



GOLDEN HILLS

SCHOOL DIVISION

AGENDA

TYPE: Regular Board Meeting

DATE: 11/30/2022 **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 October 25, 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 Field Trip Studies/Excursion - Strathmore High School Band Trip (B. Daverne) Action
 - 9.2 Field Trip Studies/Excursion - Prairie Christian Academy (B. Daverne) Action
 - 9.3 Field Trip Studies/Excursion - Crowther Memorial Jr. High (B. Daverne) Action
 - 9.4 Public School Boards' Association of Alberta (PSBAA) Membership Review (B. Daverne) Action
 - 9.5 Alberta School Boards Association (ASBA) Surveys - Strategic Plan Engagement Process and FGM Feedback (B. Daverne) Action
 - 9.6 Audited Financial Statements for the year ending August 31, 2022 (T. Sabir) Action
- B) Information Items
 - 9.7 Monthly Enrolment Monitoring Report (October 2022) (T. Sabir) Info
 - 9.8 Administrative Procedures 217, 340 and 351 (B. Daverne) Info
 - 9.9 Advocacy Discussion (B. Daverne) Info

10.0 Guest

10.1 Avail LLP Chartered Professional Accountants (Chandra Deaust at 1:00 p.m.)

Info

11.0 ADJOURNMENT

11.1 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, October 25, 2022 (9:30 AM)

1.0 Attendance

Present:

a) Chair

- Laurie Huntley

b) Vice Chair

- Barry Kletke

c) Trustees

- Jen Mertz
- Rob Pirie
- Justin Bolin
- Jim Northcott

d) Superintendent

- Bevan Daverne

e) Deputy Superintendent

- Wes Miskiman

f) Associate Superintendent

- Jeff Grimsdale

g) Secretary Treasurer

- Tahra Sabir

h) Recording Secretary

- Kristy Polet

2.0 Call to Order

Chair Huntley called the meeting to order at 9:35 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#20221025.1001

MOVED by Trustee Northcott that the Board of Trustees go In Camera at 9:36 a.m.

4.2 Out of In Camera

Recommendation: BD#20221025.1002

MOVED by Trustee Pirie that the Board of Trustees rise from In Camera at 10:47 a.m.

Recessed at 10:47 a.m.

Reconvened at 11:03 a.m.

5.0 Approval of Agenda

5.1 Approval of Agenda

Recommendation: BD#20221025.1003

MOVED by Trustee Kletke that the Board of Trustees approve the agenda as amended with the addition: - CUPE Local 2347 Agreement

6.0 Welcome Public, Vision, and Mission Statements

7.0 Presentation of Minutes

7.1 Regular Minutes of September 20, 2022

Recommendation: BD#20221025.1004

MOVED by Trustee Pirie that the Board of Trustees approve the Regular Minutes of September 20, 2022.

8.0 REPORTS

A) Chair's Report

Chair Huntley presented information on the following topics:

- Shared services proposal update.
- Congratulatory letter to be sent to Education Minister, Adriana LaGrange.
- Public School Boards' Association of Alberta (PSBAA) Professional Learning and Meeting takes place November 16-18, 2022 in Edmonton, AB.
- Alberta School Boards Association (ASBA) FGM will take place November 20-22, 2022, in Edmonton, AB.
- Alberta Teachers Association (ATA) Induction invitation event will take place November 10, 2022.
- Canadian School Boards Association (CSBA) National Trustee Gathering on Indigenous Education and Congress Conference which takes place July 3-5, 2023, has put out the call for presentation proposals, 75 minutes in length.

Chair Initials _____ Secretary Treasurer Initials _____

B) Board Committees

Vice Chair Kletke presented information on the Public School Boards Association of Alberta (PSBAA) Fall Event that took place October 12-14, 2022.

- There will be no increase in membership fees.
- Lethbridge School Division is a new member to PSBAA. There is no new information pertaining to ASBA Zone 5.

C) Board Representatives to External Organizations

There is nothing new to report on currently.

D) Administration Reports

Secretary Treasurer Sabir reported information on the following topics:

- Finance Update:
 - Auditors from Avail CPA in Lethbridge were at Division Office October 17-19, 2022, to start gathering information for the 21-22 year end audit. They also conducted an audit on three of our schools; Carbon, Prairie Christian Academy and Carseland.
- Trinity Christian Academy Modularity update:
 - Russpet Construction Ltd is overseeing the mechanical portion of the installation, should be completed in the next couple of weeks.
- Division office roof replacement, slow process, encountered some issues, but should be complete in the next coming weeks.
- Continue to experience staff shortages with caretakers and bus drivers.
- Transportation
 - continuously recruiting and training bus drivers and reviewing long route times and potential for additional routes.

Associate Superintendent Grimsdale reported information on the following topics:

- Golden Hills has received two grants:
 - Dual Credit start-up Grant and Dual Credit Enhancement Grant.
- This year we have hosted two successful new curriculum professional development days, there will be two more in November 2022.

Superintendent Daverne reported information on the following topics:

- School Start up - going well, positive, and upbeat.
- Staff are appreciative of the Collaboration and Professional Development days.
- COVID 19 - concerns towards cold weather and potential absences.

9.0 NEW BUSINESS

A) Action Items

9.1 Modular Request (T. Sabir)

Recommendation: **BD#20221025.1005**

MOVED by Trustee Northcott that the Board of Trustees approves the recommended modular requests for the 2023/2024 school year.

School	Request
Strathmore High School (Strathmore)	1 Modular
Trinity Christian Academy (Strathmore)	2 Modulars
Prairie Christian Academy (Three Hills)	1 Modular
Total	4 Modulars

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

Recommendation: BD#20221025.1006

MOVED by Trustee Bolin 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.

9.3 CUPE Local 2347 Agreement (B. Daverne)

Recommendation: BD#20221025.1007

MOVED by Trustee Kletke that the Board of Trustees approve the Collective Agreement between Golden Hills School Division and the CUPE Local 2347 for the period September 1, 2020 to August 31, 2024 as presented.

B) Information Items

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

Recommendation:

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

Recessed at noon

Reconvened at 12:25 p.m.

9.5 IMR and Capital Projects Report (T. Sabir)

Recommendation:

Secretary Treasurer Sabir presented information on the combined funding for Infrastructure Maintenance Renewal (IMR) and on the Capital Maintenance Renewal (CMR) funding. This funding is necessary for annual preservation and maintenance of buildings.

Trustee Northcott excused himself at 1:17 p.m.

9.6 Human Resources Monitoring Report (W. Miskiman)

Recommendation:

Deputy Superintendent Miskiman presented the Human Resources Monitoring Report to the Board of Trustees, which illustrates information on staffing demographics, levels, and costs to assist the Board in fulfilling its governance role.

Deputy Superintendent Miskiman excused himself at 1:25 p.m.

9.7 Annual Education Results Report (AERR) (B. Daverne)

Recommendation:

Associate Superintendent Grimsdale reviewed the draft Annual Education Results Report 2021-2022 for submission to Alberta Education November 30, 2022.

9.8 Trustee Remuneration (T. Sabir)

Recommendation:

Secretary Treasurer Sabir reviewed the Trustee Remuneration data with the Board of Trustees as information and for the record.

10.0 ADJOURNMENT

10.1 Adjournment

Recommendation: BD#20221025.1008

That the Board of Trustees adjourn at 2:04 p.m.

Chair

Secretary Treasurer

Chair Initials _____ Secretary Treasurer Initials _____



FIELD TRIP STUDIES/STUDENT EXCURSION Strathmore High School

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

November 29, 2022

Background:

Strathmore High School requests permission, in accordance with Administrative Procedure 260 and Board Policy 2, for an international high school band field trip to New York City, USA from April 26 to April 30, 2023.

Field Excursion Summary:

- The purpose of the 2023 international high school band field trip is to immerse students in other musical cultures including a Broadway workshop, Broadway musical, and an evening jazz performance.
- 16 students
- The trip will be five (5) days
- Three (3) days of instructional time will be missed
- Supervision to student ratio 1:2

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 Strathmore High School Band to New York City, USA from April 26 to April 30, 2023 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



TOUR:
NEW YORK MUSIC TOUR

5 DAYS

HIGHLIGHTS:
Broadway Workshop
Broadway Musical
Evening Jazz show
Empire State Building

Tour Summary

Destination	Overnight	Activities
NEW YORK	Moderate hotel accommodation – 4 nights	Sightseeing tour of Manhattan / Broadway Imagined Workshop / Dinner at Ellen's Stardust Diner / Broadway Musical / Entrance to the Metropolitan Museum of Art / Entrance to NBC Studios / Dinner at the Hard Rock Café at Times Square / New York Philharmonic Concert / Ferry to Staten Island / Admission to the 911 Museum and 911 Memorial Garden / Free time in Greenwich Village / Evening Jazz show at Village Vanguard / Entrance to the Empire State Building.



ITINERARY PREPARED FOR:
CROWTHER MEMORIAL JUNIOR HIGH
AND STRATHMORE HIGH SCHOOL

NEW YORK MUSIC TOUR

APRIL 26 – 30 2023

APRIL 2023

WEDNESDAY 26: STRATHMORE – CALGARY – NEW YORK

Make your own way to the Calgary airport.

Fly from Calgary to **New York**.

On arrival New York our Educational World Tours representative will meet you.
Transfer to the hotel by private minibus.

Accom: Moderate hotel accommodation in New York City – 4 nights.

THURSDAY 27: NEW YORK

Breakfast at your accommodation.

Morning **sightseeing tour of Manhattan** (approx. 2.5 hours) by minibus and **step on guide**. Your tour will include the Rockefeller Center, St. Patrick's Cathedral, Chinatown, Little Italy, Madison Square Gardens and Greenwich Village. Also make a stop at John Lennon's Memorial in Central Park.

