



# **GOLDEN HILLS SCHOOL DIVISION**

## *AGENDA*

**TYPE:** Regular Board Meeting

**DATE:** 9/26/2023      **TIME:** 9:30 AM

**LOCATION:** Boardroom of the Golden Hills School Division

**DETAILS:**

"Powering Hope and Possibilities" Vision: Inspiring confident, connected, caring citizens of the world

Mission: Intentionally maximizing learning for all

**1.0 Attendance**

**2.0 Call to Order**

**3.0 Acknowledgment**

**4.0 In Camera**

4.1 In Camera Action

4.2 Out of In Camera Action

**5.0 Approval of Agenda**

5.1 Approval of Agenda Action

**6.0 Welcome Public, Vision and Mission Statements**

**7.0 Presentation of Minutes**

7.1 Organizational Minutes of August 23, 2023 Action

7.2 Regular Minutes of August 23, 2023 Action

7.3 Special Minutes of August 25, 2023 Action

7.4 Special Minutes of September 13, 2023 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/Student Excursion - Acme School (J. Grimsdale) Action

B) Information Items

9.2 Preliminary Enrolment Monitoring Report (T. Sabir) Info

9.3 System Enhancement (J. Grimsdale) Info

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

9.5 Advocacy Planning (J. Grimsdale) Info

**10.0 School Monitoring Reports**

10.1 Carseland School - Tour Info

**11.0 ADJOURNMENT**



# MINUTES

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## Golden Hills School Division

### Organizational Meeting of the Board of Trustees

Location: Boardroom of the Golden Hills School Division

Start Time: 9:30 AM

**Wednesday, August 23, 2023 (9:30 AM)**

#### 1.0 Attendance

##### Present:

###### c) Trustees

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

###### d) Superintendent

- Bevan Daverne

###### 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

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

Chair Initials \_\_\_\_\_ Secretary Treasurer Initials \_\_\_\_\_

### 3.0 NEW BUSINESS

#### A) Information Items

##### 3.1 Pecuniary Interest Forms (review & modify if necessary)

###### Recommendation:

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

#### B) Action Items

##### 3.2 Election of Chair

###### Recommendation: **BD#20230823.1001**

Secretary Treasurer Sabir opened nominations for the position of Chair of the Golden Hills School Division for 2023-2024 Term.

Trustee Pirie nominated Trustee Huntley.

Trustee Huntley accepted the nomination for Chair.

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

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

Secretary Treasurer Sabir declared nominations closed.

Secretary Treasurer Sabir declared Trustee Huntley acclaimed as the Chair of Golden Hills School Division for the 2023-2024 Term.

##### 3.3 Election of Vice Chair (Rotating Roster)

###### Recommendation: **BD#20230823.1002**

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

**MOVED by Trustee Northcott that the Board of Trustees approve a rotating Vice Chair for the period of October 2023 through to the end of September 2024.**

The Rotating Vice Chair positions are as follows:

- Trustee Kletke: October to end of December 2023
- Trustee Northcott: January to end of March 2024
- Trustee Pirie: April to end of June 2024
- Trustee Mertz: July to end of September 2024

##### 3.4 Signing Authority

###### Recommendation: **BD#20230823.1003**

**MOVED by Trustee Bolin** that the Board of Trustees approve the following Representatives for Signing Authorities for the 2023-2024 Term.

- Chair Laurie Huntley
- Trustee Jennifer Mertz
- Trustee Robert Pirie
- Manager of Finance, Thomas Hecht
- or Superintendent of Schools, Jeff Grimsdale
- or Secretary Treasurer, Tahra Sabir

Chair Initials \_\_\_\_\_ Secretary Treasurer Initials \_\_\_\_\_

**3.5 Meeting Dates and Times**

**Recommendation: BD#20230823.1004**

**MOVED by Trustee Kletke** that the Board of Trustees adopt the Regular Meeting Dates as follows for the 2023-2024 school year, with a start time of 9:30 a.m.

- August 23, 2023
- September 26, 2023
- October 24, 2023
- November 28, 2023
- December 12, 2023
- January 23, 2024
- February 27, 2024
- March 26, 2024
- April 23, 2024
- May 28, 2024
- June 18, 2024

**3.6 Trustee Expenses/Pier Diems/Mileage Rate/Benefit Rate/Other Expenses**

**Recommendation: BD#20230823.1005**

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

**3.7 Conference attendance and Provincial Alberta School Boards Association Meetings and Conferences**

**Recommendation:**

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

**3.8 Nomination/Election of External Committee Members and Standing Committees**

**Recommendation: BD#20230823.1006**

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

EXTERNAL COMMITTEES	REPRESENTATION REQUIRED	REPRESENTATIVES 23-24
<b>ASBA Zone 5 (Alberta School Boards Association)</b> <ul style="list-style-type: none"> <li>● Meetings as called by ASBA approximately ten per year.</li> </ul>	Two Trustees plus One Alternate	Trustee Northcott Trustee Bolin Chair Huntley (Alternate)
<b>PSBAA (Public School Boards Association of Alberta)</b> <ul style="list-style-type: none"> <li>● Meetings as called by PSBAA approximately two per year.</li> </ul>	One Trustee plus One Alternate (One designated to vote if required)	Trustee Kletke Trustee Northcott (Alternate) Trustee Bolin (Alternate)
<b>PSBAA Executive Council Meetings</b> (All can attend)	One Trustee plus One Alternate	Trustee Kletke Trustee Northcott (Alternate)

Chair Initials \_\_\_\_\_ Secretary Treasurer Initials \_\_\_\_\_

<ul style="list-style-type: none"> <li>Meetings as called by PSBAA approximately four per year.</li> </ul>		Trustee Bolin (Alternate)
<b>STANDING COMMITTEES</b>	<b>REPRESENTATION REQUIRED</b>	<b>REPRESENTATIVES 23-24</b>
<b>Audit Committee</b> <ul style="list-style-type: none"> <li>Change made as per Ed. Act s. 142(2)</li> <li>The Audit Committee shall comprise of at least five individuals and shall include two members who are not trustees.</li> </ul>	Three Trustees Two Members (who are not Trustees)	Chair Huntley Trustee Pirie Trustee Mertz (Alternate) Two Members
<b>Capital Planning</b>	Full Board	Full Board
<b>Strategic Planning</b>	Full Board	Full Board
<b>Policy</b>	Two Trustees One Alternate Superintendent or Designate	Trustee Northcott Trustee Bolin Trustee Pirie (Alternate) Superintendent or Designate
<b>Bargaining</b>	Administration	Full Board
<b>Advocacy</b>	Full Board	Full Board
<b>TEBA</b> (Teachers Employee Bargaining Association)	One Trustee	Trustee Pirie
<b>RSBC</b> (Rural School Board Caucus)	One Trustee One Alternate	Chair Huntley Trustee Northcott (Alternate) Trustee Bolin (Alternate)

**4.0 ADJOURNMENT**

**4.1 Adjournment**

**Recommendation: BD#20230823.1007**

The Board of Trustees adjourned at 9:52 a.m.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary Treasurer

Chair Initials \_\_\_\_\_ Secretary Treasurer Initials \_\_\_\_\_



# MINUTES

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## Golden Hills School Division

### Regular Meeting of the Board of Trustees

Location: Boardroom of the Golden Hills School Division

Start Time: 9:30 AM

**Wednesday, August 23, 2023 (10:30 AM)**

#### 1.0 Attendance

##### Present:

###### a) Chair

- Laurie Huntley

###### b) Vice Chair

- Jen Mertz

###### c) Trustees

- Barry Kletke
- Jim Northcott
- Justin Bolin
- Rob Pirie

###### 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 9:52 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#20230823.2001**

**MOVED by Trustee Kletke** that the Board of Trustees go In Camera at 9:53 a.m.

#### **4.2 Out of In Camera**

**Recommendation: BD#20230823.2002**

**MOVED by Trustee Kletke** that the Board of Trustees rise from In Camera at 11:30 a.m.

Recessed at 11:30 a.m.

Reconvened at 11:45 a.m.

### **5.0 Approval of Agenda**

#### **5.1 Approval of Agenda**

**Recommendation: BD#20230823.2003**

**MOVED by Trustee Pirie** 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 Special Minutes of June 14, 2023**

**Recommendation: BD#20230823.2004**

**MOVED by Trustee Northcott** that the Board of Trustees approve the Special Minutes of June 14, 2023 as presented.

#### **7.2 Regular Minutes of June 20, 2023**

**Recommendation: BD#20230823.2005**

**MOVED by Trustee Pirie** that the Board of Trustees approve the Regular Minutes of June 20, 2023 as presented.

### **8.0 REPORTS**

#### **A) Chair's Report**

Chair Huntley presented information on the following topics:

- Shali Baziuk, ASBA Vice President, will be running for the position again.
- Chair Huntley discussed and suggested that the Board of Trustees meet with the UCP MLA of Chestermere-Strathmore, Chantelle de Jonge.

#### **B) Board Committees**

No information to be presented at this time.

Chair Initials \_\_\_\_\_ Secretary Treasurer Initials \_\_\_\_\_

### **C) Board Representatives to External Organizations**

Trustee Bolin presented information on the Public School Boards Association of Alberta (PSBAA) meeting that was held August 9-11, 2023 in Medicine Hat, AB.

- Guest Speaker for the Professional Learning Session was Mark Davidson, Superintendent of Medicine Hat Public School Division, discussed Framing a Community Conversation.
- Tour of Medicine Hat High School with the former Associate Superintendent, Boris Grisonich.
- Blanket Exercise was led by David Restoule, Janis Favel and Robert Turner.
- Toured the Medicine Hat Modernization Project.

Trustee Pirie presented information on the Alberta School Boards Association (ASBA) Zone 5.

- Friday, September 8, 2023 - Professional Development Day will be hosted at Golden Hills School Division with Trustee, Melyssa Bowen from Rockyview School Division presenting.
- September 27, 2023, ASBA will be hosting a virtual session with Political Advisor, Matt Solberg, Partner and Political Advisor with New West Public Affairs.

### **D) Administration Reports**

Secretary Treasurer Sabir presented information on the following topics:

- Facilities Update:
  - Wheatland Crossing Fitness Centre - roof complete, installing windows and cladding will be completed next.
  - Modular Relocation from Westmount School to Wheatland Crossing - buildings are on site and are being prepared for occupancy.
  - Storefront and Learning Academy - sewer line has been replaced, furniture will hopefully arrive the week of September 4, 2023.
  - Trinity Christian Academy parking lot - is in the final phases of being complete, will be ready for the start of the school year.
  - Trinity Christian Academy office addition - weather pending and they are doing as much as possible before the snow comes. A lot of the work may be pushed back to spring 2024.
  - Prairie Christian Academy parking lot - almost complete.
  - Wheatland Elementary School - work being done on the amphitheater area
  - Strathmore High School - parking lot upgrade has been put on hold, received quote for new theatre seats, came in higher than expected, suggested to get more quotes.
  - Greentree School - Condensing unit has been installed.
  - Trochu Maintenance Shop - HVAC System upgrade being worked on.
  - Division Office Roof Fix - 95% complete.
  - Dr. Elliott School - undergoing electrical upgrades.
  - Crowther Memorial Jr. High - renovated washrooms
  - Caretaking supplies prices have escalated
- Transportation Update:
  - 3,000 + students will be using transportation services this year.
  - Ongoing driver training, currently there are four applicants scheduled for training
  - Transportation will be hosting a Professional Development Day on August 21, 22 and 23, 2023 at the Division Office for all the drivers.



- Finance Update:
  - Avail will be starting audit work soon.

Associate Superintendent Grimsdale presented information on the following topics:

- Nutrition programs will continue at Wheatland Crossing, Carseland, Carbon, Greentree and Storefront.
- Summer School at NorthStar Academy and Learning Academy had approximately 768 students enrolled.
- Technology update - new computers and photocopiers have been rolled out over the summer.
- Wheatland Crossing School is in the process of starting the Wheatland Little Coyotes Play and Learn Program.

Superintendent Daverne presented information on the following topics:

- Teacher position shortages.
- Superintendent Daverne thanked the Board of Trustees for his time as Superintendent of Golden Hills School Division and wished them well in the future.

Recessed at 12:21 p.m.

Reconvened at 1:01 p.m.

## 9.0 NEW BUSINESS

### A) Action Items

#### 9.1 Board Annual Leadership Plan 2023-2024 (B. Daverne)

**Recommendation: BD#20230823.2006**

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

#### 9.2 Locally Developed and/or Acquired Courses and approvals for Semester I (J. Grimsdale)

**Recommendation: BD#20230823.2007**

**MOVED by Trustee Kletke** that the Board of Trustees authorize the use of the acquired locally developed courses and any learning resources detailed in the course outline for use in Golden Hills School Division.

- Religious Studies (Koinonia) 15 & 25 (3 & 5 credits) 35 (5 credits only), September 1, 2023, until August 31, 2027, NorthStar Academy and Prairie Christian Academy.
- Prenatal 15, September 1, 2023, until August 31, 2027, Golden Hills Learning Academy and Strathmore Storefront.

#### 9.3 Appointment of Auditors (T. Sabir)

**Recommendation: BD#20230823.2008**

**MOVED by Trustee Northcott** that the Board of Trustees approve the reappointment of Avail CPA as auditors for the fiscal years of 2022/2023, 2023/2024 and 2024/2025.

### B) Information Items

#### 9.4 Monthly Enrolment Monitoring Report (June 2023) (T. Sabir)

Chair Initials \_\_\_\_\_ Secretary Treasurer Initials \_\_\_\_\_

**Recommendation:**

Secretary Treasurer Sabir presented information on the Monthly Enrolment Monitoring Report for June 2023 to the Board of Trustees.

**10.0 ADJOURNMENT**

**10.1 Adjournment**

**Recommendation: BD#20230823.2009**

The Board of Trustees adjourn at 1:20 p.m.

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Chair

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Secretary Treasurer



# MINUTES

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## Golden Hills School Division

### Special Meeting of the Board of Trustees

Location: via Zoom

Start Time: 5:30 PM

**Friday, August 25, 2023 (5:30 PM)**

#### 1.0 Attendance

##### Present:

b) Vice Chair

- Jen Mertz (via Zoom)

c) Trustees

- Jim Northcott (via Zoom)
- Barry Kletke (via Zoom)
- Rob Pirie (via Zoom)

f) Associate Superintendent

- Jeff Grimsdale (via Zoom)

##### Absent:

a) Chair

- Laurie Huntley

#### 2.0 Call to Order

Acting Chair, Vice Chair Jen Mertz, called the meeting to order at 5:36 p.m.

#### 3.0 In Camera

##### 3.1 In Camera

**Recommendation: SM#20230825.1001**

**MOVED by Trustee Kletke** that the Board of Trustees go In Camera at 5:37 p.m.

##### 3.2 Out of In Camera

**Recommendation: SM#20230825.1002**

**MOVED by Trustee Kletke** that the Board of Trustees rise from In Camera at 5:51 p.m.

## 4.0 NEW BUSINESS

### A) Information Items

#### 4.1 Human Resources

**Recommendation:**

The Board of Trustees discussed Human Resources information.

## 5.0 ADJOURNMENT

### 5.1 Adjournment

**Recommendation: SM# 20230825.1003**

The Board of Trustees adjourned at 5:55 p.m.

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Chair

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Secretary Treasurer

Chair Initials \_\_\_\_\_ Secretary Treasurer Initials \_\_\_\_\_



# MINUTES

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## Golden Hills School Division

### Special Meeting of the Board of Trustees

Location: Boardroom of the Golden Hills School Division

Start Time: 4:00 PM

**Wednesday, September 13, 2023 (4:00 PM)**

#### 1.0 Attendance

##### Present:

###### a) Chair

- Laurie Huntley

###### b) Vice Chair

- Jen Mertz

###### c) Trustees

- Barry Kletke
- Jim Northcott
- Rob Pirie
- Justin Bolin (via Zoom)

###### d) Superintendent

- Jeff Grimsdale

##### Guest:

- Bevan Daverne

#### 2.0 Call to Order

Chair Huntley called the meeting to order at 4:03 p.m.

#### 3.0 Approval of Agenda

##### 3.1 Approval of Agenda

**Recommendation: SM#20230913.1001**

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

Chair Initials \_\_\_\_\_ Secretary Treasurer Initials \_\_\_\_\_

**4.0 In Camera**

**4.1 In Camera**

**Recommendation: SM#20230913.1002**

**MOVED by Trustee Northcott** that the Board of Trustees go In Camera at 4:04 p.m.

**4.2 Out of In Camera**

**Recommendation: SM#20230913.1003**

**MOVED by Trustee Northcott** that the Board of Trustees rise from In Camera at 5:48 p.m.

**5.0 NEW BUSINESS**

**A) Action Items**

**5.1 Acme School Project**

**Recommendation: SM#20230913.1004**

**MOVED by Trustee Northcott** that the Chair write a letter acknowledging receipt of the last email from the Acme Alumni Operating Board Chair and that the Board move forward with planning for community consultation on the new Acme School.

**6.0 GUEST**

**6.1 Bevan Daverne, Daverne Consulting Inc.**

Mr. Bevan Daverne of Daverne Consulting Inc. was welcomed to the meeting and presented information.

**7.0 ADJOURNMENT**

**7.1 Adjourned**

**Recommendation: SM#20230913.1005**

**That the Board of Trustees** adjourn at 6:05 p.m.

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Chair

\_\_\_\_\_

Secretary Treasurer

Chair Initials \_\_\_\_\_ Secretary Treasurer Initials \_\_\_\_\_



**FIELD TRIP STUDIES/STUDENT EXCURSION**  
Acme School

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

**September 26, 2023**

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**Background:**

Acme School requests permission, in accordance with Administrative Procedure 260 and Board Policy 2, for an international high school field trip to Germany, Poland and the Czech Republic from March 27, 2024, to April 5, 2024.

**Field Excursion Summary:**

- The purpose of the 2024 Europe trip is to allow students to become Global citizens by experiencing many different European cultures.
- Students: 25 (grades 11 and 12)
- The trip will be 10 days
- Two days of instructional time will be missed
- Supervision to student ratio 1:5 (5 chaperones, 25 students)
- Trip Itinerary attached

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

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

**Recommendation:**

That the Board of Trustees approves the proposed high school field studies/excursion for Acme School to Germany, Poland and the Czech Republic from March 27, 2024 to April 5, 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](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.

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Jeff Grimsdale  
Superintendent of School

### **Trip Details:**

This is a planned 10 - Day Tour, leaving Wednesday, Mar 27, and returning Friday, April 5, 2024, with EF Tours. We plan to travel to Berlin, Warsaw, Krakow, Auschwitz, and Prague. The students will miss 2 instructional days (Wednesday, March 27 and Thursday, March 28, 2024)

They have planned three sightseeing tours led by licensed local guides (Berlin, Prague, Krakow); and two walking tours led by tour directors. We hope to take the students to the following special attractions, including, but not limited to the Jewish Museum, Topography of Terror Museum, POLIN Museum of the History of Polish Jews, St. Vitus Cathedral, Auschwitz & Birkenau, Wawel Cathedral, and St. Mary's Church.

### **Itinerary:**

Day 1- Overnight flight to Berlin from Calgary

Day 2-Berlin

Day 3-Berlin

Day 4- Berlin-Warsaw

Day 5- Warsaw

Day 6- Warsaw-Krakow

Day 7-Auschwitz (Krakow)

Day 8-Krakow-Prague

Day 9- Prague

Day 10- Depart Home





## PRELIMINARY ENROLMENT BACKGROUNDER

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

**September 26, 2023**

### **Background:**

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

As per the attached monitoring report, information is provided on the preliminary enrolment of provincially funded students, Siksika funded students and International funded students. These are preliminary numbers and changes may occur prior to September 29, 2023.

A new funding model came into effect September 1, 2020, and with this, there is a new approach to enrolment. The annual student count is the basis for the majority of the grants. A shift has been made to the Weighted Moving Average (WMA) that captures the number of students across three school years. For example, 2022/2023 calendar year enrolment is calculated as follows:

School Year	Weighted Factor	Enrolment Count
2020/2021	20%	Actual
2021/2022	30%	Estimated
2022/2023	50%	Projection
2023/2024		

For the 2023/2024 calendar year, growth funding has been announced and is triggered and calculated as follows:

### **D5.2 – Supplemental Enrolment Growth Grant**

The Supplemental Enrolment Growth Grant provides additional per-student funding for authority enrolment growth greater than set thresholds. The additional per-student rate is greater for higher marginal growth.

#### **Allocation Formula**

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

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

**Recommendation:**

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



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Jeff Grimsdale  
Superintendent



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Tahra Sabir  
Secretary Treasurer

**Preliminary Enrolments for September 29, 2023 (subject to change)**

updated up to Sept 25	23/24 ACTUAL		22/23 ACTUAL		Difference from 22/23 to 23/24 ACTUAL	Actual Difference from Projected	# Students
	Enrolment #	Total	Enrolment #	Total			
<b>SCHOOLS</b>							
Prairie Christian Academy (Gr. K-12)	276.00		291.00		(15.00)	(0.50)	21
Three Hills School (Gr. K-12)	434.00		450.50		(16.50)	3.50	30
Trochu Valley School (Gr. K-12)	257.00		249.50		7.50	(1.50)	33
<b>Sub Total</b>		997.00		991.00	(24.00)	1.50	155
Acme School (Gr. K-8, 10-12)	204.50		198.00		6.50	(1.50)	
Carbon School (Gr. K-9)	47.50		50.50		(3.00)	(0.50)	
Dr. Elliott Community School (Gr. K-9)	193.00		184.50		8.50	1.50	
<b>Sub Total</b>		445.00		433.00	12.00	(0.50)	
Drumheller Valley Secondary School (Gr. 7-12)	384.00		382.00		2.00	7.00	
Greentree Elementary School (Gr. K-6)	325.50		327.50		(2.00)	(8.00)	
<b>Sub Total</b>		709.50		709.50	0.00	(1.00)	
Ecole Brentwood Elementary School (Gr. K-6)	195.00		192.50		2.50	10.50	
Crowther Memorial Junior High (Gr. 7-9)	494.00		505.00		(11.00)	23.00	
George Freeman School (Gr. K-8)	472.00		440.00		32.00	5.00	
Strathmore High School (Gr. 10-12)	693.00		672.00		21.00	18.00	
Trinity Christian Academy (Gr. K-9)	209.00		198.00		13.00	(5.00)	
Westmount Elementary School (Gr. K-6)	336.50		351.50		(15.00)	12.50	
Wheatland Elementary School (Gr. K-8)	281.00		292.00		(11.00)	(8.00)	
Carseland School (Gr. K-6)	77.50		72.00		5.50	4.00	
Wheatland Crossing School (Gr. K-12)	332.00		335.50		(3.50)	0.50	
<b>Sub Total</b>		3,090.00		3,056.50	33.50	60.50	
<b>TOTAL</b>	<b>5,211.50</b>	<b>5,211.50</b>	<b>5,190.00</b>	<b>5,190.00</b>	<b>21.50</b>	<b>60.50</b>	
Colony Schools	374.50		370.00		4.50	0.00	
Drumheller Outreach	13.00		17.00		(4.00)	0.00	
Golden Hills Learning Academy	239.00		140.00		99.00	93.00	
Northstar Academy	384.00		230.00		154.00	111.00	
Strathmore Storefront	92.00		72.00		20.00	2.00	
<b>TOTAL</b>	<b>1,102.50</b>		<b>829.00</b>		<b>273.50</b>	<b>206.00</b>	
<b>PROVINCIAL FTE TOTAL</b>	<b>6,314.00</b>		<b>6,019.00</b>		<b>295.00</b>	<b>266.50</b>	
<b>Headcount</b>							
Homeschool	750.00		735.00		15.00		
Shared Responsibility	188.00		180.00		8.00		
Kindergarten at full	208.50		202.50		6.00		
ISS	278.00		258.00		22.00		
Siksika	155.00		155.00		0.00		
<b>HEADCOUNT TOTAL</b>	<b>7,893.50</b>		<b>7,547.50</b>		<b>346.00</b>	<b>4.58%</b>	
<b>ISS Total FTE</b>							
<b>ISS Total Headcount</b>							
<b>ISS Online Students</b>							
<b>Total ISS</b>							
<b>International Students (ISS)</b>							
Crowther Memorial Junior High							26.00
Drumheller Valley Secondary School							76.70
George Freeman School							6.50
Prairie Christian Academy							31.50
Strathmore High School							86.50
Three Hills School							3.00
Wheatland Elementary							10.00
Westmount School							7.50
<b>ISS Total FTE</b>							<b>251.70</b>

Non Primary not included in the numbers above



## SYSTEM ENHANCEMENT BACKGROUNDER

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

**September 26, 2023**

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### **Background:**

As a school division, we are committed to constant improvement. We know that teacher effectiveness has a critical impact on student success and, as such, we ensure educators have regular opportunities to learn and enhance their practice.

Ongoing professional development to learn about and utilize best research-based practices within education is facilitated for educators and educational leaders. This includes individual, school-based, and division-wide opportunities.

The System Enhancement Monitoring Report outlines the main PD activities of the 2022-2023 school year.

### **Recommendation:**

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

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Jeff Grimsdale  
Superintendent of Schools



## System Enhancement

Presented to Board of Trustees by Jeff Grimsdale  
Superintendent of Schools

Resource Persons: Sue Humphry, Jamie Keet, Cree Gordon

September 2023

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### Overview:

System improvement in Golden Hills School Division (GHSD) offers teachers and administrators access to high quality professional learning opportunities designed to maximize achievement for all students. This work is supported through a variety of strategies. In 2022-2023, teachers and administrators were provided a variety of professional learning opportunities both within and external to our division. Teachers attended a combination of in-person PD as well as virtual learning opportunities that were recorded for future use.

The following highlights the learning experiences offered:

- Teachers participated in **System Collaborative Days** that have continued to focus on the implementation of Powerful Learning, with a focus on improving student learning.  
**Teachers worked together to enhance the learning experiences for all students.**  
**Teachers explored the following questions:**  
What are the desired outcomes for each of our learners?  
What assessments and powerful instructional practices will lead to these outcomes?  
What barriers exist and how might we remove these barriers to learning?  
What approaches can we take to address the needs in our classrooms?
- **Instructional Coaches** continued to provide ongoing coaching through planning and modeling lessons, connecting teachers to each other and resources, and helping teachers to implement research-based practices in their classrooms. With the ever-increasing diversity of students coaches worked with teachers differentiating instruction. Coaches worked with Garfield Gini-Newman to articulate Principles of Powerful Learning and Powerful Learning Practices that can be further developed in the classroom.
- Teachers were provided **"How to Tips"** that were posted on the Powerful Learning Website in order to build teacher capacity. The coaching team and student services consultants continued to write articles, blogs, and powerful stories. Topics were chosen that reflected the needs of teachers. As well, video clips of evidence-based strategies and ideas were created to assist teachers.
- Instructional Coaches provided extensive support in helping teachers implement the new curriculum. Coaches brought in teachers in grade level groups K-3 for science and 4-6 for Math and ELA, for a total of 19 new curriculum implementation days.
- Teachers participated in **school-based learning teams** as well as various on-line webinars and learning opportunities. Coaches were also invited to support these teams.
- **New teachers** were provided three training days as well as visits from Instructional Coaches who continued to support teacher learning within their classrooms.

- School and system leaders attended two days of **leadership training** with Katie White focused on powerful assessment that leads to increased engagement and learning. As well, schools participated in school-based conversations with Katie to explore assessment practices in their context. These sessions were attended by the administrators, their school leadership teams and the key coach assigned to the school. Some of the sessions were also extended to larger groups of teachers in the school. The goal of these additional days was to explore practices unique to the individual school and plan next steps for enhancing assessment and learning for students. Schools that signed up for the school-based sessions found the conversations extremely beneficial.
- School and system leaders participated in learning opportunities that were offered in on-line webinars and leaders collaborated regularly through in person and zoom meetings.
- Teachers were supported by **Consultants and Family School Community Resource counsellors** to build their capacity in adapting to stress and build their capacity in fostering positive mental health in their classroom. These individuals were available in schools to respond to staff needs in a timely manner.
- System improvement work in GHSD continued to focus on **Powerful Learning**, which incorporates Alberta Education's vision of preparing students for the future world of work. Through the thoughtful and intentional use of research-based strategies, and best practices, teachers design powerful learning experiences for their students. The importance of providing relevant, real-world experiences with an authentic audience is encouraged. As part of Powerful Learning, assessment strategies are used that intentionally move learning forward through specific, timely feedback.
- Powerful Learning helps students acquire **essential competencies** that include being able to design and manage their own work, communicate effectively, and collaborate with others. It helps students to research ideas - collect, synthesize, and analyze information, develop new products/ideas, and apply bodies of knowledge to novel problems that arise.
- Through a cycle of **continuous improvement** that focuses on Powerful Learning, teachers affirm, revise, and aspire towards instruction that engages students and fosters thinking. Teachers consolidate what they know to be effective, test it, and continuously add to what they know and do. The intention of the high-quality professional learning opportunities offered in GHSD is to help teachers create rich meaningful tasks that intentionally fosters collaboration, creativity, and critical thinking. The goal is to help students achieve a deep understanding of the curriculum enabling them to become innovators, connectors and collaborators who can solve real world problems.
- In addition to implementing powerful learning, an emphasis was placed on helping teachers to implement the **Foundational Frameworks (Literacy, Numeracy, Technology and Wellness)**. These frameworks identify key strategies and beliefs that help all students acquire foundational skills, and effectively use technology to create new ideas. Early interventions and targeted programs are implemented to reach our goal of increasing literacy and numeracy skills ensuring achievement for all.

## **System Improvement Strategies**

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

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### **Powerful Learning**

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

Teachers continue to embrace the importance of infusing critical thinking into their instruction. The Critical Thinking Consortia encourages “teachers to activate learning about a topic by involving students in shaping questions to guide their study, giving them ownership over the direction of these investigations and requiring that students critically analyze and not merely retrieve information.” (Gini-Newman & Gini-Newman, p. 35). A shift occurs from covering curriculum, to students uncovering the curriculum. When the content of the curriculum is “problematized” it leads to an investigation and discovery connected to the real world. Through this type of investigation students draw conclusions, make decisions, and solve problems, all essential competencies for the work force. Instructional practices that support a thinking classroom are encouraged in classrooms across Golden Hills School Division.

Students are invited by teachers to think critically or reason using clear success criteria. Increased engagement and deep understanding can be achieved when students are offered a critical challenge and encouraged to engage in critical inquiry.

A shared understanding of Powerful Learning continues to be developed through the “Powerful Learning” Website. This website provides articles, video clips and tools to help teachers to understand and implement powerful learning in their classrooms.

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### **Leadership Training**

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

## Curriculum Update

GHSD provided teachers in K-6 with curriculum implementation days to work together to understand changes in the curriculum and create powerful learning plans to ensure that students are engaged and focusing on what matters. The K-3 teachers worked on the implementation of the new science curriculum. High impact pedagogical practices were explored in science and teachers created shared learning plans for teaching each outcome. As well, teachers developed teaching documents and parent communication tools to help parents understand the new curriculum. Coaches collaborated with other school districts who are also supporting their teachers in implementing the new curriculum. The CRC was also utilized when developing the curriculum days for teachers.

Grade 4-6 teachers met together to work on ELA and Math new curriculum implementation. Teachers worked on developing a shared understanding of the outcomes and best instructional practices and strategies, which they then incorporated into learning plans. Teachers selected a specific outcome, and clarified what the outcome was asking students to be able to know, understand and be able to do. Once the outcome was understood, a series of learning tasks were created with key resources. Teachers also created support documents such as “I can” statements, Success Criteria templates and parent communication tools. By the end of the working time, all outcomes in Math and ELA were explored and teachers left feeling prepared for implementation of these new curriculums in the fall 2023. A total of 19 curriculum implementation days were offered in 2022-2023.

Support for the implementation of K-6 P.E. and Wellness were also offered.

For the upcoming year, the following new curriculums are being implemented and continued support for teachers will be offered in the upcoming year.

K-6 English Language Arts and Literature (ELAL)  
K-6 Math  
K-6 French Immersion Language Arts and Literature (FILAL)  
K-6 P.E and Wellness  
K-3 Science

More information about curriculum implementation can be found on the Alberta Education website:  
<https://curriculum.learnalberta.ca/home/en>

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## Instructional Coaches

GHSD Instructional Coaches provide support to teachers and administrators in the implementation of Powerful Learning. During the 2022-2023 school year coaches:

- Coaches continued to oversee and support the implementation of system initiatives through one-on-one individual coaching, school-based PLC's, focus groups, and professional development days on specific topics. Supporting the new curriculum implementation continued to be a priority area of focus K-6.
- Coaches created templates, presentations, and processes to prepare teachers for the implementation of the new curriculum. Coaches hosted 19 new curriculum days throughout the year.



- Coaches supported the implementation of Collaborative Days, as well as other Professional Learning opportunities within classrooms and at a system level.
- Coaches supported administrators by developing activities to deepen understanding of Powerful Learning at administrators' meetings.
- Coaches continued to support teachers in the integration of high impact instructional strategies and effective assessment practices in classrooms.
- Three New Teacher Orientation days were offered in addition to the ongoing one-on-one support throughout the year. New Teachers were assigned to coaches in order to meet the needs in of each teacher. Coaches worked along side new teachers in planning for instruction, resource development and classroom management strategies.
- Coaches offered Professional Learning opportunities in the Fourth R and Mental Health Literacy, Visible Thinking, Mathology, Building Thinking Classrooms in the math classroom for Jr./Sr. High, and Indigenous Learning.
- Administrators reported that Instructional Coaches supported their schools most in the areas of New Curriculum, Designing and Facilitating Staff PD, ESL, Literacy and Numeracy.
- 52% of the coaching service offered involved more than one visit. 24% of teachers accessing coaches regularly accessed them.
- The percentage of administrators that report working with a coach on a regular basis went up this past year by 38%. Last year 60% of administrators reported to have worked with coaches more than once. During the 2022-2023 school year, 71% report they worked with coaches on a much more regular basis.
- The percentage of administrators who reported that the impact of the work of the coaches was "Very Effective" in their building went up by 15% (from 81% to 96%)
- Feedback from teachers on the value and impact of the Instructional Coaching team in 2022-2023 is outstanding. Most of the coach's time was spent working directly with teachers and administrators. Most of the support was in the areas of powerful learning instruction, critical thinking, new curriculum and technology integration.
- 94% of teachers reported a moderate to significant impact of coaches on their teaching practices and student learning. The choice of ratings included: "No Impact, Minimal Impact, Neutral Impact, Moderate Impact and Significant Impact"
- 100% of teachers rated the overall effectiveness of their work with a coach as what they expected, more than what they expected or greatly exceeded what they expected and that they reached their goal in their work with a coach. Of this 100%, 84% stated that it exceeded expectation.
- Teacher feedback on the value of coaching support is outstanding and teachers indicate that they appreciate the impact that coaches have on improving student learning. Overall feedback gathered from teachers and administrators indicates that through effective collaboration, reflection and communication, the coaching team has a positive impact on building teacher capacity as well as improved student learning. It is through the constant reflection and refinement of practice that enables this success.

### **Teacher Quotes:**

“Gave us SO many ideas and options to bring back to school with us. We are leaving with teacher resources, multiple paper copy resources for students, and a huge bank of ideas to make guided reading come to life in our grade 1 classes. Thank you so much!!”

“A variety of examples as well as literary resources helped us brainstorm a variety of ideas given a difficult problem of making student self-assessment more valuable to the students. A lot of time and research was put into the sessions and that was greatly appreciated!”

### **Administrators Quotes:**

“Teachers regularly connected in regard to numeracy instruction/assessment and Mathology resources. This was evident in cross grade conversations and planning. Support for grade level PLCs helped foster a greater understanding of the new curriculum, deeper understanding of the Mathology resource and strong numeracy pedagogy.”

“We implemented PLCs for our teachers in a new way this year. The coaches have been very helpful in helping to organize these. They have helped our staff to both enhance and question their practices. This year we have gotten the conversations going and we look forward to future goal setting and growth through PLCs.”

“I think our teachers are more prepared to implement the new curriculum next year on account of our time with Instructional Coaches. I think it has supported in building their confidence as well as recognizing they don't have to "reinvent the wheel".”

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### **Powerful Learning Website and HUB**

- Coaches helped teachers develop a deeper understanding of Powerful Learning through the Powerful Learning website and other social media platforms. The PL website captures what powerful learning looks like in the classroom through stories, pictures, and videos. When possible, the coach worked with the teacher to summarize the story to be shared with others on the website. The purpose of the website is for teachers and administrators to deepen their understanding of Powerful Learning and practical ways to implement it.
- Coaches continued to write a variety of articles and blogs designed to build teacher capacity that were posted on the Powerful Learning website. Coaches summarized big ideas in infographics to make it easy for teachers to understand the ideas being explored.
- Posts continued to be shared through the [Facebook](#) page and [YouTube](#). This has allowed schools to tell their story and share the amazing things that are happening in our schools.
- The GHSD Powerful Learning Website and social media platforms saw outstanding growth in terms of accessibility this year with an increase in traffic of over 200%. This speaks to the power and impact of this website.
- *Powerful Learning emails* were produced and digitally sent to administrators and teachers. The emails focused on instructional “How to” video/canvas and inspirational stories within the classroom. Powerful Learning strategies and ideas were highlighted for teachers, with the goal of building common vocabulary and further growing Powerful Learning practices in Golden Hills.

The articles shared through these emails were created by Coaches and included research-based videos, websites, and articles for teachers to build teacher practice. They highlighted upcoming professional development opportunities & new recommended resources in IMC. Teachers appreciated the practical ideas, suggestions, and recommendations in these emails.

- Coaches worked to support the content creation on the GHSD HUB. The HUB was created as a sharing space for teachers and administrators in GHSD to collaborate and build resources based upon research and best practices. It was also created as a central location for news and updates.

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## **Intervention Programs**

### ***Literacy Intervention***

Literacy plays a crucial role in both individual and societal advancement. It is the foundation of effective communication and empowers individuals by providing them with the skills and knowledge they need to succeed. According to Alberta Education, Literacy is defined as “...the ability, confidence, and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living” (Alberta Education, 2015). Recognizing the power of proficiency in literacy, Golden Hills School Division continues to offer Early Literacy Intervention programming, to ensure the success of all students.

### ***Literacy Intervention Programs***

During the 2022-2023 school year, GHSD continued to support the literacy needs of students through the **Early Literacy Program, school-based intervention programs** and Instructional Coaches who provided support to teachers in acquiring best practices in literacy instruction.

- In May and June 2023, Golden Hills School Division implemented, for the seventh year, a kindergarten initiative to help parents learn how to work with their child at home to improve literacy and numeracy skills. Teachers identified the kindergarten students they expected to be “At Risk” entering grade one. A total of 82 “At Risk” Kindergarten students were assessed, and their parents were provided literacy/numeracy packages to help parents prepare their student for grade one and develop basic literacy and numeracy skills.
- Early Literacy Intervention was offered to struggling readers in Grades 1 and 2 in two terms. Students were provided approximately 50-65 intervention sessions.
- The Early Intervention Team of four teachers served 178 students in Grades 1 and 2. This represents 20% of our Grade 1 students and 29% of our Grade 2 students. Intervention sessions were offered over four months and results indicated that the average growth of 1.2 (one year and three months) for grade 1 students and 1.8 (one year and eight months) for grade 2 students over a four-month period. This is consistent with results from the previous year. All student’s comprehension improved between .8 to 1.1 with the majority improving a year.
- On average, grade two students improved approximately 1.8 grade levels (as measured through the Schonell word list) and a 1.1 grade level improvement in the Diagnostic Reading Assessment.
- ELI Satisfaction Surveys indicated that 100% of parents reported that the program helped their child and that they saw improvement in reading. Parents reported that the strategy bookmarks

made it easy for them to be helpful at home. 100% of teachers surveyed stated that their student significantly benefited from the program.

- The ELI website was provided to teach parents how to assist their child in literacy practice at home.
- The ELI team also created content for the HUB, offering teachers instructional tips and detailed descriptions of the ELI program.

#### **ELI Parent Quote:**

“My child really enjoyed his time spent in the program and made huge progress in his reading and confidence to read.”

“The variety of books for my child to read was great. The amount of time the teacher spent with him everyday was wonderful. How much his reading improved in such a short amount of time is excellent. It is amazing to see, and we thank you very much for offering this program.”

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#### ***Leveled Literacy Intervention***

GHSD implemented a **Leveled Literacy Intervention Program** in all schools in order to provide small group support to struggling students in grades 1-3. During the 2022-2023 school year, 114 students received support through this program. LLI is a powerful, short-term intervention that provides daily intensive small-group instruction designed to supplement what is happening in the classroom. Lessons and resources have been developed by Pearson into Fountas and Pinnell Literacy kits. These were implemented three times per week. On the other two days, an intensive phonics/phonemic awareness component was implemented. Educational Assistance delivered the program under the direction of a lead literacy teacher in each school. Training and monthly meetings were held throughout the school year in order to ensure effective implementation and support. This program enabled students to make strong progress and pre and post testing tracked the progress. The LLI program builds capacity in each school building as EA's and Teachers learn powerful strategies outlined in the resource.

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#### ***Early Numeracy***

Numeracy is foundational to student learning and therefore, GHSD has implemented a numeracy intervention program to ensure maximum success for all students. Being numerate means going beyond the acquisition of basic skills and solving simple arithmetic problems to being able to acquire, create, connect, understand, and communicate information. Alberta Education defines Numeracy as “the ability, confidence and willingness to engage with quantitative or spatial information to make informed decisions in all aspects of daily living”. The GHSD Numeracy Framework was developed to inform educators about key numeracy initiatives, strategies and promote best practices in numeracy instruction. The Numeracy Framework which guides this program, provides new research and pedagogy and is located on the Powerful Learning Website.

- The 2022-2023 school year was the eight years of offering Early Numeracy Intervention in order to establish a strong numeracy foundation for Grade 1 and 2 students who needed more time to build numeracy competencies. GHSD offers additional numeracy support through school-based

numeracy teachers and programs such as Math Boost and LAC. By intervening early, students are set up on a trajectory of success.

- Early Numeracy Intervention was offered to students struggling with foundational skills such as number sense in Grades 1 and 2. The Early Intervention team of three teachers served students with direct intervention offered to 188 students in Grades 1 and 2. This represents 24% of our Grade 1 students, 25% of our Grade 2 students. Intervention sessions were offered in two terms.
- Comparing pre and post results from the Early Numeracy Assessment determined a percentage increase for each individual student. Results indicated that struggling Grade 1 students achieved, on average, 98% accuracy on the kindergarten outcomes, and 63% on the Grade 1 outcomes tested in the post assessment. This represents a 24% increase in the kindergarten outcomes and a 41% increase in the Grade 1 outcomes.
- The early intervention Grade 2 students achieved on average 82% on the Grade 1 outcomes and 41% on the Grade 2 outcomes tested in the post assessment. This represents 36% increase in Grade 1 outcomes and a 23% increase in Grade 2 outcomes. These results are fairly consistent with previous years.
- On average Grade 2 students increased their score by approximately 20% on the MIPI (Math Intervention Programing Instrument) from pre to post-test. This is viewed as excellent progress.
- ENI satisfaction surveys indicate that 100% of parents reported that the program helped improve their child's math/numeracy understanding, and 98% reported that their child's attitude towards math has improved. 100% of teachers surveyed stated that their students enjoyed the program and 97% of the teachers felt that their students significantly benefited from the program.

#### **Quotes:**

Teacher: "Just so much gratitude for this program and Intervention teacher for going the extra mile to get kids on track. Thank you."

Parent: "Thank you for running this. I think my child went from being behind to back in the pack of learners. This has been so beneficial for her. I appreciate you stepping up to fill the gaps in the kids' learning making it so fun for them."

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#### **Technology**

This year, Artificial Intelligence (AI) has emerged as a popular and compelling topic among educators in GHSD. The widespread adoption of technology in classrooms and the increasing availability of AI tools and resources have sparked interest and discussions amongst teachers. Many educators and students are excited about the potential benefits of AI but one concerning aspect of AI in education is the potential for students to misuse it as a tool to complete their work instead of actively engaging in the learning process. Presentations were given introducing AI with GHSD teachers and discussion was had on the possible policies moving forward.

**SharePoint** is a powerful tool that we have utilized to create the GHSD Hub, replacing the Learning Commons. This new platform serves as a centralized space for teachers to access valuable resources and

foster collaboration. With SharePoint, we have designed a user-friendly interface that allows teachers to navigate through various sections and easily find the materials they need. The GHSD Hub will be fully operational by September. As the needs of our educators evolve, the GHSD Hub will continue to expand and adapt, offering additional features and resources to enhance the teaching and learning experience.

**Canva for Education** has become a popular program among teachers and students for designing graphics, videos, and more. This user-friendly platform offers a wide range of templates, images, fonts, and design elements that can be easily customized to create visually appealing and professional-looking content. Teachers can utilize Canva to develop engaging presentations, infographics, posters, and other visual aids that enhance their teaching materials. Additionally, students can utilize the program to create multimedia projects, digital portfolios, and interactive visuals to showcase their learning in a creative and expressive manner.

Another area where technology has made a remarkable impact in education is the integration of **3D printers**, particularly in younger grade levels like grade 2. These printers have become a regular part of the classroom, enabling students to design and bring their projects to life. With the guidance of their teachers, students can explore their creativity, problem-solving skills, and critical thinking abilities through hands-on experiences with 3D printing.

One significant effect of technology on education is the enhanced ability of teachers, especially in the field of **video editing**. By incorporating tools like WeVideo, teachers can effortlessly produce and modify instructional videos, eliminating the requirement for extensive technical assistance or specialized expertise. As teachers have spent the past few years learning how to use this software, the need for support has decreased, and they now feel confident using it independently with their students.

**Recommendation:** That the Board of Trustees receives the System Enhancement report for information and the record.



## Family School Community Resource Program

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

**September 26, 2023**

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### **Background:**

Golden Hills School Division continues to partner with other agencies to support and provide services to ensure optimal functioning of children and their families in the social-emotional/behavioural domain, in order that students can fully benefit from the learning opportunities afforded to them.

### **Recommendation:**

That the Board of Trustees receives the Family School Community Resource Program Report for information and for the record.

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Jeff Grimsdale  
Superintendent of Schools



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

**September 2023**

**To:** Jeff Grimsdale  
Superintendent of Schools

**From:** Christina Hoover, Director of Learning

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

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

**Resource Persons:** Deborah Hinds-Nunziata

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**History**

The Family School Community Resource (FSCR) Program/Family Wellness programs have been available in Drumheller (1985), Kneehill County (1987) and Wheatland Country (1990) for over three decades and continues to provide invaluable support to students and their families. Historically, key funding partners have included Golden Hills School Division, Drumheller/Kneehill/Wheatland Regional Family and Community Support Services, Calgary and Central Region Children’s Services, and the Central East Regional Collaborative Service Delivery Initiative. Currently, these programs are financially supported by Golden Hills School Division and FCSS within each region. Despite some operational differences, all three programs strive to support the well-being of children and their families so that students arrive at school ready to benefit from the learning opportunities afforded to them in Golden Hills School Division.

**What does our team do?**

These professionals work collaboratively with the student, their parents/caregivers, school-based team members, and when appropriate, other community service providers to set meaningful goals and create supportive intervention plans. The plan may include providing preventative education, developing specific strategies/skills and arranging resources that will help the student to experience increased success in school, at home and in the community. Supports may include individual counselling, group counselling, parenting support and liaison/referral with other service providers. Student success is monitored regularly and is based on the observable, measurable outcomes established by the student and their support team. This program focuses on a strength-based model that builds the capacity of the student and their parents/caregivers to manage the stressors of daily life independently. The program also provides whole class presentations/interventions on psychosocial issues, and works with school and



community to organize prevention programs and build capacity on a broader scale. Many of the team members are active with a variety of community groups to support a healthy community.

### **What did the FSCR/Family Wellness programs accomplish in 2022-2023**

The Golden Hills School Division Family Community Resource Program is an example of best practice in providing support and resources to children, youth, and families. Environments in which young people grow and develop are interconnected including Family, School, and Community. The concept of well-being acknowledges that people's lives are complex, and that quality of life depends on a range of different things, each bringing their own value and meaning, often determined by material resources, physical and mental health, skills and abilities, social and cultural lives, and connections with others. The FSCRC is an outcome-based program that uses concrete data and feedback from key stakeholders to inform its operations from year to year. Since its inception, collaboration with other government systems and community has been integral in serving children, youth, and their families. The FSCRC program strives to improve well-being of children, youth and their families which is foundational to student learning.

#### **2022-2023 Key Data Points**

- 250 students were provided with urgent, brief, solution-focused 1-1 counselling support as compared to 200 in 2021-2022.
- 730 students received a multisession, 1:1 counselling intervention as compared to 480 in 2021-2022.
  - 90% of students, parents and their teachers reporting that the student was able to meet their individual goals or made significant progress toward their goals.
  - Students and their families largely reported improved ability to manage their identified problems.
  - The most common referral reason for referral to the program this past year was to improve the ability to manage stress and anxiety which has not changed from the previous year. The other Top 5 referral concerns included: Friendship/Social Skill issues, Exposure to Adverse Childhood Experiences, Grief/Loss, and Self-care/ Self-esteem. Teachers. Parents/Guardians and Self are the most common referral sources.
- A myriad of classroom presentations and targeted group interventions were offered on topics such as Communication Styles, Managing Anxiety, Instructions for a Bad day, and Conflict Resolution. The FSCRC support the implementation of evidenced based Social Emotional Learning programs such as Mind Up and Zones of Regulation.
  - Over 3200 students benefited from these opportunities to enhance their social, emotional and behavioral skills.
  - The relationship between well-being and academic achievement is well supported in current research literature and when both are strengthened young people develop into healthy adults who know themselves and can meet life's challenges with a sense of purpose and self-efficacy.
- When the students and families were deemed in need of additional supports timely and appropriate referrals were made to a variety of other professionals and community agencies including Connections and the GHSD Student Services team, Alberta Health Services (Addictions and Mental Health/Hospital Referrals), The Primary Care Network, and The Wheatland Youth Network.
  - Over 250 referrals were made and these often-involved on-going collaboration and support with key stakeholders. This is a reduction in referral out from last year (300) and

reflects the reality of fewer resources available to families, particularly family programs traditionally supported through Children's Services.

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

**As always survey comments from students, parents, teachers, and community members reflect the many strengths of the FSCRC/FWW program in GHSD school communities as well as provide constructive feedback to consider moving forward.**

**Strengths:**

*Assisting children, youth, and families in developing emotional regulation strategies:*

My daughter has made great improvements with her worker. She has been able to manage her emotions better and express herself more effectively. (PARENT)

The stress of dealing with the highs and lows that have come with my child's emotions has decreased making homelife easier for everyone. (PARENT)

The FSCRC created a dependable safe space for my child to deal with her ADHD and emotional instability (PARENT)

The benefits have been huge as my daughter had a safe place to talk about her emotions and everyday struggles while learning strategies to calm herself down and move forward. (PARENT)

I had no idea how anxiety was affecting my daughter until the FSCRC shared information with my husband and I on the effects of anxiety on learning. (PARENT)

My youth has expressed how good it is to have someone to talk to when anxiety becomes overwhelming. (PARENT)

I like how (FWW) is in school to help students. (FWW) helps me a lot with problems in my life. (STUDENT)

I really liked this program. It's always nice to have someone that you can talk to and trust. I feel every school should have an FWW. (STUDENT)

*Helping to Improve Communication/Social Skills:*

The FSCRC has been amazing with our son and has kept communication lines open and been receptive to our needs. (PARENT)

We have learned better strategies to deal with our sons' emotions and our own and as such, can communicate more effectively through moments of frustration. (PARENT)

Even though I have a great relationship with my kids the FSCRC encouraged them to be more open in talking to me. (PARENT)

I felt it was a safe place to talk about how I always got involved in the girl drama scene and in the end, I was the one upset. (STUDENT)

I learned some strategies on how to keep my nose out of other people's business. It is nice to not always be involved in the drama. (STUDENT)

*Building Adaptive Behavior Skills:*

The FSCRC is an amazing counselor. My granddaughter and I have learned so much from her and how to put all of her successful goals into place. I appreciate everything she has done for me and my granddaughter. (GRANDPARENT)

We struggled from pre-k to 9<sup>th</sup> grade. The guidance our family has received was and continues to be invaluable. Our counselor should train others to be as excellent at their job as she is. There is no way our child would be as successful not just in academics but in life coping skills without the FSCRC. The world is changing, and children need a new type of help and guidance. (PARENT)

My child's success so far is a direct result of this service. My son would not be at school at all without her help. (PARENT)

My counsellor is one of the best people I have ever talked to. She has helped me notice how much I have changed from being easily overwhelmed to being able to take better care of myself and ask for help when I need it. (STUDENT)

The FSCRC is the most amazing counsellor I have ever had. She is so supportive and beyond helpful to me. She has helped me understand what I am feeling and learn a bunch of new ways to help myself. She has never turned me down. She actually listens and takes into consideration what I am having difficulty with and what does and doesn't work for me. She seems like she enjoys helping people. She will forever be my favorite person that I have gotten help from. (STUDENT)

My FSCRC is wonderful and the main reason I show up at school. (STUDENT)

My FSRC helped my mom find a family doctor -which was great because I had huge anxiety and needed a medication to help me. I feel so much better now, and I can focus and pay attention. (STUDENT)

*Increasing Parental Capacity:*

The benefits are numerous. As a mom, the support kept my stress levels down. Mom guilt is real, and I never knew if I was doing a good job or blowing it. I have seen it all and the support has helped me therapeutically. The teamwork between the FSRC and the school has made all the difference. (PARENT)

Knowing our son has a safe contact who he feels connected with and comfortable talking to when he has an issue, allows me to get to my job and focus. (PARENT)

*Providing Appropriate resources and referrals:*

The community resources I was given were very useful and helpful. (PARENT)

I was pleased to be provided with resources to better understand my own anxiety. (PARENT)

### **Areas for Growth**

*More staff to improve responsiveness to the needs of students and families:*

Our counsellor is brilliant and wonderful to take on the kids and be available to present in the classroom. She is high quality but there is just not enough of her. I wanted to refer more kids, but I knew there was not enough time available. (COLLEAGUE)

Although I am completely satisfied with the support we receive, I would be remiss to suggest there is enough time to meet the needs of all the student who require this extraordinary support. We are grateful for the time we have and utilize the support to its fullest capacity. (COLLEAGUE)

Our FSCRCs are highly skilled and work effectively to support our students and their families but I think it is important to advocate for more time as the needs continue to grow. (COLLEAGUE)

We have a high need for counseling services at our school. The focus is on student support leaving little time for families. (Colleague)

The referral process is long when you have a crisis, but I understand there are limited resources. More funding needs to be put towards kids' mental health. (PARENT)

More communication with parents and faster intake. My son has been on the list every year for support, and this was the first year he was successfully added. (PARENT)

### **Future**

No single organization institution or organization can create all the conditions that children and youth need to flourish; however, outcome data suggests that the FSCRC program is very effective in its commitment to support the well-being of students and their families. The success of this program can be attributed to the larger context of the GHSD school system and the leadership of the School Board, and the Senior Administration team. Their advocacy across levels of government have allowed the FSCRC program to grow and improve.

Using a continuous improvement model the FSCRC team will focus on the following goals for the 2023-2024 school year:

- Explore efficiencies through the increased use of universal (Whole class presentations) and targeted approaches (Group Counselling) and careful triaging with the School Resource Team regarding those students referred for individualized intervention.
- Using a strengths-based approach, set clear, measurable, and achievable goals with students and their families/school staff. Monitor outcomes regularly and adjust goals and the intervention as needed.
- Ensure intervention are evidence informed and continually evaluate their effectiveness/appropriateness in a school setting.

- Recognizing the interconnectedness of a students' environment improve partnerships with parent/guardians and school staff through mutual goal setting, regular communication on student progress and the sharing of strategies /resources to build stakeholder capacity.
- Continue to attend Interagency and other networking opportunities to be aware of collaboration opportunities with new and existing psychosocial services and resources.
- As part of supporting this program attention needs to be given to increased opportunity for workplace wellness initiatives and professional development to ensure our valuable team members are mentally and physically healthy and equipped to do this challenging work.
- Golden Hills School Division collaborated with our local FCSS partners to apply for the Mental Health in Schools Grant. The Division was provided with additional funding for a 1.0 FTE Mental Health Family School Support worker. This position helps to support families through individual and group counselling as well as supporting the referral process to community agencies. This position will be supported as part of a two-year pilot project.
- Golden Hills School Division was also awarded the Integrated School Support Program for Wheatland Elementary School. This partnership with the Calgary Police Foundation has provided additional funding including a full time mental health professional (psychologist) to provide daily support.

According to the *Measuring What Matters report (2023)* there is a substantial foundation of work upon which Alberta can build. Past and current initiatives and networks can be leveraged to advance child and youth health and well-being across the province. Locally, the FSCRC program is an example of a long-standing program that can continue to effectively serve this mission with support from the school system, other government systems and community. Initiatives like the FSCRC program have immediate, long term and intergenerational benefits and high benefit-cost ratios.

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



## ADVOCACY PLANNING

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

**September 26, 2023**

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### **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 consider potential updates of the Advocacy Plan for the 2023/24 school year.

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

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Jeff Grimsdale  
Superintendent