



GOLDEN HILLS

SCHOOL DIVISION

AGENDA

TYPE: Regular Board Meeting

DATE: 10/25/2022 **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 September 20, 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 Modular Request (T. Sabir)

Action

9.2 Field Trip Studies/Excursion - Drumheller Valley Secondary School (B. Daverne)

Action

B) Information Items

9.3 Enrolment Monitoring Report - September 2022 (T. Sabir)

Info

9.4 IMR and Capital Projects Report (T. Sabir)

Info

9.5 Human Resources Monitoring Report (W. Miskiman)

Info

9.6 Annual Education Results Report DRAFT (AERR) (B. Daverne)

Info

9.7 Trustee Remuneration (T. Sabir)

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, September 20, 2022 (9:30 AM)

1.0 Attendance

Present:

- a) Chair
 - Laurie Huntley
- b) Vice Chair
 - Jen Mertz
- c) Trustees
 - Barry Kletke
 - Rob Pirie (Zoom)
 - Jim Northcott
- d) Superintendent
 - Bevan Daverne
- f) Associate Superintendent
 - Jeff Grimsdale
- g) Secretary Treasurer
 - Tahra Sabir
- h) Recording Secretary
 - Kristy Polet

Absent:

- c) Trustee
 - Justin Bolin
- e) Deputy Superintendent
 - Wes Miskiman

2.0 Call to Order

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

Chair Initials _____ Secretary Treasurer Initials _____

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#20220920.1001

MOVED by Trustee Northcott that the Board of Trustees go In Camera at 9:38 a.m.

4.2 Out of In Camera

Recommendation: BD#20220920.1002

MOVED by Trustee Kletke that the Board of Trustees rise from In Camera at 10:24 a.m.

Recessed at 10:24 a.m.

Reconvened at 10:35 a.m.

5.0 Approval of Agenda

5.1 Approval of Agenda

Recommendation: BD#20220920.1003

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

6.0 Welcome Public, Vision and Mission Statements

7.0 Presentation of Minutes

7.1 Organizational Minutes of August 30, 2022

Recommendation: BD#20220920.1004

MOVED by Trustee Kletke that the Board of Trustees approve the Organizational Minutes of August 30, 2022, as presented.

7.2 Regular Minutes of August 30, 2022

Recommendation: BD#20220920.1005

MOVED by Trustee Kletke that the Board of Trustees approve the Regular Minutes of August 30, 2022, as presented.

8.0 REPORTS

A) Chair's Report

Chair Huntley presented information on the following topics:

- Discussed meeting that took place September 8, 2022, with Education Minister, Adriana LaGrange.
 - Topics that were discussed were as follows:
 - Appreciation of support

Chair Initials _____ Secretary Treasurer Initials _____

- Public Bargaining Coordination
- Board Issues being dealt with through province wide policy and regulation
- Speech Language criteria for funded PUF services
- District Profiling for Special Needs Funding
- Red Tape Reduction (simplify grant procedures, CMR reporting and reporting in the funding event system)
- Discussed meeting with Mayor Pat Fule regarding shared services proposal.

B) Board Committees

Chair Huntley presented information on the Alberta School Boards Association (ASBA) Zone 5 meeting that was held September 9, 2022. Trustee Northcott was unable to attend.

- Discussed Prairieland School Division having a hard time filling teaching positions.
- Nathan Freed - New Field Services Representative.
- Discussed fuel price contingency.
- Discussed increase in Transportation funding
- 64 School Divisions have requested to use Capital Reserves.
- Discussed Municipal Relationships between School Boards and Municipal Boards.
- ASBA Zone 5 meetings will begin to be hosted at other division offices. There was no new information pertaining to ASBA, PSBAA and Teachers Employee Bargaining Association (TEBA).

C) Board Representatives to External Organizations

There is nothing new to report on currently.

Associate Superintendent Grimsdale excused himself at 10:50 a.m.

D) Administration Reports

Secretary Treasurer Sabir reported on the following topics:

- Trinity Christian Academy (TCA) - Modularity have arrived and are being installed, occupancy should take place by November 1, 2022.
- Summer Projects - many projects on the go over summer, some challenges are supply shortage, which in return are delaying projects.
- Discussed Acme School Replacement Request for Proposal (RFP) for Prime Consulting Services and for Site Investigation and Material.
- Transportation:
 - Working on bus routes that have longer run times.
 - Bus drivers will run their route before school starts to get the exact timing in the morning and afternoon.
 - Golden Hills has recently hired seven new drivers and is constantly interviewing and training.
 - Update: - Golden Hills has taken the next step by deploying a bus pass software on most of our school buses. It is a communication platform that is a reader-free check on system for students on and off the bus. Prior to this system, bus drivers performed this work manually.

Chair Initials _____ Secretary Treasurer Initials _____

- Alberta Risk Management Insurance Consortium (ARMIC) executive marketing team met with Underwriters in London, UK and Halifax, NS. from September 2-15, 2022.
 - Discussed risk management, 38 schools have been inspected in the ARMIC group.

Superintendent Daverne presented information on the following topics:

- HR Update:
 - Teacher positions - challenging in certain areas, approximately eight positions to fill.
- Deputy Superintendent Miskiman attended the Simon Fraser University Career Fair on September 16, 2022.
- International Student Program is full, in need of Homestay housing.

Associate Superintendent Grimsdale returned at 11:20 a.m.

9.0 NEW BUSINESS

A) Action Items

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

Recommendation: BD#20220920.1006

MOVED by Trustee Northcott that the Board of Trustees approve the name of the football field at Drumheller Valley Secondary School after community member Don Robertson.

B) Information Items

9.2 Preliminary Enrolment Monitoring Report (T. Sabir)

Recommendation:

Secretary Treasurer Sabir presented information on the Preliminary Enrolment for the Month of September 2022.

9.3 System Enhancement Monitoring Report (J. Grimsdale)

Recommendation:

Associate Superintendent Grimsdale presented information to the Board of Trustees on how we are committed to constant improvement, ongoing professional development to learn about and utilize best research-based practices within education.

9.4 Family School Community Resource Program Report (J. Grimsdale)

Recommendation:

Associate Superintendent Grimsdale presented information to the Board of Trustees on how GHSD Family School Community Resource Program strives to assist students in developing social-emotional learning competencies that they will need to be successful in school and later in life. Understanding and promoting positive mental health in schools is a shared responsibility of parents, educators, and community partners.

Recessed at 12:20 p.m.

Reconvened at 12:54 p.m.

Chair Initials _____ Secretary Treasurer Initials _____

9.5 Administrative Procedures (AP 312, 313, 314 and 317) (B. Daverne)

Recommendation:

Superintendent Daverne presented information on the following Administrative Procedures that have been reviewed and revisions made by the appropriate stakeholders:

- 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
 - 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.

10.0 ADJOURNMENT

10.1 Adjournment

Recommendation: BD#20220920.1007

That the Board of Trustees adjourn at 1:06 p.m.

Chair

Secretary Treasurer

Chair Initials _____ Secretary Treasurer Initials _____



MODULARS REQUEST

2023/2024 SCHOOL YEAR

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

October 25, 2022

Backgrounder

The provincial government requires a prioritized list of modular classroom requests from all school boards annually. By relieving accommodation pressures within a school, modular classrooms can make an important contribution to bettering the student learning experience.

Alberta Education's submission date for requesting new modular classrooms for the 2022/2023 school year is **on or before November 1, 2022**.

Reasons for this change:

- To provide time for your division to consult with your schools, review enrolment data from the September 29 count.
- To ensure there is sufficient time for Education's review of submission and for the Deputy Minister to review and approve recommendations before the end of this year.

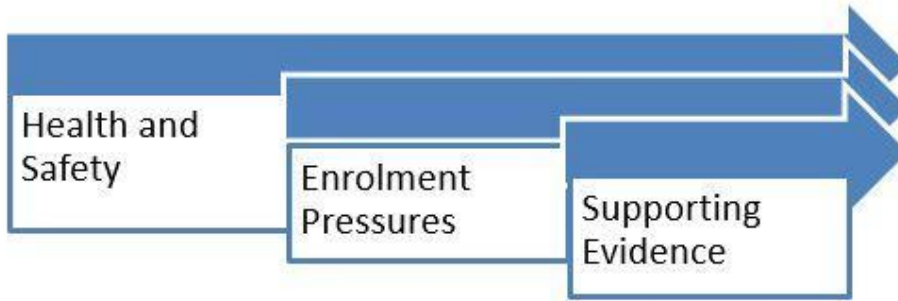
Once again, Capital Planning will accept and consider requests from school boards for the demolition of portable/modular classrooms and the reclamation of the affected school sites. In order to submit a request, information verifying the condition of the portable/modular classroom must accompany the submission.

Over the past few years, Capital Planning has been able to redeploy a number of existing modular/portable classrooms between jurisdictions. In doing this, they are asking Divisions to identify units in good condition that may be surplus to our needs. In order to be considered for reallocation, we must:

- Ensure that the condition of the units being redeployed is "good";
- Units built post-2014 require Manufacturer name, modular type and age;
- Units built pre-2015 require Manufacturer name, configuration drawings and Operations & Maintenance Manual;
- and a third-party assessment report.