There will be time to purchase lunch at Grand Central Terminal (own expense).

Afternoon **Broadway Imagined Workshop** – Band experience (90 minutes – instruments not included) (availability dependent).

Dinner at **Ellen's Stardust Diner** (availability dependent).

Evening tickets to a **Broadway Musical** (schedule and availability dependent).

Transfers by minibus today.

FRIDAY 28: NEW YORK

Breakfast at your accommodation.

Morning entrance to the **Metropolitan Museum of Art**.

There will be time to purchase lunch after your visit (own expense).

Afternoon entrance to **NBC Studios** (availability dependent).

Dinner at the **Hard Rock Café at Times Square** or similar (availability dependent).

Evening **New York Philharmonic Concert** (availability dependent).

No bus is included today.

SATURDAY 29: NEW YORK

Breakfast at your accommodation.

Morning **ferry to Staten Island**. Free time to explore; you may wish to view Postcards September 11th Memorial, Empire Outlets, Staten Island Museum or Richmond County Bank Ballpark (entrance fees not included).

There will be time to purchase lunch (own expense).

Afternoon admission to the **911 Museum**. Located at the World Trade Center in New York City, the 9/11 Memorial Museum tells the story of 9/11 through media, narratives, and a collection of monumental and authentic artifacts, presenting visitors with personal stories of loss, recovery, and hope.

Afterwards there will be time to visit the **911 Memorial Garden**.

Late afternoon **free time in Greenwich Village**, for some shopping and to purchase dinner (own expense).

Evening **Jazz show at Village Vanguard** or similar (availability dependent).

No bus is included today.

SUNDAY 30: NEW YORK – CALGARY – STRATHMORE

Breakfast at your accommodation.

Morning entrance to the **Empire State Building** (availability dependent).

Fly from New York to **Calgary**.

Transfers by minibus today.



**QUOTATION PREPARED FOR:
CROWTHER MEMORIAL JUNIOR HIGH
AND STRATHMORE HIGH SCHOOL**

NEW YORK MUSIC TOUR

APRIL 26 – 30 2023

PRICE:

16 paying students + 7 paying adults: CA\$2,990.00 + applicable taxes per paying person

Please note that prices may alter if tour numbers or room numbers change

INCLUSIONS:

- Return flights between Calgary and New York including air taxes.
- Private minibus for transfers and sightseeing as per the itinerary.
- 4 nights hotel accommodation in New York City. Cost is based on 16 students in 4 quad rooms and 7 adults in 3 twin rooms and 1 single room.
- Breakfasts as per itinerary (4).
- Dinners as per itinerary (2).
- Sightseeing tour of Manhattan (approx. 2.5 hours).
- Broadway Imagined Workshop (instruments not included).
- Evening tickets to a Broadway Musical.
- Entrance to the Metropolitan Museum of Art.
- Entrance to NBC Studios.
- Evening tickets to a New York Philharmonic Concert.
- Admission to the 911 Museum and 911 Memorial Garden.
- Evening Jazz show at Village Vanguard.
- Entrance to the Empire State Building.
- 1 piece of checked baggage per person – up to 62 linear inches and 50lbs per bag/piece of equipment.
- Package insurance including cancellation, interruption and medical insurance.
- Services of Educational World Tours.
- Taxes on all inclusions.

NOT INCLUDED:

- Items of a personal nature.
- Meals not listed in the itinerary.

- Drinks with meals listed in the itinerary.
- Sightseeing entrances not listed in the itinerary.
- Tour Manager throughout the tour – leaders notes with full contact details and instructions will be provided prior to departure. Staff will be on call 24/7 by phone when your group is travelling.
- Passport or visa fees.
- 2nd checked instrument for 10 of your students – up to 62 linear inches and 50lbs per bag/piece of equipment.
- Any charges by the airline for excess baggage – this includes additional pieces and/or oversize and/or overweight.
- Tips and gratuities.

PAYMENT SCHEDULE:

- Deposit of \$750.00 per person is required to secure your reservations. (Please note that all prices are subject to availability – it is recommended you make reservations as soon as possible).
- Second deposit of \$750.00 is required – payment date for this will be made at a convenient time for your fund raising.
- Final payment is required 8 weeks prior to departure.

Please note that all payments are non-refundable

****All itineraries and prices are strictly confidential****

Adjustments to the original quotation may occur resulting from changes in fuel costs, exchange rates, tariff revisions, attractions, airline pricing, etc.

All prices and bookings may be subject to change and cannot be guaranteed until deposits are received.

Airline pricing is available 11 months prior to departure.





FIELD TRIP STUDIES/STUDENT EXCURSION Prairie Christian Academy

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

November 29, 2022

Background:

Prairie Christian Academy requests permission, in accordance with Administrative Procedure 260 and Board Policy 2, for an international grade 12 mission trip to Bogota Columbia from February 9 to February 20, 2023.

Field Excursion Summary:

- The purpose of the 2023 Mission Trip to Bogota Columbia is to craft experiences for our students that will assist them to "know Jesus Christ as Saviour and Lord, and to pursue Godly character and lifelong service."
- Six (6) students
- Students will miss seven (7) days of instructional time
- Supervision to student ratio 1:3

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 grade 12 international mission trip to Bogota Columbia from February 9 to February 20, 2023 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

Request for Authorization for International Travel

To: Golden Hills School Division #75
435A Highway #1
Strathmore, AB T1P 1J4

From: Prairie Christian Academy
Box 68
Three Hills, AB T0M 2A0



(1) Name of Teacher(s) in charge of the field study: **Darryl Hern**

(2) Does this trip require travel out of Country: **Yes**

(3) Does this trip require 4 or more overnight stays: **Yes**

(4) What is the nature of the field study: **Co-Curricular**

(5) Statement of Educational Purpose:

Our mission at Prairie Christian Academy is to “partner with parents to educate students to think and act Christianly, constructively, and critically, in order to know Jesus Christ as Saviour and Lord, and to pursue Godly character and lifelong service.” This is a surprisingly difficult mandate to fulfill.

All secondary students at PCA take a Religious Studies course each year. Religious Studies 25 examines the life of Christ while the 35 course has as its focus the events of the early church. These courses are intended to provide the biblical and theological content that will allow our students to live out the teachings of Christ, regardless of the circumstances they find themselves in. The challenge is to convince students to move this knowledge from their heads to their hearts; to allow what they know of God’s will to impact what they do. Our students are comfortable and secure; most lack for nothing and rarely do they have to trust in the Lord for anything. For this reason we desire to take them out of their comfort zone by exposing them to unfamiliar situations, unfamiliar people, who speak an unfamiliar language and who have few of the comforts that we take for granted. By asking them to leave their phones at home and encouraging them to trust God to help them through challenging situations, we hope to soften their hearts in order to deepen their relationship to the Lord.

This trip will also provide our students with an opportunity to experience the culture of another country and to appreciate the diversity of God’s creation and His people, as well as opportunities to grow through acts of service such as: cleaning, and practicing English with Spanish speaking students.

(6) Destination & Itinerary (minor changes to dates possible due to airline considerations)

Student Trip to Bogota, Colombia, South America.
Thursday February 9, 2023 – February 20, 2023
(school days missed – February 9,10, 13-17)

Flight Itinerary:

Thursday February 9 - depart for Calgary Airport for 7:30 am check in

Air Canada Flight #138 Depart Calgary 11:30 am
 Arrive Toronto 5:39 pm

Air Canada Flight #94 Depart Toronto 10:05 pm
 Arrive Bogota 4:10 pm

Monday February 20 –

Air Canada Flight #95 Depart Bogota 9:00 am
 Arrive Toronto 3:15 pm

Air Canada Flight #159 Depart Toronto 8:45 pm
 Arrive Calgary 10:54 pm

Itinerary in Colombia:

Our host school who sets our itinerary – El Camino Academy (www.elcaminoacademy.com)

Excerpt from website:

Established by a group of parents in 1980, ECA is an inter-denominational, K-12, Christian, English-speaking school with more than twenty different missions represented. All graduates receive a high school diploma of international recognition. All Colombian students and foreigners who desire also work toward Colombian requirements to receive the bachiller académico diploma. We have been a member of the Association of Christian Schools International (ACSI) since the first year, and we have been accredited by ACSI since 1999. The school has been accredited by the Colombian Secretaría de Educación with Resolución #1593 since May 30, 2003. ECA is an active member of OBED, a Colombian association of Christian schools.

Exact details of itinerary have not been worked out, but we will be doing the following:

Visiting schools in Bogota - These schools are for less affluent children. We will be teaching English lessons with puppets, songs, skits and other visual aids as well as assisting in any other way that we can.

Visiting orphanages, before and after school programs, and a teen mom's home and any other ministries that the school sets us up with. There we will be interacting with children and teenagers through games, crafts and stories.

Briefly visiting common tourist areas like Mount Montserrate (a cable car ride up to the top overlooking the city of Bogota), Old Bogota (La Candelaria), and also a salt cathedral. We will not be traveling anywhere outside of the area of the city of Bogota.

Attending national church services.

Beth Afanador is an American who has lived in Bogota for many years running a school for internationals and MKs (Missionary Kids). She will be our coordinator and has an excellent understanding of the situation and an intimate knowledge of the culture, language and dangers .

