



GOLDEN HILLS SCHOOL DIVISION

AGENDA

TYPE: Regular Board Meeting

DATE: 4/26/2022 **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 March 22, 2022 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) Information Items
 - 9.1 Monthly Enrolment Monitoring Report (March) (T. Sabir) Info
 - 9.2 Canada Revenue Agency (CRA) Mileage Rate Review (T. Sabir) Info
 - 9.3 Budget Reporting 2022-2023 (T. Sabir) Info
 - 9.4 Second Quarterly Financial Report -Dec/Jan/Feb (T. Sabir) Info
 - 9.5 Draft Interim Education Plan and Budget (B. Daverne) Info
 - 9.6 Administrative Procedures - 300, 300-1, 303 and 303-1 (B. Daverne) Info

10.0 ADJOURNMENT

- 10.1 Adjournment Action



MINUTES

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, March 22, 2022 (9:30 AM)

1.0 Attendance

Present:

- a) Chair
 - Laurie Huntley
- b) Vice Chair
 - Jim Northcott
- c) Trustees
 - Jen Mertz
 - Barry Kletke
 - Justin Bolin
 - Rob Pirie
- d) Superintendent
 - Bevan Daverne
- g) Secretary Treasurer
 - Tahra Sabir
- h) Recording Secretary
 - Kristy Polet

Absent:

- e) Deputy Superintendent
 - Wes Miskiman
- f) Associate Superintendent
 - Jeff Grimsdale

2.0 Call to Order

Chair Huntley called the meeting to order at 9:31 a.m.

3.0 Acknowledgment

In the spirit of reconciliation, we acknowledge that we live, work and play on the traditional territories of the Blackfoot Confederacy (Siksika, Kainai, Piikani), the Tsuut'ina, the Îyâxe Nakoda Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.

4.0 In Camera

4.1 In Camera

Recommendation: BD#20220322.1002

MOVED by Trustee Pirie that the Board of Trustees go In Camera at 9:31 a.m.

4.2 Out of In Camera

Recommendation: BD#20220322.1002

MOVED by Trustee Northcott that the Board of Trustees rise from In Camera at 11:20 a.m.

5.0 Approval of Agenda

5.1 Approval of Agenda

Recommendation: BD#20220322.1003

MOVED by Trustee Pirie that the Board of Trustees approve the agenda as approved.

6.0 Welcome Public, Vision and Mission Statements

7.0 Presentation of Minutes

7.1 Regular Minutes of February 22, 2022

Recommendation: BD#20220322.1004

MOVED by Trustee Northcott that the Board of Trustees approve the Minutes of February 22, 2022.

8.0 REPORTS

A) Chair's Report

Chair Huntley presented information on the following topics:

- February 25, 2022 - Post Budget discussion with the Education Minister, Adriana LaGrange.
- March 4, 2022 - ASBA Zone 5, PD Systems Thinking meeting was held at Golden Hills School Division Office.
- Charter School questionnaire has been filled out and returned.
- March 11, 2022 - PSBAA Pandemic Summary Meeting to discuss the survey.
- Discussed Board letters regarding curriculum implementation, Bill 70 and COVID liability protection.
- Discussed the Alberta Rural Education Symposium that was held March 6-8, 2022 in Edmonton.
- March 31, 2022 - Rural School Board Caucus (RSBC) meeting being held virtually.
- April 22-24, 2022 - Alberta School Councils' Association (ASCA) Conference is being held virtually.

B) Board Committees

Trustee Northcott presented information on the Alberta School Boards Association (ASBA) Zone 5 meeting that was held Friday, March 4, 2022.

- Golden Hills School Division (GHSD) hosted the meeting.
- Discussed Trustee Professional Development learning.

C) Board Representatives to External Organizations

Nothing to report on at this time.

D) Administration Reports

Secretary Treasurer Sabir presented information on the following topics:

- Transportation - reviewed ridership numbers, multiple factors contributing to everyday ridership usage of buses.
- Student Transportation Association of Alberta (STAA) represents professionals engaged in administrative positions with responsibility for student transportation service in Alberta. Discussion regarding their letter to Ministry asking for more funding.

Superintendent Daverne presented information on the following topics:

- 2022 Edwin Parr Award:
 - Golden Hills Nominee - Anna Moriarity from Ecole Brentwood, Grade 6 French Immersion teacher.
 - Runner Up Nominees - Ashley Berreth from George Freeman School, Grade 8/9 Math teacher and Laura Dixon from Trinity Christian Academy, Grade 3/4 teacher.
- Tri-Campus (Acme, Carbon, Dr. Elliott) and NorthStar Academy Principal positions posted.
- Teacher Evaluations taking place, there is 43 evaluations to complete.
- COVID-19 update - Staff members and student absenteeism has declined.
- Friday, April 1, 2022 Collaborative Day will take place in person, discussion around curriculum and collaboration.
- Discussed Wheatland Crossing Fitness Centre, potential construction costs.

9.0 NEW BUSINESS

A) Action Items

9.1 Capital Planning (T. Sabir)

Recommendation: BD#20220322.1005

MOVED by Trustee Bolin that the Board of Trustees approve the request for continued support for the following:

1. Westmount School (\$4,107,506 deferred maintenance)
2. Greentree School (\$3,543,117 deferred maintenance)

B) Information Items

9.2 Field Studies/Excursion - Eastern Canada - Crowther Memorial Jr. High (B. Daverne)

Recommendation:

Superintendent Daverne presented information on the proposed junior high school field trip for Crowther Memorial Junior High School to Eastern Canada from May 14 to May 21, 2022.

9.3 Field Studies/Excursion - Canadian Maritimes - George Freeman (B. Daverne)

Superintendent Daverne presented information on the proposed junior high school field trip for George Freeman School to the Canadian Maritimes from May 12 to May 18, 2022.

9.4 Monthly Enrolment Monitoring Report (February) (T. Sabir)

Recommendation:

Secretary Treasurer Sabir presented information on the Monthly Enrolment Monitoring Report for the month of February.

9.5 Budget Announcement (T. Sabir)

Recommendation:

Secretary Treasurer Sabir reviewed the 2022-2023 Budget with the Board of Trustees as information.

10.0 ADJOURNMENT

Recommendation: BD#20220322.1006

The Board of Trustees adjourned at 12:20 p.m.

Chair

Secretary Treasurer



MONTHLY ENROLMENT MONITORING REPORT

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

April 26, 2022

Background:

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

As per the attached monitoring report, information is provided on the September 30, 2021 enrolment of provincially funded students, Siksika funded students and International funded students. Enrolment information has been adjusted for the New Funding Model.

Recommendation:

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

Bevan Daverne
Superintendent

Tahra Sabir
Secretary Treasurer

Golden Hills School Division Enrolment

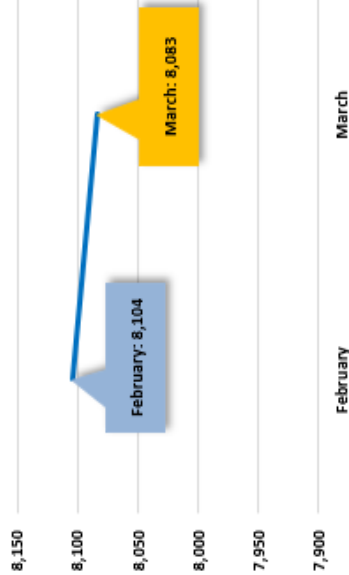
Schools - Month to Month Comparison

Feb 2022 to Mar 2022

* Please note kindergarten adjusted to 1.0

* Enrolment information has been adjusted for the New Funding Model

2021/2022 Monthly HC Enrolment



Configuration	School	September 30, 2021	March 26, 2022	February 28, 2022	Difference
K-6, 10-12	Acme School	188.50	191.00	192.00	(1.00)
K-9	Carbon School	59.00	58.00	58.00	0.00
K-6	Carsland School	62.50	69.00	70.00	(1.00)
7-9	Crowther Memorial Jr. High School	466.00	470.00	472.00	(2.00)
K-9	Dr. Elliott Community School	185.50	191.00	194.00	(3.00)
7-12	Drumheller Valley Secondary School	391.00	388.00	389.00	(1.00)
K-6	École Brentwood Elementary School	208.50	222.00	224.00	(2.00)
K-12	George Freeman	414.00	439.00	436.00	3.00
K-6	Greentree School	321.00	353.00	352.00	1.00
K-12	Prairie Christian Academy School	275.00	295.00	294.00	1.00
10-12	Strathmore High School	654.00	647.00	653.00	(6.00)
K-12	Three Hills School	457.50	461.00	461.00	0.00
K-9	Trinity Christian Academy	188.50	202.00	200.00	2.00
K-12	Trochu Valley School	235.50	263.00	258.00	5.00
K-6	Westmount School	350.50	378.00	379.00	(1.00)
K-12	Wheatland Crossing	327.00	339.00	335.00	4.00
K-6	Wheatland Elementary School	290.50	323.00	321.00	2.00
	Sub Total	5,074.50	5,289.00	5,288.00	1.00
7-9	Colonies	347.00	363.00	364.00	(1.00)
7-12	Drumheller Outreach	17.00	25.00	25.00	0.00
1-12	Golden Hills Learning Academy	238.00	251.00	252.00	(1.00)
1-12	NorthStar Academy	448.00	510.00	512.00	(2.00)
7-12	Strathmore StoreFront	65.00	68.00	82.00	(14.00)
	Sub Total	1,115.00	1,217.00	1,235.00	(18.00)
	Homeschool	935.00	932.00	935.00	(3.00)
	Shared Responsibility	194.00	220.00	223.00	(3.00)
	Sub Total	1,129.00	1,152.00	1,158.00	(6.00)
	Provincial Total	7,318.50	7,658.00	7,681.00	(23.00)
	Siksika	153.00	153.00	153.00	0.00
	International (Incl. Online)	197.00	272.00	270.00	2.00
	Sub Total	350.00	425.00	423.00	2.00
	Total HEADCOUNT	7,668.50	8,083.00	8,104.00	(21.00)



**CANADA REVENUE AGENCY (CRA)
Mileage Rate Review**

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

April 26, 2022

Background:

The Board of Trustees last reviewed the Mileage Rate at the April 26, 2018 Board meeting and decided to align with the Canada Revenue Agency (CRA) mileage rate.

