



AGENDA

Golden Hills School Division No. 75

"Powering Hope and Possibilities"

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

Mission: *Intentionally maximizing learning for all*

Regular Meeting of the Board of Trustees

Tuesday, September 26, 2017

Start time 9:30 AM

Boardroom of the Golden Hills School Division No. 75

AGENDA

1. **Attendance**
2. **Call to Order**
3. **In Camera**
4. **Approval Of Agenda**
5. **Welcome Public, Vision and Mission Statements**
6. **Presentation of Minutes**
 - 6.1 **Regular Meeting of the Board of Trustees (2017/08/29)**
7. **REPORTS**
 - 7.1. **Chair's Report**
 - 7.2. **Board Committees**
 - 7.3. **Board Representatives to External Organizations**
 - 7.4. **Administration Reports**
8. **NEW BUSINESS**
 - 8.1. **Action Items**
 - 8.1.1. **Field Trip Studies - Strathmore High School**
 - 8.1.2. **Joint Elections and Advance Poll**
 - 8.2. **Information Items**

B. Daverne

T. Sabir

- | | |
|---|------------|
| 8.2.1. Information/Suggestions for New Board | B. Daverne |
| 8.2.2. Preliminary Enrolment Monitoring Report (September) | T. Sabir |
| 8.2.3. System Enhancement | K. Jordan |
| 8.2.4. IMR and Capital Projects Report (Summer Update) | T. Sabir |

9. **ADJOURNMENT**

10. **Wheatland Crossing Grand Opening Ceremony - 1:30 PM**

Draft



MINUTES

Golden Hills School Division No. 75

Regular Meeting of the Board of Trustees

Meeting Type : REGULAR BOARD MEETING

Date : Tuesday, August 29, 2017

Start time : 9:30 AM

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

Minutes

Attendance

Present were:

a) Chair

- David Price

c) Trustee

- Barry Kletke
- Sherri Nielsen
- Alan Larsen
- Joyce Bazant

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

Absent:

b) Vice-Chair

- Larry Tucker

Call to Order

Chair Price called the meeting to order at 9:40 a.m.

In Camera

Resolution #BD20170829.1001

MOVED by Trustee Larsen that the Board of Trustees go *In Camera* at 9:40 a.m. to discuss legal matters.

Carried

Resolution #BD20170829.1002

MOVED by Trustee Nielsen that the Board of Trustees rise from *In Camera* at 10:20 a.m.

Carried

BREAK

Recessed at 10:20 a.m.

Reconvene at 10:30 a.m.

Approval Of Agenda

Resolution #BD20170829.1003

MOVED by Trustee Bazant that the Board of Trustees approve the agenda as amended.

- Action Items 8.1.4 Invitation Letter to discuss Education Legislation from Education Minister

Carried

Presentation of Minutes

Resolution #BD20170829.1004

MOVED by Trustee Kletke that the Board of Trustees approve minutes of June 20, 2017 as presented.

Carried

Chair's Report

(REPORTS)

Chair Price reported on the following items:

- Discussed emails that he received and forwarded on to our Trustees.
- Discussed Alberta School Boards Association (ASBA) Zone 5 Stampede Networking Event that Chair Price attended on July 6, 2017.
- Chair Price put forward the Invitation received to discuss Education Legislation Conference that was sent from the Honorable Education Minister David Eggen. The Conference is being held September 21 and 22, 2017 at McDougall Centre in Calgary, AB.
 - Attending the conference will be:
 - Trustee Kletke
 - Trustee Larsen
 - Trustee Bazant (Alternate)
 - Superintendent Daverne
 - Secretary Treasurer Sabir

Board Committees

(REPORTS)

No information to present at this time.

Board Representatives to External Organizations

(REPORTS)

Trustee Nielsen brought to the Boards attention that she will not be able to attend the Alberta School Boards Association (ASBA) Zone 5 meeting on Friday, September 1, 2017 due to a prior engagement.

- Trustee Bazant will attend on her behalf.

Trustee Kletke informed the Board that he wasn't able to attend the Public School Boards' Association of Alberta (PSBAA) Council Meeting held August 17 - 19, 2017 in Edmonton due to a prior engagement.

Administration Reports

(REPORTS)

Superintendent Daverne presented information on the following:

- Superintendent Daverne presented at the College of Alberta School Superintendents (CASS) Zone 5 Summer Conference, Partner Research in Schools held August 24 - 25, 2017.
 - Topic: Intentional Collaboration for Powerful Student and Teacher learning
- Wheatland Crossing - Grand Opening being held Tuesday, September 26, 2017 at 1:30 pm. Regular Meeting of the Board of Trustees will be held in the morning.
- Trinity Christian Academy - flooding issues are being worked on by the Town of Strathmore.

- Strathmore K - 9 School and Recreation Facility slated to open in 2018 - naming and boundaries will have to be set.
- Vision, Mission, Moto - looking into updating the logo.

Secretary Treasurer Sabir presented information on the following:

- ISS (International Student Services) has an increase in International Student enrolment for the 2017-2018 school year.
- Regular enrolment in our schools projected to decrease.
- Village of Standard has expressed interest in the Standard School.
- Wheatland Crossing - Architects and Contractors will be doing a walk through to make note of deficiencies as a part of the regular process.
- Developing a new Transportation Agreement between Chinook's Edge and Golden Hills.
- Facilities powerpoint update on K-9 progress and Trochu Fitness Center pictures.

Associate Superintendent Miskiman presented information on the following:

- HR Update:
 - Teaching Staff is complete.

Deputy Superintendent Jordan presented information on the following:

- Discussed CASS (College of Alberta School Administrators) Partner Research Conference held August 24-25, 2017.
- Collaboration Day is being held Wednesday, August 30, 2017.
- International enrolment has increased, strategizing accommodations, promoting Homestay housing for International students, need to sustain the student/parent relationship, lots of activities planned.

