



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, May 29, 2018

Start time 9:30 AM

Boardroom of the Golden Hills School Division No. 75

AGENDA

1. **Attendance**
2. **Call to Order**
3. **Acknowledgment**
4. **In Camera**
5. **Approval Of Agenda**
6. **Welcome Public, Vision and Mission Statements**
7. **Presentation of Minutes**
 - 7.1 **Regular Meeting of The Board of Trustees (2018/04/24)**
 - 7.2 **Special Meeting of The Board of Trustees (2018/05/03)**
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. **Renaming of Brentwood Elementary School**

B. Daverne

- 9.1.2. **Renaming of Northstar Academy Canada** B. Daverne
- 9.1.3. **Naming of Midwest Colony School** B. Daverne
- 9.1.4. **Field Trip Studies Excursion - Three Hills School - Indianapolis** B. Daverne
- 9.1.5. **Calendar 2019/2020** B. Daverne
- 9.1.6. **Central Bow Valley School - Property Transfer** T. Sabir
- 9.1.7. **Budget Submission 2018-2019** T. Sabir

9.2. **Information Items**

- 9.2.1. **Monthly Enrolment Monitoring Report (April 2018)** T. Sabir
- 9.2.2. **Global Connections Certificate** K. Jordan
- 9.2.3. **Interim Three Year Education Plan for 2018-2021** B. Daverne

10. **ADJOURNMENT**

Draft



MINUTES

Golden Hills School Division No. 75

Regular Meeting of The Board of Trustees

Meeting Type : REGULAR BOARD MEETING

Date : Tuesday, April 24, 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

- Barry Kletke

c) Trustee

- Jim Northcott
- Justin Bolin
- Rob Pirie
- Jennifer Mertz

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 #BD20180424.1001

MOVED by Trustee Pirie that the Board of Trustees go In Camera at 9:36 a.m. to discuss legal matters.

Carried

Resolution #BD20180424.1002

MOVED by Trustee Kletke that the Board of Trustees rise from In Camera at 11:29 a.m.

Carried

Associate Superintendent Miskiman excused himself from the meeting at 11:30 a.m. due to prior engagement.

Approval Of Agenda

Resolution #BD20180424.1003

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

Carried

Presentation of Minutes

Resolution #BD20180424.1004

MOVED by Trustee Bolin that the Board of Trustees approve minutes of March 27, 2018 as presented.

Carried

Chair's Report
(REPORTS)

Chair Huntley reported on the following items:

- Correspondence:
 - Discussed response from Mary Martin, President of Alberta School Boards Association, Trustees are requesting more information to be put forth by Mary Martin.
 - Discussed letters from Cathy Hogg, President and Mary-Lynne Campbell, Executive Director of Public School Boards' Association (PSBAA).
 - Discussed Alberta Educations Questionnaire, Role of Superintendent.
- Attended Council of Councils Meeting held March 27, 2018, great opportunity for networking.
- Reviewed meeting with Cathy Hogg, President, and Mary-Lynne Campbell, Executive Director of PSBAA, that was held at Golden Hills Division Office on March 28, 2018.
- Trustees Huntley and Pirie met and discussed updating the Board section of the Golden Hills School Division website. Suggestions include biographies, explanation of the role of a Trustee, Board highlights, as well as other items of interest to stakeholders. This will be an ongoing process.
- Alberta School Boards Association (ASBA) will be hosting an interactive webinar presenting the proposed ASBA Budget 2018/19 during which trustees can participate and ask questions. This will take place on Thursday, April 26, 2018.
- PSBAA link to media articles: <http://www.public-schools.ab.ca/headlines-more>
- Public Funds For Public Schools Press Conference (video) will be held on Monday, March 5, 2018
- Public school proponents push for cut in funding to Alberta private schools, Monday, March 5, 2018.

George Freeman School Presentation - W. Funk, Principal
(REPORTS)

Superintendent Daverne welcomed W. Funk, Principal of George Freeman School, who presented the Schools' Education Plan, the three Pillars; Action in Character, Action in Our World, Action in Life, described the layout of the school rooms, sports and academic programs that will be introduced. Superintendent Daverne and Chair Huntley thanked him for the presentation.

Board Committees
(REPORTS)

Trustees Mertz and Pirie presented information on the following:

- Discussed the Alberta School Boards Association (ASBA) Zone 5 meeting that they attended on Friday, April 6, 2018.
- Edwin Parr Awards Banquet is being held Thursday, May 24, 2018 at the Teatro Restaurant.

- Discussed meeting held with the Mayor of Strathmore, Pat Fule - emphasis was made on how well it is to work with Golden Hills School Division.

Trustee Kletke presented information on the following:

- Public School Boards' Association of Alberta (PSBAA) Council Meeting held April 12-14, 2018.
 - Discussed workplan;
 - Mary-Lynne Campbell, President and Cathy Hogg, Executive Director, met with the Catholic Board - positive reception.
- Discussed the 2017 deficit Budget - elected officials will see their partial tax exemption removed, starting 2019.
- Discussed meeting with MLA, Nathan Cooper, United Conservative Party Member. Would like to plan another meeting with both MLA, Nathan Cooper and MLA, Leela Aheer.

Chair Huntley presented information on the following:

- Discussed the Rural School Board Caucus (RSBC) meeting that was held during the Alberta Rural Education Symposium, March 4-6, 2018. Unfortunately Chair Huntley didn't receive the invitation, but did receive the background information.
 - Budget - cost recovery is \$534.29 to be a member, there are 31 members to date.
 - RSBC will be meeting on Sunday, June 3, 2018 during the Alberta School Boards Association (ASBA) SGM.
- Would like the Policy Committee to review all policies on an annual basis.

No information to report on from our External Organization Representatives.

**Board
Representatives to
External
Organizations**
(REPORTS)

**Administration
Reports**
(REPORTS)

Superintendent Daverne presented information on behalf of Associate Superintendent Miskiman on the following topics:

- HR Update:
 - Edwin Parr is being held on Thursday, May 24, 2018.
 - Administration Announcements:
 - Corinna Hampson - Westmount Elementary School
 - Danielle Seabrook - Brentwood School
 - Doug Raycroft - Wheatland Crossing
 - Jill MacDonald - George Freeman School
 - Kevin Mertz - Strathmore High School
 - Stephen Dyekema - Trinity Cristian Academy
 - Jillian Gron - Westmount Elementary
 - New position, Third Administrator, required for Drumheller Valley Secondary School.
 - Career Fairs - Deputy Superintendent Jordan and Associate Superintendent Miskiman have been attending career fairs across Canada recruiting Teachers, noticing a shortage of Teachers.
 - Brentwood School - hired a new French Immersion Teacher.
 - Apply to Education - is an online clearing house for advertising teacher jobs.
 - Teacher retirements in Golden Hills School Division (GHSD), this year is ten. GHSD will be hosting retirement Workshops.
 - Long Service Awards (LSA) is being held Wednesday, May 30, 2018 at the Travelodge in Strathmore, AB.

Deputy Superintendent Jordan presented information on the following topics:

- In the midst of hiring - positions are being prioritized.

- Receiving curriculum feedback.
- Leadership Training is being held Tuesday, May 1, 2018, guest speaker, Dr. Peter Gamwell of Leading Creative Organizations.
- Working on the Powerful Learning model and icon to tie in with the new curriculum.

Secretary Treasurer Sabir presented information on the following topics:

- Discussed the flooding situations:
 - Siksika, state of emergency, effecting First Nation Students.
 - Implications in Three Hills and Kneehill Creeck, Drumheller and Carseland - students are having to go to different pick up locations.
- Mileage Rates - Canadian Revenue Agency (CRA) announced the new rates as of January 2018, \$.054 per km (over 5000 km), \$0.49 per km (under 5000 km), \$.051 per km (year round). GHSD will align their mileage rates to the CRA.
- County Meeting to be held Wednesday, May 2, 2018 to discuss Central Bow Valley School.
- Facility Update - showed pictures of George Freeman School and Recreational Facility construction, drywall being installed, mechanical room being worked on, rebar is being installed in the recreation facility so the concrete can be poured.

