



GOLDEN HILLS

SCHOOL DIVISION

AGENDA

TYPE: Regular Board Meeting

DATE: 12/13/2022 **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 November 29, 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 Locally Developed and/or Acquired Courses (J. Grimsdale) Action

9.2 Board Policy 13 - Appeals and Hearings Regarding Student Matters (B. Daverne) Action

B) Information Items

9.3 Enrolment Monitoring Report (November) (T. Sabir) Info

9.4 Technology Services Report (J. Grimsdale) Info

9.5 International Program Report (B. Daverne) Info

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

9.7 Employee Handbook (New and Updated) (W. Miskiman) Info

9.8 Administrative Procedures 161 and 380 (B. Daverne) Info

10.0 ADJOURNMENT

10.1 Adjournment Action



MINUTES

Golden Hills School Division

Regular Meeting of the Board of Trustees

Location: Boardroom of the Golden Hills School Division

Start Time: 9:30 AM

Tuesday, November 29, 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

f) Associate Superintendent

- Jeff Grimsdale

g) Secretary Treasurer

- Tahra Sabir

h) Recording Secretary

- Kristy Polet

Absent:

e) Deputy Superintendent

- Wes Miskiman

2.0 Call to Order

Chair Huntley called the meeting to order at 9:32 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#20221129.1001

MOVED by Trustee Northcott that the Board of Trustees for In Camera at 9:33 a.m.

4.2 Out of In Camera

Recommendation: BD#20221129.1002

MOVED by Trustee Pirie that the Board of Trustees rise from In Camera at 11:42 a.m.

5.0 Approval of Agenda

5.1 Approval of Agenda

Recommendation: BD#20221129.1003

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 Regular Minutes of October 25, 2022

Recommendation: BD#20221129.1004

MOVED by Trustee Mertz that the Board of Trustee approve the Regular Minutes of October 25, 2022.

8.0 REPORTS

A) Chair's Report

Chair Huntley presented information on the following topics:

- Alberta School Boards Association (ASBA) Zone 5 Meeting that was held November 4, 2022.
 - Presentation on the operations of the ASBA Executive and Board.
- Discussed the Career Education Task Force that took place Wednesday, November 30, 2022 from 10:00 a.m. to noon.
- Discussed the Public School Boards Association of Alberta (PSBAA) Learning Event and Meeting that was held November 16-18, 2022 in Edmonton.
 - Presenters: Paul McLoughlin, Christine Sewell and Catherine Keill.
 - Discussed upcoming PSBAA meeting changes to February and April only.
 - August different locations.
- November meeting will better align with the ASBA FGM.
- Thank you to Vice Chair Kletke and Director Pirie for their role at the ASBA FGM.

B) Board Committees

Chair Initials _____ Secretary Treasurer Initials _____

Nothing to report on currently.

C) Board Representatives to External Organizations

Nothing to report on currently.

D) Administration Reports

Superintendent Daverne reported information on the following topics:

- Discussed Tender for the Acme replacement.
- Transportation - discussed bus pass system, roll out is going smoothly.
- Staffing - shortage on hiring teachers across the province.
- Substitute teacher pool will improve in May once university is finished.
- Bandwidth - Golden Hills Division bandwidth is not as smooth, in the midst of doubling it and upgrading devices.

Secretary Treasurer Sabir presented information on the following topics:

- Audit Committee met on Monday, November 28, 2022 to review the audited financial statements with, Chandra Deaust, CPA, CA (Avail CPA - Chartered Accountant).
- Tuesday, November 29, 2022, Chandra Deaust will join the Board meeting via Zoom to review the audited financial statements to the Trustees.
- Facilities Staff - casuals are covering.
- Modularity submission - have been resubmitted.
- Transportation – continued driver shortage, doubling up runs, bus drivers are always helping out to cover routes. however, there are potentially late arrivals at schools.
- New bus drivers.
- Insurance (ARMIC) - Premiums savings \$2.7M.
- Wheatland Crossing Fitness Centre - once building permit has been received, next process will be looking at construction.
- Westmount Elementary and Trinity Christina Academy – waiting for final traffic impact assessment report.

9.0 NEW BUSINESS

A) Action Items

9.1 Field Trip Studies/Excursion - Strathmore High School Band Trip (B. Daverne) Recommendation: BD#20221129.1005

MOVED by Trustee Pirie 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.

9.2 Field Trip Studies/Excursion - Prairie Christian Academy (B. Daverne)

Chair Initials _____ Secretary Treasurer Initials _____

Recommendation: BD#20221129.1006

MOVED by Trustee Kletke 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.

9.3 Field Trip Studies/Excursion - Crowther Memorial Jr. High (B. Daverne)

Recommendation: BD#20221129.1007

MOVED by Trustee Mertz that the Board of Trustees approves the proposed high school field studies/excursion for Crowther Memorial Jr. High School to Oeiras and Portugal from April 9 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.

9.4 Public School Boards' Association of Alberta (PSBAA) Membership Review (B. Daverne)

Recommendation:

No motion required at this time, for information only.

9.5 Alberta School Boards Association (ASBA) Surveys - Strategic Plan Engagement Process and FGM Feedback (B. Daverne)

Recommendation: BD#20221129.1009

MOVED by Trustee Pirie that the Board of Trustees reviews and participates in the survey related to the development of the ASBA 2023-2026 Strategic Plan.

9.6 Audited Financial Statements for the year ending August 31, 2022 (T. Sabir)

Recommendation: BD#20221129.1010

MOVED by Trustee Pirie 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.

RECOMMENDATION: BD#20221129.1011

MOVED by Trustee Northcott 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.

B) Information Items

Chair Initials _____ Secretary Treasurer Initials _____

9.7 Monthly Enrolment Monitoring Report (October 2022) (T. Sabir)

Recommendation:

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

9.8 Administrative Procedures 217, 340 and 351 (B. Daverne)

Recommendation:

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

- 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

9.9 Advocacy Discussion (B. Daverne)

Recommendation:

Superintendent Daverne discussed the Advocacy Points for the 2022-23 school year.

10.0 Guest

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

Recommendation:

On Monday, November 28, 2022, the Audit Committee convened, as per the requirements of the Education Act to review the financial statements. On Tuesday, November 29, 2022, Chandra Deaust, CPA, CA (Avail CPA - Chartered Accountant) was in attendance via Zoom to present the Audited Financial Statements for the year ending August 31, 2022, and answered Trustee questions regarding the audit process and Audited Financial Statements.

