



# AGENDA

## Golden Hills School Division No. 75

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

**Mission:** *Engaging all learners in achieving their highest levels of academic and personal competence within a caring, innovative environment.*

### Regular Meeting of The Board of Trustees

Monday, September 19, 2016

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 (2016/08/31)**
  - 6.2 **Board of Trustees Organizational Meeting (2016/08/31)**
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. **Advocacy Planning**
  - 8.2. **Information Items**

B. Daverne

8.2.1. **Preliminary Enrolment Monitoring Report (September 2016)**

T. Sabir

8.2.2. **System Enhancement**

K. Jordan

9. **ADJOURNMENT**

Draft



# MINUTES

## Golden Hills School Division No. 75

### Regular Meeting of The Board of Trustees

Meeting Type : REGULAR BOARD MEETING

Date : Wednesday, August 31, 2016

Start time : 10:30 AM

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

### Minutes

#### Attendance

Present were:

**a) Chair**

- David Price

**b) Vice-Chair**

- Larry Tucker

**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 (Absent)

**g) Secretary - Treasurer**

- Tahra Sabir

**h) Recording Secretary**

- Kristy Polet

#### Call to Order

Chair Price called the meeting to order at 10:55 a.m.

#### In Camera

**Resolution #BD20160831.2001**

**MOVED by Trustee Nielsen** that the Board of Trustees go *In Camera* at 10:56 a.m. to discuss legal matters.

**Carried**

Trustee Bazant arrived at 11:10 a.m.

**Resolution #BD20160831.2002**

**MOVED by Trustee Bazant** that the Board of Trustees rise from *In Camera* at 12:13 p.m.

Carried

**BREAK**

**Recessed at 12:13 p.m.**

**Reconvene at 12:35 a.m.**

**Approval Of Agenda**

**Resolution #BD20160831.2003**

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

Carried

**Presentation of Minutes**

**Resolution #BD20160831.2004**

**MOVED by Trustee Nielsen** that the Board of Trustees approve minutes of July 12, 2016 Special Meeting as presented.

Carried

**Resolution #BD20160831.2005**

**MOVED by Trustee Kletke** that the Board of Trustees approve minutes of August 17, 2016 Special Meeting as presented.

Carried

**Chair's Report**  
(REPORTS)

Chair Price reported on the Public Meeting that was held at the Standard School on Monday, August 29, 2016. The topic of discussion was an information session on the construction of Wheatland Crossing School.

**Board Committees**  
(REPORTS)

No information to present at this time.

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

Trustee Kletke presented information on the Public School Boards' Association of Alberta (PSBAA) Council Meeting that was held on August 18 - 20, 2016 in Edmonton.

- Discussed motions made to Per Diem Rates, Executive Committee Honorarium and the Standing Committee undertake a review of compensation for Executive Committee positions.
- Discussed Goals and Priorities of the PSBAA.

**Administration Reports**  
(REPORTS)

Associate Superintendent Miskiman presented information on the following topics:

- HR Update:
  - Staffing - hired 40 new teachers, mainly due to retirements, resignations, contract changes and growth.
- Summer School Programs:
  - Hired 27 teachers to run the programs, 21 teachers taught the 242 students which in turn calculated to 1379 CEU.
- New Teacher Orientation will be held on September 13, 2016.
- New Administrative Orientation will be held on September 14, 2016.

Secretary Treasurer Sabir presented information on the following topics:

- Transportation - would like to automate some communication to parents using School Messenger and streamline information so it is accessible online.
- Facilities:
  - Wheatland Crossing - progressing slowly, delays due to site conditions and challenges with sub-trades.
  - Crowther Memorial Jr. High - new modulars installed, leaks had to be repaired due to the weather.
  - Trinity Christian Academy - gym floor had to be replaced and kitchen area

- fixed due to flooding over the summer.
- Carbon School - fire and water damage has been fixed.
- Prairie Christian Academy - on schedule and on budget.
  - Discussed the colors found in Prairie Christian Academy;
    - Blue represents faith,
    - Orange represents family,
    - Purple represents history, and
    - Green represents growth.
- Finance Department is gearing up to start Audit in September.

Superintendent Daverne presented information on the following topics:

- Enrolment in our schools will not be know until school begins.
- Hiring for Teachers went well.
- Collaborative Day was held on August 30, 2016 at Drumheller Valley Secondary School.

**Resolution #BD20160831.2006**

**MOVED by Trustee Kletke** that the Board of Trustees approve an increase in compensation for *Exempt School-Based Support Staff and Exempt Other Support Staff* effective September 1, 2016 as recommended in Schedule A and B, dated August 31, 2016.

**Carried**

**Resolution #BD20160831.2007**

**MOVED by Trustee Kletke** that the Board of Trustees, based on the approval of the annual Superintendent's Evaluation and subsequent compensation review, the Board accepts Schedule C to be applied for the period of August 15, 2016 to August 14, 2021.

**Carried**

**Resolution #BD20160831.2008**

**MOVED by Trustee Nielsen** that the Board of Trustees directs Administration to further obtain information pertaining to Land Titles, MSR, subdivided from the shop and bring back to the Board at the next Board Meeting on September 19, 2016.

