



# **GOLDEN HILLS**

## **SCHOOL DIVISION**

# *AGENDA*

**TYPE:** Regular Board Meeting

**DATE:** 9/28/2021      **TIME:** 9:30 AM

**LOCATION:** Boardroom of the Golden Hills School Division

**DETAILS:**

"Powering Hope and Possibilities" Vision: Inspiring confident, connected, caring citizens of the world

Mission: Intentionally maximizing learning for all

**1.0 Attendance**

**2.0 Call to Order**

**3.0 Acknowledgment**

**4.0 In Camera**

4.1 In Camera

Action

4.2 Out of In Camera

Action

**5.0 Approval of Agenda**

5.1 Approval of Agenda

Action

**6.0 Welcome Public, Vision and Mission Statements**

**7.0 Presentation of Minutes**

7.1 Regular Minutes of August 24, 2021

Action

7.2 Special Minutes of September 6, 2021

Action

7.3 Special Minutes of September 13, 2021

Action

**8.0 REPORTS**

A) Chair's Report

B) Board Committees

C) Board Representatives to External Organizations

D) Administration Reports

**9.0 NEW BUSINESS**

A) Action Items

9.1 Locally Developed/Acquired Courses (J. Grimsdale)

Action

B) Information Items

9.2 Preliminary Enrolment Monitoring Report (T. Sabir)

Info

9.3 System Enhancement (J. Grimsdale)

Info

9.4 Family School Community Resource Program (J. Grimsdale)

Info

9.5 Joint Elections - Trustee Elections 2021 (T. Sabir)

Info

**10.0 Guest**

10.1 Siksika Elder - Advisor to the Board, Clarence Wolfleg at 11:30 am

Info

**11.0 ADJOURNMENT**

11.1 Adjournment

Action



# MINUTES

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## Golden Hills School Division No. 75

### Regular Meeting of the Board of Trustees

Location: Boardroom of the Golden Hills School Division

Start Time: 9:30 AM

Tuesday, August 24, 2021 (9:30 AM)

#### 1.0 Attendance

Present:

a) Chair

- Laurie Huntley

b) Vice Chair

- Jennifer Mertz

c) Trustees

- Barry Kletke
- Rob Pirie
- Justin Bolin
- Jim Northcott

d) Superintendent

- Bevan Daverne

e) Secretary Treasurer

- Tahra Sabir

h) Recording Secretary

- Kristy Polet

Absent:

f) Associate Superintendent

- Jeff Grimsdale (Prior commitment)

g) Deputy Superintendent

- Wes Miskiman (Prior commitment)

#### 2.0 Call to Order

Chair Huntley called the meeting to order at 9:34 a.m.

### 3.0 Acknowledgment

We would like to acknowledge that we are on lands in the Treaty 7 area. We are making this acknowledgment to demonstrate our commitment to work together as a community in laying the foundation for reconciliation through education.

### 4.0 In Camera

#### 4.1 In Camera

**Recommendation: BD#20210824.1001**

**MOVED by Trustee Bolin** that the Board of Trustees go In Camera at 9:35 am.

#### 4.2 Out of In Camera

**Recommendation: BD#20210824.1002**

**MOVED by Trustee Pirie** that the Board of Trustees rise from In Camera at 10:27 am.

Break:

Recessed at 10:27 am

Reconvened at 10:41 am

### 5.0 Approval of Agenda

#### 5.1 Approval of Agenda

**Recommendation: BD#20210824.1003**

**MOVED by Trustee Northcott** that the Board of Trustees approve the August 24, 2021 agenda as presented.

### 6.0 Welcome Public, Vision and Mission Statements

### 7.0 Presentation of Minutes

#### 7.1 Regular Minutes of June 22, 2021

**Recommendation: BD#20210524.1004**

**MOVED by Trustee Pirie** that the Board of Trustees approve the June 22, 2021 Regular Minutes.

### 8.0 REPORTS

#### A) Chair's Report

Chair Huntley presented information on the following topics:

- Discussed Minister Adriana LaGrange press release regarding back to school plan for Alberta schools.

## **B) Board Committees**

Trustee Pirie presented information on the following topics from Alberta School Boards Association (ASBA) Zone 5 meeting held August 6, 2021.

- Discussion on new committees that were formed.

## **C) Board Representatives to External Organizations**

- Nothing to report on currently.

## **D) Administration Reports**

Secretary Treasurer Sabir presented information on the following topics:

- Trinity Christian Academy Modulares - received funding acceptance letter from Alberta Education outlining that Golden Hills will receive preliminary funding for the Modulares.
- Projects - update on the summer projects.
- Transportation - hosted Orientation work shops, August 16-18, 2021. Golden Hills is in the process of training new bus drivers to manage the shortage of current bus drivers.
- Utilities agreement has been secured up until 2022.
- Alberta Risk Management Insurance Consortium (ARMIC) preparing for renewal. Lots of risk mitigation practices are happening which will help keep our premiums down.

Superintendent Daverne presented information on the following topics:

- Updated Trustees on how the teacher hiring is going for the 21-22 school year.
- Discussed launch of GHSD Guide for Respiratory Illness Prevention and Management in Schools 2021/2022.
- First Collaboration Day will be held Monday, August 30, 2021 at the Recreation center.

## **9.0 NEW BUSINESS**

### **A) Action Items**

#### **9.1 Board Annual Leadership Plan 2021-2022 (B. Daverne)**

**Recommendation: BD#20210824.1005**

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

### **B) Information Items**

#### **9.2 Monthly Enrolment Monitoring Report (June 2021) (T. Sabir)**

**Recommendation:**

Secretary Treasurer Sabir presented information on the Monthly Enrolment for June 2021.

### **9.3 Guide for Respiratory Illness (B. Daverne)**

#### **Recommendation:**

Superintendent Daverne presented the updated Golden Hills School Division Guide for Respiratory Illness Prevention and Management in School to the Board of Trustees. The Guide addresses pandemic management, communication, and program plan for internal and external stakeholders.