Regional advisory - Avoid non-essential travel

[Avoid non-essential travel](#) to the following departments due to drug-related criminal activity by illegal armed groups and other criminal organizations:

- Antioquia (excluding the cities of Carmen de Viboral, Medellín and Rionegro, the José María Córdova International Airport and the road to this airport)
- Arauca
- Caquetá
- Cauca (excluding Popoyán)
- Chocó (excluding the capital, Quibdó, and the whale-watching towns of Bania Solano, Capurganá and Nuquí)
- Córdoba (excluding the capital, Montería)
- Guainía
- Guaviare
- Meta (excluding the capital, Villavicencio)
- Nariño (excluding the capital, Pasto)
- Norte de Santander
- Putumayo
- Tolima (excluding the city of Ibagué)
- Valle del Cauca (excluding the capital, Cali)
- Vichada

If you intend to travel to the any of the above excluded areas, do so by air. Exercise a high degree of caution at all times.

Medical

Travel and Health

Malaria – Bogota and surrounding area is at an elevation of approximately 2000 m. Prophylaxis is recommended for areas below 800 m, so Malaria is not an issue.

Yellow Fever – travelers in the city of Bogota may consider foregoing immunization as the risk is lower.

Rabies – vaccination recommended if a significant amount of time is to be spent outdoors, or at high risk for animal bites or if direct contact with bats is likely. None of these will be the case for our team.

Hepatitis A and B are recommended for all travelers – we will indicate this to parents in a letter to keep them informed of potential risks and how to minimize them.

We as team leaders and chaperones are committed to safety both in preparatory training of the students as well as on site supervision and restrictions. We feel confident in our guides who have lived in Bogota and know the situation well. We have been assured of quality accommodations, meals and transportation. We have sent a team from our school for the last 11 years, all of which were very successful.

All participants will be covered by a traveler's insurance policy from a local insurance company to cover any medical needs that may arise while on the trip. One of the accompanying adult supervisors is certified with St. John's Ambulance in CPR and AED as well as First Aid in Child Care. We also have access to the school nurse of our host school.

(11) Not Applicable

(12) Students Participating:

We will be taking 6 Prairie Christian Academy students from grade 12. These students have been through an application process and have been approved by the staff of PCA.

We will also be completing the Golden Hills consent form detailing emergency contact and Alberta Health Care information.

(13) "No Alcohol or Drugs" :

All participants are adherents to the Prairie Christian Academy behavioral standards and all PCA students have signed an agreement prohibiting the use of alcohol and drugs. Also the Chaperones all adhere to the PCA behavioral standards.

(14) Right to Cancel: See attached Letter

Contact Information:

Prairie Christian Academy – Sheila Adkins
PCAS Director of Women's Residence
Prairie Christian Academy
Box 68
Three Hills, AB T0M 2A0
(403) 443-0512 (cell)
(403) 443-4220 (work)

Colombia Contact - Beth Afanador
Director of El Camino Academy
Apartado Aéreo 101241-Bogotá, 10, Colombia, South América
Phone Nos.: 676-1339 - 676-1354
Fax No.: 676-1360
Code for International calls: 011-571 + phone number
US phone: 303-847-4971 or 630-984-4972
E-mail address: elcaminoinfo@yahoo.com
Website: www.elcaminoacademy.com

Colombia Team List (Students)

Student List:
Maegan Atmore
Josiah Ewert
Ethan Koch
Garrison Leuf
Braxton Reed
Allison Sailer



FIELD TRIP STUDIES/STUDENT EXCURSION Crowther Memorial Jr. high School

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

November 29, 2022

Background:

Crowther Memorial Jr. High School requests permission, in accordance with Administrative Procedure 260 and Board Policy 2, for an international high school field trip to Oeiras and Portugal from April 9, 2023 to April 20, 2023.

Field Excursion Summary:

- The purpose of the 2023 international trip to Oeiras and Portugal is to allow students to become Global citizens by experiencing community development through a Service Learning Tour
- Students: maximum 20 grades seven (7) to nine (9)
- The trip will be 11 days
- Four (4) days of instructional time will be missed
- Supervision to student ratio 1:3.3

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 Crowther Memorial Jr. High School to Oeiras and Portugal from April 9, 2023 to April 20, 2023 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

Request for Authorization for International Travel to Oeiras, Portugal April 9th-April 20th

To: Golden Hills School Division No. 75
435A Highway #1
Strathmore, AB T1P 1J4

From: Crowther Memorial Junior High School

(Specific location)



(Broad view)



(1) Name of Teacher(s) in charge of the field study: Linda Tucker, Adam Pirie, Ryan Hunter

(2) Does this trip require travel out of Country: **Yes (To Europe)**

(3) Does this trip require 4 or more overnight stays: **Yes (11 nights)**

(4) What is the nature of the field study: **Co-Curricular, Leadership Development, Global citizenship development.**

(5) Statement of Educational Purpose:

Our mission at CMJHS is that we are **United** in our **Diversity**, **Passionate** about our **Learning** and **Confident** in our **Future**. To assist us in supporting part of our mission, we believe in providing students opportunities to develop their global leadership capacity through international travel. International travel allows students to deepen their knowledge of culture, connection and global awareness. Students who travel have greater interest in learning about other countries and cultures and have a deeper appreciation for their own county. Our goal is to build greater global awareness for our students and develop deeper empathy when dealing with others.

(6) Destination & Itinerary (details in progress pending approval of trip/ minor changes to dates possible due to airline considerations)

Student Trip to the town/ district of **Oeiras in Portugal**. This town is located approximately 20 kilometers from the city of Lisbon. We will stay in the Elementary school o *Seculo* in Oeiras which is complete with dorms, washroom facilities, cafeteria, and a complete activity center. The itinerary will include cultural activities at the school, language classes within the city of Lisbon, Touring the sites within the community of Oeiras and Lisbon greater area. Additionally, there are many beaches in the area. All activities and events will be supervised by SEE staff. The public transportation train is a 2 minute walk from the school.

Food: Breakfast and Dinner will be provided at the school in the cafeteria. Bagged lunches will be provided each day.

Trip timeline: During Spring Break: **Sunday April 9th- Thursday April 20th 2023**

Flight Itinerary (details in progress pending approval of trip/minor changes to dates possible due to airline considerations)

Arrival: Meet at Calgary International Airport Sunday, April 9th 2023; Arrive in Lisbon Monday April 10h. Bus transportation to Oeiras.

Depart YYC April 9th 2023 at 11:55am - flight to Montreal AC 326, flight from Montreal to Lisbon AC 812 8:25 pm. Arrive at Lisbon Airport at 8:10 am. Bus transportation provided by the host to Oeiras District.

Departure: Leave Oeiras district Thursday April 20th 2023; transportation to Lisbon. Depart Lisbon. Arrive at Calgary International Airport Thursday April 20th 2023.

Leave Oeiras District April 20th 2023 via bus transportation to Lisbon Airport. Leave LIS flight at 9:45 am- to Montreal AC 813. Montreal flight to YYC 1:15 pm arrives at 4:10 pm.

Activity plan:

Sunday	The SEE Experience: Social & Leisure Activities April 2023					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Arrival Orientation Tour	The Medieval Walk: Sé de Lisboa & Castelo de São Jorge*  International Night	Crossing Tagus River: A complete Tour by the two shores "Who wants to be a Millionaire?" Quiz  with the Social Team	A Dive in Lisbon History: Archaeological Nucleus in Rua do Correiros  with the Social Team	The Discoveries Walk: Mosteiro dos Jerónimos, Torre de Belém* & Padrão dos Descobrimentos 	Modern Lisbon: Walking by Parque das Nações Lisbon Oceanarium* Supervised 	Full Day @ Sintra by public Transport The village of Sintra, Sintra Palace*, Pena Palace* and the Moorish Castle*
Full Day trip by metro: Parque das Nações, Ponte Vasco da Gama and Vasco da Gama Mall Packed lunch provided 	Casa Fernando Pessoa: The places and the writing of the poet  Game show Night	The deep Lisbon Walk: Alfama and Feira da Ladra Chill Out Evening including Films 	The Writer's Walk: Baixa, Chiado & Bairro Alto  Talent Show Farwells	Depart Lisbon airport via Bus		

(7) Supervision: 6 adults and 20 students Ratio of 3.3 student/adult.

Traveling as chaperones will be:

- Linda Tucker (Principal)
- Adam Pirie (Associate Principal)
- Ryan Hunter (Associate Principal)
- 3 additional adult chaperones TBD

(8) Transportation:

Airline travel has been arranged through Air Canada. The travel agent booking flights is Napier Connection. While in Portugal, we will be using a bus Charter Service with a qualified driver supplied by SEE e-mail: see@seelearningcenter.pt and the local transportation train located within a 2 minute walk from the school.

(9) Cost:

The total cost for each participant is **\$2600** Canadian funds.

Our cost breakdown is:

\$1400.00 - Airfare (approx.)

\$1000.00 - Accommodations, food, materials, sightseeing, translator and administration fees,

\$200.00- incidentals

The school will host several fundraisers to help offset costs to students.

(10) Risk Assessment:

Safety

At the time of this proposal. travel to Portugal is listed as taking normal security precautions, "Take similar precautions to those you would take in Canada" November 23, 2022

There will be the option to visit some of the local beaches and water. Students who enter the water must be confident swimmers. We will work with families to have this permission before students are permitted to swim or wade in the water.

Medical

COVID-19 travel restrictions were lifted in Portugal. Providing proof of vaccination, recovery from COVID-19 or negative test results is not required.

Diphtheria and tetanus vaccines are compulsory

(11) Students Participating:

We will be taking up to 20 students maximum grade 7, 8 and 9 students from CMJHS students. We will also be completing the Golden Hills consent form detailing emergency contact and Alberta Health Care information.

