



# 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

Tuesday, October 25, 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 (2016/09/19)**
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. **Annual Modular Request Submission** T. Sabir
    - 8.1.2. **AP 214 - Inclusive Education** K. Jordan
    - 8.1.3. **Wheatland Crossing School Recreation Facility Joint Use Agreement** B. Daverne
  - 8.2. **Information Items**

8.2.1. <b>Monthly Enrolment Monitoring Report (September 2016)</b>	T. Sabir
8.2.2. <b>IMR and Capital Projects Report (Summer Update)</b>	T. Sabir
8.2.3. <b>Human Resources Monitoring Report</b>	W. Miskiman
8.2.4. <b>Provincial Exam Results (Annual and Five Year Trends)</b>	W. Miskiman
8.2.5. <b>Three Year Education Plan and AERR</b>	B. Daverne
8.2.6. <b>Family School Community Resource Program</b>	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 : Monday, September 19, 2016

Start time : 9:30 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

**g) Secretary - Treasurer**

- Tahra Sabir

**h) Recording Secretary**

- Kristy Polet

Absent:

**e) Deputy Superintendent**

- Dr. Kandace Jordan

**f) Associate Superintendent**

- Wes Miskiman

#### Call to Order

Chair Price called the meeting to order at 9:39 a.m.

#### In Camera

**Resolution #BD20160919.1001**

**MOVED by Trustee Tucker** that the Board of Trustees go *In Camera* at 9:39 a.m. to discuss legal matters.

**Carried**

**Resolution #BD20160919.1002**

**MOVED by Trustee Nielsen** that the Board of Trustees rise from *In Camera* at 10:02 a.m.

Carried

**Approval Of Agenda**      **Resolution #BD20160919.1003**  
**MOVED by Trustee Nielsen** that the Board of Trustees approve the agenda as presented.

Carried

**Presentation of Minutes**      **Resolution #BD20160919.1004**  
**MOVED by Trustee Larsen** that the Board of Trustees approve minutes of August 31, 2016 Regular meeting as presented.

Carried

**Resolution #BD20160919.1005**  
**MOVED by Trustee Bazant** that the Board of Trustees approve minutes of August 31, 2016 Organizational Meeting as presented.

Carried

**Chair's Report**  
(REPORTS)      Chair Price did not have any new information to report on at this time.

**Board Committees**  
(REPORTS)      No information to present at this time.

**Board Representatives to External Organizations**  
(REPORTS)      Trustee Nielsen presented information on the Alberta School Boards Association (ASBA) Zone 5 Meeting that was held on September 2, 2016.

- Alberta Education Report - no written report was available.
- Guest Speaker, Cathy McCauley, Executive Director, Calgary Regional Consortium (CRC) was in attendance;
  - Discussed Conference being held on October 22, 2016 at the Ramada Plaza Calgary Airport in Calgary, AB. on Building Positive Pathways for Parents - Supporting the Learning Journey of my Child with Unique Needs.
- Discussed invitation to First Nations, Metis & Inuit Representatation at the Zone 5 table.
- Important Dates:
  - September 27-28 - Provincial Issues Forum
  - November 20-22 - Fall AGM
  - June 4-6 - Spring AGM
- Next Zone 5 Meeting is October 7, 2016.

**Administration Reports**  
(REPORTS)      Superintendent Daverne presented information on behalf of Deputy Superintendent Jordan and Associate Superintendent Miskiman:

- HR Update:
  - Staffing - hired 36 new teachers which includes Administrators.
  - Golden Hills Division Office hosted an Administrators Workshop Day on September 14, 2016.
  - Golden Hills Division Office will be rolling out an "Administrators Almanac."
- College of Alberta School Superintendents (CASS) Technology Leadership will be surveying parents, students and staff to help with planning our technological needs.
- Sod Turning Event for Strathmore K-9 School and Recreational Facility will be taking place on Tuesday, October 18, 2016 at 5:00 p.m.
- Prairie Christian Academy Grand Re-Opening Ceremony will be taking place on Wednesday, October 26, 2016 at 10:30 a.m.



Secretary Treasurer Sabir presented information on the following topics:

- Facilities:
  - Trochu Fitness - experiencing some delays, Golden Hills School Division Maintenance managing as much as possible.
  - Strathmore K-9 School and Recreational Facility - moving forward, should have Consultant Cost Report in the next couple days.

**Resolution #BD20160919.1006**

**MOVED by Trustee Bazant** that the Board of Trustees moves to subdivide Trinity Christian Academy School from the Golden Hills Dormitories in Strathmore, AB.

**Carried**

**Resolution #BD20160919.1007**

**MOVED by Trustee Larsen** that the Board of Trustees deems the Trochu Outreach building and land surplus to the Golden Hills' School Board's needs.

- Trustee Kletke abstained from voting

**Carried**

**Resolution #BD20160919.1008**

**MOVED by Trustee Nielsen** that the Board of Trustees considers selling the Trochu Outreach building and land to the Town of Trochu for one dollar.

**Carried**

**Advocacy Planning**  
(Action Items)

Superintendent Daverne presented information on the new Advocacy Planning priorities for the 2016 - 2017 school year.

**Preliminary  
Enrolment  
Monitoring Report  
(September 2016)**  
(Information Items)

Secretary Treasurer Sabir and Superintendent Daverne presented information to the Board of Trustees on the September Preliminary Enrolment Monitoring Report. Golden Hills is pleased to see a steady enrolment.

**System  
Enhancement**  
(Information Items)

Superintendent Daverne presented information on behalf of Deputy Superintendent Jordan to the Board of Trustees on System Enhancement Monitoring Report for 2015-2016.

**ADJOURNMENT**

**Resolution #BD20160919.1009**

**MOVED by Trustee Nielsen** that the meeting adjourn at 11:45 a.m.

**Carried**

---

Chair

---

Secretary-Treasurer



**MODULARS REQUEST**  
**2017/2018 SCHOOL YEAR**

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

**October 25, 2016**

---

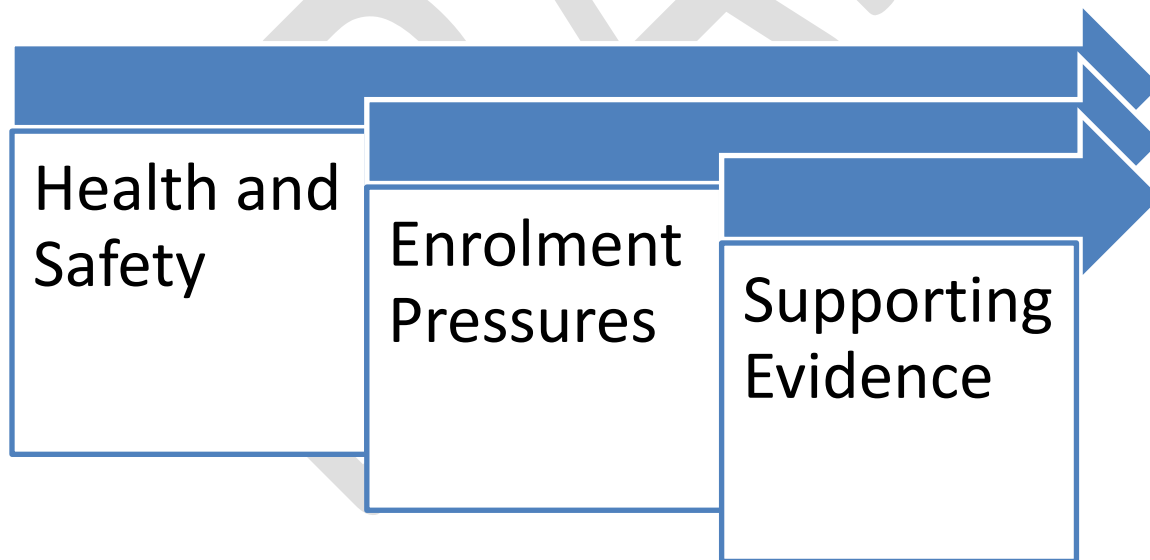
**Background:**

Further to Capital Planning, Alberta Education's submission date for requesting new modular classrooms for the 2017/18 school year is November 2, 2016.

Capital Planning has requested that school jurisdictions identify; in priority order, emergent modular classroom needs and portable/modular classroom move requests for 2017/2018. As in previous years, Alberta Education will use the following criteria to determine the priority order for the allocation of modular classrooms to school jurisdictions:

## Criteria to Determine Priority Order for Modular Classrooms

---



The deadline for submission to Alberta Education is **November 2, 2016**. Alberta Education had advised this deadline will allow the approved units to be ordered, constructed, delivered and set up in time for the start of the 2017/18 school year. Approval decisions will be communicated to school jurisdictions in early 2017.

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

<b>Strathmore High School (SHS) Strathmore - Grades 10-12</b>	
Utilization Rate from 2015/2016	72%
Enrolment Headcount	730 students
Issue	Every classroom is fully utilized Exhausted all other approaches to increase usage & efficiency of existing space Growth in students and programs have created the need for more classroom space
Request	<b>Funding</b> for 3 modular classrooms
Proposed Placement	<b>See attached</b>

<b>Trinity Christian Academy Strathmore – Grades 1-9</b>	
Utilization Rate from 2015/2016	90%
Enrolment Headcount	179 students
Issue	Program Continues to grow and all the TCA classrooms are full. For the past 4 years enrolment has grown over 75%. We anticipate future growth to continue at a similar rate.
Request	<b>Funding</b> for 3 modular classrooms
Proposed Placement	<b>See attached</b>

**Recommendation:**

That the Board of Trustees approves the recommended modular requests for the 2017/2018 school year.

School	Request
Strathmore High School (Strathmore)	3 modulars
Trinity Christian Academy (Strathmore)	3 modulars



Bevan Daverne  
Superintendent



Tahra Sabir  
Secretary-Treasurer





# Trinity Christian Academy School



NOTES

1	DATE	BY	REVISION
2	DATE	BY	REVISION
3	DATE	BY	REVISION

FWBA ARCHITECTS  
ARCHITECTS  
1000 N. 10TH ST. SUITE 100  
DENVER, CO 80202  
303.733.1111

PROJECT: MODULAR CLASSROOM RELOCATION - TRINITY CHRISTIAN  
DATE: JAN 20 2017  
SCALE: 1/8" = 1'-0"  
SHEET: 02

GOLDEN HILLS SCHOOL DIVISION No.75  
2016.01.20.04

PROPOSED SITING - OPTION 2

## A2-1P

SCALE: 1/8" = 1'-0"



## AP 214 – INCLUSIVE EDUCATION

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

October 25, 2016

---

### **Background:**

Administrative Procedure 214 language and processes were updated in response to the Alberta Education principles of inclusive education.

The procedure will provide administrators, teachers and educational professionals in GHSD to understand the responsibility in strengthening and renewing understanding, skills and ability to create flexible and responsible learning environments.

### **Recommendation:**

That the Board of Trustees receives Administrative Procedure 214 – *Inclusive Education* as information and for the record.

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

Bevan Daverne  
Superintendent

A handwritten signature in blue ink, appearing to read "Kandace Jordan", written over a horizontal line.

Dr. Kandace Jordan  
Deputy Superintendent

## Administrative Procedure (214)

---

### INCLUSIVE EDUCATION PROGRAMS

#### Background

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

The Division is committed to the provision of a high quality continuum of support using a tiered approach to prevention and intervention which includes evidence based assessment and instruction.

#### Definitions

Students with diverse needs refers to students described in legislation as being in need of specialized supports and services.

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

#### Procedures

1. The Province of Alberta has a philosophy of inclusion to meet the needs of diverse learners. Educating students with diverse needs in a regular classroom in neighborhood schools shall be the first placement option considered in consultation with the student (when appropriate), parents/guardians and school staff. As much as possible, teachers will differentiate for diverse learners within the classroom.
2. Even when excellent classroom instruction is occurring some students will benefit from targeted instruction or a specialized program placement because of his/her behavioral, communication, learning and/or physical health characteristics. These identified students shall be referred to the School Administration, Educational Consultant and/or through the School Resource Team who will develop an intervention plan which will then be approved by the student's parents/guardians. This may include provision of specialized supports within the school, further assessment, and/or referral to community supports. School principals are responsible for ensuring the school has processes and a learning team in place, to provide consultation, planning and problem-solving related to programming for students with diverse learning needs. Any change in a student's program requires the signed approval of the parent/guardian.
3. When including a student with diverse needs in a regular classroom setting that is determined to have a significant adverse impact on the total learning environment, alternative programming plans shall be identified and recommended for the student.
4. A number of assessment strategies can be used to make decisions, assign support services and to determine adapted or modified programming for students with diverse needs. This can include teacher assessment, observation, formal and informal checklists and standardized screening tools. Should a more specialized assessment be required (i.e. School Psychologist, SLP, O.T., P.T.) then school staff shall seek informed consent from the parent/guardian before referring a student to a qualified professional.

5. Psychoeducational Assessments follow the expectations/criteria outline in the Alberta Standards for Psychoeducational Assessment. Allied Health Services providers (School Psychologists, SLP, O.T., and P.T.) adhere to the standards and guidelines set by the professional organizations for their members.
6. Assessment results are shared with the student (when appropriate), parents/guardians and all others involved in the students program. Teachers, parents/guardians, students and other professionals collaborate to determine suitable educational goals and the instructional strategies and services required to effectively support the diverse learning needs of the student.
7. An Individualized Program Plan/Support Plan (IPP/ISP) and/or Behavior Support Plan (BSP) based on assessment information and key understandings about the students diverse learning needs are designed and implemented for any student identified as one who would benefit from the process.
  - The principal assigns teachers to coordinate, develop, implement, monitor and evaluate the plan. The teacher strives to invite meaningful involvement of student's parents in the process, along with other teachers and professionals.
  - Review of the plan is regularly scheduled (i.e. reporting periods) and documented.
  - In cases, where parents refuse involvement and consent for the plan, school staff document the reason(s) for refusal and the actions undertaken by the school to obtain consent and resolve concerns. The plan can still be utilized by school staff as an accountability document for the supports and services being provided to meet the student's diverse learning needs.
  - IPP/ISP and/or BSP are developed in a timely manner (i.e. 6 weeks following the beginning of school, new psychoeducational assessment results, or transfer in from a different program/school)
  - Ensure plans are placed in the student records and access to the plan complies with the Student Record Regulations and Freedom of Information and Protection of Privacy (FOIP) legislation
8. Based on specialized assessment information the school principal, in consultation with the Educational Consultant, may assign an Alberta Education Special Needs Code to a student
  - The Alberta Education Special Education Coding Handbook outlines criteria using specific categories to help teachers and administrators in school authorities identify the students, ECS to Grade 12 who require specialized supports and services. Schools maintain documentation to support the assignment of a special education code. This includes a diagnosis of a disability or disorder by a qualified professional. In addition to the diagnoses there will be clear evidence that indicates how the disability/disorder impacts the students functioning in the learning environment.
  - A special education code, where appropriate, is part of student registration. Use of codes allows Alberta Education to collect one of the many pieces of demographic information that can assist the ministry in better overall improvement of the education system. Although a student may meet criteria for several codes only one code is entered in the student registration. This should be the code that represents the primary focus of intervention for the student.
9. School boards must provide parents with access to information contained in the student record including results of specialized assessments in accordance with the Student Record Regulation.
10. Parents/guardians have an important role to play and are consulted in assessment, program planning and placement decisions. Such decisions affecting their child must be appealed through the provisions of Administrative Procedure 380.



**Reference:**

**Legal**

- Canadian Charter of Rights and Freedoms, section 23
- Child, Youth and Family Enhancement Act R.S.A. 2000, c-12, section 57.2
- School Act R.S.A. 2000, c.S-5, sections 18, 20, 29, 39 (1)

**Alberta Education**

- Ministerial Order 4.2.3 – Standards for Special Education, approved June 7, 2004
- Programming for students with Special Needs Book #3: Individualized Program Planning (2006)
- Standards for Psycho-Educational Assessment (1994)
- Policy 1.6.2 Special Education
- Policy 3.5.1 Information Bulletin, Review by the Minister



## Wheatland Crossing School Recreation Facility Joint Use Agreement

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

October 25, 2016

---

### **Backgrounder:**

Through The Friends of East Wheatland Society, Wheatland County is prepared to invest additional funding to enhance the project. This additional funding would support additional space in the gym for bleacher seating and bleachers as well as the construction of a fitness center attached to the gym at Wheatland Crossing School.

Wheatland County has committed to a \$750,000 investment, which will be divided into five payments, an initial \$250,000 investment, and four additional payments of \$125,000 which will be paid over four years.

Wheatland County and Golden Hills School Division are proposing an agreement in regards to the joint use of those portions of Wheatland Crossing School.

### **Recommendation:**

That the Board of Trustees moves to approve and sign the Joint Use Agreement for Wheatland Crossing School.

