLICY

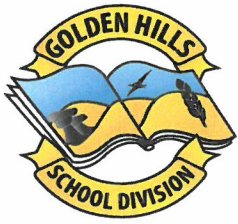
BOARD APPROVAL:

February 22, 2011

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Board Policy 12

Role of the Superintendent

10. Leadership Practices

- 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.
- 10.2 Fosters a collaborative culture where the focus is on the best interests of students.
- 10.3 Establishes positive, professional relationships with appropriate provincial and regional government departments and agencies.

11. Additional Responsibilities

- 11.1 Carries out additional responsibilities and duties which, from time to time, may be assigned by the Board.

Legal Reference:

- School Act, R.S.A. 2000, C. S-3, S. 14, 45, 113, 114, 115

GOLDEN HILLS SCHOOL DIVISION

REPLACING POLICY DATED:

March 2009

NEW POLICY

BOARD APPROVAL:

February 22, 2011

MOTION NO.

2011-02-22-363

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ALBERTA SCHOOL BOARDS ASSOCIATION (ASBA) Class Size and Classroom Pressures Survey

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

October 23, 2018

Background:

In follow-up to the 2018 Auditor General's Report (February 2018), conversations within the public, media and interest groups have highlighted and centered around the issue of class size, overcrowding and the possibility of classroom size caps as a solution.

This report prompted discussions whether current classroom sizes are not meeting targets by Alberta Education established approximately fourteen years ago. Current conversations within the public sphere, media and interest groups have centered on the problem of class size overcrowding and the possibility of classroom size caps as a solution. In response, opposing views to the issue have emerged, and it is unclear what ASBA Member Boards' perspectives and positions are on the matter.

To clarify and better understand ASBA Member Boards' actual perspective and operating context, ASBA is initiating the *Class Size and Classroom Pressures* survey to garner feedback. Engaging ASBA Member Boards in providing their voice on the matter of class size may help improve the accuracy of information and help better inform public discourse on the subject.

All responses will be analyzed and compiled into a report which will be shared with ASBA members.

This survey will remain open until November 9, 2018.

Recommendation:

That the Board of Trustees reviews and participates in this survey related to ASBA *Class Size and Classroom Pressures*.

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

Bevan Daverne
Superintendent of Schools



ENROLMENT BACKGROUNDER

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

October 23, 2018

Background:

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

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

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

Recommendation:

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

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".

Tahra Sabir
Secretary Treasurer

Golden Hills School Division No. 75 Enrolments September 30, 2018

School	Last Year Sept 2017/2018	Projected for 2018/2019	Difference from last Year and Projected	Actual - September 30th - 2018/2019	Difference from Actual to Projected	Difference from this Year to Last Year	% Difference from Last Year - September 2016
Provincial							
Acme School (Gr. K-6, 10-12)	198.50	197.00	-1.50	193.50	-3.50	-5.00	-3%
Ecole Brentwood Elementary School (Gr. K-6)	329.50	279.00	-50.50	278.50	-0.50	-51.00	-15%
Carbon School (Gr. K-9)	96.00	83.50	-12.50	78.00	-5.50	-18.00	-19%
Carsland School (Gr. K-6)	59.50	63.00	3.50	59.50	-3.50	0.00	0%
Crowther Memorial Junior High (Gr. 7-9)	555.00	525.00	-30.00	567.00	42.00	12.00	2%
Dr. Elliott Community School (Gr. K-9)	180.50	179.50	-1.00	187.00	7.50	6.50	4%
Drumheller Valley Secondary School (Gr. 7-12)	427.00	434.00	7.00	432.00	-2.00	5.00	1%
George Freeman (Gr. K-12)	-	136.00	136.00	207.00	71.00	207.00	
Greentree Elementary School (Gr. K-6)	378.00	323.00	-55.00	347.00	24.00	-31.00	-8%
Prairie Christian Academy (Gr. K-12)	279.00	270.50	-8.50	273.00	2.50	-6.00	-2%
Strathmore High School (Gr. 10-12)	608.00	599.00	-9.00	569.00	-30.00	-39.00	-6%
Three Hills School (Gr. K-12)	442.50	440.50	-2.00	445.50	5.00	3.00	0.7%
Trinity Christian Academy (Gr. K-9)	166.00	191.50	25.50	182.00	-9.50	16.00	10%
Trochu Valley School (Gr. K-12)	255.50	254.50	-1.00	249.50	-5.00	-6.00	-2%
Westmount Elementary School (Gr. K-6)	448.00	368.00	-80.00	364.50	-3.50	-83.50	-19%
Wheatland Crossing School (Gr. K-12)	338.50	344.00	5.50	357.00	13.00	18.50	5%
Wheatland Elementary School (Gr. K-6)	349.00	304.00	-45.00	343.00	39.00	-6.00	-2%
Colonies (18)	347.50	343.00	-4.50	343.00	0.00	-4.50	-1%
Anchors II Outreach	10.00	9.00	-1.00	8.00	-1.00	-2.00	-20%
Drumheller Outreach	18.00	18.00	0.00	18.00	0.00	0.00	0%
Golden Hills Learning Academy	146.75	140.75	-6.00	152.50	11.75	5.75	4%
Northstar Academy	390.50	392.75	2.25	411.25	18.50	20.75	5%
Strathmore Storefront	43.00	41.00	-2.00	41.00	0.00	-2.00	-5%
Provincial Total FTE	6,066.25	5,936.50	-129.75	6,106.75	170.25	40.50	0.67%