Capital Planning has requested that school jurisdictions identify; in priority order, emergent modular classroom needs and portable/modular classroom move requests for 2022/2023. As in previous years, Alberta Education will use the following criteria to determine the priority order for the allocation of modular classrooms to school jurisdictions:

Criteria to Determine Priority Order for Modular Classrooms



As previously mentioned, the deadline date for submission to Alberta Education is on or before **November 1, 2022**. Alberta Education has advised this deadline will allow the approved units to be ordered, constructed, delivered and set up in time for the start of the 2023/24 school year.

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

Strathmore High School (SHS) Strathmore - Grades 10-12	
Utilization Rate from 2021/2022	85%
Enrolment Headcount	810 students; Projections indicate continued growth
Issue	Every classroom is fully utilized Exhausted all other approaches to increase usage & efficiency of existing space Growth in students and programs have created the need for more classroom space Currently relocated the band program and a number of other programs at temporary locations outside of the school
Request	Funding for 1 modular classrooms
Proposed Placement	See attached

Trinity Christian Academy Strathmore – Grades 1-9	
Utilization Rate from 2021/2022	99%
Enrolment Headcount	212 students
Issue	Program Continues to grow and all the TCA classrooms are full. For the past 5 years enrollment has grown. We anticipate future growth to continue at a similar rate. Currently we have 20% of students relocated at temporary locations outside of school.
Request	Funding for 2 modular classrooms
Proposed Placement	See attached

Prairie Christian Academy – Grades K-12	
Utilization Rate from 2021/2022	100%
Enrolment Headcount	367 students – Projections show this program to increase by over 120 students in the next 15 years.
Issue	Program continues to grow and classroom space is fully utilized with a science lab and art classroom sharing space. Current CTS room is used as a classroom. Large grade 1 class that needs to be split for the next 11 years. Currently Grade 5 class has been relocated at a temporary location outside of school.
Request	Funding for 1 modular classroom
Proposed Placement	See attached

Recommendation:

That the Board of Trustees approves the recommended modular requests for the 2023/2024 school year.

School	Request
Strathmore High School (Strathmore)	1 modulars
Trinity Christian Academy (Strathmore)	2 modulars
Prairie Christian Academy (Three Hills)	1 modular
TOTAL	4 modulars