### **10.0 ADJOURNMENT**

#### **10.1 Adjournment**

**Recommendation: BD#20210824.1006**

**MOVED by Trustee Kletke** that the Board of Trustees adjourn at 1:00p.m.

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Chair

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Secretary Treasurer



# MINUTES

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## Golden Hills School Division No. 75

### Regular Meeting of the Board of Trustees

Location: Boardroom of the Golden Hills School Division

Start Time: 9:00 AM

**Monday, September 6, 2021 (9:00 AM)**

#### 1.0 Attendance

##### Present:

- a) Chair
  - Laurie Huntley (via Zoom)
- b) Vice Chair
  - Jennifer Mertz (via Zoom)
- c) Trustee
  - Barry Kletke (via Zoom)
  - Rob Pirie (via Zoom)
  - Justin Bolin (via Zoom)
  - Jim Northcott (via Zoom)
- d) Superintendent Bevan Daverne (via Zoom)

#### 2.0 Call to Order

Chair Huntley called the meeting top order at 9:03 a.m.

#### 3.0 NEW BUSINESS

##### A) Action Items

##### **3.1 Federal Holiday - National Day for Truth and Reconciliation - September 30th Recommendation: SM#20210907.1001**

**MOVED by Trustee Pirie** that the Board of Trustees change the school calendar to make September 30 a non-instructional day to recognize National Day for Truth and Reconciliation for the 2021/2022 school year.

## **B) Information Items**

### **3.2 New Mask Guidelines**

#### **Recommendation:**

The Board of Trustees received and reviewed Deena Hinshaw, Chief Medical Officer of Health, health guidance. No changes were made to Golden Hills health protocols.

## **4.0 ADJOURNMENT**

### **4.1 Adjournment**

**Recommendation: SM#20210907.1002**

**MOVED by Trustee Kletke** that the Board of Trustees adjourn at 10:38 a.m.

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Chair

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Secretary Treasurer



# MINUTES

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## Golden Hills School Division No. 75

### Regular Meeting of the Board of Trustees

Location: Boardroom of the Golden Hills School Division

Start Time: 9:30 AM

**Monday, September 13, 2021 (9:30 AM)**

#### 1.0 Attendance

##### Present:

- a) Chair
  - Laurie Huntley (via email)
- b) Vice Chair
  - Jennifer Mertz (via email)
- c) Trustees
  - Barry Kletke (via email)
  - Rob Pirie (via email)
  - Justin Bolin (via email)
  - Jim Northcott (via email)
- d) Superintendent Bevan Daverne (via email)

#### 2.0 NEW BUSINESS

##### A) Action Items

##### 2.1 Board Meeting Date Change

**Recommendation: SM#20210913.1001**

**MOVED by Chair Huntley** that the Board of Trustees move the regular board meeting date from September 21 to September 28, 2021. It is desirable to combine our board meeting with the blessing of our building by Elder Clarence Wolfleg which will be taking place September 28, 2021 in conjunction with Truth and Reconciliation week in our schools.

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Chair

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Secretary Treasurer





## LOCALLY DEVELOPED/ACQUIRED COURSES

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

**September 28, 2021**

### **Background:**

Alberta Education supports the local development and authorization of senior high school complementary courses which do not duplicate provincially authorized courses. The opportunity to authorize complementary courses allows boards to respond to the unique interests and abilities of its students and to foster educational improvement and excellence through innovation at the local level. Authorization for locally developed/acquired courses “shall be by board motion and shall be for a maximum of four years” (Alberta Education Policy 1.2.1, Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses).

<b><i>ESL Expository English (2020) 15/25 (5 credits only)</i></b>	<b>Acquired from The Calgary School Division</b>	<b>September 1, 2021 until August 31, 2024</b>	<b>Golden Hills Learning Academy</b>
ESL Expository English 15 and 25 are courses that provide English Language Learners with an opportunity to develop and extend their skills in oral and written discourse for the purposes of explaining, describing, and informing.			
<b><i>Content Literacy 15/25 (3 &amp; 5 credits)</i></b>	<b>Acquired from Edmonton Catholic Separate School Division</b>	<b>September 1, 2021 until August 31, 2025</b>	<b>Strathmore High School Golden Hills Learning Academy</b>
Offers students direct, modelled instruction and increased opportunity to acquire and employ multiple literacies to gain and convey deeper and broader understandings of information found in a variety of high school content area curricula.			
<b><i>Literature &amp; Composition (2021) 35-5 (formerly AP English)</i></b>	<b>Acquired from Red Deer School Division</b>	<b>September 1, 2021 until August 31, 2025</b>	<b>Strathmore High School</b>
The central focus of Literature and Composition (2021) is developing critical thinkers, readers, and writers. Students work individually and collaboratively to explicate the essential questions of literature – its creation, study, and influence.			
<b><i>Speech and Debate 25/35 (3 credits only)</i></b>	<b>Acquired from The Edmonton School Division</b>	<b>September 1, 2021 until August 31, 2022</b>	<b>Trochu Valley School</b>
Students will use a variety of formats and structures to plan and execute effective presentations. They will build confidence in their public speaking abilities and conduct research to distinguish between fact and opinion and evaluate the quality and credibility of information. It will also encourage responsible citizenship through the examination and analysis of a variety of social issues.			
<b><i>Band (2021) 15/25/35 (3 &amp; 5 credits)</i></b>	<b>Acquired from The Calgary School Division</b>	<b>September 1, 2021 until August 31, 2025</b>	<b>Strathmore High School</b>
Students develop personal and collaborative goals as they participate in and refine personal and group routines, rehearsal, and performance. Students experience, analyze and appreciate performances of diverse repertoire as musicians, part of an ensemble, and as audience members			

<b><i>ESL Introduction to Mathematics (2020) 15 (5 credits only)</i></b>	<b>Acquired from The Calgary School Division</b>	<b>September 1, 2021 until August 31, 2024</b>	<b>Golden Hills Learning Academy</b>
The goal of this course is to enable students to acquire academic language skills while mastering the key foundational mathematical ideas and basic math content necessary for entry into grade-level mathematics classes. This course is appropriate for those English Language Learners who enter high school without the pre-requisite skills necessary for entry into Math 14 and Math 10-4, when required.			
<b><i>Social Literacy 15/25 (3 credits only)</i></b>	<b>Acquired from The Calgary School Division</b>	<b>September 1, 2021 until August 31, 2024</b>	<b>Golden Hills Learning Academy</b>
Being socially literate relates to a persons ability to interact, maintain, and build relationships with others. This course teaches students ecologically valid cognitive-behavioural strategies in a small group format.			