CRA recently revised their mileage rates as follows:

- \$0.61 per kilometre for the first 5,000 Kilometres driven
- \$0.55 per kilometre driven after that.

For convenience, those who drive more than 5,000 kilometres, the annual rate would be \$0.58 per kilometre.

Recommendation:

That the Board of Trustees receives the Canada Revenue Agency (CRA) mileage rate as information.

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

Bevan Daverne
Superintendent of Schools

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

Tahra Sabir
Secretary Treasurer



BUDGET REPORTING

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

April 26, 2022

Background:

On February 24th, 2022, the Government of Alberta released its \$8.4 billion dollar budget, which provides school boards with a Budget for 2022/2023. The submission deadline for this budget is May 31, 2022.

A Quick Recap of the budget is as follows:

- **Hold Harmless** – school boards will be held harmless for the 2022-2022 year (2nd year in a row).
- **Operations and Maintenance Grant** – 1% increase (\$169,783).
- **Transportation Funding** – 4.6% increase (\$195,882).
- **Curriculum Implementation** – should know by the end of May.
- **Wellbeing and Positive Mental Health Supports** (\$110M/3 years for AB – GHSD amount unknown).
- **Capital Funding** – Acme School \$13.7M.
- **Operating Reserves** – use of operating reserve require Ministerial approval. Operating reserves are now capped at 3.15% for August 2023 and any overage will be clawed back.

Administrators and Department Managers are working through their budgets for next year. They are in the process of projecting their enrolments, staffing and expenditure numbers.

We will continue to provide updated enrolment by school in May.

Golden Hills Priorities are as follows:

- Align with Golden Hills Mission and Vision;
- Program Continuity; and
- System improvements.

We also continue to use the site-based model, which allows administrators to make the local decisions that meet the local needs of the schools and communities.

For the month of May, we will continue to work with Administrators to balance their budgets and will bring the final information to the May 24th, 2022 Board Meeting.

A PowerPoint presentation will be presented at the meeting.

Recommendation:

That the Board of Trustees receives the Budget Reporting for information and for the record.

Bevan Daverne
Superintendent

Tahra Sabir
Secretary Treasurer



SECOND QUARTERLY FINANCIAL REPORT

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

April 26, 2022

Background:

The Office of the Auditor General (OAG) recommends that school board trustees hold management accountable for achieving goals while staying within budget. In order, for trustees to hold management accountable, they must monitor actual spending against the budget. The OAG recommends that this monitoring should be through quarterly interim reporting.

The Quarterly Financial Report (attached) provides monitoring information and major variances that will be reviewed.

The Quarterly Financial Report for September 2021 – February 2022 (attached) will be discussed at the Board Meeting.

Recommendation:

That the Board of Trustees receives the Quarterly Financial Report as information and for the record.

Bevan Daverne
Superintendent

Tahra Sabir
Secretary Treasurer

The Golden Hills School Division



2nd Quarterly Report – 2021-22

September 2021 – February 2022

Prepared by the Finance Department for the April 26, 2022 Board Meeting

Purpose of Quarterly Report

1. Monitor Activity
2. Review Variances
3. Highlight Key Points

I CONTEXT

The second quarterly financial report lists revenues and expenditures recorded to **February 28, 2022**, representing the first **six** months of the fiscal year. As there are six (6) months expended in the 2nd quarter, the normal benchmark for comparison is 50% (6/12 months); however, for some categories 60% (6/10 months) is used.

The **2021-22 Budget** was submitted to Alberta Education May 25, 2021 and budget points of reference are from this May 25, 2021 Spring budget submission.

II. ACTUALS AND COMPARISON TO BUDGET

A.

Golden Hills School Division						
Statement of Revenue and Expenses						
Budget vs. Actual Variance						
Period - September 1, 2021 - February 28, 2022						
	Annual 2021/22 Annual Budget submitted May 25, 2021	Prorated Budget (50%) for Q2	YTD Actuals 2021/2022 -Q2	YTD Budget Variance-Q2	% Budget Rec'd/Used	Management Benchmark %
Revenues						
Alberta Education/Infrastructure	74,368,568	37,184,284	37,558,357	374,073	51%	50%
Federal Government and/or First Nations	1,526,050	763,025	834,555	71,530	55%	55%
Other Government of Alberta	149,200	74,600	15,000	-59,600	10%	50%
Fees	6,793,537	3,396,769	4,190,452	793,683	62%	60%
Other Revenues	3,846,978	1,923,489	2,266,000	342,511	59%	50%
Amortization	4,223,683	2,111,842	2,195,573	83,731	52%	50%
Total Revenues	90,908,016	45,454,008	47,059,936	1,605,928	52%	52%
EXPENSES						
Certificated Salaries and Benefits	48,977,311	24,488,656	23,088,386	1,400,270	47%	50%
Non-Certificated Salaries and Benefits	17,655,901	8,827,951	9,346,465	-518,515	53%	53%
Sub-Total	66,633,212	33,316,606	32,434,851	881,755	49%	52%
Supplies and Services	21,109,021	10,554,511	11,246,405	-691,894	53%	50%
Amortization	5,915,616	2,957,808	2,940,916	16,892	50%	50%
Interest Charges	32,065	16,033	19,549	-3,517	61%	50%
Total Expenses	93,689,914	46,844,957	46,641,721	203,236	50%	52%
Surplus/(Deficit)	-2,781,898	-1,390,949	418,215			
POSITIVE/(NEGATIVE) BUDGET VARIANCE				1,809,164		

Notes: Overall, a surplus of \$418K for the second quarter is significantly better than the projected deficit budget initially planned for the 2021-22 fiscal year.

B. NOTES ON COMPARISON TO BUDGET – REVENUES

The overall **\$418K** year-to-date **excess of revenues over expenses**, along with the positive budget variance are due, in part, to the skewing effect of the irregular payments received.

- **Timing of revenue** from Alberta Education is normally disbursed on a monthly basis. Exceptions to this are those payments which are received either annually, bi-annually or as a one-time-payment:

2021-22	Alberta Education non-monthly Grant Revenue Received in Q2		
	Name of Grant	Amount Recieved	% of Grant Received
	Alberta School Council Engagement Grant	\$ 8,500.00	100%
	Conditional Grant Classroom Piloting	\$ 80,866.00	67%
	French Language Grant	\$ 9,550.83	100%
	Learning Disruption	\$ 171,010.00	100%
	School Nutrition Grant	\$ 137,500.00	50%
	Supernet Grant	\$ 105,600.00	50%
	Total	\$ 513,027	

- Revenues from Alberta Education, as per above, have contributed to the overall revenue variance by \$+115K (\$513K less a 6-month calculated equivalent of \$398K), primarily due to certain grants being received in lump amounts covering more than 6 months of revenues.
- Included in the second quarters' operations are the following:

SGF Revenues	\$2,445,939
SGF Expenses	<u>\$2,052,814</u>
Unexpended	\$ 393,125

Note – the overall unexpended SGF funds are not recorded as deferred revenues but instead, an operating reserve is established.

C Notes on Comparison to Budget - Expenses

Certificated Salaries and Benefits

Total Certificated Salaries and Benefits for the 2nd quarter were **\$23,088,386** (47% of a \$48.9M budget) which is less than what the budget would permit by the 2nd quarter primarily because benefit costs are lower in the 1st quarter and higher in January then drop off as maximums on premiums are reached. As well, hiring of staff occurs throughout the 1st quarter so labour costs are typically lower than budget at the start of the fiscal year but even out as the year progresses.

Notes: Overall, certificated salary and benefit costs are well within budget.

Non-Certificated Salaries and Benefits

Total Non-Certificated Salaries and Benefits for the 2nd quarter were **\$9,346,465** (53% of a \$17.6M budget) which is above the budget; however, a significant portion of non-certificated staff is paid over 10 months and not 12 months; therefore the expenditure is higher for first 10 months but decreases in the last two months.

The overall labour variance is positive (+881K) for the first 2 quarters and will fluctuate over the next two quarters. Because administrators tend to wait until enrollment numbers are finalized before hiring in the fall in addition to payroll costs trending lower over the summer months, we anticipate this cost to balance itself at year-end.

Supplies and Services

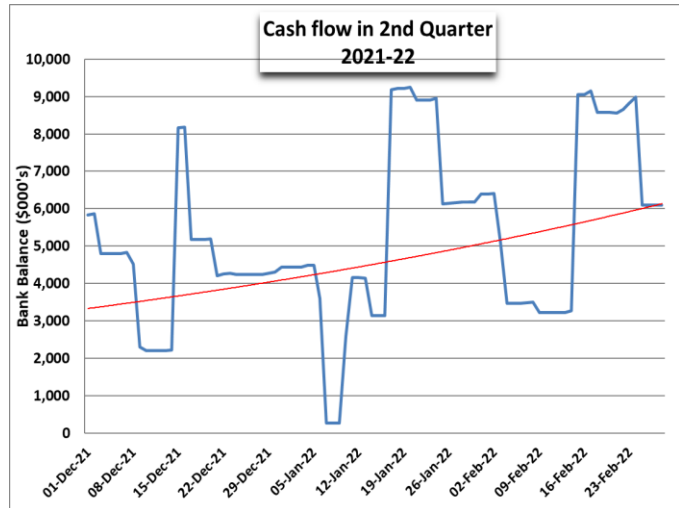
Supplies and services year-to-date are **\$11,246,405** (53% of \$21.1M budget). Typically, many of these costs occur over a 10-month school year and not the 12-month fiscal year, resulting in higher costs in the first 3 quarters and lower costs in the 4th quarter. Department managers will continue to carefully monitor their budgets throughout the year to ensure they stay within their spending limits.