- Trustee Kletke abstained from voting

**Carried**

**Board Annual Leadership Plan**  
(Action Items)

**Resolution #BD20160831.2009**

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

**Carried**

**Locally Developed Acquired Course**  
(Action Items)

**Resolution #BD20160831.2010**

**MOVED by Trustee Tucker** that the Board of Trustees authorizes the use of the acquired locally developed courses and any learning resources listed below:

<i>Aviation 35 (3 credits)</i>	Acquired from Chinook's Edge School Division No. 73	September 1, 2016 until August 31, 2019
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**Carried**

**Appointment of  
Auditors**  
(Action Items)

**Resolution #BD20160831.2011**  
**MOVED by Trustee Kletke** that the Board of Trustees approves the reappointment of Collins Barrow as auditors for the fiscal year of 2015/2016.

**Carried**

**Monthly Enrolment  
Monitoring Report  
(June 2015)**  
(Information Items)

SecretaryTreasurer Sabir presented information on the Monthly Enrolment Monitoring Report (June 2016)

**ADJOURNMENT**

**Resolution #BD20160831.2012**  
**MOVED by Trustee Kletke** that the meeting adjourn at 1:26 p.m.

**Carried**

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Chair

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Secretary-Treasurer

Draft



# MINUTES

## Golden Hills School Division No. 75

### Board of Trustees Organizational Meeting

Meeting Type : REGULAR BOARD MEETING

Date : Wednesday, August 31, 2016

Start time : 10:30 AM

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

### Minutes

#### Attendance

Present were:

**a) Chair**

- David Price

**b) Vice-Chair**

- Larry Tucker

**c) Trustee**

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

**d) Superintendent**

- Bevan Daverne (excused himself at 1:27 p.m due to a prior engagement)

**e) Associate Superintendent**

- Wes Miskiman

**f) Deputy Superintendent**

- Dr. Kandace Jordan (Absent)

**g) Secretary - Treasurer**

- Tahra Sabir

**h) Recording Secretary**

- Kristy Polet

#### Call to Order

Secretary Treasurer Sabir called the Organizational meeting to order at 1:26 p.m.

#### Pecuniary Interest Forms

(Action Items)

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

**Election of Chair**  
(Action Items)

**Resolution #BD20160831.1001**  
Secretary Treasurer Sabir called for nominations for Chair.  
Trustee Nielsen nominated Trustee Price.  
Secretary Treasurer Sabir called for nominations for the role of Chair a second time.  
Secretary Treasurer Sabir called for nominations for the role of Chair a third time.  
Secretary Treasurer Sabir declared nominations closed.  
**Trustee Price was acclaimed as Chair of the Golden Hills Board of Trustees for the 2016-2017 term.**

**Carried Unanimously**

**Election of Vice-Chair**  
(Action Items)

**Resolution #BD20160831.1002**  
Chair Price called for nominations for the role of Vice-Chair.  
Trustee Larsen nominated Trustee Tucker.  
Chair Price called for nominations for the role of Vice-Chair a second time.  
Chair Price called for nominations for the role of Vice-Chair a third time.  
Chair Price declared nominations closed.  
**Trustee Tucker was acclaimed as Vice-Chair for the Golden Hills Board of Trustees for the 2016-2017 term.**

**Carried Unanimously**

**Signing Authority**  
(Action Items)

**Resolution #BD20160831.1003**  
**MOVED by Trustee Kletke** that the representatives for the Signing Authorities stay the same for the 2016-2017 term.

- Chair Price
- Vice-Chair Tucker
- Trustee Bazant
- Manager of Finance, Michael Kuystermans; or
- Superintendent Daverne; or
- Secretary Treasurer Sabir

**Carried**

**Meeting Dates and Times**  
(Action Items)

**Resolution #BD20160831.1004**  
**MOVED by Trustee Kletke** that the Board of Trustees Regular Meeting dates be as follows, with a start time of 9:30 a.m.

- amended date September 19, 2016

**BOARD MEETINGS 2016 - 2017**

August 31, 2016	September- <del>27</del> 19, 2016	October 25, 2016
November 30, 2016	December 13, 2016	January 24, 2017
February 28, 2017	March 28, 2017	April 25, 2017
May 23, 2017	June 20, 2017	

**Carried**

**Trustee Expenses/Pier Diems/Mileage Rate/Benefit Rate/Other Expenses**

**Resolution #BD20160831.1005**  
**MOVED by Trustee Kletke** that the Board of Trustees follow the existing principles outlined in Policy 7, Appendix A - Trustee Compensation (Trustee Expenses/Per Diems/Mileage Rate/Benefit Rate/Other Expenses).

**Carried**



(Action Items)

**Conference Attendance and Provincial Alberta School Boards Association Meetings and Conferences**

Board of Trustees discussed conference attendance, Provincial Alberta School Boards Association (PSBAA) and Alberta School Boards Association (ASBA) meetings.