The following locally developed courses have been forwarded to Alberta Education for review and are being submitted for the Board’s consideration.

**Recommendation:**

That the Board of Trustees authorizes the use of the above acquired locally developed course and any learning resources detailed in the course outline for use in Golden Hills School Division.




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Bevan Daverne  
Superintendent




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Jeff Grimsdale  
Associate Superintendent



## PRELIMINARY ENROLMENT BACKGROUNDER

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

**September 28, 2021**

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### **Background:**

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

As per the attached monitoring report, information is provided on the preliminary enrolment of provincially funded students, Siksika funded students and International funded students. These are preliminary numbers and changes may occur prior to September 28, 2021.

A new funding model came into effect September 1, 2020 and with this, there is a new approach to enrolment. The annual student count is the basis for the majority of the grants. A shift has been made to Weighted Moving Average (WMA) that captures the number of students across three school years. For example, 2020/2021 calendar year enrolment is calculated as follows:

School Year	Weighted Factor	Enrolment Count
2019/2020	20%	Actual
2020/2021	30%	Actual
2021/2022	50%	Projected

- Preliminary enrolment numbers will be presented at Board meeting.

### **Recommendation:**

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

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Bevan Daverne  
Superintendent

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Tahra Sabir  
Secretary Treasurer

Enrolments for September 29, 2021 (subject to change)

SCHOOLS	21/22 ACTUAL		20/21 ACTUAL		Difference from 20/21 to 21/22 ACTUAL	Actual Difference from Projected
	Enrollment #	Total	Enrollment #	Total		
Prairie Christian Academy (Gr. K-12)	273.50		263.00		10.50	1.00
Three Hills School (Gr. K-12)	457.50		443.00		14.50	15.50
Trochu Valley School (Gr. K-12)	234.50		235.50		(2.00)	7.50
<b>Sub Total</b>	<b>965.50</b>	<b>965.50</b>	<b>942.50</b>	<b>942.50</b>	<b>23.00</b>	<b>24.00</b>
Acme School (Gr. K-8, 10-12)	190.50		186.50		4.00	(14.00)
Carbon School (Gr. K-9)	55.50		66.00		(10.50)	(3.00)
Dr. Elliott Community School (Gr. K-9)	185.50		175.00		10.50	8.50
<b>Sub Total</b>	<b>431.50</b>	<b>431.50</b>	<b>427.50</b>	<b>427.50</b>	<b>4.00</b>	<b>(8.50)</b>
Drumheller Valley Secondary School (Gr. 7-12)	391.00		404.00		(13.00)	1.00
Greentree Elementary School (Gr. K-6)	320.00		318.50		1.50	(2.00)
<b>Sub Total</b>	<b>711.00</b>	<b>711.00</b>	<b>722.50</b>	<b>722.50</b>	<b>(11.50)</b>	<b>(1.00)</b>
Ecole Brentwood Elementary School (Gr. K-6)	207.50		220.00		(12.50)	0.50
Crowther Memorial Junior High (Gr. 7-9)	486.00		488.00		(2.00)	0.00
George Freeman School (Gr. K-9)	414.50		366.00		48.50	9.50
Strathmore High School (Gr. 10-12)	630.00		592.00		38.00	10.00
Trinity Christian Academy (Gr. K-9)	183.00		154.50		28.50	11.50
Westmount Elementary School (Gr. K-6)	350.00		345.00		5.00	26.50
Wheatland Elementary School (Gr. K-6)	296.00		284.50		1.50	(2.00)
<b>Sub Total</b>	<b>2,557.00</b>	<b>2,557.00</b>	<b>2,450.00</b>	<b>2,450.00</b>	<b>107.00</b>	<b>56.00</b>
Carseland School (Gr. K-6)	59.50		60.00		(0.50)	(10.00)
Wheatland Crossing School (Gr. K-12)	329.50		318.50		11.00	4.00
<b>Sub Total</b>	<b>389.00</b>	<b>389.00</b>	<b>378.50</b>	<b>378.50</b>	<b>10.50</b>	<b>(6.00)</b>
<b>TOTAL</b>	<b>5,054.00</b>	<b>5,054.00</b>	<b>4,921.00</b>	<b>4,921.00</b>	<b>133.00</b>	<b>64.50</b>
Colony Schools	345.50		345.00		0.50	7.00
Drumheller Outreach	17.00		17.00		0.00	0.00
Golden Hills Learning Academy	238.00		331.00		-93.00	(36.37)
Northstar Academy	400.00		541.00		(141.00)	(33.11)
Strathmore Storefront	65.00		70.00		(5.00)	1.00
<b>TOTAL</b>	<b>1,065.50</b>	<b>1,065.50</b>	<b>1,304.00</b>	<b>1,304.00</b>	<b>(238.50)</b>	<b>(60.49)</b>
<b>PROVINCIAL FTE TOTAL</b>	<b>6,119.50</b>	<b>6,119.50</b>	<b>6,225.00</b>	<b>6,225.00</b>	<b>(105.50)</b>	<b>4.01</b>
<b>Headcount</b>						
Homeschool	936.00		1,020.00		(86.00)	
Shared Responsibility	194.00		323.00		(129.00)	
Kindergarten at full	204.50		198.00		6.50	
ISS	197.00		200.00		(3.00)	
Siksika	153.00		155.00		(2.00)	
<b>HEADCOUNT TOTAL</b>	<b>7,803.00</b>	<b>7,803.00</b>	<b>8,121.00</b>	<b>8,121.00</b>	<b>(318.00)</b>	

International Students (ISS)	# Students
Crowther Memorial Junior High	9.00
Drumheller Valley Secondary School	50.70
George Freeman School	0.00
Prairie Christian Academy	26.50
Strathmore High School	75.50
Three Hills School	7.70
Westmount School	0.60
Wheatland Crossing	6.20
<b>ISS Total FTE</b>	<b>176.30</b>
<b>ISS Total Headcount</b>	<b>184</b>
<b>ISS Online Students</b>	<b>13.0</b>
<b>TOTAL ISS</b>	<b>197.0</b>



## SYSTEM ENHANCEMENT BACKGROUNDER

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

**September 28, 2021**

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### **Background:**

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

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

The System Enhancement Monitoring Report outlines the main PD activities of the 2020-2021 school year.