11.0 ADJOURNMENT

11.1 Adjournment

Recommendation: BD#20221129.1012

The Board of Trustees adjourned at 3:07 p.m.

Chair

Secretary Treasurer

Chair Initials _____ Secretary Treasurer Initials _____



LOCALLY DEVELOPED/ACQUIRED COURSES

“Inspiring confident, caring citizens of the world”

December 13, 2022

Background:

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

<i>Hindi Language and Culture 15 – 3Y</i>	January 1, 2023 until August 31, 2025	Strathmore High School
This program is intended for students who have some prior knowledge of Hindi Language and culture in high school. In addition to preserving cultural identity, learning Hindi is a means of cultural enrichment. It is also an excellent means of fostering understanding and solidarity among peoples and countries.		

The following locally developed courses are being submitted for the Board’s consideration and approval.

Recommendation:

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

Bevan Daverne
Superintendent

Jeff Grimdsdale
Associate Superintendent



BOARD POLICIES

"Inspiring confident, caring citizens of the world"

December 13, 2022

Background:

Due to updates in Administrative Procedure numbering, the following change is recommended to the following Board Policy:

- *Policy 13: Appeals and Hearings Regarding Student Matters*

Board Policy 13 is attached for review.

Recommendation:

That the Board of Trustees approves the above as updated *Policy 13: Appeals and Hearing Regarding Student Matters*.

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

Bevan Daverne
Superintendent

Under the Education Act, matters on which the Minister of Education will consider appeals are:

1. Special education placement;
2. Student expulsion;
3. Access to, or the accuracy or completeness of student records;
4. Board responsibility for a specific student.

All Matters Other Than Expulsion of a Student

1. Prior to a decision being appealed to the Board and as required by section 41 of the Education Act a parent must first follow and complete the dispute resolution process provided in administrative procedure Administrative Procedure 380 – Student Appeals and Dispute Resolution.
2. Prior to a decision being appealed to the Board, it must be appealed to the Superintendent.
3. Parents of students, and students 16 years of age or over, have the right to appeal to the Board a decision of the Superintendent. The Superintendent must advise parents and students of this right of appeal.
4. The appeal to the Board must be made within five days from the date that the individual was informed of the Superintendent's decision. The appeal must be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand, and the reason for the appeal.
5. Parents, or students as above, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.
6. Appeals will be heard by the Board at a regular Board meeting, whenever possible. The hearing of the appeal must be scheduled so as to ensure that the person making the appeal and the Superintendent, or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
7. The Board Chair will consider any requests for adjournments of hearings of appeals regarding student matters, and must consider the reason for the request and whether the person making the request has sufficient notice and time to prepare for the presentation.
8. The appeal will be heard at an in-camera meeting of the Board.
9. The Board reserves the right to make its decision at a subsequent Board meeting. The parties to the appeal will be advised when the decision will be made. The Board decision will be made in open session.

10. The appeal hearing will be conducted in accordance with the following guidelines:
 - 10.1 The Chair will outline the purpose of the hearing, which is to provide:
 - 10.1.1 An opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological and educational data and may be presented by witnesses. The information presented may include both written and verbal communications;
 - 10.1.2 The Board with the means to receive information and to review the facts of the dispute;
 - 10.1.3 A process through which the Board can reach a fair and impartial decision.
 - 10.2 Notes of the proceedings will be recorded for the purpose of the Board's records.
 - 10.3 The Superintendent and/or designate(s) will explain the decision and give reasons for the decision.
 - 10.4 The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by the Superintendent and/or designate(s).
 - 10.5 The Superintendent and/or designate(s) will have an opportunity to respond to information presented by the appellant.
 - 10.6 Board members will have the opportunity to ask questions or clarification from both parties.
 - 10.7 No cross-examination of the parties shall be allowed, unless the Chair deems it advisable under the circumstances.
 - 10.8 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The recording secretary will remain in attendance. The Board may have legal counsel in attendance.
 - 10.9 If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
 - 10.10 The Board decision and the reasons for that decision will be communicated to the appellant by telephone and confirmed in writing following the hearing. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister if the appellant is dissatisfied with the decision of the Board, if the matter under appeal is a matter described in the Education Act.

Expulsion of a Student

The Board will hear representations with respect to a recommendation for a student expulsion in accordance with the Education Act.

If a student is not to be reinstated within five school days of the date of suspension, the Principal shall immediately report in writing all the circumstances of the suspension to the Superintendent and provide a recommendation to the Board through the office of the Superintendent.

The Board will convene in an in-camera session upon the call of the Superintendent but in no event shall the hearing occur later than ten school days from the first day of suspension.

Parents of students, or students 16 years of age or over, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.

The Board may have legal counsel in attendance.

Notes of the proceedings will be recorded for the purpose of the Board's records.

The expulsion hearing will be conducted in accordance with the following guidelines:

1. The Chair will outline the purposes of the hearing, which are to:
 - 1.1 Provide an opportunity to hear representations relative to the recommendation from the Principal;
 - 1.2 Provide an opportunity for the student and/or the student's parent to make representations;
 - 1.3 Reinstatement or expulsion of the student.
2. The Chair will outline the procedure to be followed, which will be as follows:
 - 2.1 The Principal will present the report documenting the details of the case and the recommendation to expel the student;
 - 2.2 The student and the student's parents will be given an opportunity to respond to the information presented and to add any additional relevant information;
 - 2.3 The members of the Board will have the opportunity to ask questions of clarification from both the Principal and the student and the student's parents;
 - 2.4 The Board will meet without either the administration or the student and the student's parents present, to discuss the case and the recommendation. The recording secretary will remain in attendance. Legal counsel may also remain in attendance.
 - 2.5 Should the Board require additional information, both parties will be requested to return in order to provide the requested information;
 - 2.6 The Board will make a decision to either reinstate or expel the student; and
 - 2.7 The Board's decision shall be communicated in writing to the student and the student's parents within five days of the hearing, with copies being provided to the Principal and the Superintendent. (The Superintendent's office will attempt to inform the parent(s) and the

student of the decision by telephone or personal communication as soon as possible after a decision has been reached.)

3. If the Board's decision is to expel the student, the following information must be included in the letter to the student and the student's parents:
 - 3.1 The length of the expulsion which must be greater than 10 school days;
 - 3.2 The educational program to be provided to the student and the name of the individual to be contacted in order to make the necessary arrangements; and
 - 3.3 The right of the student and the student's parents to request a review of the decision by the Minister of Education.