Superintendent Daverne presented information on the following topics:

- Discussed the Bombings that took place in Toronto, ON, not a terrorist attack. This will not effect Crowther Memorial Jr. High Eastern Canada Trip.
- High School Principals - discussed high school flexibility, possibility of introducing a grade 13.
- Transportation advertising.
- W. Funk, Principal of George Freeman School, will be hosting Parent Information meetings, registration will begin.
- Special Meeting Request - May 3, 2018
- School Tour dates - Monday, April 30, Wednesday, May 2 or Tuesday, May 15, 2018, Trustees will be touring GHSD Northern Schools.
- Discussed drafting a letter to Education Minister, David Eggen in regards to CEU, concerned if we will receive payment from funding.
- Transportation Survey - GHSD will be sending out to parents of students that utilize our busing system. Alberta Education is also sending out a Transportation Survey.

Resolution #BD20180424.1005

MOVED by Trustee Kletke that the Board of Trustees send a letter to Education Minister, David Eggen in regards to CEU cap affecting Summer Schools.

Carried

PSBAA Membership Review

(Action Items)

Resolution #BD20180424.1006

MOVED by Trustees Kletke that the Board of Trustees continue membership in Public School Boards Association (PSBAA) for four years with review in April 2021.

Carried

Rural School Board Caucus (RSBC)

(Action Items)

Resolution #BD20180424.1007

MOVED by Trustee Pirie that the Board of Trustees approve membership in Rural School Board Caucus (RSBC) for four years with a review in 2020-2021.

Carried

Monthly Enrolment Monitoring Report (March 2018)

(Information Items)

Secretary Treasurer Sabir presented information on the Monthly Enrolment Monitoring Report for March 31, 2018.

Budget 2018/2019

Secretary Treasurer Sabir presented information on Budget 2018-2019.

(Information Items)

**Second Quarterly
Financial Report**
(Information Items)

Secretary Treasurer Sabir presented information on Second Quarterly Financial Report for September 2017 - February 2018.

**School Tours - Set
Dates**
(School Monitoring
Reports)

Superintendent Daverne and Board of Trustees discussed dates for School Tours.
• Thursday, May 3, 2018

ADJOURNMENT

**Resolution #BD20180424.1008
MOVED by Trustee Northcott** that the Board of Trustees adjourn at 3:10 p.m.

Carried

Chair

Secretary Treasurer

Draft



MINUTES

Golden Hills School Division No. 75

Special Meeting of The Board of Trustees

Meeting Type : SPECIAL BOARD MEETING

Date : Thursday, May 03, 2018

Start time : 9:00 AM

Location : Conference Call Meeting

Minutes

Attendance

Present were:

a) Chair

- Laurie Huntley (via conference call)

c) Trustee

- Jennifer Mertz (via conference call)
- Justin Bolin (via conference call)
- Jim Northcott (via conference call)
- Rob Pirie (via conference call)

d) Superintendent

- Bevan Daverne

Absent:

b) Vice Chair

- Barry Kletke (email vote)

Call to Order

Chair Huntley called the meeting to order at 9:13 a.m.

In Camera

Resolution #SM20180503.1001

MOVED by Trustee Pirie that the Board of Trustees go *In Camera* at 9:13 a.m. to discuss legal matters.

Carried

Resolution #SM20180503.1002

MOVED by Trustee Mertz that the Board of Trustees rise from *In Camera* at 9:15 a.m.

Carried

CUPE Agreement

(Action Items)

Resolution #SM20180503.1003

MOVED by Trustee Pirie that the Board of Trustees approve the Memorandum of Agreement between Golden Hills School Division No. 75 and the CUPE Local 2347 with regards to the collective agreement for the period September 1, 2017 to August 31, 2020 as per schedule C.

Carried

ADJOURNMENT

Resolution #SM20180503.1004

MOVED by Trustee Northcott that the Board of Trustees adjourn at 9:16 a.m.

Carried

Chair

Secretary-Treasurer



RENAMING OF BRENTWOOD ELEMENTARY SCHOOL

"Inspiring confident, caring citizens of the world"

May 29, 2018

Background:

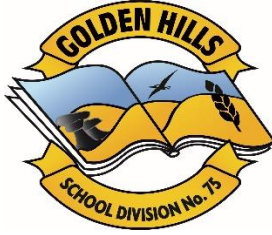
After the successful implementation of the French Immersion Program at Brentwood Elementary School, it is recommended to amend the school name to reflect the dual track nature of the French language programming available to parents.

Recommendation:

That the Board of Trustees considers the recommendation of the addition of school in the French language, École, to Brentwood Elementary School – resulting in École Brentwood Elementary School.

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

Bevan Daverne
Superintendent



RENAMING OF NORTHSTAR ACADEMY CANADA

"Inspiring confident, caring citizens of the world"

May 29, 2018

Background:

NorthStar Academy Canada has been under Golden Hills School Division for 10 years. Prior to that it was a private school under Koinonia Private Schools. While operating as a school under Koinonia Private Schools the school used the name NorthStar Academy Canada to help distinguish from American private schools.

NorthStar Academy Canada has now been a public school with Golden Hills School Division since September 2007. The addition of Canada to its name is now irrelevant in helping distinguish it.

Recommendation:

That the Board of Trustees considers the renaming of NorthStar Academy Canada to NorthStar Academy.

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

Bevan Daverne
Superintendent



NAMING OF MIDWEST COLONY SCHOOL

"Inspiring confident, caring citizens of the world"

May 29, 2018

Background:

School administration has worked closely with Midwest Colony to find a suitable name for the new school that has been developed on the colony.

After careful consideration Country Hills School has come forward as a possible school name.

Recommendation:

That the Board of Trustees considers naming the Midwest Colony School, Country Hills School.

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

Bevan Daverne
Superintendent



FIELD TRIP STUDIES/STUDENT EXCURSION
Three Hills School
"Inspiring confident, connected, caring citizens of the world"

May 29, 2018

Background:

Three Hills School requests permission, in accordance with Administrators Procedure 260 and Board Policy 2, for an international high school field trip to Indianapolis, IN, USA departing July 22 and returning July 26, 2018.

The administration has undertaken trip planning as required by Administration Procedure 260 – *Field Studies/Student Excursion*. That process will ensure that all the requirements of Procedure 260 are met before departure.

Statement of Educational Purpose:

The purpose of this trip is to expand the leadership capacity of students and teachers of Three Hills School by attending the 2018 NFHS National Student Leadership Summit.

Risk Assessment:

Three Hills School is aware that there are risks associated with travel. Risks have been mitigated as much as possible with careful planning, and attention to transportation and accommodation.