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

Bevan Daverne  
Superintendent of Schools

**WHEATLAND CROSSING SCHOOL  
RECREATION FACILITY  
JOINT USE AGREEMENT**

**THIS AGREEMENT** made effective as of the \_\_\_\_\_ day of \_\_\_\_\_ 2016

BETWEEN:

**GOLDEN HILLS SCHOOL DIVISION NO. 75**  
of 435A Highway #1, Strathmore, Alberta T1P 1J4  
(the "School Division")

AND:

**WHEATLAND COUNTY**  
of Highway #1 RR1 Strathmore, Alberta, T1P 1J6  
(the "County")

WHEREAS:

**RECITALS**

- The School Division and the County have entered into the Facility Use Agreement effective **September 7, 2016**.
- The Facility Use Agreement provides that the County will contribute to the construction of additional gymnasium space and Fitness Centre space at Wheatland Crossing School.
- The Facility Use Agreement provides that the School Division will support defined community access to the facility

**ARTICLE ONE**

**DEFINITIONS AND INTERPRETATIONS**

**1. Definitions:**

1.1. **County** – Wheatland County

1.2. **Community** – Community groups and individuals of Wheatland County wishing access to school and facilities for not for profit purposes.

1.3. **School Division** – Students and staff of Golden Hills School Division

**ARTICLE TWO**  
**FACILITY USE PRINCIPLES**

**2. General Use Access and Priority of Facility:**

- 2.1. The School Division shall operate the Facilities in accordance with these priorities:
- **Educational** - athletic and administrative use by the school.
  - **Community use** - non-profit community organizations and other non-profit groups. Community and/or external user groups will be subject to facility rental, equipment and set-up fees where applicable as per GHSD Administrative Procedure 556 (attached).
  - **Business and For Profit use** - when the use is aligned with the vision, mission and mandate of the School Division and the County. Business and Industry user groups will be subject to facility rental, equipment and set-up fees where applicable. Rental fees will be set as per GHSD Administrative Procedure 556 (attached)
- 2.2. The School Division has exclusive access to the 'gym' area at no cost during ("School Hours"). School Hours are from 8:30 am to 5:00 pm, on designated instructional days, based on the published calendar for the School Division provided in advance of the school year.
- 2.3. The School Division has first rights to book the 'gym' area 30 days' notice during non-School Hours. The School Division will work cooperatively with the community and Municipal Partners around tournaments, events and other non-School bookings.
- 2.4. The Community has access to book the 'gym' area during non-School Hours based on availability. An opening, closing or cleaning fee may be charged.
- 2.5. Access to the Fitness Centre will be available to the community during school hours, a membership fee may be charged.
- 2.6. The School Division reserves the right to refuse Community, External, Business and Industry use of the Facilities, providing written explanation (letter or email) to the County as to the reason why a refusal was deemed necessary.
- 2.7. The fee structure for Community, External, Businesses and Industry use of the Facilities will be established and approved annually by the School Division. Fees will incorporate direct and indirect costs and contribution margins, providing at least thirty days notification prior to approval of fees and then confirming fees that the board approves within five business of approval. Fees will be aligned with GHSD AP 556 (attached).

**ARTICLE THREE  
PARTNER RESPONSIBILITIES**

- 3.1 Completed building to be owned by GHSD, the County will have no responsibility for ongoing building management or maintenance fees.
- 3.2 GHSD will determine all rental and access fees, schedule will be published in Administrative Procedure 556.

**ARTICLE FOUR  
INDEMNIFICATION OF AGENT**

- 4.1 The Joint Users jointly agree to indemnify and hold harmless each Agent for all liabilities which the Agent may incur or become subject to as a result of the Agent acting within the course and scope of the terms of this Agreement.

The Agent may call upon such indemnification prior to any finding of liability on its part and may claim contribution and indemnity for all damages, claims, costs, required to expend but shall account to the Joint Users for all such funds and, where necessary, refund any amounts paid by the Joint Users in excess of a Users liability therefore.

- 4.2 The Joint Users agree that in the event of any claim by any third party against the Agent arising from any act or omission of the Agent, while acting in the capacity of Agent, the Agent shall not defend, settle, or otherwise deal with, or compromise such claim, without the consent, in writing, of both Joint Users.
- 4.3 All provisions of this Agreement providing indemnity of or other protection to, the Agent by the Joint Users shall survive any termination or expiration of this Agreement.

**ARTICLE FIVE AGREEMENT  
REVIEW PROCESS**

- 5.1 The agreement will be reviewed at the end of the first year and subsequently upon written request of either party.

**ARTICLE SIX GENERAL  
PROVISIONS**

- 6.1 **Notice.** Any Notice, demand or request required or permitted to be given under this Agreement shall be sufficiently given if in writing and if delivered personally or by courier, transmitted by facsimile machine or mailed by registered mail addressed to the address, or sent to the facsimile number, shown for each of the Joint Users as follows:

**GOLDEN HILLS SCHOOL DIVISION**

435A Highway #1  
Strathmore, Alberta T1P 1J4  
Attention: **Bevan Daverne**  
Fax: 403-934-5125

**WHEATLAND COUNTY**

Highway 1 RR1  
Strathmore, Alberta T1P 1J6  
Attention: **Glenn Koester**  
Fax: 403-934-4889

- 6.2 A notice, demand or request sent by mail pursuant to Article 6.1 shall be deemed received on the fourth business day (excluding Saturdays, Sundays and statutory holidays) after the date of mailing.
- 6.3 A notice, demand or request sent by delivery or facsimile pursuant to Article 6.1 shall be deemed received on the day following the date of delivery or transmission, as the case may be.
- 6.4 Each Joint User shall be responsible for keeping its address and facsimile number current and in the event of any change shall notify the other Joint User showing the effective date of such change.
- 6.5 **Severability.** If any provision of this Agreement is found by any court to be unenforceable, that provision shall be severed from the Agreement, and the remainder of this Agreement, shall not be affected thereby and shall be enforceable in accordance with the terms of the remaining provisions, to the extent permitted by law.
- 6.6 **Governing Law.** The interpretation of this Agreement will be governed by the laws of the Province of Alberta and, except for the provisions herein specifically providing otherwise, any action to enforce this Agreement or any provision herein, shall only be taken in a court of competent jurisdiction in the Judicial District of Red Deer, Alberta and all steps in such action shall likewise be taken therein.
- 6.7 **Further Assurances.** The Joint Users hereto agree to execute such further assurances and agreements as the Agent may request in order to achieve business efficiency for, and the best protection of, the Agent.

6.8 **Reasonableness and Good Faith.** The Joint Users shall act reasonably and in good faith in carrying out this Agreement.

6.9 **Successors and Assigns.** This Agreement shall be binding on the successors of the Joint Users, howsoever created. No Joint User shall assign any of its interest under this Agreement.

IN WITNESS WHEREOF the Joint Users have executed this Agreement under seal attested by the hands of their proper officers duly authorized in that regard to be effective the day and year first above written.

**Golden Hills School Division**

Per \_\_\_\_\_  
Board Chairman

\_\_\_\_\_  
Date

Per \_\_\_\_\_  
Superintendent  
Golden Hills School Division

\_\_\_\_\_  
Date

**Wheatland County**

Per \_\_\_\_\_  
Reeve  
Wheatland County

\_\_\_\_\_  
Date

Per \_\_\_\_\_  
Chief Administrative Officer

\_\_\_\_\_  
Date



## ENROLMENT BACKGROUNDER

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

**October 25, 2016**

---

### **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, 2015 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, 2016. High school funding is based on the Credit Enrolment Units earned per student.

### **Recommendation:**

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

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

---

Bevan Daverne  
Superintendent

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

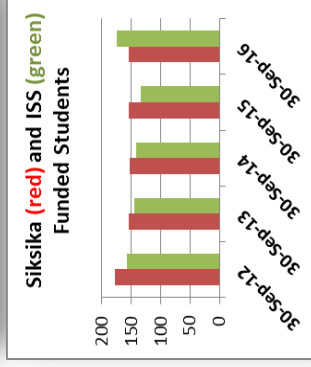
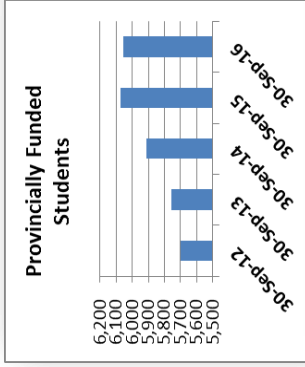
---

Tahra Sabir  
Secretary-Treasurer



# Golden Hills School Division No. 75 Enrolments September 30, 2016

School	Last Year Sept 2015	Projected for 2016	Difference from last Year and Projected	Actual - September 30th - 2016/2017	Difference from Actual to Projected	Difference from this Year to Last Year	% Diff
<b>Provincial</b>							
Acme School	193.00	194.00	1.00	195.00	1.00	2.00	1%
Brentwood Elementary School	345.00	344.50	-0.50	346.00	1.50	1.00	0%
Carbon School	92.00	95.50	3.50	103.00	7.50	11.00	12%
Carsland School	58.50	57.00	-1.50	70.00	13.00	11.50	20%
Crowther Memorial Junior High	549.00	539.00	-10.00	547.00	8.00	-2.00	0%
Dr. Elliott Community School	166.00	166.50	0.50	172.50	6.00	6.50	4%
Drumheller Valley Secondary School	408.00	410.00	2.00	398.00	-12.00	-10.00	-2%
Greentree Elementary School	430.50	394.00	-36.50	396.50	2.50	-34.00	-8%
Prairie Christian Academy	243.00	236.00	-7.00	266.50	30.50	23.50	10%
Strathmore High School	617.00	618.00	1.00	633.00	15.00	16.00	3%
Three Hills School	465.00	440.00	-25.00	443.50	3.50	-21.50	-5%
Trinity Christian Academy	151.50	165.00	13.50	164.00	-1.00	12.50	8%
Trochu Valley School	310.00	276.00	-34.00	275.00	-1.00	-35.00	-11%
Westmount Elementary School	441.00	447.00	6.00	438.00	-9.00	-3.00	-1%
Wheatland Crossing	335.50	344.50	9.00	337.00	-7.50	1.50	0%
Wheatland Elementary School	363.50	354.00	-9.50	363.50	9.50	0.00	0%
Colonies	350.00	345.00	-5.00	342.50	-2.50	-7.50	-2%
<b>Provincial Total FTE</b>	6,030.50	5,969.00	-61.50	6,056.75	87.75	26.25	0.44%
Anchors II Outreach	10.00	10.00	0.00	14.00	4.00	4.00	40%
Drumheller Outreach	18.00	18.00	0.00	18.00	0.00	0.00	0%
Golden Hills Learning Academy	105.00	132.00	27.00	122.50	-9.50	17.50	17%
Northstar Academy	347.00	351.00	4.00	377.25	26.25	30.25	9%
Strathmore Storefront	32.00	32.00	0.00	34.00	2.00	2.00	6%
<b>Sikiska Students</b>							
Carsland School							
Crowther Memorial Junior High							
Strathmore High School							
Westmount Elementary School							
Wheatland Crossing							
<b>Sikiska Total FTE</b>							

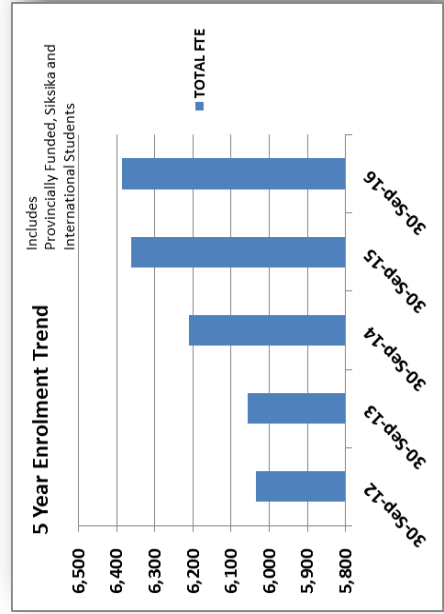


Sikiska Students	# Students
Carsland School	17
Crowther Memorial Junior High	39
Strathmore High School	35
Westmount Elementary School	36
Wheatland Crossing	28
<b>Sikiska Total FTE</b>	155

**Includes Provincial, Sikiska, ISS  
Total Headcount  
K @ full and ISS at full  
6,640**

**Total FTE  
K @ 1/2  
6,386**

**Total Increase 1%**



International Students (ISS)	# Students
Crowther Memorial Junior High	9.10
Drumheller Valley Secondary School	58.20
Prairie Christian Academy	30.00
Strathmore High School	62.00
Three Hills School	13.20
Westmount Elementary School	1.00
Carsland School	1.00
Greentree Elementary School	0.15
<b>ISS Total FTE</b>	174.65
<b>ISS Total Headcount</b>	213.00



# IMR MONITORING REPORT

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

Resource Persons:

Kevin Paschal

**October 25, 2016**

## OVERVIEW:

Alberta Education funds school divisions on an annual basis for buildings owned by the jurisdiction. Currently, about 50% of Golden Hills school buildings are over 40 years old.

School facilities continue to age, and this is exacerbated by the gap in maintenance funding. Although for 2014/2015 we are very appreciative of the extra funding received in Infrastructure both through projects approved and funding for building upgrades.

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

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

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

### IMR Funding Schedule

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

### IMR Summary

#### Projects Completed for the year 2015/2016

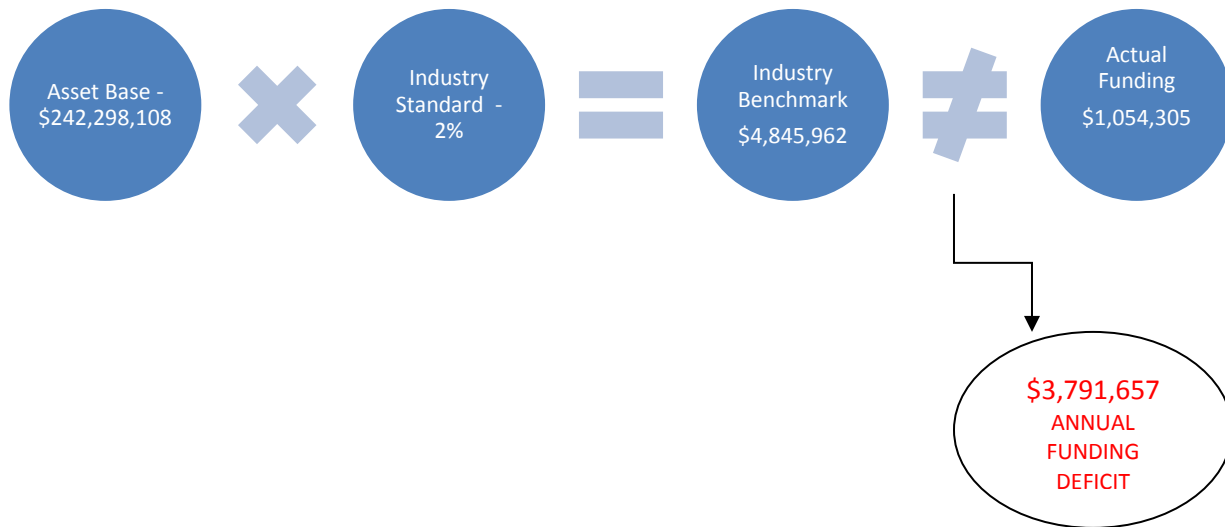
School	Description	Amount
Acme	Roof repairs	\$ 12,700.00
Brentwood	Break out rooms & roof repair	\$ 12,008.00
Carbon	Exterior finish upgrade	\$ 628,800.00
CBV	Roof repairs	\$ 28,519.00
Crowther Memorial Junior High	Basketball Frames, Sinks, Sensory Room	\$ 30,700.00
Dr. Elliott	Roof Leak	\$ 44,600.00
Greentree	Mod Link, breakout rooms, washrooms	\$ 255,559.00
Standard	Built Additional Classrooms & Hall	\$ 6,556.00
Strathmore High School	Electrical & Sensory Room	\$ 9,200.00
Three Hills	Regrading behind shop to reduce flooding & Sensory Room	\$ 8,600.00
Trochu Valley (cost \$51,400)	Landscaping (Received 40K from Ab Ed)	\$ 11,400.00
Westmount	Build Office (new Principal) and grading bus loop	\$ 4,700.00
Wheatland	Basketball Frames, HVAC & EIFIS	\$ 65,875.00
Strathmore Maintenance	Miscellaneous	\$ 15,377.00
<b>TOTAL</b>		<b>\$ 1,184,594.00</b>

During the 2015/2016 year, the Facilities Department completed 27 projects in 10 schools as per the attached power point of projects. Of the 27 projects, 18 were completed in the two summer months.

**SUMMARY & IMPLICATIONS:**

Currently Golden Hills has an asset replacement cost of \$242,298,108 in owned schools and facilities. Industry standard advises a minimum benchmark of 1.5% to 3% of Infrastructure Maintenance Renewal Funding. These are funds considered necessary for annual preservation and maintenance of buildings.

For the school year 2015/2016, Golden Hills received \$1,054,305 (\$1,975,703 – 2014/2015) which is less than the industry standard but substantially more than received in the past. Preferred funding at 2% is equivalent to \$4,689,155 which is a gap of \$3,791,657 in funding.



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

Power point will be presented at Board Meeting.

**RECOMMENDATION:**

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

Bevan Daverne  
Superintendent

Tahra Sabir  
Secretary-Treasurer



## Human Resources Backgrounder

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

October 25, 2016

---

### **Background:**

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

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

As we strive to be an employer of choice, we are focussed on supporting and growing our staff with 21<sup>st</sup> century services, specialized supports, programs, and benefits so that we can not only recruit but retain the very best teachers and support staff for our students.