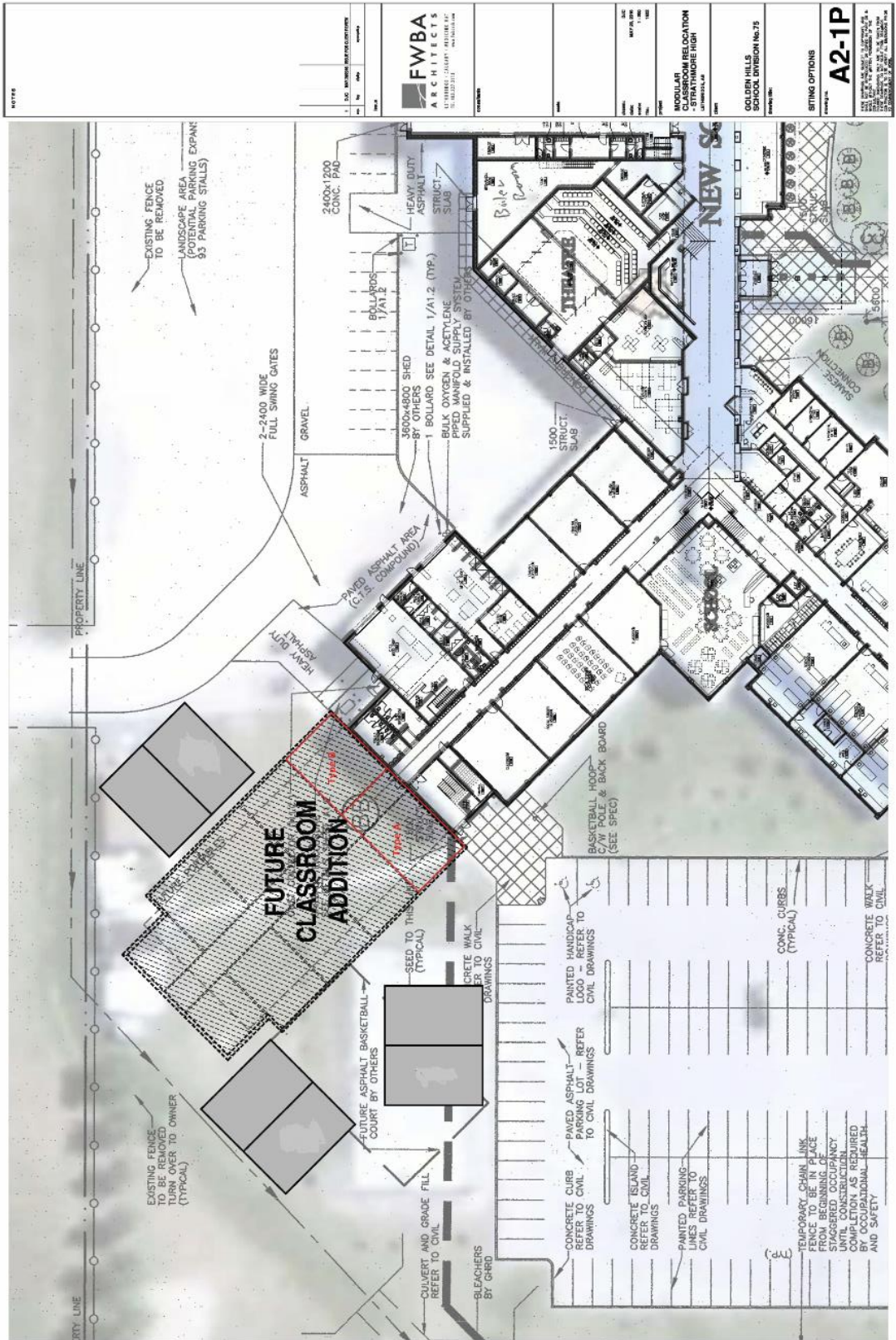


Bevan Daverne
Superintendent

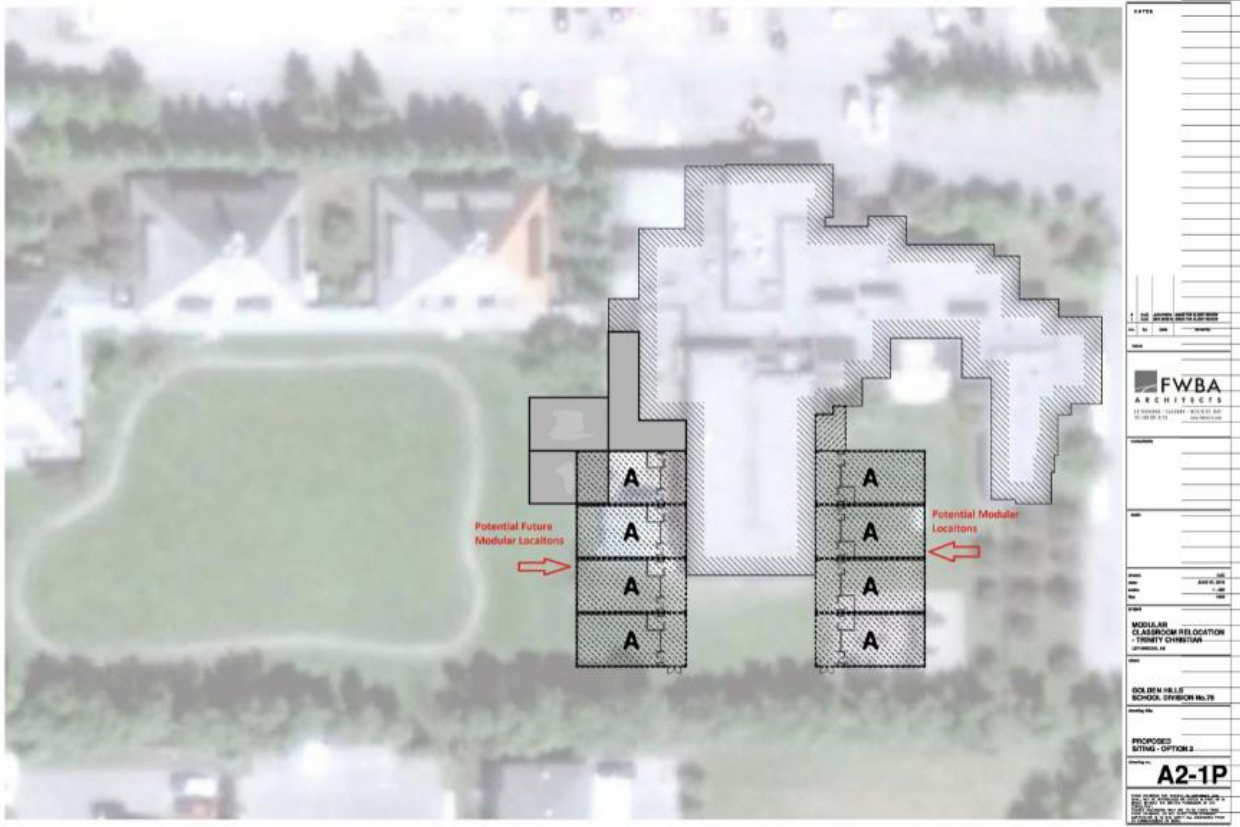


Tahra Sabir
Secretary Treasurer

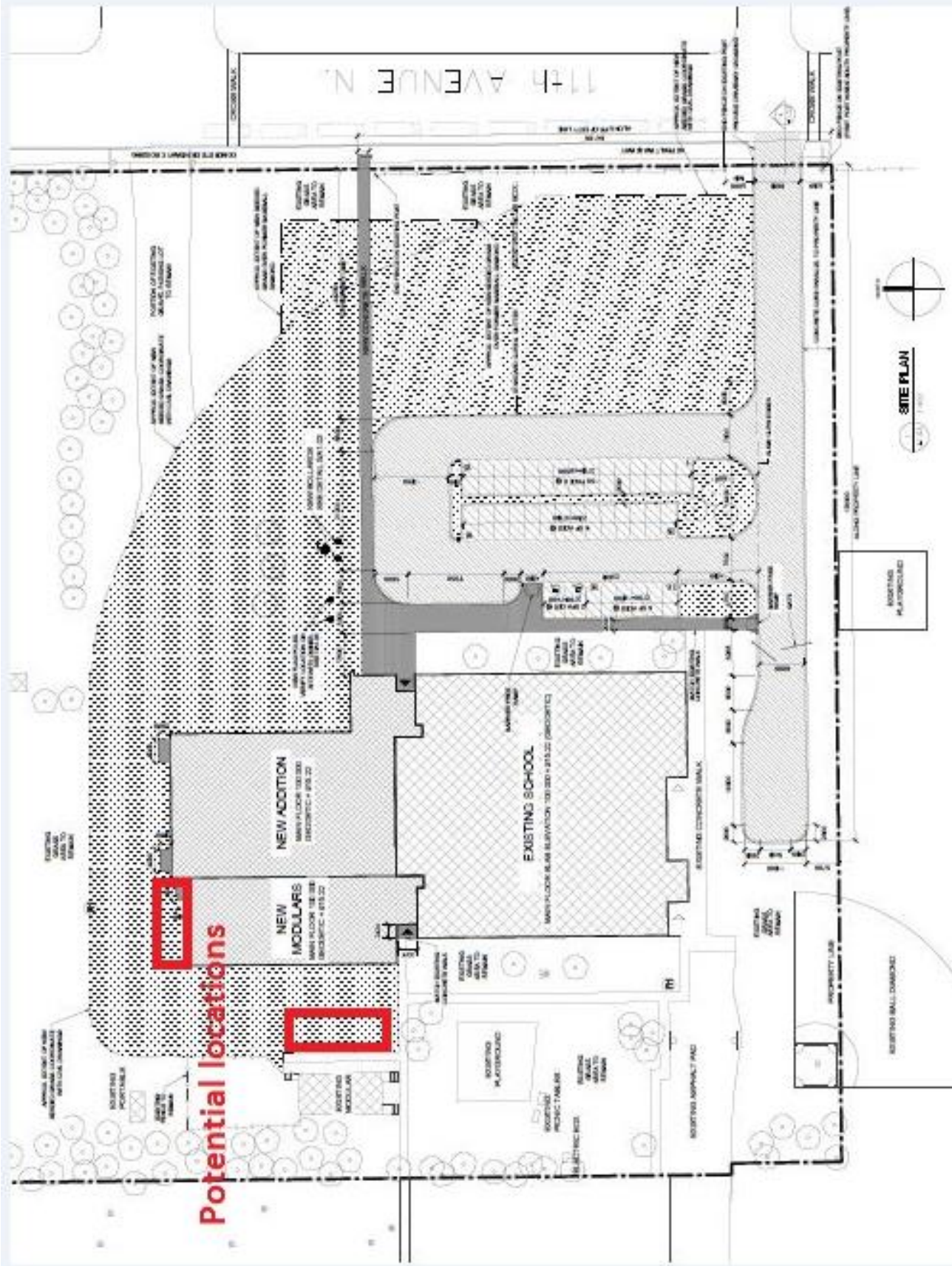
Strathmore High School



Trinity Christian Academy



Prairie Christian Academy





FIELD TRIP STUDIES/STUDENT EXCURSION Drumheller Valley Secondary School

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

October 25, 2022

Background:

Drumheller Valley Secondary School requests permission, in accordance with Administrative Procedure 260 and Board Policy 2, for an international high school field trip to London, Paris and Rome tentatively from March 27 to April 6, 2024 (dates may change by a day or two depending on flights).

Field Excursion Summary:

- The purpose of the 2024 international trip to London, Paris and Rome is to allow students to become Global citizens by experiencing community development through a Service Learning Tour
- Students: TBD grades 10 to 12
- The trip will be 10 days
- One day of instructional time will be missed
- Supervision to student ratio 1:2
- Trip Itinerary attached

The administration will complete a risk assessment as required by Administration Procedure 260- *Field Studies/ Student Excursions*. The risk assessment process will ensure that all the requirements of Procedure 260 are fully completed before departure.

Please find attached, for your reference, the Itinerary for the Field Trip/Student Excursion.

Recommendation:

That the Board of Trustees approves the proposed high school field studies/excursion for Drumheller Valley Secondary School to London, Paris and France from March 27 to April 6, 2024 subject to advisory notices from Foreign Affairs and International Trade Canada website http://www.voyage.gc.ca/countries_pays/updates_mise-a-jour-eng.asp such that if a travel warning is issued prior to the trip and not rescinded before the departure date, the trip will be cancelled and parents must be advised that this will be the case.

Bevan Daverne
Superintendent of Schools

What you'll experience on your tour

Day 1: Fly overnight to England

Day 2: London

- Meet your Tour Director at the airport in London, a city of 8 million people that has become one of the world's great melting pots while maintaining a distinct character that's all its own.
- Take a walking tour of London: The Strand; Trafalgar Square; Leicester Square; Covent Garden.

Day 3: London

- Take an expertly guided tour of London. Admire architectural marvels like the Baroque domes and spires of St. Paul's Cathedral, the 17th-century church designed by Sir Christopher Wren. Enjoy checking out the lively five-way intersection at Piccadilly Circus. You may even get a chance to witness the ceremonial Changing of the Guard. And don't forget to snap a picture of Big Ben and the Houses of Parliament.
- Time to see more of London or
➔ head to the London Eye.

Day 4: London | Paris

- Travel by Eurostar train to Paris, the City of Light.

Day 5: Paris

- Take an expertly guided tour of Paris. Ride down the Champs-Élysées, an elegant boulevard packed with high-fashion boutiques. Pass the Place de la Concorde and the Arc de Triomphe and strike a pose in front of the Eiffel Tower.
- Time to see more of Paris or
➔ visit Versailles.

Day 6: Paris | Night train

- Take a walking tour of Paris: Latin Quarter.
- Catch a glimpse of Notre Dame Cathedral.
- Travel by night train to Rome.

Day 7: Rome

- Arrive in Rome, a city that integrates its past into the present better than any other.
- Take an expertly guided tour of Rome.
- Explore the Colosseum, the world's most famous arena. Here, you can almost hear the stamping feet of the crowds gathered for gladiatorial combat.
- Visit the Roman Forum, where Julius Caesar gave many of his great political speeches.

Day 8: Rome

- Take an expertly guided tour of Vatican City.
- Visit the Sistine Chapel, where you can marvel at Michelangelo's breathtaking ceiling.
- Visit St. Peter's Basilica.
- Take a self-guided walking tour of Rome: Trevi Fountain; Pantheon; Piazza Navona; Spanish Steps.

Day 9: Depart for home

➔ 2-DAY TOUR EXTENSION

Days 9-10: Sorrento region | Rome

- Take an expertly guided tour of Pompeii.
- Visit the Pompeii Roman Ruins.
- Explore Capri on an expertly guided tour and then set sail on a boat cruise.
- Return to Rome.

Day 11: Depart for home



It's so hard to believe that a year ago today, we boarded a plane and headed off for a trip of a lifetime. I miss you guys! #EFtours #London #Paris #Rome #tripofalifetime #readytoreturn @eftours

– KAYLA, TRAVELLER



Via Instagram

Went to London, Paris, and Rome. Best week and a half of my life!

– PATRICK, TRAVELLER



Via Facebook



ENROLMENT BACKGROUNDER

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

October 25, 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 September 29, 2022, enrolment of provincially funded students, Siksika funded students and International funded students.