Contact Information:

CMJHS school contact – Linda Tucker- Principal 403934-0600

Natalia Barata- Managing Director and Founder, SEE Learning Center [+351 21 474 3640](tel:+351214743640)



PUBLIC SCHOOL BOARDS ASSOCIATION OF ALBERTA

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

November 29, 2022

Background:

The Golden Hills School Division Board of Trustees joined the Public School Boards Association of Alberta for a trial period commencing in February 2013.

The Public School Boards Association of Alberta hosts the following meetings and events each year:

- a) **Public School Boards Council Meetings** – each Member Board chooses a representative who serves as their representative and attends each Council Meeting as a voting member. The Council meets three or four times a year – February, April, August, and November. These meetings are also open to all Trustees; thus, Boards often send additional Trustees who attend as Observers;
- b) **Spring General Assembly** – this gathering takes place June 3 - 5, 2022, in Red Deer, AB. Typically members bring the full Board along with their Superintendent and/or Secretary Treasurer.
- c) **Fall Events** – this includes our annual Trustee University / Lois E. Hole Dinner and Lecture / Annual General Meeting. The event begins on Wednesday evening and concludes on Friday, October 12-14, 2022, at the DoubleTree by Hilton, Edmonton. These events are open to all Member Trustees and Senior Administration;
- d) **Governance Seminars** – these one-day Professional Development seminars are offered in response to member requests.

During the Board of Trustees Organizational Meeting held every year in August, there are three Trustees voted in, one serves as the Board’s Representative and the other two serve as the Board’s Alternative. The Representative attends each Council Meeting as a voting member.

The PSBAA Membership was last reviewed January 26, 2021, as per below motion:

9.1 Public School Boards' Association (PSBAA) Membership Renewal

Recommendation: BD#20210126.1005

MOVED by Trustee Kletke that the Board of Trustees continue membership in the Public School Boards' Association of Alberta (PSBAA) for the year 2021-2022.



Event	2022
Public School Board Council Meeting	February 10 – 11 Double Tree
Public School Board Council Meeting	April 7 – 8 Double Tree
Spring General Assembly	June 3 – 5 Cambridge Hotel Red Deer
Public School Board Council Meeting	August 11 – 12 Hotel TBC
Fall Events: - Lt. Gov. Lois E. Hole Lecture - Fall Conference - Annual General Meeting	October 12 – 14 Hotel TBC
Public School Board Council Meeting	November 16 – 18 Hotel TBC

Fee Schedule for PSBAA

- **2022 Membership**
 - o Jan 1- Dec 31, 2022
 - o \$27,194.00
- **Council Meetings**
 - o Feb 10-11, 2022
 - \$682.00 per person
 - o Apr 6-8, 2022
 - \$577.00 per person
 - o Aug 10-12, 2022
 - \$630.00 per person
 - o Nov 16-18, 2022
 - STBD
- **Spring General Meeting**
 - o June 2-4, 2022
 - \$735.00 per person
- **Fall Event/Conference/AGM**
 - o October 12-14, 2022
 - STBD

For Golden Hills to revoke its' membership with the Public School Boards' Association of Alberta, their Bylaws state.

- **Article 1.05 - Notice to Association**
 - o Written application, or delivery in writing or in printed form, or written notice, or designation in writing may be provided to the Association by regular mail, or by courier service to the head office of the Association, or by e-mail to the attention of the Executive Director of the Association. The date of the notice shall be deemed the date received and acknowledged by the head office of the Association.
- **Article 3.05 - Resignation**
 - o A Member may resign from the Association by giving written notice to the attention of the Executive Director at the head office of the Association before April 1. The date of the notice shall be deemed the date received and acknowledged by the head office of the Association. The resignation shall be effective on the last day of the Association's fiscal year in which notice is given.

Recommendation:

That the Board of Trustees reviews the continuation of membership in the Public School Boards Association (PSBAA).

Bevan Daverne
Superintendent



ALBERTA SCHOOL BOARD ASSOCIATION SURVEYS Strategic Plan Engagement Process and FGM Feedback

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

November 29, 2022

Background:

As a membership-driven organization, ASBA provides several opportunities for collecting feedback and reporting to members on our Strategic Plan, including the Association’s annual report, presentation of performance metrics at General Meetings, regular updates to our Board of Directors, and ongoing updates at zone meetings.

Strategic Plan Survey:

ASBA’s Strategic Plan describes the complex work of our organization in a high level, clear and direct manner. This is based on current best practices and ensures the plan is non-prescriptive while generating the greatest value and opportunities for members.

ASBA are now in the final year of our 2020-2023 Strategic Plan and are developing our 2023-2026 Strategic Plan. As per direction at the October 7 Board of Directors meeting, we would like to receive feedback from the membership on the current Strategic Plan which will help inform the 2023-2026 Plan. This input, representative of your board’s views, can be submitted via [this survey link](#). Please note that only one response per board is required, and the deadline for feedback is **December 23, 2022**.

Fall General Meeting Survey:

As part of ASBA’s continuous improvement efforts, we would appreciate your feedback which will inform future events; a link to the survey is below.

Survey link: <https://www.surveymonkey.com/r/72HDP6D>

Survey deadline: **December 2, 2022**

Recommendation:

That the Board of Trustees reviews and participates in the survey related to the development of the ASBA 2023-2026 Strategic Plan.

Bevan Daverne
Superintendent of Schools



AUDITED FINANCIAL STATEMENT

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

November 29, 2022

Background:

Pursuant to Section 139 (1) of the Education Act, the Board of Trustees is responsible for submitting to the Minister by November 30th the Audited Financial Statements for the fiscal year September 1st 2021 - August 31st 2022. The auditors, Avail CPA, will attend the Regular Meeting (via zoom) of the Board of Trustees to present the Auditor's Report including an analysis and commentary on the financial statements.

As the annual financial statements are an important tool in evaluating the Division's performance, Trustees will have an opportunity to ask due diligence questions of both Administration and the Auditor.

Also, new to the Education Act, is the requirement to establish an audit committee, pursuant to Section 142 (1)(2). This audit committee shall comprise of at least (5) five individuals and include (2) two members who are not trustees.

The audit committee, along with the auditors (Avail CPA) met on Monday, November 28, 2022 (via Zoom), to discuss the Audited Financial Statements and Management Letter.

Quick Facts sheet for Audit 2021-2022 will be presented at the board meeting.

Recommendation:

Motion One:

That the Board of Trustees approves the 2021-22 amounts on the Audited Financial Statements for the year ending August 31, 2022, to be transferred to unrestricted as follows:

- Transfer from Unrestricted Net Assets to Capital Reserves in the amount of \$2,800,000.
- Transfer from Unrestricted Net Assets to the Operating Reserves in the amount of \$708,700.

Motion Two:

That the Board of Trustees approves the Audited Financial Statements for the year ending August 31, 2022, for submission to Alberta Education by November 30, 2022, subject to the Board being advised of any minor adjustments which may be necessary before the budget is submitted to Alberta Education November 30, 2022.

Bevan Daverne
Superintendent

Tahra Sabir
Secretary Treasurer



MONTHLY ENROLMENT MONITORING REPORT

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

November 29, 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. Enrolment information has been adjusted for the New Funding Model.

Recommendation:

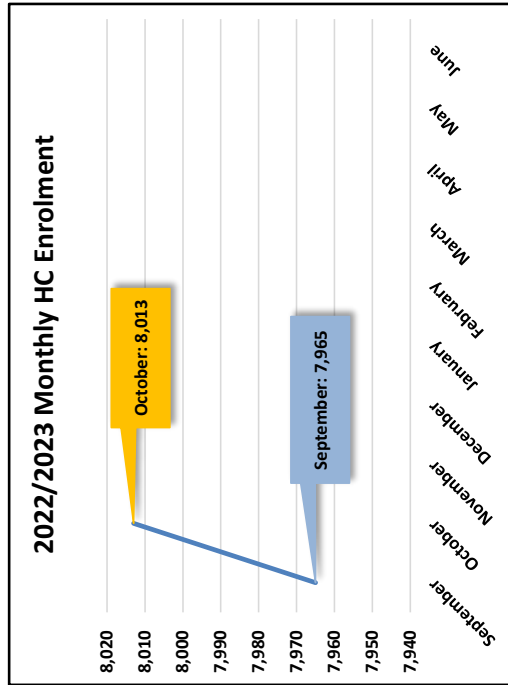
That the Board of Trustees receives the Enrolment Monitoring Report for information and for the record.