Sikika Students	# Students
Carsland School	15
Crowther Memorial Junior High	36
Strathmore High School	41
Westmount Elementary School	31
Wheatland Crossing	32
Wheatland Elementary	0
Sikika Total FTE	155

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

Last International Year FTE 222.60

Includes Provincial, Sikika, ISS Total Headcount	7,128.00
K @ full and ISS at full	100.00
	1.4%

Total FTE	6,521.65
K @ 1/2, Homeschool @.25	76.80
	1%

*Homeschool # included in FTE & HC 437.00



Human Resources Backgrounder

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

October 23, 2018

Background:

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

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

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

Recommendation:

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

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

Bevan Daverne
Superintendent

A handwritten signature in blue ink, appearing to read "Wes Miskiman".

Wes Miskiman
Associate Superintendent



HUMAN RESOURCES MONITORING REPORT

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

Resource Person:

Wes Miskiman, Associate Superintendent of Schools

October 23, 2018

REPORTING PERIOD: (Actuals 2017-2018 & Estimates to Current 2018-2019)

OVERVIEW:

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

SECTION I: Overview of Staffing (Based on Data as of October 10, 2018)

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

Role of Certificated Staff	2018-2019	2017-2018
School Based Certificated Staff	391 (366.9)	397 (370.5)
Educational Consultants (Certificated)	4 (3.3)	4 (3.3)
Instructional Coaches *	7 (7.0)	7 (5.4)
Early Intervention- Literacy/Numeracy Teachers **	10 (9.3)	9 (7.7)
Director of Learning	2 (2.0)	2 (2.0)
Superintendent/Associate Superintendents	3 (3.0)	3 (3.0)
Total	417 (391.50)	422 (391.9)

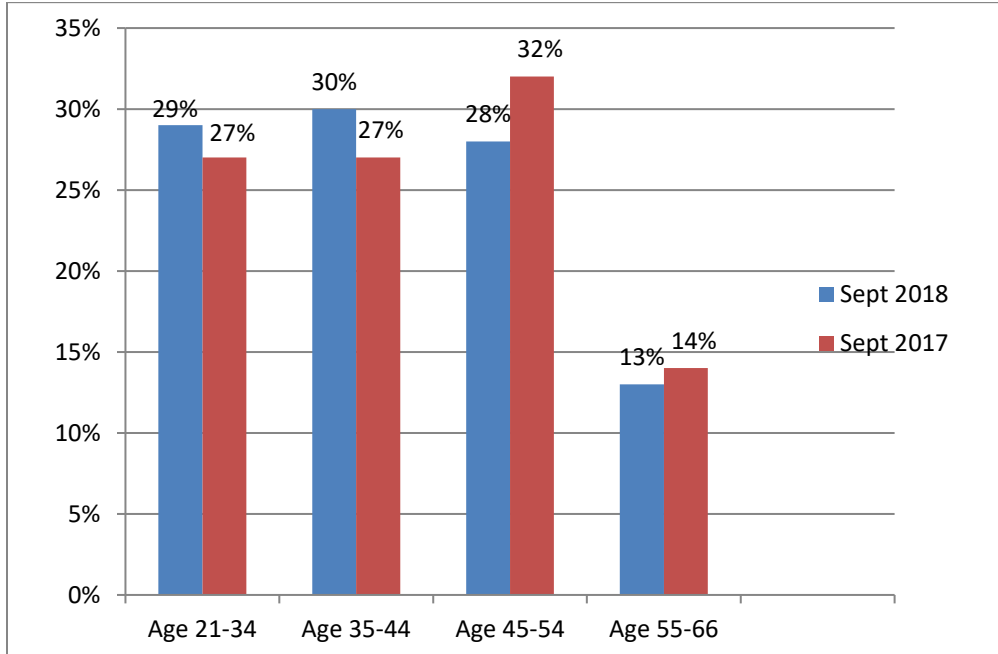
Note: * An increase in the number of international students facilitated a small increase in specialized instructional coach support.

** An increase in literacy/numeracy teachers is due to the district receiving special grants to support at risk learners.