Recommendation:

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

Bevan Daverne
Superintendent

Tahra Sabir
Secretary Treasurer

Enrolments for September 29, 2022 (subject to change)

SCHOOLS	22/23 ACTUAL		21/22 ACTUAL		Difference from 21/22 to 22/23 ACTUAL	Actual Difference from 21/22 to Projected	# Students
	Enrollment #	Total	Enrollment #	Total			
Prairie Christian Academy (Gr. K-12)	231.00		275.00		16.00	(2.00)	
Three Hills School (Gr. K-12)	450.50		457.50		(7.00)	21.00	
Trochu Valley School (Gr. K-12)	249.50		235.50		14.00	13.50	
Sub Total		991.00		968.00		32.50	8166
Acme School (Gr. K-8, 10-12)	198.00		188.50		9.50	7.00	22
Carbon School (Gr. K-8)	50.50		59.00		(8.50)	1.00	24
Dr. Elliott Community School (Gr. K-8)	184.50		185.50		(1.00)	9.00	38
Sub Total		433.00		433.00		17.00	35
Drumheller Valley Secondary School (Gr. 7-12)	382.00		391.00		(9.00)	(20.00)	36
Greentree Elementary School (Gr. K-8)	327.50		321.00		6.50	6.00	166
Sub Total		709.50		712.00		(14.00)	
INTERNATIONAL STUDENTS (ISS)							
Ecole Brentwood Elementary School (Gr. K-8)	192.50		208.50		(16.00)	1.00	18.00
Crowther Memorial Junior High (Gr. 7-9)	505.00		468.00		39.00	30.00	80.30
George Freeman School (Gr. K-9)	440.00		414.00		26.00	38.00	33.50
Strathmore High School (Gr. 10-12)	672.00		654.00		18.00	19.00	96.40
Trinity Christian Academy (Gr. K-9)	186.00		188.50		(7.50)	(9.50)	3.50
Westmount Elementary School (Gr. K-8)	351.50		350.50		1.00	19.50	1.00
Wheatland Elementary School (Gr. K-8)	292.00		290.50		1.50	10.50	232.70
Carseland School (Gr. K-8)	72.00		82.50		(9.50)	(2.00)	248
Wheatland Crossing School (Gr. K-12)	335.50		327.00		8.50	(7.50)	10.0
TOTAL	5,190.00	3,058.50	5,074.50	2,502.50	115.50	134.50	268.0
							2.28%
NON PRIMARY							
Colony Schools	370.00		347.00		23.00	(2.00)	226.00
Drumheller Outreach	17.00		17.00		0.00	0.00	346.00
Golden Hills Learning Academy	226.00		238.00		(12.00)	51.63	Total
Northstar Academy	346.00		448.00		(102.00)	3.97	
Strathmore Storefront	72.00		65.00		7.00	0.00	
TOTAL	1,031.00		1,115.00		(84.00)	53.60	
PROVINCIAL FTE TOTAL	6,221.00		6,189.50		31.50	188.10	
Headcount							
Homeschool	763.00		1,020.00		(257.00)		
Shared Responsibility	188.00		323.00		(135.00)		
Kindergarten at full	186.00		198.00		(2.00)		
ISS	256.00		200.00		56.00		
Siksika	155.00		155.00		0.00		
HEADCOUNT TOTAL	7,779.00		8,085.50		(306.50)		



IMR MONITORING REPORT

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

Resource Persons:

Kevin Paschal

Jim Pike

October 25, 2022

OVERVIEW:

Alberta Education funds school divisions on an annual basis for buildings owned by the jurisdiction.

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

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

Infrastructure Maintenance Renewal (IMR) & Capital Maintenance and Renewal (CMR) funding is to provide upgrading and/or replacing major building components to meet regulatory requirements for health and safety, extend the life and quality of school facilities meeting the requirements of educational programs and students with special needs, and improve energy efficiency to achieve cost savings.

Infrastructure Maintenance and Renewal (IMR) program is annual funding based on the school year. IMR funding is determined using student enrolment (50%), age of building (24%), area of building (21%), geographic location (3%), and other factors (2%).

Capital Maintenance and Renewal (CMR) Capital Maintenance and Renewal (CMR) program has been implemented, providing funding for specific maintenance and renewal projects. Funding and Reporting Dates are from April 1 to March 31 of each year.

IMR & CMR Funding Schedule History

Year	Dollar Amount
2018/2019 (IMR)	\$ 1,784,978
2019/2020 (IMR)	\$ 1,942,000
2020/2021 (IMR)	\$ 1,935,190
2021/2022 (IMR)	\$ 834,846.00
April 2021 to March 2022 (CMR)	\$905,192
April 2022 to March 2023 (CMR)	\$ 576,685.00

Summary of IMR 2021/2022 Funding

Description	Amount
Annual IMR Funding 2021/2022	\$ 834,846.00
Last year's carry forward	\$ 145,796.00
Summer Projects	\$ 1,018,342.32 *
Contingency	\$-37,606.97

Summary of CMR Funding 2021/2022 School Year

Description	Amount
Annual CMR Funding April 2022 to March 2023	\$ 576,685.00
Last year's carry forward	\$ 368,845.00
Summer Projects	\$ 655,367.92*
Contingency	\$ 290,162.08

SUMMARY & IMPLICATIONS:

Currently Golden Hills has an approximate asset replacement cost of \$352,200,000 in owned schools and facilities. Industry standard advises a minimum benchmark of 1.5% to 3% of Infrastructure Maintenance Renewal Funding. These are funds considered necessary for annual preservation and maintenance of buildings. The combined funding from IMR and CMR is a total of \$1.4M which is below the industry standards.

PowerPoint to be presented at the board meeting.

RECOMMENDATION:

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



Bevan Daverne
Superintendent



Tahra Sabir
Secretary Treasurer

Summary of Summer Projects 2021-2022:		
IMR & CMR Summary		
Projects Completed for the year 2021/2022		
School	Description	Amount
Acme	Ultrasonic water flow sensor, replace fire devices and ceiling tile due to fire, duct cleaning and air testing, locker room furnace replacement,	\$57,442
École Brentwood	Upgrade two (2) exterior lights to led, upgrade, interior emergency lights and exit signs to LED, remove dangerous tree, furnace motor, install backflow preventer, two (2) security cameras	\$15,101
Carbon	Replace boiler expansion tank, install flow meter, replace door frame and continuous hinges, three (3) security cameras	\$19,697
Carseland	Replace smoke detectors, upgrade six (6) pole lights and 15 wall mounted lights to led, roof assessment drawings and specs, replace blinds for security	\$29,002
Crowther Memorial Junior High	Replace boiler. Replace fire sprinkler valves, two (2) gauges, escutcheon and flow switch. Replace compressor condenser. Replace conduit and wire for exterior light. Replace gas valve and thermostat in portables. Replace roofing and flashings on five (5) portables. Exterior hose bib and vacuum breaker. Two (2) exterior LED lights and five (5) security cameras. Carpet in band portable, ceiling tile, wall panels, section of metal siding. Replace carpet in Principals offices with vinyl plank	\$250,632
Dr. Elliott	Phase II - Replace three (3) windows and frames. Install retaining wall and paving to control water flow. Install ultra sonic water meter. replace combustion blower on boiler. Replace under counter sump pump, one (1) toilet and mop sink faucet. Phase I - electrical upgrades	\$212,179
Drumheller Valley Secondary School	Install ultrasonic water meter. Upgrade combustion air ducting for boilers, extend intake ductwork to prevent snow intake form the roof, replace two (2) boiler burners, replace shower mixing valve, install electric heater in water room. Phase II LED lights in 12 classrooms, add GFCI outlet in two (2) barrier free washrooms for change table. Replace two (2) door closers. Line painting in newly paved student parking. Replace emergency light covers in gym	\$124,341
George Freeman	Add dedicated outlet in foods room for fridge	\$489
Greentree	Install ultrasonic water meter. Phase II - remove drywall ceiling, install ceiling grid and LED lights. Replace three (3) entryway concrete pads, add concrete walkway into portables. Vinyl plank in staff room. Upgrade 15 lights to LED. Replace upstairs boy's washroom urinals, install epoxy floor, replace shut off valves and paint walls	\$66,337

Prairie Christian Academy	Install ultrasonic water meter. Install exterior ladder to access gym roof. Replace failed roofing. Phase I - replace nine (9) heat exchangers in one boiler	\$104,103
Strathmore High School	Replace six (6) sprinkler system water gauges and escutcheon. Two (2) - 20hp pump VFD's and boiler flow switches. Replace backstop winch, cables and pulley. Replace expansion tank. Replace hose bibb, vacuum breaker and hand wash sink. Replace damaged divider curtain. Replace two (2) contactors for parking lot receptacles. Replace and photocell for exterior lighting. Replace damper motors, glycol heat pump and ductless split motor. Replace carpet in gathering area with epoxy. Upgrade 14 light fixtures to LED	\$78,325
Storefront		
Three Hills	Replace fire panel charging circuit board. Replace broken water line and install isolation valve. Install ultrasonic water meter. Replace pea gravel driveway with concrete	\$38,289
Trinity Christian Academy	Replace six (6) smoke detectors and three (3) heat detectors, adjust sprinkler head heights and install escutcheon. Replace hot water recirc pump. Complete power assessment, replace 13 light ballasts. Install backflow preventer. Roof assessment, drawings, and specs. Replace and rewire condenser unit	\$53,080
Trochu Valley	Replace two (2) fire sprinkler gauges. Upgrade intercom/P.A. system. Install safety barrier. Replace hands free faucet. Install ultrasonic water meter. Replace two (2) RTU	\$137,665
Westmount	Install ball drip for fire Siamese connection, install main drain to fire suppression system. Remove dangerous tree. Replace motor, control board and ignition board on roof top unit. Replace urinal sensor flush valve, replace fire cabinet shut off valve. Install metal cladding and led light under entrance canopy. Replace Boilers	\$180,890
Wheatland Elementary	Replace two (2) fire sprinkler water gauges, replace two (2) exterior balls with horn/strobes, install emergency lights. Replace damaged sub floor in portable and install vinyl flooring, replace classroom flooring with vinyl plank. LED lights in classroom. Replace 70 interior locksets for lockdown security. Install backflow preventer. Install acoustical panelling in counselling rooms. Replace high limit and low water cut off sensors for boilers, replace blower motor.	\$70,980
Wheatland Crossing	Phase two (2)- replace 94 lights to LED with classroom dimmable switches. Replace four (4) security system relays. Install ultrasonic water meter. Replace wastewater treatment controller, breakers and pump	\$19,443
	Total	\$1,457,995