Bevan Daverne
Superintendent

Tahra Sabir
Secretary Treasurer

Golden Hills School Division Enrolment

* Enrolment information has been adjusted for the New Funding Model



Schools - Month to Month Comparison Sept 30 to Oct 31, 2022

* Please note kindergarten adjusted to 1.0

Configuration	School	October 31, 2022	September 30, 2022 *	Difference
K-6, 10-12	Acme School	208.00	204.00	4.00
K-9	Carbon School	56.00	56.00	0.00
K-6	Carsland School	77.00	77.00	0.00
7-9	Crowther Memorial Jr. High School	505.00	505.00	0.00
K-9	Dr. Elliott Community School	192.00	191.00	1.00
7-12	Drumheller Valley Secondary School	381.00	382.00	-1.00
K-6	École Brentwood Elementary School	207.00	207.00	0.00
K-12	George Freeman	459.00	461.00	-2.00
K-6	Greentree School	360.00	355.00	5.00
K-12	Prairie Christian Academy School	297.00	298.00	-1.00
10-12	Strathmore High School	673.00	672.00	1.00
K-12	Three Hills School	465.00	464.00	1.00
K-9	Trinity Christian Academy	210.00	210.00	0.00
K-12	Trochu Valley School	264.00	263.00	1.00
K-6	Westmount School	378.00	378.00	0.00
K-12	Wheatland Crossing	345.00	348.00	-3.00
K-6	Wheatland Elementary School	310.00	310.00	0.00
	Sub Total	5,387.00	5,381.00	6.00
7-9	Colonies	382.00	383.00	-1.00
7-12	Drumheller Outreach	11.00	8.00	3.00
1-12	Golden Hills Learning Academy	317.00	290.00	27.00
1-12	NorthStar Academy	426.00	427.00	-1.00
7-12	Strathmore StoreFront	83.00	78.00	5.00
	Sub Total	1,219.00	1,186.00	33.00
	Homeschool	779.00	780.00	-1.00
	Shared Responsibility	206.00	207.00	-1.00
	Sub Total	985.00	987.00	-2.00
	Provincial Total	7,591.00	7,554.00	37.00
	Siksika	155.00	155.00	0.00
	International (Incl. Online)	267.00	256.00	11.00
	Sub Total	422.00	411.00	11.00
	Total HEADCOUNT	8,013.00	7,965.00	48.00



ADMINISTRATIVE PROCEDURES

"Inspiring confident, caring citizens of the world"

November 29, 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 217 Off Campus Education
 - Form 217-1 Work Site Inspection Form
 - Form 217-2 Off-Campus Education Program
- AP 340 Students Who Pose a Threat
 - AP 340-Appendix A School Threat Assessment Decision Tree
 - AP 340-Appendix B Re-Entry Plan Sample Template
 - Form 340-1 Threat Assessment Summary
 - Form 340-2 Crisis Response Summary of Actions
- AP 351 Suspension and Expulsion

The above APs and Forms are attached for review.

Recommendation:

That the Board of Trustees receives the attached information around the revisions to *AP 217 Off Campus Education, Form 217-1 Work Site Inspection Form, Form 217-2 Off Campus Education Program, AP 340 Students Who Pose a Threat, AP 340-Appendix A School Threat Assessment Decision Tree, AP 340-Appendix B Re-Entry Plan Sample Template, Form 340-1 Threat Assessment Summary, Form 340-2 Crisis Response Summary of Action and AP 351 Suspension and Expulsion.*

Bevan Daverne
Superintendent

OFF-CAMPUS EDUCATION



Background

The Division supports off-campus education programs which are delivered through school community partnerships and provide practical experiences related to life skills and career opportunities for students.

Definitions

1. *Off-Campus Education* includes work study, work experience programs, Registered Apprenticeship Programs, Career Internships, Green Certificate program, K&E Workplace Readiness and Work Place Practicum.
2. *Work Study* means off-campus experiential learning integrated with courses undertaken by a junior or senior high school student:
 - 2.1 As an integral part of the curriculum of a provincially approved junior or senior high school program or course (e.g., Career and Technology Foundations (CTF), Science 9, Biology 30, Career and Technology Studies (CTS))
 - 2.2 May include job shadowing, job investigation or research, workplace observation, work site investigation, a mentorship arrangement, or a project;
 - 2.3 Is under the cooperative supervision of a certificated teacher and the employer's onsite representative (usually the onsite supervisor)
 - 2.4 Is a short-term and/or part-time experience; and
 - 2.5 Offers no additional marks and/or credits beyond those awarded for the course that the work study is an integral part of.
3. *Work Experience* means off-campus experiential learning undertaken by a senior high school student:
 - 3.1 As an integral part of a planned school program;
 - 3.2 That is under the cooperative supervision of a certificated teacher and the employer's onsite representative (usually the onsite supervisor);
 - 3.3 Where the activity constitutes separate work experience courses based on 25 hours per credit (minimum 3 credits); and
 - 3.4 That may involve volunteer activities, paid employment, or both.
4. *Registered Apprenticeship Program (RAP)* means experiential learning undertaken by a senior high school student:
 - 4.1 As an integral part of a planned school program;
 - 4.2 That is under the cooperative supervision of a certificated teacher and the employer's onsite representative (usually the onsite supervisor);
 - 4.3 Where the student is registered with Alberta Apprenticeship and Industry Training (AIT) as an apprentice;
 - 4.4 Where the program meets the statutes and regulations relating to apprenticeship training; and
 - 4.5 Where the activities constitute a series of separate courses based on 125 hours per 5-credit course.
5. *Career Internships* means off-campus experiential learning undertaken by a senior high school student:
 - 5.1 As an integral part of a planned school program;

- 5.2 That is under the cooperative supervision of a certificated teacher and the onsite representative (usually the onsite supervisor); and
 - 5.3 Where the learning activity constitutes a separate course based on 25 hours per credit (minimum 3 credits) and meets the standards specified for the general and specific outcomes in the program of studies
6. *Green Certificate Program* means off-campus experiential learning undertaken by a junior or senior high school student:
- 6.1 As an integral part of a planned school program;
 - 6.2 That is under the cooperative supervision of a certificated teacher, a representative of Alberta Agriculture and Forestry, and the employer's onsite representative (usually the onsite supervisor);
 - 6.3 Where the student is involved in agriculture-related work activities; and
 - 6.4 Where the activities constitute a series of separate courses based on 25 hours per credit (minimum 3 credits).
7. *Knowledge and Employability Workplace Readiness Grades 8 and 9* means off-campus experiential learning undertaken by a junior high student:
- 7.1 As an integral part of the Knowledge and Employability curriculum;
 - 7.2 May include job shadowing, job investigation or research, workplace observation, work site investigation, or a mentorship arrangement or project;
 - 7.3 Is under the cooperative supervision of a certificated teacher and the employer's onsite representative
 - 7.4 (usually the onsite supervisor);
 - 7.5 Provides hands-on experience to help students relate their learning to everyday life in the workplace and community; and
 - 7.6 Is a short-term and/or part-time experience.
8. *Knowledge and Employability Workplace Readiness 10-4, Workplace Practicum 20-4 and Workplace Practicum 30-4* means off-campus experiential learning undertaken by a senior high student:
- 8.1 As an integral part of the Knowledge and Employability curriculum;
 - 8.2 May include job shadowing, job investigation or research, workplace observation, work site investigation, or a mentorship arrangement or project;
 - 8.3 Is under the cooperative supervision of a certificated teacher and the employer's onsite representative (usually the onsite supervisor);
 - 8.4 Provides hands-on experience to help students relate their learning to everyday life in the workplace and community; and
 - 8.5 Is part of a 5-credit (125 hour) course.

Procedures

1. Students shall comply with the age requirements under the *Employment Standards Code* in order to participate in work experience education.
2. Off-campus education shall be carried out under the supervision and guidance of a certificated teacher.
3. Off-campus education shall be evaluated by the supervising teacher-coordinator. The means of evaluation shall be conveyed to the student and the employer as approved by the Principal.
 - 3.1 In the case of the Green Certificate, evaluation will be conducted through consultation amongst the supervising teacher-coordinator, workplace trainer and assessors designated by Alberta Agriculture and Forestry (AAF).

4. The off-campus education teacher-coordinator, together with the employer, shall specify learner expectations, except for the Registered Apprenticeship Program and Green Certificate Program, for each student in consultation with the student and parent.
5. Off-campus education shall include an in-school job orientation and debriefing component to facilitate the development of knowledge, skills and attitudes that students must acquire in order to enter, adjust and advance in a career.
 - 5.1 The prerequisite and recommended health and safety courses for Health and Safety Courses and Training outlined below provide the appropriate knowledge, skills and attitudes in workplace health and safety and workplace orientation to prepare students for off-campus education experiences, to support career planning, and to support transitions to the world of work.
 - 5.1.1 [HCS3000: Workplace Safety Systems](#) is the **prerequisite** for students enrolling in Workplace Practicum, Work Experience, and Career Internship.
 - 5.1.2 **Note:** Students in Knowledge and Employability programming may take [Workplace Readiness 10-4](#) rather than HCS3000. [HCS3000: Workplace Safety Systems](#) is the **prerequisite** for students enrolling in the Registered Apprenticeship Program (RAP).
 - 5.1.3 [HCS3010: Workplace Safety Practices](#) is a recommended additional course for students in RAP.
 - 5.1.4 [AGR3000: Agriculture Safety](#) is the **prerequisite** for students enrolling in the Green Certificate Program.
 - 5.1.5 [CTR1010: Job Preparation](#) is a recommended additional course for students to develop successful employment search skills and a personal employment search portfolio.
 - 5.1.6 [CTR3010: Preparing for Change](#) is recommended for students to develop the knowledge and skills relating to the changing labour market and analyzing and refining personal career plans.
6. The off-campus education teacher-coordinator shall determine that a work site/station is acceptable. An approved work station or work site must meet the following criteria:
 - 6.1 A trade, occupation or profession will be represented.
 - 6.2 A supervising person who is qualified in the trade or occupation will give direction to and supervise the student.
 - 6.3 The supervising person will have time to supervise and give direction to the student.
 - 6.4 The work site/station will be acceptable in the terms of *Employment Standards Code, the Labour Relations Code (Alberta), Occupational Health and Safety (OHS) Act, Regulations and Code* and related regulations including *Workplace Hazardous Materials Information System (WHMIS)*, local and provincial health, safety and building standards and other legislated requirements.
 - 6.5 The off-campus learning opportunity is acceptable to the Principal and to the parents of the student in terms of its educational content.
7. **Form 217-1: Work Site Inspection Form** shall be completed annually by the school, preferably in the spring for the following school year. This form shall be approved and signed by the Superintendent or designate. The Division designate is the school Principal.
8. The **Form 217-2: Off-Campus Work Agreement** shall be signed by the employer, the student worker, the parent/guardian and the teacher-coordinator.
9. **Form 217-1: Work Site Inspection Form**, and **Form 217-2: Off-Campus Work Agreement** signed by all parties as named in Procedures 7 and 8 shall be on file at the school before students are placed in work sites/stations. A copy with the original signatures shall be kept at the school. Protection under the *Workers' Compensation Act* and the Board's liability insurance are not in effect, nor are employers exempt from paying the minimum wage, until the **Form 217-1: Work Site Inspection Form** is approved.