- *Overall, supply costs year-to-date at February 28th are higher compared to the same time period last year due, in part, because this year the entire annual insurance expense was posted in Q2 while in the prior year, the insurance was allocated throughout the year.*

III AVERAGE SOURCE AND USE OF CA

A. Approximate average monthly cash flow values as at February 28, 2022:

Statement of Monthly Cash Flow	
Grants/Fees	6,590,000.00
Account Receivable	175,000.00
Total Cash In	6,765,000.00
Accounts Payable	2,750,000.00
Payroll	3,950,000.00
Total Cash Out	6,700,000.00



Included in the Grants as well as the Accounts Payable are monthly operating grants and monthly grant amounts for any capital projects.

B. **Golden Hills is currently in a positive cash position.**

Cash is critical for short-term operations as it pays the salaries and vendors, which comprises the largest part of the budget. Note: as of February 28, 2022 **\$12.0M** of the cash balance has been invested into 12-18 month GIC's to obtain more favourable investment returns, of which \$1.0M are cashable within 90 days.

Currently, we are utilizing the services of an Institutional Cash Management Financial Advisory Team – **Canaccord Genuity Corp.** As at February 28th, we had **\$12.0M** invested in GIC's with maturing dates ranging from April 19th, 2022 to May 23rd, 2023, earning yields ranging from 1.15% - 1.90%. Rates for 1YR fixed are now available for 2.45% and are expected to gradually increase throughout the year.

C. **Note on Amortization:**

Depreciation is a method of recovering the cost of a **tangible asset** over its useful life for example a building. Amortization is the same process as depreciation, only for **intangible** assets - items that have value, but that you can't touch. For example, a patent or a trademark has value, as does goodwill. In addition, amortization also has a meaning in paying off a debt, like a mortgage, but in the current context it has to do with business assets. Overall, amortization is a more general term which may apply to both tangible and intangible assets and/or liabilities, whereas, depreciation is a term restricted to tangible assets only.

IV. REVENUE AND EXPENSES BY ENVELOPE SEPTEMBER 1, 2021 - FEBRUARY 28, 2022

A.

Revenue and Expenses by Envelope									
From September 1, 2021 - February 28, 2022									
REVENUE FROM	SGF	ECS -Grade 12	Operations and Maintenance	Transportation	Board and System Admin	External Services	Total	% Budget Rec'd / Used	Management Benchmark %
ALBERTA EDUCATION/ INFRASTRUCTURE		30,700,968.81	3,332,562.94	2,129,142.68	1,395,682.29	0.00	37,558,356.72	51%	50%
OTHER - GOVERNMENT OF ALBERTA		15,000.00	0.00	0.00	0.00	0.00	15,000.00	10%	50%
FEDERAL GOV'T AND/OR FIRST NATIONS		684,555.33	150,000.00	0.00	0.00	0.00	834,555.33	55%	50%
ALBERTA MUNICIPALITIES/SCHOOL AUTH.		0.00	0.00	0.00	0.00	0.00	0.00	0%	0%
INSTRUCTIONAL RESOURCE FEES		0.00		0.00	0.00	0.00	0.00	0%	50%
FEES	814,543.53	20,510.00				3,355,398.10	4,190,451.63	59%	60%
FUNDRAISING REVENUES -SGF	111,156.26					0.00	111,156.26	38%	50%
OTHER SALES AND SERVICES	1,373,547.20	534,509.97	0.00	75,907.21	0.00	-424,071.58	1,559,892.80	47%	50%
INVESTMENT INCOME	0.00	0.00		0.00	71,570.34	0.00	71,570.34	75%	50%
GIFTS AND DONATIONS -SGF	146,692.40	48,298.89	0.00	0.00	0.00	0.00	194,991.29	54%	50%
RENTAL OF FACILITIES		1,200.00	54,320.24	0.00	0.00	6,000.00	61,520.24	56%	50%
OTHER REVENUES		38,562.50	103,444.97	7,927.95	116,933.55	0.00	266,868.97	63%	50%
AMORTIZATION OF CAPITAL ALLOCATIONS		197,364.96	1,998,207.54	0.00	0.00	0.00	2,195,572.50	52%	50%
TOTAL REVENUES	2,445,939.39	32,240,970.46	5,638,535.69	2,212,977.84	1,584,186.18	2,937,326.52	47,059,936.08	52%	52%
EXPENDITURES									
CERTIFICATED SALARIES		18,485,310.92	0.00	0.00	302,824.02	130,413.74	18,918,548.68	47%	50%
CERTIFICATED BENEFITS		4,119,581.74	0.00	0.00	36,516.67	13,738.63	4,169,837.04	46%	50%
NON-CERTIFICATED SALARIES & WAGES		4,370,613.72	1,011,560.99	971,809.78	623,745.40	565,262.79	7,542,992.68	53%	53%
NON-CERTIFICATED BENEFITS		1,170,882.62	259,940.63	101,319.79	142,872.77	128,456.82	1,803,472.63	51%	53%
SERVICE, CONTRACTS AND SUPPLIES	2,052,814.42	3,129,309.69	2,646,067.77	1,051,497.50	430,357.99	1,936,357.39	11,246,404.76	56%	50%
AMORTIZATION		267,702.78	2,122,870.86	342,672.60	128,810.52	78,859.12	2,940,915.88	50%	50%
INTEREST / BANK CHARGES		340.31	0.00	0.00	6,000.00	13,209.00	19,549.31	21%	50%
TOTAL EXPENSES	2,052,814.42	31,543,741.78	6,040,440.25	2,467,299.67	1,671,127.37	2,866,297.49	46,641,720.98	52%	52%
POSITIVE/- NEGATIVE VARIANCE TO DATE	393,124.97	697,228.68	-401,904.56	-254,321.83	-86,941.19	71,029.03	418,215.10		
ECS -Grade 12 labor cost analysis									
	2020-21 Q2	2021-22 Q2	change						
CERTIFICATED SALARIES	18,460,932	18,485,311	24,379	0.1%					
CERTIFICATED BENEFITS	4,086,934	4,119,582	32,648	0.8%					
NON-CERTIFICATED SALARIES & WAGES	3,855,276	4,370,614	515,338	13.4%					
NON-CERTIFICATED BENEFITS	1,083,544	1,170,883	87,339	8.1%					
	27,486,686	28,146,389	659,703	2.4%					

B. ANALYSIS OF REVENUE/ EXPENSES BY ENVELOPE

1. Instruction

- Instructional Resource Fees are no longer permitted; however, fees associated with non-curricular supplies and travel as well as other fees to enhance education are allowed.

2. Plant Operations and Maintenance (PO&M)

The deficit shown below of approximately **\$-402K** at the end of the 2nd quarter, when taken with the full annual insurance expense recognized (\$936K), results in a bottom line that is fully in line with our estimated balanced budget at fiscal year end:

Golden Hills School Division					
Statement of Revenue and Expenses - Comparison to Budget					
Plant Operations and Maintenance					
Period - September 2021 - February 2022					
Revenues	Total Budget	YTD Actuals	Budget	% Budget	Management
	Yr 2021/2022	Yr 2021/2022	Remaining	Used	Benchmark %
Alberta Education	6,488,973.00	3,332,562.94	3,156,410.06	51%	50%
Other Revenues	1,099,180.00	307,765.21	791,414.79	28%	50%
Amortization	4,223,683.00	1,998,207.54	2,225,475.46	47%	50%
Total Revenues	11,811,836.00	5,638,535.69	6,173,300.31	48%	50%
EXPENSES					
Non-Certificated Salaries and Benefits	2,640,061.00	1,271,501.62	1,368,559.38	48%	50%
Sub-Total	2,640,061.00	1,271,501.62	1,368,559.38	48%	50%
Supplies and Services	4,711,097.00	2,646,067.77	2,065,029.23	56%	55%
Amortization	4,460,678.00	2,122,870.86	2,337,807.14	48%	50%
Total Expenses	11,811,836.00	6,040,440.25	5,771,395.75	51%	51%
POSITIVE/(NEGATIVE) VARIANCE	0.00	-401,904.56			
	Current Q2	Prior Year Q2			
YTD Actuals breakdown	YTD @ Feb 28, 2022	YTD @ Feb. 28, 2021	% increase		
NON-CERTIFICATED SALARIES & WAGES	1,011,560.99	1,000,937.28	1.1%		
NON-CERTIFICATED BENEFITS	259,940.63	244,037.86	6.5%		
TOTAL LABOUR EXPENSE	1,271,501.62	1,244,975.14	2.1%		
SERVICE, CONTRACTS AND SUPPLIES	2,646,067.77	2,485,534.58	6.5%		
INTEREST CHARGES	-	-			
AMORTIZATION	2,122,870.86	2,126,531.12	-0.2%		
TOTAL SERVICE & SUPPLIES	4,768,938.63	4,612,065.70	3.4%		
TOTAL EXPENSES	6,040,440.25	5,857,040.84	3.1%		

The deficit is due to the recording of the full year's insurance expense in Q1. Approximately, \$467K of insurance expense relates to Q3 and Q4.

Overall, with continued monitoring of expenses over the next 2 quarters, we anticipate PO&M to meet its balanced budget target at year-end.