Resolution #BD20170829.1005

MOVED by Trustee Kletke that the Board of Trustees deems the Standard School building and land surplus to the Golden Hills' School Board's needs and request for Ministerial approval for transfer of ownership.

- Trustee Larsen abstained from voting

Carried

Resolution #BD20170829.1006

MOVED by Trustee Kletke that the Board of Trustees direct Administration to communicate with the Village of Standard regarding conditions of sale for the Standard School.

Carried

Board Annual Leadership Plan 2017-2018
(Action Items)

Superintendent Daverne provided information on the Board Leadership Plan.

Resolution #BD20170829.1007

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

Carried

Resolution #BD20170829.1008

MOVED by Trustee Kletke that the Board of Trustees approves the meeting dates for September and up until October 2017.

- September 26, 2017 regular Meeting of the Board
- October 24, 2017 Organizational and Regular Meeting of the Board

Carried

**Elections 2017 -
Advance Poll**
(Action Items)

Resolution #BD20170829.1009
MOVED by Trustee Nielsen that the Board of Trustees establishes dates and locations to coincide with Municipalities for the advance poll for the 2017 Elections.

Carried

**Strathmore High
School Utility Right
of Way**
(Action Items)

Resolution #BD20170829.1010
MOVED by Trustee Bazant that the Board of Trustees begin the process to request Ministerial approval in accordance with Disposition of Property, AR 181/2010 6(1) to register a Utility Right of Way.

Carried

**Disposal of Hussar
and CBV**
(Action Items)

Resolution #BD20170829.1011
MOVED by Trustee Larsen that the Board of Trustees have Administration draft a letter for Wheatland County requesting a response to an expression of interest to purchase Hussar and Central Bow Valley Schools.

Carried

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

Carried

**Naming of School -
Process**
(Action Items)

Resolution #BD20170829.1013
MOVED by Trustee Bazant that the Board of Trustees direct the Principal of the new Strathmore K to 9 School to establish a naming committee and to begin boundary process.

Carried

**Monthly Enrolment
Monitoring Report
(June 2017)**
(Information Items)

Secretary Treasurer Sabir presented information on the Monthly Enrolment for June 30, 2017.

**Administrative
Procedure 505 -
School Fees**
(Information Items)

Superintendent Daverne and Secretary Treasurer Sabir presented information on the revisions of AP 505 - *School Fees and School Fees Waiver Form 505-1*.

ADJOURNMENT

Resolution #BD20170829.1014
MOVED by Trustee Bazant that the meeting adjourn at 11:45 a.m.

Carried

Chair

Secretary Treasurer



FIELD TRIP STUDIES/STUDENT EXCURSION Strathmore High School

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

September 26, 2017

Background:

Strathmore High School requests permission, in accordance with Administrative Procedure 260 and Board Policy 2, for an international high school field trip to Europe from March 28, 2018 to April 8, 2018. The trip will involve 65-70 high school students and the students will miss one day of school as it is during the Easter break.

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

Statement of Educational Purpose:

The purpose of the 2018 Europe trip to Portugal and Spain is to immerse students in other cultures and to foster a sense of tolerance toward others.

This is SHS's bi-annual trip to Europe that has been going for the past twenty years.

Recommendation:

That the Board of Trustees approves the proposed high school field studies/excursion for Strathmore High School to Europe from March 28 – April 8, 2018 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.

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

Bevan Daverne
Superintendent of Schools

What you'll experience on your tour

Day 1: Fly overnight to Portugal

Day 2: Lisbon

- Meet your Tour Director at the airport in Lisbon. During your stay, you'll experience Old World atmosphere as you make your way through the labyrinth of winding streets in Lisbon's Alfama district. Discover the hidden balconies, archways, terraces and courtyards of this hillside medieval quarter as you explore Lisbon's former centre of Moorish aristocracy. See where Portugal's early kings resided at the Castelo de São Jorge, built to overlook the city and Tagus River. Recall the Age of Discovery at the Monument to Discoveries and the Belém Tower. It was from here that many adventure-seeking navigators set sail, including Bartolomeu Dias, who sailed around the southern tip of Africa.
- Take a walking tour of Lisbon

Day 3: Lisbon

- Take an expertly guided tour of Lisbon
- Visit the Castelo de São Jorge
- Visit the Mosteiro dos Jerónimos
- Time to see more of Lisbon or
 - ◆ Visit Sintra and Cascais
 - ◆ Attend a Lisbon Fado Evening

Day 4: Evora | Algarve

- Travel to Evora
- Take an expertly guided tour of Evora
- Visit the Chapel of Bones
- Continue on to the Algarve

Day 5: Algarve

- Take an excursion to the Point of Saudade and Cape St. Vincent

Day 6: Seville | Costa del Sol

- Travel to Seville, the city of bullfights, flamenco dancing, Don Juan and Carmen, and the heartbeat of Andalusian culture. During your stay, follow narrow, twisting alleys through the Barrio de Santa Cruz, where picturesque whitewashed houses, flower-filled patios and tiled benches are pleasant reminders of an unhurried lifestyle. Pass by Maria Louisa Park to admire the mosaics and fountains of Plaza de España, centrepiece of the 1929 Ibero-American Fair. Visit the grave of Christopher Columbus inside Seville's Cathedral. And imagine the spectacle of a traditional Spanish bullfight at the Plaza de Toros, celebrated for its Baroque architecture and historical significance.
- Take an expertly guided tour of Seville: Barrio de Santa Cruz
- Visit the Seville Cathedral
- Continue on to Costa del Sol

Day 7: Costa del Sol

- Time to see more of Costa del Sol or
 - ◆ Visit Morocco

Day 8: Granada

- Travel to Granada
- Take an expertly guided tour of Granada
- Discover Granada through an interactive "City Challenge" activity
- Visit the Alhambra, widely recognized as the world's premier example of Moorish architecture—and Granada's crowning jewel. Built as an all-in-one alcazaba (fortress), alcazar (palace) and small medina (city), the Alhambra was home to the last of the Nasrid Sultans. Elaborately embellished in the 14th century and surrounded by lush green trees, Moorish poets described it as "a pearl set in emeralds." See the exotic mosaics, fountains, latticed windows, arabesques and ornamented courtyards that made this vast stronghold worthy of royal occupancy. Here, King Ferdinand and Queen Isabella agreed to finance the historic voyage of Christopher Columbus.

