GOLDEN HILLS
SCHOOL DIVISION
AGENDA

TYPE: Regular Board Meeting
DATE: 12/15/2020   **TIME:** 9:30 AM
LOCATION: Boardroom of the Golden Hills School Division
DETAILS:

"Powering Hope and Possibilities" Vision: Inspiring confident, connected, caring citizens of the world
Mission: Intentionally maximizing learning for all

1.0   Attendance

2.0   Call to Order

3.0   Acknowledgment

4.0   In Camera

4.1 In Camera	Action
4.2 Out of In Camera	Action

5.0   Approval of Agenda

5.1 Approval of Agenda	Action

6.0   Welcome Public, Vision and Mission Statements

7.0   Presentation of Minutes

7.1 Regular Minutes of November 24, 2020	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 Calendar 2020-2021 (B. Daverne)	Action
9.2 Supplementary Executive Retirement Program (SERP) (T. Sabir)	Action

B)   Information Items

9.3 Enrolment Monitoring Report (November 2020) (T. Sabir)	Info
9.4 Technology Services Report (J. Grimsdale)	Info
9.5 International Services Report (B. Daverne)	Info

10.0   ADJOURNMENT

10.1 Adjournment	Action

MINUTES

Golden Hills School Division No. 75

Regular Meeting of the Board of Trustees
Location: Boardroom of the Golden Hills School Division
Start Time: 9:30 AM
Tuesday, November 24, 2020 (9:30 AM)

1.0 Attendance
Present:
a) Chair
- Laurie Huntley

b) Vice Chair
- Jennifer Mertz

c) Trustees
- Barry Kletke
- Rob Pirie
- Justin Bolin
- Jim Northcott

d) Superintendent
- Bevan Daverne

e) Secretary Treasurer
- Tahra Sabir

f) Associate Superintendent
- Jeff Grimsdale

h) Recording Secretary
- Kristy Polet

Absent:
g) Deputy Superintendent
- Wes Miskiman (due to prior engagement)

2.0 Call to Order
Chair Huntley called the meeting to order at 9:28 a.m.

3.0 Acknowledgment
We would like to acknowledge that we are on lands in the Treaty 7 area. We are making this acknowledgment to demonstrate our commitment to work together as a community in laying the foundation for reconciliation through education.

4.0 In Camera

4.1 In Camera
Recommendation: #BD20201124.1001
MOVED by Trustee Bolin that the Board of Trustees go In Camera at 9:28 a.m.

4.2 Out of In Camera
Recommendation: #BD20201124.1002
MOVED by Trustee Pirie that the Board of Trustees rise from In Camera at 10:31 a.m.

Break
Recessed at 10:35 a.m.
Reconvened at 10:50 a.m.

5.0 Approval of Agenda

5.1 Approval of Agenda
Recommendation: #BD20201124.1003
MOVED by Trustee Northcott that the Board of Trustees approve the November 24, 2020 agenda.

6.0 Welcome Public, Vision and Mission Statements

7.0 Presentation of Minutes

7.1 Presentation of Minutes
Recommendation: #BD20201124.1004
MOVED by Trustee Pirie that the Board of Trustees approve the October 27, 2020 Regular Minutes.

8.0 REPORTS

A) Chair's Report
Chair Huntley presented information on the following topics:
- Discussed the Alberta School Boards Association (ASBA) Fall General Meeting which took place via zoom on November 16 and 17, 2020.
    - Guest speakers included; Peter Mansbridge (Welcome address), John Dinner (Governance) and Andy Hargreaves (Changes in the educational landscape).
- Discussed upcoming PSBAA Professional Development Sessions:
    - November 19, 2020 - Political Landscape/Advocacy with Catherine Keill
    - November 26, 2020 - Inclusion/Diversity/Unconscious Bias with Joni Avram.
    - November 30, 2020 - 5 Brave Moves with Dr. Jody Carrington.
- Discussed Council of Council meeting.
- Alberta School Councils Association (ASCA) - funding has been reduced by 75%.
- ASBIE Advisory Board is looking for a Trustee to fill the position of Director.
- Audit Committee met via zoom on Friday, November 20, 2020 to review the Audited Financial Statements year ending August 31, 2020.

B) Board Committees

Trustee Pirie presented information on the following topics:
- Vice Chair Mertz is the new Chair of the Alberta School Board Association (ASBA) Zone 5.
- Trustee Pirie is the new Alternative Director of the ASBA Zone 5.

Trustee Kletke had no new information to report on at this time from the Public School Boards Association (PSBAA).

C) Board Representatives to External Organizations

Nothing to report on at this time.

D) Administration Reports

Associate Superintendent Grimsdale presented information on the following topics:
- 80 students have returned back to regular school from Learning at Home.
- Next Professional Development Day is scheduled for January 29, 2020.
- In conversation with Siksika Council regarding transportation.

