



GOLDEN HILLS SCHOOL DIVISION

AGENDA

TYPE: Regular Board Meeting

DATE: 9/20/2022 **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 Organizational Minutes of August 30, 2022 Action
- 7.2 Regular Minutes of August 30, 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) Action Items
 - 9.1 Community Request to Name Football Field (DVSS) (B. Daverne) Action
- B) Information Items
 - 9.2 Preliminary Enrolment Monitoring Report (T. Sabir) Info
 - 9.3 System Enhancement Monitoring Report (J. Grimsdale) Info
 - 9.4 Family School Community Resource Program Report (J. Grimsdale) Info
 - 9.5 Administrative Procedures (AP 312, 313, 314 and 317) (B. Daverne) Info

10.0 ADJOURNMENT

- 10.1 Adjournment Action



MINUTES

Golden Hills School Division

Regular Meeting of the Board of Trustees

Location: Boardroom of the Golden Hills School Division

Start Time: 9:30 AM

Tuesday, August 30, 2022 (9:30 AM)

1.0 Attendance

Present:

c) Trustees

- Laurie Huntley
- Jennifer Mertz
- Barry Kletke
- Rob Pirie
- Justin Bolin
- Jim Northcott

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

Secretary Treasurer Sabir called the meeting to order at 9:30 a.m.

3.0 Welcome Public, Vision and Mission Statements

Chair Initials _____ Secretary Treasurer Initials _____

4.0 NEW BUSINESS

A) Information Items

4.1 Pecuniary Interest Forms

Recommendation:

Pecuniary Forms for Trustees were distributed as per Education Act s. 85(2) and s. 86(1) with a request to advise of any conflict-of-interest issues.

B) Action Items

4.2 Election of Chair

Recommendation: BD#20220830.1001

Secretary Treasurer Sabir opened nominations for the position of Chair of the Golden Hills School Division for 2022-2023 Term.

Trustee Kletke nominated Trustee Huntley.

Trustee Huntley accepted the nomination for Chair.

Secretary Treasurer Sabir called for nominations for the role of Chair a second time.

Secretary Treasurer Sabir called for nominations for the role of Chair a third time.

Secretary Treasurer Sabir declared nominations closed.

Secretary Treasurer Sabir declared Trustee Huntley acclaimed as the Chair of Golden Hills School Division for the 2022-2023 Term.

4.3 Election of Vice Chair (Rotating Roster)

Recommendation: BD#20220830.1002

Chair Huntley opened the Vice Chair position up with a discussion around the position.

MOVED by Trustee Pirie that the Board of Trustees approve a rotating Vice Chair for the period of October 2022 through to September 2023.

The Rotating Vice Chair position is as follows:

- Trustee Kletke October to end of December 2022
- Trustee Northcott January to end March 2023
- Trustee Pirie April to end June 2023
- Trustee Mertz July to end September 2023

4.4 Signing Authority

Recommendation: BD#20220830.1003

MOVED by Trustee Mertz that the Board of Trustees approve the following Representatives for Signing Authorities for the 2022-2023 Term.

- Chair Laurie Huntley
- Trustee Jennifer Mertz
- Trustee Robert Pirie
- Manager of Finance, Thomas Hecht
- or Superintendent of Schools, Bevan Daverne;
- or Secretary Treasurer, Tahra Sabir.

4.5 Meeting Dates and Times

Recommendation: BD#20220830.1004

MOVED by Trustee Pirie that the Board of Trustees adopt the Regular Meeting Dates as follows for the 2022-2023 school year, with a start time of 9:30 a.m.

August 30, 2022	September 20, 2022	October 25, 2022
November 29, 2022	December 13, 2022	January 24, 2023
February 28, 2023	March 28, 2023	April 25, 2023
May 23, 2023	June 20, 2023	

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

Recommendation: BD#20220830.1005

MOVED by Trustee Northcott that the Board of Trustees direct Administration to collect data and report back with recommendations.

4.7 Conference attendance and Provincial Alberta School Boards Association Meetings and Conferences

Recommendation:

Superintendent Daverne reviewed conference attendance and self-directed Trustee Development for the Board of Trustees.

4.8 Nomination/Election of External Committee Members and Standing Committees

Recommendation: BD#20220830.1006

MOVED by Trustee Mertz that the Board of Trustees Representatives for the External and Standing Committees be as listed.

External Committee	Representation Required	Representation 22-23
ASBA Zone 5 (Alberta School Boards Association) - Meetings as called by ASBA approximately ten per year.	Two Trustees plus One Alternate	Trustee Northcott Trustee Bolin Chair Huntley (Alternate)
PSBAA (Public School Boards Association of Alberta) - Meetings as called by PSBAA approximately two per year.	One Trustee plus One Alternate (One designated to vote if required)	Trustee Kletke Trustee Northcott (Alternate) Trustee Bolin (Alternate)
PSBAA Executive Council Meetings (All can attend) - Meetings as called by PSBAA approximately four per year.	One Trustee plus One Alternate	Trustee Kletke Trustee Northcott (Alternate) Trustee Bolin (Alternate)

Standing Committees	Representation Required	Representation 22-23
Audit Committee - Change made as per Ed Act s. 142(2) - The Audit Committee shall comprise of at least five individuals and shall include two members who are not trustees.	3 Trustees 2 Members (who are not Trustees)	Chair Huntley Trustee Pirie Trustee Mertz (Alternate) Two Members
Capital Planning	Full Board	Full Board
Strategic Planning	Full Board	Full Board
Policy	Two Trustees One Alternate Superintendent or Designate	Trustee Northcott Trustee Bolin Trustee Pirie (Alternate) Superintendent or Designate
Committees	Representation Required	Representation 22-23
Bargaining	Administration	Full Board
Advocacy	Full Board	Full Board
TEBA (Teachers Employee Bargaining Association)	One Trustee	Trustee Pirie
RSBC (Rural School Board Caucus)	One Trustee One Alternate	Chair Huntley Trustee Northcott (Alternate) Trustee Bolin (Alternate)

5.0 ADJOURNMENT

5.1 Adjournment

Recommendation: **BD#20220830.1007**

The Board of Trustees adjourn at 10:02 a.m.

Chair

Secretary Treasurer

Chair Initials _____ Secretary Treasurer Initials _____



MINUTES

Golden Hills School Division

Regular Meeting of the Board of Trustees

Location: Boardroom of the Golden Hills School Division

Start Time: 9:30 AM

Tuesday, August 30, 2022 (10:30 AM)

1.0 Call to Order

Chair Huntley called the meeting to order at 10:03 a.m.

2.0 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.

3.0 In Camera

3.1 In Camera

Recommendation: BD#20220830.2001

MOVED by Trustee Bolin that the Board of Trustees go In Camera at 10:04 a.m.

3.2 Out of In Camera

Recommendation: BD#20220830.2002

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

Trustee Northcott excused himself from the meeting at 11:20 a.m. due to a prior commitment.