Day 9: Valencia

- Travel to Valencia
- Take a walking tour of Valencia

Day 10: Valencia | Barcelona

- Travel to Barcelona, an art lover's dream city and the place where masters like Miró, Picasso and Dalí flourished. During your stay you'll explore open-air plazas dotted with avant-garde gems, like the Plaza de Catalunya and Plaza España. Snap photos of the twisting spires of La Sagrada Família and the Magic Fountain of Montjuïc, which delights with dazzling light and water shows. From atop Montjuïc Hill enjoy panoramic views of the harbour below. Here you'll also find the 1992 Olympic stadium. Marvel at the landscaped greenery and playful Modernist mosaics on your visit to Park Güell. Flower vendors and street performers greet you on your walking tour of the tree-lined Las Ramblas.

Day 11: Barcelona

- Take an expertly guided tour of Barcelona
- Visit Park Güell
- Take a walking tour of Barcelona
- Enjoy a free evening in Barcelona or
 - ◆ Attend a Barcelona Flamenco Evening

Day 12: Depart for home

◆ 3-DAY TOUR EXTENSION

Day 12: Provence

- Take a tour of Montpellier
- Continue on to Provence

Days 13-14: French Riviera

- Travel to the French Riviera
- Visit the principality of Monaco
- Tour a French perfume factory in Eze
- Take a walking tour of Nice

Day 15: Depart for home



*First day in Portugal!
#eftours #eftours2013*

– MADISON, TRAVELLER



Via Instagram

On my EF tour to Spain and Portugal, I was able to immerse myself into new cultures and see places I had only ever dreamed of seeing.

– VICTORIA, TRAVELLER



Tour review

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

1. _____

2. _____

3. _____



JOINT ELECTIONS AND ADVANCE POLL TRUSTEE ELECTIONS 2017

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

September 26, 2017

Background:

A. Joint Elections

Nomination Day was held Monday, September 18, 2017 for Golden Hills School Division No. 75.

The Results are as follows:

Ward #	Area	Candidate	Acclaimed/Elected
Ward #1	Three Hills, Torrington, Huxley, Trochu and Area	Barry Kletke	Acclaimed/Incumbent
Ward #2	Acme, Carbon, Linden and Area	James Northcott	Acclaimed
Ward #3	Drumheller	Justin Bolin Lehn Lund	
Ward #4	Strathmore	Robert Pirie Jennifer Mertz	Acclaimed Acclaimed
Ward #5	Carseland, Gleichen, Cluny, Hussar, Rockyford, Standard and Area	Laurie Huntley	Acclaimed

Golden Hills School Division No. 75 will only be holding Elections in Drumheller, Ward # 3.

As per Local Authorities Election Act 3(1) An elected authority may, by resolution enter into an agreement for the conduct of an election with one or more elected authorities of local jurisdiction that do not have contiguous boundaries but do have areas in common.

Golden Hills School Division No. 75 is exploring a partnership with Town of Drumheller for Elections. Town of Drumheller would look after the hiring of election workers, run the polling stations and have the ballots printed.

B. Advance Poll

Section 73(1) of the Local Authorities Election Act: Advance vote states an elected authority may, by resolution provide for holding an advance vote to be held in an election. The returning officer must determine the day and hours when the advance vote is to be held.

The calendar below outlines the key dates for Elections that align with the Town of Drumheller election dates.

OCTOBER 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5 ADVANCE POLL	6	7
8	9	10	11	12	13	14 ADVANCE POLL
15	16 ELECTION DAY	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Recommendation:

That the Board of Trustees considers a joint election agreement with the Town of Drumheller.

That the Board of Trustees establish Thursday, October 5, 2017 between the hours of 4:00 PM and 8:00 PM and Saturday, October 14, 2017 between the hours of 10:00 AM and 2:00 PM for the advance poll for the 2017 Elections.



Bevan Daverne
Superintendent



Tahra Sabir
Secretary-Treasurer



PRELIMINARY ENROLMENT BACKGROUNDER

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

September 26, 2017

Background:

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

As per the attached monitoring report, information is provided on the preliminary enrolment of provincially funded students, Siksika funded students and International funded students. These are preliminary numbers and changes may occur prior to September 26, 2017.

Alberta Education calculates funding for Kindergarten to Grade 9 based on the full-time equivalent student count as of September 30, 2017. High school funding is based on the Credit Enrolment Units earned per student. As such, the attached report is based on FTE not headcount.