Recommendation:

That the Board of Trustees approves the proposed high school field studies/excursion for Three Hills School for Indianapolis IN. USA departing July 22 and returning July 26 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

**NSLS - Indianapolis, July 22-26, 2018
Schedule**

July 22, 2018		<u>Flight #</u>
Flight Out	7:00 am fly to Toronto land at 12:44 pm	WS 656
	2:35 pm fly to NY land at 4:06 pm	WS 1208
	5:55 pm fly to Indianapolis land at 8:30 pm	WS 6652
	After we land, shuttle to hotel to check in	
July 23, 2018		
Free time	We have free time in the morning	
Register	Conference Registration between 1-5 pm	
5:00 PM - 6:00 pm	Opening Ceremony	
6:05 pm - 7:05 pm	Dinner	
7:15 pm - 8:30 pm	Student Session 1	
8:35 pm - 9:05 pm	State Meeting 1	
July 24, 2018		
7:00 am - 8:00 am	Breakfast	
8:15 am - 9:30 am	Student Session 2	
9:40 am - 10:55 am	Student Session 3	
11:05 am - 12:20 pm	Student Session 4	
12:30 pm - 1:30 pm	Lunch & Announcements	
1:40 pm - 2:10 pm	State Meeting 2	
2:35 PM - 2:55 PM	Load Buses	
2:55 pm - 3:30 pm	Travel to Unified Sports Event	
3:30 pm - 5:00 pm	Unified Sports Event	
5:00 pm - 6:15 pm	Pizza Supper	
6:15 pm - 6:30 pm	Load Buses	
6:30 - 7:00 pm	Return to Hotel	
8:15 pm - 11:30 pm	Dance	
July 25, 2018		
6:30 am - 8:00 am	Breakfast	
8:10 am - 9:00 am	State Meeting 3	
9:15 am - 9:45 am	Closing General Session	
10:00 AM	Free Time rest of the day	
July 26, 2018		<u>Flight #</u>
Flight Out	6:00 am fly to NY land at 8:10 am	WS 7587
	9:40 am fly to Toronto land at 11:18 am	WS 1205
	1:00 pm fly to Calgary land at 3:35 pm	WS 663



CALENDAR 2019/2020

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

May 29, 2018

Background:

In accordance with Administrative Procedure 130, *School Year and School Day*, the Board shall approve all school year calendars. The criteria for the development of this calendar is established through this same Administrative Procedure.

Over the past number of years parents have suggested changes to the school year calendar. As a district we have also experienced increased pressure to provide more collaborative time for staff in order to facilitate work towards our Educational Plan goals. After a series of consultations with school administration, staff and school councils, a pilot calendar for the 2019/2020 school year has been developed for the Board's consideration.

Context for parents for this proposed change:

- We have had parent feedback over the past few years about specific concerns on our current calendar:
 - Parents are uncomfortable with an August school start for their children
 - Parents do not like having to come back to school for two days during Family day week
 - We get mixed feedback in regard to an Easter holiday vs spring break

Context for teachers for this proposed change:

- We have some challenges with our existing calendar for teachers:
 - Teachers do not work the same way as they did 20 years ago. Then, they planned alone, taught alone and their classroom was separate from every other classroom. Today, they plan together, they develop common assessments and share best practices between classrooms – they need to be much more connected to be effective.
 - We need more collaborative time for teachers to be able to accomplish this. The option of substitute teachers for release time is not the preferred solution from the perspectives of the school, the teachers or the parents.
 - Our recent C2 committee survey results indicated in addition to instructional coach support, teachers would appreciate more time to collaborate on district and school initiatives with their peers.

We have considered a calendar that would work for us in this new educational reality and also be appreciated by parents and responsive to feedback we have received from all stakeholders.

Proposed criteria for developing these pilot calendars:

- This is a continued pilot calendar for the 2019/2020 school year
- No reduction in annual instructional hours for students
- Students do not start school before September 1

- Same Christmas vacation
- Family day week is now a week off for students
- Easter holiday is still scheduled but may be under consideration to look at a spring break in future years based on additional feedback
- Continue a maximum of 177 Instructional Days and have 4 collaborative days (all still work days for staff)
- We will continue to add about 8-10 minutes on to the instructional day.

Provincial context

- Over the last few years, more than half of school districts in the province have made calendar adjustments in order to accommodate collaborative days to support staff capacity building and the success of district goals.
- To date, districts that have made this adjustment have reported positive feedback.

Additional considerations

- The attached proposed pilot calendar is exceptional in regard to our existing calendar criteria.
 - Our current AP 130 indicates that a calendar shall be submitted for Board approval at least 6 months in advance
 - Our current AP 130 indicates that a calendar shall include 181 instructional days
- There has been significant school administration and staff consultation as well as sharing and feedback from parents. More significant staff feedback regarding the Collaborative days is available.

Recommendation:

That the Board of Trustees approves the proposed 2019/20 School Year Calendar as a pilot for the school year.



Bevan Daverne
Superintendent of Schools

AUGUST 2019

SEPTEMBER 2019

OCTOBER 2019

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3→	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20+	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25♥	26
25	26	27♣	28♥	29♣	30	31	29	30						27	28	29	30	31		

NOVEMBER 2019

DECEMBER 2019

JANUARY 2020

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7				1	2	3	4
3	4	5	6	7	8)	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13T	14T	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23T	24T	25
24	25	26	27	28	29	30	29	30	31					26	27T	28T	29T	30T	31+	

FEBRUARY 2020

MARCH 2020

APRIL 2020

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1	1	2	3	4	5	6	7				1	2	3	4
2	3→	4	5	6	7	8	8	9	10	11	12	13)	14	5	6	7	8	9	10	11
9	10	11	12	13	14	15	15	16	17	18	19	20	21	12	13	14	15	16	17	18
16	17	18	19♥	20♦	21♦	22	22	23	24	25	26	27♥	28	19	20	21	22	23	24	25
23	24	25	26	27	28	29	29	30	31					26	27	28	29	30		

MAY 2020

JUNE 2020

JULY 2020

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1+	2		1	2	3	4	5	6				1	2	3	4
3	4	5	6	7	8	9	7	8	9	10T	11T	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19T	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22T	23T	24T	25T	26T	27	19	20	21	22	23	24	25
24/ 31	25	26	27	28	29	30	28	29♣	30				29	26	27	28	29	30	31	

Student Instructional Days

Aug.	0	Feb.	15
Sept.	19	March	20
Oct.	20	April	16
Nov.	18	May	18
Dec.	14	June	19
Jan.	18		

School Instructional Time:

Elementary – Minimum - 960 hours
(Provincial Requirement – 950 hours)
Junior High – Minimum – 1010 hours
(Provincial Requirement – 950 hours)
Senior High – Minimum – 1010 hours
(Provincial Requirement – 1000 hours)

Total 89 Total 88

Instructional Days **177**

Christmas Break – 2 weeks Family Break – 1 week Easter Break – 1 week

The Regular Board of Trustees meetings are normally held on the second Tuesday of each month except for July and August.

**Recommended Parent/Teacher Interview Day – Alternate day may be designated

Day in lieu of Parent/Teacher Interview) 2

Organizational Professional ♣ 3

Teachers' Convention ♦ 2

Professional Development + 3

School Closure ■ 9

Collaborative day ♥ 4

Diploma Exam Days T

First Day of Semester →

Student Start Date September 3, 2019

Students start classes

Semester break

Draft exam dates –S/B updated by Ab Ed in Nov 2017



**CENTRAL BOW VALLEY SCHOOL
PROPERTY TRANSFER**

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

May 29, 2018

Background:

The Board of Trustees deemed Central Bow Valley School buildings and land surplus at the August 29, 2017 Board meeting.

Motion #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 Boards needs.

Facts about Central Bow Valley School:

- Built in 1951
- Wheatland County has expressed interest in the building and property

Wheatland County has provided Golden Hills with a letter indicating their interest in a transfer of ownership of Central Bow Valley School, please see attached letter.

Recommendations:

That the Board of Trustees acknowledge receipt of the request from Wheatland County to purchase Central Bow Valley School and directs administration to gather further information with Wheatland County on the sale of the property as per policy 20 – Disposition of Property and processes as per the School Act and Regulations (Disposal of Property Regulations AR 181/2020).

That the Board of Trustees considers a request for Ministerial approval for the transfer of ownership for Central Bow Valley School.

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

Bevan Daverne
Superintendent of Schools

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

Tahra Sabir
Secretary Treasurer



BUDGET SUBMISSION 2018-2019

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

May 29, 2018

Background:

Pursuant to the recommendations of the Auditor General and in accordance to School Act S. 147(1) (b) the Board of Trustees is required to submit an annual budget to the Minister on or before May 31, for the fiscal year beginning on the following September 1.

The deadline to submit to Alberta Education is May 31, 2018.