10. The Principal or designate shall receive the following information before the implementation of the school's Off-Campus Education Program:
 - 10.1 A copy of **Form 217-1: Application for Approval of Work Sites/Stations**.
 - 10.2 A list of all students participating in the program and their program placements.
11. Where a school wishes to register students in a Registered Apprenticeship Program, then the supervising teacher will ensure that the appropriate RAP forms (on the Registered Apprenticeship Program website) are completed and submitted to Alberta Apprenticeship and Industry Training.
12. The working hours for junior high students are restricted to 8:30 a.m. to 4:30 p.m. Monday to Friday.
13. The working hours for senior high school work experience students must align with the *Employment Standards (Part 5)*. The exemption from the minimum wage by the Employment Standards Branch, Alberta Labour, and Workers' Compensation Board coverage by Alberta Education applies only during these hours. Parameters regarding work schedules must be detailed in the student's work agreement and should follow the work hour recommendations below:
 - 13.1 A standard work day of eight hours per day is recommended for a student who is not attending classes at the same time as participating in an off-campus learning experience (i.e. one full semester is spent in off-campus work).
 - 13.2 A maximum of 12 hours combined per day is recommended for a student who is attending classes at the same time as participating in an off-campus learning experience.
 - 13.3 A maximum of 40 hours of work per week is recommended for a student who is not attending classes at the same time as participating in an off-campus learning experience.
 - 13.4 A maximum of 60 hours combined per week is recommended for a student who is attending classes at the same time as participating in an off-campus learning experience.
14. The Principal and the supervising teacher-coordinator shall ensure that adequate supervision is provided for off-campus students.
15. In the case of a Workers' Compensation Board (WCB) claim:
 - 15.1 The student must report the injury to the employer and the off-campus teacher-coordinator.
 - 15.2 The off-campus teacher-coordinator shall assist the student and the employer complete the WCB Worker Report of Injury or Occupational Disease form. As well the Golden Hills School Division Incident Report Form must be completed and the two forms (plus any additional documentation) sent to the Superintendent or designate as soon as possible allowing time for the Superintendent or designate to submit the claim to WCB before the 72-hour time limit expires.
 - 15.3 The Superintendent or designate will insert the Alberta Education Account Code, 345912/6, then submit the forms to WCB plus a copy of the approved Approval of Work Sites/Stations to Alberta.
 - 15.4 If the student worker works outside the dates, days and times outlined in the student work agreement, the student will be considered an employee of the employer and will no longer be covered for WCB under the Government of Alberta policy.

References:

- Education Act, S.A. 2012, E. O.3
- Policy 1.4.3: Off-Campus
- Guide to Education
- Employment Standards Code
- Employment Standards Regulation
- Workers' Compensation Act
- Workers' Compensation Regulation
- Occupational Health and Safety Act
- Apprenticeship and Industry Training Act
- Canada Labour Code
- Canada Labour Standards Regulations
- Green Certificate Program
- Registered Apprenticeship Program (RAP)



Work Site Inspection Form

School: _____ Date: _____

Address: _____ School Year: _____

Off-campus Teacher: _____ Email: _____

Telephone No.: _____

1. The work site inspection must occur prior to student placement.
2. A work site—the specific off-campus location at which the student is involved in off-campus learning activities (Work Study Programming, Work Experience, Career Internship, Green Certificate Program, Workplace Readiness/Practicum, RAP)—requires inspection and annual approval by the off-campus teacher. Should an accident or injury occur, the work site requires a subsequent inspection before reapproval (see the *Off-campus Education Handbook* for details).
3. Parental or guardian consent shall be obtained on the student’s behalf, a student–employer agreement shall be signed by both parties and the parents/guardians of underage students, and this inspection record shall be on file at the school attended by the student and copies sent before the student is placed at the worksite.
4. Students and parents/guardians signing the Work Agreement are considered to have signed the Workers’ Compensation Board Deeming Order Application for workers’ compensation coverage.

Work Site

<p>A. Company Name: _____</p> <p>Company Address: _____</p> <p>Company Contact Person: _____</p> <p>Telephone: _____ Cell: _____</p> <p>Type of Business: _____</p> <p>More than one work site involved: Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, complete Box B.</p>	<p>B. Work Site Location(s): _____</p> <p>Supervisor (onsite): _____</p> <p>Telephone: _____</p> <p>Email: _____</p> <p>More than one supervisor involved (please list all):</p> <p>_____</p> <p>_____</p> <p>_____</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Number of students to be placed at work site: _____

Does the employer or job have a minimum age requirement for employees at work site? Yes No

Driver’s license required: Yes No

Work Site Approval for Specified Programs

Work Study Programming Work Experience Career Internship
 Green Certificate Program Workplace Readiness/Practicum RAP

Approved Not Approved (provide documentation)

Inspecting Off-campus Teacher (please print): _____

Date: _____ Signed: _____

Principal/Assistant Principal (please print): _____

Date: _____ Signed: _____

	All checklist questions must be reviewed prior to approving this work site.	Acceptable	Needs Improvement	Not Applicable																								
1	Who will provide onsite supervision and job-related training for the student? Name/position of supervisor:																											
2	Will job-related health and safety training and orientation be provided to the student? Yes <input type="checkbox"/> No <input type="checkbox"/>																											
3	Is the student expected to wear personal protective equipment (PPE)? Yes <input type="checkbox"/> No <input type="checkbox"/> (please specify, below) <table style="width: 100%; border: none;"> <tr> <td></td> <td style="text-align: center;">Employer</td> <td style="text-align: center;">Student</td> </tr> <tr> <td>Hearing protection</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Eye protection</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Footwear</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Headwear</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Gloves</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Coveralls/uniform</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Other</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>		Employer	Student	Hearing protection	<input type="checkbox"/>	<input type="checkbox"/>	Eye protection	<input type="checkbox"/>	<input type="checkbox"/>	Footwear	<input type="checkbox"/>	<input type="checkbox"/>	Headwear	<input type="checkbox"/>	<input type="checkbox"/>	Gloves	<input type="checkbox"/>	<input type="checkbox"/>	Coveralls/uniform	<input type="checkbox"/>	<input type="checkbox"/>	Other	<input type="checkbox"/>	<input type="checkbox"/>			
	Employer	Student																										
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Gloves	<input type="checkbox"/>	<input type="checkbox"/>																										
Coveralls/uniform	<input type="checkbox"/>	<input type="checkbox"/>																										
Other	<input type="checkbox"/>	<input type="checkbox"/>																										
4	Is the employer familiar with the process for reporting a student injury? (Employer must be informed that the student is an employee of Alberta Education for WCB coverage.) Yes <input type="checkbox"/> No <input type="checkbox"/>																											
5	Are there emergency preparedness procedures in place; e.g., fire, spill? Yes <input type="checkbox"/> No <input type="checkbox"/> Not relevant <input type="checkbox"/>																											
6	Is a trained first aider available to the student at all times while the student is working? Yes <input type="checkbox"/> No <input type="checkbox"/>																											
7	Are fire extinguishers and first-aid kits maintained and readily available? Yes <input type="checkbox"/> No <input type="checkbox"/>																											
8	Are emergency exit/safety signs clearly visible? Yes <input type="checkbox"/> No <input type="checkbox"/>																											
9	Is emergency eyewash equipment (if necessary) maintained and readily available? Yes <input type="checkbox"/> No <input type="checkbox"/> Not relevant <input type="checkbox"/>																											
10	Identify the most critical potential hazards or dangers of this job from the list below: <input type="checkbox"/> Chemical – exposure to solvents, asbestos, dangerous gases (e.g., carbon monoxide) <input type="checkbox"/> Biological – exposure to moulds, parasites, blood, body fluids <input type="checkbox"/> Ergonomic – lifting heavy or awkward materials, repetitive work <input type="checkbox"/> Physical – manual lifting, exposure to noise, radiation, workplace violence, dangerous machinery, confined spaces <input type="checkbox"/> Psychological/Cultural Factors – stress, harassment, crude language, gender considerations (e.g., student is the only male/female at the work site) Have these hazards been identified & controlled by the employer? Yes <input type="checkbox"/> No <input type="checkbox"/>																											
11	How has the student been made aware of these hazards/dangers? Explain the messaging: _____																											
12	Identify the tools, materials, and equipment the student will be expected to use or handle: <input type="checkbox"/> Hand tools <input type="checkbox"/> Heavy equipment <input type="checkbox"/> Power lift equipment <input type="checkbox"/> Vehicle operation <input type="checkbox"/> Power tools <input type="checkbox"/> Other hazardous machinery _____ <input type="checkbox"/> other _____																											
13	Does this work site appear to provide an orderly, well-maintained, safe, and caring work and learning environment? Yes <input type="checkbox"/> No <input type="checkbox"/>																											



Off-Campus Education Program

Date: _____

BETWEEN

A. Name of Student: _____
 (herein called "the student")

Address: _____ Telephone: _____

Supervising Teacher: _____

B. Name of Employer: _____ Telephone: _____
 (herein called "the employer")

Company Address: _____

WHEREAS

1. The school board has approved an Off-campus education program for students in its school pursuant to section 39 of the *Education Act*.
2. The employer and the student have agreed to participate in the said program on the terms and conditions herein set forth.