### **Recommendation:**

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

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

---

Bevan Daverne  
Superintendent

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

---

Wes Miskiman  
Associate Superintendent



## HUMAN RESOURCES MONITORING REPORT

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

Resource Persons:

Wes Miskiman, Associate Superintendent of Schools

Tahra Sabir, Secretary-Treasurer

**October 25, 2016**

**REPORTING PERIOD: (Actuals 2015-2016 & Estimates to current 2016-2017)**

### OVERVIEW:

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

### SECTION I: Overview of Staffing (Based on Head Count not FTE as of October 1, 2016)

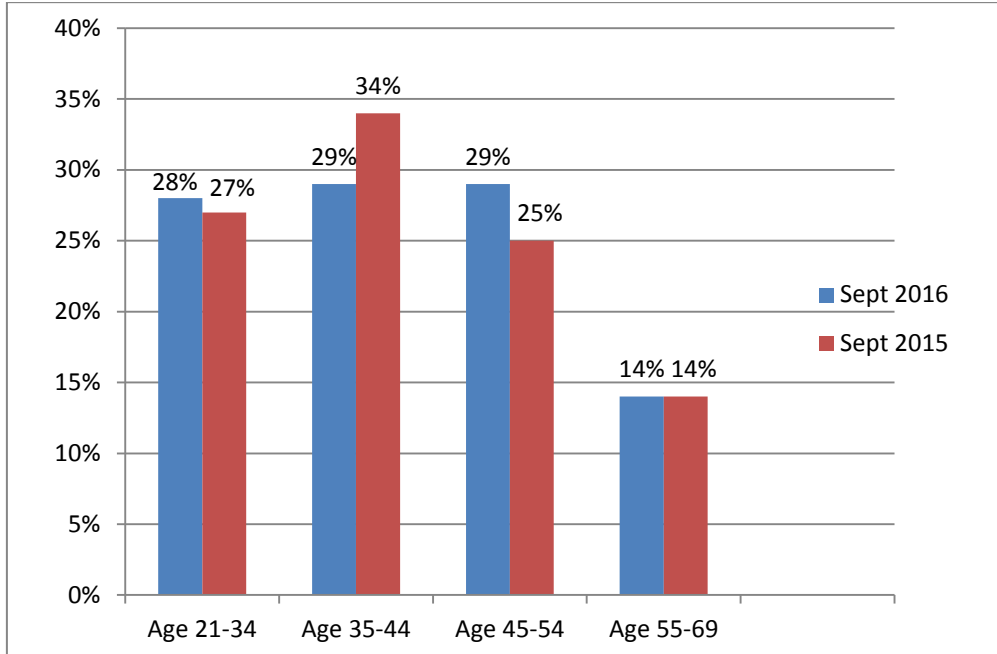
- **Total Certificated Staff (Teachers)** – Based on Head Count not FTE. (FTE is in blue and in brackets beside Head Count)

<b>Role of Certificated Staff</b>	<b>2016-2017</b>	<b>2015-2016</b>
School Based Certificated Staff	396 (370.1)	388
Educational Consultants (Certificated)	4 (3.3)	6
Instructional Coaches	8 (6.2)	5
Early Intervention - Literacy/Numeracy Teachers	10 (7.4)	8
Director of Student Assessment	1 (1.0)	1
Superintendent/Associate Superintendents	3 (3.0)	3
<b>Total</b>	<b>422 (391.0)</b>	<b>411</b>

- **Gender Breakdown of Certificated Staff**

<b>Gender</b>	<b>2016-2017</b>		<b>2015-2016</b>	
	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>
Female	300	71%	295	72%
Male	122	29%	116	28%
<b>Total</b>	<b>422</b>	<b>100%</b>	<b>411</b>	<b>100%</b>

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



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

- **Total Support Staff** – Based on Head Count not FTE as of October 2016. (FTE is in blue and in brackets beside Head Count)

Job Classification	2016-2017	2015-2016
Educational Assistants	165* (132.3)	160*
Secretaries	40 (36.5)	41
Caretakers	35 (31.8)	34
Family Resource Workers	9 (8.9)	11
Maintenance	13 (11.2)	14
Transportation	82 (82.0)	80
International	9 (8.1)	7
Division Office Support	26 (24.3)	26
<b>Total</b>	<b>379 (335.1)</b>	<b>373</b>

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

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

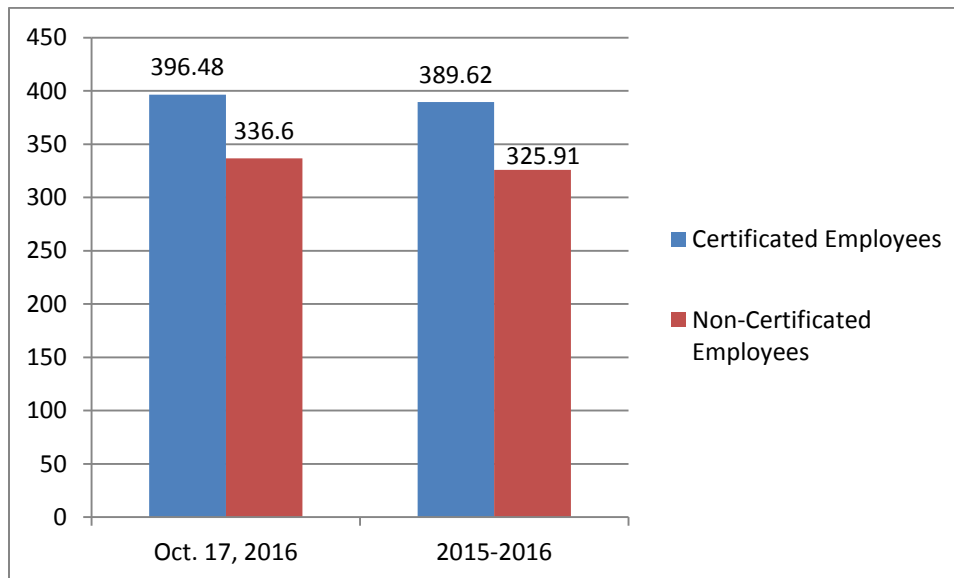
	2016-2017		2015-2016	
	Number	Percentage	Number	Percentage
Certificated	71	43%	80	50.0%
Non-Certificated	94	57%	80	50.0%
<b>Total</b>	<b>165</b>	<b>100%</b>	<b>160</b>	<b>100%</b>

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

	Retirees		Resignations		New Hires	
	2015/2016	2014/2015	2015/2016	2014/2015	2016/2017	2015/2016
<b>Certificated Staff</b>	<b>13</b>	<b>4</b>	<b>11</b>	<b>13</b>	<b>36</b>	<b>40</b>
<b>Non-Certificated Staff</b>	<b>16</b>	<b>4</b>	<b>13</b>	<b>27</b>	<b>43</b>	<b>48</b>
<b>Total Staff</b>	<b>29</b>	<b>8</b>	<b>24</b>	<b>40</b>	<b>79</b>	<b>88</b>

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

**SECTION II: Staffing Levels (Based on FTE)**



- Certificated Employees includes Associate Superintendents, Director of Student Assessment, Principals, Associate Principals, Consultants, and Teachers.
- Staffing levels fluctuate throughout the year and more hiring is anticipated in the second semester. Total FTE for 2016/2017 will end up being a little higher than what is reported above.

<b>Calculation of Pupil Teacher Ratio (PTR)</b>	
<b>Enrolment Count as of September 30, 2016</b>	2016/2017
Provincially Funded Students	6056
Siksika Funded Students	155
International Funded Students*	174
<b>Total Students</b>	<b>6385</b>
<b>Total Professional Employees</b> <i>(Does not include centrally-based certificated staff)</i>	<b>370.1</b>
<b>PTR Calculation</b> (e.g. 6,385/370.1)	<b>17.25</b>

\*International Student Services fluctuates in FTE during the year due to short and long-term student enrolment.

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

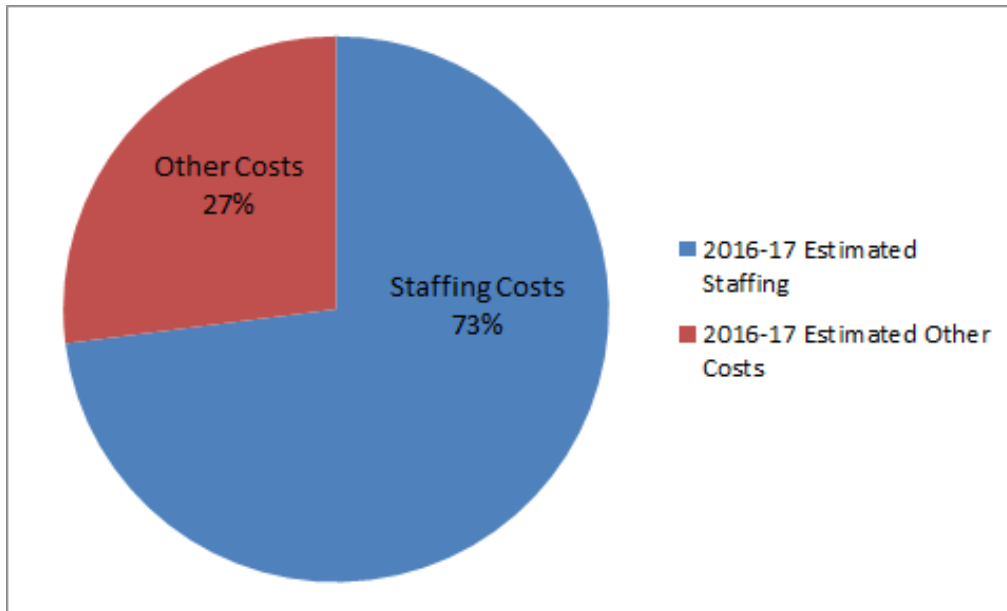
### SECTION III: Direct Staffing Costs

- **Weighted Average Teaching Experience**
  - Due to the late release of the ASBA Report, the Golden Hills weighted average teaching experience (years) as compared to the Province of Alberta is based on September 2015 Data.



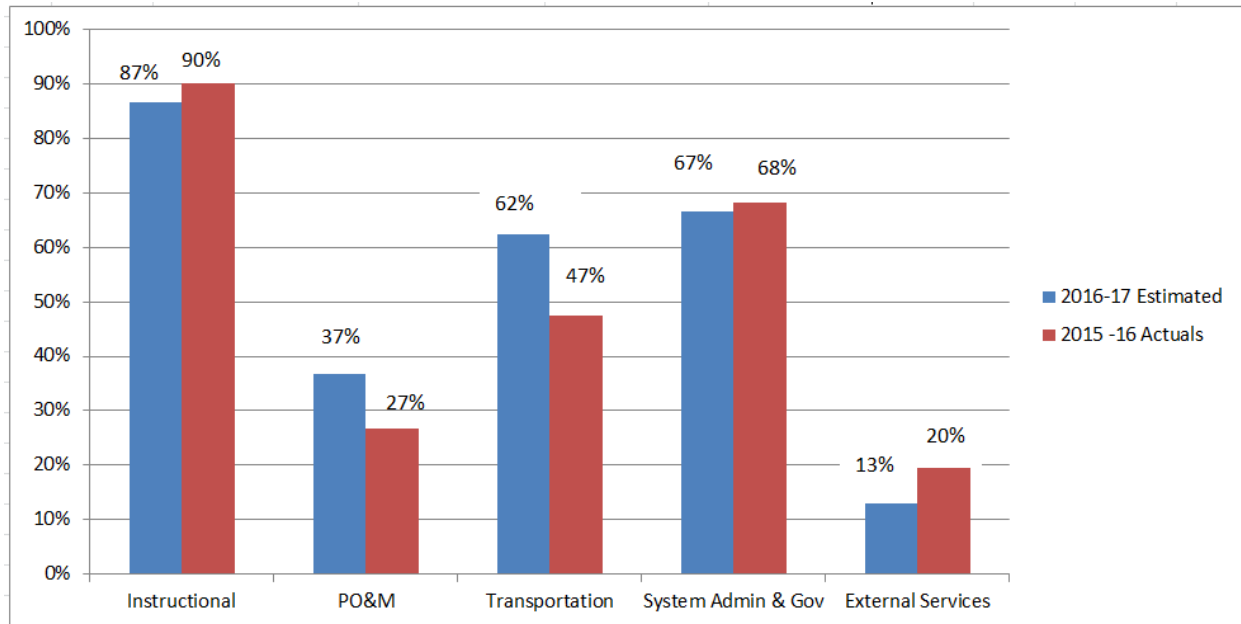
- The Weighted Average Teaching Experience (WATE) is the sum of (the number of teachers at each teaching experience step multiplied by their years of teaching experience) divided by total number of teachers.
- In Alberta school divisions, the WATE ranges from a low of 5.77 years of experience to a high of 9.47 years of experience. (Last year low was 5.68 to high of 9.56.)
- The average weighted teaching experience for the 61 school divisions in Alberta in September 2015 was 7.86 years. (Last year – 7.95)
- Golden Hills had a weighted average teaching experience of 7.65 years. (Last year – 7.77.) Golden Hills is 24<sup>th</sup> out of the 61 school divisions with the least weighted average teacher experience in Alberta.

**Total Staffing Costs in Relation to Total Expenses (Estimated) for 2016-17**



- Staffing costs are the largest portion of total expenses.
- Indirect staffing costs are not included in the above information - for example, services provided by contractors have staffing embedded in contracted services. It is anticipated that it will be closer to 77% by year-end.

## Staffing in Relation to Total Department Expenses



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

- Golden Hills appointed 13 new school-based administrators for the 2016-2017 school year (8 Principals, 5 Associate Principals).
- Teacher recruitment strategies, including participation at ten career fairs, during the 2015-2016 school year facilitated an increase in the number of teacher applications which has helped the district work towards a balanced workforce. The school division responded to an overwhelming interest shown by the graduating teachers at the following career fairs; University of Calgary, University of Alberta, Concordia University, Simon Fraser University, University of British Columbia, University of Victoria, University of Regina, University of Saskatchewan, OISE – University of Toronto and the Education Talent Job Fair hosted by *ApplytoEducation* in Toronto. The teacher applicant pools during the spring staffing season were very strong.
- The new teachers in Golden Hills were recruited from across the country:
  - 83% from Alberta
  - 8% from British Columbia or Saskatchewan
  - 1% from Ontario
  - 8% from Maritimes or elsewhere
- There are currently 269 approved substitute teachers in the district. (Last year – 251 substitute teachers.) Supply for substitute teachers is adequate most of the time; however, at peak times substitute teachers are hard to book. We actively recruit all teacher applicants for substitute teaching and advertise when required. All substitute teachers are interviewed and referenced prior to being approved for the substitute list.

## SECTION V: Other Highlights/Initiatives

- Teacher Growth, Supervision and Evaluation
  - The Teacher Growth, Supervision and Evaluation Administrative Procedure is in the fourth year of implementation in district.
  - A database is used to track the teacher summative evaluations. Principals, associate principals and the associate superintendent complete and submit summative evaluation reports for teachers as per the administrative procedure.
  - Nearly 90 teacher evaluation reports were completed during the 2015-2016 school year.
- Supervision and Evaluation of Support Staff
  - A renewed supervision and evaluation administrative procedure for support staff is in the second year of implementation. One quarter of all support staff in the district will be evaluated this school year. A database is used to track the support staff evaluations within the district.
- Job Descriptions
  - Job descriptions for all Golden Hills staff have been developed. The goal is to have the physical demands analysis completed for all positions by the end of this year.
- Wellness Program
  - A staff wellness survey was completed in the district. The results of the survey were correlated at both a district and school level. A committee of wellness champions from across the district met in June 2016 and reviewed the survey data and provided feedback and suggestions for the development of the District Wellness Program. The Staff Wellness Program will be rolled out to the schools in the coming weeks.
- COR Certification
  - The school division completed the Golden Hills Occupational Health and Safety Manual and has contracted the Alberta Association for Safety Partnerships (AASP) to serve as our external auditor for COR Certification. All necessary administrative procedures, protocols, reporting and auditing functions have been implemented. AASP will conduct an external audit in the fall of 2017.
- Status of Collective Agreements
  - The term of the Collective Agreement Between the Golden Hills School Division and the Alberta Teachers Association is September 1, 2012 to August 31, 2016. Provincial Negotiations are currently underway and a new Provincial Teachers' Collective Agreement will be provided to us during this school year.
  - The term of the Collective Agreement Between the Golden Hills School Division and CUPE Local 2347 is September 1, 2014 to August 31, 2017.
- Return to Work Program
  - During the 2015-2016 school year, the school division worked with staff and the ASEBP to support the gradual return to work for a number of staff. The focus was and continues to be on identifying and assigning doctor recommended modified work duties so as to support the staff member's safe and supportive return to work.

## SECTION VI: Concluding Comments

- The increase in student enrolment assists Golden Hills in being an employer of choice, implementing the Powerful Learning Framework, building teacher competencies, and providing a broad range of high quality supports and programs for students.
- Always striving to be an employer of choice, the school division focusses on providing a range of competitive benefits and supports for all staff which are sustainable within the current financial context. The enhanced supervision/evaluation, safety, wellness, and return to work programs are a sample of the current and upcoming enhanced human resources supports provided to staff.
- The addition of 36 new teachers (includes new Principals/Associates) (*as of Oct. 17 /2016*), has had a positive impact on teacher profile.