### **Recommendation:**

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

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Bevan Daverne  
Superintendent

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Jeff Grimsdale  
Associate Superintendent of Schools



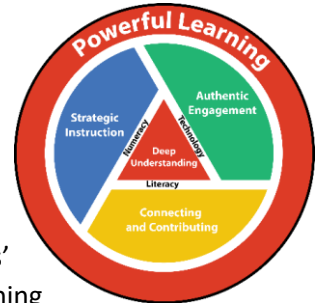
System Enhancement  
Presented to Board of Trustees by Jeff Grimsdale  
Associate Superintendent of School

Resource Persons: Sue Humphry, Deb Nunziata, Jamie Keet, Christina Hoover

September 28, 2021

**Overview:**

System improvement in Golden Hills School Division (GHSD) supports teachers and administrators by providing access to high quality, sustained professional learning experiences targeted to maximize achievement for all students. System improvement is supported through a variety of strategies. In 2020-2021, teachers' and administrators' capacity were provided a number of professional learning opportunities both within and outside of our division. Professional Development during the past year was impacted by COVID, with teachers participating in primarily virtual learning. Teachers had access to an increased number of virtual learning opportunities through zoom that were recorded for ease of access. The following highlights the learning experiences offered:



- Teachers participated in System Collaborative Days that were offered virtually. These days focused on the implementation of Powerful Learning, as well as teacher collaboration on the best ways to address COVID restrictions in the classroom and strategies to address needs despite disruptions and periods of learning at home.
- Instructional Coaches continued to provide ongoing coaching through planning and modeling lessons, connecting teachers to each other and resources, and helping teachers to implement research-based practices in their classrooms. Increased time was spent helping teachers adapt learning tasks.
- Instructional Coaches provided ongoing and weekly support to the "Learning at Home" team of teachers. Together, the teachers researched best practices for the virtual classroom, identified ways to assess and move learning forward while learning at home. The lessons learned were captured through a series of webinars and posts on topics such as "Fostering relationships with parents and Setting up the virtual classroom".
- Teachers were provided "How to Tips" that were posted on the Powerful Learning Website as well as the Learning at Home website in order to build teacher capacity. The coaching team and student services consultants wrote articles, blogs, and powerful stories. Topics were chosen that reflected the needs of teachers and was timely, given what teachers were facing. As well, video clips of evidence based strategies and ideas were created to assist teachers.
- Instructional Coaches provided a number of virtual learning opportunities for teachers including "Teaching Math Fluency".
- Teachers participated in school-based learning teams as well as a number of on-line webinars and learning opportunities offered virtually.
- New teachers to the division were provided three training days as well as visits from Instructional Coaches who continued to support teacher learning within their classrooms. Two of the training days were offered virtually.

- School and system leaders participated in learning opportunities that were offered in on-line webinars and leaders collaborated regularly through zoom meetings.
- Teachers were supported by Consultants and Family Liaison counsellors to build their capacity in adapting to stress, related to managing COVID requirements. These individuals were available in schools to respond to staff needs in a timely manner. Golden Hills System leaders were contributors to the provincial Workplace Wellness Framework, which offers teachers professional learning in the area of wellness.
- System improvement work in GHSD continued to focus on Powerful Learning, which incorporates Alberta Education’s vision of preparing students for the future world of work. Through the thoughtful and intentional use of research-based strategies, tactics and practices, teachers design powerful learning experiences for their students. The importance of providing relevant, real world experiences with an authentic audience is encouraged. As part of Powerful Learning, assessment strategies are used that intentionally move learning forward through specific, timely feedback.
- Powerful Learning helps students acquire essential competencies that include being able to design and manage their own work, communicate effectively, and collaborate with others. It helps students to research ideas - collect, synthesize, and analyze information, develop new products/ideas, and apply bodies of knowledge to novel problems that arise.
- Through a cycle of continuous improvement that focuses on Powerful Learning, teachers affirm, revise, and aspire towards instruction that engages students and fosters thinking. Teachers consolidate what they know to be effective, test it, and continuously add to what they know and do. The intention of the high-quality professional learning opportunities offered in GHSD is to help teachers create learning experiences that explicitly focus on building collaboration, creativity, and critical thinking. The overarching goal of system improvement is to help students achieve a deep understanding of the curriculum enabling them to become innovators, connectors and collaborators who critically and thoughtfully contribute to the world.
- In addition to implementing powerful learning, an emphasis was placed on helping teachers to implement the Literacy, Numeracy and Technology Foundational Frameworks. These frameworks identify key strategies and beliefs that help all students master foundational skills, and effectively use technology to acquire and generate new ideas. Early interventions and targeted programs are implemented to reach our goal of increasing literacy and numeracy skills ensuring achievement for all.

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### **System Improvement Strategies**

The GHSD system improvement strategy includes a number of initiatives and programs such as the Instructional Coaches Program, Early Intervention Programs, Social and Emotional Learning Initiatives, English Language Learning. It also includes intentionally fostering cultures of thinking in the way we work together in our classrooms.

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## **Creating Cultures of Thinking**

The importance of intentionally creating cultures of thinking in GHSD classrooms is recognized as a key component of powerful learning. This focus was maintained despite the additional requirements of teachers to manage the pandemic in their schools.

Teachers continue to embrace the importance of infusing critical thinking into their instruction. TC2 encourages “teachers to activate learning about a topic by involving students in shaping questions to guide their study, giving them ownership over the direction of these investigations and requiring that students critically analyze and not merely retrieve information.” (Gini-Newman & Gini-Newman, p. 35). A shift occurs from covering curriculum, to students uncovering the curriculum. When the content of the curriculum is “problematized” it leads to an investigation and discovery connected to the real world. Through this type of investigation students draw conclusions, make decisions, and solve problems, all essential competencies for the work force. Instructional practices that support a thinking classroom are encouraged in classrooms across Golden Hills School Division.

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

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## **Curriculum Update**

GHSD is participating in a review of the new Language Arts Curriculum and will be providing detailed feedback to Alberta Learning monthly until February 2022. Several teachers from each grade level (K-6) have joined a New Curriculum Team. This team will be responsible for analyzing the new Language Arts curriculum and developing lessons for implementing components of the new curriculum. The team will meet together monthly throughout the year to learn and implement best practices in addressing outcomes from the new Language Arts curriculum.