WITNESSETH

EFFECTIVE PERIOD AND HOURS

1. The parties agree the off-campus education employment contemplated in this agreement shall start on _____, 20____, and end on _____, 20____.
2. The student's standard hours of work for this off-campus employment shall be no more than _____ hours per week, distributed as follows:

Day		Maximum Hours*
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

** Where a student is required to work outside of the recommended maximums, additional health and safety parameters must be outlined on the other side of this work agreement.*

3. Termination

Notwithstanding anything herein contained to the contrary, any party written hereto may, with or without cause, summarily terminate by giving written notice of termination to the parties to this agreement.

4. Supervision

During the hours of employment herein set forth, the student shall be under the direct supervision and control of the employer, provided that the employer shall at all times permit the school authority or its representative's access to the employment site and the student.



STUDENTS WHO POSE A THREAT TO OTHERS

Background

The *Education Act (section 33-1)* requires that students and staff are provided with a welcoming, caring, respectful and safe learning environment. The Division is committed to ensuring the use of evidence-based practice in the development of protocols to respond to critical incidents. This Administrative Procedure is based on the *Comprehensive School Threat Assessment Guidelines (Dewey Cornell, Ph. D., 2018)*. When students and staff are placed 'at risk' due to dangerous physical, emotional, or psychological situations, school administration shall follow a protocol for responding to these potential crises.

A threat assessment is not a critical incident response. If there is an indication that violence is imminent (e.g., a person has a firearm at school or is on the way to school to attack someone), a critical incident response is appropriate. Take immediate action, such as calling 911, and follow the school Critical Incident Response Plan.

Definitions

1. A *threat assessment* is a problem-solving approach to violence prevention that involves assessment and intervention with students who have threatened violence in some way.
2. The *school threat assessment decision tree (Appendix 340-A Threat Assessment Decision Tree)* is an evaluation tool used by school administration to assess and make judgments about a student's risk for violence.
3. *Not a threat* is an expression of anger that merits attention.
4. A *transient threat* is a threat that does not express a lasting intent to harm someone. There is no longer a threat.
5. A serious *substantive threat* usually means a threat to hit, fight, or other violent action.
6. A *very serious substantive threat* typically involves a threat to kill or a threat to use a lethal weapon or rape.

Procedure

1. A threat assessment should be conducted if a student makes an explicit or implicit threat, or if that student's behaviour indicates that a threat is reasonably likely. The goal of the threat assessment is to provide assistance to the student being assessed, to support targets or potential targets, and to take appropriate preventive or corrective measures to maintain a safe and secure school environment.
 - 1.1. A threat assessment is not a disciplinary action and is not a prerequisite to disciplinary action. Documents completed as part of a threat assessment may or may not be used in a disciplinary proceeding.
2. The *school threat assessment decision tree (Appendix 340-A Threat Assessment Decision Tree)* is used to evaluate a threat by interviewing witnesses. Form 340-1: School threat assessment protocol report is used to record the exact content of the threat, and to gather information on the circumstances in which the threat was made.
 - 2.1. In most circumstances, the student who has made the threat is interviewed (**Form 340-1 Threat Assessment Summary**) and given an opportunity to explain what they meant by the threatening statement or behaviour.
3. Student threats shall be reported to the school administrator (principal, assistant principal, or principal designee) if they cannot be easily and readily resolved by other staff. Criteria for reporting threats should include the age of the child and the context of the threat or remark.

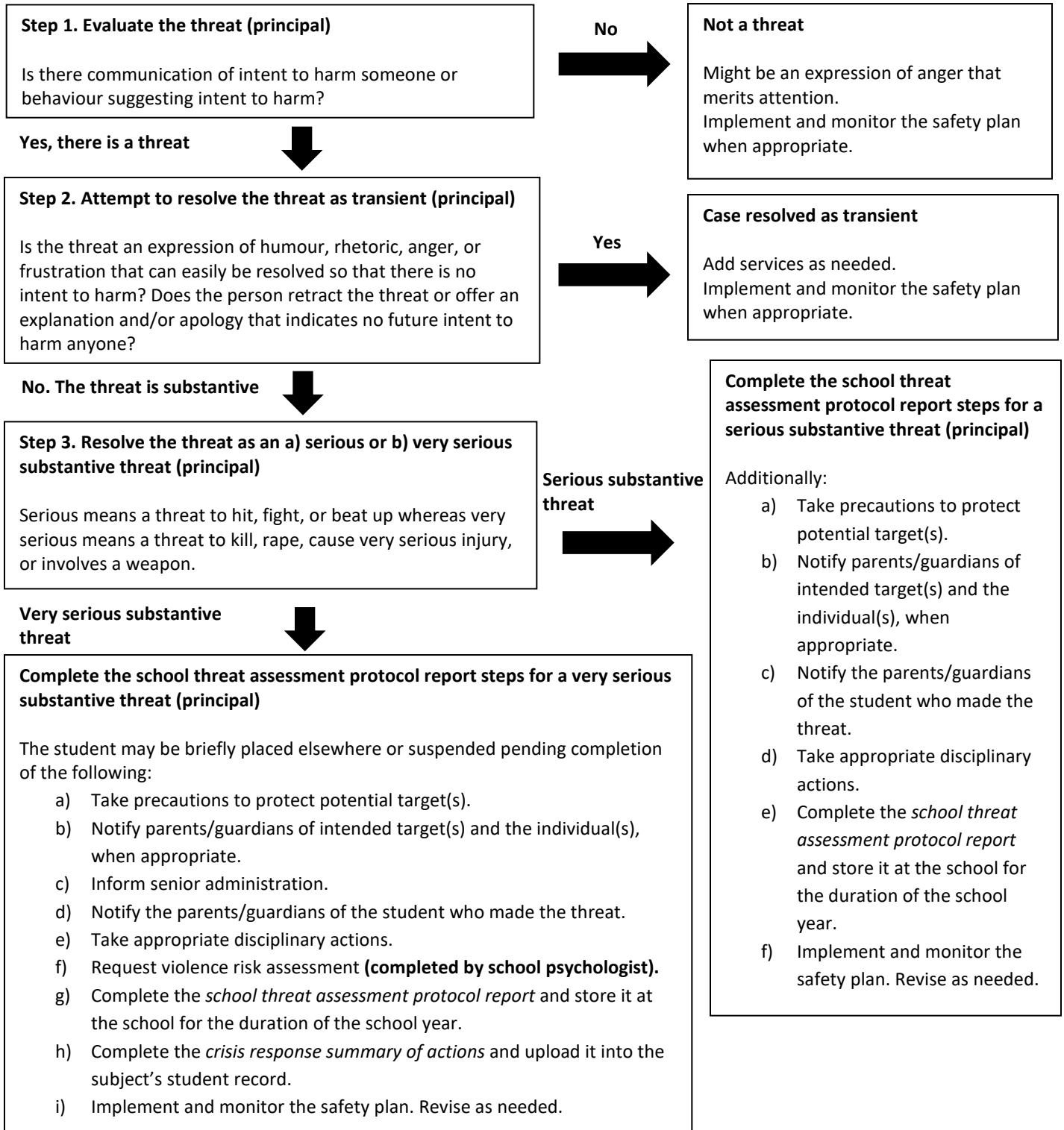
4. When a threat is reported to the principal, the principal makes a preliminary determination of the seriousness of the threat, using the *school threat assessment decision tree* (**Appendix 340-A Threat Assessment Decision Tree**).
 - 4.1. Following the *school threat assessment decision tree* (**Appendix 340-A Threat Assessment Decision Tree**) principals are able to determine if the threat is a not a threat at all, or if it is transient, additional information can be gathered and a resolution can be determined.
 - 4.2. If it can be determined if the threat is not a threat at all or if it is transient and has been resolved, the *school threat assessment protocol report* (**Form 340-1 Threat Assessment Summary**) may be completed at the principal's discretion. If documentation is completed, a copy should be kept at the school for the duration of the school year.
 - 4.3. If not transient, the seriousness of the threat will need to be further investigated. The student who communicated the threat, the recipient(s) of the threat, and witnesses shall be interviewed to obtain specific information regarding the threat, in accordance with the *school threat assessment protocol report* (**Form 340-1 Threat Assessment Summary**). In cases where weapons or drugs are included in the threat, then a search procedure may be required following **AP 357: Inspections and Searches of Persons or Property**.
 - 4.4. If it is determined that the threat is substantive (serious or very serious), the principal shall:
 - 4.4.1. Take precautions to protect potential target(s).
 - 4.4.2. Notify the parents/guardians of any identifiable target(s), and the individual(s) when appropriate.
 - 4.4.3. Inform senior administration (very serious threats only).
 - 4.4.4. Notify the parent/guardian of the student who made the threat.
 - 4.4.5. Take appropriate disciplinary actions.
 - 4.4.6. Contact the educational consultant to complete a violence risk assessment (very serious threats only).
 - 4.4.7. Complete the *school threat assessment protocol report* and store it at the school for the duration of the school year.
 - 4.4.8. Complete the *crisis response summary of actions* (**Form 340-2 Crisis Response Summary of Action**) and upload it into the subject's student record and retain it on file for 1 to 3 years at the discretion of the Principal.
 - 4.4.9. Implement and monitor the safety plan. Revise as needed.
5. Threat assessment and disciplinary procedures are separate processes. Regardless of whether a threat is determined to be transient, serious substantive, or very serious substantive, appropriate disciplinary procedures shall be followed.