(Action Items)

**Nomination/Election of Representatives to External Committees**

(Action Items)

**Resolution #BD20160831.1006**

**MOVED by Trustee Larsen** that the Board of Trustees representatives for External Committees stay the same as listed.

External Committees	Representation	Representatives 2013-2017
<b>ASBA ZONE 5</b> (Alberta School Boards Association) Meetings as called by ASBA, approximately 10 per year	2 Trustees plus one alternate (one designated to vote, if required)	Trustee Nielsen Trustee Bazant Chair Price (Alternate)
<b>PSBAA (Public School Boards Association of Alberta) Meetings</b> as called by PSBAA, approximately 2 per year	1 Trustee plus one Alternate (one designated to vote, if required)	Trustee Kletke Trustee Larsen (Alternate)
<b>PSBAA Executive Council</b> (all can attend), approximately 4 per year	1 Trustee plus one Alternate	Trustee Kletke Trustee Larsen (Alternate)

**Carried**

**Nomination/Election of Standing Committee Members**

(Action Items)

**Resolution #BD20160831.1007**

**MOVED by Trustee Larsen** that the Board of Trustees Representatives for the Standing Committees stay the same as listed.

Standing Committees	Representation	Representatives 2013-2017
Audit Committee	Full Board	Full Board
Capital Planning	Full Board	Full Board
Strategic Planning	Full Board	Full Board
Policy	2 Trustees 1 Alternate Superintendent or designate	Trustee Nielsen Trustee Bazant Trustee Tucker (Alternate) Superintendent or designate

Committees	Representation	Approval and Ratification 2013-2017
Bargaining	Administration	Full Board
Advocacy	Full Board	Full Board

**Carried**

**Nomination/Election  
of Representatives  
to External  
Committees**

*(Action Items)*

**Resolution #BD20160831.1008**

**MOVED by Trustee Bazant** that the Board of Trustees amends and/or approves each of these matters.

**Carried**

**ADJOURNMENT**

**Resolution #BD20160831.1009**

**MOVED by Trustee Nielsen** that the Board of Trustees adjourn the meeting at 1:50 p.m.

**Carried**

\_\_\_\_\_  
Chair

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

Draft



## ADVOCACY PLANNING

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

**September 19, 2016**

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### **Background:**

The Board of Trustees is highly concerned about providing the best for students both in programming opportunities available to them and in quality facilities at which they attend.

To this end, The Board of Trustees maintains an Advocacy Committee with the purpose of developing advocacy priorities and a plan to share those concerns with provincial authorities and other municipal officials.

The Board's prior Advocacy Plan is attached for information.

### **Recommendation:**

That the Board of Trustees adopt new advocacy priorities for the 2016/2017 school year.

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

Bevan Daverne  
Superintendent of School

# **Provincial Advocacy Priorities for the Golden Hills School Board of Trustees**

**As a Board, the following points describe our beliefs around those points we wish to advocate as priorities to the province**

## **For our students**

Programming which is delivered in response to our students choices and with the flexibility of our professionals building on the strengths inherent in the communities that populate Golden Hills.

- We believe dual credit programs are highly advantageous to students, support sustainability of rural schools, are highly cost effective provincially and should be expanded.
- Inclusive Education. Golden Hills is proud of the work it is doing to reach the needs of all students that come to us. This means for those students that have greater needs, our support of inclusive education also means the recognition of the need for additional funding support. SHIP funding is critical to the supports and program we offer for kids. Cuts in this area would have a profound impact on Golden Hills' students.
- Golden Hills is a "rural" jurisdiction and this brings with it strengths and challenges. The very real distances between family homes and schools means providing choice to these students also results in increased costs in bussing. Rural communities are very committed to education and opportunities for partnerships are strong.
- Golden Hills is known for innovative programs and innovative approaches to education. Flexibility for our staff working in international markets is necessary to continue the development of this program. Support for innovation and recognition of the global marketplace is critical jurisdictions that maintain operations outside Alberta.
- Smaller rural schools, including our 18 Hutterite schools, must utilize flexible and creative program scheduling and delivery methods. Success in our schools is built on the flexibility of our staff and the ability to work collaboratively in order that our efforts of our team of professional educators will bear fruit.

## **For our students, we need good facilities that support an environment for learning**

Provincial government funding for the maintenance and updating of Golden Hills schools needs to be significantly increased to meet the provincial standard required for the age of our facilities.

- Provincial funding to maintain facilities is inadequate. As determined by Alberta Education, the backlog of deferred maintenance for Golden Hills Schools is estimated to be approximately 25 million dollars as of their most recent school reviews.
- Golden Hills has 8 regular schools (of a total of 22 regular schools) that are past their original design life cycle of 30 years (average age of those school is 42 years old). These remain unfunded for major renovations.
- In the past 20 years, Golden Hills has been funded for major renovations or “modernizing” (not to be confused with minor facelifts) of three schools. Rockyford, Three Hills and Drumheller Valley Secondary School (approved but yet to be done, Trochu Valley).
- Outstanding is the need for the solution for the students in the schools of East Wheatland, and the communities of Gleichen, Hussar, Rockyford and Standard.

Provincial government funding for new schools for Golden Hills is needed for Strathmore, where there is strong population growth with student numbers exceeding existing public school space. Prompt response is needed given current limited capacity and the time lag from approval to having needed additional space built.

- The only new public school built in Golden Hills since amalgamation in 1995 was Strathmore High School in 2000
- The provincial government has announced the phasing out of the funding for leasing of school facilities.
- Golden Hills has two alternative program schools operating in leased facilities. These are the Prairie Christian Academy in Three Hills and the Lutheran Christian Academy in Strathmore.
- Golden Hills has indicated a willingness to work with Alberta Education to develop a new replacement arrangement to address the phase out of the leasing program. In Three Hills, all parties recognize that it will also take replacement facilities to meet the needs of today’s students and that this need is immediate for the High School in particular.