4. Expulsion is at the discretion of the Board. The Board, in making its decision, shall take into account the circumstances under which the student committed the offence. The following offences may be considered by the Board as justification for expulsion:
 - 4.1 Open opposition to the authority of the staff;
 - 4.2 Conduct deemed to be injurious to the general tone and well-being of the student population being served by the school and the staff employed by the Division;
 - 4.3 Willful disobedience over a prolonged period or in a single instance where the disobedience endangers the students, teacher, building or general climate of orderly behavior;
 - 4.4 Habitual neglect to do work that is assigned to the student and which is within his/her competence to complete;
 - 4.5 Profane or indecent language in the presence of other students or staff;
 - 4.6 Threats of physical violence or acts of violence against a staff member or a serious unprovoked attack on other students;
 - 4.7 Any act of indecency in a school building or on the school grounds;
 - 4.8 Failure to observe and to obey any reasonable rule, regulation or procedure established by a staff member for maintaining a climate of behavior conducive to learning;
 - 4.9 Willful or malicious damage to property or equipment on school premises; or
 - 4.10 Prohibited use of drugs, alcohol, or tobacco.

It is expected that all students will comply with the relevant sections of the Education Act, Board policy and school policy.

Legal Reference:

- Education Act, S. 41, 42, 43, 44



MONTHLY ENROLMENT MONITORING REPORT

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

December 13, 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

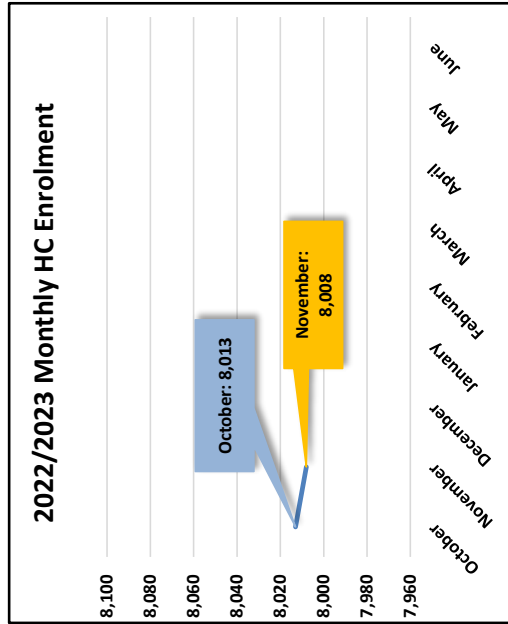
Tahra Sabir
Secretary Treasurer

Golden Hills School Division Enrolment

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

*Please note kindergarten adjusted to 1.0

* Enrolment information has been adjusted for the New Funding Model



Configuration	School	September 30, 2022 *	November 30, 2022	October 31, 2022	Difference
K-6, 10-12	Acme School	204.00	209.00	208.00	1.00
K-9	Carbon School	56.00	58.00	56.00	2.00
K-6	Carseland School	77.00	77.00	77.00	0.00
7-9	Crowther Memorial Jr. High School	505.00	506.00	505.00	1.00
K-9	Dr. Elliott Community School	191.00	193.00	192.00	1.00
7-12	Drumheller Valley Secondary School	382.00	380.00	381.00	-1.00
K-6	École Brentwood Elementary School	207.00	207.00	207.00	0.00
K-12	George Freeman	461.00	458.00	459.00	-1.00
K-6	Greentree School	355.00	357.00	360.00	-3.00
K-12	Prairie Christian Academy School	298.00	298.00	297.00	1.00
10-12	Strathmore High School	672.00	668.00	673.00	-5.00
K-12	Three Hills School	464.00	462.00	465.00	-3.00
K-9	Trinity Christian Academy	210.00	211.00	210.00	1.00
K-12	Trochu Valley School	263.00	262.00	264.00	-2.00
K-6	Westmount School	378.00	377.00	378.00	-1.00
K-12	Wheatland Crossing	348.00	346.00	345.00	1.00
K-6	Wheatland Elementary School	310.00	310.00	310.00	0.00
	Sub Total	5,381.00	5,379.00	5,387.00	-8.00
7-9	Colonies	383.00	382.00	382.00	0.00
7-12	Drumheller Outreach	8.00	13.00	11.00	2.00
1-12	Golden Hills Learning Academy	290.00	320.00	317.00	3.00
1-12	NorthStar Academy	427.00	421.00	426.00	-5.00
7-12	Strathmore StoreFront	78.00	85.00	83.00	2.00
	Sub Total	1,186.00	1,221.00	1,219.00	2.00
	Homeschool	780.00	781.00	779.00	2.00
	Shared Responsibility	207.00	205.00	206.00	-1.00
	Sub Total	987.00	986.00	985.00	1.00
	Provincial Total	7,554.00	7,586.00	7,591.00	-5.00
	Siksika	155.00	155.00	155.00	0.00
	International (Incl. Online)	256.00	267.00	267.00	0.00
	Sub Total	411.00	422.00	422.00	0.00
	Total HEADCOUNT	7,965.00	8,008.00	8,013.00	-5.00



TECHNOLOGY SERVICES

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

December 13, 2022

Background:

Utilizing technology as a learning tool has been a GHSD priority for a number of years and as a result Golden Hills' students have access to many technologies enhanced learning opportunities. Teachers and students are provided with the necessary infrastructure to meet Information Communication Technology outcomes and engage students in rich real-world learning experiences. In addition, noteworthy efficiencies have been achieved in terms of system administration.

Recommendation:

That the Board of Trustees receives the Technology Services Report for information and for the record.