References:

- [Education Act, S.A. 2012, E. O.3](#). S-3
- Appendix 170-A: Critical Incident Manual
- AP 357: Inspections and Searches of Persons or Property
- Comprehensive School Threat Assessment Guidelines (Dewey Cornell, Ph. D., 2018)

A threat assessment is not a critical incident response. If there is an indication that violence is imminent, take immediate action, such as calling 911 and follow the school critical incident response plan.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended target(s), and witnesses. Write the exact content of the threat and key observations by each party on the school threat assessment protocol report (**Form 340-1 Threat Assessment Summary**). Consider the circumstances in which the threat was made and the student's intentions.





Re-Entry Plan Sample Template

Golden Hills School Division

435A, Highway #1, Strathmore, AB T1P 1J4
Tel: (403) 934-5121 · Fax: (403) 934-5125

Student: _____

School: _____

Date: _____

Safety Plan

Summary:

Re-Entry Plan:

The following individuals understand and agree with this plan to ensure safety at school:

Name:

Signature:



Threat Assessment Summary

INCIDENT OR BEHAVIOUR OF CONCERN	
<p>A threat is an expression of intent to harm someone that may be spoken, written, gestured, or communicated in some other form, such as via text message or email. Threats may be explicit or implied, directed at the intended target or communicated to a third party. Behaviour that suggests a threat such as weapon carrying, fighting, or menacing actions should be investigated to determine whether a threat is present.</p>	
Name of person reporting threat:	Date/time threat reported:
Affiliation of person reporting threat: <input type="checkbox"/> Current Student <input type="checkbox"/> Former Student <input type="checkbox"/> Parent <input type="checkbox"/> Staff <input type="checkbox"/> Other:	
Contact information (address/phone number) if not GHSD student/staff:	
Subject (person who made the threat or engaged in behaviour of concern):	
Target (person who was the intended victim):	
Location threat occurred: <input type="checkbox"/> School Building or Grounds <input type="checkbox"/> School Bus/Other Travel <input type="checkbox"/> School-Sponsored Activity <input type="checkbox"/> Digital communication such as text or post <input type="checkbox"/> Other _____	
Summary of the incident or threat. What was reported? Include who said or did what to whom. Who else was present?	

ADMINISTRATOR INTERVIEW Subject Target Witness

When a threat is identified, obtain a specific account of the threat by interviewing the student or other person who made the threat, if appropriate to the circumstances. Interview the targets (intended victims) and witnesses (people with relevant information). Write the exact content of the threat and statements by each party. Consider the circumstances in which the threat was made and the threatening individual's intentions.

Administrator Conducting Interview:

Date/time of interview:

Name of person being interviewed:

Use these questions as a guide to interview each person. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions.

1. **All:** Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record the person's exact words with quotation marks for key statements if possible.)

2. **Subject:** What exactly did you say? And what exactly did you do?

Target/witness: What exactly did (subject) say? And what exactly did (subject) do?

3. **Subject:** What did you mean when you said or did that?

Target/witness: What did you think they meant when they said that? (Does target/witness believe that subject intends to carry out the threat?)

4. **Subject:** How do you think (person who was threatened] feels about what you said or did? (Probe to see if the subject believes it frightened or intimidated the person.)

Target/witness: How do you feel about what (subject) said or did?

5. **Subject:** What was the reason you said or did that? (Probe to find out if there is a prior conflict or history to this threat.)

Target/witness: What was the reason (subject) said or did that? (Probe to find out if there is a prior conflict or history to this threat.)

6. **Subject:** What are you going to do now? (Ask questions to determine if the subject intends to carry out the threat.)

Target/witness: What are you going to do now? (Ask questions to determine how target/witness plans to respond to the threat and assist in planning a safe and non-provocative response.) What do you think (subject) will do now?

DETERMINING THREAT CLASSIFICATION: KEY OBSERVATIONS

***Complete only for subject form after interviews have been completed**

These items can help assess whether a threat is transient or substantive but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score.

Threat is likely to be less serious:

Notes:

1. Subject admits to threat (statement or behavior).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
2. Subject has explanation for threat as benign (such as joke or figure of speech).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
3. Subject admits feeling angry toward target at time of threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
4. Subject retracts threat or denies intent to harm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
5. Subject apologetic or willing to make amends for threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
6. Subject willing to resolve threat through conflict resolution or some other means.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	

Threat is likely to be more serious:

7. Subject continues to feel angry toward target.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
8. Subject expressed threat on more than one occasion.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
9. Subject has specific plan for carrying out the threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
10. Subject engaged in preparation for carrying out the threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
11. Subject has prior conflict with target or other motive.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
12. Subject is suicidal. (Supplement with suicide assessment.)	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
13. Threat involved use of a weapon other than a firearm, such as a knife or club.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
14. Threat involves use of a firearm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
15. Subject has possession of, or ready access to, a firearm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
16. Subject has or sought accomplices or audience for carrying out threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
17. Threat involves gang conflict.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
18. Threat involves peers or others who have encouraged subject in making threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	

Other relevant observations

--

THREAT RESPONSE SUMMARY

This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add notes (e.g., person responsible, timeline) if appropriate.

THREAT CLASSIFICATION

- Transient
 Substantive
 Very Serious Substantive

Required Actions:

Notes

<input type="checkbox"/>	1. Contact target of threat, including parent/guardian if target is a minor	
<input type="checkbox"/>	2. Contact parent/guardian of subject who made the threat	
<input type="checkbox"/>	3. Contact superintendent's office if very serious substantive threat	
<input type="checkbox"/>	4. Store <i>school threat assessment protocol report</i> at the school for the duration of the school year	
<input type="checkbox"/>	5. Upload <i>crisis response summary of actions</i> letter to PASI and retain it on file for 1 to 3 years	

For Consideration:

Notes:

<input type="checkbox"/>	6. Reprimand/warning	
<input type="checkbox"/>	7. Parent conference	
<input type="checkbox"/>	8. Review/creation of support plan (ISP/IPP/BSP)	
<input type="checkbox"/>	9. Review/creation of safety plan	
<input type="checkbox"/>	10. Restitution/relationship repair	
<input type="checkbox"/>	11. Conflict mediation	
<input type="checkbox"/>	12. Increased contact/monitoring of subject	
<input type="checkbox"/>	13. Disciplinary action	
<input type="checkbox"/>	14. Services for other persons affected by threat	
<input type="checkbox"/>	15. Schedule change	
<input type="checkbox"/>	16. Transportation change	
<input type="checkbox"/>	17. Refer for school-based counselling	
<input type="checkbox"/>	18. Refer for risk assessment (by school psychologist)	
<input type="checkbox"/>	19. Law enforcement involvement	
<input type="checkbox"/>	20. Other actions	

Completed by:	Role:	Signature:	Date:



Crisis Response Summary of Actions

Golden Hills School Division

435A, Highway #1, Strathmore, AB T1P 1J4
Tel: (403) 934-5121 · Fax: (403) 934-5125

Crisis Response Summary of Actions

Student name: _____

ASN: _____

Grade: _____

School: _____

Please be advised that the following was completed on _____.
(Date)

- Non-suicidal self-injury risk assessment
- Suicidal ideation risk assessment
- Threat assessment
- Violence risk assessment
- A safety plan was created and will remain available at the school for the duration of the school year.

Principal Signature



SUSPENSION AND EXPULSION

Background

The Division recognizes that on occasion a student's behaviour may be such that the student needs to be removed from the classroom, school or bus for a predetermined time span.

Procedures

1. Suspensions

- 1.1 Suspension of a student shall mean the removal of the student from one or more class periods, one or more courses, school, or riding in a school bus.
- 1.2 Students may be suspended for any conduct which, in the opinion of the Principal, is harmful to the culture of the school, detrimental to the well-being of other students and/or general well-being of the school community.
- 1.3 When a student is suspended from school for a half-day or more, the Principal shall notify the parents or for students who are independent or over the age of 18, the student regarding the suspension and confirm it by letter outlining the circumstances concerning the suspension. A copy of this letter shall be sent to the Associate Superintendent and retained in the cumulative file for 1 to 3 years at the discretion of the Principal.

2. Expulsion

- 2.1 All expulsions from schools shall be time definite and require approval from the Board.
- 2.2 When a student's behavior is such that expulsion is to be recommended to the Board, the Principal shall inform the parents or for students who are independent or over the age of 18, the student by registered letter outlining the circumstances. A copy of the letter shall be sent to the Superintendent for consideration by the Board. The parent(s) and the student shall be given the opportunity to discuss the pending expulsion with the Board. A copy of this letter shall be retained in the cumulative file for 1 to 3 years at the discretion of the Principal.
- 2.3 The Superintendent shall advise, in writing, the parents or for students who are independent or over the age of 18, the student of the decision of the Board and also inform the parents or the student as the case may be of their right to appeal the decision to the Minister of Education.
- 2.4 An expulsion or any rule or condition of return may apply to a student beyond the school year in which the student was expelled.
- 2.5 In the case of a disciplinary matter where a student has withdrawn from school in anticipation of expulsion based on a Principal's recommendation to the Board that the student be expelled, and a letter is on file in Division Office in this regard, the student shall not be re-admitted to school without Superintendent approval.

Reference: Section 31, 33, 36, 37, Education Act



ADVOCACY PLANNING

"Inspiring confident, caring citizens of the world"

November 29, 2022

Background:

The Board's main priority is to advocate for quality education and equal programming opportunities for students at Golden Hills. To this end, the Board of Trustees maintains an Advocacy Committee with the purpose of developing advocacy priorities and a plan to share these concerns with the Golden Hills stakeholders and community, provincial authorities and other municipal officials.

Recommendation:

That the Board of Trustees discuss the Advocacy Points for the 2022/23 school year.

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

Bevan Daverne
Superintendent