- **Gender Breakdown of Certificated Staff**

Gender	2018-2019		2017-2018	
	Number	Percentage	Number	Percentage
Female	299	72%	302	72%
Male	118	28%	120	28%
Total	417	100%	422	100%

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



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

- **Total School-Based Support Staff** – Head Count is in black and FTE is in blue as of October 10, 2018

Job Classification	2018-2019	2017-2018
Educational Assistants	163* (132.7)	159 (129.8)
Secretaries	42 (34.9)	40 (33.3)
Caretakers	30 (25.9)	27 (23.5)
Family Resource Workers	11 (9.1)	10 (8.2)
Maintenance	12 (12.0)	12 (12.0)
Transportation	75 (75.0)	76 (75.5)
International	13 (10.7)	11 (10.2)
Division Office Support	25 (24.6)	26 (24.7)
Total	371 (324.9)	361 (317.2)

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

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

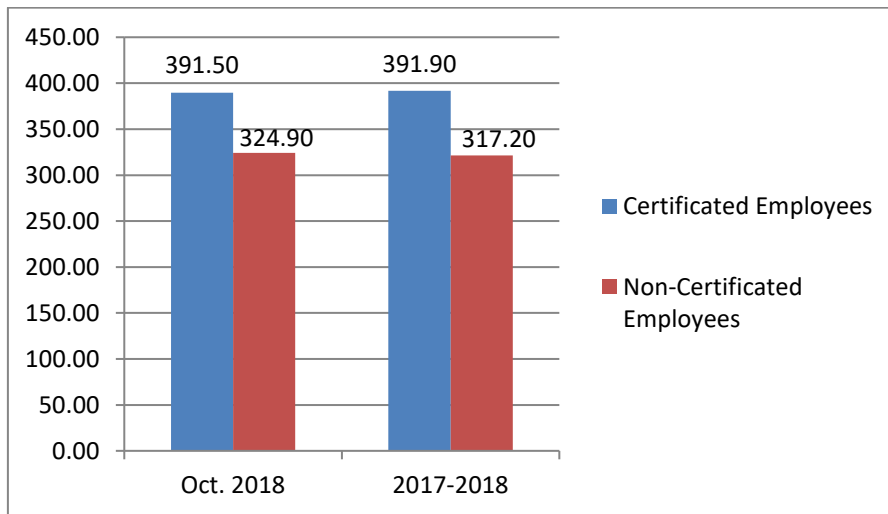
	2018-2019		2017-2018	
	Number	Percentage	Number	Percentage
Certificated	69	42%	66	42%
Non-Certificated	94	58%	93	58%
Total	163	100%	159	100%

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

	Retirees		Resignations		New Hires	
	2017/2018	2016/2017	2017/2018	2016/2017	2018/2019	2017/2018
Certificated Staff	11	11	16	12	43	42
Non-Certificated Staff	11	8	22	20	58	49
Total Staff	22	19	38	32	101	91

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

SECTION II: Staffing Levels (Based on FTE)



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

- Staffing levels fluctuate throughout the year and more hiring is anticipated in the second semester. Total FTE for 2018/2019 will end up being a little higher than what is reported above.

Calculation of Pupil Teacher Ratio (PTR)	
Enrolment Count as of September 30, 2018	2018/2019
Provincially Funded Students	6106.75
Siksika Funded Students	155.0
International Funded Students*	259.9
Total Students	6521.65
Total Professional Employees (<i>Does not include centrally-based certificated staff</i>)	366.9
PTR Calculation (e.g. 6,385/370.1)	17.78

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

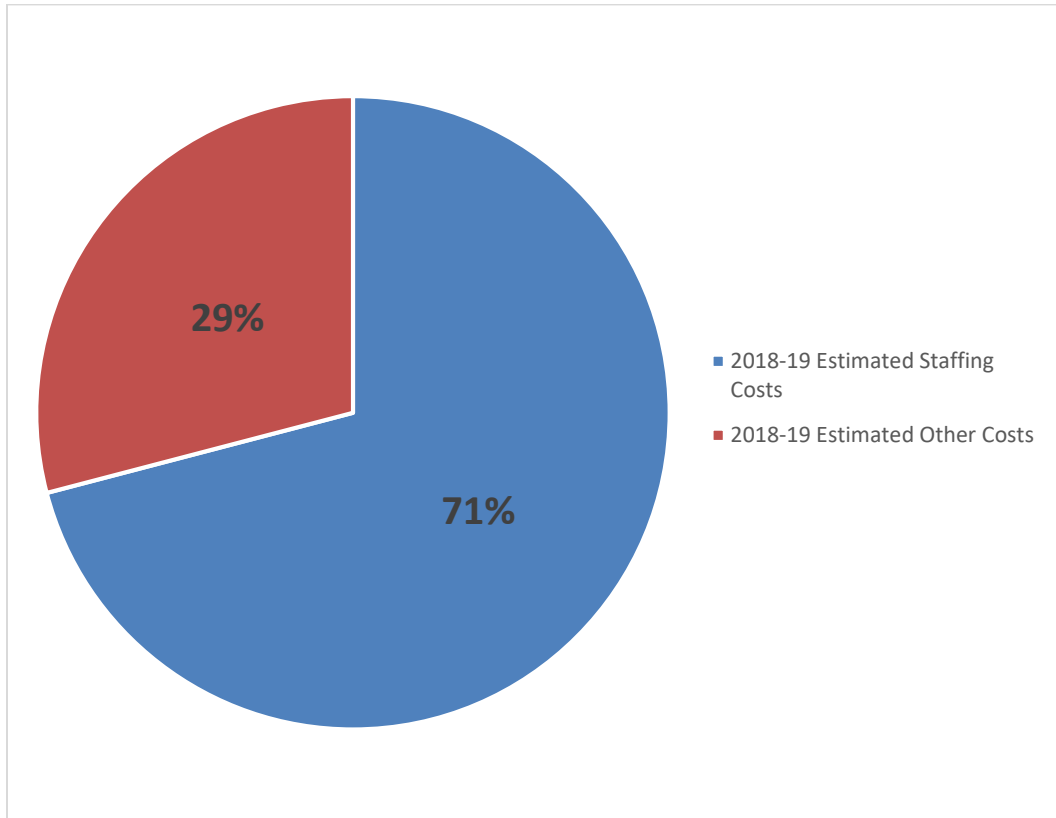
- Golden Hills strives to keep PTR low and sustainable with the support of school reserves.
- The actual PTR has been under 18.0 for the last number of years:
 - 2017-2018 - 17.40
 - 2016-2017 - 17.25
 - 2015-2016 - 17.42
 - 2014-2015 - 17.76
 - 2013-2014 - 17.42
 - 2012-2013 - 17.74
 - 2011-2012 - 17.42
- The PTR does not include centrally-based certificated staff.