Final budget, following enrolment confirmation (September 30th) is due by November 30, 2018.

On March 22, 2018, Honorable David Eggen, Minister of Education, provided School Boards with an updated Budget for 2018-2019.

A quick summary of the announcement is as follows:

Year	Description	Enrolment	Total \$ Impact
2018/2019 March 22, 2018 - Budget Announcement	Full details unknown; however some information is as follows: <ul style="list-style-type: none"> ● IMR reduction of \$296K ● LAPP contribution reduction of \$74K. ● Funding for school fees commitment will continue. ● Funding for nutrition program to increase \$55K. 	Enrolment projected to decline 139 students	\$1.6M decrease \$296K decrease \$74K decrease \$55K increase
Total Impact			\$1.9M Decrease

In 2018/2019, Golden Hills operates 22 schools as per below with their respective projected enrolment for 18/19 and current enrolment for this year:

Schools/Grade Configuration	2018/2019 Students	2017/2018 Students	Difference
Acme Elementary School (K-6), (10-12)	197.00	198.50	-1.50
Anchors Outreach School (7-9)	9.00	10.00	-1.00
Brentwood School (K-6)	279.00	329.50	-50.50
Carseland School (K-6)	63.00	59.50	3.50
Carbon School (K-9)	83.50	96.00	-12.50
Crowther Memorial Jr. High (7-9)	525.00	555.00	-30.00
Dr. Elliott School (K-9)	179.50	180.50	-1.00
Drumheller Valley Secondary School (7-12)	434.00	427.00	7.00
Drumheller Outreach (7-12)	18.00	18.00	0.00
Greentree Elementary School (K-6)	323.00	378.00	-55.00
George Freeman School (K-9)	136.00	0.00	136.00
Golden Hills Learning Academy (1-12)	125.00	131.00	-6.00
Northstar Academy (1-12)	308.00	315.00	-7.00
Prairie Christian Academy (K-6), (7-12)	270.50	279.00	-8.50
Strathmore High School (10-12)	599.00	608.00	-9.00
Strathmore Storefront (7-12)	41.00	43.00	-2.00
Three Hills School (K-12)	440.50	442.50	-2.00
Trinity Christian Academy (K-9)	191.50	166.00	25.50
Trochu Valley School (K-12)	254.50	255.50	-1.00
Westmount Elementary School (K-6)	368.00	448.00	-80.00
Wheatland Crossing (K-12)	344.00	338.50	5.50
Wheatland Elementary School (K-6)	304.00	349.00	-45.00
Colony Schools	343.00	347.50	-4.50
Total	5,836.00	5,975.00	-139.00

Golden Hills' projected enrolment is anticipated to decrease by 139 students (3%) for 2018/2019. There are 482 students graduating June 2018, with 465 students entering grade 1 in September 2018. This creates an enrolment short fall of 17 students. Kindergarten enrolment for 2018/2019 is currently projected at 82 less than in 2017/2018.

The overarching goals for Golden Hills are to continue to support:

1. Every student is successful;
2. First Nations, Metis and Inuit (FNMI) students are successful;
3. Alberta's Education System is inclusive;
4. Alberta has quality teaching and school leadership;
5. Alberta's Education System is governed effectively.

Budget Process

Budgets are submitted twice a year, once in May/June “the Spring Budget” and then November “the Fall Budget”.

Currently there are 110+ budgets and the budget process starts in early January with the Board giving direction and guiding principles. February, March and April are the information stages and there is a lot of estimating of enrolment and calculating expenses.

As each budget has an Administrator/Manager, planning, reviewing and monitoring the budget, the process involves many stakeholders. School Administrators have consultation with their school councils and budget information is shared. As budgets are site based, they are developed in conjunction with both school council and staff.

Despite the various challenges and pressure points Golden Hills continues to strive to be the Preferred Choice.

Budget Challenges and Pressure points

- Enrolment Projections – volatility of the Kindergarten students and mobility due to changes in economy.
- Change in Demographics, increase in Inclusive Education students with high needs (doubled in five years).
- Instructional Grants funding changes and/or reductions unknown.
- Facilities funding shortfall, revenue is decreasing while expenses such as utilities, gas prices and insurance are increasing at a rapid rate.
- Transportation Funding shortfall – expenses are outpacing transportation grants, despite continuous review of operations to ensure efficiencies.
 - Escalation of Fuel prices, including the carbon tax levy

High School Flexibility (HSF) Program – Effective September 2017, Golden Hills High schools began participation in the HSF Program to help mitigate CEU cap change from 60 to 45. The Outreach and Online learning programs will continue to earn CEU’s outside of the HSF Program. Overall high school funding has declined and enrolment has exacerbated this as we are funded on a per student basis.

Plant Operations and Maintenance

This budget has been in a deficit for over 10 years now with the exception of a small surplus in 2008/2009 & 2009/2010.

The projected budget for 2018/2019 continues to implement the 2017/2018 initiatives listed below. Funding is on a per student basis and currently our enrolment is projected to go down over 130 students. The funding is “frozen” for a year but with enrolment decrease the POM funding continue to decline but is always a year behind.

The big ticket items that continue to be challenges are:

- Insurance costs continue to rise by an average of 30%.
- Fuel costs continue to rise with the addition of the carbon levy in 2017
- Reduced funding from the enrolment decline (139 students) for provincially funded students in (\$1.6M)
- Caretakings costs increase - new school will require additional staff (George Freeman)

In September 2017 some of the below initiatives were implemented to help reduce the deficit. These initiatives will continue for September 2018.

(POM) Initiatives

- Caretaking tasks reductions.
- “Lights Out” approach.
- Air handling practices.
- Review of unused classroom space.
- Use modular for one room rentals.
- Review of contracted caretaking.

Infrastructure Maintenance and Renewal (\$1.6M)

- Funding decrease of \$296K for 2018/2019.
- New rules on capitalizing percentage of IMR funds.
- Restrictive practices for allocating items to IMR.

Funding shortage creates challenges in heating, cleaning & repairing schools.

POM Opportunities

- Disposal of closed schools will help reduce expenses.
- Currently utilities are at a minimum - Inspections and maintenance schedules are reduced.
- Vandalism is on the rise as closed schools are vacant.

Transportation

Transportation has been in a deficit for over 10 years now with the exception of a small surplus in 2007/2008 & 2012/2013 as in both those years we received a fuel subsidy.

The projected budget for 2018/2019 continues to implement the 2017/2018 initiatives listed below. Funding is on a per student basis and currently our enrolment is projected to go down over 130 students.

The big ticket items that continue to be challenges are:

- Insurance costs continue to rise
- Fuel costs continue to rise with the addition of the carbon levy in 2017

The anticipated deficit for 2018/2019 is \$266K. The following initiatives were implement in September 2017 and will continue to be implement for September 2018

Transportation Initiatives

- Consolidation of routes while keeping ride times reasonable.
- Maintenance adjustments without compromising bus rides.
- Continue to source parts from suppliers to reduce costs.
- Reduce bus driver wait time for repairs.
- Reduce service time with scheduled maintenance visits.
- Negotiate with suppliers for reduced pricing.

Due to the volatility of annual funding, system and school level reserves will be reduced to:

- Maintain program continuity and sustainability.
- Sustain teaching and support positions.
- Maintain buildings as safe education spaces.
- Sustain transportation's current level of service including bus routes and ride times.

However, any increase in enrolment from the projected decrease of 139 students will reduce the need to utilize reserves as the annual funding will increase and the number of students increase.

Potential Advocacy Efforts

- Predictable and Sustainable Funding to support Alberta Education Initiatives.
- Inclusive Education needs growing but current funding does not meet the needs or costs for these changes.
- Appropriate funding to maintain our facilities (currently receive just under \$2M annually vs industry standard of \$4M however, next year we will only receive \$1.6M).
- Reinstate the Fuel Price Contingency as diesel is at \$1.25 per litre. In the past the fuel price contingency was triggered for anything over \$0.60 per litre.
- Review of Transportation Model to align with actual costs.
- Advocate for Carbon Levy exemption.