HUMAN RESOURCES BACKGROUNDER

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

October 25, 2022

Background:

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

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

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

Recommendation:

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

Bevan Daverne
Superintendent

Wes Miskiman
Deputy Superintendent



HUMAN RESOURCES MONITORING REPORT

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

Resource Person:

Wes Miskiman, Deputy Superintendent of Schools

October 25, 2022

REPORTING PERIOD: (Actuals 2021-2022 & Estimates to Current 2022-2023)

OVERVIEW:

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

SECTION I: Overview of Staffing (Based on Data as of October 15, 2022)

- **Total Certificated Staff (Teachers)** – Head Count is in black, and the FTE is in blue and in brackets

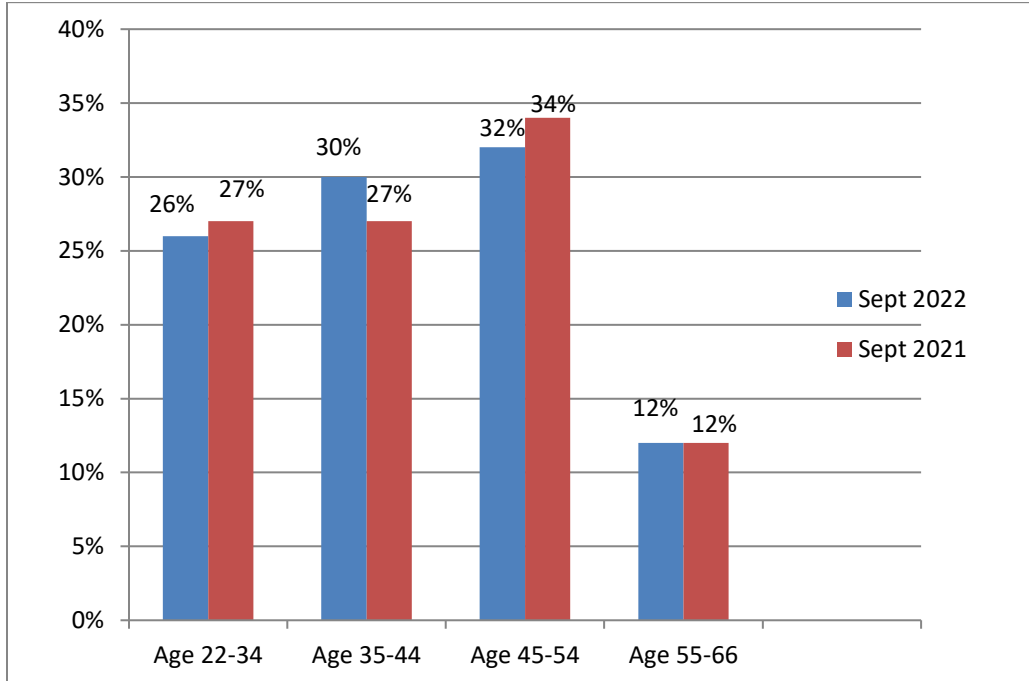
Role of Certificated Staff	2022-2023	2021-2022
School Based Certificated Staff	398 (371.73)	389 (366.11)
Educational Consultants (Certificated)	3 (2.6)	3 (2.6)
Instructional Coaches	6 (5.2)	5 (4.7)
Early Intervention- Literacy/Numeracy Teachers	9 (7.3)	8 (7.3)
Director of Learning	1 (1.0)	1 (1.0)
Superintendent/Associate Superintendents	3 (3.0)	3 (3.0)
Total	420 (390.83)	409 (384.71)

Note: An overall increase of approximately 6.12 FTE teachers which is in line with the budget and with the increase in student enrolment.

- **Gender Breakdown of Certificated Staff**

Gender	2022-2023		2021-2022	
	Number	Percentage	Number	Percentage
Female	312	74%	294	71%
Male	108	26%	115	29%
Total	420	100%	409	100%

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



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

- **Total School-Based Support Staff** – Head Count is in black, and FTE is in blue as of October 15, 2022

Job Classification	2022-2023	2021-2022
Educational Assistants	180* (152.93)	172* (141.8)
Secretaries	41 (36.31)	40 (35.61)
Caretakers	30 (26.11)	30 (26.6)
Family Resource Workers	10 (9.19)	11 (9.09)
Maintenance	14 (13.4)	14 (13.4)
Transportation	70 (70)	71 (71)
International	18 (15)	22 (19.1)
Division Office Support	25 (23.6)	25 (23.6)
Total	388 (346.54)	385 (340.22)

*We normally start the new school year down in EA numbers and add additional EAs throughout the year as students are designated or student need increases. This school year, we were able to add EA support prior to October 15, 2022, so the increase in FTE is included in this report. The increase in

educational assistants is also as a result of the implementation of the targeted intervention program and additional speech and occupational therapy supports.

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

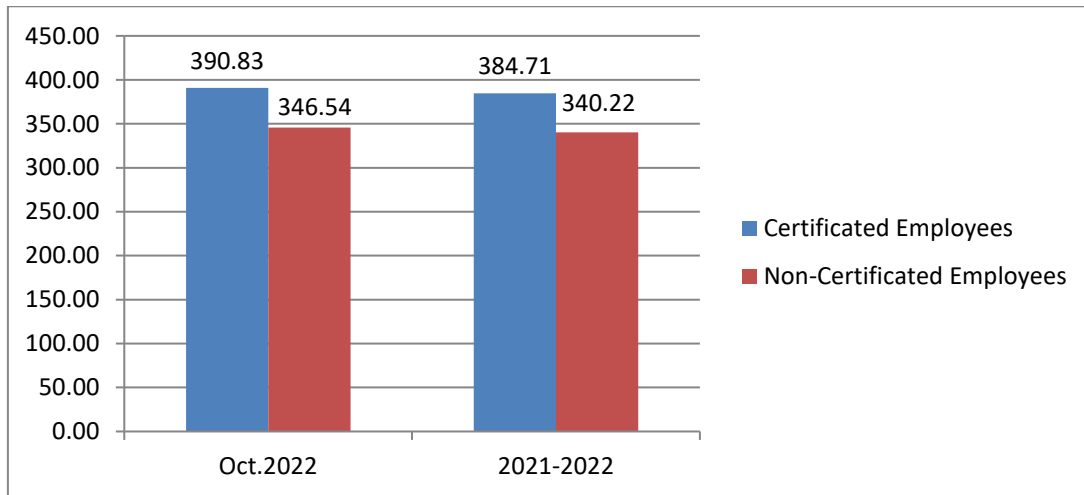
	2022-2023		2021-2022	
	Number	Percentage	Number	Percentage
Certificated	85	47%	83	46%
Non-Certificated	95	53%	89	54%
Total	180	100%	172	100%

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

	Retirees		Resignations		New Hires & Contract Renewals	
	2021/2022	2020/2021	2021/2022	2020/2021	2021/2022	2020/2021
Certificated Staff	13	7	14	8	62	35
Non-Certificated Staff	10	14	34	19	70	64
Total Staff	23	21	48	27	132	99

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

SECTION II: Staffing Levels (Based on FTE)



- Certificated Employees includes Superintendents, Director of Learning, Principals, Associate Principals, Instructional Coaches, Consultants, and Teachers.

- Staffing levels fluctuate throughout the year and more hiring is anticipated in the second semester. Total FTE for 2022/2023 will end up being slightly higher than what is reported above.

Calculation of Pupil Teacher Ratio (PTR)	
Enrolment Count as of September 30, 2022	2022/2023
Provincially Funded Students (Does not include Traditional Home Ed or GHLA & NSA students)	5386.75
Siksika Funded Students	155.0
International Funded Students*	243.2
Total Students (Classroom Only)	5784.95
Total Professional Employees (Does not include centrally-based/GHLA or NSA certificated staff.)	327.73
PTR Calculation (e.g. 6037.2/327.73)	17.652

*The number of International Students fluctuates in FTE during the year due to the differences in the short and long-term programs.

- Golden Hills strives to keep PTR low and sustainable with the support of school reserves.
- The actual PTR has been under 18.0 for the last number of years:
 - 2021-2022- 17.93
 - 2020-2021- 16.75
 - 2019-2020- 17.65
 - 2018-2019- 17.78
 - 2017-2018 - 17.40
 - 2016-2017 - 17.25
 - 2015-2016 - 17.42
 - 2014-2015 - 17.76
 - 2013-2014 - 17.42
 - 2012-2013 - 17.74
 - 2011-2012 - 17.42
- The PTR does not include centrally based certificated staff.