Chair Initials _____ Secretary Treasurer Initials _____

Recessed at 11:20 a.m.
Reconvened at 11:32 a.m.

4.0 Approval of Agenda

4.1 Approval of Agenda

Recommendation: BD#20220830.2003

MOVED by Trustee Kletke that the Board of Trustees approve the agenda as amended with the addition of;

- 8.4 Compensation

5.0 Welcome Public, Vision and Mission Statements

6.0 Presentation of Minutes

6.1 Regular Minutes of June 21, 2022

Recommendation: BD#20220830.2004

MOVED by Trustee Pirie that the Board of Trustees approve the Regular Minutes of June 21, 2022 as presented.

7.0 REPORTS

A) Chair's Report

Chair Huntley presented information on the following topics:

- September 8, 2022, meeting to be held with the Education Minister, Adriana LaGrange at Rockyview Schools Education Center, 2651 Chinook Winds Drive SW Airdrie, AB.
- October 1, 2022 - Alberta School Boards Association (ASBA) is offering a Governance Education and Applied Learning Program workshop.
- Public Bargaining Coordination Office (PBCO) consulted with senior district staff to discuss a strategy to move forward with provincial bargaining for all non-unionized school division staff.
- Public School Boards Association of Alberta (PSBAA) - Drivers of Change.
- Alberta School Council Association (ASCA) is encouraging Councils to purchase resources from ASCA with their \$500 funding.
- Next PSBAA Meetings are being held:
 - October 12, 2022 - AGM
 - November 16-18, 2022 - PSBAA Council Meeting

B) Board Committees

Trustee Pirie presented information on the Teachers Employee Bargaining Association (TEBA) will be meeting September 13, 2022.

Chair Initials _____ Secretary Treasurer Initials _____

Trustee Pirie presented information on the Canadian School Boards Association National Trustees Gathering on Indigenous Education and Congress Conference that will be held in Banff, AB July 3-5, 2023.

- Zone 5 will be helping with the planning of the conference and would like input on events.

There is no new information pertaining to ASBA and PSBAA groups.

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:

- Facility Update:
 - Trinity Christian Academy (TCA) will receive their modular September 2022.
- Finance Manager - Thomas Hecht started August 29, 2022.
- Alberta Risk Management Insurance Consortium (ARMIC), Marketing Committee will be going to London, UK and Halifax, NS to meet with the Underwriters, September 2-15, 2022.
- Transportation:
 - All 11 bus runs have been filled with the exception of two, they have relief drivers covering them.
 - Registration for students riding buses is open all summer to parents.

Superintendent Daverne presented information on the following topics:

- September 30, 2022 - National Day for Truth and Reconciliation Observance. Division schools and office will be closed.
- Enrolment is increasing in our schools.
- Greentree Elementary school is offering a Hockey Program.
- Golden Hills International Program - dorms and homestay programs full.
- Child Care programs in our schools have been approved by the Government.
- Discussed Siksika enrolment.
- Discussed meeting with the Education Minister, Adriane LaGrange taking place September 8, 2022.
- Staffing - Teacher candidate pools are small.
- Discussed Nutrition Program funded by the government.
- Discussed proposal letter to the Town of Strathmore Mayor and Council regarding shared services.

8.0 NEW BUSINESS

A) Action Items

8.1 Board Annual Leadership Plan 2022-2023 (B. Daverne)

Recommendation: BD#20220830.2005

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

8.2 Calendar 2023-2024 (B. Daverne)

Recommendation: BD#20220830.2006

MOVED by Trustee Bolin that the Board of Trustees approve the proposed 2023-2024 School Year Calendar as a pilot for the school year.

8.3 Community Request to Name Football Field (DVSS) (B. Daverne)

Recommendation: BD#20220830.2007

MOVED by Trustee Bolin that the Board of Trustees considers the request for naming of the football field at Drumheller Valley Secondary School after community member Don Robertson and that the Board of Trustees finalize their decision at the regular September 2022 Board meeting.

8.4 Compensation

Recommendation: BD#20220830.2008

MOVED by Trustee Pirie that the Board of Trustees approve the compensation adjustment for all non-unionized (exempt) Staff as recommended in Schedules A, B and C.

B) Information Items

8.5 Monthly Enrolment Monitoring Report (June 2022) (T. Sabir)

Recommendation:

Secretary Treasurer Sabir presented information on the Monthly Enrolment Monitoring Report for the Month of June 2022.

9.0 ADJOURNMENT

9.1 Adjournment

Recommendation: BD#20220830.2009

That the Board of Trustees adjourn at 1:03 p.m.

Chair

Secretary Treasurer

Chair Initials _____ Secretary Treasurer Initials _____



COMMUNITY REQUEST TO NAME FOOTBALL FIELD (DVSS)

"Inspiring confident, caring citizens of the world"

September 20, 2022

Background:

We have received a request from several Drumheller community members requesting Golden Hills School Division Board of Trustees to consider naming the Drumheller Valley Secondary School football field after Don Robertson, long time Drumheller community member.

Recommendation:

That the Board of Trustees considers the request for naming of the football field at Drumheller Valley Secondary School after community member Don Robertson. That the Board of Trustees finalize their decision at the regular September 2022 Board Meeting.

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

Bevan Daverne
Superintendent of Schools



PRELIMINARY ENROLMENT BACKGROUNDER

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

September 20, 2022

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 29, 2022.

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 the Weighted Moving Average (WMA) that captures the number of students across three school years. For example, 2022/2023 calendar year enrolment is calculated as follows:

School Year	Weighted Factor	Enrolment Count
2020/2021	20%	Actual
2021/2022	30%	Estimated
2022/2023	50%	Projection

For the 2022/2023 calendar year, growth funding has been announced and is triggered and calculated as follows:

D5.2 – Supplemental Enrolment Growth Grant

The Supplemental Enrolment Growth grant provides additional per student funding for authority enrolment growth greater than 2 and 5 per cent.

Allocation Formula

$$\begin{aligned} & \text{(FTE Enrolment Growth between 2\% and 5\%)} \times \$1,050 \\ & \quad + \\ & \text{(FTE Enrolment Growth above 5\%)} \times \$2,100 \end{aligned}$$

- Preliminary enrolment numbers will be presented at the Board meeting.