The Alberta Education Budget Template will be distributed at the board meeting and then posted online once finalized.

Also, the budget presentation will be available at the board meeting and then posted online subsequent to the meeting.

Recommendations:

That the Board of Trustees approves the 2018/2019 budget for submission to Alberta Education, subject to the Board being advised of any minor adjustments which may be necessary before the budget is submitted to Alberta Education.

That the Board of Trustees approves use of restricted reserves to sustain staffing positions and other initiatives.

That the Board of Trustees approves the use of unrestricted reserves to maintain the safety of students and continue to maintain the School Facilities.

That the Board of Trustees approves use of unrestricted reserves to sustain transportation's current level of service which includes bus routes and ride times.



Bevan Daverne
Superintendent



Tahra Sabir
Secretary Treasurer



ENROLMENT BACKGROUNDER

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

May 29, 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, 2017 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, 2017. 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

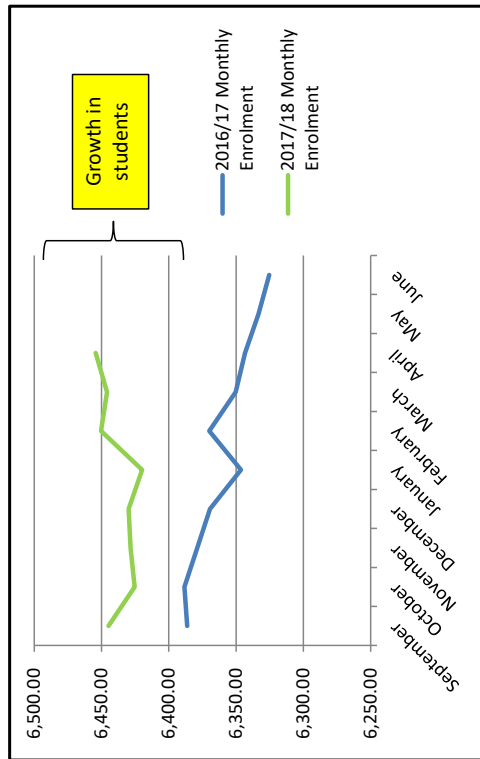
Golden Hills School Division No. 75 Enrolment

Summary of Totals - Year to Year Comparison

Mar 31, 2018 & Apr 30, 2018

	30-Apr-18 Enrolment	31-Mar-18 Enrolment	Difference	% Change
Funded Total Enrolment	6,075.75	6,067.25	8.50	0.14%
Provincially Funded Students	156.00	156.00	0.00	0.0%
Siksika Students	222.60	222.60	0.00	0.0%
International Students	6,454.35	6,445.85	8.50	0.1%
Total				

Last Year Monthly Enrolment & Comparison to September 2017



Grade Figure Analysis Comparison of Sept 2017 and Sept 2016

	30-Sep-16	30-Sep-17	Difference	% Change
Provincially Funded				
Kindergarten	203.50	213.00	9.50	4.5%
Grades 1-3	1,435.00	1,407.00	-28.00	-2.0%
Grades 4-6	1,431.00	1,381.00	-50.00	-3.6%
Grades 7-9	1,448.00	1,475.00	27.00	1.8%
Grades 10-12	1,539.25	1,504.00	-35.25	-2.3%
Total	6,056.75	5,980.00	-76.75	-1.3%

Schools - Year to Year Comparison

Configuration	SCHOOL	April 30, 2018			March 31, 2018		
		Provincially Funded	Difference	% Change	Provincially Funded	Difference	% Change
K-6, 10-12	Acme School	197.00	0.00	0.0%	197.00	0.00	0.0%
K-6	Brentwood Elementary School	339.50	0.00	0.0%	339.50	0.00	0.0%
K-9	Carbon School	86.50	-2.00	-2.3%	88.50	-2.00	-2.3%
K-6	Carseland School	64.50	0.00	0.0%	64.50	0.00	0.0%
7-9	Crowther Memorial Jr. High School	549.00	-3.00	-0.5%	552.00	-3.00	-0.5%
K-9	Dr. Elliott Community School	180.50	0.50	0.3%	180.00	0.50	0.3%
7-12	Drumheller Valley Secondary School	430.00	1.00	0.2%	429.00	1.00	0.2%
K-6	Greentree School	366.00	-2.00	-0.5%	368.00	-2.00	-0.5%
K-12	Prairie Christian Academy School	284.00	-1.50	-0.5%	285.50	-1.50	-0.5%
10-12	Strathmore High School	589.00	-2.00	-0.3%	591.00	-2.00	-0.3%
K-12	Three Hills School	444.50	1.50	0.3%	443.00	1.50	0.3%
K-9	Trinity Christian Academy	178.50	5.00	2.9%	173.50	5.00	2.9%
K-12	Trochu Valley School	260.50	2.00	0.8%	258.50	2.00	0.8%
K-6	Westmount School	455.50	3.50	0.8%	452.00	3.50	0.8%
K-12	Wheatland Crossing	343.00	3.00	0.9%	340.00	3.00	0.9%
K-6	Wheatland Elementary School	355.00	2.50	0.7%	352.50	2.50	0.7%
Totals		5,123.00	8.50	0.2%	5,114.50	8.50	0.2%
Configuration	SCHOOL	Provincially Funded	Difference	% Change	Provincially Funded	Difference	% Change
7-9	Anchors II Outreach	10.00	0.00	0.0%	10.00	0.00	0.0%
7-12	Drumheller Outreach	18.00	0.00	0.0%	18.00	0.00	0.0%
1-12	Golden Hills Learning Academy	146.75	0.00	0.0%	146.75	0.00	0.0%
1-12	NorthStar Academy	390.50	0.00	0.0%	390.50	0.00	0.0%
7-12	Strathmore StoreFront	43.00	0.00	0.0%	43.00	0.00	0.0%
Totals		608.25	0.00	0.0%	608.25	0.00	0.0%
Configuration	COLONY SCHOOLS	Provincially Funded	Difference	% Change	Provincially Funded	Difference	% Change
K-9	Colonies	344.50	0.00	0.0%	344.50	0.00	0.0%



GLOBAL CONNECTIONS CERTIFICATE INFORMATION

May 29, 2018

Background:

The youth of today are going to be living in a diverse and interconnected world of varied and continually emerging technological, economic, and cultural forces. Global competency is going to become increasingly important and this is being recognized through the thirty-five member countries of the Organisation for Economic Co-operation and Development (OECD) of which Canada is a part. The OECD facilitates the PISA examination around the world and the 2018 PISA testing will now include an assessment of students' global competencies. The OECD PISA framework defines global competence as: "the capacity to examine local, global, and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development."

Internationalization is not a new concept to GHSD and there has continued to be a growing emphasis on global awareness in our schools. It is proposed that a program that allows students to choose to further develop their global competencies be infused alongside the regular offerings for GHSD high school students. It would be available to all GHSD secondary students through a combination of targeted instruction, student directed projects, experiential opportunities, and strategic choices of regularly available courses over the course of a student's high school years. As a result, they would enrich their understandings, skills, and commitment to international and cross-cultural skills required for successfully living within a global community. It is proposed that the culmination of their efforts would be recognized upon graduation with a GHSD Global Connections Certificate (GCC). All GHSD schools and the International Student Services program are committed to working toward the success of this program.

The Global Connections Certificate encourages and recognizes student development and commitment to cultural awareness, global citizenship and sustainability competencies.

The details of GCC requirements are attached.

Recommendation:

That the Board of Trustees receives the Global Connections Certificate program package for information and for the record.