Recommendation:

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

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

Bevan Daverne
Superintendent

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

Tahra Sabir
Secretary-Treasurer

Golden Hills School Division No. 75

Preliminary Spreadsheet for Enrolments September 2017 - still changing

School	Projected for 2017	Actual 2016	Actual - Preliminary 2017/2018	Diff from 16 to 17	Diff from Projected	% Diff from Prior Year	% Diff from Projected
Acme	196.00	195.00	199.00	4.00	3.00	2%	2%
Brentwood	324.50	346.00	328.00	-18.00	3.50	-5%	1%
Carbon	96.00	103.00	96.00	-7.00	0.00	-7%	0%
Carseland	59.50	70.00	60.00	-10.00	0.50	-14%	1%
Crowther Memorial Junior High	560.00	547.00	563.00	16.00	3.00	3%	1%
Dr. Elliott	177.00	172.50	181.00	8.50	4.00	5%	2%
Drumheller Valley Secondary	382.00	398.00	432.00	34.00	50.00	9%	13%
Greentree	351.00	396.00	378.00	-18.00	27.00	-5%	8%
Prairie Christian Academy	258.50	266.50	276.50	10.00	18.00	4%	7%
Strathmore High	607.00	633.00	605.00	-28.00	-2.00	-4%	0%
Three Hills	434.50	443.00	444.50	1.50	10.00	0%	2%
Trinity Christian Academy	186.50	164.00	166.00	2.00	-20.50	1%	-11%
Trochu Valley	258.50	275.00	258.50	-16.50	0.00	-6%	0%
Westmount	445.50	438.00	448.00	10.00	2.50	2%	1%
Wheatland Elementary	361.00	363.50	345.00	-18.50	-16.00	-5%	-4%
Wheatland Crossing	340.50	337.00	339.50	2.50	-1.00	1%	0%
Colonies	344.00	341.00	344.00	3.00	0.00	1%	0%
				0.00	0.00		
Drumheller Outreach	24.00	18.00	24.00	6.00	0.00	33%	0%
Northstar Academy	326.00	317.00	311.00	-6.00	-15.00	-2%	-5%
Anchors II Outreach	10.00	14.00	11.00	-3.00	1.00	-21%	10%
Golden Hills Learning Academy	127.00	119.00	127.00	8.00	0.00	7%	0%
Strathmore Storefront	43.00	41.00	43.00	2.00	0.00	5%	0%
GRAND TOTAL	5,912.00	5,997.50	5,980.00	-17.50	68.00	-0.29%	1%

Grade Configurations Analysis			
	2017/2018	2016/2017	% Change
Kindergarten	426.00	407.00	5%
Grades 1-3	1,407.00	1,435.00	-2%
Grades 4-6	1,381.00	1,431.00	-3%
Grades 7-9	1,475.00	1,448.00	2%
Grades 10-12	1,504.00	1,480.00	2%
	5,980.00	5,997.50	-0.29%
Kindergarten number	213.00		17.50
K @ full	6,193.00		

Siksika Students	# Students
Wheatland Elementary	0
Westmount	30
Strathmore High	36
Wheatland Crossing	31
Crowther Memorial Junior High	39
Carseland	20
TOTAL	156

International Students	FTE Students	HC Students
CMJH	19.0	25
DVSS	65.8	78
PCA	27.5	28
SHS	90.5	103
Three Hills	19.0	21
Westmount	0.8	2
TOTAL	222.6	257

Total FTE Count	Prior Year FTE	FTE difference
6,358.60	6,328.75	29.85

Total HC	Prior Year HC	HC difference
6,606.00	6,575.50	30.50

9/25/2017 3:04 PM



SYSTEM ENHANCEMENT BACKGROUNDER

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

September 26, 2017

Background:

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

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

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

Recommendation:

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

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

Bevan Daverne
Superintendent

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

Dr. Kandace Jordan
Associate Superintendent of Schools



Golden Hills School Division No. 75

Report to the Regular Meeting of the Board of Trustees

Regular Agenda

September 26, 2017

To: Bevan Daverne
Superintendent

From: Dr. Kandace Jordan
Deputy Superintendent of Schools

Re: System Enhancement

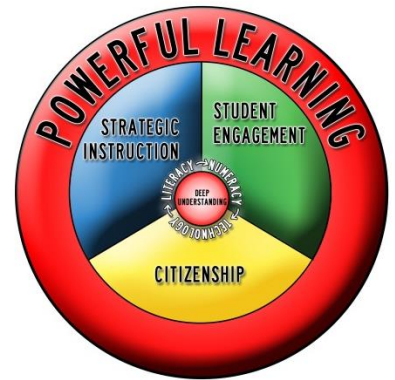
Purpose: Information for the Board of Trustees and for the Record

Resource Persons: Sue Humphry, Jane Gallacher, Jeff Grimsdale, Shelley Friesen

Overview:

System improvement in Golden Hills School Division (GHSD) continues to recognize the importance of ensuring that educators have access to high quality, sustained professional learning opportunities to maximize student achievement. Teachers are supported in their learning through a variety of strategies. In 2016-2017, GHSD teachers participated in a number of professional learning opportunities both within and outside of our division:

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



- Teachers collaborated with one another to examine curriculum, create common assessments, analyze data and design and implement powerful learning experiences for improved student learning. This helps teachers develop a clear understanding of the success criteria and ensure that students know what success looks like for each learning outcome. In other words, teachers ensured that students knew what they are learning; why they were learning it and how to recognize when they have successfully understood the intended learning outcome.
- Powerful Learning incorporates Alberta Education’s vision that recognizes the importance of preparing students for the future world of work. Assessment strategies are used that intentionally move learning forward through specific, timely feedback. In order to engage students and foster 21st century competencies, authentic, worthwhile lessons that reach beyond the classroom are developed. Through a cycle of continuous improvement which focuses on Powerful Learning, teachers affirm, revise and aspire towards instruction that engages students and fosters thinking. Teachers consolidate what they know to be effective, test it, and continuously add to what they know and do. The intention of the high quality professional learning opportunities offered in GHSD is to help teachers create learning experiences that explicitly focus on building collaboration, creativity and critical thinking. Through the thoughtful and intentional use of research-based strategies, tactics and practices, teachers design powerful learning experiences for their students. The overarching goal of system improvement is to help students achieve a deep understanding of the curriculum enabling them to become innovators, connectors and collaborators who critically and thoughtfully contribute to the world.
- Powerful learning helps GHSD students acquire essential competencies that include being able to design and manage their own work, communicate effectively and collaborate with others, research ideas - collect, synthesize, and analyze information, develop new products/ideas, and apply bodies of knowledge to novel problems that arise. These essential competencies identified by Linda Darling-Hammond (cited in Linda Darling-Hammond 2008, pg. 1 –Drucker, 1994) are consistent with the competencies outlined by Alberta Learning.
- In addition to implementing powerful learning, an emphasis is placed on helping teachers to implement the Literacy and Numeracy Foundational Frameworks. These frameworks outline key strategies and beliefs that help all students master foundational literacy and numeracy skills, and help our students navigate and acquire meaning in an ever increasingly complex and technology-driven world. Early interventions and targeted programs are implemented to reach our goal of increasing literacy skills and achievement for all.