3. Transportation

Golden Hills School Division					
Statement of Revenue and Expenses - Comparison to Budget					
Transportation					
Period - September 1, 2021 - February 28, 2022					
Revenues	Total 2021-22 Budget	YTD Actuals	Budget Remaining	% Budget Used	Management Benchmark %
Alberta Education	4,258,285	2,129,143	2,129,142	50.0%	50.0%
Other Revenues	57,548	83,835	-26,287	145.7%	50.0%
Total Revenues	4,315,833	2,212,978	2,102,855	51.3%	50.0%
EXPENSES					
Non-Certificated Salaries and Benefits	1,894,548	1,073,130	821,418	56.6%	56.0%
Sub-Total	1,894,548	1,073,130	821,418	56.6%	56.0%
Services and Supplies	1,735,989	1,051,498	684,492	60.6%	58.0%
Amortization	685,296	342,673	342,623	50.0%	50.0%
Total Expenses	4,315,833	2,467,300	1,848,533	57.2%	56.0%
POSITIVE/(NEGATIVE) VARIANCE	0	-254,322			
Variations in Services and Supplies					
	Budget	Actual	% of Budget Used	Management Benchmark %	
Contracted Bus Services	81,000.00	63,009.10	78%	60%	
Fuel	720,000.00	396,794.60	55%	60%	
Other supplies & services	934,989.00	591,693.80	63%	55%	
Total	1,735,989.00	1,051,497.50	61%	57%	

a. For the second quarter, a negative YTD variance of **\$-254K** can be attributed, in part, to the following:

- Transportation expends its budget over a **10 month period** vs. a 12 month period. Both salaries and supplies expenses are higher for 10 months than the projected July and August expenditures while revenues are recorded over a 12 month period.
- The vehicle insurance for the entire year (\$162K) has been recorded in Q1.

Overall, with careful monitoring of expenses over the next 2 quarters, we anticipate Transportation to meet its balanced budget target by fiscal year-end.

4. Board and System Administration

A break-even year for Board and System Administration is expected for the year end.

Overall System administration currently has a negative YTD variance of **-\$86K** for the second quarter. It is anticipated that this will reach a breakeven point at year end.

Alberta Education makes a provision for a separate System Administration Targeted Grant. This grant is effectively calculated to be 3.15% of our total operating expenditures. The 3.15% is the funding tier determined by the WMA (weighted moving average) of FTE enrolment. Note: amounts spent over the limit may be subject to claw back.

- a. Below is a summary of the revenues and expenses associated with the **Board of Trustees**:

<i>SUMMARY STATEMENT OF REVENUES AND EXPENSES</i>					
<i>BOARD OF TRUSTEES</i>					
<i>BUDGET vs. ACTUAL</i>					
<i>FOR THE PERIOD OF SEPTEMBER 1, 2021 TO FEBRUARY 28, 2022</i>					
Expense	ANNUAL BUDGET	YTD ACTUALS	BUDGET REMAINING	% BUDGET USED	
Budgeted Revenues	274,200.00	274,200.00	-	100%	
TOTAL REVENUES	\$ 274,200.00	\$ 274,200.00	\$ -	100%	
Trustee Earnings and Benefits	201,700.00	95,870.86	105,829.14	48%	
Trustee Travel & Supplies	72,500.00	21,979.08	50,520.92	30%	
TOTAL EXPENSES	\$ 274,200.00	\$ 117,849.94	\$ 156,350.06	43%	

- To date, Board expenses are inline with the range of projected expenditure amounts.

5. External Services

For the **2nd quarter**, External Services has a positive variance of **+\$71K**, which is, in part, due to the timing of the revenue recognition.

External Services includes International Services, joint-use agreements and external contract service agreements. Included within this period is the recognition of **\$3,355,398** of **ISS tuition fees** revenue, of which \$2,328,060 was originally recorded as Unearned Revenue at the prior year end. ISS Revenues are received in unequal amounts throughout the year, much of it in the first few months. As a result, this tuition revenue is pro-rated to each quarter based on an estimation of related expenses (35/30/25/10), while expenses are recognized when they occur.

A break-even for External Services is anticipated for year-end.

QUARTERLY SUMMARY

Golden Hills continues to manage expenses despite the uncertainty in funding along with continuing cost escalations, and continues to fund programs that are in alignment with our goals and missions.

Overall, GHSD is keeping expenditures within the parameters of the Board's May 25, 2021 approved and submitted 2021-22 budget (\$2,782K deficit). Any planned deficit that should occur will be covered by our operating reserves.



DRAFT INTERIM EDUCATION PLAN AND BUDGET

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

April 26, 2022

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

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



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

As per the Funding Manual for School Authorities, the Interim Education Plan and annual budget must be prepared for review by the Board of Trustees and posted on the website by May 31, 2022. School authorities must notify the Field Services Branch Director of the posting, including a permalink to the document.

Recommendation:

That the Board of Trustees reviews the draft Interim Education Plan 2022-2025 and annual budget 2022/2023 for submission to Alberta Education on May 31, 2022.

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

Bevan Daverne
Superintendent of Schools



DRAFT

INTERM EDUCATION PLAN AND BUDGET

2022
2025

Powering Hope and Possibilities



Three Year Education Plan

Each and every year, all of our schools in Golden Hills, along with our staff, work hard to improve our schools and learning environments to create valuable educational opportunities for our students.

We take the feedback from teachers, staff and parents, as well as our achievement results and use that critical information to report to our school communities and develop a plan to move forward. On the following pages, you will find our 3-Year Education Plan for 2022/2023 to 2024/2025.



Board of Trustees



Golden Hills School Division Board of Trustees

Back Row (left to right): Justin Bolin - Ward 3, James Northcott - Ward 2, Barry Kletke - Ward 1
Front Row (left to right): Rob Pirie - Ward 4, Board Chair Laurie Huntley - Ward 5, Jennifer Mertz - Ward 4

We want every one of our schools to be the first choice for parents and students in their communities. Our staff has worked hard to provide innovative, caring and creative learning environments across all of our schools. We are proud of the work and we are also very proud of our hard working and dedicated schools.

*Laurie Huntley
Board Chair*



About Our Division

Golden Hills School Division is one of the largest employers in rural mid-eastern Alberta. The Division employs approximately 900 people, including bus drivers, maintenance workers, support staff, caretakers, teachers and others. We are all dedicated to supporting student learning in the classroom.

We value our diverse environments and the communities we are part of that are rich with culture and educational opportunities.

Accountability Statement

The Education Plan for Golden Hills School Division commencing September 6, 2022 was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act.

This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Three-Year Education Plan for 2022/23 to 2024/2025 on May 24, 2022.


Board Chair

Planning and Priorities

ASSURANCE MODEL

School jurisdictions have greater flexibility in responding to the needs and priorities of their local community while still maintaining provincial standards. Jurisdictions are expected to have a strong stakeholder engagement process to inform local priorities and use this to shape their planning and reporting.

STAKEHOLDER ENGAGEMENT

During the 2021-2022 School Year, Golden Hills stakeholder engagement has included:

- Multiple school council representative meetings with the Board of Trustees
- The Board requests feedback from parents on the school relaunch planning prior to implantation
- Trustees attending portions of regular local school council meetings to receive ongoing feedback
- Connecting meetings with Sr. Administration and School Administration (weekly/biweekly/monthly)
- Regular Sr. Administration meetings with Siksika Elders and the Elder Advisor to the Board, Clarence Wolfleg
- Continued communication with families throughout transitional periods:
 - Collecting feedback from families on the transitions of the usage of masks in schools
 - Using the feedback from parents to determine Golden Hills would mask grades 4 to 12

These stakeholder engagements sessions has allowed Golden Hills to focus on a review of our key priorities.

KEY PRIORITIES

For the 2022/2023 school year Golden Hills will continue to focus on the following as our key priorities in our Assurance Framework:

Goal 1: Every Student is Successful

Goal 2: First Nations, Métis and Inuit students are successful

Goal 3: Literacy and Numeracy Success for all Learners



Our Schools

Golden Hills has 15 regular schools, two Christian alternative schools, two virtual schools, three outreach schools, 19 Hutterite schools and an international program with 300 students from 30 countries.

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

By Geographic Area

ACME/CARBON/LINDEN

- Acme School
- Carbon School
- Dr. Elliott School

THREE HILLS

- Three Hills School
- Prairie Christian Academy*

TROCHU

- Trochu Valley School

EAST WHEATLAND

- Wheatland Crossing School

VIRTUAL

- Golden Hills Learning Academy
- NorthStar Academy

STRATHMORE

- Anchors Outreach ^
- École Brentwood Elementary
- Carseland School
- Crowther Memorial Junior High School
- George Freeman School
- Strathmore High School
- Strathmore Storefront School ^
- Trinity Christian Academy*
- Westmount School
- Wheatland Elementary School