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

Bevan Daverne
Superintendent

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

Jeff Grimsdale
Associate Superintendent



TECHNOLOGY SERVICES REPORT

Presented to the Board of Trustees by Jeff Grimsdale
Associate Superintendent of Schools

Resource Persons: Todd Kennedy, Manager Technology Services

December 13, 2022

REPORTING PERIOD: 2021-2022

OVERVIEW:

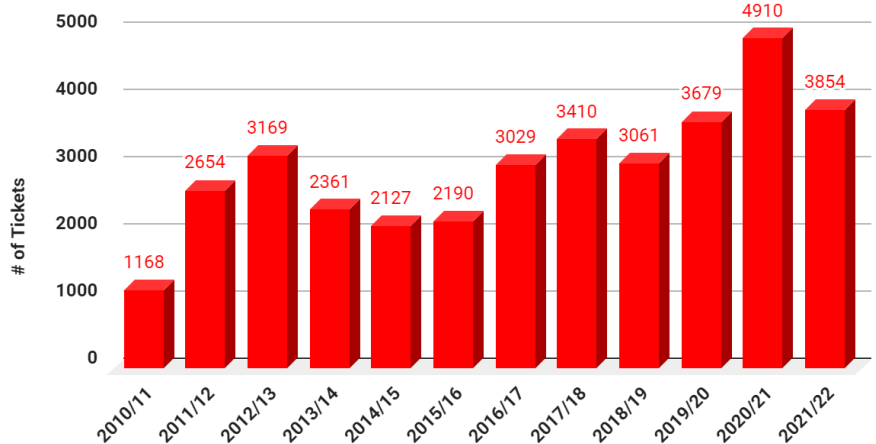
The primary role of Technology Services is to support the technologies used by teachers, staff, and students throughout GHSD, so they can engage in Powerful Learning through ensuring ActivBoards, internet, wireless networks and printing devices are all effective and functioning. All computers, telephones, PA systems, HVAC and other operational technologies are maintained by this department.

Support Requests

Technical support requests are measured using an online WebHelpDesk tool. Staff are helped via telephone, e-mail, or in-person from the technology team. All requests are tracked by location, type of technology, type of support needed, and time spent to resolve the problem.

There was a marked decline in actual tickets this year, due primarily to replacement of 280 ActivBoard/Projector combinations.

Technical Support Tickets



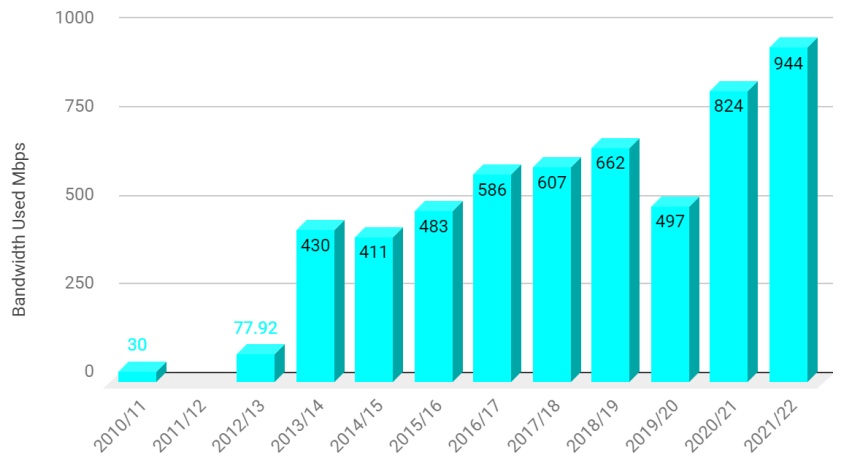
Bandwidth Charts

Internet is a basic service that is expected in all of our schools with the exception of most Colony schools and is also available on all of our school buses (bus data is not presented in this chart).

Bandwidth usage has jumped again this year. We subscribe to a 1000 Mb/s service, and we are typically saturating this connection on a daily basis. We have purchased an upgrade to 2000 Mb/s, which should be in operation by the presentation of this report.

Our schools use the Alberta Supernet fibre network to provide services to all sites. We are currently evaluating each site, looking at potential upgrades.

Bandwidth Usage

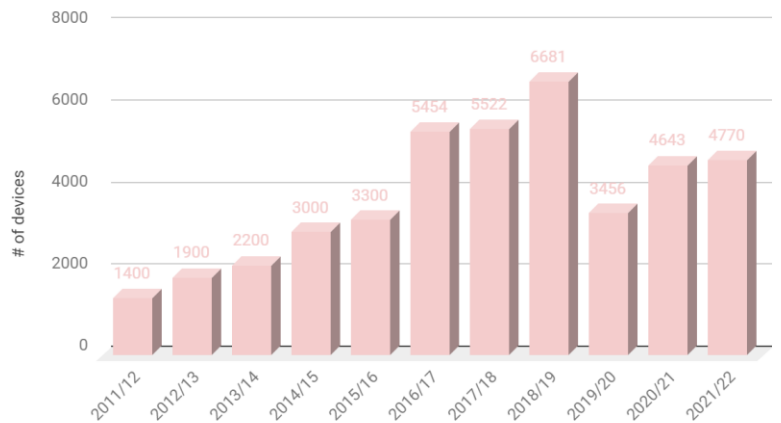


Wireless Network

Technology Services provides and maintains a Wi-Fi network across all traditional and online schools, as well as international student dormitories. Access is available 24 hours per day, 7 days per week.

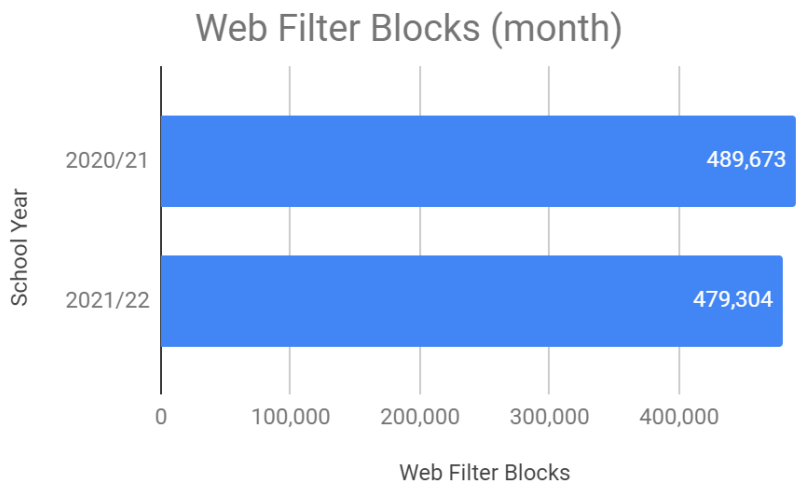
We are seeing continued growth in our wireless devices. While the overall number has only increased slightly, we have reduced the number of Golden Hills owned devices in our buildings, so the increase represents even more BYOD from our staff and students.