SECTION III: Direct Staffing Costs

- **Weighted Average Teaching Experience**

- In previous years, we have received this data from the Annual ASBA Report – Student, Teacher, Staff, Counts Bulletin. We used the data for planning purposes. Unfortunately, ASBA stopped compiling this report after the 2016-2017 School Year.
 - The 2016 ASBA Report (last report we received) provided the following data with regard to teacher experience.
 - The Weighted Average Teaching Experience (WATE) is the sum of (the number of teachers at each teaching experience step multiplied by their years of teaching experience) divided by total number of teachers.
 - In September 2016, in Alberta School Divisions, the WATE ranges from a low of 5.93 years of experience to a high of 9.55 years of experience. (In September, 2015 the low was 5.77 to high of 9.47.)
 - The average weighted teaching experience for the 61 school divisions in Alberta in September 2016 was 7.97 years. (In September, 2015 it was 7.86)
 - In September, 2016, Golden Hills had a weighted average teaching experience of 7.59 years. (In September, 2015 it was 7.65.)
 - In September, 2016, Golden Hills was ranked 17th out of the 61 school divisions with the least weighted average teacher experience in Alberta. (In 2015, Golden Hills had the 24th least weighted average teaching experience out of the 61 school divisions.)

Total Staffing Costs in Relation to Total Expenses (Estimated) for 2018-19



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

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

- Golden Hills appointed 9 school-based administrators for the start of the 2018/2019 school year (4 Principals, 5 Associate Principals. (As per the report to the Board – June 2018 – Administrative Designations)
- Teacher recruitment strategies, including participation at twelve career fairs, during the 2017-2018 school year facilitated an adequate number of teacher applications that has helped the district retain a balanced workforce. The school division responded to a strong interest shown by the graduating teachers at the following career fairs; Mount Royal University, University of Calgary, University of Alberta, Concordia University, Simon Fraser University, University of British Columbia, University of Victoria, University of Regina, University of Saskatchewan, OISE –

University of Toronto and the two EdTalent Job Fairs hosted by *ApplytoEducation* in Toronto. The teacher applicant pools during the spring staffing season were adequate but a little less than in previous years.

- For the 2018-2019 school year, teachers in Golden Hills were recruited from across the country as per the following percentages. The percentages from the previous year are indicated in blue. The data indicates that we are recruiting a larger percentage of our teachers from Alberta.
 - 74% from Alberta (59% - Previous Year)
 - 9% from British Columbia or Saskatchewan (14% - Previous Year)
 - 8% from Ontario (19% - Previous Year)
 - 9% from Maritimes or elsewhere (8% - Previous Year)
- There are currently 228 approved substitute teachers in the district. (Last year – 284 substitute teachers.) Supply for substitute teachers is adequate most of the time; however, at peak times substitute teachers are hard to book. We actively recruit all teacher applicants for substitute teaching and advertise on an ongoing basis. All substitute teachers are interviewed and referenced prior to being placed on the substitute list.