DRUMHELLER

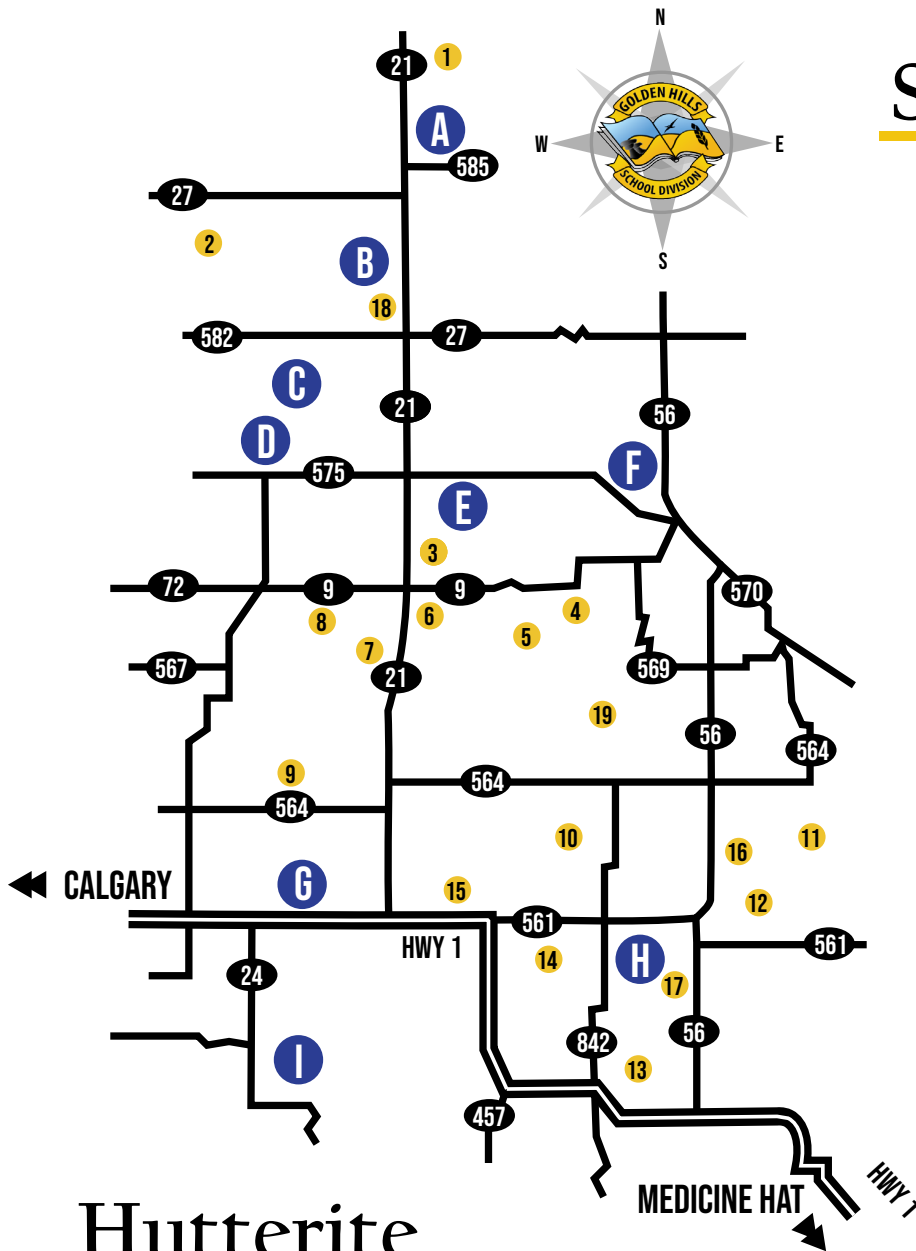
- Drumheller Valley Secondary School
- Drumheller Outreach ^
- Greentree Elementary School

* Christian Schools
^ Outreach Schools

HUTTERITE COLONY SCHOOLS

- Huxley Colony School
- Valley View Colony School
- Britestone Colony School
- Rosebud Creek Colony School
- Sayre Colony School
- Rosebud River Colony School
- Hines Colony School
- Sandhills Colony School
- Mountainview Colony School
- Poplar Row Colony School
- Crawling Valley Colony School
- Rising Sun Colony School
- Towers Colony School
- Twin Creeks Colony School
- Glenrose Colony School
- Wintering Hills Colony School
- Green Acres Colony School
- Three Hills Colony School
- Country Hills Colony School

Schools



- A** Trochu
Trochu Valley
- B** Three Hills
Prairie Christian Academy
Three Hills
- C** Linden
Dr. Elliott
- D** Acme
Acme
- E** Carbon
Carbon
- F** Drumheller
Drumheller Outreach
Drumheller Valley Secondary
Greentree Elementary
- G** Strathmore
Anchors Outreach
École Brentwood Elementary
Crowther Memorial Junior High
George Freeman
Golden Hills Learning Academy
Strathmore High
Strathmore Storefront
Trinity Christian Academy
Westmount
Wheatland Elementary
- H** Wheatland Crossing
Wheatland Crossing
- I** Carseland
Carseland
- NorthStar Academy

Hutterite

- 1** Huxley Colony
Huxley
- 2** Torrington Colony
Valley View
- 3** Britestone Colony
Britestone
- 4** Hillview Colony
Rosebud Creek
- 5** Rosebud Colony
Sayre
- 6** Springvale Colony
Rosebud River
- 7** Stahlville Colony
Hines
- 8** Sandhills Colony
Sandhills
- 9** Mountainview Colony
Mountainview
- 10** Standard Colony
Poplar Row
- 11** Ridgeland Colony
Crawling Valley
- 12** Sunshine Colony
Rising Sun
- 13** Cluny Colony
Towers
- 14** Twin Creeks Colony
Twin Creeks
- 15** Wheatland Colony
Glenrose
- 16** Wintering Hills Colony
Wintering Hills
- 17** Green Acres Colony
Green Acres
- 18** Three Hills Colony
Three Hills
- 19** Midwest Colony
Country Hills



Students

8200

Kindergarten to
Gr. 12 in person and
online

300

International

155

Siksika First Nations



Programming in Golden Hills

Golden Hills School Division is proud to offer outstanding programs and school choices for students and parents, by providing a variety of program options. By using an innovative approach to student instruction and student engagement, we complement our excellent academic preparation with valuable opportunities in areas such as...

1. Foundational Skills

Literacy, Numeracy and Technology * Early Literacy Intervention * Leveled Literacy Intervention * Early Numeracy Intervention

2. Critical Skills

Creativity * Communication * Citizenship * Critical Thinking * Collaboration

3. Science & Technology

STEAM/STEM * Media * Computer Programming * Robotics * 3D Design

4. Arts

Fine Arts * Theatre

5. Languages

English as a Second Language * French Immersion * Second Languages



6. Athletics

Outstanding athletics facilities support our athletes and promote a healthy lifestyle. Facilities include the hockey rink, the soccer/baseball field, and the Strathmore Motors Sportsplex.

7. Career Advancement

Registered Apprenticeship Programming * Counselling * Post-Secondary and Work Partnerships

8. Student and Family Support

Early Childhood Services at four of our elementary schools * Family School Community Resource Programs * Learning Support Programs

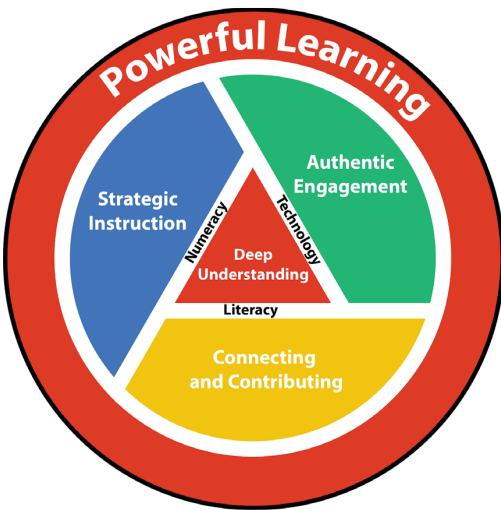
9. Specialized Programs

Advanced Placement * Honours Programs * Student Leadership Development * Dual Credit Programs

Our Vision for Powerful Learning & Student Success

Our students and their learning are our number one priority. In the past, students have been asked to memorize and repeat information. In our world today, this is no longer enough. Students still need foundational skills, but just as importantly, they need the ability to think critically and creatively to communicate effectively and work together, using innovation to have a positive impact on the world around us.

Classrooms that engage students and involve them in real life problems and projects give our students the best opportunities to develop those skills. Powerful Learning is an evidence-based framework based on the best research that maximizes the opportunities for deep understanding for our students. By incorporating Powerful Learning into our classrooms, every day, our teachers and staff work to support deep understanding and the development of those necessary skills for success beyond the classroom. Golden Hills is working hard to power hope and possibilities, as we nurture the leaders of tomorrow.



Connect with Us!



Golden Hills has launched our Powerful Learning website and Facebook to share our Powerful Learning stories with our communities of parents and educators.



Click on the icons to connect with us!

1 GOAL

STUDENT GROWTH AND ACHIEVEMENT: Every student is successful

OUR STRATEGIES

WITH THE TIMES

Golden Hills ensures our instruction is up-to-date and that we incorporate technologies and resources that prepare our students for work and life after school.

We are constantly improving the ways we teach our students by implementing high-yield evidence-based strategies.

Our teachers, instructional coaches and leaders are constantly looking for the most engaging ways to teach our students and to set them up for deep learning which will transfer between the classroom and community.

POWERFUL LEARNING

To ensure continued success for all our students, Golden Hills utilizes Powerful Learning.

Powerful Learning is the design and implementation of purposeful and impactful learning experiences that **foster deep student understanding of curriculum outcomes and competencies** designed to prepare students for future challenges.

Powerful Learning encompasses three main components, Strategic Instruction, Authentic Engagement and Connecting and Contributing.

STRATEGIC INSTRUCTION

Strategic Instruction includes assessments and instructional strategies that foster innovative thinkers, doers and connectors.

AUTHENTIC ENGAGEMENT

Teachers ensure Authentic Engagement by creating a culture and space that is welcoming to students, promotes thinking and involves students in meaningful learning.

CONNECTING & CONTRIBUTING

Connecting and Contributing refers to students' abilities to regulate their emotions, connect with others and make positive contributions to their world now and in the future.

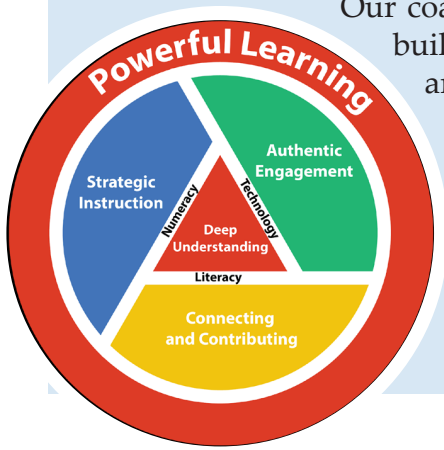
Powerful Learning also ensures Foundational Numeracy and Literacy skills. Our research-based Literacy and Numeracy frameworks guide instruction in our classrooms. Students who require additional support access programs such as Kindergarten Boost, Early Literacy Intervention, Early Numeracy Intervention and Leveled Literacy Intervention.

To prepare students for a digital world, meaningful integration of technology is implemented in our classrooms. Our classrooms are supported with Chromebooks, ActivBoards and iPads as well as access to

robotics and 3D printers allowing students to use these common technologies and to explore different avenues of learning.