Recommendation:

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



Bevan Daverne
Superintendent



Tahra Sabir
Secretary Treasurer

Preliminary Enrolments for September 20, 2022 (subject to change)

updated up to Sept 20		22/23 ACTUAL		21/22 ACTUAL		Difference from 21/22 to 22/23 ACTUAL		Actual Difference from Projected	
SCHOOLS	Enrolment #	Total	Enrolment #	Total	Increase/ (Decrease)	Increase/ (Decrease)	Increase/ (Decrease)		
Prairie Christian Academy (Gr. K-12)	291.00		275.00		16.00	(2.00)			
Three Hills School (Gr. K-12)	450.00		457.50		(7.50)	20.50			
Trochu Valley School (Gr. K-12)	246.50		235.50		11.00	10.50			
Sub Total		987.50		968.00		19.50	29.00		
Acme School (Gr. K-6, 10-12)	200.00		188.50		11.50	9.00			
Carbon School (Gr. K-9)	50.50		59.00		(8.50)	1.00			
Dr. Elliott Community School (Gr. K-9)	186.50		185.50		1.00	11.00			
Sub Total		437.00		433.00		4.00	21.00		
Drumheller Valley Secondary School (Gr. 7-12)	382.00		391.00		(9.00)	(20.00)			
Greentree Elementary School (Gr. K-6)	325.50		321.00		4.50	4.00			
Sub Total		707.50		712.00		(4.50)	(16.00)		
Ecole Brentwood Elementary School (Gr. K-6)	202.00		208.50		(6.50)	10.50			
Crowther Memorial Junior High (Gr. 7-9)	492.00		486.00		26.00	17.00			
George Freeman School (Gr. K-9)	442.00		414.00		28.00	40.00			
Strathmore High School (Gr. 10-12)	681.00		654.00		27.00	28.00			
Trinity Christian Academy (Gr. K-9)	194.50		188.50		6.00	(11.00)			
Westmount Elementary School (Gr. K-6)	346.50		350.50		(4.00)	14.50			
Wheatland Elementary School (Gr. K-6)	305.00		290.50		14.50	23.50			
Carseland School (Gr. K-6)	70.00		62.50		7.50	(4.00)			
Wheatland Crossing School (Gr. K-12)	336.50		327.00		9.50	(6.50)			
TOTAL	5,201.50	2,538.50	5,074.50	2,502.50	127.00	146.00			
Colony Schools	370.00		347.00		23.00	(2.00)			
Drumheller Outreach	17.00		17.00		0.00	0.00			
Golden Hills Learning Academy	226.00		238.00		(12.00)	51.63			
Northstar Academy	328.00		448.00		(120.00)	23.89			
Strathmore Storefront	72.00		65.00		7.00	0.00			
TOTAL	1,013.00		1,115.00		(102.00)	73.51			
PROVINCIAL FTE TOTAL	6,214.50		6,189.50		25.00	219.51			
Headcount									
Homeschool	763.00		1,020.00		(257.00)				
Shared Responsibility	188.00		323.00		(135.00)				
Kindergarten at full	196.00		198.00		(2.00)				
ISS	256.00		200.00		56.00				
Siksika	155.00		155.00		0.00				
HEADCOUNT TOTAL	7,772.50		8,085.50		(313.00)				

Siksika Students	# Students
Carseland School	22
Crowther Memorial Junior High	24
Strathmore High School	38
Westmount Elementary	35
Wheatland Crossing	36
Siksika Total FTE	155

International Students (ISS)	# Students
Crowther Memorial Junior High	18.00
Drumheller Valley Secondary School	80.80
George Freeman School	0.00
Prairie Christian Academy	33.50
Strathmore High School	96.40
Three Hills School	3.50
Wheatland Crossing	1.00
ISS Total FTE	233.20
ISS Total Headcount	247
ISS Online Students	9.0
Total ISS	256.0

2.50%

Non Primary	# Students
Golden Hills Learning Academy	2,200.00
Northstar Academy	48.00
Total	2,248.00



SYSTEM ENHANCEMENT BACKGROUNDER

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

September 20, 2022

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 2021-2022 school year.

Recommendation:

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

Bevan Daverne
Superintendent

Jeff Grimsdale
Associate Superintendent of Schools

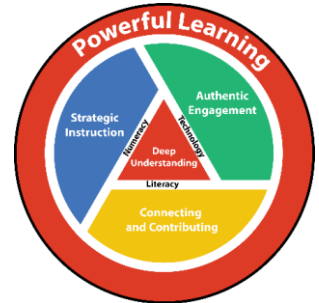


System Enhancement
Presented to Board of Trustees by Jeff Grimsdale
Associate Superintendent of School
Resource Persons: Sue Humphry, Jamie Keet, Cree Gordon

September 20, 2022

Overview:

System improvement in Golden Hills School Division (GHSD) offers teachers and administrators 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 2021-2022, teachers and administrators were provided a variety of professional learning opportunities both within and outside of our division. Teachers had access to a combination of in-person PD as well as a variety of virtual learning opportunities that were recorded for review and future use.



The following highlights the learning experiences offered:

- Teachers participated in **System Collaborative Days** that were offered virtually, except for the first Collaborative Day in August 2021. These days have continued to focus on the implementation of Powerful Learning, with a focus on improving student learning.
Teachers focused on the following questions:
What are the desired outcomes for each of our learners?
What assessments and powerful instructional practices will lead to these outcomes?
What barriers might exist and how might we remove these barriers to learning?
What approaches can we take to address the needs in our classrooms?
- **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. With the ever-increasing diversity of students and differences in readiness due to COVID, coaches worked with teachers on how to differentiate instruction and how to determine where students are at with their learning.
- Teachers were provided **“How to Tips”** that were posted on the Powerful Learning 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.
- Teachers attended PD focused on **differentiating instruction** and how to plan for inclusion offered through Shelley Moore. Several teachers worked individually with Shelley to plan for whole class differentiation.
- Instructional Coaches provided extensive support working with the **New Curriculum Pilot project** monthly until April and then offered 12 new curriculum planning days for K-3 teachers.
- Teachers participated in **school-based learning teams** as well as various on-line webinars and learning opportunities offered virtually.

- **New teachers** 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 attended three days of **leadership training** with Katie White focused on powerful assessment that leads to increased engagement and learning.
- 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 School Community Resource counsellors** to build their capacity in adapting to stress and build their capacity in fostering positive mental health in their classroom. These individuals were available in schools to respond to staff needs in a timely manner.
- 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 **Foundational Frameworks (Literacy, Numeracy, Technology and Wellness)**. 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.

System Improvement Strategies

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

Powerful Learning

The importance of intentionally creating cultures of thinking in GHSD classrooms is recognized as a key component of powerful learning.

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 clear criteria. Increased engagement and deep understanding can be achieved when students are offered a critical challenge and encouraged to engage in critical inquiry.

Curriculum Update

GHSD participated in a review of the new Language Arts Curriculum and provided monthly feedback to Alberta Education until February 2022. The curriculum pilot team analyzed the new Language Arts curriculum and developed lessons for implementing components of the new curriculum. The team met together monthly and developed a planning template for all teachers to use when the new curriculum was finalized in April. In May and June, all K-3 teachers were brought together for three days in order to plan together using the new curriculum that is now implemented in September 2022.

The pilot curriculum group and teacher groups in May and June, looked for ways to embed critical thinking, strategic instruction, and authentic engagement into the new curriculum. They worked together with coaches to create templates and processes enabling them to feel confident and ready to implement the new curriculum. Teachers who were part of these curriculum days completed surveys and they indicated that they valued the discussions, resources, and time to work together and focus on the new curriculum.