SECTION V: Other Highlights/Initiatives

- Teacher Growth, Supervision and Evaluation
 - The Teacher Growth, Supervision and Evaluation Administrative Procedure is in the sixth year of implementation in the district.
 - A database tracks the teacher summative evaluations. Principals, associate principals and the associate superintendent complete and submit summative evaluation reports for teachers as per the administrative procedure.
 - There were 87 teacher evaluation reports completed during the 2017-2018 school year. There were 95 teacher evaluations completed during the 2016-2017 school year.
 - The renewed Teaching Quality Standards is effective in September 2019. During this school year, we will be working with our school-based administrators to renew our Teacher Growth, Supervision and Evaluation AP, related documents and our Rubric for Professional Practice.
- Supervision and Evaluation of Support Staff
 - The renewed supervision and evaluation administrative procedure for support staff is in the fourth year of implementation. One quarter of all support staff and all new support staff to the district will be evaluated this school year. A database tracks the support staff evaluations within the district.
- Job Descriptions
 - We are currently finalizing the last couple of job descriptions in the district. The corresponding physical demands analysis for all positions in the district is nearing completion.

- Staff Wellness Program
 - A District Staff Wellness Program developed by a committee of staff was implemented during the 2016-2017 school year. The District Staff Wellness Program distributes resources and funding to the different sites to support local staff wellness initiatives. Each site has a designated Wellness Champion to lead the local staff wellness initiatives. The feedback from staff and the District Staff Wellness Steering Committee has been extremely positive. The 2018-2019 Staff Wellness Program has been rolled out to the schools.

- Occupational Health and Safety
 - During the 2015 – 2016 school year, the school division completed the renewed Golden Hills Occupational Health and Safety Manual. After three years of implementation, with the support of a district working committee, we are reviewing and finalizing our renewed administrative procedures, protocols, reporting and auditing functions so as to ensure that they are administratively efficient and so that they meet the new legislative requirements as per Bill 30.
 - The most significant change in Bill 30 are the revised requirements for Health and Safety Committees. In Golden Hill's, we have formed two Joint Worksite Health & Safety Committees – one committee for schools (11 members) and one committee for the maintenance/transportation & the division office (9 members). Each school also has a designated OH&S Champion. Before each quarterly Joint Worksite Health and Safety School Committee Meeting, a school inspection will be conducted by the Local OH&S Champion, the Principal and the Supervisor of OH&S/HR. The results of the school/site inspections will be shared with the school and the Joint Worksite Health & Safety School Committee.

- Sub Teacher Booking System/Program
 - In the spring of 2018, a Sub-Teacher Booking Committee was formed to review potential programs for the efficient booking of substitute teachers. The committee defined a set of guiding principles for selecting a sub-teacher booking program. We plan to pilot the program in a select number of schools starting in November with a district wide roll out planned for the second semester.

- Workers Compensation Board Requirements
 - We completed a review and revision of all of our WCB processes and forms. They were implemented effective the start of this school year.

- Teacher Recruitment Practices/Processes
 - We are currently working to develop a partnership with a couple of new universities in Alberta to expand our recruitment of teachers. We will also be attending a new career fair focussed on the recruitment of French Immersion teachers.

- Payroll Audit
 - In August, we conducted a payroll audit focussed on improving work efficiency and ensuring that the appropriate privacy and security controls were in place. We are

planning on implementing web-based T4's and earning statements during this school year.

- Status of Collective Agreements
 - The term of the Collective Agreement Between the Golden Hills School Division and the Alberta Teachers Association is September 1, 2016 to August 31, 2018. Provincial Negotiations toward an MOA commenced in September, 2018. We will start local bargaining as soon as the Provincial MOA has been ratified.
 - The term of the Collective Agreement Between the Golden Hills School Division and CUPE Local 2347 is September 1, 2017 to August 31, 2020.
- Return to Work Program
 - During the 2016-2017 school year, the school division worked with staff and the ASEBP to support the gradual return to work for a number of staff. The focus was and continues to be on identifying and assigning doctor recommended modified work duties to support the staff member's safe and supportive return to work.

SECTION VI: Concluding Comments

- An increase in student enrolment assists Golden Hills in being an employer of choice, implementing the Powerful Learning Framework, building teacher competencies, and providing a broad range of high quality supports and programs for students.
- Always striving to be an employer of choice, the school division focusses on providing a range of competitive benefits and supports for all staff that are sustainable within the current financial context. The renewed supervision/evaluation, safety, wellness, return to work programs and the Employee Family Assistance Program are samples of recently implemented enhanced human resources supports provided to all staff.



2017-2018 Provincial Testing Results for Diploma Exams and Provincial Achievement Tests

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

October 23, 2018

Background:

The 2017/2018 Provincial Testing results for the Diploma Exams and for the Grade 6 and 9 Provincial Achievement Tests were released on August 23, 2018 to school divisions. The Board of Education in an in-camera session, reviewed the jurisdiction results in accordance with the Provincial Schedule (attached). According to the Provincial Schedule the results are first presented in-camera to the board, and then made public after the Minister released the results on October 18, 2018. Additional information is available at <http://www.education.alberta.ca>.

Attached is a monitoring report for Diploma Examinations and the Provincial Achievement Tests for the 2017-2018 school year.