Wireless Devices



Web Filter

We use a number of services to filter Internet traffic for staff and students. This would include things like adult content, violence, illegal software and hacking. This is only the second year of tracking/reporting this data. Web filter blocks have remained pretty consistent.

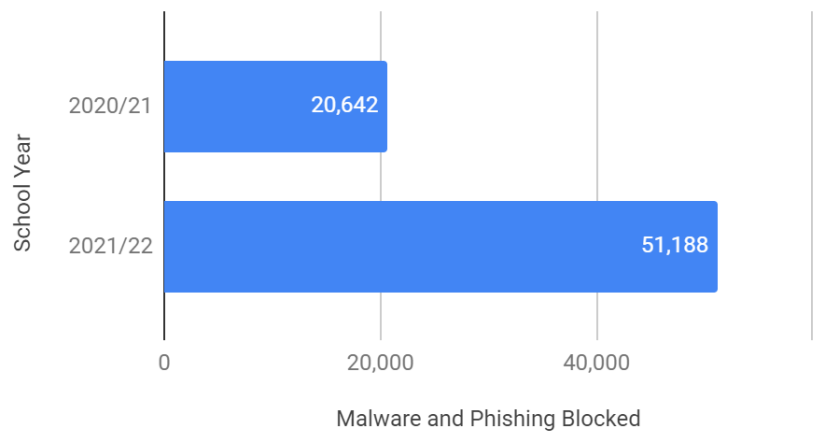


Malware and Phishing Attacks

Two methods that cause disruption to learning are Malware and Phishing. Malware is software used to attempt to infiltrate our systems and wreak havoc. This could include erasing data, locking out computers, or capturing data for ransom or to sell on the dark web. Phishing attacks are attempts to get our staff and students to do something, so the attacker can gain access to our systems.

While this is only the second year we have metrics for, we've seen these attacks more than double.

Malware and Phishing Attacks (month)



ViewBoard Installation

We completed the replacement of 280 ActivBoards in early 2022 with Viewsonic ViewBoards. ViewBoards were installed at the following schools: Acme, Carbon, Carseland, Crowther Memorial Junior High School, Dr. Elliott, Drumheller Valley Secondary School, Drumheller Outreach, Ecole Brentwood Elementary, Golden Hills Learning Academy, Greentree, NorthStar, Strathmore High School, Strathmore Storefront, Three Hills School, Trinity Christian Academy, Westmount Elementary, and Wheatland Elementary. Most of our colony schools do not have technology like a ViewBoard in them, and the other schools Promethean ActivBoards were of a newer "vintage". However, we will need to consider a replacement program for them in the very near future.

Chromebooks

Chromebooks continue to be the technology of choice for the majority of our schools as a student access device. Students and teachers can be seen utilizing Chromebooks all throughout our buildings, any time during the day. Our goal is to ensure there is a 4:1 ratio of students to Chromebooks, and our schools have been very fortunate to receive support from parent councils and fundraising to improve this ratio. Chromebooks are reasonably inexpensive, but they also have a lifespan of 3-5 years - which means we are constantly replacing them.

Notable:

Upcoming Projects

During the 2022-2023 school year there are a number of large scale technology projects. These include:

- Replacement of our copier fleet in all schools
- Evergreen of staff computers in all schools
- Replacement/Upgrade wired network infrastructure
- Replacement/Upgrade wireless infrastructure

SUMMARY & IMPLICATIONS:

Technology infrastructure is a key piece to supporting Powerful Learning whether in school or at home. Students and teachers received support from Technology Services to access the tools and other supports they needed and did so with a high degree of satisfaction and efficiency.

RECOMMENDATION:

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



INTERNATIONAL PROGRAM

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

December 13, 2022

Background:

Golden Hills International Program provides an opportunity for our resident students to experience global competencies by interacting with students from around the world. Our international students have the opportunity to learn English and benefit from quality academic programming.

Recommendation:

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

Bevan Daverne
Superintendent

Jeff Grimsdale
Associate Superintendent of Schools



INTERNATIONAL PROGRAM REPORT

Presented to the Board of Trustees by Superintendent Bevan Daverne
Resource Persons: Carmen Spitzer, Christina Hoover

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

December 13, 2022

REPORTING PERIOD: 2021-2022

OVERVIEW

Various initiatives including the Golden Hills International program help to build global competencies with students and staff. Most of the developed world sees the importance of preparing students who can interact and collaborate with people from diverse backgrounds, analyze complex global challenges, and take responsible and forward-thinking action in our rapidly changing interconnected world. The Organization for Economic Cooperation and Development (OECD) recognizes global competency as crucial for economic development and now assesses it on the Program for International Student Assessment (PISA) examinations. Through its International Program, Powerful Learning framework, the implementation of the Global Connections Certificate (GCC), international learning collaborations, and professional development, Golden Hills continues to do its part to develop cross cultural understandings and global competencies among Golden Hills students.

INTERNATIONAL PROGRAM

Golden Hill’s International program is a unique and integral part of Golden Hills School Division that since its inception has accommodated more than 4,530 students from 57 different countries. Although we are experiencing the aftermath of COVID-19, our numbers are increasing.

School Year	FTE	Head Count	Learning Academy
2020-2021	149	189	115
2021-2022	165	184	15
2022-2023 (semester 1)	230	246	10.5

We are expecting our numbers to increase for semester 2. Our Homestay Program is currently full for both semesters and our Dormitories in both Strathmore and Drumheller are near their maximum capacity.

A minimal amount of recruitment events are being held online. Most Fairs have opened back up and agents are appreciating the face-to-face meetings and the feeling of being connected once again.