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

Creating Cultures of Thinking

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

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

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

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

Curriculum Update

In a dynamic, technological and global society, we are preparing our students to have the competencies (knowledge, skills and attitudes) to succeed. Building on the strengths of our existing provincial programs of study, in the 2016-2017 school year the following updates to curriculum took place:

Career and Technology Foundations (CTF) - Program of Studies for Grades 5-9 was approved for provincial implementation for fall 2016. It is a new and unique curriculum based on Career and Technology Studies (CTS). Career exploration is incorporated in both the CTF curriculum and CTS courses, to encourage students to make personal connections between areas of interest and skill development in various occupational areas. Professional development opportunities have been provided for Golden Hills’ teachers to help support them with this new curriculum. A number of draft support documents have also been created by Alberta Education.

Math – Alberta Education has made some clarification to the Program of Studies in Kindergarten to Grade 9 and included more information in the academic indicators. Schools have been provided updates on these clarifications and our report card reflects these modifications. These clarifications of the curriculum put an emphasis on students learning basic number facts. One of the guiding principles in our GHSD numeracy framework is mastery of basic facts through the development of number sense.

Literacy and Numeracy Progression- The literacy and numeracy progressions are a resource that teachers can use to help support students in meeting learning outcomes. These progressions are an overview of key aspects of literacy and numeracy that students develop through their years in school.

Curriculum Development

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

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

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

Alberta’s Kindergarten to Grade 12 curriculum is designed to engage students in exploring, developing and applying competencies in relevant contexts. Learning outcomes strategically and clearly combine selected competencies with subject-specific conceptual and procedural knowledge. The competencies will be inherent within the learning outcomes.

Golden Hills School Division **Powerful Learning** model encompasses these competencies and we will continue moving ahead with our model to improve student learning and create a deep understanding.

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

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

Social and Emotional Learning (SEL)

The short-term goals of SEL programs are to (1) promote students' self-awareness, social awareness, relationship, and responsible-decision-making skills and (2) improve student attitudes and beliefs about self, others, and school, in turn providing a foundation for better adjustment and academic performance.

GHSD is a strong advocate of social and emotional learning and our goal is to support teacher capacities in grades K-9 to promote SEL for all students. School administrators, teachers and/or counselling staff are supported by consultants and Family School Resource Workers in choosing an evidence based program for their classroom and school. Training, resources and support are offered throughout the division.

A number of programs are currently being implemented in schools throughout the division. These include:

Elementary

PATHS – a comprehensive program promoting SEL, reducing aggression and behaviour problems in preschool through elementary. Curriculum Integration and The Common Core is designed to be integrated with both language arts and social studies and integrated with key skills including writing, reading and listening skills. The preschool/kindergarten model supports educators and counselors in creating a preschool/kindergarten environment that helps children 3-6 years of age to develop self-control, positive self-esteem, emotional awareness, problems solving and social skills.

Zones of Regulation – strategies designed to help move students toward independent regulation of emotions and impulses, managing sensory needs and problem solve conflicts. This is also utilized by resource counselors.

Strong Start – designed to teach social and emotional skills, promoting resilience, strengthening assets and increasing coping skills of children and early adolescents.

Mind-up – offers in-class training for teachers as well as PD collaborative days. Mind-up teaches children about how their brain works and influences their thinking, emotions and behaviour.

Jr. High

Mental Health and High School Curriculum Guide – developed in partnership with the Canadian Mental Health Association, it focuses on training teachers to be comfortable with their own knowledge of mental health and mental disorders. It empowers teachers to share this knowledge with their students through a curriculum delivered in a multiple module format, with interactive sessions to promote dialogue among students and teachers.

The Fourth R – Many adolescent risk behaviors overlap because they occur in the context of relationships this program addresses these risk behaviors by focusing on relationship goals and challenges that influence their decision making.

INTERVENTION PROGRAMS

Literacy

Literacy is foundational to learning, and students need literacy skills to use information and gain insights from text and other media forms in order to make informed decisions and engage in critical and creative thought. Alberta Learning defines literacy as the “ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living.” Two key components of literacy are identified by Alberta Learning are “Literacy Awareness” and “Literacy Knowledge and Understanding”. The GHSD Literacy Framework highlights these areas for development.

During the 2016-2017 school year, GHSD continued to support the literacy needs of students through the Early Literacy Team, School Based Literacy Intervention teachers and Instructional Coaches who provided support to teachers in acquiring best practices in literacy instruction. The goal of the Literacy Intervention Program is to intervene early to set students up for success. Teachers are working to ensure that by the end of grade two, all students are reading at grade level.