Instructional coaches, The Critical Thinking Consortia and Calgary Regional Consortium will work together to support the new curriculum work. In June 2021, Instructional Coaches worked virtually with the New Curriculum Teachers for two days to begin the process of examining the new curriculum and creating a planning template for instruction.

More information about curriculum development can be found on the Alberta Education website: <https://www.alberta.ca/curriculum-development.aspx>

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## **Intervention Programs**

### ***Early Literacy***

Literacy is critical in being able to help students make sense of their world and make meaningful contributions. Literacy is foundational to student success and fundamental to all learning. In order to help ensure academic success for all students, Golden Hills School Division continued to offer Early Literacy Intervention programming as well as targeted support within all schools. As well, a Late Targeted Intervention program was implemented in several schools. Competence in literacy is essential in order to



help students construct meaning and communicate effectively. According to Alberta Education, Literacy is defined as “...the ability, confidence, and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living” (Alberta Education, 2015).

During the 2020-21 school year, we continued to support the literacy needs of students through the Early Literacy Program, school-based intervention programs and Instructional Coaches who provided support to teachers in acquiring best practices in literacy instruction.

The goal is to ensure that all Golden Hills School Division students are reading at grade level by the end of grade two.

- In May and June 2021, Golden Hills School Division implemented, for the fifth year, a kindergarten initiative to help parents learn how to work with their child at home to improve literacy and numeracy skills. Teachers identified the kindergarten students they expected to be “at risk” entering grade one. The Early Literacy Intervention team was able to assess approximately 45 of the 98 identified students. Ninety eight families received learning packages to help parents prepare their student for grade one and develop basic literacy and numeracy skills.
- Early Literacy Intervention was offered to struggling readers in Grades 1 and 2 in two terms. Students were provided approximately 50-65 intervention sessions. For several weeks over the past year school was moved to “At Home Learning” and during this time the intervention teachers offered sessions virtually with positive results.
- The Early Intervention Team of four teachers served 169 students in Grades 1 and 2. This represents 22% of our Grade 1 students and 27% of our Grade 2 students. Intervention sessions were offered over four months and results indicated that the average growth of 1.1 (one year and one month) in four months. This is consistent with results from the previous year and higher than last year when COVID disrupted learning for a number of months. All students comprehension improved between one-half to a full year with the majority improving a year.
- On average, grade two students improved approximately 1.1 grade levels (as measured through the Schonell word list) and a 1.3 grade level improvement in the Diagnostic Reading Assessment.
- The Grade 6 and 9 provincial exams were not administered due to COVID, therefore this data was not analyzed.
- ELI Satisfaction Surveys indicated that 100% of parents reported that the program helped their child and that they saw improvement in reading. Parents reported that the strategy bookmarks made it easy for them to be helpful at home. 100% of teachers surveyed stated that their student significantly benefited from the program.
- The ELI website that was developed for parents, was accessed to teach parents how to assist their child in literacy practice at home.

**Parent Quote:**

“I am extremely impressed. My daughter went from not being able to read at all to reading things all over the place. Amazing program and teacher.”

“The program was great. It really helped my child with different ways to approach reading.”

### ***Late Literacy Intervention***

The Late Literacy Intervention program provides targeted instruction to struggling students in Grades 4 - 9 in two schools in Strathmore and area and is designed to support indigenous students who are below their expected level in literacy skills. Non-Indigenous students are also included in the intervention groups. The program provides students with 40-minute pull out sessions, four to five days a week. Each session accommodates two to four students, with groups organized according to their grade and reading competency. During the program, students were taught a series of literacy strategies designed to transfer to the regular classroom setting.

In the 2020-2021 school year, approximately 46 students were served through this program. Excellent growth was noted and graphs depicting growth are provided in the Late Intervention Report. Students' word reading as measured through the Schonell word list improved six to eight months on average. Comprehension as measured through the Jerry Johns Reading passages indicated growth in comprehension of one and a half to two years.

To assist students at home an online website was developed and encouraged. The website is called "Ms. Lam's Reading at Home" and provided tutorial videos of reading strategies, weekly writing activities and suggested games to play at home that promote literacy.

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### ***Early Numeracy***

Numeracy is foundational to student learning. Being numerate means going beyond the acquisition of basic skills and solving simple arithmetic problems to being able to acquire, create, connect, understand, and communicate information. Alberta Education defines Numeracy as "the ability, confidence and willingness to engage with quantitative or spatial information to make informed decisions in all aspects of daily living". The GHSD Numeracy Framework was developed to inform educators about key numeracy initiatives, strategies and promote best practices in numeracy instruction. The Numeracy Framework is updated to reflect new research and pedagogy and is located on the Powerful Learning Website.

- The 2020-2021 school year was the sixth year of offering Early Numeracy Intervention in order to establish a strong numeracy foundation for Grade 1 and 2 students who needed more time to build numeracy competencies. GHSD offers additional numeracy support through school-based numeracy teachers and programs such as Math Boost and LAC. By intervening early, students are set up on a trajectory of success. Teachers are working to ensure that by the end of Grade 2, all students have the foundational numeracy skills to be successful in Grade 3 and beyond.
- Early Numeracy Intervention was offered to students struggling with foundational skills such as number sense in Grades 1 and 2. The Early Intervention team of three teachers served students in 42 classrooms, with direct intervention offered to 177 students in Grades 1 and 2. This represents 20% of our Grade 1 students and 24% of our Grade 2 students. Intervention sessions were offered in three terms, so students received fewer sessions compared to previous years.
- Results indicated that struggling Grade 1 students achieved, on average, 96% accuracy on the kindergarten outcomes, and 50% on the Grade 1 outcomes tested in the post assessment. This represents a 27% increase in the kindergarten outcomes and a 50% increase in the Grade 1 outcomes.

- The early intervention Grade 2 students achieved on average 80% on the Grade 1 outcomes and 45% on the Grade 2 outcomes tested in the post assessment. This represents 36% increase in Grade 1 outcomes and a 25% increase in Grade 2 outcomes. These results are consistent with previous years.
- On average Grade 2 students increased their score by approximately 22% on the Math Intervention Programing Instrument from pre to post-test. This is viewed as excellent progress.
- ENI satisfaction surveys indicate that 100% of parents reported that the program helped improve their child’s math/numeracy understanding, and 91% reported that their child’s attitude towards math has improved. 100% of teachers surveyed stated that their students enjoyed the program and 100% of the teachers felt that their students significantly benefited from the program.