Instructional coaches, The Critical Thinking Consortia and Calgary Regional Consortium worked together to support the new curriculum work.

More information about curriculum implementation can be found on the Alberta Education website:

<https://curriculum.learnalberta.ca/home/en>

Intervention Programs

Literacy Intervention

Literacy is foundational to student success and fundamental to all learning and enables students to become socially engaged citizens. In order to help ensure this success, Golden Hills School Division continues to offer Early Literacy Intervention programming. As well, a Late Literacy Intervention program was developed and has provided older students with small group intervention. 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). Implementation of the Literacy Intervention Program will help to achieve this for all students.

College of Alberta School Superintendents

Golden Hills School Division was invited to present at two CASS conferences in order to share at a provincial level the literacy pedagogy and literacy interventions proven implemented in our district. A Literacy Look for Tool was shared with the participants and the province that highlighted key components of a powerful literacy program.

Literacy Intervention Programs

During the 2021-2022 school year, GHSD continued to support the literacy needs of students through the **Early Literacy Program**, the **Late Literacy Program**, **school-based intervention programs** and Instructional Coaches who provided support to teachers in acquiring best practices in literacy instruction.

- In May and June 2022, Golden Hills School Division implemented, for the sixth 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. A total of 70 “At Risk” Kindergarten students were assessed, and their parents were provided literacy/numeracy 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.
- The Early Intervention Team of four teachers served 168 students in Grades 1 and 2. This represents 20% of our Grade 1 students and 22% of our Grade 2 students. Intervention sessions were offered over four months and results indicated that the average growth of 1.3 (one year and three months) for grade 1 students and 1.1 (one year and one month) for grade 2 students over a four month period. This is consistent with results from the previous year and higher than the last 2 year when COVID disrupted learning. All student’s comprehension improved between .8 to 1.1 with the majority improving a year.
- On average, grade two students improved approximately 1.3 grade levels (as measured through the Schonell word list) and a 1.1 grade level improvement in the Diagnostic Reading Assessment.
- The Grade 6 and 9 provincial exams were not administered in 2021 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 was provided to teach parents how to assist their child in literacy practice at home.

ELI Parent Quote:

“I liked the reading tools and placemats given for the children to take home. It was a useful tool for the parents as well to know what reading techniques were being taught so we could help out at home”

“It has been amazing to see my child’s rapid progress in reading since January. She has a great foundation for the future.”

“My child’s reading and writing has improved 10 fold this year and I am so thankful for the program.”

Leveled Literacy Intervention

GHSD implemented a **Leveled Literacy Intervention Program** in all schools that provided small group support. LLI is a powerful, short-term intervention that provides daily intensive small-group instruction that supplements what is happening in the classroom. Daily lessons and resources have been developed by Pearson into Fountas and Pinnell Literacy kits. Educational Assistance delivered the program under the direction of a lead literacy teacher in each school. Training and monthly meetings were held throughout the school year in order to ensure effective implementation and support. This program enabled students to make strong progress and pre and post testing tracked the progress. The LLI program builds capacity in each school building as EA’s and Teachers learn powerful strategies outlined in the resource.

Late Literacy Intervention

GHSD offered a Late Literacy Intervention program to struggling students in Grades 4 -9 in three schools in Strathmore and area. The program was designed to support all students who are below their expected level in literacy skills. The program provided students with 40-minute pull out sessions, four to five days a week over a semester. Students were served in groups of two to four students, organized according to grade level and reading competency.

The program focused on helping students to learn a variety of powerful literacy strategies designed to transfer to the regular classroom setting. Structured Word Inquiry was incorporated as one of the strategies.

In the 2021-2022 school year, 58 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 eight months to one year on average depending upon the school. 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 provided tutorial videos of reading strategies, weekly writing activities and suggested games to play at home that promote literacy.

Early Numeracy

Numeracy is foundational to student learning and therefore, GHSD has implemented a numeracy intervention program to ensure maximum success for all students. 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 2021-2022 school year was the seventh year of offering Early Numeracy Intervention in order to establish a strong numeracy foundation for Grade 1, 2 and 3 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.
- 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 with direct intervention offered to 244 students in Grades 1, 2 and 3. This represents 25% of our Grade 1 students, 20% of our Grade 2 students and 16% of Grade 3 students. Intervention sessions were offered in two terms.
- Comparing pre and post results from the Early Numeracy Assessment determined a percentage increase for each individual student. Results indicated that struggling Grade 1 students achieved, on average, 95% accuracy on the kindergarten outcomes, and 60% on the Grade 1 outcomes tested in the post assessment. This represents a 25% increase in the kindergarten outcomes and a 33% increase in the Grade 1 outcomes.
- The early intervention Grade 2 students achieved on average 88% on the Grade 1 outcomes and 54% on the Grade 2 outcomes tested in the post assessment. This represents 31% increase in Grade 1 outcomes and a 29% increase in Grade 2 outcomes. These results are consistent with previous years.
- On average Grade 2 students increased their score by approximately 16% (Term 1) 20% (Term 2) on the MIPI (Math Intervention Programing Instrument) from pre to post-test. This is viewed as excellent progress.
- This was the first year having grade 3 students in the ENI program. On average these students showed eight months of growth.
- ENI satisfaction surveys indicate that 100% of parents reported that the program helped improve their child’s math/numeracy understanding, and 96% 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.

Quotes:

Parent: “I really liked the program. I liked the strategies taught and the attitude of the teacher brought fun and celebration to the process.”

Teacher: “It gives my students a strong sense of numeracy and then they can apply their knowledge in the classroom. They gain confidence and this is key to math.”

Technology

- With the deployment of the new ViewSonic interactive displays, coaches were busy supporting teachers with best practices to help make the transition as seamless as possible. MyViewBoard Suite lets you do everything from creating engaging content to managing multiple devices, multiple presentation options, and video-assisted learning.
- Using Microsoft SharePoint, coaches have been involved with the design and construction of a new Learning Commons. Deployment and naming of this site is scheduled for late September. This new site will create a spot for efficient sharing of resources and collaboration within the division.
- WeVideo (video editor) continues to be highly used by teachers and students in Golden Hills. We increased our licenses from 1000 to 1500 users. WeVideo has added a new component called classroom which enables teachers to create their own classes, give assignments and a space for student collaboration on projects.
- Teacher capacity has increased dramatically with the use of 3D printers in their classrooms, especially at the division 1 level. Teachers are using the printers and the design program to create projects that connect curricular outcomes. Teachers see high student engagement with this use of technology.
- 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.
- 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
- ViewSonic – MyViewBoard
- 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
- 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)

Leadership Training

GHSD administrators attended three leadership days lead by Katie White on “Powerful Assessment that Transforms Learning: A Leadership Lens”. Administrators explored the research behind effective assessment practices and ways this research can live in classrooms. They were able to experience the practices and protocols as a group so that leaders can leverage this in their daily work in schools. As well, Administrators gained tools to support growing powerful assessment practices in their schools. This was offered through a partnership with Calgary Regional Consortium.