Secretary Treasurer Sabir presented information on the following topics:
- Transportation - shortfall of Bus Drivers and long routes.
- No relief drivers.

Superintendent Daverne presented information on the following topics:
- Discussed Colony schools hosting events and how it impacts the staff.
- PUF audit was challenging this year.
- Discussed COVID within Golden Hills School Division.

Lunch
Recessed at 12:04 p.m.
Reconvened at 12:44 p.m.

9.0 NEW BUSINESS

A) Action Items

9.1 Audited Financial Statements for the year ending August 31, 2020 (T. Sabir)
Recommendation: #BD20201124.1005
MOVED by Trustee Kletke that the Board of Trustees approves the 2019-20 amounts on the Audited Financial Statements for the year ending August 31, 2020 to be transferred to unrestricted as follows:
- Transfer from Unrestricted Net Assets to Capital Reserves in the amount of $1,600,000;
- Transfer from Unrestricted Net Assets to the Operating Reserves in the amount of $1,000,000.
- Both of these transfers are for the purpose3 of funding Board capital asset additions.

#BD20201124.1006
MOVED by Trustee Pirie that the Board of Trustees approves the Audited Financial Statements for the year ending August 31, 2020 for submission to Alberta Education by November 30, 2020 subject to the Board being advised of any minor adjustments which may be necessary before the budget is submitted to Alberta Education November 30, 2020.

9.2 2020-2023 Three Year Education Plan and AERR (B. Daverne)
Recommendation: #BD20201124.1007
MOVED by Trustee Northcott that the Board of Trustees approves the Three Year Education Plan 2020-2023 and Annual Education Results Report 2019-2020 for submission to Alberta Education November 30, 2020.

9.3 International and Interprovincial Field Study Trips (B. Daverne)
Recommendation: **#BD20201124.1008**
MOVED by Trustee Mertz that the Board of Trustees cancel student International and Inter-provincial travel that is scheduled for the 2020/2021 school year.

9.4 Board Policies (B. Daverne)
Recommendation: #BD20201124.1009
MOVED by Trustee Pirie that the Board of Trustees approves the recommended amendments to Policy 7: Board Operations.

#BD20201124.1010
MOVED by Trustee Bolin that the Board of Trustees approve the recommended changes to Policy 15: Program Reduction and School Closure.

9.5 Location Bylaw 002/2020 - Elections (T. Sabir)
Recommendation: #BD20201124.1011
MOVED by Trustee Kletke that the Board of Trustees give first reading to Bylaw 002/2020. Unanimously

#BD20201124.1012
MOVED by Trustee Pirie that the Board of Trustees give second reading to Bylaw 002/2020. Unanimously

#BD20201124.1013
MOVED by Trustee Northcott that the Board of Trustees give unanimous consent for third and final reading of Bylaw 002/2020.

#BD20201124.1014
MOVED by Trustee Mertz that the Board of Trustees approve the current Bylaw 002/2020 to establish additional locations to Golden Hills School Division Office to where nomination papers may be received.

#BD20201124.1015
MOVED by Trustee Bolin that the Board of Trustees rescind Bylaw 002/2013 and adopt Bylaw 002/2020.

9.6 Reserves Information (T. Sabir)
Recommendation: #BD20201124.1015
The Board of Trustees tabled the Reserves Information motion until further notice.

9.7 Rural School Board Caucus (RSBC) (B. Daverne)
Recommendation: #BD20201124.1016
MOVED by Trustee Kletke that the Board of Trustees approve with the request of extending the current Rural School Board Caucus Executive committees term for another year due to COVID-19.

B) Information Items

9.8 Monthly Enrolment Monitoring Report - October (T. Sabir)
Recommendation:
Secretary Treasurer Sabir presented the Monthly Enrolment Monitoring Report to the Board of Trustees for information.

9.9 Regional Collaborative Service Delivery (RCSD) Report 2019-20 (J. Grimsdale)
Recommendation:
Associate Superintendent Grimsdale presented the Regional Collaborative Service Delivery (RCSD) information, which completed its sixth and final operational year. This program was a provincially led approach by Alberta Education with Alberta Health Services, Alberta Children's Services and Alberta Ministry of Children's Services whose purpose was to enable collaboration at local and regional levels.

10.0 Guest

10.1 Avail LLP Chartered Professional Accountants (C. Deaust) via zoom at 11:00 a.m.
Recommendation:
On Friday, November 20, 2020, the Audit Committee convened, as per the requirements of the Education Act to review the financial statements. On Tuesday, November 24, 2020, Chandra Deaust, CPA, CA (Avail CPA - Chartered Accountant) was in attendance via zoom to present the Audited Financial Statements for the year ending August 31, 2020 and answered Trustee questions regarding the audit process and Audited Financial Statements.