**Parent Quotes:**

“I saw a big improvement in my son’s math skills thanks to the ENI program. I like that it was every day and I found that the homework was playful and helped him understand the concept. He became interested and confident in math because of the way this program approaches the concepts.”

“I liked that I could engage with my daughter for 5-10 minutes every day. She really enjoyed it and has a better outlook on learning numbers and math.

**Math Minds** is a collaborative partnership of Golden Hills School Division, the Werklund School of Education (University of Calgary), JUMP Math, Suncor Energy Foundation, and the Calgary Catholic School District. This initiative has a focus on strengthening numeracy, improving achievement in mathematics, and improving teacher pedagogy. Lead teachers received extensive professional development training from the University of Calgary and Jump Math. This past year, ten of our teachers were part of developing an online Math course with the University of Calgary. This online course about math pedagogy and will be offered to our teachers next year.

**Outstanding Math Group** is a collection of mathematics educators from across our school division that represent all the grade levels along with instructional coaches, administrators, central office staff, and a math consultant from Calgary Regional Consortium. This group provided input on the revision of our Numeracy Framework.

**English Language Learning (ELL)**

Learning opportunities for English Language Learners (ELLs) and their teachers have continued to grow in GHSD. Our ELL population includes Hutterite Colony school students, International students, and other Canadian and foreign-born students. The Division welcomed students from around 30 countries in the 2020-2021 school year, and schools offered a variety of programs and supports to assist learners develop their English while growing academically.

A newly formed ESL Team met twice with Lead Teachers from each school to review priorities and determine next steps in supporting ELL’s. Using their recommendations and suggestions, the ESL Team created numerous ESL resources, planned PD opportunities, and carried out individualized coaching.

While utilizing experts in the ESL field, three Online Learning Workshops were created. These workshops are available via the [Powering Possibilities](#) website, with the purpose of introducing teachers and Educational Assistants to strategic ESL instruction and Vocabulary. We received very positive feedback on the availability and flexibility of these resources. Live, virtual PD sessions were also presented on topics of interest to teachers. Teachers appreciated the opportunity to guide PD opportunities that met their needs. “Think Tanks” were established to support follow-up questions. Throughout the 2020-2021 school year, Instructional Coaches and EL Experts also provided Teachers and Parents with online “tips” and “how-to’s” on both the [Powerful Learning](#) website and [Learning at Home](#) website.

ELL resources continue to be previewed, purchased, and housed in IMC. These materials help with the goal of providing teachers and ELLs with planned systematic instruction and support. Dual-language literacy books, dictionaries, differentiated reading materials, assistive tech/software and various other teacher resources continue to be valuable for the wide range of ELLs in the division. Through the Inclusive Lending Library, iPads (with a variety of ESL apps) and Chromebooks were loaned to a few ELLs. Coaching support was provided to teachers who requested programming, assessment, and assistive tech support.

In order to monitor ELL proficiency and comply with Alberta Education standards, schools are using a formalized intake procedure. Teachers are currently utilizing GHSD Yellow Folders that include Alberta Education ESL Benchmark tracking sheets, IPT English Language Proficiency assessments, and ongoing informal assessments. An ELL report card which documents the student’s growth, is included along with his/her regular report card twice a year.

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## **Learning at Home**

Golden Hills School Division offered Learning at Home for families requiring an alternative to in-person instruction, even if for a short period of time, during the 2020/2021 school year. The program was structured to support all students and ensure they had access to quality, flexible instruction while maintaining a relationship with their community school. At the beginning of the year approximately 400 students were registered in the program. School teams worked closely with families to help determine the program that would best meet their needs. Since Learning at Home was designed to allow for movement back to the community school, families with the support of school teams were able to transition to in person instruction at any time. By the end of the year approximately 200 students remained in the Learning at Home program.

The Learning at Home teachers worked collaboratively with Administration and Instructional Coaches to create a program that, in addition to being flexible, provided students with academic rigor and powerful learning opportunities. The Learning at Home teachers focused on implementing evidence-based best practices in a new online format. The team met regularly to evaluate their impact on student learning, refine their practice, and brainstorm new ways to engage students online.

Golden Hills School Division provided a unique opportunity to families in our district by ensuring a quality learning environment with the option to return to community schools at any time. Learning at Home allowed students a comprehensive educational experience to help them successfully transition to in person learning.

## Leadership Training

- GHSD administrators worked together to develop strategies for managing COVID in their school buildings. Best practices were reviewed and implemented.
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## Instructional Coaches

GHSD Instructional Coaches continue to support teachers and administrators in the implementation of Powerful Learning. During the 2020-2021 school year coaches:

- Continued to oversee and support the implementation of system initiatives. As well coaches offered ongoing weekly support to the Learning at Home program in order to help teachers develop best practices for learning virtually. Support was offered through one-on-one coaching, working with teacher teams and through information sessions offered virtually on a variety of topics.
- Supported the implementation of virtual Collaborative Days, as well as other Professional Learning opportunities within classrooms and at a system level. Teachers were coping with additional requirements and stress of COVID and therefore, the number of system PD days was limited to one math day.
- Coaches continued to support inclusive practices through technology.
- Continued to support teachers in the integration of high impact instructional strategies and effective assessment practices in classrooms.
- Worked closely with new teachers following the three New Teacher Orientation days to provide ongoing support throughout the year.
- Helped teachers develop a deeper understanding of Powerful Learning through the new Powerful Learning website. This website captures powerful learning looks like in the classroom through stories, pictures and videos.
- Coaches wrote articles and blogs to build teacher capacity that were posted on the Powerful Learning website. Coaches summarized big ideas in infographics to make it easy for teachers to understand the ideas being explored.
- Posts continued to be shared through a Powerful Learning Facebook page. This has allowed schools to tell their story and share the amazing things that are happening in our schools.
- Teachers report that they appreciate the impact coaches have in helping them to improve student learning. It is through the constant reflection and refinement of their work that the coaching team continues to grow and succeed.
- Instructional coaches provided opportunities for teachers to share resources and troubleshoot any other issues or discussions that arose from teachers as they were dealing with the impact of COVID.
- Instructional coaches also helped support parents through the [Learning at Home](#) website with articles and blogs posted on the website.
- Feedback from teachers and administrators on the value and impact of the Instructional Coaching team in 2020-2021 is outstanding. Most of the coach's time was spent working directly with teachers and administrators. They requested support with technology integration, strategic

instructional practices and lesson or unit design/planning with an increased in these activities compared to previous years.