## **For our Team of professional educators and support people**

In order to attract the best and allow our professional staff the freedom to grow individually and as a staff we need:

- To provide preferred career opportunities
- To provide a collaborative and supportive learning community

- To reward innovation and celebrate success

## **Over-arching belief of the Board of Golden Hills**

We believe the best people to establish local priorities, and to make choices for local communities and local stake holders, are local people. The current model, where the province collects all of the money and then makes all of the decisions on the level and the targeted disbursement of funds for education, removes the ability to make many of those local decisions. Provincial officials cannot be expected to know all of the local opportunities and strengths and resulting priorities any more than Federal officials would know better how to manage provincial or municipal affairs than these counterparts.

Along with the ability to establish and pursue local priorities goes the accountability to local stake holders. The Golden Hills School Board is fully prepared to be accountable to our Division community for decisions it would make with respect to locally developed and implemented priorities.

## **Specific areas for discussion**

Transportation:

- No increase in funding since diesel fuel was at \$.60/litre
- Cut in Fuel price subsidy in 2012/13
- With many small schools, it is more expensive to maintain the same level of service as Boards that bus to central locations
- Even after many changes and efficiency improvements, we have a \$300,000 shortfall in our funding

Plant Operation and Maintenance (PO&M):

- Funded at ¼ of the industry standard
- Cut \$200,000 in 2013/14
- Have continued to reduce service and staff, as well as undertaken many other efficiencies, but expect a large shortfall in funding this year of approximately \$600,000

Need a new K-9 school in Strathmore:

- Our schools are full
- We continue to grow
- We have run out of room to add modular on most sites
- We have 150 students currently in leased space in Strathmore and are not receiving adequate lease funding to meet our lease agreement



## PRELIMINARY ENROLMENT BACKGROUNDER

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

**September 19, 2016**

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### **Background:**

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

As per the attached monitoring report, information is provided on 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 19, 2016.

Alberta Education calculates funding for Kindergarten to Grade 9 based on the full-time equivalent student count as of September 30, 2016. High school funding is based on the Credit Enrolment Units earned per student. As such, the attached report is based on FTE not headcount.

### **Recommendation:**

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

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

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Bevan Daverne  
Superintendent

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

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Tahra Sabir  
Secretary-Treasurer

Golden Hills School Division No. 75  
Preliminary Spreadsheet for Enrolments September 2016

School	Last Year Sept 2015	Projected for 2016	Difference from Last Year and Projected	Actual - Preliminary 2016/2017	Difference from Actual to Projected	Difference from this Year to Last Year	% Diff
Acme	193.00	194.00	1.00	195.00	1.00	2.00	1%
Brentwood	345.00	344.50	-0.50	348.00	3.50	3.00	1%
Carbon	92.00	95.50	3.50	103.00	7.50	11.00	12%
Carseland	58.50	57.00	-1.50	64.00	7.00	5.50	9%
Crowther Memorial Junior High	549.00	539.00	-10.00	558.00	19.00	9.00	2%
Dr. Elliott	166.00	166.50	0.50	172.00	5.50	6.00	4%
Drumheller Valley Secondary	408.00	410.00	2.00	410.00	0.00	2.00	0%
Greentree	430.50	394.00	-36.50	394.50	0.50	-36.00	-8%
Prairie Christian Academy	243.00	236.00	-7.00	265.00	29.00	22.00	9%
Wheatland Crossing	335.50	344.50	9.00	334.50	-10.00	-1.00	0%
Strathmore High	617.00	618.00	1.00	635.00	17.00	18.00	3%
Three Hills	465.00	440.00	-25.00	443.00	3.00	-22.00	-5%
Trinity Christian Academy	151.50	165.00	13.50	167.50	2.50	16.00	11%
Trochu Valley	310.00	276.00	-34.00	271.00	-5.00	-39.00	-13%
Westmount	441.00	447.00	6.00	437.50	-9.50	-3.50	-1%
Wheatland	363.50	354.00	-9.50	359.00	5.00	-4.50	-1%
Colonies	350.00	345.00	-5.00	345.00	0.00	-5.00	-1%
Drumheller Outreach	18.00	18.00	0.00	18.00	0.00	0.00	0%
Northstar Academy	347.00	351.00	4.00	360.00	9.00	13.00	4%
Anchors II Outreach	10.00	10.00	0.00	10.00	0.00	0.00	0%
Golden Hills Learning Academy	105.00	132.00	27.00	121.00	-11.00	16.00	15%
Strathmore Storefront	32.00	32.00	0.00	32.00	0.00	0.00	0%
GRAND TOTAL	6,030.50	5,969.00	-61.50	6,043.00	74.00	12.50	0.21%

Grade Configurations Analysis					
	2015/2016	2016/2017	% Change	Projected	% Change
Kindergarten	431.00	400.00	8%	406.00	-7%
Grades 1-3	1,414.00	1,444.00	-2%	1,452.00	2%
Grades 4-6	1,445.00	1,428.00	1%	1,423.00	-1%
Grades 7-9	1,453.00	1,481.00	-2%	1,395.00	2%
Grades 10-12	1,503.00	1,453.00	3%	1,466.00	-3%
	6,030.50	6,006.00	0.41%	5,939.00	0%
	215.50				
K @ full	6,246.00				