11.0 ADJOURNMENT

11.1 Adjournment
Recommendation: #BD20201124.1017
MOVED by Trustee Pirie that the Board of Trustees adjourn at 2:18 p.m.

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Chair

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Secretary Treasurer

Background:

In accordance with Administrative Procedure 130, *School Year and School Day*, the Board shall approve all school year calendars. The criteria for the development of this calendar is established through this same Administrative Procedure.

Over the past number of years parents have suggested changes to the school year calendar. As a district we have also experienced increased pressure to provide more collaborative time for staff in order to facilitate work towards our Educational Plan goals. After a series of consultations with school administration, staff and school councils, a pilot calendar for the 2021/2022 school year has been developed for the Board's consideration.

Context for parents for this proposed change:
- We have had parent feedback over the past few years about specific concerns on our current calendar:
    - Parents are uncomfortable with an August school start for their children
    - Parents do not like having to come back to school for two days during Family day week
    - We get mixed feedback in regard to an Easter holiday vs spring break

Context for teachers for this proposed change:
- We have some challenges with our existing calendar for teachers:
    - Teachers do not work the same way as they did 20 years ago. Then, they planned alone, taught alone and their classroom was separate from every other classroom. Today, they plan together, they develop common assessments and share best practices between classrooms – they need to be much more connected to be effective.
    - We need more collaborative time for teachers to be able to accomplish this. The option of substitute teachers for release time is not the preferred solution from the perspectives of the school, the teachers or the parents.
    - Our recent C2 committee survey results indicated in addition to instructional coach support, teachers would appreciate more time to collaborate on district and school initiatives with their peers.

We have considered a calendar that would work for us in this new educational reality and also be appreciated by parents and responsive to feedback we have received from all stakeholders.

Proposed criteria for developing these pilot calendars:
- This is a continued pilot calendar for the 2021/2022 school year
- No reduction in annual instructional hours for students
- Students do not start school before September 1

- Same Christmas vacation
- Family day week is now a week off for students
- Easter holiday is still scheduled but may be under consideration to look at a spring break in future years based on additional feedback
- Continue a maximum of 177 Instructional Days and have 4 collaborative days (all still work days for staff)
- We will continue to add about 8-10 minutes on to the instructional day.

Provincial context
- Over the last few years, more than half of school districts in the province have made calendar adjustments in order to accommodate collaborative days to support staff capacity building and the success of district goals.
- To date, districts that have made this adjustment have reported positive feedback.

Additional considerations
- The attached proposed pilot calendar is exceptional in regard to our existing calendar criteria.
  - Our current AP 130 indicates that a calendar shall be submitted for Board approval at least 6 months in advance
  - Our current AP 130 indicates that a calendar shall include 181 instructional days
- There has been significant school administration and staff consultation as well as sharing and feedback from parents. More significant staff feedback regarding the Collaborative days is available.

Recommendation:

That the Board of Trustees approves the proposed 2021/2022 School Year Calendar as a pilot for the school year.

Bevan Daverne
Superintendent of Schools

AUGUST 2021

S	M	T	W	T	F	S
1	2	3T	4T	5T	6T	7
8	9T	10T	11T	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27♠	28
29	30♥	31♠				

SEPTEMBER 2021

S	M	T	W	T	F	S
			1➜	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24✚	25
26	27	28	29	30		

OCTOBER 2021

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8■	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29♥	30

NOVEMBER 2021

S	M	T	W	T	F	S
	1	2T	3T	4T	5T	6
7	8T	9T	10	11	12)	13
14	15	16	17	18	19	20
21	22	23	24	25	26■	27
28	29	30				

DECEMBER 2021

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10■	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	23/30

JANUARY 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11T	12T	13T	14■	15
16	17	18	19T	20T	21T	22
24T/31✚	25T	26T	27T	28T	29	

FEBRUARY 2022

S	M	T	W	T	F	S
		1➜	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22■	23♥	24♦	25♦	26
27	28					

MARCH 2022

S	M	T	W	T	F	S
		1	2	3	4)	5
6	7	8	9	10	11	12
13	14	15	16	17	18■	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2022

S	M	T	W	T	F	S
					1♥	2
3	4T	5T	6T	7T	8T	9
10	11T	12T	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2022

S	M	T	W	T	F	S
1	2	3	4	5	6✚	7
8	9	10	11	12	13	14
15	16	17	18	19	20■	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2022

S	M	T	W	T	F	S
			1	2	3■	4
5	6	7	8	9	10	11
12	13T	14T	15T	16T	17T	18
19	20T	21	22T	23T	24T	25
26	27T	28T	29	30♠		

JULY 2022

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

Student Instructional Days

Aug.	0	Feb.	15
Sept.	20	March	20
Oct.	18	April	14
Nov.	20	May	19
Dec.	12	June	20
Jan.	19		
Total	**89**	**Total**	**88**

Instructional Days **177**

Christmas Break – 2 weeks Family Break – 1 week Easter Break – 1 week
The Regular Board of Trustees meetings are normally held on the second Tuesday of each month except for July and August.