Instructional Coaches work collaboratively with teachers and schools to implement Powerful Learning. Instructional Coaches work with teachers in a variety of ways including co-constructing lessons, co-teaching and offering professional development opportunities.

Our coaching team helps to build teacher capacity in areas such as literacy, numeracy, the competencies, differentiated instruction and technology, all in meaningful ways.



PARTNERSHIPS

Strong partnerships allow our schools and our school system to better deliver programming to the individual students who require it.

Golden Hills works collaboratively to ensure success for all students through interagency partnerships such as with the Regional Collaborative Service Delivery, Alberta Health Services, Child and Family Services and school health partners. Together with our partners, we provide specialized supports for diverse learners, including gifted students, students with academic or social emotional needs, LGBTQ students, First Nations, Métis and Inuit students, English Language Learners and students requiring mental health supports.

Partnerships within our local communities and with the broader global community provide the programming options and supports our students need for dual credit, career connections, green certificate, work experience, and apprenticeship programming.

STUDENT ACHIEVEMENT

Student achievement drives instruction and school teams are continually analyzing data, reflecting and enhancing instructional practices to better meet the needs of individual students. To improve graduation and dropout rates, schools are creating a sense of belonging by intentionally connecting with each student. Graduation plans are developed collaboratively with students, parents and staff. Students who require additional courses are contacted and provided with flexible options to return and graduate.

GOAL 2

STUDENT GROWTH AND ACHIEVEMENT: First Nations, Métis and Inuit students are successful

OUR STRATEGIES

Golden Hills partners with the Siksika Board of Education through an Educational Service Agreement that supports 155 Siksika students in our schools.

Golden Hills School Division is also proud to have 296 self-declared First Nations, Métis and Inuit students across our school division. In addition to strong relationships with our students and families, we also appreciate the excellent partnership, collaboration and support with Siksika parents, Board and Council leadership and the Siksika elders who work closely with us.

ACADEMIC SUPPORTS

Our staff offers early and late targeted intervention in numeracy and literacy skills and social emotional supports to ensure a stronger foundation for future learning.

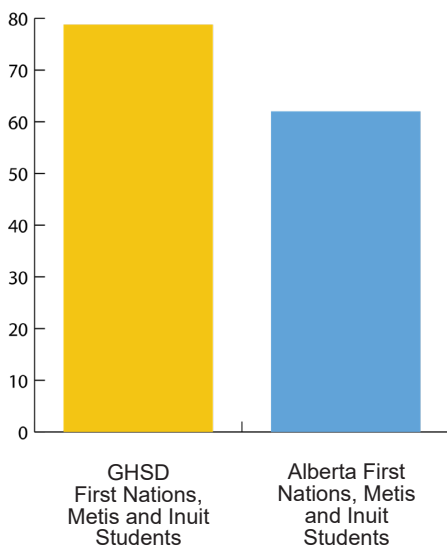
The goals of our First Nations Liaisons are to enrich the educational experiences of all of our students and to support the students and families of Siksika Nation. Some of the areas of support are educational achievement, attendance, high school graduation planning, and culture.



CULTURAL OPPORTUNITIES

Our schools create inclusive and safe spaces for all. Our teachers infuse First Nations, Métis and Inuit culture within various curriculum areas and the school environment. We also provide Blackfoot language instruction, hold cultural events, such as pow wows, and blanket exercises, organize cultural field trips, and host guest speakers, providing a plethora of cultural opportunities at our schools.

HIGH SCHOOL COMPLETION RATES



Golden Hills three year First Nations, Métis and Inuit graduation rates are **above** the provincial graduation rates for Provincial First Nations, Métis and Inuit students.



FOUNDATIONAL KNOWLEDGE

Our Division continues to play an active role in developing cultural awareness. Our district focus group strives to gather and implement best practices in First Nations, Métis and Inuit education across the system. Furthermore, our teachers and leaders engage in numerous professional development opportunities and work towards increasing their foundational knowledge of First Nations, Métis and Inuit culture, in order to foster an informed and culturally aware learning environment for our students.



GOAL

TEACHING AND LEADING: We have quality leadership across our district and in our classrooms OUR STRATEGIES

Providing the best educational experience and best opportunities for success means supporting our leaders in our schools and in our classrooms. District-wide systems and support to ensure Powerful Learning in our classrooms include collaborative job-embedded teams of teachers, instructional coach supports, collaborative leadership development and local decision making.

Teachers and school administrators who are well prepared and well supported do their best work in support of student success in classrooms.

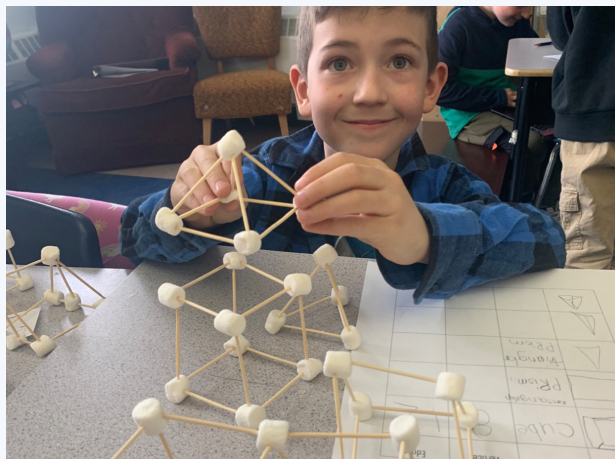
CLASSROOM LEADERS

Our classroom teachers are absolutely key in creating Powerful Learning environments and ensuring student success. We work hard to provide a variety of ways to support our teachers. Such mechanisms include Leading and Learning, Collaborative Days, Instructional Coaches, focus groups, Professional Learning Communities, district professional development, external expert support and teacher supervision and observation.

LITERACY AND NUMERACY INTERVENTION

Golden Hills School Division continues to support the literacy and numeracy needs of our students through our early intervention programs. Our Kindergarten Initiative along with our Early Literacy and Numeracy Intervention serve grade one and two students. Students participating typically see between one to two years worth of growth during these short 12-week intervention sessions. These programs have a significant impact on our students, teachers and parents.

We have a number of mechanisms to support school leaders, who are the primary supports for leaders in our classrooms. Such mechanisms include Leaders for Learning, collaboration opportunities for our school administrators, admin planning support meetings, new administrator support, orientation and membership.



Golden Hills School Division 2022-2025 Education Plan - June 2022



Page 15

4 GOAL

LEARNING SUPPORTS: We offer a welcoming, caring and respectful learning environment to all OUR STRATEGIES

Golden Hills is committed to creating a safe space for all of our staff and students. To us, a 'safe' space means one where our students feel secure, supported, welcomed and hopeful.

Within our Division, students may choose from a diverse range of opportunities, which include language options, religion-based education, athletic programming, fine arts and online learning options.

The plethora of global opportunities brought about by the diversity of our student population also adds to the sense of inclusivity at our schools and the overall student experience. Students can not only learn about different cultures from across the world, but they can also experience the diversity, all the while learning about the history and relevance of First Nations culture, here, in Canada.

Golden Hills supports welcoming, caring, respectful and safe environments because we believe it is environments like these that encourage learning.

ACADEMIC SUPPORT

While we believe in universal design as the starting point for an inclusive public education system, we also provide a range of specialized supports to ensure every student is supported in their educational journey.

Teachers connect with students, and provide individualized programs to best meet each student's needs. In some cases, however, our specialized learning programs, such as STRIVE,

Anchors and Storefront School, may provide the additional social and emotional supports a student benefits from in order to excel in their learning.

As teachers are paramount to student learning, we provide our teachers with a wide range of supports as well, including professional development opportunities, the feedback and direction of instructional coaches and educational consultants, and access to assistive technologies. Student learning happens best when both students' individual needs are met, and when teachers are given the opportunity to grow and learn.



STUDENT SUCCESS

In addition to supporting the academic needs of students, we are focussed on ensuring comprehensive supports for students and their families through the use of a team approach. School-based teams of teachers, administrators, Family School Community Resource Counsellors (FSCRC) and educational consultants work together to identify and meet academic and social emotional needs. When students' families are experiencing complex challenges, our school teams work closely with community partners and other agencies to achieve success.



GOVERNANCE: Golden Hills is governed effectively

OUR STRATEGIES

Golden Hills governance decisions are made by including a collaborative team of administrators, teachers, parents and students. Throughout the year, all of our stakeholders are encouraged to partake in engagement opportunities at the school and system levels to build a consultative culture that supports shared governance and effective decision making.

LEADERSHIP IN GOVERNANCE

To ensure our Division is led by a strong, knowledgeable and effective leadership team at the Board level, our Trustees, Superintendents and Executive Team continue to be active participants in leadership organizations, such as the Alberta School Boards' Association (ASBA), Public School Boards' Association of Alberta (PSBAA), the Rural Caucus, and the College of Alberta School Superintendents (CASS). This provides collaboration and learning to best manage critical issues that have significant impact across our entire district and province.

STAKEHOLDER ENGAGEMENT

As part of an effective governance strategy, the Golden Hills Board of Trustees encourages engagement with stakeholders at every level in our jurisdiction. Schools have processes in place to connect directly with school councils, share results and discuss ideas. Schools collect feedback from students and organize district surveys to make program and support decisions. As a system, we connect directly with parents and school council representatives to receive feedback in our efforts to continuously improve our system and be responsive to student and parent needs.