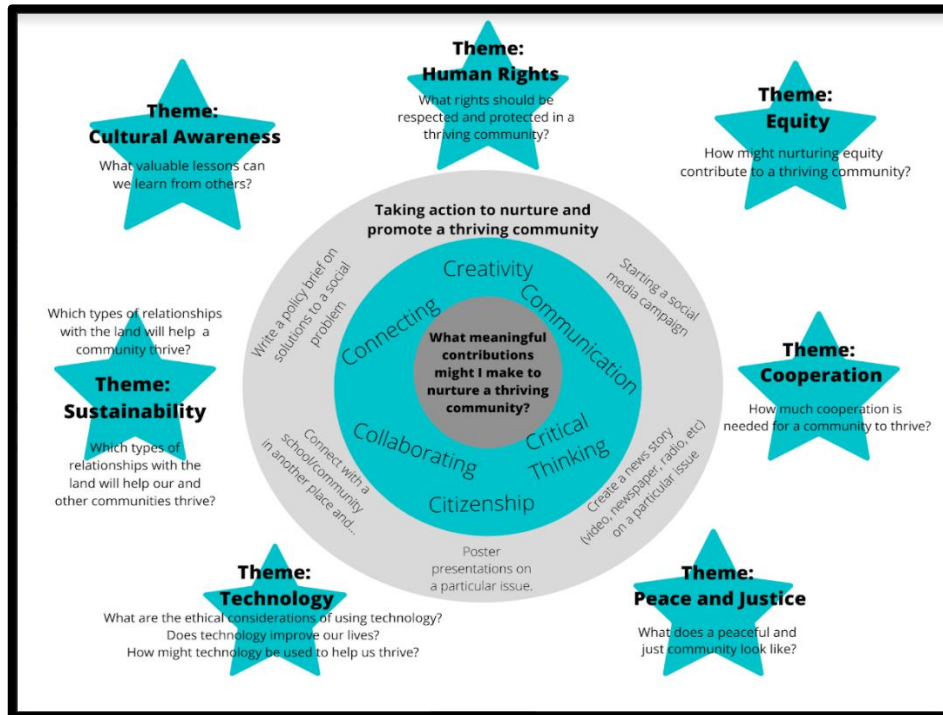
Some of the repercussions we continue to experience due to COVID-19 are as follows:

- Visa application processing remains slow in some countries
- Our homestay parent numbers have impacted the current student count. Homestay recruitment efforts continue, and our numbers are slowly becoming stronger. We are thankful for the school administrators as they promote and support our Home Stay Program.
- The cost of doing business has increased due to rising utility and transportation expenses, and other factors.
- The Canadian Association of Public Schools – International (CAPS-I) reported 37,963 long term students and 7,850 short-term students in the 2018-2019 school term, and 19,101 long term students and 1,845 short-term students in the 2020-2021 school term. The association has reported millions of dollars of loss for Canadian schools and communities as well as the loss of multiple jobs. CAPS-I has also indicated that in general, there is a homestay family shortage across Canada.

GLOBAL COMPETENCY

Despite challenges from COVID-19, the development of global competency in students and staff was encouraged in a variety of ways during the past school term including those which follow:

- Golden Hills International Program: The program brings diversity and multicultural connections to Golden Hills and has been a catalyst for other global competence initiatives and the development of a strong English Language Learning program.
- Global Connections Certificate (GCC): Students in Golden Hills have had a pathway to developing global competence set out for them. Those that choose to follow it are recognized by a Global Connections Certificate. GHSD is creating a possible partnership with St. Mary’s university for Dual Credit options.



ENGLISH LANGUAGE LEARNING (ELL)

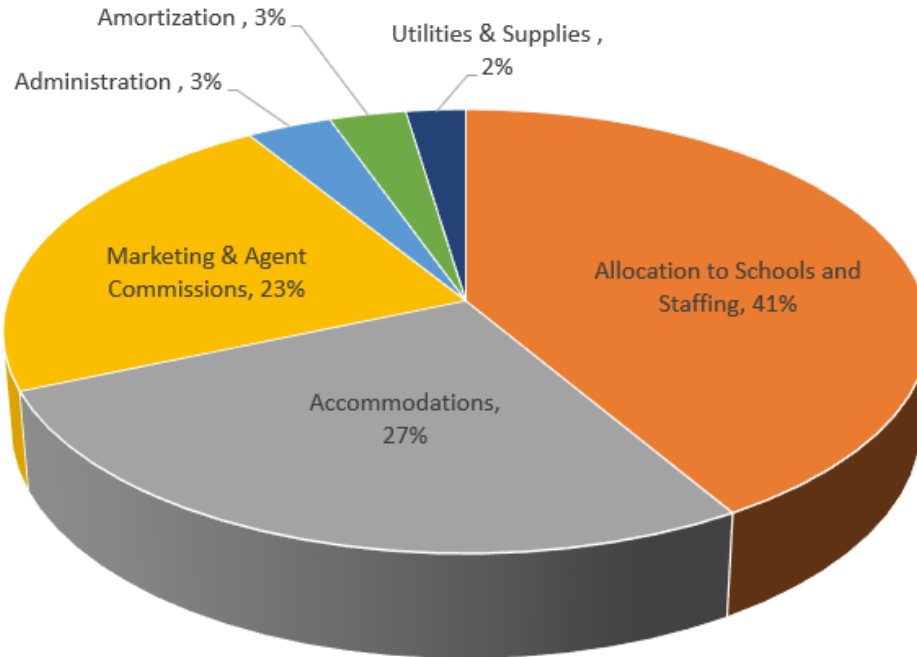
Golden Hills' International Program highlighted the need for strong ELL intervention and that raised the standards of programming provided to both resident and international students. The Golden Hills English Language Learning team is a collaborative group consisting of Instructional Coaches, an EAL Learning Academy teacher, and an Academic Advisor. Team members both participate in PD sessions including the Calgary Regional Consortium, Rural ESL Collaborative Team with other surrounding rural school divisions and provide professional development. They also have contributed to professional development course work available on the Powering Possibilities website, including virtual courses Think Tanks, and live sessions. The goals and priorities of the team include ensuring the following for students for whom English is not their primary language:

- Consistent ELL testing in the schools using formal and informal assessments.
- Enhanced tracking and reporting of ELL acquisition.
- Mental health support from a Cross-Cultural perspective to ELL's through evidence-based workshops, targeted presentations and individual and group counselling.
- Authentic assessment based on Alberta Education Benchmarks in order to determine each student's English Language Proficiency.
- Support for the ELL Proficiency Report Card which is issued twice/year.
- Support for the successful integration of refugee students entering Golden Hills. These supports can include: resources, strategies, benchmarking and cultural awareness.
- Support for Colony teachers with implementing the Benchmarks and using the results to further support their students with their English Language development.
- Support for school Lead ELL teachers to build consistent and effective ESL programs.
- Additional supports provided to each school to ensure alignment with the new Benchmarking requirements from Alberta Education.

BUDGET FINANCIAL IMPLICATIONS

Golden Hills Schools are site-based and as a result, the majority of the tuition received is allocated directly to the schools. The majority of total fees collected are spent on accommodations for the students, recruiting and allocations to schools. International dollars support increased numbers of teaching staff and program options for all GHSD students.