- 59% of the coaching service offered involved more than one visit. 24% of teachers accessing coaches regularly accessed them.
- Lesson planning, strategic instruction, technology, and assessment were the areas of support most frequently accessed.
- 92% of teachers report a high to very high impact of coaches on their teacher practices which is up from 77% in the previous year.
- 88% of teachers report a high to very high impact of their work with coaches on student learning. This is up from previous years, (up from 80%)
- 96% of teachers rate the overall effectiveness of their work with a coach as effective or very effective and that they reached their goal in their work with a coach. Of this 96%, 13% stated that it exceeded expectation and was more than expected. These results are higher compared to other years and indicate high levels of teacher satisfaction and effectiveness when working with a coach.

#### **Teacher Quotes:**

“I feel my students are so much more engaged after meeting and using resources and feedback from a coach.”

“Meeting with an instructional coach helped provide me with powerful, thoughtful, connected lessons. The things we discuss impact other things I teach and my conversations with staff, not just the specific course/lesson that I reached out for help with.”

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#### **Technology**

Technology in the classroom took a giant leap forward, with teachers continuously infusing it into their classrooms to adapt to the situation COVID brought us over the last 18 months. We saw teachers continually introduce new apps to help with lesson delivery and student engagement. When integrated intentionally into Strategic Instruction, Authentic Engagement, and Connecting and Contributing, technology can be an essential attribute to achieving deeper understanding.

- Video editing with WeVideo continues with teachers and students in Golden Hills. We increased our licenses from 600 to 1000 users, and at the time of this report, they are all in use. Students from Grade 3 to 12 have been making amazing content with this application.
- The Assistive Technology Lending Library is consistently accessed by all schools throughout the division, demonstrating the success of providing students and teachers with technology that supports differentiated and individualized learning. All GHSD students benefit from text to speech programs; tablets, laptops, Chromebooks, and desktop computers have Read&Write for Google. GHSD teachers and students have increasingly accessed a variety of robotics and STEM (Science, Technology, Engineering, and Math) devices available through IMC.

- IMC purchased five more 3D printers this year, and they have been constantly in use, especially from Division 1 and 2 teachers. Students are using 3D design programs like Tinkercad to showcase their creativity before sending their iterations to the printer.
- As mobile devices get more useful and powerful, we are seeing increased use of this technology in the classroom from students, alleviating some need for schools to purchase cameras for photography and video. Many apps allow students to interact quickly comfortably and confidently with teachers (Google Classroom, Flipgrid, etc.).
- Virtual reality equipment was purchased for classroom use. All teachers have access to sign out this equipment to supplement curriculum goals with engaging virtual activities.

Coaches provided support in the following capacities:

- ActivInspire – Activiboards and flipchart building
- Adobe Suite (Photoshop, Premiere Pro, Illustrator, InDesign)
- Assistive technologies
- Coding
- Digital Citizenship
- Digital Storytelling
- EdReady Math program
- Fresh Grade
- ePortfolio building
- Google (Classroom, Google Docs, Sheets, Forms, Drawings, Calendar, and Slides)
- iPads – Apps
- Online portfolios
- Oculus Quest and Go (Virtual Reality)
- Learning Commons resource access and sharing (Collaborative Group work storage)
- Microsoft (Windows 10, Office 2019)
- Microsoft Teams
- Moodle – Online Learning Management System
- Athletics
- myBlueprint career planning tools
- Robotics
- 3D Printing
- Social Media (Twitter, Facebook, Instagram)
- Streaming Media (YouTube, TeacherTube, Learn 360,)
- Student Information Systems (Students Achieve and PowerSchool)
- Student Response Systems (ActiVotes, Plickers, Kahoot, Gimkit Google Forms)
- Video Editing (WeVideo)
- Web 2/3.0 Tools (Canva, Prezi, Padlet, Pixlr, etc.)
- Websites (powerfullearning.com learningathome.com poweringpossibilities.net)

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



## Family School Community Resource Program

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

**September 28, 2021**

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### **Background**

Golden Hills School Division continues to partner with other agencies to support and provide 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".

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Bevan Daverne  
Superintendent

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

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Jeff Grimsdale  
Associate Superintendent of Schools





**Golden Hills School Division No. 75  
Report to the Regular Meeting of the Board of Trustees**

**September 2021**

**To:** Bevan Daverne  
Superintendent

**From:** Jeff Grimsdale  
Associate Superintendent of Schools

**Re:** Family School Community Resource Program (Drumheller/Wheatland)  
and Family Wellness Program (Kneehill)

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

**Resource Persons:** Deborah Hinds-Nunziata

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**History**

The Family School Community Resource (FSCR) Program/Family Wellness programs has been available in Drumheller (1985), Kneehill County (1987) and Wheatland Country (1990) for over three decades and continues to provide invaluable support to students and their families. Historically, key funding partners have included Golden Hills School Division, Drumheller/Kneehill/Wheatland Regional Family and Community Support Services, Calgary and Central Region Children’s Services, and the Central East Regional Collaborative Service Delivery Initiative. Currently, these programs are financially supported by Golden Hills School Division and FCSS within each region. Despite some operational differences, all three programs strive to support the well-being of children and their families so that students arrive at school ready to benefit from the learning opportunities afforded to them in Golden Hills School Division.

**What does our team do?**

These professionals work collaboratively with the student, their parents/caregivers, school-based team members, and when appropriate, other community service providers 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/interventions on psychosocial

issues, and works with school and community to organize prevention programs and build capacity on a broader scale. Many of the team members are active with a variety of community groups.

### **What did the FSCR/Family Wellness programs accomplish in 2020-2021?**

The past school year continued to require constant adaptation as we grappled with the uncertainty and change that resulted from the on-going pandemic. Our teams demonstrated creativity, flexibility and perseverance as we focused on maintaining our commitment to our programs goals by providing in person and on-line services. Overall, we were able to serve close to 600 children and their families with individualized support. We connected with over 2000 students through small group and classroom presentations on topics such as Self-care using the Wellness Wheel, The Brain and Stress Management and Coping with Anxiety.