Siksika Students	# Students
Carseland	17
Westmount	37
Strathmore High	36
Wheatland Crossing	27
Crowther Memorial Junior High	39
TOTAL	156

International	# Students
CMJH	9.70
DVSS	55.55
PCA	30.50
SHS	61.50
Three Hills School	12.50
Westmount Elementary	1.00
Carseland	0.91
Greentree	0.11
TOTAL	171.77

**Total  
Headcount**  
**6,586.27**

9/19/2016 3:20 PM





## SYSTEM ENHANCEMENT BACKGROUNDER

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

**September 19, 2016**

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### **Background:**

Ongoing, relevant, and timely professional development is critical in order for school divisions to continue to meet the needs of their students and to run an efficient organization. In particular, teachers and administrators require ongoing professional development in order to learn about, and utilize, best research-based practices within education.

In order to meet the diverse learning needs of our teachers and administrators, we design numerous PD opportunities for our staff within our various projects and initiatives, which include individual, school-based, and division-wide opportunities.

The System Enhancement Monitoring Report outlines the main PD activities of the 2015/2016 school year and indicates some of the future trends and directions.

### **Recommendation:**

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

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

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Bevan Daverne  
Superintendent

A handwritten signature in black ink, appearing to read "Kandace Jordan".

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Dr. Kandace Jordan  
Associate Superintendent of Schools



**Golden Hills School Division No. 75**

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

**Regular Agenda**

**September 19, 2016**

**To:** Bevan Daverne  
Superintendent

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

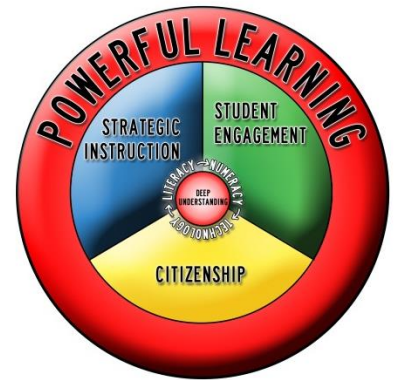
**Re:** System Enhancement

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

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

**Overview:**

Golden Hills School Division (GHSD) recognizes the importance of ensuring that educators have access to high quality, sustained professional learning opportunities in order to maximize student achievement. To achieve this goal, teachers collaborate with one another to learn about effective strategies and practices, create common assessments, analyze data, examine curriculum and plan instruction. Through a cycle of continuous improvement which focuses on Powerful Learning, teachers affirm, revise and aspire towards instruction that engages students and fosters thinking. Powerful Learning incorporates Alberta Education's vision for our students in the future. Assessment strategies are used that intentionally move learning forward through specific, timely feedback. Teachers develop a clear understanding of the criteria for success and collaborate on how to develop peer and self-assessment of learning outcomes. In order to engage students and foster 21<sup>st</sup> century competencies, authentic, worthwhile lessons that reach beyond the classroom are developed. The intension of high quality professional learning opportunities 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 goal is 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 to ensure that our students are prepared 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. Linda Darling-Hammond identified these as areas that are essential competencies for students (cited in Linda Darling-Hammond 2008, pg. 1 –Drucker, 1994).

Teachers in GHSD participate in a number of professional learning opportunities offered both outside of our district and internally. They also participate in school based professional learning (PLC's) and four System Collaborative Days. New Teacher Training/Support includes training days and access to Instructional Coaches who continue to support new teachers in their classrooms. 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 will help our students navigate and acquire meaning in an ever increasingly complex and technology-driven world. Interventions and targeted programs are implemented to reach our goal of increased achievement for all.

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### **Critical Thinking**

Critical thinking is a key component of powerful learning. Teachers have embraced the importance of infusing critical thinking into our instruction, and members of Critical Thinking Consortia (TC2) including Garfield Gini-Newman and key facilitators have supported work in schools and at system collaborative days. During the 2015-2016 school year, the TC2 team continued to work with GHSD teachers to understand the tweaks they could make to lessons in order to intentionally develop critical thinking.

TC2 and Garfield encourage “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). In this way, 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

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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).

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## **New Curriculum**

We are preparing our students to have the competencies (knowledge, skills and attitudes) to succeed in a dynamic, technological and global society. In partnership with Alberta Education and building on the strengths of our existing provincial programs of study, in the 2015-2016 school year the following updates to curriculum took place:

**Career and Technology Foundations (CTF)** Program of Studies for Grades 5-9 has been 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 connections between areas of interest and skill development in various occupational areas. In late spring Golden Hills partnered with the Calgary Regional Consortium and offered two introductory and training days to review and support teachers with this new curriculum.

*Community Based Partnerships* – Golden Hills continues to strengthen and grow many partnerships locally, provincially and nationally that expose students to a variety of positive learning experiences. Partnerships to highlight from the 2015-2016 school year are Ag for Life, Alberta Cattle Feeders Association, Canadian Agricultural Human Resource Council and Inside Education. These partnerships have impacted over 550 elementary students from five schools, 220 junior high students from two schools and 321 high school students from six schools. Programs that have been implemented based on these partnerships:

- Farm Safety Days
- Agriculture Industry Training Days
- Agriculture Showcase
- Calhoun Cattle tour
- Career Connections
- Ag 101
- Ag Education workshop
- Journey 2050
- Inside Education teacher tour
- Agriculture Internships

In addition, there are also five new agriculture courses that have been developed and offered in-house through the Learning Academy.