International Expenses 2021/2022



LOOKING TO THE FUTURE:

The International Team is a dedicated high energy team that will continue to develop and ensure relationships with community partners, international agents, and students. Our top priority in the current year is to gain more homestays. Through working with instructional coaches, teachers, and external parties, the development of global competencies and intercultural opportunities for Golden Hills students will continue.



ANNUAL EDUCATION RESULTS REPORT

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

December 13, 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, January 24, 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 January 31, 2022.

Bevan Daverne
Superintendent of Schools



HANDBOOKS (NEW AND UPDATED) BACKGROUNDER

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

December 13, 2022

Background:

The following handbooks have either been recently developed or have been updated so as to describe the current working conditions; safety requirements; remuneration processes; employment relations and requirement provisions; leaves of absence provisions; benefit provisions; and the local authority pension plan coverage for each respective job classification. In addition, the handbooks also contain sample letters for leave requests, resignation, retirement and/or acknowledgment that the individual read the handbook.

The following new and updated Golden Hills Handbooks can be found at the respective links:

1. School Support Staff Handbook
2. Division Office Staff Handbook
3. FSCRC Handbook
4. Custodial Staff Handbook
5. Maintenance Staff Handbook
6. Dorm Supervisor Handbook
7. Bus Driver Handbook

The staff handbooks are evergreen documents that may be slightly adjusted from year to year.

Recommendation:

That the Board receives the new and updated handbooks as presented as information.

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

Bevan Daverne
Superintendent of Schools

A handwritten signature in blue ink, appearing to read "Wes Miskiman".

Wes Miskiman
Deputy Superintendent/Human Resources



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

DECEMBER 13, 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 has been reviewed by appropriate stakeholders and is recommended for implementation:

- AP 161 Harassment
- AP 380 Student Appeals and Dispute Resolution

The above APs are attached for review.

Recommendation:

That the Board of Trustees receives the attached information around the revisions to *AP 380 Student Appeals and Dispute Resolution* and *AP 161 Harassment*.

Bevan Daverne
Superintendent



HARASSMENT

Background

The Division is committed to providing an environment in which all individuals are treated with respect and dignity. Each individual has the right to work in a professional workplace without harassment or discriminatory practices.

The Division will not tolerate harassment, whether engaged in by employees, volunteers, parents, or students. The Division acknowledges its responsibility to support and assist any employee, student or volunteer who is subjected to harassment.

Definitions

Harassment is defined as any incident or repeated incidents of objectionable or unwelcome verbal or physical conduct, comment, bullying or action by a person that the person knows or ought reasonably to know will cause offence or humiliation to a person or adversely affects the person's health and safety, this includes conduct, comments, bullying or actions because of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

Harassing behaviour can include:

- Unwelcome conduct, comments, gestures or contact which causes offence or humiliation (e.g., name calling, harassing phone calls, spreading rumors);
- Deliberate misgendering;
- Physical or psychological bullying which creates fear or mistrust or which ridicules or devalues the individual;
- Exclusion or isolation of individuals;
- Intimidation;
- Cyber bullying (e.g., posting or sending offensive or intimidating messages through social media or email);
- Deliberately setting the individual up to fail (e.g., making unreasonable demands, setting impossible deadlines, interfering with work);
- Intentionally withholding information or giving the wrong information;
- Taking away work or responsibility without cause, and;
- Displaying or circulating offensive pictures or materials in print or electronic form.

Sexual harassment is unwanted sexual advances, unwanted requests for sexual favours, and other unwanted verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, or;
- Submission to or rejection of such conduct by an individual affects that individual's employment.

Sexual harassment can include such things as pinching, patting, rubbing, leering, "dirty" jokes, pictures, or pornographic material, comments, suggestions, innuendos, requests or demands of a sexual nature.

Reasonable actions taken by the employer or supervisor while managing and directing workers are not considered harassment.

No action shall be taken against an individual for making a complaint unless the complaint is made maliciously without reasonable and probable grounds.

Procedures

1. *Work-Related Harassment*

Harassment can occur in places other than the school, Division office or other work locations. It can also occur:

- At school related social functions; or
- On school-related travel or field trips; or
- Elsewhere, where the individuals involved have a work-related or school-related relationship, including social media and other online interactions.

2. *Individuals Covered*

- 2.1 This administrative procedure applies to all individuals working or volunteering for the Board, students attending Board schools, and parents or other community members interacting with staff and/or students.
- 2.2 Complaints of harassment by a student will be managed by their teacher or principal using regular student discipline measures.

3. *Confidentiality*

- 3.1 The Division recognizes the difficulty of reporting harassing behaviour and understands that confidentiality is important.
- 3.2 Confidentiality will be maintained throughout the complaint procedure. Information relating to the complaint will only be disclosed to the extent necessary to investigate the complaint.

4. *Responsibility*

The Division is responsible for providing a work and learning environment free from harassment. The Superintendent will implement procedures that will inform all employees, volunteers, students, and parents/community members about the Division's harassment procedures and the procedures for investigating complaints.

5. *Reporting of Complaints*

- 5.1 Those who have experienced harassment are encouraged to:
 - 5.1.1 Keep a written record of dates, times, the nature of the behaviour, the names of people who may have witnessed the incidents, and the actions taken to stop the harassment;
 - 5.1.2 If possible, advise the offender, either verbally or in writing, that his/her behaviour is unacceptable and unwelcome and ask him/her to stop; and
 - 5.1.3 Promptly report the incident(s) to a teacher, Principal, Supervisor, or the Superintendent.
- 5.2 Any employee or student who believes that a colleague has experienced or is experiencing harassment or retaliation, is encouraged to notify the Principal, Supervisor or the Superintendent.
- 5.3 This administrative procedure does not preclude the complainant from reporting harassment complaints to the Alberta Human Rights Commission or Alberta Occupational Health and Safety, or if the matter is perceived to be of a criminal nature, to the police.

6. *Resolution of Complaints*

- 6.1 Where harassment is reported to a teacher, the teacher may, if he/she considers the harassment to be minor, attempt to resolve the complaint. If the teacher considers the complaint to be major, he/she will report the complaint to the Principal except where the Principal is the alleged harasser and, in that case, the complaint shall be reported to the Superintendent.
- 6.2 All complaints will be dealt with in the manner as outlined in these procedures.