- A kindergarten intervention program was implemented in April, May and June, 2017 designed to target both literacy and numeracy skills. Teachers identified the kindergarten students they expected to be at risk entering grade one. The ELI team assessed these students and provided the results to teachers. They also provided a summer program including training and a package of material for parents of the at risk students, the goal being that parents would work with their child during the summer.
- Early Literacy Intervention was offered to struggling readers in Grades 1 and 2.
- The Early Intervention Team of four teachers served students in 36 classrooms, with direct intervention offered to 191 students in Grade 1 and 2. This represents 23% of our Grade 1 students and 23% of our Grade 2 students. Intervention sessions were offered over four months and results indicated that the average growth made by students was between .8 and one year; which is consistent with results from the previous year. Grade 1 students improved on average .9 grade levels and Grade 2 students improved on average 8.3 (according to the Schonell Graded Word List). All students’ comprehension improved between one half to a full year with the majority improving a year in four months. The Grade 6 provincial exams were reviewed to explore whether or not they were able to sustain the gains they made in ELI over time. 79% of students who received ELI were measured in the “Acceptable” range in reading with 20% achieving in the “Excellent” range. 92% of ELI students achieved in the “Acceptable” range in writing. In the Grade 9 PAT’s 71% of students who received intervention reached “Acceptable”. This indicates that the benefit of the program was sustained over time. The

majority of students who did not reach acceptable were coded and assessed with more complex barriers to learning.

- ELI Satisfaction Surveys indicated that 100% of parents reported that the program helped their child and that they saw improvement in reading. Parents reported that the strategy bookmarks made it easy for them to be helpful at home. 96% of teachers surveyed stated that their student significantly benefited from the program.
- Support continued to be provided through coaches on the “Daily Five”, Leveled Literacy Intervention and “Words Their Way” throughout the division.
- The GHSD Literacy Framework was developed to promote best practices in literacy instruction and assessment, as well as foster common assumptions and beliefs in the area of literacy.
- A literacy progression document was developed for teachers to act as a guide that outlines the acquisition of literacy skills.
- The “Leveled Literacy Intervention Program” (LLI for Grades 1-5) was expanded to include all schools. Most schools focused on Grades 1-3 students, and in one school all teachers offered an intervention block at the same time and all students in Grades 1-6 were provided the program in flexible groupings. The results indicated that students who were provided the intervention made outstanding progress in literacy. Teacher feedback was extremely positive.
- A targeted intervention program using the Leveled Literacy Intervention program combined with ELI strategies was offered in two schools with a high number of Indigenous students. The intervention was provided in a pull out setting. Based upon the Schonell Word Recognition word list the Indigenous students grew approximately one year over a 4-month period. A math intervention program was also developed and offered to small groups of “at-risk” learners. The Indigenous students saw an average increase of 23% on their MIPI results. Pre-post testing indicates strong growth in both reading and numeracy.

Numeracy

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

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

- The 2016-2017 school year was the second year for the implementation of Early Numeracy Intervention. GHSD created this initiative to help support the numeracy needs of our Grade 1 and 2 students. Other continued numeracy support includes school based numeracy teachers
-

and individual school programs such as Math boost, LAC, and Math RTI. The goal of early intervention services is to intervene early, setting students on the trajectory of success. Teachers are working to ensure that by the end of Grade 2, all students have the foundational numeracy skills to be successful in Grade 3 and beyond.

- Early Numeracy Intervention was offered to students struggling with foundational skills such as number sense and basic facts in Grades 1 and 2. The Early Intervention Team of three teachers served students in 35 classrooms, with direct intervention offered to 172 students in Grades 1 and 2. This represents 24% of our Grade 1 students and 24% of our Grade 2 students. Intervention sessions were offered over four months. Results: Struggling Grade 1 students achieved on average 99 % accuracy on the kindergarten outcomes and 55% on the Grade 1 outcomes tested in the post assessment (this represents a 24% increase in the kindergarten outcomes and a 42% in the Grade 1 outcomes). The early intervention Grade 2 students achieved on average 90% on the Grade 1 outcomes and 44% on the Grade 2 outcomes tested in the post assessment (this represents 40% increase in Grade 1 outcomes and a 30% increase in Grade 2 outcomes). On average Grade 2 students increased their score by over 30% on the Math Intervention Programing Instrument from pre- to post-test (57% to 87% on the assessment).
- ENI satisfaction surveys indicate that 99% of parents reported that the program helped their child's math/numeracy understanding. 97 % of parents reported that their child's attitude towards math has improved through participating in the program. 100% of teachers surveyed stated that their student significantly benefited from the program. The survey also indicated that 100% of the teachers felt that their students' confidence in numeracy had improved.

Math Minds is a collaborative partnership of Golden Hills School Division, the Werklund School of Education University of Calgary, JUMP Math, Suncor Energy Foundation, Calgary Catholic School District, and the Boys & Girls Clubs of Calgary. This initiative has a focus on strengthening numeracy, improving achievement in mathematics, and improving teacher pedagogy. Lead teachers received extensive professional development training from the University of Calgary and Jump Math.

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

English Language Learning (ELL)

English Language Learning opportunities continued to be monitored in the school division through assessment and classroom visitations by members of the ESL team. GHSD maintains a strong link with other school divisions and the government to develop supportive resources and practices. Numerous professional learning sessions and instructional coaching was made available to GHSD teachers on an as needed basis. Opportunities were provided to teachers providing practical guidance on how to effectively employ adaptive, differentiated, and inclusive instruction for diverse student needs.

To support the goal of providing ESL students with planned systematic instruction and support that will help ESL students be successful, resources were developed in collaboration with IMC including the purchasing of dual-language books, differentiated reading materials, and dual-language picture dictionaries. Resources were previewed and purchased to encompass the wide range of English Language proficiency evident in the division. Additionally, a Moodle site has been developed whereby GHSD teachers can access ESL resources, PowerPoints, and strategies to support students online.

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

Professional Learning

Professional Learning in GHSD encourages teachers to inquire into, identify and adapt the best ways for moving learning forward both for students and themselves. During the 2016-2017 school year, a variety of Professional Learning opportunities were offered to help teachers to know and show the impact they are having on their students. These included the following:

- GHSD teachers attended four collaborative days throughout the year. Teachers worked together with their grade or subject teams to deepen their understanding of curriculum areas, and plan lessons to foster a deep understanding of the curriculum using high impact strategies. Teacher teams examined student work, developed critical challenges in a variety of subjects, built common assessments and implemented high impact strategies in their classrooms. Teachers work together to understand what is working or what is not and next steps.
 - Feedback from teachers on Collaborative Days is extremely positive. 95% of the teachers responded that they agreed or strongly agreed that their work in Collaborative Days helped them to implement Powerful Learning practices in their classroom. 97% of teachers responded agreed or strongly agreed that what they gained at the Collaborative Day will have a positive impact on student achievement.