Instructional Coaches

GHSD Instructional Coaches continued to support teachers and administrators in the implementation of Powerful Learning. During the 2021-2022 school year coaches:

- Continued to oversee and support the implementation of system initiatives through one-on-one individual coaching, professional development opportunities both virtual and in person, as well as through focus groups. A focus in the past year has been on supporting the new curriculum.
- Coaches planned and supported teachers monthly in piloting the draft ELA curriculum through focus group work.

- Coaches created templates, presentations, and processes to prepare teachers for the implementation of the new curriculum once it was announced in April. Coaches hosted 12 new curriculum days in May and June 2022, for the K-3 teachers (3 days per grade level).
- Coaches supported the implementation of Collaborative Days, as well as other Professional Learning opportunities within classrooms and at a system level.
- Coaches continued to build teacher practice in inclusive practices using technology as a tool and supporting the work of Shelley Moore on differentiation.
- 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. Coaches were assigned new teachers to support in the classroom and visited each classroom.
- 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 continued to write 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 [Powerful Learning Twitter](#), [Facebook](#) page and [YouTube](#). This has allowed schools to tell their story and share the amazing things that are happening in our schools.
- The GHSD Powerful Learning Website and social media platforms saw strong growth in terms of accessibility this year with an increase in traffic of 63%.
- Three *Powerful Learning emails* were produced and digitally sent to administrators and teachers. The emails focused on sharing Powerful Learning strategies and ideas with teachers, with the purpose of growing understanding of Powerful Learning in Golden Hills. The articles shared through these emails were created by Coaches and included research-based videos, websites, and further articles for teachers to build teacher practice. They highlighted upcoming professional development opportunities & new recommended resources in IMC. Each time an issue was emailed out we received positive responses from teachers who mentioned that they appreciated the practical ideas, suggestions, and recommendations.
- 52% of the coaching service offered involved more than one visit. 24% of teachers accessing coaches regularly accessed them.
- 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.
- Feedback from teachers on the value and impact of the Instructional Coaching team in 2021-2022 is outstanding. Most of the coach's time was spent working directly with teachers and administrators. Most of the support was in the areas of powerful learning instruction, critical thinking, new curriculum and technology integration.
- 100% of teachers report a high to very high impact of coaches on their teacher practices which is up from 92% in the previous year.
- 100% 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 88%)

- 100% of teachers rate the overall effectiveness of their work with a coach as effective, very effective or more than expected- that they reached their goal in their work with a coach. Of this 100%, 50% stated that it exceeded expectation and was more than expected. These results are higher compared to last year and indicate extremely high levels of teacher satisfaction and effectiveness when working with a coach.
- 100% of administrators report a high to very high impact of coaches on their practices.

Teacher Quotes:

“The coach was a rockstar....creative, helpful and a real problem solver! The coach is just a pleasure to work with.”

“Thanks for everything you do as instructional coaches! You are a very big part of why I love this division so much!”

Administrators Quotes:

“With the coach’s leadership in the areas of classroom instruction and powerful learning, we are able to develop and grow our Powerful Learning model of Collaborative Teaching into a multi-year project”.

“The instructional coaches are very flexible and accommodating. They are willing to work with our staff in any capacity and support them in ways that best suit the teacher and their students. The instructional coaching team possess a wealth of knowledge and they go out of their way to find solutions.”

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 20, 2022

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".

Bevan Daverne
Superintendent

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

Jeff Grimsdale
Associate Superintendent of Schools



**Golden Hills School Division
Report to the Regular Meeting of the Board of Trustees**

September 2022

To: Bevan Daverne
Superintendent

From: Jeff Grimsdale
Associate Superintendent of Schools

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

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

Resource Persons: Deborah Hinds-Nunziata

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 and their support team. This program focuses on a strength-based model that builds the capacity of the student and their parents/caregivers to manage the stressors of daily life independently. 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 to support a healthy community.

What did the FSCR/Family Wellness programs accomplish in 2021-2022

Happily, this past school year saw a return to in person learning for most students. Unfortunately, the instability and uncertainty of the previous 2 years resulted in many challenges for students. In general, it was observed that GHSD students presented with gaps in all areas of development: social, emotional, behavioral, and academic. Many students found it difficult to adapt to the school routines and sustain the mental effort needed for a full school day. An increase in mental health problems, particularly anxiety was observed in the student population. Parents often struggled to get their children to school and complete homework assignments. These findings were not unique to GHSD. The comprehensive Child and Youth Well-Being Report published by the Alberta Government in 2021 indicated an overarching finding that children and youth experienced public health restrictions, changes in services and supports and economic shifts differently than adults given the occurrence of these challenges during critical periods of development. The report outlines the observable and measurable impacts on children and youth in the areas of health/mental health, social well-being, learning, development, and family well-being. The data contained in this report reflects the observations and experiences of the FSCRC working with our students who dealt everyday with the increase in vulnerabilities created by the pandemic. At the final year end FSCRC meeting, the team members unanimously agreed that 2021-2022 was the most challenging year they had faced while supporting children, youth and families not only because of the increased needs of students but also the fact that many supports offered by other government systems (Children's Services, Alberta Health Services, Family Supports for Children with Disabilities, Community Programs) continued to operate online with minimal staff and a lack of services.

Despite these challenges and barriers during the 2021-2022 school year, the following outcomes were achieved:

- 200 students were provided with urgent, brief, solution-focused 1-1 counselling support
- 480 students received a multisession, 1:1 counselling intervention with over 85% of students, parents and their teachers reporting that the student was able to meet their individual goals. Students and their families largely reported improved ability to manage their identified problems. The most common referral reason for referral to the program this past year was to improve the ability to manage stress and anxiety.
- A myriad of classroom presentations and targeted group interventions were offered on topics such as Discovering Values and Building Self-Awareness, Changing the Relationship with Your Thoughts, Self-Care, Emotion Management (Anger/Anxiety) and Interpersonal Effectiveness. Over 3100 students benefited from these opportunities to enhance their well-being. The relationship between well-being and academic achievement is well supported in current research literature and when both are strengthened young people develop into healthy adults who know themselves and can meet life's challenges with a sense of purpose and self-efficacy.
- When the students and families were deemed in need of additional supports timely and appropriate referrals were made to a variety of other professionals and community agencies including Connections, The Primary Care Network, The Family Resource Network, Alberta Health Services (Addictions and Mental Health/Hospital Referrals), Children's Services, FCSS, and community-based counsellors. Over 300 referrals were made and these often-involved on-going collaboration and support with key stakeholders.

- The FSCRC often participate in committees and initiatives within the community including regularly attending interagency meetings, and participating on advisory groups (Wheatland Youth Network, Kneehill Child and Youth Working Group). Community survey results suggest strong agreement that working with FSCRC/Family Wellness Workers helps their organization to better serve children, youth and families in their communities.