7. Complaint Process

- 7.1 Students, employees, or volunteers who believe they have been subjected to harassment may discuss the situation with a teacher, the Principal, Supervisor, or the Superintendent and can expect to be provided with support and guidance with the process, which may include:
 - 7.1.1 Keeping a written record and advising the offender that his or her behaviour is unwelcome and asking him/her to stop.
 - 7.1.2 Informal resolution by mediation with both parties.
 - 7.1.3 The teacher, principal, supervisor or superintendent taking action on the complaint or requesting additional written information.

8. *Formal or Written Complaints*

- 8.1 Those who believe they have been harassed may submit a written complaint to a teacher, Principal, or Supervisor. A letter of complaint is to contain the following information: who the alleged harasser was/is, where the alleged harassment took place, when the alleged harassment took place, the nature of the alleged harassment, and witnesses (if any).
- 8.2 The teacher shall notify the Principal except in the case where the Principal is the alleged harasser in which case the Deputy Superintendent or designate shall be notified. The Principal, in consultation with the reporting teacher, will determine the severity of the charge and will, depending on the severity of the case, either attempt to resolve the complaint or refer it to the Deputy Superintendent or designate.
- 8.3 The Deputy Superintendent or designate will investigate the details of the complaint, hear evidence from the parties involved, and recommend solutions to identified problems. The Deputy Superintendent or designate may take whatever appropriate action he/she deems necessary.
 - 8.3.1 All documents and evidence submitted by the complainant shall be made available to the alleged harasser. All documents and evidence submitted by the respondent shall be made available to the complainant;
 - 8.3.2 The Deputy Superintendent or designate may wish to secure additional information from files, records, etc.;
 - 8.3.3 Significant information secured from files will be provided to both parties and both parties will have the opportunity to respond to such additional information, and;
 - 8.3.4 The time period between the initial contact by the complainant and a resolution/decision by the Deputy Superintendent or designate is not to exceed two months.
- 8.4 Should the complainant so request, the investigation will be stopped at any point except where the alleged harasser requests that the investigation continue. (This might arise where an investigation had involved obtaining records, etc., and where the person(s) against whom the complaint had been made wished to “clear their names”). In such circumstances the request will be considered by the Deputy Superintendent or designate.

8.5 At any time, the Deputy Superintendent or designate may choose to continue with the investigation or close it. Such a decision may be appealed to the Superintendent.

9. Decision of the Deputy Superintendent or designate

9.1 At the conclusion of the Deputy Superintendent or designate's investigation the Deputy Superintendent or designate will make a full report including:

9.1.1 Whether the alleged harasser is guilty or not guilty of harassment;

9.1.2 The discipline or other action to be taken if the alleged harasser is judged guilty;

9.1.3 Whether the matter has been referred to an appropriate outside agency (e.g., the Alberta Human Rights Commission, Alberta Occupational Health, and Safety);

9.1.4 What administrative or other changes will be made in order to avoid re-occurrence of a similar case;

9.1.5 The specific sanctions to be imposed on the complainant if the complainant is judged to have deliberately and knowingly made false allegations in an attempt to cause harm to the alleged harasser.

9.2 The Deputy Superintendent or designate will communicate the decision to the complainant and respondent. Any sanctions imposed by the Deputy Superintendent or designate will be set out in the written notification.

10. Complaints against the Superintendent

10.1 If the alleged harasser is the Superintendent and if an informal solution is not possible or acceptable the complainant is asked to file a complaint with the chair of the Golden Hills Board of Trustees.

11. Complaints of Sexual Abuse Involving Children

11.1 Complaints of sexual abuse to a child shall be handled as outlined in Administrative Procedure 325 – Child Abuse.

12. Supports for Employees Involved in Harassment

12.1 Employees who are the victims of harassment should consider consulting a healthcare professional or contacting the Golden Hills Employee Family Assistance Program.

Reference: Section 33, 52, 53, Education Act
Canadian Human Rights Act
Child Welfare Act
Criminal Code
Individual's Rights Protection Act
Alberta Occupational Health and Safety Act, Regulations and Code



STUDENT APPEALS AND DISPUTE RESOLUTION

Background

Students have the right to natural justice. The following procedure has been established whereby concerns on educational matters that cannot be resolved at the school level may be further reviewed at the division level.

Every decision should be focused on the educational interests of the student and must consider the impact of the decision on the total population of students served, the availability of resources and must support a cooperative and collaborative learning environment for students.

Procedures

1. All schools shall develop a Dispute Resolution policy and make parents aware of their options for appeal.
2. School decisions potentially subject to appeal are those decisions made by an employee of the board or an individual authorized by the board to make a decision, and decisions that significantly affect the education of a student or of a child enrolled in an early childhood services program operated by the board. An appeal may be filed by:
 - a. A parent of the student or child, or
 - b. An independent student over the age of 16, or
 - c. A student that is 18 years of age or older.
3. Prior to filing an appeal, efforts should be made to resolve the problem at the school level. Each school will have their own resolution process, but typically, attempts should be made to resolve the issue first with the classroom teacher and then with the principal.
4. Appeals shall be filed with the Superintendent within fourteen days of any final attempts to resolve the matter at the school level. The appeal shall be in writing, and shall state the nature of complaint, and outline the steps that have been taken to attempt to resolve it. A copy shall be provided to the principal, and to any other parties directly involved in the grievance.
5. Within fourteen days of the receipt of a division appeal, the Superintendent or designate shall review all relevant information pertaining to the matter. This may include any or all the following:
 - 5.1 An examination of marks/records/reports
 - 5.2 Consultation with parties who may have information relevant to the case
 - 5.3 A personal interview with the person lodging the appeal
 - 5.4 Consultation, as required with external agencies (e.g. Alberta Education)
6. The decision of the Superintendent or designate shall be conveyed to all parties concerned, in writing, as soon as possible.
7. This administrative procedure is in no way intended to abridge the discretionary powers granted to schools by the Minister in the matter of school graduation, or the assignment of marks in any particular grade. Appeals of Diploma Examination marks shall be in accordance with Alberta Education regulations, available from schools or the division Office.
8. Parents/guardians shall be made aware of the school and division appeal procedures.

9. Students and/or their parents/guardians may have the right to appeal to the board, and ultimately, the Minister of Education under Section 44 of the Education Act.

References:

- [Education Act, S.A. 2012, E. O.3](#), S. 41, 42, 43, 44
- Policy 13 – Appeals and Hearings Regarding Student Matters