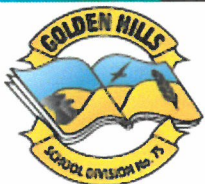
A blue ink signature of Bevan Daverne, written in a cursive style.

Bevan Daverne
Superintendent of Schools

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

Dr. Kandace Jordan
Deputy Superintendent of Schools

Global Connections Certificate



GOLDEN HILLS SCHOOL DIVISION No.75
Inspiring confident, connected, caring citizens of the world



Rationale

To enhance teaching and learning in Golden Hills School Division (GHSD) wherein students exercise choice in considering the ways in which they can make meaningful contributions to a globalized world. Through purposeful programming, teachers and students will apply an international lens through which to engage with curricula. **When students have completed this certificate they will have demonstrated the qualities and characteristics of a globally engaged contributor.**

Global Citizenship

The Global Connections Certificate (GCC) will prepare students in Golden Hills School Division to be active contributors in society. Students will develop the skills to be agents of change in creating a more just, secure, and peaceful world.

Cultural Awareness

Through targeted instruction, student-directed projects, and self-reflection, students will develop a deeper cultural awareness. Students will cultivate meaningful understandings of the beliefs and values that define global cultures as well as their own. Finally, students will reflect upon how their own perceptions of global cultures inform how they view and interact with the world.

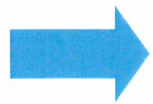
Sustainability

As agents of change, students will have the opportunity to identify creative solutions to environmental and economic problems through collaboration with peers and teacher mentors. Students will consider the importance of creating long-term solutions to problems that consider the needs of peoples around the world.

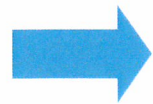
GHSD is committed to creating an **equitable** certificate program that is designed to encourage the participation of students from diverse socio-economic backgrounds. The requirements have multiple paths to fulfillment so as to ensure that they are never cost prohibitive.



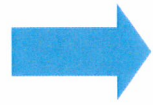
GCC Requirements



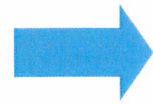
Meet Alberta's Graduation Requirements



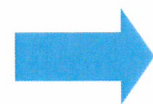
Leadership, Character, and Social Responsibility



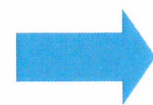
Additional Language Acquisition



International Leadership



Intercultural Experience or Volunteerism



International CTS Project



Meet Graduation Requirements



In order to maintain strong academic rigor within the GCC program, students will need to be eligible to graduate with an Alberta High School Diploma in order to receive the GCC. In accordance with the importance placed on it by GHSD, students will receive the GCC as part of their school's Graduation Ceremony.

Leadership, Character, and Social Responsibility

Embedded within a locally developed course, Leadership, Character, and Social Responsibility, students will participate in division-wide learning opportunities that focus on the characteristics and skills of global citizens. Students will collaborate with peers to engage with shared experiences and pursue individually-driven inquiry projects. Working within peer cohorts, students will develop individual learning plans with the support of teachers and peer mentors. Modelled after the collaborative days of GHSD teachers, students will meet several times per year to participate in cooperative project work with their peers.



Criteria for Achievement:

Students will complete the online-based learning activities, which allow them to collaborate with the cohort groups between the meeting days. Students will work on an individual project, but they will have the opportunity to learn collaboratively with other GCC participants and expand their understanding of topics related to global citizenship, cultural awareness, and sustainability. Cohorts will work collaboratively to consider broader globally-relevant issues.

Second Language Acquisition



The purpose of the GCC is to encourage the pursuit of language fluency in an additional language. Through the acquisition of language experiences students will develop interdisciplinary skills such as empathy, communication, and collaboration. Students will develop an understanding of the important relationship between language and culture, and thus continue to build upon their cultural awareness as global citizens.

Criteria for Achievement:

Students will work towards second language fluency, and demonstrate progress by earning credits. Students can achieve this through a variety of means, including but not limited to the following:

- Language Labs
- In-Class or Online Instruction
- Challenging Language Exams

Implementation Phases:

2018/2019 & 2019/2020: 5 Credits

2020/2021 & 2021/2022: 10 Credits

2022/2023 and Beyond: 15 Credits

International Leadership



Schools in GHSD offer a wide variety of co-curricular groups, that encourage students to act as global citizens. In alignment with the GCC's purpose to encourage students to become global contributors, these programs provide opportunities for students to participate in cultural learning and problem solving. The intention of including this as a requirement of the GCC is to support the great programs that exist within GHSD.

Criteria for Achievement:

Student participation in school-based programs will emphasize connectedness over individual projects, and participants must demonstrate an ongoing commitment. Students can lead or meaningfully participate in groups such as the following:

- School Council
- Leo Club
- Model UN
- Me to We
- Other Student-Created Groups

See Rubric #1 for Detailed Assessment Criteria

International Experience



Students enrolled in the GCC will be encouraged to participate in a meaningful international experience. The purpose of these trips is for students to gain first-hand intercultural experience that reinforces the importance and benefits of globally-focused learning. Students will demonstrate the achievement of this requirement through personal and school-based travel, as long as they can demonstrate that a given trip constitutes intentional intercultural learning.

Intercultural Volunteerism



Instead of an international experience, students may choose to pursue a volunteer project that focusses on global citizenship, cultural awareness, and sustainability in a local setting. Students would therefore be able to have a meaningful intercultural experience that is not cost prohibitive and fits clearly with their personal interests. Students will work with teacher advisors to determine how they can successfully meet the requirement in a way that is meaningful for them.

Criteria for Achievement:

Students will participate in and reflect upon one meaningful international experience such as:

- EF Service Trips
- EF International Trips
- Global Leadership Summit
- School-Led Trips
- Academically-Focussed Personal Trips
- Religious Missions

See Rubric #2 for Detailed Assessment Criteria

Criteria for Achievement:

Options for students that choose to focus on local volunteerism can demonstrate a meaningful intercultural experience through but not limited to the following:

- Cultural Events
- Volunteerism at Cultural Centres
- International Student Tutoring or Mentorship
- Volunteerism at First Nations Reserves or Hutterite Colonies
- Newcomers to Canada Support

See Rubric #3 for Detailed Assessment Criteria

International CTS Project

Students will be able to exercise considerable choice in selecting CTS modules that align with their interests, post-secondary goals, and cohort-developed learning plan. This requirement adds a richness of interdisciplinary connections to the GCC program, as students will work closely with peers who are studying a diverse range of courses. Students will then have the opportunity to collaborate with students working in a wide variety of disciplines within their division-wide cohort.



Criteria for Achievement:

Students will choose from a multitude of CTS courses, and will fulfill the GCC requirement through ensuring that they successfully complete a CTS special project module that is internationally focussed. It is the responsibility of the student to meet specific assignment criteria, and seek approval for the internationalization element within the locally-developed course. Students must tailor their project towards one or more of the following GCC general outcomes:

- Cultural Awareness
- Sustainability
- Global Citizenship

Taking the Lead

As a school division it is our responsibility to prepare students for a dynamic and rapidly changing global society. The Global Connections Certificate will establish Golden Hills School Division as a leader in the movement toward greater internationalization in education.

“The internationalisation of higher education is inevitable (...). Some bold universities will lead. Others will be populizers. And others will hold onto the past and will be destined to fail.”

– Arthur Levine, President Woodrow Wilson National Fellowship Foundation

This certificate represents an opportunity for GHSD to continue to be a leader and expand our positive educational impact by creating global opportunities for students in Alberta.

Rubric 1: Leadership Program Involvement

Student: _____

As part of the yearly requirements to earn your Global Connections Certificate you are expected to participate and in leadership programs within your school or community. Your involvement and commitment in these programs will be assessed with the following rubric.

Criteria	Excellent	Proficient	Satisfactory	Limited	Poor
Communication	Demonstrates professionalism in all situations, conversations, and documents.	Demonstrates appropriate communication in all situations, conversations, and documents.	Selectively demonstrates effective oral and/or written communication.	Sometimes demonstrates ineffective or inappropriate oral and/or written communication	Demonstrates ineffective or inappropriate oral and/or written communication
Empathy	Receptive to varying ideas, relates well to others, and demonstrates respect for differences. Demonstrates understandings of different perspectives and approaches.	Receptive to varying ideas, relates well to others, and demonstrates respect for differences.	Listens to ideas and approaches new people and experiences with a growth mindset.	Sometimes listens to ideas and approaches new people and experiences somewhat positively.	Does not engage with team members or recognize positivity in differences.
	Demonstrates sensitivity, honesty, ethical consideration, and respect for the culture, language, gender, socio-economic status, and exceptionalities.	Demonstrates ability to respectfully interact with all students and peers. Accepts feedback and follows directions.	Demonstrates developing understanding of perspective and working towards positive relationships with people with different perspectives and backgrounds.	Working towards understandings of different perspectives and sometimes acknowledges positives in team diversity.	
Critical Thinking	Exploration of multiple alternatives, and there is a frequent demonstration of an ability to integrate others' perspectives.	Exploration of alternatives, and attempts to integrate others' perspectives.	Is willing to test new and innovative ideas and is open to others' perspectives.	Sometimes tests new ideas and perspectives, and is growing to be more open to others' perspectives.	Stays within the bounds of previous thought and practice, is unwilling to acknowledge others' perspectives.
Collaboration	Equitably collaborates on projects, planning, discussion, and meetings. Demonstrates ability to work with peers and group leader.	Shares responsibility for the creation and application of ideas, activities, and projects.	Shares some responsibility for completing tasks. Offers ideas and asks questions.	Sometimes shares responsibility for completing tasks. Is at times inconsistent in offering ideas or asking questions.	Does not offer ideas, ask questions, or participate in discussions and/or meetings.
	Contributes meaningfully to discussions, searches for answers, encourages and supports others.	Often contributes valuable ideas during discussions and in meetings. Is a positive team player.	Seldom contributes ideas during discussions and meetings. Emerging as a team player.	Rarely contributes ideas during discussions and meetings.	
Creativity	Willing to share ideas and takes many creative risks. Explores several different options to approach new or familiar situations	Willing to share ideas and sometimes takes creative risks. Explores some different approaches to new or familiar situations.	Sometimes shares ideas and rarely takes creative risks. Explores some different approaches to familiar situations.	Rarely shares ideas and is developing confidence to take creative risks.	Unwilling to share ideas or take creative risks.
Self-Reflection	Demonstrates learning and growth from self-reflection on experiences, learning, practices, and understandings	Demonstrates learning from self-reflection on experiences and understandings.	Demonstrates ability to reflect understand, and make connections.	Seeks out and reflects on experiences and practices from various sources.	Minimal reflection on experiences, learning, practices, and understandings.
Commitment	Demonstrates perfect attendance, is always on time, and goes over and above expectations.	Demonstrates perfect or near-perfect attendance, always on time or early, and exceptional participation.	Demonstrates adequate attendance, arrives on time, and adequate participation.	Demonstrates average attendance, occasionally arrives late, and occasionally participates.	Has poor attendance, is consistently late, and rarely participates.

Rubric 2: International Trip Individual Learning Plan & Rubric

Student: _____

As part of the requirements to earn your Global Connections Certificate you have the option to participate in an international trip. As part of the trip you will be expected to demonstrate deeper understandings of culture. You will be responsible for creating a product that encompasses your learning in a particular area as chosen in your Individual Learning Plan. You will be assessed using this rubric in combination with your Individual Learning Plan.

Individual Learning Plan - Project Plan

Trip	
Area of Focus	

Research Question

Intended Project Description (3-5 Sentences)

Evidence (Trip or Research)	Resources & Materials	Mentors/Collaborators

Project includes:

Two modes of presentation	
Big Question is clearly presented	
Content references back to question	
Clear evidence to support topic	

Criteria	Excellent 8	Proficient 6	Developing 4	Not yet
Content <ul style="list-style-type: none"> - Accurate - Informative - Demonstrates learning - Addresses overarching question - Illustrates development of learning over time 	<ul style="list-style-type: none"> - All researched has been explicitly sourced - Ideas well developed and executed - Progress is clearly and exceptionally well evidenced - Thoughtfulness in preplanning and execution as evidenced by artefacts, research, and primary sources 	<ul style="list-style-type: none"> - All research is sourced - Ideas well developed - Progress is clearly evidenced. - Pre-planning well is evidenced by artefacts, research, and primary sources. 	<ul style="list-style-type: none"> - Some research is sourced - Ideas present, but need some more support/ detail - Pre-planning is partially evidenced by artefacts, research, and primary sources. 	
Creativity <ul style="list-style-type: none"> - Visually appealing - Poster, scrapbook, multimodal - Original - Personal and on topic - Conscious of audience 	<ul style="list-style-type: none"> - Eye-catching, very visually appealing - Easy to read and interact with - Connects explicitly with overarching question - Recognized purpose, is insightful, engaging 	<ul style="list-style-type: none"> - Visually appealing - Easy to read - Connects with the overarching question - Recognized purpose connects to audience. 	<ul style="list-style-type: none"> - Somewhat visually appealing. - Most information is easy to read. - Connects loosely to overarching question. - Connects with audience. 	
Organization <ul style="list-style-type: none"> - Clarity of information - Related to topic 	<ul style="list-style-type: none"> - Information is presented very clearly. - Presentation method is intuitive, excellent flow of information - Choice of presentation contributes greatly to understanding 	<ul style="list-style-type: none"> - Information is presented clearly. - Presentation method makes sense, good flow of information. - Choice of presentation method contributes to understanding 	<ul style="list-style-type: none"> - Information is presented somewhat clearly. - Presentation method is straightforward, some information could be re-worked. - Choice of presentation is not clearly connected to topic. 	
Connections <ul style="list-style-type: none"> - Clear reasoning - Explanations, evidence, and question clearly connected - Canadian context - Personal connections 	<ul style="list-style-type: none"> - Connections are clear and exceptionally well evidenced - Connections between research and evidence are thorough and perceptive. - Insightful, personal connections are drawn. 	<ul style="list-style-type: none"> - Connections are clear and well evidenced. - Connections between research and evidence are present and straightforward - Personal connections are drawn. 	<ul style="list-style-type: none"> - Connections are mostly clear. Some more evidence required. - Connections between research and evidence are vague. - Personal connections are present but need more support. 	
Communication <ul style="list-style-type: none"> - Mechanics and grammar - Word choice - Attention to detail 	<ul style="list-style-type: none"> - Vocabulary is well chosen, thoughtful and specific. - Sentences are error free. - Writing is polished, grammatical errors not present. 	<ul style="list-style-type: none"> - Vocabulary is concise, very descriptive - Sentences have some errors, but the errors do not interfere with communication. - Some grammatical errors, but they do not interfere with communication. 	<ul style="list-style-type: none"> - Vocabulary is basic and somewhat descriptive - Sentences have some errors that interfere with communication at times. - Some grammatical errors that interfere with communication at times. 	

Rubric 3: Intercultural Volunteerism Reflection & Rubric

Student: _____

As part of the yearly requirements to earn your Global Connections Certificate you have the option of participating in Intercultural Volunteerism within your school or community. Your involvement and commitment will be assessed with the following reflection and rubric.

Answer the following reflection questions.

1. What did I learn from my intercultural volunteer experience? Which of the three pillars (global citizenship, sustainability, cultural awareness) did my experience most connect with and why?

2. What positive impact did I have on the cultural organization which I was a volunteer for?

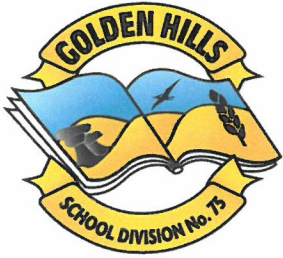
3. What are my strengths as a volunteer?