As always, comments from students, parents, teachers, and community members reflect the outstanding work done by the FSCRC/FWW in GHSD school communities:

Student Voice

“The FWW has helped me lots with my anxiety and losses. The FWW definitely helped me get through some of my trauma and hard times”

“The FWW is important to me because she is someone I can talk to safely.”

“It was a very emotional year with lots of ups and downs but when I needed it the FWW was there to support me.”

“My FSCRC helped me know what to do with my feelings.”

“Working on ‘My Worry’ booklet helped me understand the difference between Big worries vs, Little worries and I discovered that sometimes I worry about someone else’s stuff. “

“I realizes that far too often I am involved in drama that has nothing to do with me. I am working at having much healthier relationships.”

“My FSCRC has helped me to the point where I can help my friends if they need it. She helped me with many things concerning my well-being and helped me with coping mechanisms.”

Parent Voice

“I have to admit that I am part of the problem as I transfer some of my anxiety onto my child. The FSCRC helped me handle my own feelings.”

“This should be available to all students who need it. Last year we had to reach out to other resources. This year having a place in the school for my daughter to go each week as well throughout the week when things were tough was extremely beneficial.”

“My daughter now has the tools/strategies to help her deal with anxiety and knows she can always go to her counselor to talk and feel safe.”

“My child sought out this support and I’m thankful it was there and became a safe place for them to gain coping skills & find reprieve. It is worth the investment as I believe many students who would hugely benefit, still don't access this service. I'm thankful my child did, and her needs were not deemed too small for support.”

“The information that was sent home was so helpful in understanding my child's stress “

“This is the first time my child accessed this service - she felt so much better having someone to talk to - she was concerned that having other friends know she was seeing a counselor would make a difference in their relationships - but it has worked out to be much better between them. Hopefully it is still there in the fall as my child will continue with the service”

Colleague Voice

“This has been a challenging year for our school. The FSCRC where amazing and we think very highly of the FSCRC program. The accessibility and effectiveness of the counsellors was noticed by staff and students. Students who were struggling with attendance actually showed improvement because of meeting with the FSCRC.”

“Our FSCRC was awesome in supporting teachers who wanted to implement Social Emotional Learning programs in their classroom.”

“We think the program is perfect and don’t want any changes besides having our FSCRC everyday which we know is impossible budget wise.’

“The FSCRC is an essential part of our school team-we rely on them a lot to deal with emergencies and they help parents which is essential.”

Future

As noted there has been a substantial increase in mental health and psychosocial needs in Alberta related to the experience of the pandemic and in particular the over exposure to social media during this time. While technology has many benefits the impact of social media on our young people has had observable negative effects as it often portrays unrealistic standards for physical appearance and “popularity” and often encourages risky behavior. Parents find monitoring the use of social media to be challenging and during the pandemic it was a way to keep children and youth occupied. Our students in Grades 5 and 6 are now often exhibiting behaviors and interests that typically was not seen until later adolescence. Behaviors that promote positive physical and brain health such as getting adequate sleep, following healthy nutrition guidelines, engaging in the recommended amount of physical exercise, play and other healthy recreational pursuits are on the decline as children and adolescents spend increased time on screens. These issues are province wide and need to be managed in a systemic, integrated way. The GHSD Board of Education plays a role in advocating for the recommendations from the Alberta Child and Youth Well-Being Action plan (2022) to be operationalized. A key recommendation is recognizing and enhancing the role of schools in the interdisciplinary, wrap around services and supports for the mental health and well-being of students which would include continued support for the Family, School Community Resource Counselling/Family Wellness Worker program.

The team appreciates the on-going support we have received from the GHSD school board trustees for many years.

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



ADMINISTRATIVE PROCEDURES
"Inspiring confident, caring citizens of the world"

September 20, 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 312 Students with Severe Medical Conditions
 - Form 312-1 Medical Management Plan Template
 - Form 312-2 Communication Letter to Parents – Medical Danger
- AP 313 Emergency Medical Treatment
 - AP 313-Appendix A School Health Basic Supplies
 - Form 313-1 Incident Report
- AP 314 Administering Medication to Students
 - Form 314-1 Administering Prescription Medication to Students
 - Form 314-2 Record of Prescription Medication Administration
- AP 317 Students with Severe (Anaphylactic) Allergies
 - AP 317-Appendix A How to Use the EpiPen
 - Form 317-1 Parent Consent to Give Medical Treatment

The above APs and Forms are attached for review.

Recommendation:

That the Board of Trustees receives the attached information around the revisions to *AP 312 Students with Severe Medical Conditions, Form 312-1 Medical Management Plan Template, Form 312-2 Communication Letter to Parents – Medical Danger, AP 313 Emergency Medical Treatment, AP 313-Appendix A School Health Basic Supplies, Form 313-1 Incident Report, and AP 317 Students With Severe (Anaphylactic) Allergies, AP 317-Appendix A How to Use the EpiPen, Form 317-1 Parent Consent to Give Medical Treatment.*

Bevan Daverne
Superintendent



STUDENTS WITH SEVERE MEDICAL CONDITIONS

Background

The Division recognizes that students may have special medical conditions which require the sharing of additional information with the appropriate personnel and the development of procedures.

Procedures

1. Parents are responsible for:
 - Informing the school of any severe medical condition(s) including life threatening allergies;
 - Providing current emergency contact information;
 - Working with the school to complete a medical management plan (see **Form 312-1: Medical Management Plan Template**);
 - Updating the school if changes to the student's situation or condition(s) occur;
 - Reviewing the medical management plan annually with the school;
 - Ensuring the student has a MedicAlert bracelet or other suitable identification, and has an emergency medical treatment kit, if recommended by the student's physician;
 - Ensuring that all physician-prescribed supports are available to the student at all times during the school day with current expiry dates;
 - Providing snacks and lunches that meet with any dietary concerns; and
 - Referring to **AP 314: Administering Prescription Medication to Students**, if medication is needed.
2. Principals are responsible for:
 - Advising the student's parents of all procedures related to this Administrative Procedure;
 - Ensuring parents and appropriate staff are involved in the planning and coordination of the development of the medical management plan;
 - Ensuring the transportation department is aware of the medical management plan;
 - Ensuring all appropriate staff members (which may include teachers, support staff, bus drivers, and substitute teachers) are aware of the student's medical concerns and medical management plan; and
 - Ensuring that appropriate staff receive the necessary training to carry out the medical management plan.
 - Consideration to advise the necessary groups within the school community, if appropriate, in accordance with the medical management plan;
 - See **Form 312-2 Communication Letter to Parents – Medical Danger** for those exceptional cases with life threatening allergic reactions where classroom notification is necessary.
 - Inform Educational Consultant of severe medical condition so special education coding designation can be applied if necessary.