These opportunities have given students exposure to a wide range of careers, real world settings and provided opportunities for students to develop their areas of interest.

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**Science** – Regular maintenance of curriculum Grade 7-12 curriculums was completed.

**Career and Technology Studies:** To ensure students continue to have every opportunity to pursue their career interests and succeed in today’s knowledge economy, the ministry has created four new apprenticeship training pathways that became available in February 2014. These include Auto Body Technician (ABA), Heavy Equipment Technician (HEA), Millwright (MWA) and Plumber (PLA).

**Math** –The current math curriculum has not changed, however Alberta Education has made some more clarification to the Program of Studies in Kindergarten to Grade 9 and included more information in the academic indicators. All schools have been provided updates on these clarifications. Our report card will also reflect 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.

Other minor housekeeping revisions include:

Updated links to the Mathematics Program of Studies to align with recent revisions to the program;

Updated links to the Career and Technology Studies (CTS) Program of Studies in the Science 14-24 and Sciences 14-24 programs of study to align with the revised CTS program.

These updates have no significant impact on provincial assessments or on the use of current authorized resources.

Our Junior and Senior High Science teachers are working together during the school division collaborative days to prioritize curriculum and to design and create effective assessments to enhance and improve teaching and learning.

**Curriculum Update:** Alberta Education has developed in draft *The Guiding Framework for the Design and Development of Future Kindergarten to Grade 12 Provincial Curriculum*. The future Alberta curriculum will be structured and designed to:

Allow the development of competencies, literacy and numeracy and knowledge and understandings that transcend subjects;

Build on prior knowledge and experiences;

Reflect ways in which children learn at home and in the community (their “lived world”); and

Unify student learning through holistic learning experiences to better reflect recent educational neuroscience research findings

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 competency

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will be inherent within the learning outcome.

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/>

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## Report cards

Golden Hills School Division continues to encourage and support assessment practices that help improve student learning and in particular assessment for learning practices. This work has included more careful attention to priority curriculum outcomes and some shifts in reporting of student progress.

\* PowerSchool

GHSD implemented PowerSchool a student information system (K-12) and reporting system (Grade 7-12) in January 2015.

- PowerSchool resources were developed on the Golden Hills Learning Commons. These resources included tutorials, quick reference guides, and the junior high prioritized curriculum.
- Instructional coaches supported numerous teachers in setting up their gradebooks.
- Communication with parents and students has helped increase their use of the mobile app and PowerSchool website to access student assessments, assignments, course marks and attendance.
- Work has begun to review prioritized curriculum by collaborative subject area groups and examine outcomes based reporting for grades 7-9.

StudentsAchieve (K-6)

- Continued to provide clear communication to our parents, through a website to answer frequently asked questions and provide more information about the Learner Profile (report card).
  - School websites have added a link to the StudentsAchieve parent portal for easy access to view how student are doing on curriculum outcomes overall assessments, assignments, and course focus area results.
  - The StudentsAchieve teacher website continues to provide support to our teachers. The site has numerous videos, step by step instructions, prioritized curriculum, and report card communication pieces.
  - Teachers collaboratively worked together to make minor changes in the prioritized outcomes in science and math
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- Instructional coaches worked closely with new teachers to provide support.
  - Some teachers piloted storing the Literacy school-wide assessment in StudentsAchieve.
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### **Learning How to Learn Project**

The Learning How to Learn project is a set of eight lessons designed to help students learn how to learn. The project provides explicit instruction in how the brain works and how to enhance memory and learning. The goal of the project is to foster critical and strategic thinking in students' approach to learning, reasoning and problem solving. Students in this program learn to reflect on how they think and learn. Students were taught a variety of ways to collect, summarize and demonstrate what they know. Topics included note-taking, test-taking, stress reducing strategies, presentation skills, summarizing information and research skills.

The concept of the "growth and fixed mind set" is taught as a strategy to increase motivation to learn. In addition to the lessons, students were provided small group study sessions, which applied the Learning How to Learn concepts. The intervention teacher worked both within the classroom and in a targeted pull out setting to provide small group support.

The impact of the project was explored through surveys and test results on the grade 6 PAT exams. 73.3% of the 7/8 students showed growth in their social studies mark. Survey feedback supported the benefits of the program.

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### **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 often choose the program they want to utilize and training and support are offered throughout the division.

Programs utilized by trained teachers 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-

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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 the teachers to share this knowledge with their students through a curriculum delivered in a multiple module format. With interactive session 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.

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### **Literacy**

Literacy is foundational to learning, and students need skills to use information and insights from text and other media forms as the basis for informed decisions and creative thought. Alberta Learning defines literacy as the “ability, confidence and wiliness 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 including “Literacy Awareness” and “Literacy Knowledge and Understanding”. The GHSD Literacy Framework highlights these areas for development. During the 2015-2016 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 and services to increase literacy achievement. The goal is to intervene early setting students on the trajectory of 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, 2016 designed to target both literacy and numeracy skills. Teachers identified the kindergarten students they expected to be at risk entering grade one. Two intervention teachers assessed these students and provided feedback to the teacher on areas that needed further development. A summer program including training and a summer package was provided to the parents of the at risk students with the goal to help parents understand how to increase their child’s literacy skills



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during the summer. A follow up e-mail was sent to parents at the beginning of summer and another e-mail will be sent out in September to see if parents found the program helpful and to see if they worked on this during the summer.

- Early Literacy Intervention was offered to struggling readers in grades 1 and 2.
  - In the 2015-2016 school year, the Early Intervention Team of four teachers served students in 40 classrooms, with direct intervention offered to 150 students in grade one and two. This represents 20% of our grade one students and 19% of our grade two students. Intervention sessions were offered over a four months. Results indicated that the average growth made by the students was approximately one year, which is consistent with results from the previous year. Grade 1 students improved on average 1.36 grade levels and Grade 2 students improved on average 9.2 (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. 87% of the students who received ELI were measured in the "Acceptable" range in reading in grade 3 (Up from 76% in 2014). In the grade 9 PAT's 80% of the students who received intervention reached "Acceptable". This indicates that the benefit of the program was sustained over time. The majority of the students who did not reach acceptable were coded and ended up with being assessed with more complex barriers to learning.
  - ELI Satisfaction Surveys indicate 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. 100% of teachers surveyed stated that their student significantly benefited from the program.
  - Support continued to be provided through coaches on the "Daily Five" 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 except one. Two years ago five schools offered this program and last year 14 schools participated. Teachers were provided the training and resources to implement the targeted intervention program for students struggling in literacy acquisition both within the classroom and as a pullout targeted program. Most schools focused on grade 1-3 students and in one school all teachers offered an intervention block at the same time and all students were provided the program in flexible groupings. The results indicate 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 CBV, which has a high First Nations population. The intervention was provided in a pull out setting. A math intervention program was also
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developed and offered to small groups of “at-risk” learners. Pre-post testing indicates growth in both reading and numeracy.

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## **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 2015-2016 school year, was the first year for the development and 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 two, all students have the foundational numeracy skills to be successful in grade 3 and beyond.

- A kindergarten intervention program was implemented in April, May and June, 2016 designed to target both literacy and numeracy skills.
  - Early Numeracy Intervention was offered to students struggling with the foundational skills such as number sense and basic facts in grades 1 and 2.
  - In the 2015-2016 school year, the Early Intervention Team of three teachers served students in 40 classrooms, with direct intervention offered to 192 students in grade one and two. This represents 22% of our grade one students and 25% of our grade two students. Intervention sessions were offered over a four months. Results: Struggling grade 1 students achieved on average 96 % accuracy on the kindergarten outcomes and 56% on the grade 1 outcomes tested in the post assessment (this represents a 22% increase in the kindergarten outcomes and a 39% in the grade one outcomes). The early intervention grade 2 students achieved on average 84% on the grade one outcomes and 50% on the grade 2 outcomes tested in the post assessment this represents 39% increase in grade one outcomes and a 38% increase in grade 2 outcomes). On average the grade two students increased their score by over 15% on the Math Intervention Programming Instrument from pre- to post-test ( 65% to 80% on the assessment).
  - ENI Satisfaction Surveys indicate that 98% of parents reported that the program helped their child’s math/numeracy understanding. 95 % of parents reported that their child’s attitude towards math has improved through participating in the program. 91% of teachers surveyed stated that their student significantly benefited from the program.
  - 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 other individual school programs in GHSD that
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help support early intervention in numeracy were Math Boost, Math RTI, and LAC.

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### **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.

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.

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### **Professional Learning**

Teachers in GHSD are lifelong learners and their work continues to be supported through a number of professional learning opportunities for staff. The following professional opportunities were offered during the 2015-2016 school year:

- Four collaborative days were provided for all GHSD teachers to collaborate together in their grade level teams. Teacher teams worked to deepen their understanding of curriculum areas, ways to foster thinking in their students, Assessment for Learning strategies and designing Powerful Learning. Teacher teams examined data and student work, developed critical challenges in a variety of subjects, built common assessments and implemented high impact strategies in their classrooms.
  - 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 worked shoulder-to-shoulder with PLC teacher teams throughout the year to support lesson development and refinement.
  - School improvement plans that focused on Powerful Learning have been implemented in a number of schools. Members from the Critical Thinking Consortia have worked with grade level teams within the school. Teacher teams were guided over a number of small group sessions on how to create a critical challenge and how to tweak their instruction to foster critical thinking.
  - New teacher training occurred over two days with the second day focusing on Assessment for
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#### Learning and implementing Critical Thinking.