-
- Members of the Critical Thinking Consortia worked with teacher teams, instructional coaches and administrators to integrate critical and creative thinking into creating Powerful lessons. Wally Diefenthaler and Garfield Gini-Newman worked shoulder-to-shoulder with PLC teacher teams throughout the year to support lesson development and reflection.
 - New teacher training occurred over three days with follow up from coaches supporting teachers in their classrooms.
 - The Instructional Coaches offered PD sessions at division office on strategies to improve comprehension skills.
 - Teachers from Grades 1-5 attended the CRC Leveled Literacy Intervention training to support the implementation of this program in schools.
 - A number of Grade 1-6 teachers attended Barbara Mariconda training on improving writing in the classroom.
 - All system administrators, Instructional Coaches and key teachers attended the CRC “Leaders for Learning” series designed to enhance leadership skills with a focus on Instructional Leadership.
 - Teachers were provided a day focused on learning how to manage difficult behavior in the classroom. Teachers were supported in creating Behavior Support Plans.
 - Jump Math training was offered to teachers using the program who had not already received the training.
 - Teachers were offered training on how to differentiate instruction.
 - Junior High teachers were provided two days of training in Power School to support the new report card.
 - Teachers were trained in the Google suite of tools.
 - Instructional Coaches provided ongoing PD to teachers through co-planning and modeling of powerful strategies and research based best practices.

Leadership Training

Quality educational leadership is imperative to ensure high functioning schools and school systems. GHSD has made a concerted investment in developing and sustaining quality leadership both for the present as well as building capacity in future leaders. In partnership with CRC a training program continued to focus on building instructional leadership. This series involved providing training with a national and international expert in educational leadership for current school and system leaders, as well as individuals identified as having strong potential as educational leaders. In addition to participating in the collaborative learning series with CRC, GHSD school leaders had the opportunity for further training and work with this expert at their schools during the course of the school term. Collaborative learning opportunities were built into administrator meetings and ongoing mentorship and support was provided throughout the school term.

Instructional Coaches

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

- played a key role in planning and overseeing the four Collaborative Days, as well as a number of other Professional Learning experiences within classrooms and at a system level.
- supported the integration of high impact instructional strategies and helped teachers intentionally foster a culture of thinking in their classrooms.
- continued to support the development of assessment for learning practices.
- worked closely with new teachers following the New Teacher's Orientation to provide ongoing support throughout the year.

Classroom teacher's accessed coaches to further develop practices in the area of Strategic Instruction with 45% of the support focusing on infusing critical thinking into the classroom. The areas of focus most often requested was support in developing critical thinking in the classroom, assessment for learning and technology.

- 29% of the support consisted of lesson and or unit design.
- 55% of support provided to teachers was through co-planning (up from 47%) and 16% of the support was through Lesson Modeling. Most of the time was spent in professional conversations and collaboration, with connecting to resources representing 63% and Professional Conversations support was accessed 77%.
- 97% of teachers who accessed an Instructional Coach rated the impact of collaboration on their teaching practice as high or very high. This is up from 93% of the teachers reporting this in the previous year and 77% two years ago.
- 93% of teachers rated the impact of the collaboration on student learning as high or very high. This represents a significantly high rate of satisfaction and impact on student learning.

The work of the coaches included the following:

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

Technology

Golden Hills School Division continues to encourage and support system-wide improvement that embraces powerful learning through citizenship, strategic instruction and student engagement. Technology is promoted as a meaningful learning tool within this system. The focus continues to be on building capacity in both teachers and students through access and support of technology in a collaborative environment. The Assistive Technology Lending Library continues to be consistently accessed by all schools throughout the division, demonstrating the success of providing students and teachers with technology that supports differentiated and individualized learning. In the spirit of inclusive education, all GHSD students benefit from text to speech programs; laptops, Chromebooks, and desktop computers have either WordQ/SpeakQ or Read&Write for Google. GHSD teachers and students have increasingly accessed the variety of robotics and STEM (Science, Technology, Engineering and Math) devices available through Instructional Media Center. To meet the growing interest of teachers, the device library has been further enhanced. Ongoing support for teachers to effectively integrate these devices into their instruction and curricular outcomes is provided by coaches.

In order to support teaching and learning through the use of technology, a framework is being constructed that will guide teachers to successfully implement technology tools to deepen student understanding of subject area content.

Coaches provided support in the following capacities:

- ActivInspire – Activboards and flipchart building
- Assistive technologies
- Blogs
- Coding
- Digital Citizenship
- Digital Creation tools
- Digital Storytelling
- EdReady Math program
- ePortfolio building
- Google (Classroom, Google Docs, Sheets, Forms, Drawings, Calendar, and Slides)
- iPads – Apps
- Online portfolios
- Learning Commons resource access and sharing (Collaborative Group work storage)
- Moodle – Online Learning Management System
- myBlueprint career planning tools
- Robotics
- Social Media (Twitter, Facebook, Instagram)
- Streaming Media (Youtube, TeacherTube, Learn 360, Discovery Education)
- Student Information Systems (Students Achieve and PowerSchool)
- Student Response Systems (ActiVotes, Plickers, Kahoot, Google Forms)
- Web 2/3.0 Tools (Glogster, Prezi, Padlet, etc.)
- Website building (for teachers and students)

Recommendation: That the Board of Trustees receives the System Enhancement report for information and the record.