Recommendation:

That the Board of Trustees receives the Provincial Achievement Test and Diploma Examination Results 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 "Wes Miskiman".

Wes Miskiman
Associate Superintendent

A handwritten signature in blue ink, appearing to read "Jeff Grimsdale".

Jeff Grimsdale
Director of Learning



2017-2018 Provincial Testing Results for Diploma Exams and Provincial Achievement Tests – Monitoring Report

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

October 23, 2018

REPORTING PERIOD: 2017-2018 School Year

OVERVIEW:

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

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

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

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

The following report provides an overview of Golden Hills' 2017-2018 students who wrote provincial achievement tests in Language Arts, Math, Science and Social Studies and Diploma Exams in English, Social, Math, Biology, Physics and Chemistry. Although it is not possible to directly compare the average scores on these provincial assessments across years, results for the past five years are provided as a means of identifying trends both in Golden Hills' results and as compared with provincial standards.

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

SUMMARY & IMPLICATIONS:

Diploma Exams

- **Summary**
With continued growth in the last three years Golden Hills maintained achievement in 5 out of 9 diploma exams (Math 30-1, Math 30-2, Social 30-1, Biology 30 and Physics 30). Seeing improvement in Math 30-1 at the acceptable standard and the standard of excellence.
- **Acceptable Standard**
In 1 out of 9 diploma exams (Physics 30) Golden Hills' students met the provincial expectation of 85% or better for acceptable standard. There were slight improvements (<5%) over the past year in Math 30-1 and Physics 30.
- **Standard of Excellence**
In 4 out of 9 diploma exams (Math 30-1, Biology 30, Chemistry 30, and Physics 30) Golden Hills' students met or exceeded the provincial standards at the excellence level. There have also been improvements in the number of students achieving a standard of excellence in English 30-2 and Math 30-1.
- **Participation Rate**
The number of students participating in diploma exam settings has exceeded the provincial average in 3 out of 9 subject areas. This is high when you consider the number of courses that are cycled in our small schools where students take grade 12 courses in grade 11.

Provincial Achievement Tests

- **Summary**
Golden Hills' Student are near, at or above Provincial average in 7 of the 8 Provincial Achievement tests. Showing a slight growth (<5%) in Grade 6 Social and Grade 9 Language Arts and showing a moderate increase (>5%) in Grade 9 Science and a significant increase (>10%) in Grade 6 Math.
- **Acceptable Standard**
In 2 out of 8 Provincial Achievement Tests (Grade 6 Language Arts and Grade 9 Language Arts) Golden Hills' students met or exceeded the provincial expectation of 85% or better for acceptable standard.
- **Standard of Excellence**
Golden Hills' students met or exceeded the provincial standard of excellence in 3 out of 8 subjects (Grade 6 Science, Grade 9 Science and Grade 9 Social).
- **Participation Rate**
The number of students participating in the 2017-2018 provincial achievement tests were near, at or above Provincial average in all Provincial Achievement Tests.

Knowledge & Employability Program (Grade 9)

Golden Hills' students surpassed their provincial counterparts in all four subject areas in acceptable standard on the Grade 9 K & E Provincial Achievement Tests. Our students met the provincial acceptable expectation of 85% in Science and Golden Hills' students exceeded the provincial standard of excellence in Math.

Actions Moving Forward

1. Maintain System Focus on Powerful Learning :

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

2. Data Analysis and Planning

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

RECOMMENDATION:

That the Board of Trustees receives the 2017-2018 Provincial Achievement Test and Diploma Examination Results Monitoring Report for information and for the record.

APPENDIX A:

GRADE 12 DIPLOMA EXAMS

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

Exam Standards

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

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

	2013/2014		2014/2015		2015/2016		2016/2017		2017/2018	
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)
ENGLISH 30-1										
Acceptable Standard	87.7	87.6	81.9	86.5	84.5=	86.8=	85.4=	86.5=	79.6=	87.5+
Standard of Excellence	9.6	11.8	7.6	11.5	8.5=	10.7=	10.6=	11.7=	8.4=	13.2+
Participation Rate	44.9	54.1	47.8	53.4	45.1	53.9	48.4	55.0	54.5	56.3
ENGLISH 30-2										
Acceptable Standard	92.9	89.7	86.7	88.7	92.3=	89.1=	89.3=	89.5=	79.2-	88.0-
Standard of Excellence	14.3	13.1	14.2	11.3	15.0=	12.3=	13.2=	11.4=	13.7=	13.1+
Participation Rate	37.5	28.0	32.1	28.7	33.7	28.6	30.6	28.8	26.5	27.7
SOCIAL 30-1										
Acceptable Standard	75.4	85.5	83.3	87.1	86.4+	84.9-	80.4=	86.0=	79.4=	86.2=
Standard of Excellence	8.2	14.2	9.6	16.2	8.2=	14.3-	12.3=	14.8=	11.6=	17.7+
Participation Rate	41.6	45.2	37.8	43.6	38.7	45.0	43.5	44.9	48.3	45.0
SOCIAL 30-2										
Acceptable Standard	80.8	83.9	80.7	81.3	82.0=	81.1-	78.6=	80.6=	69.3-	78.8-
Standard of Excellence	8.8	14.8	7.4	12.5	7.3=	13.1=	6.6=	12.6-	3.5=	12.2=
Participation Rate	37.5	35.3	37.4	36.7	37.1	35.8	30.2	36.4	28.3	37.1
MATH 30-1										
Acceptable Standard	64.7	74.6	65.7	76.2	57.5	70.7	62.6	73.1	67.4	77.8
Standard of Excellence	17.4	27.2	22.4	31.7	16.6	25.9	18.7	30.7	23.8	35.3
Participation Rate	29.1	37.4	27.6	37.2	25.5	36.4	26.9	35.5	24.2	36.5
MATH 30-2										
Acceptable Standard	55.9	71.3	66.4	73.9	69.6	75.4	73.8	74.7	73.4	74.2
Standard of Excellence	7.4	15.0	7.5	15.5	6.8	16.8	14.9	15.9	10.7	16.4
Participation Rate	21.9	21.4	22.8	22.4	22.7	23.6	22.3	25.1	26.9	24.9
BIOLOGY 30										
Acceptable Standard	79.4	85.2	80.9	85.9	83.3=	85.1=	82.6=	84.2-	78.1=	86.6+
Standard of Excellence	28.0	31.7	24.	33.0	31.7=	32.4=	26.8=	32.3=	32.2=	36.6+
Participation Rate	38.3	41.5	39.8	40.7	36.2	40.6	44.4	41.7	45.0	42.7
CHEMISTRY 30										
Acceptable Standard	71.1	81.3	70.5	82.2	75.8=	81.5=			70.5=	83.6+
Standard of Excellence	25.4	35.0	18.9	34.2	30.8=	34.5=	25.8=		24.7=	38.3+
Participation Rate	28.7	34.8	32.3	35.8	27.8	35.5	30.8	35.1	27.5	35.8
PHYSICS 30										
Acceptable Standard	71.6	83.0	75.5	83.9	83.0=	85.7+			88.7=	86.2+
Standard of Excellence	21.1	34.1	23.4	35.8	35.0=	39.8+			43.7=	43.6+
Participation Rate	14.1	20.1	13.0	19.9	13.3	19.3	11.6	18.6	11.3	18.6

2017/2018 Diploma Examination Participation Rates are preliminary and will be finalized when the Accountability Pillar results are released in May 2019

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

PROVINCIAL ACHIEVEMENT TEST RESULTS – 2017-2018

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

LANGUAGE ARTS - ALL STUDENTS WRITING:											
	2013/2014		2014/2015		2015/2016		2016/2017		2017/2018		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
L.A. GRADE 6											
Acceptable Standard	83.9	90.6	91.2	91.3	92.0	91.5	91.0	91.5	90.3	92.2	85
Standard of Excellence	11.6	19.5	18.2	21.5	15.1	22.6	16.1	20.9	11.7	19.7	15
Participation Rate	93.4	90.4	93.9	90.6	92.2	90.6	92.3	90.2	90.8	90.6	
L.A. GRADE 9											
Acceptable Standard	81.3	86.4	84.3	85.5	86.9	86.7	85.4	86.4	86.5	85.6	85
Standard of Excellence	17.9	17.0	13.7	16.3	18.1	17.1	14.6	16.8	11.8	16.5	15
Participation Rate	89.5	88.3	87.9	88.5	87.6	88.8	87.8	88.8	87.5	88.9	

MATHEMATICS - ALL STUDENTS WRITING:											
	2013/2014		2014/2015		2015/2016		2016/2017		2017/2018		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
MATH GRADE 6											
Acceptable Standard	74.1	81.0	79.1	80.7	80.2	79.3	69.7	76.7	81.0	80.1	85
Standard of Excellence	12.2	17.0	10.5	15.5	12.7	15.4	9.0	13.9	12.4	15.3	15
Participation Rate	93.6	90.7	93.0	90.8	92.2	90.9	92.7	90.5	90.6	91.1	
MATH GRADE 9											
Acceptable Standard	68.6	75.2	71.0	73.0	73.4	75.8	73.9	75.5	64.6*	66.7*	85
Standard of Excellence	14.4	19.4	15.6	20.1	14.2	19.5	18.0	21.3	12.4	16.9	15
Participation Rate	91.4	89.2	89.7	89.4	88.8	89.5	89.1	89.0	87.8	88.7	