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

- During the 2021-2022 school year, Golden Hills appointed one Acting Principal (SHS) and one Term Principal (Tri-Campus), both for a short period of time to cover leaves/vacancies in two of our schools. Golden Hills also appointed one Associate Principal (NSA) and one Acting Associate Principal (DVSS), (As per the report to the Board – June 2022 – Administrative Designations).
- For the 2022-2023 school year, Golden Hills appointed 10 new school-based administrators (4 new Principals and 6 new Associate Principals) (As per the report to the Board – June 2022 – Administrative Designations). Golden Hills renewed 10 school-based administrator contracts for the start of the 2022/2023 school year (5 Principals and 5 Associate Principals).
- Teacher recruitment strategies, including participation at seven career fairs (4 in person and 3 virtual), during the 2021-2022 school year facilitated a strong candidate pool for our early spring postings which helped the district retain a balanced workforce. The school division responded to a strong interest shown by the graduating teachers at the following career fairs: University of Calgary, University of Alberta, Concordia University, King’s University, University of Lethbridge and two EdTalent Job Fairs hosted by *ApplytoEducation* attended by education graduates from numerous universities from across Canada.
- For the 2022-2023 school year, teachers in Golden Hills were recruited from across the country as per the following percentages. The percentages from the previous year are indicated in blue. The data indicates that last year we recruited a larger percentage of our teachers from outside Alberta.
 - 88.9% from Alberta (95.24% - Previous Year)
 - 11.1% from elsewhere in Canada (4.76% - Previous Year)
- There are currently 197 approved substitute teachers in the district. Last year, there were 261 substitute teachers approved in the district. We have 107 active substitute teachers in our district. Supply for substitute teachers is adequate most of the time, in most schools in the district, however, at peak times substitute teachers are hard to book. We actively recruit all teacher applicants for substitute teaching and advertise on an ongoing basis. All substitute teachers are interviewed and referenced prior to being placed on the substitute list. This year, due to the increased distance of some our schools from Calgary, we are focusing our efforts on recruiting substitutes teachers for these specific regions/areas in our district.

SECTION IV: Other Highlights/Initiatives

- Human Resources Administrative Procedures
 - We have updated almost all of the human resources administrative procedures. This school year, we will review the updated administrative procedures with a committee comprised of administrators, teachers and support staff. After this committee has

reviewed the draft administrative procedures, they go to the Administrators' group for review and then to the Board as an information item.

- Occupational Health & Safety and Alberta Health Services Inspections of our Schools
 - During the 2021-2022 school year, none of our schools were inspected by Occupational Health & Safety as per provincial protocols. Two of our schools were inspected by representatives from Alberta Health Services. Both inspections went very well with no deficiencies noted in either of the schools.
- Workers Compensation Board Processes
 - We have updated all of our WCB processes and forms for the 2022-2023 school year. The forms and the processes were discussed with our Administrators at the last Administrators' Meeting.
- Bill 85 – Students First
 - Bill 85 requires all teachers to provide an updated Criminal Record Check and an updated Vulnerable Sector Search every five years. We are currently developing processes so as to make this as easy as possible to complete for our teachers.
- Payroll and Human Resources Processes
 - This school year we are conducting a review of all of our payroll and human resources processes so as to make them as efficient as possible.
- Personnel Files
 - This school year, we are continuing the work of digitizing our personnel files. Our goal is to complete the digitization of all of our archived personnel files.
- Teacher Growth, Supervision and Evaluation
 - The Teacher Growth, Supervision and Evaluation Administrative Procedure is in the tenth year of implementation in the district. The renewed documents with the new Teaching Quality Standards were implemented during the 2020-2021 school year.
 - A database tracks the teacher summative evaluations. Principals, Associate Principals and the Deputy Superintendent complete and submit summative evaluation reports for teachers as per the administrative procedure.
 - There were 92 teacher evaluation reports completed during the 2021-2022 school year. There were 72 teacher evaluations completed during the 2020-2021 school year.
- Supervision and Evaluation of Support Staff
 - The supervision and evaluation administrative procedure for support staff is in the eighth year of implementation. One quarter of all support staff and all new support staff to the district will be evaluated this school year. A database tracks the support staff evaluations within the district.
- Job Descriptions
 - We have completed the development of job descriptions for all positions in the district. The corresponding physical demands analysis for all positions in the district has also

been completed. We continue to update both the job descriptions and the physical demands analysis as required.

- Staff Wellness Program
 - The District Staff Wellness Program, developed by a committee of staff and implemented during the 2016-2017 school year, will continue for the 2022-2023 school year. The District Staff Wellness Program distributes resources and funding to the different sites to support local staff wellness initiatives. Each site has a designated Wellness Champion to lead the local staff wellness initiatives. The feedback from staff has been very positive.
- Status of Collective Agreements
 - The term of the Collective Agreement between the Golden Hills School Division and the Alberta Teachers Association is September 1, 2018 to August 31, 2020. We will commence bargaining with our local teachers as soon they notify us that they are ready to bargain.
 - The term of the Collective Agreement between the Golden Hills School Division and CUPE Local 2347 is September 1, 2017 to August 31, 2020. We have had one bargaining session where we exchanged proposals.
- Conditions of Employment Handbooks
 - We have completed either an update or a new handbook for the following seven groups of employees:
 - Division Office (Non-Certificated) Employment Conditions Handbook
 - School-Based Support Staff Handbook
 - Bus Driver Handbook
 - Custodial Handbook
 - Dorm Supervisor Handbook
 - FSCRC Handbook
 - Maintenance Handbook

SECTION V: Concluding Comments

- An increase in student enrolment assists Golden Hills in being an employer of choice, implementing the Powerful Learning Framework, building teacher competencies, and providing a broad range of high-quality supports and programs for students.
- Always striving to be an employer of choice, the school division focusses on providing a range of competitive benefits and supports for all staff that are sustainable within the current financial context. The renewed supervision/evaluation procedures, safety, wellness, retirement workshops, return to work programs and the Employee Family Assistance Program are samples of enhanced human resources supports provided to all staff.



ANNUAL EDUCATION RESULTS REPORT

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

October 25, 2022

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

The Board approved the Education Plan and Budget on June 21, 2022.

The AERR, in draft, will be presented at the Regular Meeting, October 25, 2022, for information and to solicit any further input from the Board. The financial information will not be available until the audit is finalized in November. That portion of the document will be updated at that time.

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

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

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

Recommendation:

That the Board of Trustees reviews the draft Annual Education Results Report 2021-2022 for submission to Alberta Education November 30, 2022.

Bevan Daverne
Superintendent of Schools



DRAFT
**ANNUAL EDUCATION
RESULTS REPORT**

2021
2022

Powering Hope and Possibilities



Annual Education Results Report

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 Annual Education Results Report for the 2021/2022 school year.



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 Annual Education Results Report for the 2021-2022 school year and the Three-Year Education Plan commencing September 6, 2022 for Golden Hills School Division were prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2021/2022 school year on November 22, 2022.


Board Chair

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 270 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

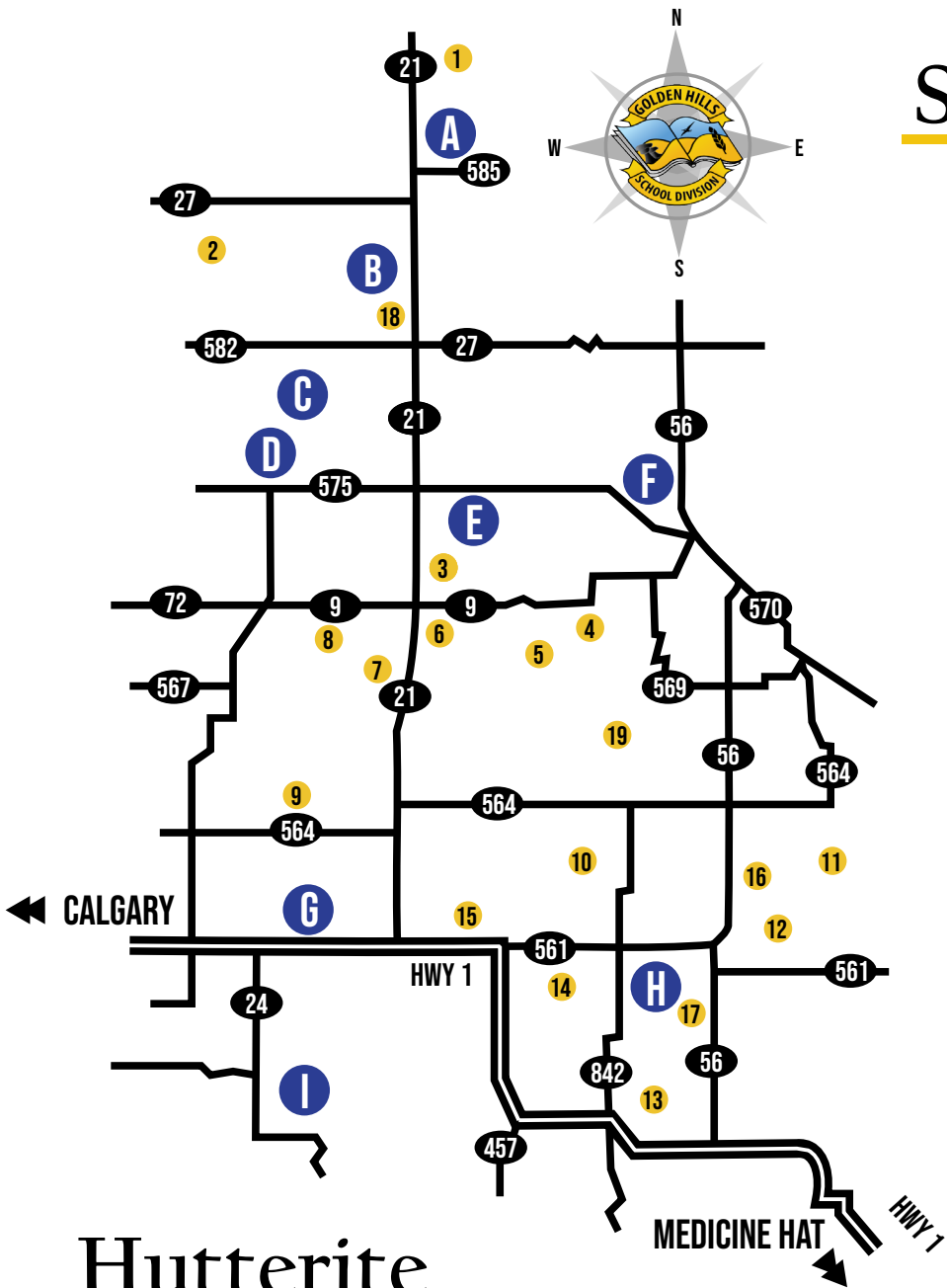
- Drumheller Valley Secondary School
- Drumheller Outreach ^
- Greentree Elementary School