AUDITED FINANCIAL STATEMENT 2021/2022 \$91.8M

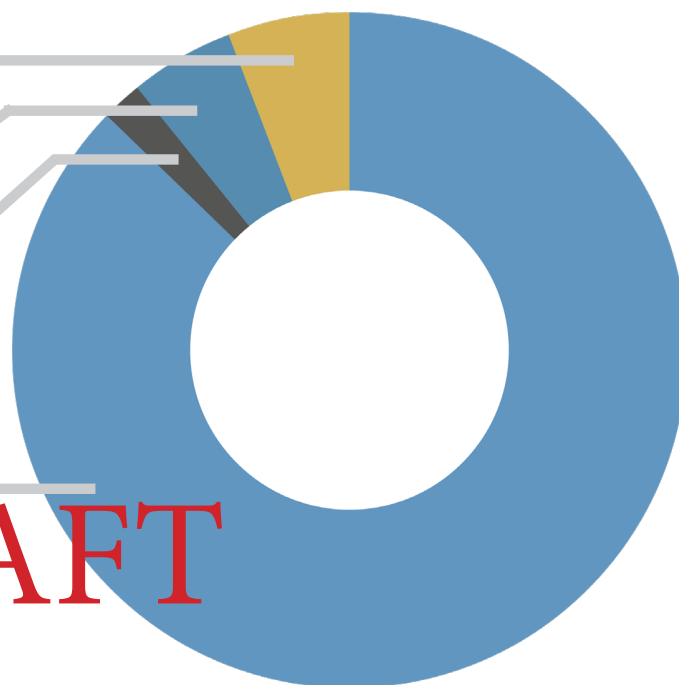
6% School fees, school-generated funds & other revenue

5% International Student Services

2% Local Education Service Agreement

87% Provincial Government

DRAFT



EXPENDITURES

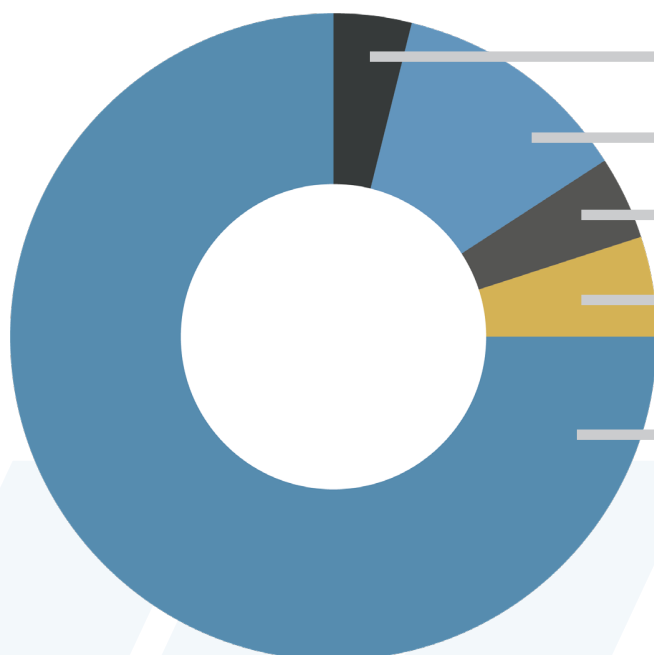
4% Administration

12% Facilities and Maintenance

4% Student Transportation

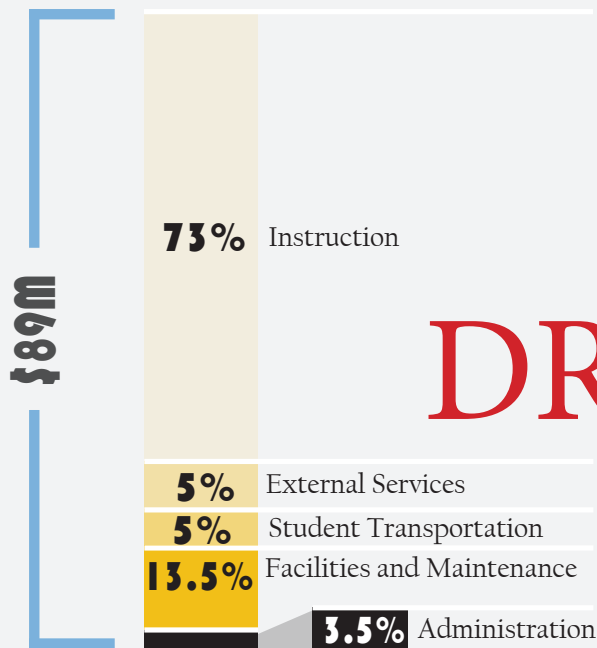
5% External Services

75% Instruction



BUDGET 2022/2023

WHERE WILL THE \$89M GO?



DRAFT

LEARN MORE...

For additional financial information, please review our

- Audited Financial Statements:

<https://www.ghsd75.ca/download/349689>

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

Budget Documents:

<https://www.ghsd75.ca/download/353616>

For more information about Finance or Budget please contact Tahra Sabir, Secretary-Treasurer at (403)-934-5121 (ext. 2017) or at tahra.sabir@ghsd75.ca.

SUMMARY

- Golden Hills spends on average 3% of its total operating expenses on administration, below the 3.6% limit allowed. Therefore, we are able to direct more resources to the classrooms.
- 87% of our revenue comes from the provincial government.
- This site-based funding model advantages:
 - Keeps resources in the classroom;
 - Keeps decision making closest to the student; and
 - Encourages creativity and innovation in our schools.

Facilities and Capital Plans

Each year, school boards submit their facility needs to Alberta Education for the next three years.

Golden Hills has appreciated the support from Alberta Education in the Capital Planning process thus far. Most recently, they have funded the construction of two new schools: George Freeman School in the Strathmore area and Wheatland Crossing School in the Wheatland County area. In both cases, there was a significant partnership with local municipalities and parent groups, who raised considerable funds to enhance the projects.

This year, Golden Hills has requested a modernization of Acme School (K-6, 10-12) as our number one priority. This school requires a number of upgrades to support learning and all members of the school community. Acme School

needs a learning commons, Career and Technology Studies areas, handicapped access for students and community members to an appropriately sized gym, front entry upgrades to ensure student safety and security, and gathering areas appropriate for students. In addition, spaces are desperately needed to support innovative partnerships with local businesses and career learning opportunities for Acme students.

The Acme Alumni Association has already been very successful in raising significant funds to enhance whatever support we receive from Alberta Education.

Westmount Elementary School is also a Golden Hills priority and currently has over \$5M in maintenance costs needed over the next 5 years.

Acme School Tri-Campus Community Innovation Centre

The four areas of focus for this project include:

1. Repurposing of existing gymnasium and entry areas to accommodate a community-based rural innovation and learning centre.
2. Modernization to develop safe, secure and accessible places for students, staff, parents and community partners and business partners.
3. In partnership with the community, construction of a new gymnasium to improve athletic programming and afford improved community use of the facility.
4. Acme School does not have a CTS/Shop space – nor do they want one through this project. You cannot replicate private enterprise.



Capital Maintenance and Renewal Funding

As part of the Government of Alberta's economic stimulus funding package Golden Hills School Division received \$2.476 M. These funds were an acceleration of the long term maintenance and renewal strategy for school buildings. This stimulus package went towards keeping our infrastructure up to date and safe.

Projects included upgrades to building management systems, classroom remodeling, exterior window replacements, floor replacements, roof replacements, as well as washroom renovations and additions.



- Golden Hills School Division Plans and Reports: <https://www.ghsd75.ca/our-division/plans-reports>

APPENDICES

- A • GHSD System Improvement: Powerful Learning
- B • Golden Hills Early Literacy Framework
- C • Golden Hills Early Numeracy Framework
- D • First Nation, Métis, Inuit Services Strategic Action Plan
- E • Inclusive Education Monitoring Report

**The following is from the Public Interest Commissioner website and is based on Section 32 of Public Interest Disclosure (Whistleblower Protection) Act:
Pursuant to Section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2022-2023 school year.**





ADMINISTRATIVE PROCEDURES

"Inspiring confident, caring citizens of the world"

April 26, 2022

Background:

Administrative Procedures (AP) are regularly reviewed and new procedures are drafted to support necessary changes in administrative best practices. This process of review and development, with opportunity for input by the appropriate stakeholders, leads to effective operations within the school system. The following APs have been reviewed by appropriate stakeholders and are recommended for implementation:

- AP 300 Student Registration
 - Form 300-1 Student Registration Form
- AP 303 Independent Students
 - Form 303-1 Independent Student Consent for Release of Personal Information to Parent or Guardian

The above APs and Forms are attached for review.

Recommendation:

That the Board of Trustees receives the attached information around the development of *AP 300 Student Registration, Form 300-1 Student Registration Form, AP 303 Independent Students and Form 303-1 Independent Student Consent for Release of Personal Information to Parent or Guardian.*

Bevan Daverne
Superintendent



STUDENT REGISTRATION

Background

Golden Hills School Division provides educational programs to students who are of legal age to attend school and fall within the parameters outlined in this procedure.

Definitions

Residence: Under the Education Act, residence is defined as a place where that person ordinarily lives and sleeps and to which when absent from the residence, that person intends to return.

Resident Student: A student that resides inside the boundaries of Golden Hills School Division as per the Education Act, in which the student's parent/guardian resides. A student who is in the care of a foster parent under the Child Welfare Act is deemed to be a resident student of the board of the division in which the foster parent resides. A student who has a disability and is the subject of an agreement under the Family Support for Children with Disabilities Act is deemed to be a resident student of the board of the school division in which that student resides.

Non Resident Student: A student that resides outside the boundaries of Golden Hills School Division in which the student's parent resides.

Independent Student: A student who is 18 years of age or older, or 16 years of age and living independently, or who is party to an agreement under the Child Youth and Family Enhancement Act.