## 2015-2016 Provincial Testing Results for Diploma Exams and Provincial Achievement Tests

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

October 25, 2016

---

### **Background:**

The 2015/2016 Provincial Testing results for the Diploma Exams and for the Grade 6 and 9 Provincial Achievement Tests were released on August 26, 2016 to school divisions. The Board of Education in an in-camera session, reviewed the jurisdiction results at their September Board Meeting, in accordance with the Provincial Protocols (attached). According to the provincial protocols the results are first presented in-camera to the board, and then made public after the Minister released the results on October 7, 2016. Additional information is available at <http://www.education.alberta.ca>.

Attached is a monitoring report for Diploma Examinations and the Provincial Achievement Tests for the 2015-2016 school year.

### **Recommendation:**

That the Board of Trustees receives the Provincial Achievement Test and Diploma Examination Results as information.

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

---

Bevan Daverne  
Superintendent

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

---

Wes Miskiman  
Associate Superintendent

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

---

Jeff Grimsdale  
Director of Student Assessment & Curriculum Support

August 3, 2016

**TO:** Superintendents of Schools

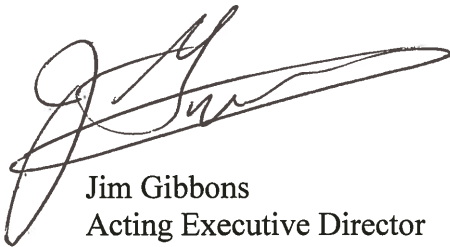
**RE: Joint Protocol for the Release of the 2015/2016 Provincial Achievement Test  
and Diploma Examination Results**

Each year, Alberta Education and the Alberta School Boards Association renew their agreement for the release of Provincial Achievement Test and Diploma Examination results. This provides a coordinated approach to the release of results, both locally and provincially.

Attached is a copy of this year's timeline for the release of Provincial Achievement Test and Diploma Examination results.

If you have any questions, please do not hesitate to contact us.

Sincerely,



Jim Gibbons  
Acting Executive Director  
Alberta School Boards Association  
780-451-7132



Paul Lamoureux  
Executive Director  
Provincial Assessment  
Alberta Education  
780-422-4848



Anthony Warren  
Acting Director  
System Assurance  
Alberta Education  
780-422-4750

Attachment

cc Board Chairs  
Elementary, Junior High and Senior High School Principals

**JOINT PROTOCOL FOR THE RELEASE OF  
THE 2015/2016 PROVINCIAL ACHIEVEMENT TEST  
AND  
DIPLOMA EXAMINATION RESULTS**



**JOINT PROTOCOL FOR THE RELEASE OF  
THE 2015/2016 PROVINCIAL ACHIEVEMENT TEST  
AND  
DIPLOMA EXAMINATION RESULTS**

***NOTE: The results are not final until the official release by the Minister.***

<b>Dates</b>	<b>Action</b>
August 26, 2016	Alberta Education makes available electronically on the Extranet the results reports for 2015/2016 Provincial Achievement Tests and June 2016 Diploma Examinations for individual schools, school authorities and province.
September 28, 2016	Alberta Education provides a briefing on provincial results and trends to the Alberta School Boards Association Board of Directors via conference call.
September 30, 2016	Alberta Education makes available electronically on the Extranet the individual student profiles, to be printed at the school for distribution to individual parents on or after September 30, 2016.  (The individual student data is also available in <i>Table 7, Individual Student Results by Reporting Category</i> , of the school reports, which will be available on the Extranet on August 26, 2016.)
October 3, 2016	Alberta Education makes available electronically on the Extranet Provincial Achievement Test and Diploma Examination Multiyear Reports.
By October 12, 2016	Superintendents inform their board of the school authority's results in a closed meeting.
October 12, 2016	Alberta Education hosts a technical briefing regarding the provincial results and trends with: Alberta School Boards Association, Alberta Teachers' Association, Alberta School Councils' Association, College of Alberta School Superintendents and the four major Calgary and Edmonton school authorities.
October 13, 2016 a.m.	Minister of Education officially releases Provincial Achievement Test and Diploma Examination results. This release is in conjunction with the release of Accountability Pillar results.
October 13, 2016 p.m.	School authorities release Provincial Achievement Test and Diploma Examination results to their communities.



**JOINT PROTOCOL FOR THE RELEASE OF  
THE 2015/2016 PROVINCIAL ACHIEVEMENT TEST  
AND  
DIPLOMA EXAMINATION RESULTS**

*NOTE: The results are not final until the official release by the Minister.*

<b>Dates</b>	<b>Action</b>
August 26, 2016	Alberta Education makes available electronically on the Extranet the results reports for 2015/2016 Provincial Achievement Tests and June 2016 Diploma Examinations for individual schools, school authorities and province.
September 28, 2016	Alberta Education provides a briefing on provincial results and trends to the Alberta School Boards Association Board of Directors via conference call.
September 30, 2016	Alberta Education makes available electronically on the Extranet the individual student profiles, to be printed at the school for distribution to individual parents on or after September 30, 2016. (The individual student data is also available in <i>Table 7, Individual Student Results by Reporting Category</i> , of the school reports, which will be available on the Extranet on August 26, 2016.)
September 30, 2016	Alberta Education makes available electronically on the Extranet Provincial Achievement Test and Diploma Examination Multiyear Reports.
By October 6, 2016	Superintendents inform their board of the school authority's results in a closed meeting.
October 6, 2016	Alberta Education hosts a technical briefing regarding the provincial results and trends with: Alberta School Boards Association, Alberta Teachers' Association, Alberta School Councils' Association, College of Alberta School Superintendents and the four major Calgary and Edmonton school authorities.
October 7, 2016 a.m.	Minister of Education officially releases Provincial Achievement Test and Diploma Examination results. This release is in conjunction with the release of Accountability Pillar results.
October 7, 2016 p.m.	School authorities release Provincial Achievement Test and Diploma Examination results to their communities.



## 2015-2016 Provincial Testing Results for Diploma Exams and Provincial Achievement Tests – Monitoring Report

Presented to the Board of Trustees by  
Wes Miskiman, Associate Superintendent of Schools &  
Jeff Grimsdale, Director of Student Assessment and Curriculum Support

**October 25, 2016**

---

**REPORTING PERIOD:** 2015-2016 School Year

### **OVERVIEW:**

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

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

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

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

The following report provides an overview of Golden Hills' 2015-2016 students who wrote provincial achievement tests in Language Arts, Math, Science and Social Studies and Diploma Exams in English, Social, Math, Biology, Physics and Chemistry. Although it is not possible to directly compare the average scores on these provincial assessments across years, results for the past five years are provided as a means of identifying trends both in Golden Hills' results and as compared with provincial standards.

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

## SUMMARY & IMPLICATIONS:

### Diploma Exams

- **Summary**  
Golden Hills' students improved in 8 out of 9 diploma exams. Seeing significant gains in English 30-2, Physics 30 and Chemistry 30. Our students are near, at or above Provincial average in all but three diploma examinations.
- **Acceptable Standard**  
In 3 out of 9 diploma exams (English 30-1, English 30-2 and Social 30-1) Golden Hills' students met the provincial expectation of 85% or better for acceptable standard. There were significant improvements over the past year in Physics 30 and improvements in English 30-1, English 30-2, Biology 30, Chemistry 30, Social 30-1, Social 30-2 and Math 30-2.
- **Standard of Excellence**  
In 5 out of 9 diploma exams (Math 30-1, Biology 30, Chemistry 30, English 30-2 and Physics 30) Golden Hills' students met or exceeded the provincial standards at the excellence level. There have also been improvements in the number of students achieving a standard of excellence in English 30-1.
- **Participation Rate**  
The number of students participating in diploma exam settings has exceeded the provincial average in 2 out of 9 subject areas. This is quite high when you consider the number of courses that are cycled in our small schools where students take grade 12 courses in grade 11.

### Provincial Achievement Tests

- **Summary**  
Golden Hills' students improved in 5 out of the 8 provincial achievement tests (Grade 6 Language Arts, Math, Grade 9 Language Arts, Math and Science). Our students surpassed the provincial counterparts in 4 out of 8 subject areas (Grade 6 Language Arts, Grade 6 Math, Grade 9 Language Arts and Grade 9 Science) and are close to provincial average in the other 4 subject areas (Grade 6 Science, Social, and Grade 9 Math & Social).
- **Acceptable Standard**  
In 2 out of 8 Provincial Achievement Tests (Grade 6 Language Arts and Grade 9 Language Arts) Golden Hills' students met or exceeded the provincial expectation of 85% or above for acceptable standard.
- **Standard of Excellence**  
Golden Hills' students met or exceeded the provincial standard of excellence in 6 out of 8 subjects (Grade 6 Language Arts, Grade 6 Science, Grade 6 Social, Gr. 9 Language Arts, Grade 9 Science and Grade 9 Social).
- **Participation Rate**  
The number of students participating in the 2015-2016 provincial achievement tests exceeded the provincial average in 5 of 8 subjects.

### **Knowledge & Employability Program (Grade 9)**

Although none of the results met the Acceptable Standard of 85%, Golden Hills' students surpassed their provincial counterparts in Language Arts and Science. Golden Hills' students met or exceeded the Standard of Excellence in Math. The number of students participating in Knowledge & Employability in the 2015-2016 Provincial achievement tests exceeded the provincial average in all four subjects.

## Actions Moving Forward

### 1. Maintain System Focus on Powerful Learning :

- Sustain the Collaboration of grade and subject level teachers. These successful division wide Collaboration days are designed to enhance teaching practice and improve student learning.
- Continue our consultation with external experts (e.g., Critical Thinking Consortium, Alberta Assessment Consortium, Instructional leadership presenter and others).
- Support our foundational frameworks with a focus on identifying and providing targeted interventions for at risk learners – Literacy, Numeracy and Learning How to Learn.
- Maintain “Assessment for Learning” to further improve student achievement.
- Support the integration of technology as an effective learning tool.
- Strategic Instruction: Powerful learning is enhanced by the thoughtful and intentional use of research-based strategies, tactics and practices that are appropriate for the learner and the discipline.
- Facilitating access to instructional coaches for teachers wanting to enhance teaching practices.
- Maintain the Inclusive education supports.
- Continued training providing targeted professional learning opportunities to new staff.

### 2. Data Analysis and Planning

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

## **RECOMMENDATION:**

That the Board of Trustees receives the 2015-2016 Provincial Achievement Test and Diploma Examination Results Monitoring Report for information and for the record.

## **APPENDIX A:**

### **GRADE 12 DIPLOMA EXAMS**

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

### **Exam Standards**

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

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

	2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)
<b>ENGLISH 30-1</b>										
Acceptable Standard	81.3	86.0	80.6	85.9	87.7	87.6	81.9	86.5	84.5=	86.8=
Standard of Excellence	5.2	11.3	7.3	10.5	9.6	11.8	7.6	11.5	8.5=	10.7=
Participation Rate	52.5	54.7	49.6	54.0	44.9	54.1	47.8	53.4	45.1	53.9
<b>ENGLISH 30-2</b>										
Acceptable Standard	83.6	89.5	86.1	89.5	92.9	89.7	86.7	88.7	92.3=	89.1=
Standard of Excellence	4.8	10.7	9.4	11.1	14.3	13.1	14.2	11.3	15.0=	12.3=
Participation Rate	23.3	25.9	25.4	27.1	37.5	28.0	32.1	28.7	33.7	28.6
<b>SOCIAL 30-1</b>										
Acceptable Standard	77.6	86.2	77.3	85.3	75.4	85.5	83.3	87.1	86.4+	84.9-
Standard of Excellence	5.5	16.7	11.7	15.2	8.2	14.2	9.6	16.2	8.2=	14.3-
Participation Rate	44.5	47.6	42.5	45.9	41.6	45.2	37.8	43.6	38.7	45.0
<b>SOCIAL 30-2</b>										
Acceptable Standard	76.1	83.0	75.0	82.4	80.8	83.9	80.7	81.3	82.0=	81.1-
Standard of Excellence	10.3	13.7	7.6	13.9	8.8	14.8	7.4	12.5	7.3=	13.1=
Participation Rate	31.6	31.9	31.0	33.7	37.5	35.3	37.4	36.7	37.1	35.8
<b>MATH 30-1</b>										
Acceptable Standard	N/A	N/A	79.6	80.3	64.7	74.6	65.7	76.2	57.5	70.7
Standard of Excellence	N/A	N/A	37.7	35.4	17.4	27.2	22.4	31.7	16.6	25.9
Participation Rate	N/A	N/A	29.0	29.8	29.1	37.4	27.6	37.2	25.5	36.4
<b>MATH 30-2</b>										
Acceptable Standard	N/A	N/A	59.9	68.7	55.9	71.3	66.4	73.9	69.6	75.4
Standard of Excellence	N/A	N/A	2.9	9.6	7.4	15.0	7.5	15.5	6.8	16.8
Participation Rate	N/A	N/A	19.4	16.7	21.9	21.4	22.8	22.4	22.7	23.6
<b>BIOLOGY 30</b>										
Acceptable Standard	72.2	81.8	78.7	84.3	79.4	85.2	80.9	85.9	83.3=	85.1=
Standard of Excellence	17.8	28.1	30.0	32.4	28.0	31.7	24.	33.0	31.7=	32.4=
Participation Rate	44.9	42.8	45.8	42.2	38.3	41.5	39.8	40.7	36.2	40.6
<b>CHEMISTRY 30</b>										
Acceptable Standard	66.5	76.7	76.2	78.8	71.1	81.3	70.5	82.2	75.8=	81.5=
Standard of Excellence	17.9	28.4	27.5	31.8	25.4	35.0	18.9	34.2	30.8=	34.5=
Participation Rate	32.7	36.5	31.5	31.5	28.7	34.8	32.3	35.8	27.8	35.5
<b>PHYSICS 30</b>										
Acceptable Standard	70.1	81.0	84.2	81.1	71.6	83.0	75.5	83.9	83.0=	85.8+
Standard of Excellence	22.2	30.3	32.9	30.3	21.1	34.1	23.4	35.8	35.0=	39.8+
Participation Rate	14.9	20.2	11.7	17.3	14.1	20.1	13.0	19.9	13.3	19.3
<b>APPLIED MATH 30</b>										
Acceptable Standard	68.7	75.6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Standard of Excellence	10.7	10.3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Participation Rate	26.5	19.5	0.0	0.2	N/A	N/A	N/A	N/A	N/A	N/A
<b>PURE MATH 30</b>										
Acceptable Standard	74.1	81.8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Standard of Excellence	19.0	27.1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Participation Rate	33.1	42.3	1.0	7.2	N/A	0.1	N/A	N/A	N/A	N/A

*\*\*2015/2016 Diploma Examination Participation Rates are preliminary and will be finalized when the Accountability Pillar results are released in May 2017\*\**

## PROVINCIAL ACHIEVEMENT TEST RESULTS – 2015 - 2016

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

### All Students

LANGUAGE ARTS - ALL STUDENTS WRITING:											
	2011/2012		2012/2013		2013/2014		2014/2015		2015/2016		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
<b>L.A. GRADE 3</b>											
Acceptable Standard	83.3	81.9	85.9	81.5	82.2	78.0	N/A	N/A	N/A	N/A	
Standard of Excellence	18.5	20.4	11.3	17.8	13.5	15.3	N/A	N/A	N/A	N/A	
Participation Rate	92.4	91.6	95.8	91.3	92.1	91.6	N/A	N/A	N/A	N/A	
<b>L.A. GRADE 6</b>											
Acceptable Standard	88.2	91.0	85.7	90.9	83.9	90.6	91.2	91.3	<b>92.0</b>	91.5	85
Standard of Excellence	16.0	19.6	16.6	18.0	11.6	19.5	18.2	21.5	<b>15.1</b>	22.6	15
Participation Rate	95.5	90.8	96.6	90.8	93.4	90.4	93.9	90.6	<b>92.2</b>	90.6	
<b>L.A. GRADE 9</b>											
Acceptable Standard	87.2	87.1	83.7	87.2	81.3	86.4	84.3	85.5	<b>86.9</b>	86.7	85
Standard of Excellence	13.7	18.4	14.6	16.8	17.9	17.0	13.7	16.3	<b>18.1</b>	17.1	15
Participation Rate	90.8	88.9	87.3	87.5	89.5	88.3	87.9	88.5	<b>87.6</b>	88.8	

MATHEMATICS - ALL STUDENTS WRITING:											
	2011/2012		2012/2013		2013/2014		2014/2015		2015/2016		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
<b>MATH GRADE 3</b>											
Acceptable Standard	76.4	76.8	79.8	76.5	77.4	74.0	N/A	N/A	N/A	N/A	
Standard of Excellence	25.0	25.5	24.6	25.5	20.1	25.1	N/A	N/A	N/A	N/A	
Participation Rate	92.8	92.0	96.0	92.0	92.5	92.4	N/A	N/A	N/A	N/A	
<b>MATH GRADE 6</b>											
Acceptable Standard	77.8	82.2	76.5	80.3	74.1	81.0	79.1	80.7	<b>80.2</b>	79.3	85
Standard of Excellence	12.1	18.3	16.1	18.1	12.2	17.0	10.5	15.5	<b>12.7</b>	15.4	15
Participation Rate	95.0	91.0	96.8	90.9	93.6	90.7	93.0	90.8	<b>92.2</b>	90.9	
<b>MATH GRADE 9</b>											
Acceptable Standard	67.1	74.1	65.7	75.3	68.6	75.2	71.0	73.0	<b>73.4</b>	75.8	85
Standard of Excellence	11.0	19.8	13.5	20.6	14.4	19.4	15.6	20.1	<b>14.2</b>	19.5	15
Participation Rate	92.2	89.7	90.3	88.3	91.4	89.2	89.7	89.4	<b>88.8</b>	89.5	

SCIENCE - ALL STUDENTS WRITING:											
	2011/2012		2012/2013		2013/2014		2014/2015		2015/2016		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
<b>SCIENCE GRADE 6</b>											
Acceptable Standard	80.6	85.7	78.0	85.3	73.0	84.2	85.4	84.5	<b>82.9</b>	86.1	85
Standard of Excellence	23.7	31.0	23.0	28.5	17.8	27.6	23.4	28.0	<b>24.4</b>	29.9	20
Participation Rate	95.0	90.8	96.8	90.9	92.8	90.2	93.5	90.3	<b>92.4</b>	90.6	
<b>SCIENCE GRADE 9</b>											
Acceptable Standard	74.9	82.3	73.4	81.7	74.8	81.7	79.4	82.4	<b>83.2</b>	82.6	85
Standard of Excellence	11.4	24.9	12.6	22.4	17.2	24.6	19.8	25.4	<b>17.3</b>	24.9	20
Participation Rate	92.1	90.1	89.7	88.8	91.7	89.6	90.2	89.9	<b>88.8</b>	89.9	

<b>SOCIAL - ALL STUDENTS WRITING:</b>											
	2011/2012		2012/2013		2013/2014		2014/2015		2015/2016		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
<b>SOCIAL GRADE 6</b>											
Acceptable Standard	71.3	80.7	74.2	80.7	65.6	78.6	77.7	77.7	<b>76.4</b>	79.2	85
Standard of Excellence	14.0	21.5	18.4	21.1	10.4	18.6	20.5	20.1	<b>16.2</b>	24.4	15
Participation Rate	95.7	90.7	96.1	90.1	91.9	89.6	93.0	89.8	<b>92.4</b>	90.2	
<b>SOCIAL GRADE 9</b>											
Acceptable Standard	75.4	77.3	69.2	74.0	65.5	73.9	72.4	73.4	<b>70.2</b>	72.7	85
Standard of Excellence	12.6	21.4	18.3	21.2	17.2	22.4	16.7	22.3	<b>15.4</b>	20.3	15
Participation Rate	91.3	89.1	87.5	88.3	90.2	88.7	89.9	88.7	<b>89.2</b>	89.1	

<b>KNOWLEDGE &amp; EMPLOYABILITY - ALL STUDENTS WRITING:</b>											
	2011/2012		2012/2013		2013/2014		2014/2015		2015/2016		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
<b>K&amp;E L.A. GRADE 9</b>											
Acceptable Standard	83.9	76.6	78.9	77.5	77.1	78.4	85.4	77.1	<b>81.5</b>	74.7	80.0
Standard of Excellence	9.7	7.2	5.3	5.4	8.6	4.4	12.2	5.6	<b>11.1</b>	7.8	15.0
Participation Rate	93.9	80.1	90.5	80.5	85.4	80.2	82.0	81.6	<b>90.0</b>	80.0	
<b>K&amp;E MATH GRADE 9</b>											
Acceptable Standard	63.0	71.7	78.3	74.9	66.7	73.6	65.6	70.9	<b>63.6</b>	70.6	75.0
Standard of Excellence	25.9	17.6	13.0	16.7	13.9	16.8	28.1	16.8	<b>27.3</b>	15.0	15.0
Participation Rate	96.4	87.1	95.8	87.9	87.8	86.3	82.1	85.8	<b>94.8</b>	86.8	
<b>K&amp;E SS GRADE 9</b>											
Acceptable Standard	52.6	75.7	81.8	74.3	64.9	73.1	66.7	67.2	<b>61.8</b>	69.4	75.0
Standard of Excellence	10.5	16.5	13.6	15.0	13.5	12.7	9.1	13.1	<b>9.1</b>	13.9	15.0
Participation Rate	90.5	84.0	91.7	86.9	90.2	84.6	82.5	85.3	<b>94.8</b>	83.5	
<b>K&amp;E SCI GRADE 9</b>											
Acceptable Standard	79.3	79.3	75.0	78.7	64.5	74.8	66.7	74.2	<b>75.9</b>	74.7	80.0
Standard of Excellence	20.7	20.2	20.0	19.7	16.1	17.4	13.3	17.4	<b>11.1</b>	16.8	15.0
Participation Rate	96.7	85.6	90.9	86.9	88.6	85.7	78.9	87.0	<b>93.1</b>	85.4	



## School Division Three Year Education 2016-2019 Plan and Annual Education Results Report 2015-2016

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

October 25, 2016

---

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

The board approved the interim 3YEP (draft) June 21, 2016. The achievement results for 2015-16 will be presented in the regular meeting on October 25, 2016.

The combined 3YEP and AERR, in draft, will be presented at the Regular Meeting, October 25, 2016 for information and to solicit any further input from the board. The financial information will not be available until the audit is finalized in November. That portion of the document will be updated at that time.

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

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

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

### **Recommendation:**

That the Board of Trustees reviews the draft Three Year Education Plan 2016-2019 and Annual Education Results Report 2015-2016 for submission to Alberta Education November 30, 2016.

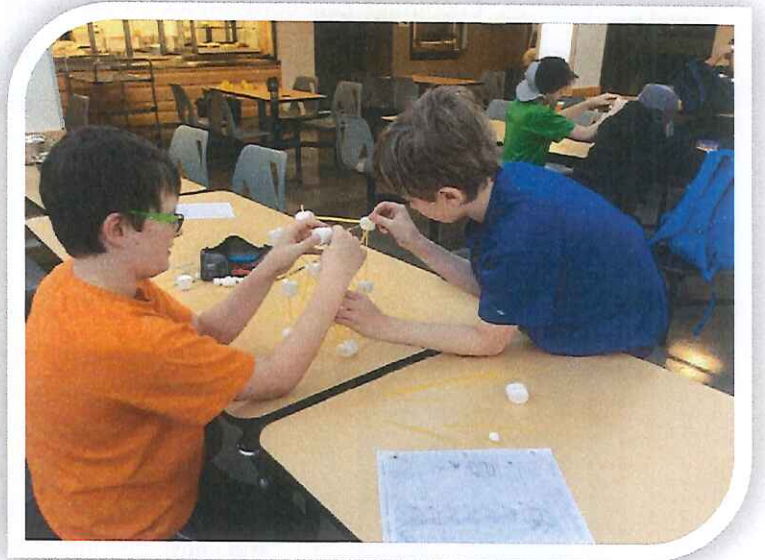
A handwritten signature in blue ink, appearing to read "Bevan Daverne".

---

Bevan Daverne  
Superintendent of Schools



2016-2019  
Three Year Education Plan and Annual  
Education Results Report 2015-2016



GOLDEN HILLS SCHOOL DIVISION NO. 75  
435 A HIGHWAY #1 STRATHMORE, AB

NOVEMBER, 2016  
[www.ghsd75.ca](http://www.ghsd75.ca)

## THREE YEAR EDUCATION PLAN 2016-2019

### OUR BOARD OF TRUSTEES



Alan Larsen, Dave Price, Sherri Nielsen, Joyce Bazant, Barry Kletke, Larry Tucker

In Golden Hills, students and learning come first and we Honor those who care for and support our children; Encourage collaboration within classrooms, schools, communities; Demonstrate Integrity; Embrace Diversity; Encourage Innovation; Provide a safe, healthy, respectful environment for learning; Strive for equitable learning opportunities; Encourage optimism; Celebrate successes

### OUR SUPERINTENDENT OF SCHOOLS



Over the past years, our teachers all across Golden Hills have worked hard to make significant changes to instruction in our classrooms. I am very proud of the work our teachers and staff have done. We want classrooms that are engaging for students and encourage interaction and collaboration. We see the results of this approach in our students' success and continued improvement. In addition to providing classroom environments that encourage high academic results, we also want to be highly responsive to students and parents and their varied needs for schools. There are many school options today in Alberta, but we want each of our schools to be the first choice in each community.

*Bevan Daverne, Superintendent of Schools*

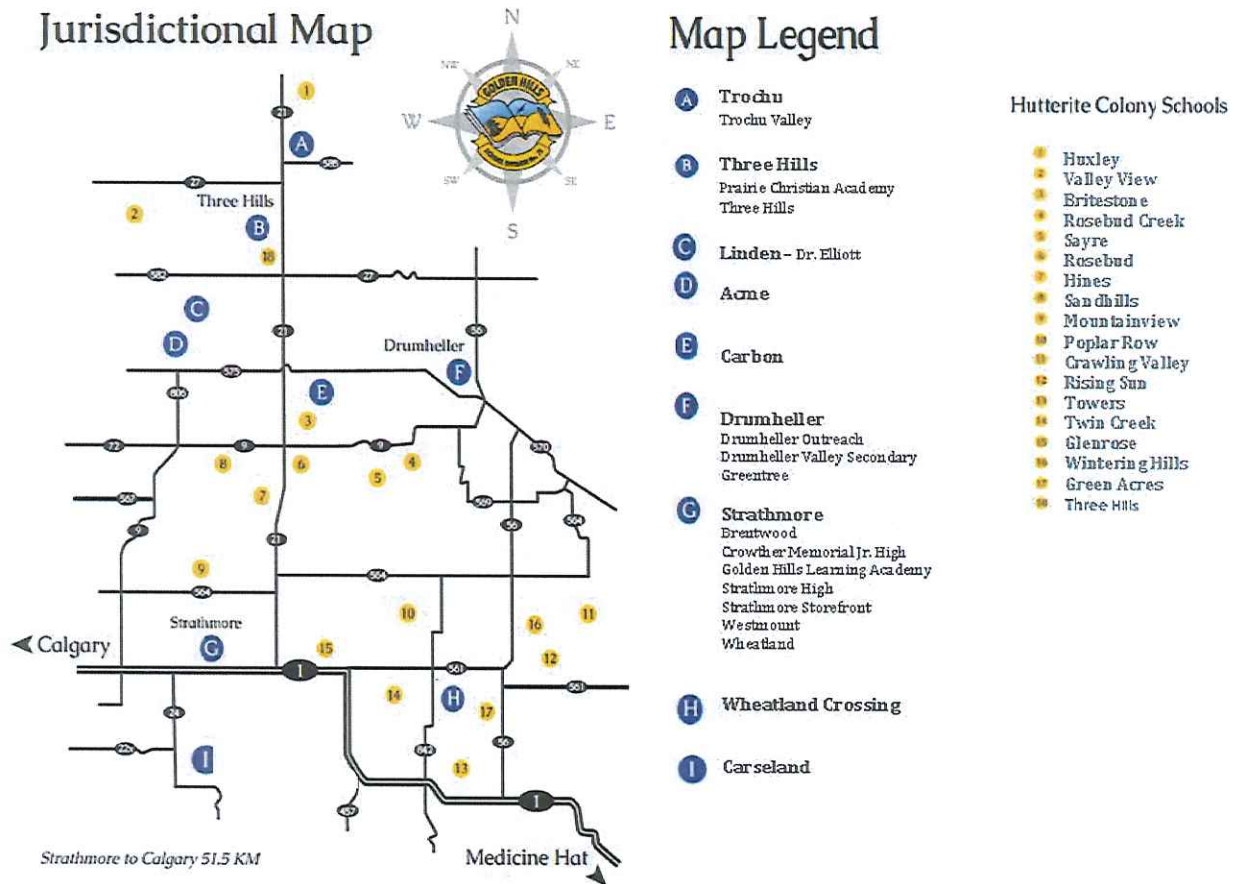
## TABLE OF CONTENTS

OUR BOARD OF TRUSTEES .....	1
OUR SUPERINTENDENT OF SCHOOLS .....	1
OUR FACTS.....	3
OUR STUDENTS.....	4
OUR PARENTS.....	4
OUR SCHOOLS.....	4
OUR SCHOOLS BY GEOGRAPHICAL AREAS.....	5
OUR PROGRAMS.....	6
OUR EMPLOYEES .....	7
OUR STRONG ACADEMIC RESULTS CONTINUE.....	7
OUR VISION FOR STUDENT SUCCESS.....	8
COMBINED 2016 ACCOUNTABILITY PILLAR OVERALL SUMMARY (OCT. 2016).....	9
COMBINED 2016 ACCOUNTABILITY PILLAR FNMI SUMMARY .....	10
OUR GOALS.....	11
DESIRED OUTCOME ONE: Every student is successful .....	11
DESIRED OUTCOME TWO: First Nations, Metis and Inuit students are successful .....	15
DESIRED OUTCOME THREE: Alberta’s education system is inclusive .....	21
DESIRED OUTCOME FOUR: Alberta has quality teaching and school leadership.....	15
DESIRED OUTCOME FIVE: Alberta’s education system is governed effectively.....	21
COMMUNICATION.....	22
BUDGETS AND FINANCIAL INFORMATION .....	23
BUDGET SUMMARY .....	23
FACILITIES AND CAPITAL PLANS.....	25
HIGHLIGHTS OF THE ANNUAL CAPITAL PLAN SUBMISSION .....	26
APPENDIX A – GHSD SYSTEM IMPROVEMENT: POWERFUL LEARNING (LINK) .....	28
APPENDIX B – GOLDEN HILLS EARLY LITERACY FRAMEWORK (LINK) .....	28
APPENDIX C – GOLDEN HILLS EARLY NUMERACY FRAMEWORK (LINK) .....	28
APPENDIX D– FIRST NATION, METIS, INUIT SERVICES (FNMI) STRATEGIC ACTION PLAN .....	28
APPENDIX E– SPECIAL/INCLUSIVE EDUCATION MONITORING REPORT GHSD SYSTEM IMPROVEMENT – POWERFUL LEARNING .....	36



## OUR FACTS

Golden Hills School Division encompasses a large geographical area across rural mid-eastern Alberta and serves approximately 6500 students. We value our diverse environments and the communities we are part of that are rich with culture and educational opportunities. But what makes our schools really incredible? Our students are inspired by outstanding teachers.



## OUR STUDENTS

More than **6500** kindergarten to Grade 12 students are educated in Golden Hills.

- We offer alternative Outreach Programs as well as Christian Programs
- 18 Hutterite schools
- Approximately 200 students come from over 30 countries to study in Golden Hills in our International Program
- Over 150 students from Siksika First Nation study in Golden Hills through our Educational Services Agreement.



## OUR PARENTS

All Golden Hills Schools share the school Education Plans with their School Councils and receive feedback on the plan. Additionally, the division Education Plan is shared and discussed at the Council of School Council annual meeting. At this meeting, School Council representatives have an opportunity to provide feedback on the division Education Plan as well as gain a level of understanding of the linkages between school and division Plans.

## OUR SCHOOLS

Golden Hills has 15 Regular Schools, 2 Christian Alternative Schools, 2 Virtual Schools and 3 Outreach Schools, 18 Hutterite Schools and an International Program located in 12 communities throughout the division.

The communities we work with consist of numerous farms and acreages, Siksika Nation, as well as local towns and villages and many countries of the world. Golden Hills is a global community.





## OUR SCHOOLS BY GEOGRAPHICAL AREAS



### Acme/Carbon/Linden (Tri Campus)

- Acme School
- Carbon School
- Dr. Elliott School



### Three Hills

- Three Hills School
- Prairie Christian Academy



### Trochu

- Trochu Valley School



### East Wheatland

- Wheatland Crossing School



### Drumheller

- Drumheller Valley Secondary School
- Drumheller Outreach
- Greentree Elementary



### Strathmore Schools

- Brentwood Elementary
- Westmount Elementary
- Wheatland Elementary
- Carseland Elementary
- Crowther Memorial Junior High School
- Strathmore High School
- Trinity Christian Academy (k-9)
- Anchors Jr. High
- Strathmore Storefront School



### Virtual Schools

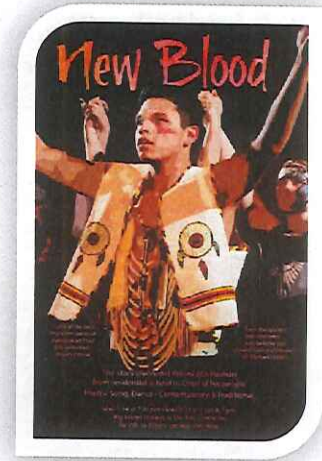
- Golden Hills Learning Academy
- NorthStar Academy

### Hutterite Colony Schools

Britestone, Crawling Valley, Glenrose, Green Acres, Hines, Huxley, Mountainview, Sandhills, Poplar Row, Rising Sun, Rosebud Creek, Rosebud River, Sayre, Three Hills, Towers Schools, Twin Creek, Valleyview and Wintering Hills Schools

## OUR PROGRAMS

- Outstanding programs and school choices for families in our communities
- Innovative approach to student instruction and student engagement
- Excellent academic preparation
- Full-Day/Part Time fully funded Kindergarten Programs
- Early Literacy
- Leveled Literacy Intervention
- Early Numeracy
- English as a Second Language
- Family School Community Resource Programs
- Learning Support Programs
- Technology
- Registered Apprenticeship Programing
- Counselling
- Fine Arts
- Post- Secondary and work partnerships
- Home Education
- Sports Programs, Hockey Programs
- Various clubs
- Extra-Curricular Activities
- Leadership
- Advanced Placement, Honors Programs
- French Immersion
- Languages
- CTS Programs
- Strong Technology presence across all of our schools



*"The Early Literacy Intervention program was very effective in helping my son improve his reading skills."*

*GHSD Parent*





## OUR EMPLOYEES

Golden Hills employs about 900 people including bus drivers, maintenance workers, support staff, caretakers, teachers and others to support the delivery of education services. Golden Hills School division is one of the largest employers in our geographic area.

*"All the teachers are caring, inspiring and hard-working motivating my child by their example." GHSD Parent*



## OUR STRONG ACADEMIC RESULTS CONTINUE

### Golden Hills Sees Growth in Student Achievement

We want the best for our students. That means we expect our students to achieve to the very best of their abilities and excel academically. We are pleased to see our students demonstrated another year of strong academic results.

These annual exams are just one way of many ongoing tools used to assess how students are doing in school. Reporting on student results using the new report cards in GHSD is still in transition and we will continue to review and adjust our process this upcoming year to ensure that parents are comfortable with the new system and understand how their child is doing in school.

*"My daughter absolutely loves her teacher! She comes home and is able to share with me everything that she is learning." GHSD Parent*



---

*“I am really liking the hands on learning some teachers are starting to implement.”*

*“Any additional courses that can prepare kids for higher levels of education or life skills are great.”*

*“My kids used to hate going now they go on their own.”*

*“Language arts classes are great, love the extra-curricular sports and love the community involvement.”*

---

## OUR VISION FOR STUDENT SUCCESS

Students are our priority. Achieving student success requires the commitment of employees, students, parents, industry leaders and government. Our Vision “Inspiring confident, connected, caring citizens of the world” and Mission “engaging learners in achieving their highest levels of academic and personal competence within a caring innovative environment” are the foundation statements for the division.

Everything we do is aligned with the direction of Alberta Education and our schools are aligned with our division goals.

The details of what best practices in our classrooms is described in our [Powerful Learning](#) document.

We know our world needs adults who can think critically, problem solve, connect and collaborate with others.

When [Powerful Learning](#) is occurring in our classrooms, students are engaged in their learning and building those skills they will need as adults.



COMBINED 2016 ACCOUNTABILITY PILLAR OVERALL SUMMARY (OCT. 2016)

Measure Category	Measure Category Evaluation	Measure	Golden Hills School Division			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	90.9	90.2	90.0	89.5	89.2	89.1	Very High	Improved	Excellent
Student Learning Opportunities	Good	Program of Studies	79.6	77.9	79.7	81.9	81.3	81.4	High	Maintained	Good
		Education Quality	92.1	90.7	91.0	90.1	89.5	89.5	Very High	Improved	Excellent
		Drop Out Rate	3.1	3.8	4.1	3.2	3.5	3.5	High	Improved	Good
Student Learning Achievement (Grades K-9)	Good	High School Completion Rate (3 yr)	72.1	77.6	72.5	76.5	76.5	75.5	Intermediate	Maintained	Acceptable
		PAT: Acceptable	72.7	72.9	70.0	73.6	72.9	73.4	Intermediate	Improved	Good
		PAT: Excellence	15.1	15.8	14.6	19.4	18.8	18.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	83.8	80.7	80.8	85.0	85.2	85.1	Intermediate	Improved	Good
		Diploma: Excellence	17.4	13.9	14.8	21.0	21.0	20.5	Intermediate	Improved	Good
		Diploma Exam Participation Rate (4+ Exams)	42.8	42.9	46.3	54.6	54.4	53.5	Low	Declined	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Rutherford Scholarship Eligibility Rate	59.0	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
		Transition Rate (6 yr)	50.9	48.5	49.8	59.4	59.7	59.3	Intermediate	Maintained	Acceptable
		Work Preparation	85.5	82.5	83.0	82.6	82.0	81.1	High	Improved	Good
Parental Involvement	Good	Parental Involvement	84.0	84.7	84.2	83.9	83.5	83.4	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	80.3	79.4	80.1	80.9	80.7	80.5	High	Maintained	Good
			86.3	82.8	83.2	81.2	79.6	80.0	Very High	Improved Significantly	Excellent

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PAS).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PAS), historical Rutherford Scholarship Eligibility Rate results are not available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



## COMBINED 2016 ACCOUNTABILITY PILLAR FNMI SUMMARY

Measure Category	Measure Category Evaluation	Measure	Golden Hills School Division (FNMI)			Alberta (FNMI)			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	1.4	2.5	4.8	6.1	7.0	7.2	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	Concern	High School Completion Rate (3 yr)	44.9	44.5	47.3	50.2	47.7	46.4	Very Low	Maintained	Concern
		PAT: Acceptable	62.2	66.4	63.7	52.4	52.1	52.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	PAT: Excellence	9.6	13.3	9.0	6.3	6.5	6.2	Very Low	Maintained	Concern
		Diploma: Acceptable	75.8	75.8	81.9	78.2	78.3	77.3	Low	Maintained	Issue
		Diploma: Excellence	9.1	0.0	6.0	10.0	9.5	9.4	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	33.7	14.8	19.9	20.7	21.0	20.4	Low	Maintained	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Rutherford Scholarship Eligibility Rate	27.3	n/a	n/a	31.9	n/a	n/a	n/a	n/a	n/a
		Transition Rate (6 yr)	25.4	40.8	25.2	33.5	33.0	33.3	Very Low	Maintained	Concern

**Notes:**

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

## OUR GOALS

### DESIRED OUTCOME ONE: Every student is successful

*"Our school's kindergarten program is awesome. The teachers are very collaborative and work hard to ensure a consistent program is delivered to all students." GHSD Parent*



*Specific Outcome: Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	72.7	70.6	67.2	72.9	72.7	83	Intermediate	Improved	Good	83	84	85
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13.6	15.5	13.4	15.8	15.1	17	Intermediate	Maintained	Acceptable	17	18	19

**Notes:**

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		2016	Achievement	Improvement	Overall	2017	2018
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	75.9	79.2	80.8	80.7	83.8	87	Intermediate	Improved	Good	87	88	89
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	10.8	16.1	15.7	13.9	17.4	21	Intermediate	Improved	Good	21	22	23

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015		2016	Achievement	Improvement	Overall	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	68.9	72.4	67.6	77.6	72.1	80	Intermediate	Maintained	Acceptable	80	81	82
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.0	5.1	3.4	3.8	3.1	3.5	High	Improved	Good	3.4	3.5	3.2
High school to post-secondary transition rate of students within six years of entering Grade 10.	49.1	48.3	52.7	48.5	50.9	60	Intermediate	Maintained	Acceptable	61	62	63
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	59.0	64	n/a	n/a	n/a	64	65	66
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	46.2	49.8	45.6	42.9	42.8	53	Low	Declined	Issue	53	54	55

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
5. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

## Our Strategies

- Improve assessment practices and instruction practices ([see Powerful Learning](#)) to facilitate learning and foster innovative thinkers, doers and connectors
- Provide direct classroom support for improved assessment practices, instruction and the integration of technology through the use of instructional coaches and collaborative teacher planning
- Enhance, wherever possible, community partnerships (e.g. School Health Partners, Family and Community Social Services, post-secondary institutions including Bow Valley and Red Deer College) to support dual registration/credit, professional development and training, and life-long learning
- Implement strategies identified by the GHSD School Completion task force. Greater degree of cooperation, collaboration between outreach/virtual/high schools in GHSD.
- Support increased flexibility in high school programming (time, partnerships, inquiry projects)
- Re-engage students through “safety net” (Improve marketing of Outreach Programs and other alternatives)
- Implementation of Literacy and Numeracy Foundational instruction and consistent supports in all schools across the district
- Collaborative work opportunities to continue work on improving student achievement.
- [Powerful Learning](#) ensures:
  - Engaged students
  - Strong academic focus
  - Students who connect and collaborate
    - Students who are in touch and in control of their learning
  - Critical thinkers
- Identify characteristics of active citizenship and communicate in a variety of ways to students, parents, and the public how these are taught and reinforced through the education system
- Identify attitudes and behaviors essential for employment success and communicate in a variety of ways to students, parents, and the public how these are taught and reinforced through the education system
- Support pedagogy that is individualized, learner-focused, constructivist, and technology enabled to develop 21st Century skills
- Embed active citizenship activities and projects within core learning at the classroom level.
- The FNMI Strategic Action Plan is located in the Appendix.
- Engagement, Literacy, Numeracy strategies as part of regular reporting in absence of AISI reporting
- Develop literacy and numeracy frameworks based on best practice for district implementation
- [Powerful Learning Document](#). This document is a working document subject to change. We will continue to repost the document as updates occur. Please refer to the Appendix in this document for the link.





*Specific Outcome: Students achieve student learning outcomes. (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.8	83.6	84.3	84.7	84.0	86	Very High	Maintained	Excellent	86	87	88
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	78.2	84.2	82.4	82.5	85.5	86	High	Improved	Good	86	87	88

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

*Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.*

Notes:

5. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PAS).
6. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
7. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

## DESIRED OUTCOME TWO: First Nations, Métis and Inuit students are successful

*Specific Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	57.0	56.3	60.9	66.4	62.2	74	Very Low	Maintained	Concern	74	75	76
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	9.0	7.1	4.7	13.3	9.6	10	Very Low	Maintained	Concern	11	13	15
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	64.1	64.4	88.0	75.8	75.8	85	Low	Maintained	Issue	85	85	85
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	3.8	4.4	12.0	0.0	9.1	15	Low	Maintained	Issue	15	15	15

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PAS).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
5. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).





Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	33.9	54.9	42.3	44.5	44.9	60	Very Low	Maintained	Concern	60	65	70
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	2.8	7.7	4.3	2.5	1.4	3	Very High	Improved	Excellent	2	2	2
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	18.7	11.5	23.5	40.8	25.4	25	Very Low	Maintained	Concern	26	27	28
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	27.3	60	n/a	n/a	n/a	60	60	60
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	21.2	25.0	21.1	14.8	33.7	60	Low	Maintained	Issue	60	60	60

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



### *Our Strategies*

- Implement the strategies (ongoing) identified by the Golden Hills First Nations, Métis, and Inuit *Action Team*
- Strengthen relationships between the GHSD Board and the Siksika Board of Education (through meetings hosted by each board) to share strategies and ideas for supporting Siksika students attending division schools
- Schedule meetings of GHSD and Siksika representatives to facilitate communication regarding events such as Education Pow Wow and School Achievement nights, graduation ceremonies and Parent-Teacher interviews
- Schools with FNMI students must include in their school education targets and strategies for improving student achievement based on the school's results
- Provide opportunities for all students to develop their understanding and appreciation of Blackfoot culture and the contribution of the Blackfoot people to Canadian society. Examples include: language arts reading, writing, and representations which celebrate the Blackfoot nation; artistic and other presentations of the First Nations virtues common to all peoples; post-secondary career fairs specific to FNMI students; Early Language Learning project to support vocabulary and writing skill development (a targeted intervention for First Nations students); networking and partnering with agencies to enhance services such as mentors
- Meet regularly with the FNMI Community (Siksika Board & Leadership team) to develop communication strategies and discuss plans
- We are working to eliminate the achievement gap between First Nations, Metis and Inuit (FNMI) students and all other students. Golden Hills has identified three targeted goals to Improve FNMI student learning.
  - To improve basic literacy skills to ensure a stronger foundation for future learning
  - To improve basic numeracy skills to ensure a stronger foundation for future learning
  - To improve social-emotional functioning and in particular student's ability to self-regulate and be ready for learning and academic success.
- Continued development of Literacy and Numeracy Foundations and consistent supports in all schools across the district.
- Though there are many work opportunities for older high school students, Golden Hills will focus on opportunities to improve 3 and 4 year graduation rates
- Negotiate a new Educational Services Agreement between GHSD and the Siksika Board of Education to support these goals



## DESIRED OUTCOME THREE: Alberta's education system is inclusive

### Specific Outcome:

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		2016	Achievement	Improvement	Overall	2017	2018
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	89.1	89.4	90.3	90.2	90.9	93	Very High	Improved	Excellent	93	94	95

#### Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### Our Strategies

- Provide safe, caring and inclusive environments for all students in every classroom and school, [Administrative Procedure 350](#).
- Review, and revise as necessary, all joint use agreements with all towns, villages, municipalities to provide optimum opportunity for students and community to access facilities for learning, recreation and cultural activities



- Work towards OH & S Certificate of Recognition
- Ensure all schools have locally developed plans to support safe and caring environments and anti-bullying strategies.
- Ensure all schools have processes to maintain effective school discipline.
- Ensure all schools have emergency preparedness plans in place
- Promote a culture of acceptance and belonging to reduce cyber bullying and promote appreciation of diversity
- Provide risk/threat training and risk/threat assessment as needed
- Continue Comprehensive School Health Projects

## DESIRED OUTCOME FOUR: Alberta has quality teaching and school leadership

*Specific Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	78.6	80.1	81.2	77.9	79.6	87	High	Maintained	Good	87	88	89

**Notes:**

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### Our Strategies

- Look for opportunities for community and business partnership, enhanced school programming and RAP for students
- Support Advanced Placement (AP), develop local curriculum e.g. Paleontology 35, enhance CTS opportunities e.g. equine studies and develop CTS facilities.
- Review the procedures, processes, and documents for Reporting Student Achievement to parents (i.e., develop reporting processes based on outcomes in the program of studies and best practice that is consistent with assessment for learning)
- Learning Commons development to provide students with on-line learning opportunities and collaborative learning opportunities as well as teachers with collaborative planning spaces





- Further implement the Technology Plan and integrate technology to support Powerful Learning Design
- Active Boards in all classrooms
- Expand web based reporting to parents, Integrate technology appropriately in regular instruction
- Expand student access to technology tools (e.g., student-owned devices accessing the network, one-to-one laptops, portable rather than fixed labs)
- Promote inquiry-based projects that incorporate multiple learning outcomes across disciplines
- Confirmed improvement in satisfaction of education quality understanding of assessment and instruction practices for improving
- Support the programming of high school that enhances personalization of learning and student engagement
- Continue district calendar to support collaborative, job embedded professional development focused on student achievement
- School Administrators prioritize time in classrooms to provide strong supervision and support for teachers



## DESIRED OUTCOME FIVE: Alberta’s education system is governed effectively

*Specific Outcome: The education system demonstrates collaboration and engagement.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	81.2	83.3	83.5	82.8	86.3	85	Very High	Improved Significantly	Excellent	86	87	88
Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.	81.4	80.8	80.2	79.4	80.3	84	High	Maintained	Good	84	85	86
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.5	91.0	91.3	90.7	92.1	93	Very High	Improved	Excellent	93	94	95

**Notes:**

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### Our Strategies

- Continue to develop district and school Social Media Strategies to allow easy and immediate information sharing and feedback
- Update and communicate the Human Resource Services action plan to include value-added opportunities (e.g., retirement and investment seminars)
- Plan stakeholder engagement opportunities at the school and system levels to build a collaborative, consultative culture that supports shared governance
- Ensure all schools establish a School Council to provide, at least, input into the Education Plan and school budget, and receive the Annual Education Results Report.
- Post division’s and all schools’ improvement plans and results reports to website and/ or provide links to school websites
- Develop system leadership capacity through CASS and local initiatives to positively impact student learning
- Invest in the professional learning of school based leaders to support strong instructional practice
- Expand collaboration tools for teachers and students (e.g., videoconferencing, sharing through portal access, cloud computing and sharing, Google docs)

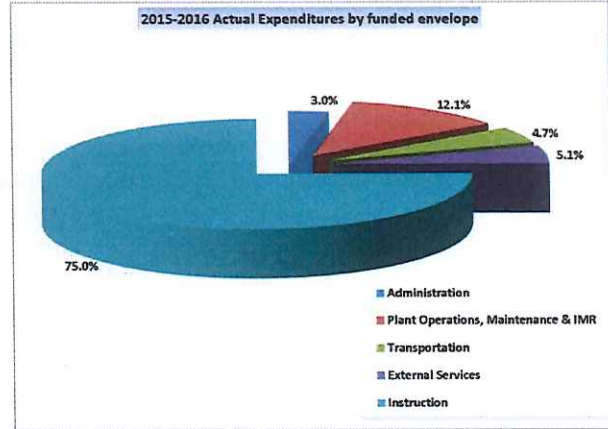
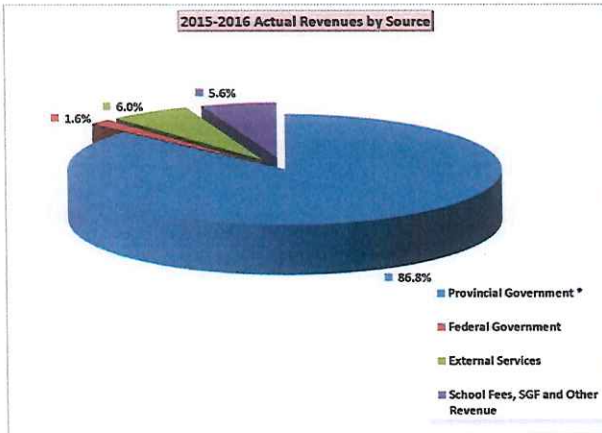


- Employ consistently, the evidence-based model for evaluating and coaching professional practice based on the Teaching Quality Practice Standards (e.g. Teaching Evaluation Model of Charlotte Danielson et al.)
- Articulate and support a division-wide plan for professional development that focuses on achieving the goals and priorities identified in the Education Plan Provide professional learning to support implementation of new curriculum
- Improve facilities through the Capital Plan
- Maintain open communication with parents regarding Reporting Student Achievement (i.e., develop reporting processes based on outcomes in the program of studies and best practice that is consistent with assessment *for* learning)
- Continue opportunities for stakeholder engagement
- Recognize staff through regular news from Human Resource Services, long service/retirement recognition, orientation
- Maximize opportunities to improve business procedures and to improve site- based management and decision-making

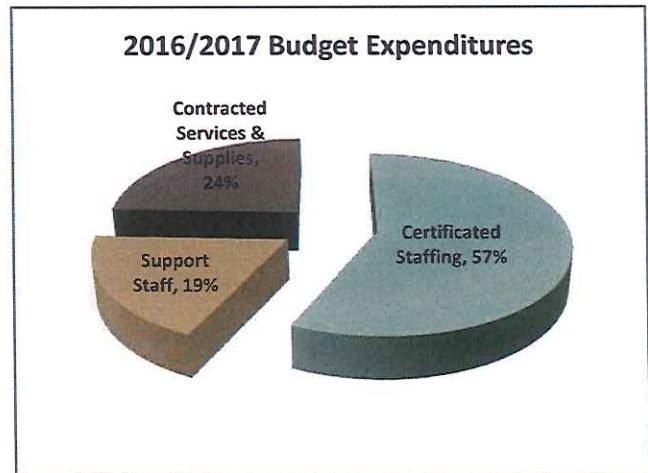
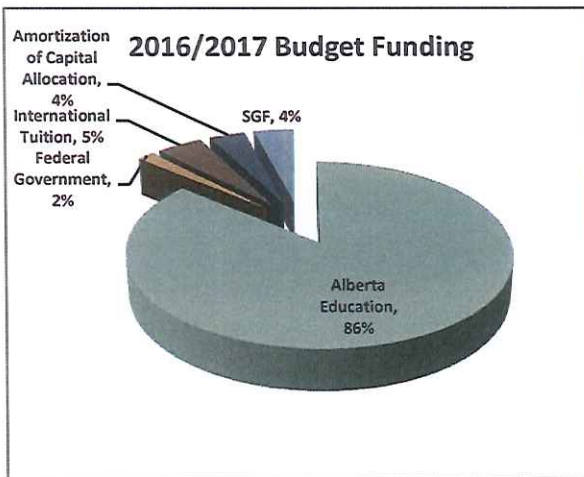


## BUDGETS AND FINANCIAL INFORMATION

### SUMMARY OF FINANCIAL RESULTS



### BUDGET SUMMARY





## SUMMARY

- Over 88% of our revenue comes from the provincial government.
- Provincial funding for Transportation and Plant Operations and maintenance rates has not increased for a number of years. As a result we continue to incur deficits in both these areas.
- GHSD spends 2.9% of its total operating expenses on administration, well below the 3.6% limit allowed and therefore we are able to direct more resources to the classrooms.
- Reserves – Collins Barrow Calgary LLP (Auditors) state that given the local challenges and funding volatility coupled with a large amount of capital projects in process and minimal capital reserves, Golden Hill's operating reserves of 8% is reasonable.

**Learn More** | *For additional financial information, please review our*

Audited Financial Statements <http://www.ghsd75.ca/view.php?action=documents&id=603>

This includes more specific information as well as school generated funds.

GHSD Budget Documents

<http://www.ghsd75.ca/view.php?action=documents&id=605>

For more information about Finance or Budget please contact T. Sabir, Secretary-Treasurer at (403)-934-5121 (Ext 2017) or at [t.sabir@ghsd75.ca](mailto:t.sabir@ghsd75.ca)

## FACILITIES AND CAPITAL PLANS

### OUR FACILITIES AND CAPITAL PLANNING

Our facilities department works very hard to keep our students safe in our schools. To see our boards detailed capital plan please refer to March 2016 Board Agenda at 8.1.3.

**Trochu Valley School Modernization** began in 2011 and is now complete. In partnership with the community a fitness facility has been planned with construction to follow in the near future.



#### Modular Classrooms

Golden Hills continued to grow and Alberta Education has provided support for this growth with a number of modular classroom additions for CMJH and Greentree.



#### Prairie Christian Academy

A long term modernization and new construction solution for the K-12 PCA program in Three Hills was approved in April 2013. The grand reopening occurred on October 26, 2016.

#### A New School for East Wheatland area now called 'Wheatland Crossing'

A new K-12 School for East Wheatland was approved in April 2013 and is currently under construction.



#### A New School for Strathmore

A new K-9 school for Strathmore was approved in October 2014. A site has been chosen and design plans are underway. The sod turning for the new school occurred on October 18, 2016.

## HIGHLIGHTS OF THE ANNUAL CAPITAL PLAN SUBMISSION

### Link to Facility and Capital Plans

In March 2016, the Board of Trustees was tasked with determining the 2017-2018 Capital Plan submission to Alberta Education. The annual submission includes the Board's priorities for new schools and priorities for modernization.

The priorities submitted to Alberta Education for the Capital Plan include:

1. Purchase or continue leasing facility for Trinity Christian Academy

School Modernization priorities:

1. Westmount School in Strathmore
2. Greentree School in Drumheller
3. Acme School

---

In October 2014, Alberta Education announced a new 500 student K-9 school in Strathmore. To date, funding has been received for the design of the school. Golden Hills School Division No.75 has been working with the Town of Strathmore on the best location for the school that will be joined with a community funded recreation complex.

“We have been bursting at the seams in our Strathmore schools with many of our students in leased space. This new school will mean a lot to Strathmore families and help to reduce the space pressures our students have been experiencing,” said Dave Price Board Chair.

“We are looking forward to the planning process with Alberta Education, Infrastructure, Municipal Affairs and our local partners. This is a fantastic opportunity to maximize an investment in the community of Strathmore that will not only offer significant improvements for our students but also support the long term vision and needs of the entire community,” said Superintendent Mr. Bevan Daverne.



---

The Annual Education Results Report for the 2014-2015 school years and the Education Plan for the three years commencing September 1, 2015 for Golden Hills School Division No. 75 were prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Fiscal Management Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2014/2015 school year and the Three-Year Education Plan for 2015/2018 in November, 2015.



Dave Price,  
Board Chair

Note: |

*2016-2019 Three Year Education Plan and 2015-2016 AERR— are located at*  
<http://www.ghsd75.ca/view.php?action=documents&id=527>

*Class Sizes as Reported by Alberta Education for the 2015/2016 School year – are located at*  
<https://education.alberta.ca/department/ipr/classsize/average20142015/>

APPENDIX A – GHSD SYSTEM IMPROVEMENT: POWERFUL LEARNING ([LINK](#))

APPENDIX B – GOLDEN HILLS EARLY LITERACY FRAMEWORK ([LINK](#))

APPENDIX C – GOLDEN HILLS EARLY NUMERACY FRAMEWORK ([LINK](#))

---

## APPENDIX D– FIRST NATION, METIS, INUIT SERVICES (FNMI) STRATEGIC ACTION PLAN

### OVERVIEW

Alberta Education and Golden Hills School Division are committed to improving education outcomes and creating opportunities for First Nations, Métis and Inuit students. Golden Hills School Division believes in the importance of an Inclusive Education System that provides every student with the relevant learning opportunities and supports for all students to achieve success. Golden Hills School Division is continually working to ensure welcoming, caring, respectful and safe learning environments. Special consideration is given to meeting the needs of our diverse learners, including our First Nation, Métis, and Inuit population. In 2015-2016 Golden Hills School Division served 317 First Nation, Métis and Inuit students. Golden Hills School Division continues to maintain an Educational Service Agreement with Siksika Nation that allows the division to accept 155 of their students into our schools. The remainder of the First Nation, Métis, and Inuit student population are self-declared and are off-reserve.

### Academic Support

Golden Hills School Division continues to offer a wide range of specialized supports and services to support all learners. In addition, to the responsive and effective instructional strategies utilized by all of our teachers within the regular classroom, students, including First Nation, Métis and Inuit students can access the following:

- Psychoeducational Assessments
- Adapted and Modified programs supported through an Individualized Program Plan
- Small-group Targeted Instruction – (Learning Assistance Centres, Diversified Learning Centres, Math Boost, Response to Intervention, Early Intervention Programs, etc.)
- Specialized Programs (Basic Program, Knowledge and Employability, Living Skills, Transitions, Anchor, Strive, etc.)
- Counselling

During the 2015-2016 school year a number of our First Nation, Metis, and Inuit students received these supported services. Central Bow Valley School received extra enhanced academic support through the



development of target intervention groups in the areas of literacy, numeracy and Learning to Learn strategies.

### **Social-Emotional Support**

Every school in Golden Hills has a Family School Community Resource Counselor and access to a variety of Social Emotional Learning classroom presentations and groups that focus on building self-regulation skills and core competencies needed for healthy social development. They also assist students through working collaboratively with them, their parents/caregivers, school based team members and professionals from other community support services, to set meaningful goals and create Individualized Intervention Plan's. The Plan may include providing education, developing specific strategies/skills, and arranging resources that will enable the student to experience increased success in school, at home and in the community. Student success is monitored regularly and is based on the observable, measurable outcomes, established by the student's support team.

### **Cultural Supports**

In Golden Hills School Division First Nations cultural learning opportunities are embedded into instruction and are evident throughout classes, activities, and guest speakers including elders and celebrations. Westmount School, Central Bow Valley and Strathmore High School all hosted successful and culturally enriching year-end Pow Wows that were appreciated and enjoyed by students, staff and families that participated. Native Clubs are offered at Crowther Memorial Junior High School, Strathmore High School, Central Bow Valley and Westmount School. The Native Clubs teach the students about Blackfoot culture and traditions. Strathmore High School offers a Blackfoot Language class at the 10, 20 and 30 levels. This class is about both the Blackfoot language and culture.

### **Moving Forward**

- Golden Hills School Division and Siksika Board of Education will be partnering and collaborating through the "Building Collaboration and Capacity in Education Grant Program" in order to improve student achievement, build stronger relationships between our organizations and increase our teachers' knowledge and understanding about First Nations culture, history and perspectives.
- Golden Hills School Division will continue to assume the daily operational responsibilities of the Siksika Liaison Workers with these positions being employed by Golden Hills School Division and reporting directly to school administrators. Golden Hills School Division will be adding an additional Siksika Liaison Worker for the 2016-2017 school year to help support our students.
- Golden Hills School Division will continue to offer high quality educational opportunities in the academic and social-emotional domains to our First Nation, Metis and Inuit students so that they are reaching their potential as learners. As a community we will continue to honour and celebrate our First Nations heritages.
- Specialized literacy, numeracy, Learning How to Learn competencies and social-emotional interventions will continue to be provided.

### **FNMI Strategic Action**

During the 2015-2016 school term GHSD identified several target goals to improve FNMI student learning.

- 1) To improve **basic literacy skills** to ensure a stronger foundation for future learning.
- 2) To improve **basic numeracy skills** to ensure a stronger foundation for future learning.
- 3) To improve **Learning How to Learn competencies** (metacognitive skills as a learner).

FNMI students throughout the district were offered various programs and services designed to improve student achievement. The Early Literacy Intervention program (ELI) and Early Numeracy Intervention program (ENI) were offered to grade one and two students including FNMI students. School based learning programs were also available in various schools, but the most intensive work was implemented in one of our schools that served primarily FNMI students. A multidisciplinary team developed and supported the work in all schools: Literacy Coordinator, Psychologist, Family Support Worker, Instructional Coaches, and system and school administration.

#### **Literacy Intervention Program:**

The Literacy Intervention program served grades 1-3 students in a high-risk school. This program was based upon the Leveled Literacy Intervention Program (LLI) as well as strategies found in the ELI program. The program provided groups of three students with an intensive program of daily instruction in phonetic decoding, word sense, sight words, comprehension, fluency and written expression, as well as a daily home reading component. Developing the student's vocabulary was a key focus and all students were provided explicit vocabulary instruction with multiple opportunities to use the key vocabulary. Throughout the course the intervention teacher worked closely with the classroom teachers in order to effectively facilitate the transfer of learning and communicate student needs and progress.

**Results:** The results of the Literacy Intervention program implemented in 2015-2016 show that students grew, on average, five or six levels over the course of the year. These results continue to support the positive impact of the intervention. Classroom teacher observations reveal excellent overall progress for students who received this support.

1. The average level for Grade 1 students at the time of pre-testing was a kindergarten to beginning Grade 1 -Level A and at post assessment the average level was at a mid-Grade 1 level E, indicating an improvement of five levels during the intervention.
2. The average level for Grade 2 students at the time of pre-testing was mid-Grade 1 Level F and at post assessment the average level was at a beginning Grade 2 level K, indicating an improvement of six levels during the intervention.
3. The average reading level for Grade 3 students at the time of pre-testing was level F (early - mid Grade 1) and at post assessment the average level was at end-Grade 1 level J, showing an improvement of five levels during the intervention period.
4. Schonell Graded Word List: On average Grade 2 students' reading improved 10 months as measured by the Schonell Graded Word List. Grade 3 students' reading improved six months as measured by the Schonell Graded Word List.



### **Numeracy Intervention Program:**

The Numeracy Intervention program was provided to students in Grades 2-6 in groups of four or five. The goal of this program was to increase students' knowledge of number sense and help develop strategies to solve problems, reason mathematically and solve computations. The small group intervention approach allowed students to explore math in visual and tactile ways providing the opportunity to explore and develop their knowledge of number sense and the relationship between numbers.

Lesson plans were developed using a number of sources including the Power of 10, Base 10 Blocks, 10 Frames, Rekenreks, Leaps and Bounds (3/4, 5/6), Number Talks. The program provided students with a real world sense of how math lives in our world. Mental addition and subtraction strategies were taught through an inquiry model. The focus was on helping students to reason rather than merely apply rote rules and procedures, thus developing mathematical thinking. Students were asked to explain their thinking using manipulative, pictures, numbers and words to communicate understanding. Strategies such as using 10 as an anchor were used. 10 is viewed as the benchmark number and bridging to 10 helps students to partition numbers to make a 10 when they solve questions.

### **Results:**

Student growth was measured through the MIPI assessment. The data collected from this assessment, in addition to classroom teacher insight and ongoing review of student progress, enabled the intervention teacher to track and document progress. Grade 3 students demonstrated the most growth over the terms, showing a 28% average improvement on the MIPI since the beginning of the year. Grade 2 and 6 students showed similar growth, with a 22% increase since the beginning of the year. The Grade 6 math PAT results were also used to examine impact. Results indicated an increase in achievement of 25%. 2013-2014- Math 30% achieved acceptable standard, 2014-2015- 25% achieved acceptable standard and in 2014-2015- 50%.

### **Learning How to Learn Project:**

The goal of the Learning How to Learn project is to increase student achievement through explicit instruction in how the brain works, how to enhance memory, how to learn and how to think critically. Students learn about the *way* they learn and how they can acquire the thinking and learning strategies necessary for lifelong learning. The concept of the "growth and fixed mind set" is taught as a strategy to increase their motivation to learn. Students in this project learn to reflect on how they think and learn, and are provided direct support in being able to practice and apply learning strategies in their various subject areas.

All students in Grades 3 to 8 were provided a set of eight lessons on learning and the brain. These lessons were co-taught by the intervention teacher and classroom teacher. A target study group was offered twice a week to the Grade 6 students in social studies to help them understand the curriculum concepts using brain friendly methods. The study sessions were intended to transfer the "learning to



learn” strategies to real content, and help students understand how to learn in a guided setting with the teacher as coach. The importance of assuming a “growth mindset” was frequently reinforced.

#### **Results:**

The Learning to Learn project has had an excellent impact upon student learning based upon teacher and student feedback. Survey data, PAT results, report card marks and a measure of “growth mindset” were used to measure impact.

The co-teaching of the core Learning How to Learn lessons helped to ensure transfer of the strategies throughout the day. The classroom teacher was able to integrate this learning incidentally, which helped students apply what they learned and teacher feedback indicated this was highly effective. This program has helped significantly to change the mindset of students. An individual with a growth mindset embraces challenges, persists in the face of setbacks, sees effort as the path to mastery, learns from criticism, and finds lessons and inspiration in the success of others – crucial qualities to be successful. Pre and post tests were given to explore student mindset with the results revealing that students displayed more of a growth mindset with some fixed ideas after learning new strategies to deal with their learning.

In order to examine lesson impact, report card data was used. The average percentage of growth from reporting period two was 8.7%. The classroom teacher observed that the vast majority of students who used strategies taught in Learning How to Learn, increased their overall social studies class average. Overall, 73.3% of the 7/8 students showed growth in their social studies mark.

The strategy of using “visual notes” was effectively incorporated to help students summarize content through the use of visual maps, symbols and drawings. Visual notes were used to document the learning through symbols and a story like sequence to help the student understand key ideas. This strategy was found to be extremely beneficial in helping students to understand and recall concepts.

The Grade 6 social PAT results were used as a measure of impact. Current results indicated a drop in the overall achievement compared to last year. 16.7% of Grade 6 students reached *acceptable* in 2014-2015 and 12.5% reached *acceptable* in 2015-2016. However, measuring the impact of the Learning to Learn project based upon the Social PAT results may not adequately capture what the students have learned. For example, during the study of democracy students were able to communicate their understanding by acting out the roles of various levels of government, but they struggled to transfer this to answering a multiple choice answer and a written response. As well, the study sessions were spread out over four months with two study groups per week, compared to the previous year which had more sessions per week concentrated towards the end of the year. Social Studies was the topic of the small study group sessions and students found the content difficult to relate to despite efforts to make connections to their life. Last year, science was the topic of the study groups and the impact of the study group work was positive (on the science PAT 84% of the students met *acceptable* standard last year compared to 54% the year before). The science curriculum allowed for more hands on learning compared to the social curriculum, with teachers reporting that students were not as interested in the content of social

studies compared to science. Based upon these findings changes will be made to engage increased student interest.

**Target Goal # 4:** To improve **social-emotional functioning**, in particular students’ abilities to self-regulate and be ready for learning and academic success. By June 2015 teachers will report that 80% of students have an improved ability to self-regulate.

ACTION	IMPLEMENTATION PLAN	STAFF & RESOURCES	TIMELINES	RESULTS
<p><i>Mind-Up</i></p> <p>New staff members were given research about the Mind-Up approach to help understand classroom activities.</p> <p>Core principles of Mind-up will continue in 2016-2017 with new activities and lesson plans.</p>	<p>Mind-Up was started in grades K-8 at CBV-Gleichen in 2013 and completed in June 2014. The core principles of Mind-up were continued in grades 1 -6 and included new activities.</p>	<p>There was weekly direct instruction including activities on:</p> <ul style="list-style-type: none"> <li>-Self-Awareness</li> <li>-Self –Management</li> <li>-Social Awareness</li> <li>-Relationship Skills and responsible decision making skills.</li> </ul>	<p>Orientation to new teachers was completed in October 2014 and core curriculum was delivered weekly to students until June 15, 2015.</p>	<p>Dec. 14 , 2015 all students completed pre- test. Post- test was completed May 20, 2016.</p> <p>Survey results indicated more than 30% increases in perceptions that students could use mindful breathing to calm themselves down. themselves down.</p> <p>Teacher evaluations (2)</p> <ul style="list-style-type: none"> <li>- Teachers indicated that 78% of students used the breathing/calming techniques when they were having difficulties with behavior and/or controlling their emotions.</li> </ul>

<p>Zones of Regulation will be utilized in Kindergarten to Grade 4 and Strong Kids will be utilized in Grades 5-8.</p>	<p>New lesson plans and activities were created to help students understand and control emotions and emotional behaviour.</p> <p>Lesson plans for grades 5- 8 were implemented using the Strong Kids curriculum. Students completed a variety of lesson plans throughout the year.</p>			
<p><i>Recovery Project</i></p> <p>Community contact was maintained with local agencies as to what services were already being offered and what resources/ services were missing.</p> <p>This provincial grant will ended June 2016.</p>	<p>A team included a Project Coordinator and two Wellness Mentors continued to deliver group and in-class presentations.</p>	<p>Resilient for Life Project Plan goals were continued in 2015-2016 including cultural awareness training, promotion of positive mental health through group work and classroom presentations.</p> <p>Skill development focused on developing healthy relationships; dealing with stress; addressing stigma about mental illness; decision making skills.</p> <p>A trauma informed practice framework guided staff work with students.</p>	<p>Regular Community Wellness Meetings with Siksika Health Services until June 2015.</p> <p>CBV Fun Day with Wellness Mentors June 25, 2016.</p> <p>Wellness Mentors and Project Coordinator supported the Pow Wow at CBV.</p>	<p>The Wellness Mentor facilitated and co-facilitated 9 different groups serving a total of 143 students.</p> <p>Students reported they were gaining tools and strategies to help them deal with their social issues.</p> <p>Teachers reported an increase in students with friendships and social interactions.</p>



<p>PATHS (Promoting Alternative Thinking Strategies)</p> <p>All staff trained on the PATHS curriculum.</p> <p>The <i>PATHS</i> program will be delivered weekly in each grade to the end of June 2017.</p>	<p>Students in each grade receive instruction one a week by school resource counseling staff.</p> <p>Information and activities for parents is also included.</p>	<p>Assist teachers in helping students develop techniques and strategies to deal with social and emotional issues.</p>	<p>Orientation completed by October 31, 2015.</p> <p>In-classroom instruction will be completed by end of June 2017.</p>	
--	---	--	--	--



## APPENDIX E– SPECIAL/INCLUSIVE EDUCATION MONITORING REPORT GHSD SYSTEM IMPROVEMENT – POWERFUL LEARNING

REPORTING PERIOD: 2015-2016

### OVERVIEW:

The province of Alberta has a philosophy of *inclusion to meet the needs of diverse learners*. Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners. Golden Hills School Division facilitates an evolving and systemic model of inclusive education to support all students in reaching their full learning potential. The division is committed to the provision of a high quality continuum of support using a tiered approach to prevention and intervention, which began with evidence-based assessment and instructional practice.

#### Who do we serve?

All students within GHSD demonstrate differences in their interests, aptitudes and competencies and teachers provide the appropriate level of support needed for them to be successful in learning. Many of these students meet criteria for an Alberta Education Special Needs designation because of the developmental disability, learning difficulty and low social-emotional (behavioural) challenges. In 2015-2016 under the existing coding criteria, 679 students were designated mild-moderate learning needs and 298 students were identified as having severe needs (including ECS). In addition, 152 students were coded as English Language Learners.

#### How do we meet the needs of diverse learners within GHSD?

The principles of inclusive education as outlined by Alberta Education are used to inform and guide GHSD policies, and practices related to meeting the needs of diverse learners.

1. ***Anticipate, Value and Support Diversity and Learner Differences.*** Welcoming, caring, respectful and safe learning environments create a sense of belonging for all learners and their families. Educational staff are aware of the importance of school connectedness and are continually exploring creative ways to promote belonging and meaningful inclusion with their community schools. For example, students in the Anchor and Strive program at Crowther Memorial Jr. High work with staff to run the school canteen. At Strathmore High School Strive students are members of student council and participate in a variety of school clubs and teams.
2. ***High Expectations for All Learners.*** Creating a culture of high expectations begins with an accessible curriculum and meaningful and relevant learning experience. All students with the exceptional needs codes and many others are provided with Individualized Program Support Plans that reflect the goals of students, their families and teachers, and document the supports that will be provided to meet their goals. IPP/ISP's are monitored regularly to ensure students are experiencing success. Educators and their families act on the idea that with the right instructional supports every student can be successful.
3. ***Understand Learners' Strengths and Needs.*** Meaningful data is gathered and shared at all levels of the system by teachers, families, Educational Assistants, Family Community Support Counsellors, Alberta Health professionals and other community agencies, to understand and respond to the strengths and areas of need for individualized learners. In 2015-2016 over 130 psychoeducational assessments were administered by the Student Services team.
4. ***Reduce Barriers Within Learning Environments.*** All education partners work together to identify and reduce barriers within the curriculum, the learning environment and for instructions that are

interfering with students' ability to be successful learners and to participate in the school community. Teachers/Educational Assistants are provided with ongoing support by Learning Coaches and Educational Consultants to be able to differentiate curriculum so it is accessible for all students in their classroom. GHSD provides a continuum of learning supports, including targeted groups, early literacy, numeracy, Learning to Learn, Resolve Room i.e. Math Boost and Specialized Instructional Setting (Strive, Anchor, Learning Assistance). The GHSD maintenance team does an excellent job in ensuring physical spaces are accessible by all. In 2015-2016 in partnership with RCSD and Flood Recovery program, a state of the art multisensory environment was built at Three Hills school, Strathmore High School and Crowther Memorial Jr. High school. Multisensory environments at Westmount and Greentree schools were upgraded with new equipment. Students in Golden Hills School Division are fortunate to have access to innovative assistive technology, and students, educators and parents provide support in how to best use this technology.

5. **Capacity Building.** School leaders, teachers, educational professionals and community partners have ongoing opportunities, relationships and resources that develop, strengthen and renew their understanding, skills and ability to create flexible and responsive learning environments. Golden Hills School Division is a model for its emphasis on capacity building through collaborative days, instructional coaches, professional development opportunities, and often the topic/theme being focused on is related to Inclusive Education. In 2015-2016 the Inclusive Education Administrative Procedure 214 was revised to ensure principals understood the responsibility in this model.
6. **Shared Responsibility.** Golden Hills School Division staff collaborate with families, community service providers, post-secondary institutions, and other government agencies to ensure the success of all learners. Collaborative initiatives supported by GHSD staff in 2015-2016 include:
  - Project Hope
  - Regional Collaborative Service Delivery (complex kids)
  - Success in Schools
  - PUF/Common Approach

Education.alberta.ca

### Financial Implementations

The funding received from Alberta Education to support Inclusive Education was \$3,899,616.00 for 2015-2016.

### Recommendations

Key areas of focus for 2015-2016 as GHSD continues to build on its Inclusive Education service delivery are as follows:

- Maintain capacity building at the regular classroom levels so that teachers feel confident in supporting diverse learning needs (P.D, Instructional Coaches).
- Provide access to the supports and services that are necessary for the success of all students (Educational Consultants, FSCRC, specialized programs).
- Ensure active representation from GHSD at the provincial government level, in the Central East RCSD, Tri-region Complex Case Initiative and Southern Calgary and Area Low Incidence Advisory and working groups.



## FAMILY SCHOOL COMMUNITY RESOURCE PROGRAM

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

October 25, 2016

---

### **Background:**

Golden Hills School Division continues provide partner with other agencies to support and services to ensure optimal functioning of children and their families in the social-emotional/behavioural domain, in order that students can fully benefit from the learning opportunities afforded to them.

### **Recommendation:**

That the Board of Trustees receives the Family School Community Resource Program 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 black ink, appearing to read "Kandace Jordan".

---

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**  
**October 25, 2016**

**To:** Bevan Daverne  
Superintendent

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

**Re:** Family School Community Resource Program

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

**Resource Persons:** Deb Hinds-Nunziata

---

## History

The Family School Community Resource (FSCR) Program has been available in Drumheller (1985), Kneehill County (1987) and Wheatland Country (1990) for almost two decades and continues to provide invaluable support to students and their families. Key Funding partners include Child and Family Services, Golden Hills School Division, Drumheller/Kneehill/Wheatland Regional Family and Community Support Services and the Regional Collaborative Service Delivery Initiative. Despite some operational differences all three programs strive to support the optimal functioning of children and their families in the social-emotional/behavioral domain so that students arrive at school ready to benefit from the learning opportunities afforded to them in Golden Hills School Division.

## What does a Family/School/Community Resource Counsellor do?

These professionals work collaboratively with the student, their parents/caregivers, school-based team members, and when appropriate, other community services to set meaningful goals and create supportive intervention plans. The plan may include providing preventative education, developing specific strategies/skills and arranging resources that will help the student to experience increased success in school, at home and in the community. Supports may include individual counselling, group counselling, parenting support and liaison/referral with other service providers. Student success is monitored regularly and is based on the observable, measurable outcomes established by the student's support team.

This program focuses on a strength-based model that builds the capacity of the student and their parents/caregivers.

The program also provides whole class presentations on psychosocial issues, and works with school and community to organize prevention programs on a broader scale. Many of the team members are active with a variety of community groups such as Interagency, JumpStart and SWAT.



## Why do teachers, students and their families benefit from this Program?

Alberta Education states that students should be healthy so they can fully participate in school and community activities, and this includes mental health. The Public Health Agency of Canada describes positive mental health as:

*“The capacity of each and all of us to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual well-being that respect the importance of culture, equity, social justice, interconnection and personal dignity.”*

---

Physically and emotionally healthy students are more likely to be successful in school and later life, which is why understanding and promoting positive mental health in schools is a shared responsibility of parents, educators and community partners.

Mental health approaches and practices in school can help to:

- Enhance academic achievement and school attendance.
- Increase academic confidence and engagement in learning and community life.
- Decrease oppositional behaviour and reduction in high risk behaviours, for example use of strict drugs.
- Increase involvement in community activities and citizenship.
- Enhance respect and appreciation for diversity and individual difference.
- Create welcoming, caring, respectful and safe learning environments ([albertaeducation.alberta.ca](http://albertaeducation.alberta.ca)).

The Family School Community Resource Counselling Program within Golden Hills School Division is one important resource for supporting positive mental health for students, their families and educational staff.

### **Primary Reasons for Referral**

- According to the Mental Health Commission of Canada, one in five adult Canadians experience a mental health problem or illness each year.
- 70% say their symptoms started in childhood.
- There is no single cause of mental illness, whether mild or severe, it is a complex mix of social, economic, physiological, biological and genetic factors. Mental health problems are the most significant concern in referral to the FSCRC program.

Reasons for referral to the FSCRC program in 2015/2016 include:

- Anxiety/stress management – 30%
- Other mental health issues – depression, suicidal ideation, non-suicidal self-injury, substance abuse, gender/sexuality struggles – 25%
- Family Problems – separation/divorce, grief/loss, financial stressors, parent mental health problems and family violence – 25%
- Peer relationships – social/friendship, bullying – 15%
- School specific issues – school attendance, classroom behaviour - 5%

## Family School Community Support Counselling Programs Overview of Service for 2015-2016

Referral to over 400 community agencies and participation in Multi-disciplinary Intervention Teams including Connections, community physicians, Child and Family Services, Crisis Shelter, and Family Support with Disabilities, Parent Link Food Bank and other professionals in private practice.

**Individualized supports** for students and other family members:

Drumheller	104
Three Hills and Area	186
Wheatland	366

### **Targeted Supports**

Over 50 counselling groups serving approximately 400 students on a myriad of social-emotional learning and mental health topics.

### **Universal Supports**

- *Evidence based social-emotional learning program implementation support – Mind-Up, PATHS (Promoting Alternate Thinking Strategies), Strong Kids, Roots of Empathy*
- *Mental Health Literacy Program – Grade 9 teacher training*
- *Over 50 classroom presentations*
- *Healthy Wellness Day – Strathmore –Grade 6 student training*
- *Participation in community programs and initiatives eg. FCSS Interagency, SWAT, Youth Centre, Asset Development Committee (RCMP), Children Abusing Drugs program, Kid Sport*

## Does the Program work?

As an evidence-based program the positive outcomes are measured and reported. Agency, colleague, parent and student surveys are completed yearly. Detailed results are available in the year-end reports compiled separately for each program. The following is a “snapshot” of the program’s effectiveness:

Outcome data indicates that over 90% of the students who had an Individual Support Plan showed significant improvement or attainment of their goal, including but not limited to:

- improved mental health function;
- increase in appropriate classroom behaviour;
- improved family and peer relations;
- improved school functioning (attendance);
- improved ability to cope with stressors such as parental divorce, separation or grief/loss.

## What are people saying about the Program?

Quantitative information about a program is always important but it is the qualitative information which can highlight its effectiveness. Here are just a few comments from the program surveys:

### **Students**

*“She has helped me through a lot in the past school year with my family problems, school problems, personal problems and has showed me new ways to cope with daily life. We started off a little rough but once she understood me and all the chaos going on, we were like two peas on a pod when it came to talking and problem solving!”*

### **Staff**

*“More time in each school as mental, emotional and home needs are growing every year.”*

*“My experience with the Family School Community Resource Counselling Program has always been wonderful. The individuals in this department are truly and sincerely invested in their work with the students; they provide a variety of services that are tailored to each individual student. They help their students through individual and group counselling and informative workshops and sessions. As member of the psychoeducational department, I deeply appreciate that the Family School Resource Counsellors have sought out information about psychoeducational assessments completed for their students, and often attend feedback meetings for these assessments. The team provides an immense support to the students, making them incredibly valuable to the staff, students, and school community.”*

*“I really appreciated the support with MindUp. I think it is a very valuable program and the manner in which it was implemented with the support of the Family School Resource counselor made the program more viable.”*

*“I feel the mind up program is a fantastic and necessary program that all student should have access to. It is exactly what students need to know and understand in order to self regulate.*

### **Parent/Caregiver**

*“As a mom of a teenage daughter who struggled with problems with bullies, anxiety and regular school environment, I feel very lucky to have her school resource team who was a great help and support system.”*

*“I have a great relationship with our school counselor. I feel very fortunate that we have her in our school. She has even taken the time to listen to my concerns regarding my daughters and helped me. Terrific program.”*

*“I feel like we have gained many helpful benefits, including our daughter to complete her grade 12 successfully, understanding each other in a better way, and how to reach goals.”*

### **Moving Forward – Trends**

- Community growth continues to mean that there are an increased number of students and their families who require the support of the Family School Community Resource Program. While our staff allocations to schools remain stable, in 2016-2017 we have an additional .5 positions to expand supports at a Universal level, to assist teachers in providing evidence based social-emotional learning programs in the classroom to promote positive mental health. There is also an increasing trend toward collaboration with community partners in meeting the needs of more complex youth and their families.