SCIENCE - ALL STUDENTS WRITING:											
	2013/2014		2014/2015		2015/2016		2016/2017		2017/2018		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
SCIENCE GRADE 6											
Acceptable Standard	73.0	84.2	85.4	84.5	82.9	86.1	84.1	85.7	84.1	86.7	85
Standard of Excellence	17.8	27.6	23.4	28.0	24.4	29.9	26.7	32.3	24.1	33.6	20
Participation Rate	92.8	90.2	93.5	90.3	92.4	90.6	92.3	89.7	90.6	90.9	
SCIENCE GRADE 9											
Acceptable Standard	74.8	81.7	79.4	82.4	83.2	82.6	77.8	82.8	83.5	84.4	85
Standard of Excellence	17.2	24.6	19.8	25.4	17.3	24.9	18.1	23.9	23.6	27.2	20
Participation Rate	91.7	89.6	90.2	89.9	88.8	89.9	88.0	89.3	87.9	89.7	

*Part A in Math 9 was introduced 2017/2018

SOCIAL - ALL STUDENTS WRITING:											
	2013/2014		2014/2015		2015/2016		2016/2017		2017/2018		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
SOCIAL GRADE 6											
Acceptable Standard	65.6	78.6	77.7	77.7	76.4	79.2	72.9	81.0	75.2	82.8	85
Standard of Excellence	10.4	18.6	20.5	20.1	16.2	24.4	19.4	24.1	14.8	25.6	20
Participation Rate	91.9	89.6	93.0	89.8	92.4	90.2	92.5	90.0	90.6	90.7	
SOCIAL GRADE 9											
Acceptable Standard	65.5	73.9	72.4	73.4	70.2	72.7	74.8	75.0	74.3	74.6	85
Standard of Excellence	17.2	22.4	16.7	22.3	15.4	20.3	20.5	22.6	18.3	24.0	20
Participation Rate	90.2	88.7	89.9	88.7	89.2	89.1	88.9	89.4	87.3	89.5	

KNOWLEDGE & EMPLOYABILITY - ALL STUDENTS WRITING:											
	2013/2014		2014/2015		2015/2016		2016/2017		2017/2018		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
K&E L.A. GRADE 9											
Acceptable Standard	77.1	78.4	85.4	77.1	81.5	74.7	87.1	73.7	80.0	72.4	85.0
Standard of Excellence	8.6	4.4	12.2	5.6	11.1	7.8	12.9	7.4	6.0	6.3	15.0
Participation Rate	85.4	80.2	82.0	81.6	90.0	80.0	75.6	79.7	86.2	80.0	
K&E MATH GRADE 9											
Acceptable Standard	66.7	73.6	65.6	70.9	63.6	70.6	83.3	67.6	78.4	67.6	85.0
Standard of Excellence	13.9	16.8	28.1	16.8	27.3	15.0	44.4	15.6	33.3	16.0	15.0
Participation Rate	87.8	86.3	82.1	85.8	94.8	86.8	85.7	85.1	89.5	84.9	
K&E SS GRADE 9											
Acceptable Standard	64.9	73.1	66.7	67.2	61.8	69.4	75.0	67.5	75.0	64.6	80.0
Standard of Excellence	13.5	12.7	9.1	13.1	9.1	13.9	15.6	15.2	13.5	16.6	15.0
Participation Rate	90.2	84.6	82.5	85.3	94.8	83.5	78.0	83.3	94.5	85.3	
K&E SCI GRADE 9											
Acceptable Standard	64.5	74.8	66.7	74.2	75.9	74.7	96.7	76.4	87.3	74.3	85.0
Standard of Excellence	16.1	17.4	13.3	17.4	11.1	16.8	26.7	15.9	9.1	14.2	15.0
Participation Rate	88.6	85.7	78.9	87.0	93.1	85.4	76.9	83.6	94.8	86.9	

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



SCHOOL DIVISION THREE-YEAR EDUCATION 2018-2021 PLAN and ANNUAL EDUCATION RESULTS REPORT 2017-2018

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

October 23, 2018

School boards must have an updated Three-Year Education Plan (3YEP) in place before the start of the school year, but plans are finalized after the new year of provincial achievement results become available in the fall. The combined Three-Year Education Plan (3YEP) and Annual Education Results Report (AERR) must be approved by the Board, posted to the website, and sent to Alberta Education by November 30. Planning and reporting on results achieved provide assurance to the public and the provincial government on the quality of education in the school system.

The Board approved the interim 3YEP (draft) on June 19, 2018. The achievement results for 2017-18 will be presented in the regular meeting on October 23, 2018.

The combined 3YEP and AERR, in draft, will be presented at the Regular Meeting, October 23, 2018 for information and to solicit any further input from the Board. The financial information will not be available until the audit is finalized in November. That portion of the document will be updated at that time.

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

Strategically, the Board needs to consider how the goals, outcomes, priorities and strategies align with and promote Alberta Education’s and the Division’s mission and vision for student learning. Does the plan promote *learning for all students*?

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

Recommendation:

That the Board of Trustees reviews the draft Three Year Education Plan 2018-2021 and Annual Education Results Report 2017-2018 for submission to Alberta Education November 30, 2018.

Bevan Daverne
Superintends of Schools