References:

- [Education Act, S.A. 2012, E. O.3](#) S. 18, 20, 45, 60, 61
- [Emergency Medical Aid Act, R.S.A. 2000, C. E-7](#)



Medical Management Plan Template

Medical Conditions Information

STUDENT		
Name:	Grade:	Age:
Health Condition Diagnosed:		
Date of Last Review of Plan:		
Homeroom Teacher:		Room:
PARENT 1		
Name:	Address:	
Phone (W):	Phone (H):	
PARENT 2		
Name:	Address:	
Phone (W):	Phone (H):	
HEALTHCARE PROVIDERS		
Name:	Phone:	
Name:	Phone:	

Emergency Response

EMERGENCY CONTACT #1		
Name:	Relationship:	Telephone:
EMERGENCY CONTACT #2		
Name:	Relationship:	Telephone:
Describe signs or situations that indicate an emergency response is needed.		
List steps to take in the event of an emergency related to this condition.		

Symptoms

List symptoms of the condition that this student is experiencing or may experience, and strategies for managing these

Medications

Provide information about medications this student is taking, including dosage and location for any medications to be given at school. List current or possible side-effects of these medications.		
Name:	Amount:	When to Use:
Side-effects:		

Monitoring

List signs or symptoms that may indicate the condition is not under control or that medication needs to be adjusted. Identify specific steps that student or teacher should take to monitor this condition.

Triggers and Restrictions

List any foods, activities, situations, etc. that this student should avoid.

Accommodations and Special Considerations

List any adaptations or strategies that will assist this student in participating as fully as possible.



Communication Letter to Parents

Medical Danger

Dear Parents:

Re: Life Threatening Allergy in your child's classroom

One of our _____ students has a life-threatening allergy to _____. To reduce possible exposure and a severe allergic response, we need to make our classroom _____ free as possible. Making the classroom safe for all students means everyone cooperates as much as possible.

Please check the ingredients of all foods your children bring to school.

- Avoid sending _____ or items containing _____ with your child to school, including: _____.
- Teach your children to understand this very serious situation and discourage teasing.
- It is difficult at the best of times to get children to eat healthy snacks; however, I hope you will appreciate the seriousness of this condition and that you will assist us at the school in our efforts to create as safe an environment as possible. With your co-operation we can minimize the risk of an allergic reaction.

Anyone wishing further information about this type of allergy may contact the school or the health unit.

Yours sincerely,

Principal



EMERGENCY MEDICAL TREATMENT

Background

The Division recognizes the responsibility of staff members to act as reasonable and prudent parents. While staff member do not have the authority to consent to specific medical treatment in the event of an emergency, health care first responders may be called if appropriate.

Procedures

In the event of a critical injury to a student, emergency services will be called immediately.

1. In the event of serious injury. Reasonable efforts will be made to inform the parents who will make arrangements for necessary medical treatment. If the parents cannot be contacted, the Principal or designate shall arrange transportation for the student to a medical facility. When a spinal injury is suspected it is advised that the student is not moved except by appropriate medical personnel.
2. Teachers shall report to the Principal serious incidents involving injury or illness which occur to a student in their care.
3. If a student needs to be transported for treatment in an emergency medical vehicle, the cost of transportation over and above the insurance of the parents of the student shall be covered by the Division.
4. In an emergent situation, where a student requires over the counter medication and the parent is unavailable to administer that medication, school personnel may administer that medication at the request of the parent.
5. Any incident related to bodily injury serious enough to require attention, shall be reported on **Form 313-1: Incident/Injury Report** and forwarded to the Supervisor, HR & OHS.
6. Blows to the head or abdominal area may not result in readily observable injury; however, such blows should always be treated as potentially serious. Students who have received such blows should be kept under continuous careful observation until medical attention is obtained for the student. The parent or legal guardian is to be advised of the situation and of action taken.
7. The Principal shall ensure that adequate supplies of basic first-aid kits are available for the use of staff. See **Appendix 313-A: School Health – Basic First Aid Supplies.**
8. The Principal should encourage staff members to obtain a valid certificate in first aid and C.P.R. training. ***(Note that minimum training requirements are outlined in Appendix 313-A.)***

References:

- [Education Act, S.A. 2012, E. O.3, S. 196, 197, 33, 52, 53](#)
- [Emergency Medical Aid Act, R.S.A. 2000, C. E-7](#)
- [Occupational Health and Safety Regulation, A.R. 62/2003](#)



School Health – Basic First Aid Supplies

For schools of **100 students or less**, your school first aid room (or designated area) should be clearly marked, close to bathroom facilities and equipped with the following items:

- ◆ The supplies of a Number 2 First Aid Kit;
- ◆ 1-2 blankets;
- ◆ A bed or cot;
- ◆ Hot and cold packs;
- ◆ An eye wash station;
- ◆ A flashlight; and
- ◆ A communication system.

At least two members of staff should have first aid training.

For schools of **100 students or more**, your school first aid room (or designated area) should be clearly marked, close to bathroom facilities and equipped with the following items:

- ◆ The supplies of a Number 3 First Aid Kit;
- ◆ 2-3 blankets;
- ◆ A bed or cot;
- ◆ Hot and cold packs;
- ◆ An eye wash station;
- ◆ A flashlight;
- ◆ A communication system; and
- ◆ Optional: a stretcher, adjustable cervical collar & splint set

At least three members of staff should have first aid training, plus an additional first aider for each increment of 100 students.

Check your first aid supplies on a regular schedule. Most first aid items can be replenished as necessary through purchases in pharmacies, food stores and safety supply stores.

Infirmery Cleanliness

1. Someone in the school should be designated to check the infirmery on a regular basis (i.e. is the linen soiled, is there any equipment left out, bandages, basins, etc).
2. Linen should be changed and cleaned when visibly soiled AND when someone with a known communicable disease (e.g. chickenpox), uses it. If in doubt, change it.
3. Routine cleaning should be done the same as with any other room AND after anyone with a known communicable illness uses the room. The usual custodial routine and products should be sufficient.



Incident Report Form

Personal Information		
Staff <input type="checkbox"/>	Student <input type="checkbox"/>	Visitor <input type="checkbox"/>
Name of Person Involved:		
Student Only	Grade:	Age:
If Student, Parents Name:		Contact Number
Occupation (staff only):		Experience (years):
Incident Information		
Type of Incident: <input type="checkbox"/> Lost Time Accident <input type="checkbox"/> Medical Aid <input type="checkbox"/> First Aid <input type="checkbox"/> Near Miss <input type="checkbox"/> Other		
Date/Time of Incident:		Date Reported:
Senior Person on Site/Supervising Teacher:		Incident Reported to:
Location of Incident:		
Description of Incident/Near Miss (what happened, how it happened, factors leading to the event, description of equipment or area involved). Be as specific as possible (attach additional sheets as necessary).		
Was there any witnesses (have witnesses complete a witness statement).		
What caused the incident?		