IMR MONITORING REPORT

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

Resource Persons:

Kevin Paschal

September 26, 2017

OVERVIEW:

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

School facilities continue to age, and this is exacerbated by the gap in maintenance funding. Although for 2016/2017, we are very appreciative of the extra funding received in Infrastructure both through projects approved and funding for building upgrades.

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

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

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

IMR Funding Schedule History

Year	Dollar Amount
2013/2014	\$ 796,999.00
2014/2015	\$ 1,975,702.00
2015/2016	\$ 1,054,305.00
2016/2017	\$ 1,780,000.00

Summary of 2016/2017 Funding

Description	Amount
Annual IMR Funding 2016/2017	\$1,780,000
Last year's carry forward deficit	136,000
Summer Projects	1,004,584 *
PCA Roof – Potential	390,000
Wheatland Crossing	150,000
Contingency	99,416

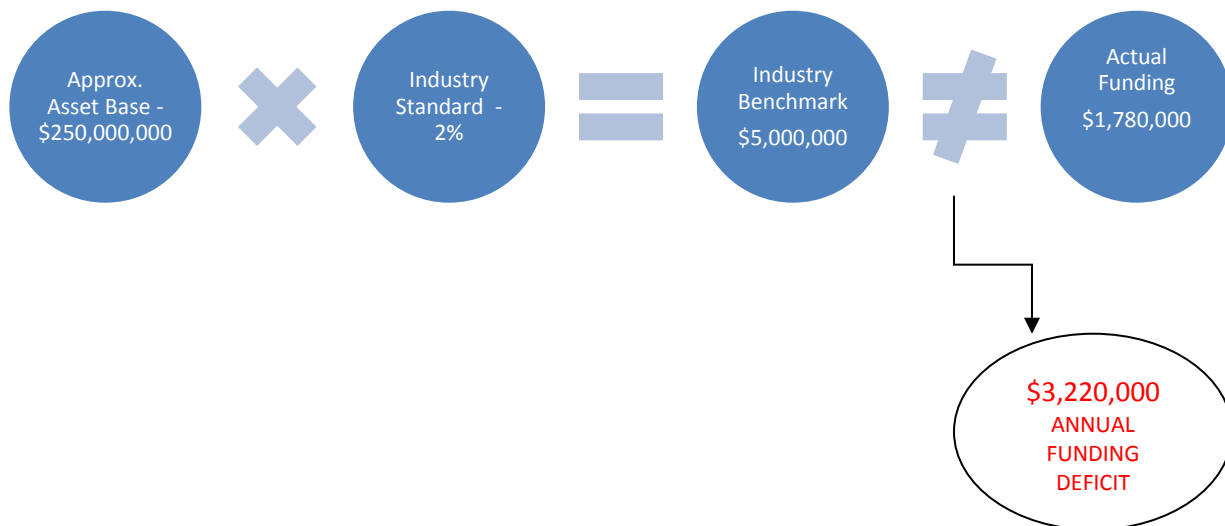
*Please see attached spreadsheet for detail.

During the 2016/2017 year, the Facilities Department completed 57 projects in 16 schools. Of the 57 projects, 27 were completed in the two summer months.

SUMMARY & IMPLICATIONS:

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

For the school year 2016/2017, Golden Hills received \$1,780,000 (\$1,054,305 – 2015/2016) which is less than the industry standard but substantially more than received in the past. Preferred funding at 2% is equivalent to \$5,000,000 which is a gap of \$3,220,000 in funding.



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

Power point will be presented at Board Meeting.

RECOMMENDATION:

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

Bevan Daverne
Superintendent

Tahra Sabir
Secretary-Treasurer

Summary of Summer Projects 2016-2017:

IMR Summary		
Projects Completed for the year 2016/2017		
School	Description	Amount
Acme	Replace Buttress, Common Area Lights & Landscaping	\$ 6,481.00
Brentwood	Exterior Security Cameras, Door Hardware, Roof Repairs, Gym Painting	\$ 57,368.03
Carbon	Exterior finish upgrade- Final Stages, Landscaping	\$ 59,130.93
Carseland	Floor Replacement	\$ 19,450.39
Crowther Memorial Junior High	Flag Poles, Structural Brick, Eaves Trough, Emergency Lights, Fire Sprinklers Upgrades, Fence Storm Water Pond	\$ 65,286.72
Dr. Elliott	Roof Replacement	\$ 137,269.22
DVSS	Window Replacement, Library Duct Work, Skylight Window Film , Security Strobes & Heat Pump Replacement	\$ 28,882.84
Greentree	Counselor Room, Modular Condensing Unit, Window Replacment, Supply Air Grill	\$ 11,161.43
Prairie Christian Academy	Roof Replacement, Modular Condenser Units, Shop Electrical Upgrades & Replacing Fence	\$ 221,044.02
Strathmore High	Concrete Sidewalk, Fire Sprinkler Upgrades, Irrigation Meter & Security Gate	\$ 18,557.54
Three Hills	Electrical, Flooring Replacement, Sensory Room- Completion	\$ 33,753.32
Trinity Christian Academy	Floor Replacement, Lift-Station, Landscaping, Fire Sprinkler Upgrades, Roof Replacement	\$ 47,387.54
Trochu Valley	Fire Sprinkler Upgrades, Landscaping	\$ 6,947.02
Westmount	Breakout Room- finish, Stage Curtain, Flag Pole, Roof Replacement	\$ 35,996.64
Wheatland Crossing	Electrical, Door Hardware, Compressor Modulators, Pathway	\$ 87,143.06
Wheatland Elementary	Exterior Security Cameras, Fire Sprinkler Upgrades, Classroom Remodeling, Landscaping, Elevator Repairs, Light & Ceiling Fan Replacement	\$ 22,374.64
Strathmore Maintenance	Miscellaneous	\$ 146,349.53
	TOTAL	\$ 1,004,583.87