- The Instructional Coaches offered PD sessions in the areas of literacy and numeracy. Improving comprehension skills was the focus on a day at division office. Interested teachers math worked for a day together reviewing current research and best practices in teaching foundational math skills.
- Training was offered on the Jump Math program.
- Grades 1-5 teachers 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. Individual administrators also signed up to work with Ainsley Rose for support and strengthening their school’s mission and vision.
- Groups of teachers from grade 2, 4 and 8 formed a focus group to work with Garfield to develop Critical thinking lessons. A group of grade 6 science teachers also formed a working group to develop their plans.
- A PD day was offered at division office on how to manage difficult behavior in the classroom. Teachers learned about effective behavior strategies and how to develop Behavior Support Plans.
- A common writing PD was offered to develop the assessments and to learn from one another.
- Technology PD days were offered to support teachers in learning about various tools.
- Three days were provided for teachers to learn about “Active Inspire”. Two days were offered for teachers to learn about STEM and another day devoted to learning about Robotics.
- Teachers attended two day training on CTF course development.
- A focus group of kindergarten teachers participated in webinars and conversations with Sue Kempton to implement inquiry and play in the kindergarten classroom. The webinars prepared the key teachers to lead the rest of the Kindergarten teachers during the four collaborative days.
- Two schools hired school based coaches to work weekly with small groups of teachers within their schools.
- Instructional Coaches provided ongoing PD to teachers through co-planning and modeling of powerful strategies and research based best practices.

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#### **Leadership Training**

Quality educational leadership is an 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 and for ensuring quality leadership for the future of the system. In partnership with CRC a training program focused on high impact instructional leadership was developed and is currently in its third year of implementation. This series involves all current school and system leaders, as well as, individuals identified as having strong potential as educational leaders, training with a national and international expert in educational leadership. In addition, to participating in the collaborative learning

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series with CRC, GHSD school leaders have opportunity for further training and work with this expert at their schools during the course of the school term. In addition to this training, core work and collaborative learning opportunities are built into administrator meetings, and a special focus has been given to teacher supervision and evaluation. Expert training sessions in the latter are being planned for the 2016-2017 school term due to the number of new school leaders we have welcomed this year. Ongoing mentorship and support is also provided throughout the school term.

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### **Instructional Coaches**

Throughout the 2015-2016 school year, GHSD Instructional Coaches worked with individual teachers, teacher teams and large groups of teachers during division office PD opportunities. The coaches played a key role in planning and overseeing the four Collaborative Days, as well as a number of other Professional Learning opportunities both within schools and at a system level. The importance of continuing to develop Assessment for Learning strategies, as well as the integration of high impact instructional strategies was stressed, with a particular focus on the intentional integration of “Critical Thinking” in lessons.

Teacher’s accessed coaches to further develop practices in the area of Strategic Instruction with 40% of the support focusing on infusing critical thinking into the classroom. 38% of the support consisted of lesson and or unit design. 46% of the support was in technology integration and 13 % of the support was in Differentiating Instruction. Support in implementing Assessment for Learning strategies was 18% of the referrals.

47% of support provided to teachers was through co-planning, which is an increase from last year and 16% of the support was through Lesson Modeling, up from 8% the previous year. Most of the time was spent in collaboration, with connecting to resources representing 53% and Professional Conversations support was accessed 61%.

93% 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 77% of the teachers reporting this in the previous year.

94% of teachers rated the impact of the collaboration on student learning as high or very high, which is up from 65% the previous year. This represents a significantly higher rate of satisfaction and impact on student learning.

The work of the coaches included the following:

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

## Technology

Golden Hills School Division continues to encourage and support system-wide improvement that embraces powerful learning design, 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 growing need of the Assistive Technology Lending Library demonstrates the success of providing students and teachers with iPads and appropriate apps. In the spirit of inclusive education, all GHSD students benefit from text to speech programs; netbooks and desktop computers have WordQ/SpeakQ and Chromebooks users have Read&Write for Google.

This year, GHSD teachers and students were offered a new opportunity to enhance student learning through robotics and STEM (Science, Technology, Engineering and Math). A variety of devices have been added to IMC and made available to teachers. Professional Development to showcase the power of the various tools was offered in May and IMC reports that most of the items are already booked and in use in our schools.

As a foundation to the technology framework within Powerful Learning, instructional coaches worked with administrators in an activity introducing a technology continuum during an administrator's meeting. The continuum supports effective use of technology in the classroom which will lead to deeper understanding of curricular outcomes.

Coaches provided support in the following capacities:

- ActivInspire – Activiboards and flipchart building
  - Assistive technologies
  - Blogs
  - Digital Citizenship
  - Digital Creation tools
  - Digital Storytelling
  - 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
  - Social Media (Twitter, Facebook, Instagram)
  - Streaming Media (Youtube, TeacherTube, Learn 360, Discovery Education)
  - Student Information Systems (Students Achieve and PowerSchool)
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- Student Response Systems (ActiVotes, Plickers, Kahoot, Google Forms)
  - Web 2/3.0 Tools (Glogster, Prezi, Padlet, etc.)
  - Website building (for both students and teachers)
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## **NEXT STEPS**

System enhancement efforts will continue to focus on helping teachers and leaders facilitate powerful learning approaches in order to help students develop deep understanding of curriculum outcomes.

During the 2015-2016 school year teachers and administrators will continue to be provided with a variety of PD opportunities to meet their learning needs. In order to provide teachers with common planning time, four Collaborative Days have been provided throughout the upcoming year. Teachers are organized in grade level teams for Elementary and subject area teams for Junior and Senior High. Feedback from the Collaborative Days is extremely positive. 97% (up from 91%) of teachers indicated that they agreed or strongly agreed with the statement: "To what extent do you agree that today's collaborative work will help you to implement powerful learning practices in your classroom." This feedback highlights the value teachers place in coming together to grow and learn.

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