Damage

Describe any damage to property:

Emergency Support Contact

Ambulance: Yes No

Police: Yes No

Fire Dept.: Yes No

OHS: Yes No

Time Called:

OHS Insp. Name:

Describe the Emergency Support response.

First Aid

Were there any injuries Yes (Attach First Aid Report) No

For Students – what procedure was followed? I.e. was parent called, sent to the doctor, student rested or sent back to class? If the student was transported for treatment, who was the student released to, along with the location and time.

Actions

What actions will be taken to eliminate any future repeats of the incident (include timelines for completion and who is responsible).

Management/OHS Comments

Review Summary

Report Completed by:

Date:

Signature:

Phone Number:

School/Location



ADMINISTERING MEDICATION TO STUDENTS

Background

The Division recognizes that some students require prescription medications during school or school functions.

Procedures

1. The administration of medication or other medical treatment to students is to be limited to those situations where the child's attending physician has provided instructions for the appropriate administration of medication or treatment and the child's parent(s) have requested in writing (**Form 314-1: Administering Prescription Medication to Students**) that the school to engage in such medical treatment.
2. The principal shall make arrangements for two adults to administer the prescribed medication or medical treatment. The first shall be identified as the primary person; the second as the alternate.
3. A record of medical instructions and arrangements is to be retained in the school office.
4. A record of medication administration shall be maintained on **Form 314-2: Record of Prescription Medication Administration** by the individual administering the medication.
5. Medication shall be kept in a secure location.
6. The principal shall be responsible for informing all personnel having direct responsibility for the student, including the transportation supervisor, of the student's medical condition and the appropriate emergency procedures.
7. In an emergent situation where a student requires over the counter medication and the parent is unavailable to administer that medication, school personnel may administer that medication at the request of the parent.

References:

- [Education Act, S.A. 2012, E. O.3](#), S. 18, 20, 45, 60, 61
- [Emergency Medical Aid Act, R.S.A. 2000, C. E-7](#)



Administering Prescription Medication to Students

STUDENT'S NAME	DATE OF BIRTH	
SCHOOL	GRADE	DATE
NAME OF MEDICATION	NAME OF PHYSICIAN	
PRESCRIPTION START DATE	PRESCRIPTION END DATE (write "continued" if no end date)	
ATTACH PHYSICIAN'S INSTRUCTIONS		

Administered By

PRIMARY PERSON
ALTERNATE PERSON

I have received and read a copy of Administrative Procedure 314 for Golden Hills School Division.

I agree that the school may administer prescription medication as set out on this form.

 Date

 Parent/Guardian's Signature



STUDENTS WITH SEVERE (ANAPHYLACTIC) ALLERGIES

Background

Students with known severe allergies with the potential for anaphylactic shock require a medical management plan (see **AP 312 - Students with Severe Medical Conditions**).

The Division believes it is important to provide safe and caring environments for all students and therefore recognizes the responsibility to take precautionary measures that reduce the risk of severe allergic (anaphylactic) response. Anaphylactic response is life-threatening and requires immediate medical attention.

As per provincial legislation, and as a proactive measure for those students and staff members who may have an unexpected severe allergic response, Golden Hills has taken steps to reduce the risks by maintaining epinephrine auto-injectors (EpiPens) in every school and training school staff in their use.

Procedures

1. Each school will maintain at least one EpiPen with the appropriate dosage for the age of the student population
2. Schools should ensure the EpiPen is up to date and stored safely in a suitable location in their school
 - a) Principals should develop processes to ensure the following:
 - b) Staff are trained in the correct administration of the EpiPen
 - c) Suitable processes are in place to replace used or out of date EpiPen as required

References:

- [Education Act, S.A. 2012, E. O.3](#), 18, 20, 45, 60, 61
- [Emergency Medical Aid Act, R.S.A. 2000, C. E-7](#)
- Protection of Life Threatening Allergies Act (2019)



How to Use the EpiPen

How To Use EpiPen®

The EpiPen® Auto-Injector is a disposable, pre-filled automatic injection device that administers epinephrine in the event of a severe allergic reaction.

Remove the EpiPen® Auto-Injector from the carrier tube and follow these 2 simple steps:



- Hold firmly with orange tip pointing downward.
- Remove blue safety cap by pulling straight up. Do not bend or twist.



- Swing and push orange tip firmly into mid-outer thigh until you hear a 'click'.
- Hold on thigh for several seconds.



Built-in needle protection.

After injection, the orange cover automatically extends to ensure the needle is never exposed.

Call 911 after using EpiPen®.

<https://www.epipen.ca/en/about-epipen/how-to-use>



Parental Consent to Give Medical Treatment

TO BE COMPLETED BY PARENT (To be shared with parental consent – may be posted)

Student's Name: _____

ALLERGY DESCRIPTION

This student has a **DANGEROUS**, life-threatening allergy to the following:

and all substances containing them in any form or amount, including the following kinds of items:



AVOIDANCE

The key to preventing an emergency is **ABSOLUTE AVOIDANCE** of these allergens at all times.

GENERAL PRECAUTIONS

SYMPTOMS FOLLOWING EXPOSURE TO A PARTICULAR MATERIAL CAN INCLUDE:

- | | |
|--|---|
| <input type="checkbox"/> Hives and itchiness on any part of the body | <input type="checkbox"/> Swelling of any body parts, especially eyelids, lips, face or tongue |
| <input type="checkbox"/> Throat tightness or closing | <input type="checkbox"/> Coughing, wheezing or change of voice |
| <input type="checkbox"/> Nausea, vomiting, diarrhea | <input type="checkbox"/> Fainting or loss of consciousness |
| <input type="checkbox"/> Difficulty breathing or swallowing | <input type="checkbox"/> Other, please specify _____ |
| <input type="checkbox"/> Panic or sense of doom | |

EMERGENCY MEASURES

- Get EpiPen[®] (epinephrine) or other medication and administer immediately.
- **HAVE SOMEONE CALL AN AMBULANCE** AND ADVISE OF NEED FOR AN EpiPen (epinephrine).
- Reassure student; cover if chilled.
- Record the time at which EpiPen[®] (epinephrine) was administered.
- Have someone call the parent. If symptoms do not improve after the first EpiPen[®] (epinephrine) administration, administer a second dose of EpiPen[®] (epinephrine) in as early as 5 minutes after the first.
- Even if symptoms subside, students require medical attention because there may be a delayed reaction; take the student to hospital immediately in the ambulance.
- If possible, have a school staff member accompany the student to the hospital.
- Provide ambulance and/or hospital personnel with a copy of the student’s completed **Form 317-1: Physician Information Form for Anaphylaxis** for the student and the time at which the EpiPen[®] (epinephrine) or medication was administered.

I agree that the school may post my student’s picture, take the emergency measures listed above and that this information will be shared, as necessary, with the staff of the school and health care providers.

I have received and read a copy of **AP 317: Students with Severe (Anaphylactic) Allergies** for Golden Hills School Division.

Date

Parent’s Signature