Taken together in Drumheller, Kneehill and Wheatland, our Student, Parent and Colleague Survey results indicated that over 90% of respondents believed the counselor helped to increase the understanding of the referral problem, and improve coping skills for students, and their caregivers, which in turn, enhanced the student's well-being and ability to learn. The relationship between well-being and academic achievement is well supported in current research literature and when both are strengthened young people develop in to healthy adults who know themselves and are able to meet life's challenges with a sense of purpose and self-efficacy.

A key factor in obtaining positive outcomes is working collaboratively with students, their caregivers and school staff to set meaningful and achievable goals. Our programs focuses on several broad goals. Following a careful assessment of the situation, specific goals are selected, tailored to address the needs of students within their individual contexts, and an intervention plan is developed. Outcome measures are formulated, monitored and goals are adjusted as needed. This continuous growth model results in positive outcomes for the majority of children and their families. This past year goal tracking data indicates that 85% of clients (students and caregivers) attained or made substantial progress towards their goal(s).

The following are a sample of our **program goals** and the reflections of students, parents, and school staff regarding the impact of these goals:

#### *To facilitate student emotional and physical safety*

"The main benefit is my child feels safe and understood in school. Allowing a counsellor to offer a safe place for a child in school makes it seem less new and scary, especially for young children who may not yet be able to navigate their feelings" (Parent).

"My FSCRC was the most amazing person I could ever ask for. I have never shared a connection with a counselor as strongly as I did with her. I have never been in an environment that felt absolutely judgement free. She made me feel safe. The school system needs people like her" (Student).

#### *To assist the student in being able to successfully regulate their emotions, thought and behaviors in different situations*

"My child developed great coping skills. She hasn't had any panic attacks since September and seems able to handle her emotions a lot better" (Parent).

“The FSCRC made herself available to help our son cope with internal and external pressures when needed. He became comfortable in sharing his concerns with her and was more open and receptive to trying the tools she taught him for managing anxiety and stressful social situations. As a parent, it was good having someone to keep us informed, answer questions, provide support and guidance to us as well. Her support has been beneficial for the whole family” (Parent).

“Anxiety has been a part of our family for years and I know see how it affects my child at school. The counselling has been effective for both of us” (Parent).

“My child is doing noticeable better after the help he received to deal with his emotions” (Parent).

“I am better at understanding my feeling-thoughts and actions. I am impulsive and can fly off the handle without thinking. I do that far less” (Student).

*To support the student in improved adaptive functioning in one or more areas-1)academic performance, 2)home living, 3)leisure skills, 4) community use, 5)self-care*

“Home life is much easier because of better communication facilitated by the FSCRC” (Parent).

“The counselor helped me to achieve my goals and finish my schooling even when I thought I wouldn’t finish. She helped me get through every obstacle in my way and I am very thankful for all the help because without her I would not be finishing this year” (Student).

*To build skills so that the student will be able to maintain healthy and rewarding relationships with diverse individuals and groups*

“ There is no place where social emotional learning is more critical than school. Often our environment is the only stable place in the lives of our students and we have the opportunity to change their outcomes “(Teacher).

“I don’t get so caught up with all the drama with friends” (Student).

*To refer students and families to appropriate community resources when needed,*

Our program recognizes that at times students and families need support from other resources.

In 2020-2021, over 250 referrals were made to community service providers. It is interesting to note that this past year that over 50% of the referrals were related to mental health services through Alberta Health, another 10% of the referrals were to on-line counselling support while the rest were made up of referrals to multiple social services resources such as the food bank, income support and family support programs.

## **Future**

There has been a substantial increase in Mental Health needs in Alberta related to multiple factors and exacerbated by the pandemic. More young people in Alberta are struggling with serious mental disorders such as Addiction and Eating Disorders and Suicidal Ideation has risen dramatically. Students are expressing more issues regarding gender and sexuality, at younger ages. Urban mental health facilities cannot manage the volume and these youth are being pushed back to community resources for support. Teachers recognize the impact that mental health has on learning and 100% of colleagues who completed our survey indicated a need for increased support in their school.

“This is a vital program for our school and community. Mental health issues continue to sky rocket and there are not a lot of places that they can go to or that are accessible to them. The demand is high and having one FSCRW in our building full time is essential”

“This is an essential program to our small remote community”.

“Having this program in our community is a definite asset to overall health and well-being”

We are fortunate this year to have a temporary increase in our FCRC staffing to respond to the growing pressures. We have also been able to provide practicum experiences for Master’s of Counselling students from several Universities. Our team also continues to benefit from the monthly (sometimes twice) consultation opportunities from our Connections psychiatrist Dr. Joan Besant. We will look for opportunities to continue to build our team’s knowledge and skills.

**Recommendation:** That the Board of Trustees receives the FSCR Program report for information and the record.



## JOINT ELECTIONS TRUSTEE ELECTIONS 2021

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

**September 28, 2021**

**Background:**

### Joint Elections

Nomination Day was held Monday, September 20, 2021 for Golden Hills School Division No. 75.

The Results are as follows:

Ward #	Area	Candidate	Acclaimed/Elected
Ward #1	Three Hills, Torrington, Huxley, Trochu and Area	Barry Kletke	Acclaimed
Ward #2	Acme, Carbon, Linden and Area	James Northcott Zbigniew Kozlowski	October 18, 2021 - Election Day
Ward #3	Drumheller	Justin Bolin	Acclaimed
Ward #4	Strathmore	Robert Pirie Jennifer Mertz	Acclaimed Acclaimed
Ward #5	Carseland, Gleichen, Cluny, Hussar, Rockyford, Standard and Area	Laurie Huntley	Acclaimed

Golden Hills School Division No. 75 will be holding Elections in Ward #2, Acme, Carbon, Linden, and area. The other wards all were acclaimed.

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

Golden Hills School Division No. 75 is exploring partnerships with Village of Linden, Village of Acme, and Village of Carbon. GHSD would look after the hiring of election workers, running the polling stations and printing of ballots.

**Recommendation:**

That the Board of Trustees receives and reviews the above Joint Election Update as information and for the record.

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Bevan Daverne  
Superintendent

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Tahra Sabir  
Secretary Treasurer