4. If there was something I could do differently to may my volunteer experience even better, what would it be?

I have completed the following:

I have made sure that this volunteerism opportunity is approved by a GCC Teacher Advisor.	
I have completed at least 25 hours of intercultural volunteerism.	
I have answered the reflection questions attached to this rubric.	

Criteria	Strong Impact	Good Impact	Some Impact	Minimal Impact
Community Need <i>This activity meets an actual need in the community and is coordinated through collaboration with the community.</i>	Opportunity discovered through extensive research or collaboration with community member. Directly supports all three pillars of the GCC- global citizenship, sustainability, or cultural awareness.	Opportunity discovered through basic research. Directly supports one of the three pillars of the GCC- global citizenship, sustainability, or cultural awareness	Opportunity found through the local community. Somewhat supports one of the three pillars of the GCC.	Intercultural opportunity is secondary to what the student wants to do. Does not directly support one of the three pillars of the GCC.
Academics/Learning <i>This activity provides the students with an opportunity to use existing skills, develop new ones, and use skills in a real world setting.</i>	Student has direct application of new skills or knowledge in community service. Intercultural aspect is seen as a vital personal growth activity.	Student has some active application of new skills or knowledge. Intercultural aspect has a strong connection to personal growth.	Student only has some application of new skills or knowledge. Intercultural aspect has minimal connection to personal growth.	Student does not use skills or knowledge outside of the experience. No active connection to intercultural experience.
Student Reflection <i>This activity will provide students an opportunity to reflect upon their own learning and their role in society and the world.</i>	Student actively reflects on their learning and thinks, shares, and produces products based on their reflections. (i.e. Thought Journal)	Student reflection provides basic insight to their learning. Student produces some reflective product based on their reflections.	Student shares minimal reflection on intercultural volunteerism and cannot fully reflect or produce a product based on their reflection.	Student did not spend adequate time actively reflecting. Student summarized their work, but did not make personal reflective connections.
Developing a sense of Caring <i>This activity will provide the student with the opportunity to develop a sense of caring for and about others.</i>	Reflections show deep personal understanding of the importance of interculturalism in today's globalized world. Student recognizes their ability to make a difference and will likely take the initiative to serve again.	Reflection shows a growing understanding of the importance of interculturalism in today's globalized world. Student may serve again.	Reflections show a limited understanding of the importance of interculturalism in today's globalized world. Student may serve again if asked.	Reflections show that student is largely unaffected by the importance of interculturalism. Student is unlikely to serve again.
Quality of Life <i>This opportunity will provide the student the opportunity to enhance the quality of life for those individuals served.</i>	Volunteerism facilitates change or insight, helps solve a problem, meet a need, or address an issue in the community served.	Activity provides some change or insight. Volunteerism enhances an already good community situation.	Volunteerism is mainly service, but actively provides some benefit to community served.	Volunteerism is mainly service, but provides limited community benefit or does not offer new or unique opportunity.



**Global Connections Certificate
Program Requirement Tracking
2018/2019**

Enrollment Date: __/__/__

Student: _____

School: _____

Graduation Requirements

Student has met the requirements to receive an Alberta Diploma

Leadership, Character, and Social Responsibility

Leadership, Character & Social Responsibility 15-5
Day 1 _____ Day 2 _____ Cultural Experience Day _____

Leadership, Character & Social Responsibility 25-5
Day 1 _____ Day 2 _____ Cultural Experience Day _____

Leadership, Character & Social Responsibility 35-5
Day 1 _____ Day 2 _____ Cultural Experience Day _____

Additional Language Acquisition

Students must complete **five credits** in an additional language.

Language Lab
Course: _____

In Class/Online
Course: _____

Language Exam Challenge
Score: _____

Internationally Focused CTS

Students must choose a minimum of one stream, and complete two credits + one special project with an international focus in their chosen area. Special project must be approved by GCC teacher Supervisor. See back for all options.

Management & Marketing

Fashion Studies

Food Studies

Tourism

Legal Studies

Forestry

Wildlife

Other CTS, LDC Internationalized with teacher approval
Course _____

Credit 1

Credit 2

Internationally Focused Special Project

International Leadership Programs

Student has engaged in meaningful participation in one of the following programs. Students will be evaluated each year using the International Leadership Rubric

- School Council
 Leo Club
 Model UN
 Me to We
 Other:
 Grade 10
 Grade 11
 Grade 12

International Experience

OR

Intercultural Volunteerism

Students must complete either an international trip with an academic component which will be assessed with the International Trip Rubric, OR participate and reflect on meaningful culturally based volunteerism which will be assessed with the Intercultural Volunteerism Rubric.

- | | |
|--|---|
| <input type="checkbox"/> School Led Service Trip | <input type="checkbox"/> Planning a Cultural Event |
| <input type="checkbox"/> School Led International Trip | <input type="checkbox"/> Volunteerism at Cultural Centers |
| <input type="checkbox"/> Global Leadership Summit | <input type="checkbox"/> International Student Tutoring or Mentorship |
| <input type="checkbox"/> Academically Focused Personal Trips | <input type="checkbox"/> Volunteerism at First Nations Reserve Religious or Hutterite Colony, Immigration Centers or other distinct group |
| <input type="checkbox"/> Missions | <input type="checkbox"/> Newcomers to Canada Support |
| | <input type="checkbox"/> Other |

Details of participation: _____

Internationally Focused CTS Options:

Internationally Focused Courses	Internationally Focused CTS Courses	Other Courses, CTS Courses, and LDC which could be internationalized with teacher approval
Anthropology Economics World Literature Military History World Geography Comparative Government International Politics Religious Studies Aboriginal Studies	Management & Marketing – E-Commerce, Business in the Global Marketplace Fashion Studies – Evolution of Fashion, Cultural Fashions Food Studies – Canadian Heritage Foods, International Cuisine Tourism – The Tourism Sector, Travel Destinations, Air Transportation Legal Studies - Aboriginal law, Law and the Traveller Forestry – Issues in Forestry Wildlife – Issues in Wildlife, Wildlife Spaces and Species	Creative writing and publishing Democratic Living and Learning Environmental Studies Film Studies ESL Intro to Canadian Studies Journalism Communication Technologies Design Studies Natural Resources Courses English Language Arts Fine Arts (Art, Drama, Music, Dance)



INTERIM EDUCATION PLAN AND REPORT TO THE COMMUNITY

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

May 29, 2018

The Government Accountability Act, School Act and Ministerial Regulations (see: *Policy and Requirements for School Board Planning and Results Reporting, (April 2014)*) require that jurisdictions prepare three year education plans (revised annually in a rolling-forward process) and annual education results reports. Alberta Education receives, reviews, and monitors compliance with the planning and reporting requirements.

Planning for continuous improvement and reporting on results achieved are part of the overall *Performance Management Cycle*, illustrated below, to improve the quality and effectiveness of education programs and to improve student learning and achievement.



In response to budget dialogues between Alberta Education and the various school authorities, the planning and reporting requirements were streamlined. While boards must have an updated Education Plan in place before the start of the school year, the Three Year Education Plan (3YEP) and Annual Education Results Report (AERR) may be combined into a single document which is due annually on November 30. Changes between the preliminary and final document consider the fall report on the previous year’s provincial achievement test and diploma examination results as well as any budget updates.

The draft Interim Three Year Education Plan has been prepared for review of the Board. The final document, incorporating feedback and updated budget information in the combined format of AERR and Education Plan, will be presented at the Regular November Meeting for final Board approval and submitted to Alberta Education on November 30.

Recommendation:

That the Board of Trustees receives and reviews the draft Interim Education Plan described as the "Report to the Community".

A handwritten signature in blue ink, appearing to read "Bevan Daverne", written in a cursive style.

Bevan Daverne
Superintendent of Schools