* Christian Schools
^ Outreach Schools

HUTTERITE COLONY SCHOOLS

- Huxley Colony School
- Valley View Colony School
- Bristone 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

9500

Kindergarten to
Gr. 12 in person and
online

250

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

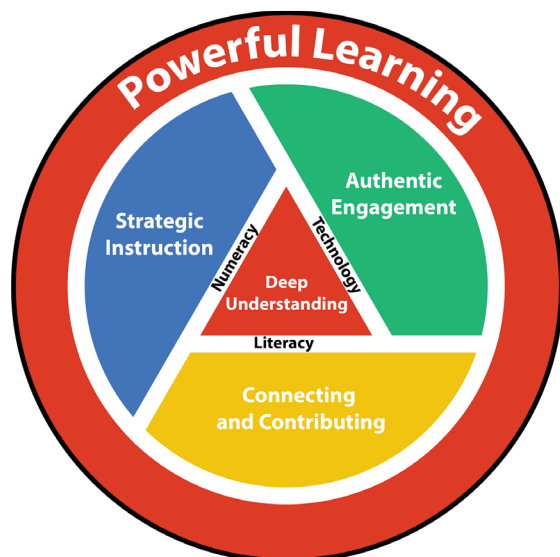
Advanced Placement * Honours Programs * Student Leadership Development * Dual Credit Programs



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!

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 Sr.
- Continued communication with families throughout transitional periods:
 - Collecting feedback from families on the transitions of the usage of masks in schools

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



Combined 2021 Assurance Domains Overall Summary (May 2021)

Assurance Domain	Measure	GHSD			Alberta			Measure Evaluation		
		Current Result	Previous Year Result	Previous 3 Yr Avg	Current Result	Previous Year Result	Previous 3 Yr Avg	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.1	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	83.0	83.3	84.6	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	84.1	78.9	77.7	83.4	80.3	79.6	Intermediate	Improved	Good
	4-year High School Completion	83.3	84.8	83.8	85.0	84.0	83.3	Intermediate	Maintained	Acceptable
	5-year High School Completion	84.0	86.6	85.1	86.2	85.3	84.8	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	70.7	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	15.0	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	77.3	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	16.2	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.9	91.4	91.8	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.7	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	81.8	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	75.9	80.5	81.5	79.5	81.8	81.4	n/a	n/a	n/a

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.



Golden Hills Goals

GOAL

EVERY STUDENT IS SUCCESSFUL

Alberta Education Performance Measures									
Measures	GHSD			Alberta			Measure Evaluation		
	Current Result	Previous Year Result	Previous 3 Yr Avg	Current Result	Previous Year Result	Previous 3 Yr Avg	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	45.3	46.0	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	3.3	3.8	3.3	2.6	2.7	2.6	High	Maintained	Good
Program of Studies	82.1	81.2	81.4	81.9	81.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	73.3	71.3	69.9	68.0	66.6	64.9	High	Improved	Good
Safe and Caring	90.0	90.0	90.4	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	82.6	84.3	84.0	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (4yr)	30.8	35.4	35.6	40.5	40.9	40.2	Intermediate	Declined	Issue
Transition Rate (6 yr)	50.2	51.8	53.1	60.0	60.3	59.5	Intermediate	Maintained	Acceptable
Work Preparation	84.0	86.0	85.7	85.7	84.1	83.2	n/a	n/a	n/a

Without PAT and diploma exam results our analysis has been formed on these categories for which we have data. Golden Hills School Division (GHSD) continues to see strong results in out safe and caring school improvement and citizenship. GHSD is very pleased to see improved and strong results in out First Nations, Metis and Inuit student graduation rates.



1 GOAL

EVERY STUDENT IS SUCCESSFUL

Alberta Education Performance Measure												
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Results (%)					Target	Evaluation			Target		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
Overall	92.4	92.0	92.1	91.4	89.9	n/a	n/a	n/a	n/a	TBD	TBD	TBD
Parent	88.4	87.8	88.7	86.6	76.3	n/a	n/a	n/a	n/a	TBD	TBD	TBD
Student	90.5	90.3	90.6	89.8	78.8	n/a	n/a	n/a	n/a	TBD	TBD	TBD
Teacher	98.3	97.8	98.1	97.8	89.2	n/a	n/a	n/a	n/a	TBD	TBD	TBD

Alberta Education Performance Measure												
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Results (%)					Target	Evaluation			Target		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
Overall	84.4	81.6	82.5	80.5	75.9	n/a	n/a	n/a	n/a	TBD	TBD	TBD
Parent	77.3	73.1	72.8	70.7	63.8	n/a	n/a	n/a	n/a	TBD	TBD	TBD
Teacher	91.5	90.0	92.1	90.2	88.1	n/a	n/a	n/a	n/a	TBD	TBD	TBD

OUR RESULTS

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.

Combined 2021 Assurance Domains FNMI Summary (May 2021)

Assurance Domain	Measure	GHSD (FMNI)			Alberta (FMNI)			Measure Evaluation		
		Current Result	Previous Year Result	Previous 3 Yr Avg	Current Result	Previous Year Result	Previous 3 Yr Avg	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	78.0	78.0	69.0	62.0	55.9	55.6	Intermediate	Maintained	Acceptable
	5-year High School Completion	72.0	81.0	72.3	68.1	65.0	63.4	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	5.0	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	7.3	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	70.0	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	10.3	n/a	n/a	11.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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GOAL 2

FIRST NATIONS, MÉTIS AND INUIT STUDENTS ARE SUCCESSFUL

Alberta Education Performance Measures									
Measures	GHSD			Alberta			Measure Evaluation		
	Current Result	Previous Year Result	Previous 3 Yr Avg	Current Result	Previous Year Result	Previous 3 Yr Avg	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	32.5	30.0	n/a	24.4	24.6	n/a	n/a	n/a
Drop Out Rate	2.1	2.3	3.4	5.0	5.5	5.2	High	Maintained	Good
Program of Studies	n/a	77.5	77.7	83.4	80.3	79.6	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	52.5	52.3	46.1	39.5	39.1	37.4	Low	Maintained	Issue
Safe and Caring	n/a	n/a	n/a	n/a	n/a	73.7	n/a	n/a	n/a
School Improvement	n/a	n/a	15.0	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rate (6 yr)	46.4	40.5	44.0	35.7	35.0	34.1	Low	Maintained	Issue
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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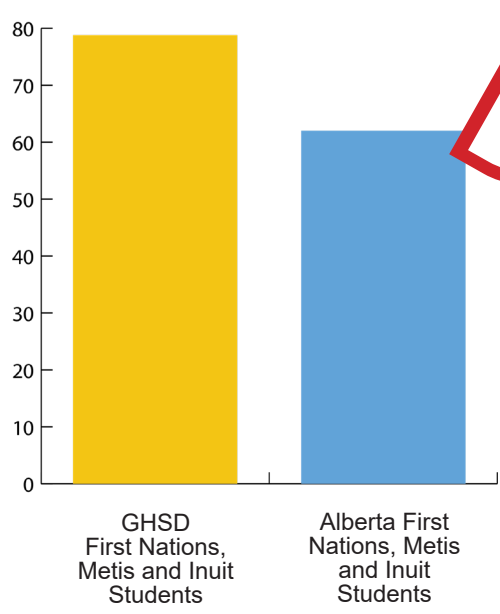
OUR RELATIONSHIPS

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.