Procedures

1. Parents/guardians of students seeking admission to Golden Hills Schools shall complete **Form 300 -1 Student Registration**, to establish legal name, age, citizenship and residency status.
2. Parents may enroll their child in Kindergarten in their designated school provided the child is five years of age by December 31 and eligible to attend grade 1 the next school term.
3. A child who has special education needs may qualify for early intervention programming.
4. Students will remain eligible for regular registration up to the age of 19 as of September 01. Older students may be admitted with the approval of the principal. Tuition fee and or resource fees may be assessed.
5. In order to register a student, parents/guardians will be asked to provide the following information:
 - 5.1. Proof of the child's age and legal name. One of the following identity documents will be accepted:
 - 5.1.1. birth certificate;
 - 5.1.2. adoption certificate;
 - 5.1.3. student authorization visa;
 - 5.1.4. Canadian citizenship papers, or permanent landed immigrant/residence documentation;
 - 5.1.5. Passport
 - 5.2. Proof of the child's address, documents accepted are utility bill, bill of sale or lease agreement;
 - 5.3. House number and street (mailing) address if the student lives in a town or city; PO box #, 911 address (e.g. 223245 TWP RD) if student lives on a farm or an acreage;
 - 5.4. Home, cell phone, and business telephone numbers;

- 5.5. Notification of special medical conditions or medications for the child;
- 5.6. Alberta Health Care Card number (not mandatory);
- 5.7. Caregiver name, if the child is in care of an adult other than parent/guardian for part of day;
- 5.8. Name and address of child's previous school (applies to students moving into the system)
- 5.9. A copy of child's most recent report card if applicable.
- 5.10. A copy of the child's Individual Program Plan (IPP) if applicable.
- 5.11. A copy of custody documents if applicable.
6. The following forms are to be completed by parent/guardian once and retained on file at the school. Forms to be transferred to child's receiving school within Golden Hills School Division are:
 - 6.1. Student Registration **Form 300 -1 Student Registration**
 - 6.2. Consent to Electronic Communication – part of registration form
 - 6.3. School Division Use of Personal Information – part of registration form
7. The following forms are to be completed annually by parent/guardian and retained on file at the school:
 - 7.1. Updated demographic
 - 7.2. Contact information
 - 7.3. FOIP
 - 7.4. Student Demographic information is to be completed by parents online through SchoolEngage or alternatively by paper copy at their school.
8. Non Resident students may be accepted with approval of the Principal providing there is space and appropriate programming,
9. International student registration must be coordinated through Golden Hills International Student Services.
 - 9.1. An international student may be a child of an individual who has been admitted lawfully to Canada for permanent or temporary residence. If the parent has a work visa it must not expire before the end of the school year.
 - 9.2. An international student may be a child of an adult international student and holds a study permit issued by Citizenship and Immigration Canada that does not expire before the end of the school year.
 - 9.3. An international student must hold a letter of acceptance from Golden Hills School Division and applicable tuition fee.

Reference:

- Alberta Education Act
- Child, Youth and Family Enhancement Act
- ECS to Grade 12 Guide to Education



Student Registration Form



STUDENT REGISTRATION FORM						
The personal information requested on this form is being collected under the authority of Alberta's Freedom of Information and Protection of Privacy Act (FOIP), the Education Act and its regulations, and the Canadian Charter of Rights and Freedoms, Section 23. Parents are responsible to ensure the accuracy of this information and to report changes.						
Name of School:			School Year:			
STUDENT INFORMATION			Alberta Student Number:			
Legal Surname:		Legal Given Name(s):		Legal Middle Name:		
Preferred Surname:			Preferred Given Name(s):			
Birth Date:		Phone (h):		Student Cell:	Gender:	
Year	Month	Day	Student E-Mail Address:		Grade:	
Last School Attended: (Name of School and City)			Are you registered at: Online <input type="checkbox"/> Outreach <input type="checkbox"/> Home School <input type="checkbox"/>			
			If registered at another school, please give name: _____			
Has this student received or required additional supports for learning? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please check all that apply:						
Speech Language Therapy <input type="checkbox"/>		Learning Support <input type="checkbox"/>		Social/Emotional Behavioral Support <input type="checkbox"/>		
Individual Program Plan and/or Individual Support Plan <input type="checkbox"/>		Other: _____				
Rural Students - Legal Land Description: ¼ Sec <input type="text"/> <input type="text"/> Sec <input type="text"/> <input type="text"/> Twtnshp <input type="text"/> <input type="text"/> Range <input type="text"/> <input type="text"/> 911 Address (blue sign) _____						
Urban Students - House Address (including street name, house # and apt. if applicable): _____						
Has your child attended a Golden Hills School previously Yes <input type="checkbox"/> No <input type="checkbox"/> School Name: _____						
Transportation Services: I am requesting transportation services: http://www.ghsd75.ca/Transportation Yes <input type="checkbox"/> No <input type="checkbox"/>		Language Spoken: Primary <input type="checkbox"/> Other (please specify) <input type="checkbox"/>	Citizenship: Canadian <input type="checkbox"/> Landed Immigrant <input type="checkbox"/> Other (please specify) <input type="checkbox"/>	Independent Student: Yes <input type="checkbox"/> No <input type="checkbox"/>	International Student: Yes <input type="checkbox"/> No <input type="checkbox"/> Student Visa Expiry Date: / / Month Day Year	
PARENT/GUARDIAN INFORMATION						
Parent/Guardian #1 Name:			Relationship to Student:			
Address:			City:	Postal Code:		
Home #	Cell #	Work #		E-Mail Address:		
Parent/Guardian #2 Name:			Relationship to Student:			
Address:			City:	Postal Code:		
Home #	Cell #	Work #		E-Mail Address:		
Student's Mailing Address if Different from Above Parent/Guardian:						
Address:			City:	Postal Code:		
EMERGENCY INFORMATION (Contacts other than parents used in emergencies only)						
1. Contact:			Relationship to Student:			
Home #	Cell #	E-Mail Address:				
List Any Life-Threatening Medical Conditions:						

Revised 01/13/2022

Student Lives With:

Parent/Guardian #1 Parent/Guardian #2 Both Other please specify if other: _____
(Please check all that apply)

Custody:

In rare instances, a child may be designated as “Protected” if a court has issued an order under the Child Youth and Family Enhancement Act, the Divorce Act or the Youth Criminal Justice Act or is the subject of a parenting time restriction. As per the Education Act, where a person claims to be a parent or guardian or claims the existence of any limitation on the authority of a parent or guardian, the onus is on that person to provide proof of the claim.

Does such an order exist? Yes No

If “yes”, please discuss this situation with the school administration. Legal documentation will be required.

If other family circumstances are important for the school to know, please advise the principal.

Questions in this part of the registration form are designed to assist in our effort to maintain good school-home communications. If you have difficulty responding to any of these; please speak to your school principal.

Pursuant to Section 23 of the *Canadian Charter of Rights and Freedoms*, citizens of Canada,

- whose first language learned and still understood is French; or
- who have received their primary school instruction in Canada in French have the right to have their children receive primary and secondary instruction in French; or
- of whom any child has received or is receiving primary or secondary school instruction in French in Canada, have the right to have all their children receive primary and secondary school instruction in the same language.

In Alberta, parents can only exercise this right by enrolling their child in a French first language (Francophone) program offered by a Francophone Regional Authority.

A. According to the criteria above are you eligible to have your child receive a Francophone education?

Yes No

B. If yes, do you wish to exercise your right to have your child receive a Francophone education?

Yes No

If Student/s resides on a reserve, please provide the following:

Band Number _____ and Treaty Number _____

If you wish to declare the student is Aboriginal, please select one:

First Nations (status) First Nations (non-status) Metis Inuit

For further information, please refer to: <https://education.alberta.ca/system-supports/results-reporting/> or contact Alberta Education at 780-427-8501.

If you have questions regarding the collection of student information by the school board, please contact your school.

Legal Document used to verify registration: (Select One) PLEASE PROVIDE A COPY with registration

Birth Certificate Permanent Resident/Landed Immigrant Documents Passport Official Stats Canada Documents

Work or Study Permit Canadian Citizenship Document Adoption Papers Temporary Resident Papers

OFFICE USE ONLY: Declared Residency: _____

I hereby certify the foregoing information given is correct, and complete, to the best of my knowledge and belief.

Parent (Guardian) Signature _____ Date of Signature _____

Revised 01/13/2022



INDEPENDENT STUDENTS

Background

Golden Hills School Division recognizes that independent students will have all the rights, benefits, and responsibilities of parents as outlined in the *Education Act*.

Definitions

The Education Act defines an Independent Student as a student who is:

- i) 18 years of age or older, or
- ii) 16 years of age or older and
 - a. Who is living independently, or
 - b. Who is a party to an agreement under section 57.2 of the Child, Youth and Family Enhancement Act

Procedures

1. Students who turn 18 years old during the school year must be recognized and treated as an Independent Student from the date of their 18th birthday.
2. Independent Students may provide written consent for the release of Independent Student information to their parent(s)/guardian(s). Students who turn 18 years of age in a particular month, along with their parents, will be informed of their new status. Students will be given the opportunity to consider signing **Form 303-1**.
3. Students over the age of sixteen years shall be accorded independent status at their school should:
 - 3.1 The parents provide statutory declaration saying their child is independent; OR
 - 3.2 The student provides proof that they can support their own maintenance and make decisions with respect to their day to day living.
4. Students shall be accorded independent status at their school should the student present documentation under the *Child, Youth and Family Enhancement Act* or the *Social Development Act* verifying their independent status provided that they are over sixteen years of age.

References:

- [Education Act, S.A. 2012, E. O.3](#) S-3, S. 3, 8, 13, 14, 15, 20, 30, 44, 45, 60, 61, 113
- Child, Youth and Family Enhancement Act



Independent Student Consent for Release of Personal Information to Parent or Guardian

The *Education Act* defines an independent student as someone who is 18 years of age or older, or 16 years of age and living independently, or who is party to an agreement under 57.2 of the *Child Youth and Family Enhancement Act*. Independent students are required to complete this form to allow parent/guardian access to their school attendance and progress information.

As per the *Freedom of Information and Protection of Privacy Act*, Section 40(1)(d):

I hereby consent to allow authorized Golden Hills School Division representatives to continue to release personal information concerning my school attendance and progress to my parent(s) or guardian(s). This information is provided to my parent(s) or legal guardian(s) so they can continue to be updated on my educational program at this school for the duration of the present school year.

Student Name:
School:
Parent/ Guardian Name: Parent/ Guardian Name:
Student Signature: Date: