



GOLDEN HILLS

SCHOOL DIVISION

AGENDA

TYPE: Regular Board Meeting

DATE: 9/24/2024 **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 27, 2024 Action

7.2 Regular Minutes of August 27, 2024 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) Information Items

9.1 Preliminary Enrolment Monitoring Report (T. Sabir) Info

9.2 System Enhancement (J. Grimsdale) Info

9.3 Family School Community Resource Program (J. Grimsdale) Info

10.0 School Monitoring Reports

11.0 ADJOURNMENT

11.1 Adjournment Action



MINUTES

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 27, 2024

1.0 Attendance

Present:

c) Trustees

- Laurie Huntley
- Jennifer Mertz (via Zoom)
- Barry Kletke
- Rob Pirie
- Justin Bolin
- Jim Northcott

d) Superintendent

- Jeff Grimsdale

f) Secretary Treasurer

- Tahra Sabir

g) Recording Secretary

- Kristy Polet

Absent:

e) Deputy Superintendent

- Wes Miskiman

2.0 Call to Order

Secretary Treasurer Sabir called the meeting to order at 9:49 AM.

3.0 NEW BUSINESS

A) Information Items

3.1 Pecuniary Interest Forms (review & modify if necessary)

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#20240827.1001

Secretary Treasurer Sabir opened nominations for the position of Chair of the Golden Hills School Division for 2024/2025 Term.

Trustee Kletke 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 2024/2025 Term.

Carried

3.3 Election of Vice Chair (Rotating Roster)

Recommendation: BD#20240827.1002

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

MOVED by Trustee Pirie that the Board of Trustees approve a rotating Vice Chair for the period of October 2024 through to the end of September 2025.

Carried

The Rotating Chair positions are as follows:

- Trustee Northcott: October to end of December 2024
- Trustee Kletke: January to end of March 2025
- Trustee Pirie: April to end of June 2025
- Trustee Mertz: July to end of September 2025

Chair Initials _____ Secretary Treasurer Initials _____

3.4 Signing Authority

Recommendation: BD#20240827.1003

MOVED by Trustee Northcott that the Board of Trustees approve the following Representatives for Signing Authorities for the 2024/2025 Term.

Carried

- 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

3.5 Meeting Dates and Times

Recommendation: BD#20240827.1004

MOVED by Trustee Pirie that the Board of Trustees adopt the Regular Meeting Dates as follows for the 2024/2025 school year, with a start time of 9:30 AM.

Carried

- August 27, 2024
- September 24, 2024
- October 29, 2024
- November 26, 2024
- December 10, 2024
- January 21, 2025
- February 25, 2025
- March 25, 2025
- April 29, 2025
- May 27, 2025
- June 24, 2025

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

Recommendation: BD#20240827.1005

MOVED by Trustee Northcott 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

Superintendent Grimsdale and Chair Huntley reviewed conference attendance and self-directed Trustee Development opportunities for the Board of Trustees.

3.8 Nomination/Election of External Committee Members and Standing Committees

Recommendation: BD#20240827.1006

MOVED by Trustee Bolin that the Board of Trustee Representatives for the External and Standing Committees remain as follows for the 2024/2025 Term.

Carried

EXTERNAL COMMITTEES	REPRESENTATION REQUIRED	REPRESENTATIVES 24-25
ASBA Zone 5 (Alberta School Boards Association) <ul style="list-style-type: none"> Meetings as called by ASBA approximately ten per year. 	Two Trustees plus One Alternate	Trustee Northcott Trustee Bolin Chair Huntley (Alternate)
PSBAA (Public School Boards Association of Alberta) <ul style="list-style-type: none"> Meetings as called by PSBAA approximately two per year. 	One Trustee plus One Alternate (One designated to vote if required)	Trustee Kletke Trustee Northcott (Alternate) Trustee Bolin (Alternate)
PSBAA Executive Council Meetings (All can attend) <ul style="list-style-type: none"> Meetings as called by PSBAA approximately four per year. 	One Trustee plus One Alternate	Trustee Kletke Trustee Northcott (Alternate) Trustee Bolin (Alternate)
STANDING COMMITTEES	REPRESENTATION REQUIRED	REPRESENTATIVES 24-25
Audit Committee	Three Trustees Two Members (who are not Trustees)	Chair Huntley Trustee Pirie Trustee Mertz (Alternate) Two Members
Capital Planning	Full Board	Full Board
Strategic Planning	Full Board	Full Board
Policy	Two Trustees One Alternate	Trustee Northcott Trustee Bolin Trustee Pirie (Alternate)

	Superintendent or Designate	Superintendent or Designate
Bargaining	Administration	Full Board
Advocacy	Full Board	Full Board
TEBA (Teachers Employee Bargaining Association)	One Trustee	Trustee Pirie
RSBC (Rural School Board Caucus)	One Trustee One Alternate	Chair Huntley Trustee Northcott Trustee Bolin (Alternate)

4.0 ADJOURNMENT

4.1 Adjournment

Recommendation: BD#20270827.1007

The Board of Trustees adjourned at 9:49 AM.

Carried

Chair

Secretary Treasurer



MINUTES

Golden Hills School Division

Regular Meeting of the Board of Trustees

Location: Boardroom of the Golden Hills School Division

Start Time: 9:30 AM

Tuesday, August 27, 2024

1.0 Attendance

Present:

a) Chair

- Laurie Huntley

b) Vice Chair

- Jen Mertz (via Zoom)

c) Trustees

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

d) Superintendent

- Jeff Grimsdale

e) Deputy Superintendent

- Wes Miskiman

f) Secretary Treasurer

- Tahra Sabir

g) Recording Secretary

- Kristy Polet

2.0 Call to Order

Chair Huntley called the meeting to order at 9:50 AM.

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 Stoney Nakoda Nations, the Métis Nation (District 3 and 4), and all people who make their homes in the Treaty 7 region of Southern Alberta.

Chair Initials _____ Secretary Treasurer Initials _____

4.0 In Camera

4.1 In Camera

Recommendation: BD#20240827.2001

MOVED by Trustee Kletke that the Board of Trustees go In Camera at 9:52 AM.

Carried

4.2 Out of In Camera

Recommendation: BD#20240827.2002

MOVED by Trustee Kletke that the Board of Trustees rise from In Camera at 10:46 AM.

Carried

- Deputy Superintendent Miskiman excused himself due to a prior commitment.

Recessed at 10:46 AM.

Reconvened at 11:00 AM

5.0 Approval of Agenda

5.1 Approval of Agenda

Recommendation: BD#20240827.2003

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

Carried

6.0 Welcome Public, Vision and Mission Statements

7.0 Presentation of Minutes

7.1 Regular Minutes of June 18, 2024

Recommendation: BD#20240824.2004

MOVED by Trustee Bolin that the Board of Trustees approve the Regular Minutes of June 18, 2024, as presented.

Carried

8.0 REPORTS

A) Chair's Report

Chair Huntley presented information on the following topics:

- All correspondence has been forwarded to all Trustees over the summer.
- Public School Board s' Association of Alberta (PSBAA) hosted Promote Elevate Protect (PEP) Public School Education, Zoom meeting on Friday, August 23, 2024.
 - Chair Huntley and Superintendent Grimsdale took part.

Chair Initials _____ Secretary Treasurer Initials _____

- PEP is intended to support efforts in areas by addressing issues such as funding inequalities, achievement gaps, and educational disparities. During the Board meeting, the Trustees watched the video.
- PSBAA Fall General Meeting will take place October 16-18, 2024, in Edmonton, AB. They are asking for prize donations for the silent auction that will take place at the Lois Hole Dinner. All proceeds will go to the Lois Holes Hospital for Women.

B) Board Committees

No information at this time.

C) Board Representatives to External Organizations

Trustee Kletke had no new information to present regarding the Public School Boards ' Association of Alberta (PSBAA).

Alberta School Boards Association (ASBA) Zone 5 will be held at Golden Hills School Division on Friday, September 6, 2024.

Trustee Northcott presented information on Rural School Board Caucus (RSBC).

- Meetings were held throughout the summer, reviewed policies and concentrating on the "Rural" aspects.

D) Administration Reports

Secretary Treasurer Sabir presented information on the following items:

Facilities:

- PowerPoint was provided with progress pictures of Acme construction and other school summer projects.
- Acme Replacement School - piles are being drilled and poured each day.
- Trinity Christian Academy Administrative Addition has run into challenges, working through them.
- Wheatland Crossing Fitness Centre - is complete, waiting for final occupancy approval.
- Strathmore Dorms Roof Replacement - work has been completed, windows and frames need to be replaced in the near future.
- Strathmore High School Washroom renovation - will not be completed by the start of school, main floor washrooms are accessible.
- Strathmore High School Theatre - carpet and new seats have been replaced.
- Learning Academy will be moving from its current location of 116th 3rd Ave to 435B Hwy 1, attached to Division Office building.

Transportation:

- Current training group has four drivers, they are taking their tests, there are routes for all of them.
- Transportation has a full time Trainer/Instructor.
- Student registration for busing is going smooth.

Superintendent Grimsdale presented on the following topics:

- COLT Group attended the College of Alberta School Superintendents (CASS/ASBOA) Summer Learning Conference that was held August 14-16, 2024, in Edmonton.
- Collaborative Day took place August 29, 2024.
- New Teacher Orientation will take place September 18, 2024.
- New draft Social Studies Curriculum – 29 teachers are involved in the pilot.
- Signed Memorandum of Understanding (MOU) with Prairie College to offer Dual Credit opportunities for our students.
- Acme Replacement school update – lots of activity at the school site, pilings are going in the ground, and they are starting the cribbing and forming the grade beams.

Recessed at 12:13 PM.

Reconvened at 12:49 PM.

9.0 NEW BUSINESS

A) Action Items

9.1 Board Annual Leadership Plan 2024/2025 (J. Grimsdale)

Recommendation: BD#20240827.2005

MOVED by Trustee Mertz 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.

Carried

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

Recommendation: BD#20240827.2006

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

- Punjabi Language and Culture Twelve-Year (12Y) (5 credits only), September 1, 2024, until August 31, 2026, Golden Hills Learning Academy and Strathmore Storefront.

Carried

B) Information Items

9.3 Monthly Enrolment Monitoring Report (June 2024) (T. Sabir)

Secretary Treasurer Sabir presented information on the Monthly Enrolment Monitoring Report for June 2024 to the Board of Trustees.

9.4 School Bus Driver Competency Grant - Update (T. Sabir)

Secretary Treasurer Sabir presented information on the School Bus Driver Competency Grant Update that came into effect April 1, 2024, as information and for the record.

9.5 Budget 2024/2025 - Update (T. Sabir)

Secretary Treasurer Sabir presented updated information on the 2024/2025 Budget as information and for the record.

9.6 Administrative Procedure (J. Grimsdale)

Superintendent Grimsdale reviewed *AP 145 - Personal Mobile Devices and Access to social media* to the Board of Trustees as information and for the record.

10.0 ADJOURNMENT

10.1 Adjournment

Recommendation: BD#20240827.2007

The Board of Trustees adjourned at 1:18 PM.

Carried

Chair

Secretary Treasurer

Chair Initials _____ Secretary Treasurer Initials _____



PRELIMINARY ENROLMENT BACKGROUNDER

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

September 24, 2024

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, 2024.

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, 2024/2025 calendar year enrolment is calculated as follows:

School Year	Weighted Factor	Enrolment Count
2022/2023	20%	Actual
2023/2024	30%	Estimated
2024/2025	50%	Projection

For the 2024/2025 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 based on either incremental enrolment growth or enrolment thresholds, whichever is greater.

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.



Jeff Grimsdale
Superintendent



Tahra Sabir
Secretary Treasurer



SYSTEM ENHANCEMENT BACKGROUNDER

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

September 24, 2024

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 2023/2024 school year.

Recommendation:

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

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

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 2024

Overview:

Golden Hills School Division (GHSD) has continued to focus on system improvement by offering teachers and administrators access to high quality professional learning opportunities aimed to optimize achievement for all students. This work is supported through a variety of strategies. In 2023-2024, teachers and administrators were provided a variety of professional learning experiences both within and external to our division. Teachers attended a combination of in-person Professional Development as well as virtual learning opportunities that were recorded for future use.

The following, highlights the learning experiences offered:

Collaborative Days: 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 Coaching: 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.

Powerful Learning Website: 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.

New Curriculum: 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 English Language Arts (ELA), for a total of 21 new curriculum implementation days.

School-based Learning Communities: 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 Teacher Orientation: New teachers were provided three training days as well as visits from Instructional Coaches who continued to support teacher learning within their classrooms.

Leadership Training: School and system leaders attended two days of leadership training with Dr. David Tranter that focused on building understanding and practices to foster well-being through eight conditions. School admin teams worked with Tranter in one-to-one sessions to create a plan for fostering well-being in their schools.

Continuous Leadership Learning: 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.

Consultants and Resource Counsellors: 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.

Powerful Learning: 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.

Competencies: 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.

Deep Understanding: 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.

Foundational Frameworks: 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.

Powerful Learning

Powerful Learning continues to encourage teachers to design and implement rich tasks and engaging learning experiences to achieve deep understanding of the curriculum. The importance of intentionally creating cultures of thinking in GHSD classrooms is recognized as an essential component of powerful learning.

Teachers continue to infuse critical thinking into their instruction. The Critical Thinking Consortia team 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 this is shared with students or when appropriated, co-created with students. 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 build teacher capacity in implement powerful learning in their classrooms.

Leadership Training

GHSD administrators and their school leadership teams attended two leadership days lead by Dr. David Tranter. The focus was on understanding the eight conditions that foster student well-being. The conditions include safety, regulation, belonging, identity, engagement and positivity and mastery and meaning. Dr. Tranter talks about how academics and well-being are inextricably linked. Relationships are at the core and conditions fostered that support both well-being and achievement daily work in schools. Administrators decided upon what conditions to grow in their buildings, depending upon need and worked to develop a plan of action. These two days were offered through a partnership with Calgary Regional Consortium. In addition to the leadership days, school teams worked 1-to-1 with Dr. Tranter to examine and grow the essential conditions in their building. As well, the administrators engaged in a year long book study of Dr. Tranter’s book.

Curriculum Update

GHSD provided teachers in K-6 with 21 full-day curriculum days to work together build a shared understanding of the new curriculum and create powerful learning plans/resources. The K-3 teachers were invited to work on the new science curriculum with optional days to continue to work on ELA and Math. 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.

Grade 4-6 teachers worked together on ELA, Math and Science new curriculum implementation. The science days focused on building a shared understanding of the outcomes and best instructional practices

and strategies. This was in preparation for implementation of the science curriculum the fall 2024. Teachers created support documents such as “I can” statements, Success Criteria templates, unit and lesson plans and parent communication tools. Teachers were intentional about triangulating the data through observation, conversation and product in order to provide reliable assessment data. As a result of the work together, teachers left feeling prepared for implementation of the science curriculum in the fall 2024. Grade 4-6 teachers were also given days to work on the ELA and Math curriculum. Teachers reflected upon implementation and made adjustments throughout the year.

GHSD K-6 teachers were invited to pilot the new Social Studies curriculum in the fall, 2024. Teacher will select a few outcomes to implement and provide feedback on the overall curriculum. The pilot teachers will work together with support from the coaches.

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

Instructional Coaches

GHSD Instructional Coaches provide support to teachers and administrators in the implementation of Powerful Learning. During the 2023-2024 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 used a variety of methods to deliver their service including shoulder-to-shoulder coaching, Professional development opportunities both virtual and in-person, small groups, PLC’s, Residencies and Collaborative Days.
- Coaches created templates, presentations, and processes to prepare teachers for the implementation of the new curriculum. Coaches hosted 21 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. Coaches spent time in new teachers’ classroom and worked along side new teachers in planning for instruction, resource development and classroom management strategies. Coaches were assigned new teachers to provide support to.
- Coaches offered Professional Learning opportunities in improving numeracy practices and number facts fluency.
- GHSD implemented a new report card through Power Teacher Pro K-6. Coaches were involved in training and supporting this implementation.
- Coaches worked with a cohort of teachers from grade 1-6 to revise the Common Writing Assessment. New picture prompts were developed, instructions clarified, and rubrics revised to match the new ELA curriculum.
- Residency in Coaching: One of the coaches offered a residency in coaching. Teachers and the instructional coach collaboratively selected research-based rich tasks tailored to address the specific learning needs of their students. These tasks were designed to promote deep conceptual

understanding and problem-solving skills. Teachers were given a chance to experience these tasks with their colleagues prior to practicing with their students. Videos of the rich tasks were developed and are accessible to all GHSD teachers on the Hub.

- During the 2023-2024 school year, 67% of administrators reported they worked with coaches on a more regular basis.
- Administrators reported that Instructional Coaches supported their schools most in the areas of Differentiated Instruction, Designing and Facilitating Staff PD, EAL, Literacy and Numeracy.
- The percentage of administrators who reported that the impact of the work of the coaches was “Very Effective” in their building went up again and now 100% of the administrators report very effective impact of coaches in their building.
- Feedback from teachers on the value and impact of the Instructional Coaching team in 2023-2024 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.
- 98% of teachers reported a moderate to significant impact of coaches on their teaching practices and 98% of teachers reported a moderate to significant impact of coaches on their 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%, 82% 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:

“The coach greatly exceeded expectations by working hard to build trusting relationships with teachers. Overall, their strategic approach, coaching proficiency, and commitment to supporting teachers' development had a significant positive impact on instructional quality across the school.”

“The coach showcased patience, kindness, and impactful knowledge that supported my Grade 3/4 class. They were clearly passionate about the project and very helpful to me when I was attempting projects on my own. Communication continued throughout the school year, which was very much appreciated!”

Administrators Quotes:

“Working with our amazing instructional coach, has been key this year in supporting staff in their departments' goals. The collaborative work that she helped organize and facilitate will have huge impacts for our online students.”

“Learning coaches supporting our PLCs and collaboration project made a huge impact on our teacher's ability to incorporate powerful learning and best practices into their own teaching practices.”

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 how many people accessed the website this year with an increase in users from 11,000 to 20,000. This speaks to the power and impact of this website.
- The HUB landing page profiled the new Powerful Learning stories as they were created. These 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 promoted through the HUB were created by Coaches and included research-based videos, websites, and articles for teachers to build teacher practice. They also highlighted upcoming professional development opportunities & new recommended resources in IMC. Teachers appreciated the practical ideas, suggestions, and recommendations in these emails.
- Coaches continued to work on 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.

Intervention Programs

Literacy Intervention

Literacy is the key to unlocking personal potential and driving societal advancement, influencing every aspect of our lives and communities. It shapes the way we communicate, learn and grow. It also empowers individuals with the essential skills and knowledge needed to thrive in an increasingly complex world. 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 literacy, Golden Hills School Division continues to offer Early Literacy Intervention programming, to ensure the success of all students.

Literacy Intervention Programs

During the 2023-2024 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 2024, Golden Hills School Division implemented, for the eighth 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 67 “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 148 students in Grades 1 and 2. This represents 19% of our Grade 1 students and 25% 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 1.0 (one year) for grade 2 students over a four-month period. All student's comprehension improved between .8 to 1.8 with the majority improving a year.
- On average, grade two students improved approximately 1.0 grade levels (as measured through the Schonell word list) and a 1.2 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:

“The strategies given to my child have really helped him overcome any struggles he was having.”

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 1-5. During the 2023-2024 school year, 210 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 were implemented three times a week using the Fountas and Pinnell Leveled Literacy kits. 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 regular meetings were held throughout the school year in order to ensure effective implementation and ongoing support. The two days per week focused on developing decoding skills varied depending upon the grade. Grade 1 and 2 students were provided the UFLI program and grades 3-5 were offered a program to develop their vocabulary and decoding skills through word parts. The program used was the Word Connections Program.

The feedback from school teams and the assessment results indicates that students provided the intervention made excellent progress.

The LLI program builds capacity in each school by building the capacity of the EA's and Teachers as they implement the program.

Early Numeracy

Numeracy goes beyond simple arithmetic and encompasses the skills to acquire, create, connect, understand and communicate quantitative and spatial information effectively. Being numerate means going beyond the acquisition of basic skills and solving simple arithmetic problems. 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 Golden Hills School Division (GHSD) Early Numeracy Program provided targeted numeracy intervention to small focus groups of 1-4 students in Grades One and Two. The intervention incorporated research-based strategies that help students think, reason, and apply mathematical concepts to solve problems. Students are actively engaged in discovering the relationships between numbers.

A large component of this program is using manipulatives which help students make sense of the concepts and skills they are working on. The focus of the intervention is to develop a strong understanding of number sense and operations. The learning goals for each session are made clear and students are supported with a ‘Tools and Strategies’ bookmark as well as a variety of manipulatives. After a concrete understanding of math concepts and number sense has been established, efficient strategies follow. Students are expected to develop strategies for addition and subtraction to help with automaticity of basic facts. Lessons are designed to help students understand and identify the relationships between numbers. A pre and post assessment measures the growth during the duration of the program and regular communication of progress is shared with parents and classroom teachers. Formative assessment in this program is ongoing and progress is monitored through observations and questions that probe thinking and justification of answers.

- The 2023-2024 school year was the ninth 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. 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 153 students in Grades 1 and 2. This represents 20% of our Grade 1 students, 21% 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 68% on the Grade 1 outcomes tested in the post assessment. This represents a 22% increase in the kindergarten outcomes and a 46% increase in the Grade 1 outcomes.
- The early intervention Grade 2 students achieved on average 90% on the Grade 1 outcomes and 63% on the Grade 2 outcomes tested in the post assessment. This represents 29% increase in Grade 1 outcomes and a 41% increase in Grade 2 outcomes. These results are significantly higher than the previous years results. The team reports that it is possible that the results were stronger because a spiraling approach was incorporated, which was new to the program.
- The math spiraling approach refers to a method of teaching and learning mathematics that revisits concepts regularly over time, gradually increasing the complexity and depth with each encounter.
- 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 100% of the teachers felt that their students significantly benefited from the program.

Quotes:

Teacher: “The ENI teacher was wonderful with my students, and they saw great growth when working with her. My students are always excited to go work with her. I was very impressed with my Ni students when completing the year and math assessment.”

Late Numeracy Intervention

The Late Numeracy Intervention Program (LNI) offered numeracy intervention to small groups of students in grades 3-5. These students were identified “At Risk” through provincial math testing and teacher recommendation. The students served were selected to benefit from targeted math instruction and practice designed to increase their numeracy skills and confidence.

LNI instruction was tailored to meet the specific needs of students who would benefit from additional support in numeracy. This instruction aims to strengthen foundational skills, instill confidence, and foster a thorough grasp of essential mathematical principles. It is believed that a robust grounding in numeracy is paramount for success in advanced mathematical concepts and real-world problem-solving scenarios. The LNI program incorporated Pearson’s Canada “Mathematics Learning Progression” as the developmental road map for concept development. The focus is on the fundamental concepts of number strands such as counting, numeral recognition and writing, subitizing, number comparison and ordering, decomposition of wholes into parts, place value understanding (ones, tens, hundreds and thousands), development of fluency and comprehension in addition, subtraction, multiplication, and division, as well as exploration of unit fractions. Learning tasks were developed to teach the concepts, utilizing high impact strategies.

In the 2023 – 2024 school year, intervention sessions were offered daily beginning in February. The following schools received everyday service: Acme, Brentwood, Carseland, Dr. Elliott, George Freeman, Greentree, Prairie Christian Academy, Three Hills, Trinity Christian Academy, Trochu Valley, Westmount, Wheatland Elementary and Wheatland Crossing. A total of five Numeracy Intervention teachers provided this support to schools.

RESULTS: GHSD data shows growth in Grade three and four students’ curriculum understanding during their time in LNI. The GHSD data shows an overall growth of 23% from their pretest to their post-test. (from 34% to 57% on the assessment). On average students increased their test scores by 20%.

Grade 5: The MIPI data shows growth in Grade Five students’ curriculum understanding during their time in LNI. The data shows an overall growth of 18% from the pretest to the post test. (from 44% to 62% on the assessment) On average 86% of students enrolled in LNI improved on their respective assessments. *These results show outstanding growth.* This growth is believed to have occurred because of the program design. This program encouraged students to use manipulatives to help them understand the relationship between numbers in a small group setting. Tasks such as borrowing and regrouping can be difficult for students to grasp without a visual to aid in their understanding. LNI allows students to go back to the basics and build, draw and manipulate to provide a more thorough understanding. This program used a spiralling strategy to continuously revisit and strengthen prior knowledge.

Technology

The 2023-2024 academic year marked a significant period of technological exploration and integration within GHSD classrooms. This year, educators and students alike embraced emerging trends and discovered innovative ways to leverage technology to enhance teaching and learning.

Artificial Intelligence's (AI) Growing Impact: Interest in AI continued to gain momentum among GHSD educators. Professional development sessions and discussions around AI's potential in education sparked conversations about responsible use, ethical considerations, and the development of guidelines to ensure AI serves as a tool for empowerment.

ViewSonic Boards: Building Teacher Confidence and Competence: A significant focus this year was on empowering teachers to fully utilize the interactive capabilities of ViewSonic Boards. Comprehensive training sessions were conducted to familiarize educators with the boards' features and functionalities. These sessions emphasized hands-on learning, providing teachers with opportunities to explore the boards' potential in a supportive environment. As a result, teachers have gained the confidence and competence to seamlessly integrate ViewSonic Boards into their daily instruction, transforming classrooms into dynamic and engaging learning spaces.

Virtual Reality (VR): Immersive Experiences: The acquisition of five Oculus Quest 2 VR headsets opened up new avenues for immersive learning experiences. Teachers explored innovative ways to integrate VR into various subjects, creating virtual field trips, simulations, and interactive models that brought learning to life. Ongoing collaboration focused on developing effective strategies for curriculum integration and classroom management of VR technology.

3D Printing: Bringing Ideas to Life: 3D printing continued to be a valuable tool for hands-on learning. Students across grade levels engaged in design challenges and projects that culminated in the creation of tangible objects. This technology fostered creativity, problem-solving skills, and a deeper understanding of spatial relationships.

GHSD Hub: A Centralized Resource: The launch of the GHSD Hub on SharePoint marks a significant step forward in facilitating collaboration and resource sharing. This dynamic platform replaces the Learning Commons, offering a user-friendly interface where educators can access a wealth of materials, from curriculum guides to instructional videos. The Hub is poised to become an indispensable tool for teachers, fostering a community of shared knowledge and continuous improvement.

Streaming Services for Curriculum Enrichment: The introduction of streaming services like Discovery Education provided teachers with a wealth of educational content. These platforms offered a vast library of videos, documentaries, and interactive resources that enriched curriculum delivery and sparked student curiosity.

GHSD's commitment to technological innovation remains steadfast. As the division continues to explore and adopt new tools, the focus remains on empowering educators, enhancing student learning, and preparing learners for a future where technology plays an integral role. The integration of AI, VR, interactive displays, 3D printing, and streaming services are all steps towards a more dynamic, engaging, and future-ready educational landscape.

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 24, 2024

Background

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

Recommendation

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

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

Jeff Grimsdale
Superintendent of Schools



Family School Community Resource Program (Drumheller/Wheatland/Strathmore)
and Family Wellness Program (Kneehill)
Presented to Board of Trustees by Jeff Grimsdale
Superintendent of Schools
Resource Person: Deborah Hinds-Nunziata

September 2024

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 continue 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.

The FSCRC program in collaboration with parent/guardians, school staff and community support play a crucial role in helping children and adolescents navigate the challenges they face during their formative years. 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.

Increasing Need for the Family School Community Resource Counselor Program

According to a recent report ([Child and Youth Mental Health: What is it and How has it Changed -Pre, During and Post, Covid 19](#), U of C and Health Promoting School Collaborative, May 2023): As many as 1 in 5 children and youth will experience some form of DSM mental disorder.

- 70% of mental health problems have their onset during childhood or adolescence
- 17% of children ages 2-5 years meet diagnostic criteria for mental health problems
- 28% of students report not knowing where to turn when they wanted to talk to someone about mental health
- Canada's youth suicide rate is the third highest in the industrialized world.

A key recommendation from the report is to recognize and enhance the essential role of schools in interdisciplinary wraparound services and supports for mental health and well-being of students

The Role of the Family School Resource Worker

Supporting Positive Mental Health

The relationship between mental health and learning in children is deeply interconnected. Mental health significantly influences a child's ability to learn, and conversely, the learning environment can impact a child's mental health.

Poor mental health can affect a child's ability to regulate emotions, leading to outbursts, withdrawal, or other behaviors that disrupt learning. This can result in missed instruction or difficulty in participating in classroom activities.

Good mental health supports academic success by enabling children to focus and engage in their studies. Academic success can boost a child's self-esteem and sense of competence, further supporting mental health.

Early Detection: Addressing mental health issues early on can prevent them from negatively impacting learning. FSCRC play a crucial role in identifying and supporting students with mental health needs. FSCRC identify signs of mental health issues, such as depression or anxiety, early on, and provide appropriate interventions or referrals to specialists.

Promoting Regulation and Well-being: FSCRC support students in developing emotional and behavioral regulation skills and coach the use of these strategies across settings. Approximately 55% of the referrals are related to mental health and emotional regulation.

Academic Guidance

High academic expectations and pressures can contribute to stress and anxiety, especially if a child feels overwhelmed or incapable of meeting those expectations. Persistent academic struggles can lead to feelings of inadequacy and lower self-esteem. Mental health issues often diminish motivation and interest in school activities.

Overcoming Academic Challenges: Students struggling with academic performance can receive help in identifying obstacles and developing strategies to improve. With their natural supports (parents/guardians/teachers) FSCRC can help students set realistic academic goals and receive the appropriate interventions required to meet their goals. 10% of referrals are related to academic issues.

Social Skill Development

Mental health challenges can hinder social development, making it harder for children to form positive relationships with peers and teachers. This social isolation can further negatively impact their learning experience and school performance. The social dynamics within a school, including peer relationships and the presence of bullying, can significantly affect a child's mental health. Positive relationships support well-being, while negative experiences can lead to anxiety, depression, and decreased academic performance.

Interpersonal Effectiveness: FSCRC help students learn how to make and keep friends and resolve conflicts with peers in a healthy and constructive manner. 20% of the referrals are for social skills development.

Building Relationships with Natural Supports: FSCRC also support the development of social skills, helping students to form positive relationships with teachers and important family/community members. 15% of referrals are to help support family functioning.

Personal Growth and Self-Esteem

Identity Formation: Adolescence is a critical period for identity formation, and FSCRC help students explore their values, beliefs, and self-concept.

Boosting Self-Concept: Through positive reinforcement and support, FSCRC can help improve students' confidence and support a healthier self-concept

Crisis/Brief Intervention

Immediate Support: In cases of crises, such as suicidal ideation, self-harm, abuse, or family issues, school FSCRC provide immediate support and connect students with necessary resources. In addition, students who are not on the formal caseload but are exhibiting significant dysregulation in the school session may be seen for one session of counselling (Brief) to support reintegration into the learning environment.

Dealing with Trauma: For students who have experienced trauma, FSCRC provide a safe space to process their feelings and develop coping strategies skills like mindfulness, emotional regulation, and resilience

Safety Planning: Counselors work with students to create safety plans in situations of domestic violence, non-suicidal self-injury and suicidal ideation

Parent/Guardian and School Team Collaboration

Parent Support: Counselors often work with parents/guardians to support the child's development, offering guidance on how to handle issues at home and school. They focus on the importance of structure and supervision and developing implementing routines that support good brain health (sleep, nutrition, exercise, positive social connections and managing screen time).

Parent sessions were offered in several schools on topics such as Healthy Use of Screen Time, Brain Health 101 and Anxiety Management

Teacher Support: FSCRC also assist teachers in understanding and addressing the emotional and social needs of students in the classroom. A supportive learning environment, where teachers are attentive to students' emotional and academic needs, can promote mental health. Conversely, a negative or unsupportive school climate can exacerbate mental health issues and hinder learning.

Schools that integrate mental health support within the educational framework can create a more conducive learning environment, addressing both academic and emotional needs simultaneously. Programs that promote social-emotional learning (SEL) are examples of such approaches. The FSCRC

program supports teachers in offering Universal SEL programs such as Mind-up, Zones of Regulation, Paths and the 4th R in their classroom.

Yearly teacher training is also offered from Elementary to junior high for the Mental Health Literacy program

Community: Participation in extracurricular activities can enhance mental health by providing children with opportunities to explore interests, build social skills, and develop a sense of accomplishment, all of which contribute positively to learning. FSCRC assist students identifying their interests, encourage parents/guardians to facilitate involvement in healthy extra-curricular activities and work together to address and barriers (financial, transportation).

FSCRC attend FCSS and other community meetings to ensure they have an up-to-date awareness of the recreational opportunities and other services available to students and their families. They participate in community events such as Prevention of Family Violence, Sprinkle Kindness campaign and Mental Health Awareness

Service Delivery Outcomes.

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

- In 2023-2024, the FSCRC program supported over 500 students in managing their mental health/wellness and facilitating their success as a learner through individualized interventions.
- Another 225 students participated in group counselling interventions with a focus on developing emotional and behavioral regulation.
- Universal interventions on topics such as Anxiety Management, Positive Brain Health, Regulation skills and Interpersonal Effectiveness through classroom presentations reached over 4350 students developing emotional and behavioral regulation skills
- FSCRC developed over 50 safety plans with students, their family and school staff and supported over 200 clients with single session interventions.

Stakeholder Satisfaction Surveys

In Drumheller and Wheatland County over 95% of parent surveys indicated that they had a better understanding of their child's issues, were involved in the development/monitoring of goals and overall and their parenting skills improved because of the support from the FSCRC.

In Drumheller and Wheatland County 98% of the colleague surveys as accessible and excellent.

In Drumheller and Wheatland County 90 % of students who completed the surveys reported that they had a better understanding of their problem and learned strategies to manage the problem effectively.

In the Kneehill community over 90% of clients reported being better at taking responsibility for their actions even when it is hard and being better able to cope with/handle whatever comes their way.

Student Comments

“It was so nice to have a safe place to talk to someone who had time for me. It feels like my parents are far too busy to give me suggestions or ideas on how to deal with stuff. “

“I have never been so understood by someone.”

“I have learned so much about healthy relationships and how to keep them. It has helped me understand how easily I got involved in problems that were not mine”

“The “worry” book helped me see the difference between a big worry and an everyday worry. Now I focus on important things.”

“The FSCRC helped me with self esteem and now I feel like a new me.”

Parent Comments

“The FSCRC that worked with my child was fantastic. She helped them with coping techniques and referred them to more help over the summer.”

“I am so grateful for everything the FSCRC has done to help my daughter succeed in her life mentally, socially and academically. This support kept her attending school and set her up for her future by showing her how to access mental health programs, government assistance and educational help for college.”

“My kids and I would be totally lost without the FSCRC. I feel free to speak to her about anything and totally rely on her to advocate for us. She has gone above and beyond for our family.”

“I have benefited so much from the FSCRC support. Her ongoing coaching and reading the books she sent home helped me learn about anxiety and ADHD and now I can handle my son’s behavior in a healthier manner.”

Colleague Comments

“The FSCRC program does a wonderful job of supporting students. I see an improvement in my student’s well-being after they get to spend their time in counselling.”

“This program is so important! Many students cannot function without mental health support. It is crucial to students having academic success.”

“I think it would be great if the FSCRC could create a parent program to help educate parents on mental health and learning challenges to support their learner at home.”

“The FSCRC came into my classroom and taught my students strategies to self-regulate and I see them being used everyday in my classroom. She provided me with many resources and was always open to

discussing how to best implement in the classroom or for a specific student. I am beyond appreciative to have learned and collaborated with the FSCRC. I have a wealth of knowledge due to her time spent in my classroom”.

“SEL programs and Health are very effective and important. They should be treated with the same time and attention as a core subject.”

“The FSCRC is a critical member of the school team. A full-time counsellor at each school is needed.

Areas for Growth

Using a continuous improvement model the FSCRC team will focus on the following goals for the 2024-2025 school year:

- Continue to 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.
- Leverage the use of Master of Counselling practicum students from local post-secondary institutions to offer a greater number of evidence based individualized, targeted and universal interventions to student.
- Ensure interventions are evidence informed and continually evaluate their effectiveness and appropriateness in a school setting. Increase the opportunity for professional development and Clinical Supervision for FSCRC.
- 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. Offer more parent presentations to build their skills in supporting their child’ mental health
- Continue to attend interagency and other networking opportunities to be aware of collaboration opportunities with new and existing psychosocial services and resources.

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