GOAL 2

FIRST NATIONS, MÉTIS AND INUIT STUDENTS ARE SUCCESSFUL

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.

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.

OUR RESULTS

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.

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.



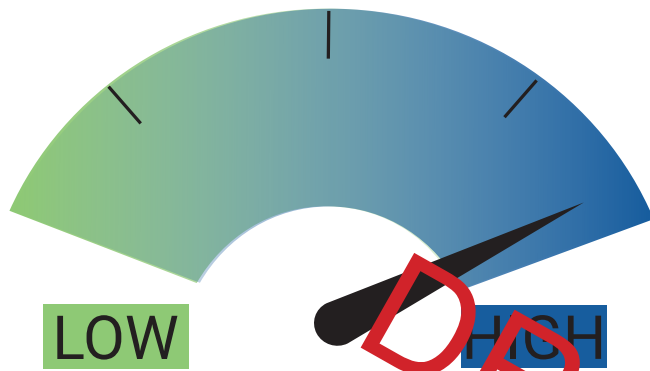
LITERACY AND NUMERACY SUCCESS FOR ALL LEARNERS

Alberta Education Performance Measure												
Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	Results (%)					Target	Evaluation			Target		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
Overall	n/a	n/a	n/a	n/a	71.8	n/a	n/a	n/a	n/a	TBD	TBD	TBD
Parent	n/a	n/a	n/a	n/a	76.5	n/a	n/a	n/a	n/a	TBD	TBD	TBD
Student	n/a	n/a	n/a	n/a	78.8	n/a	n/a	n/a	n/a	TBD	TBD	TBD
Teacher	n/a	n/a	n/a	n/a	90.2	n/a	n/a	n/a	n/a	TBD	TBD	TBD

OUR RESULTS

Golden Hills School Division (GHSD) offers early intervention supports in literacy and numeracy. GHSD continues to track division data over time and compile yearly results from the Early Literacy and Early Numeracy teams.

Powerful Learning continues to be used to focus on individual student success with tailored program, while offering support for all students.



LOW

HIGH

87.7% GOLDEN HILLS

Majority of teachers, parents and students feel that Golden Hills is a welcoming, caring, respectful and safe learning environment.

Alberta Education Performance Measure

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	Results (%)					Target	Evaluation			Target		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
Overall	86.0	84.5	85.6	85.2	81.9	n/a	n/a	n/a	n/a	TBD	TBD	TBD
Parent	77.5	77.0	77.9	75.9	74.7	n/a	n/a	n/a	n/a	TBD	TBD	TBD
Student	84.5	81.9	83.7	83.5	78.8	n/a	n/a	n/a	n/a	TBD	TBD	TBD
Teacher	95.8	94.6	95.2	96.2	92.1	n/a	n/a	n/a	n/a	TBD	TBD	TBD

Financial Information

REVENUES

AUDITED FINANCIAL STATEMENT 2020/2021 \$91.8M

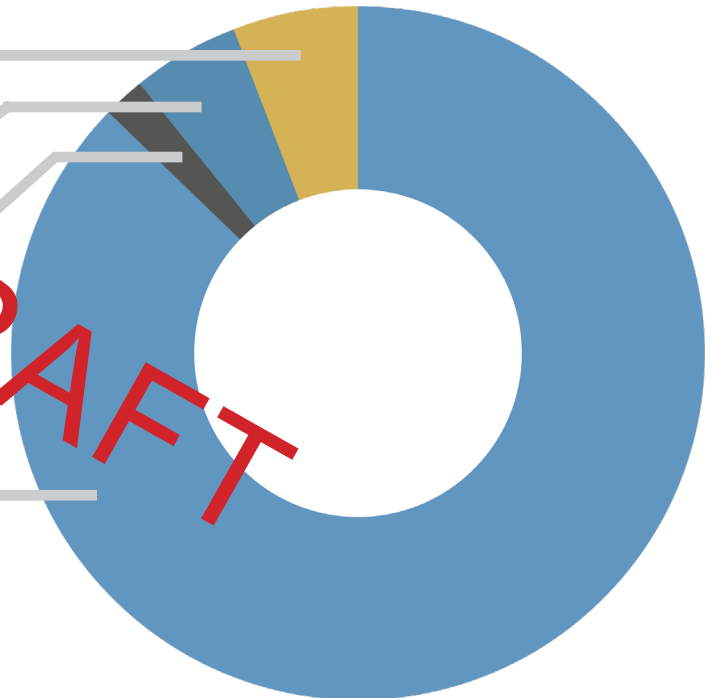
6% School fees, school-generated funds & other revenue

5% International Student Services

2% Local Education Service Agreement

87% Provincial Government

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EXPENDITURES

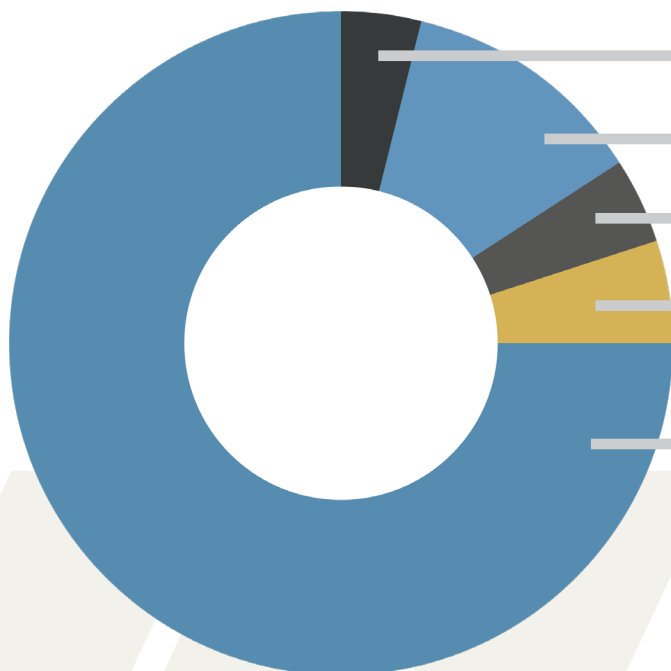
4% Administration

12% Facilities and Maintenance

4% Student Transportation

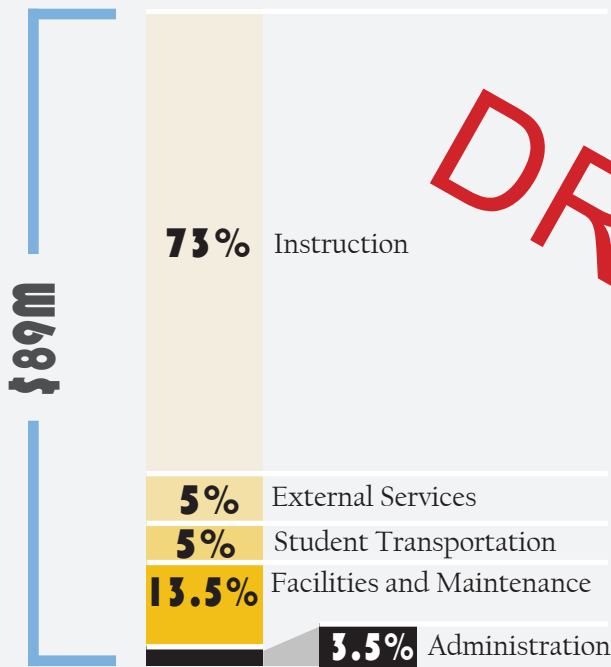
5% External Services

75% Instruction



BUDGET 2021/2022

WHERE WILL THE \$89M GO?



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 modernization of Acme School (K-6, 10-12) which will lead to the development of the Acme School Tri-Campus Community Innovation Centre.



This year, Westmount Elementary School in Strathmore and Greentree Elementary in Drumheller are Golden Hill School Divisions top priorities.

Currently Westmount Elementary School requires \$4,107,506 in maintenance cost over the next 5 years and Greentree Elementary School requires \$3,543,117 in maintenance costs over the next 5 years.



Each year the Board prepares a School Summary Report: <https://www.ghsd75.ca/departments/facilities-maintenance-services/school-summaries-reports>. The purpose of these school summary reports aligns with the three-year capital plans and additionally, ten-year facility plans where the purpose is to provide project justification and supportability to demonstrate overall planning and management, communicate local priorities, provide project definitions for budget and scope development and demonstrate that all options for the accommodation of students is reviewed and discussed.

The Annual School Summary Reports provide a complete review and assessment for Health & Safety, School Facility Information, Enrolment Trends & Budget Information. Part of these reports include information on existing communities which include birth rates, mobility of families, current and projected community populations. Each year these reports are brought to the Board to help identify capital plan projects.

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 2021-2022 school year.



TRUSTEE REMUNERATION

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

October 25, 2022

Background:

At the August 30, 2022, Trustee Board Meeting, Trustees motioned to direct Administration to collect data and report back with recommendations.

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.

We compared with other boards in the province along with boards of similar size.

Golden Hills falls within the average for 2020-2021. In light that this is dated information, we recommend reviewing again early next year as Audited Financial Statements for School boards will be posted.

Recommendation:

That the Board of Trustees receives the data for Trustee Remuneration as information and for the record.

Bevan Daverne
Superintendent

Tahra Sabir
Secretary Treasurer