**Recommended Parent/Teacher Interview Day – Alternate day may be designated

School Instructional Time:
Elementary – Minimum - 960 hours
(Provincial Requirement – 950 hours)
Junior High – Minimum – 1010 hours
(Provincial Requirement – 950 hours)
Senior High – Minimum – 1010 hours
(Provincial Requirement – 1000 hours)

Day in lieu of Parent/Teacher Interview	)	2
Organizational Professional	♠	3
Teachers' Convention	♦	2
Professional Development	✚	3
School Closure	■	8
Collaborative day		
	♥	4
Diploma Exam Days	T	
First Day of Semester	➜	

Student Start Date September 1, 2020
Students start classes
Semester break

Draft exam dates –S/B updated by Ab Ed in Nov 2019

SUPPLEMENTARY EXECUTIVE RETIREMENT PROGRAM
SERP

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

December 15, 2020

Background:

Golden Hills School Division has a Supplementary Executive Retirement Program (SERP) as a supplemental employee retirement plan under the school districts' direction and control pursuant to the terms and conditions under the Canada Revenue Agency (CRA) Advance Tax Ruling Document.

On March 28, 2017 the Board approved to payout SERP benefit over ten years in annual payments.
#BD20170328.1004
MOVED by Trustee Larsen that the Board of Trustees approves to pay out the Supplementary Executive Retirement Program (SERP) benefit over ten years in annual payments.

To provide better financial planning, it is recommended that annual payments commence on the last day of January following the date of termination, retirement, or death.

Recommendation:

That the Board of Trustees approves to pay out the Supplementary Executive Retirement Program (SERP) benefit over ten years in annual payments on the last day of January following the date of termination, retirement, or death.

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Bevan Daverne
Superintendent of Schools

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Tahra Sabir
Secretary Treasurer

MONTHLY ENROLMENT MONITORING REPORT

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

December 15, 2020

Background:

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

As per the attached monitoring report, information is provided on the September 30, 2020 enrolment of provincially funded students, Siksika funded students and International funded students. Enrolment information has been adjusted for the New Funding Model.

Recommendation:

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

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Bevan Daverne   Tahra Sabir
Superintendent   Secretary Treasurer

Golden Hills School Division Enrolment

* Enrolment information has been adjusted for the New Funding Model

2020/2021 Monthly HC Enrolment

October, 8,425

September, 8,390
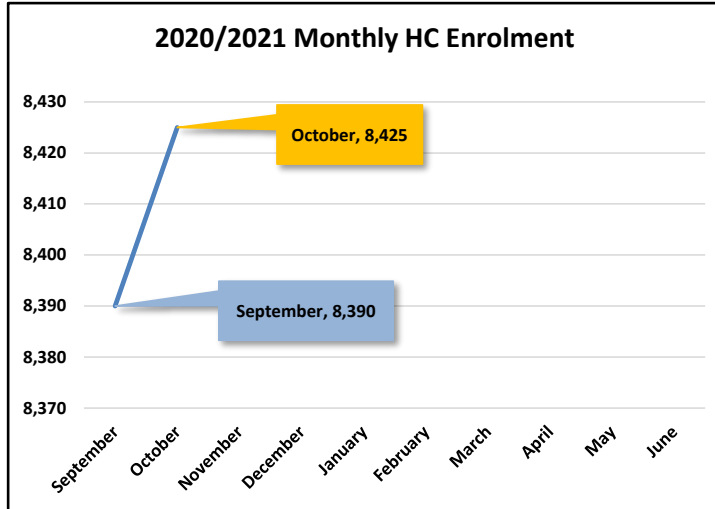
Schools - Month to Month Comparison
Oct 31 to Nov 2020

Configuration	School	November 30, 2020	October 31, 2020	Difference
K-6, 10-12	Acme School	193.00	194.00	-1.00
K-9	Carbon School	69.00	69.00	0.00
K-6	Carseland School	68.00	68.00	0.00
7-9	Crowther Memorial Jr. High School	487.00	489.00	-2.00
K-9	Dr. Elliott Community School	186.00	185.00	1.00
7-12	Drumheller Valley Secondary School	408.00	409.00	-1.00
K-6	Ècole Brentwood Elementary School	234.00	234.00	0.00
K-12	George Freeman	383.00	381.00	2.00
K-6	Greentree School	349.00	347.00	2.00
K-12	Prairie Christian Academy School	274.00	272.00	2.00
10-12	Strathmore High School	589.00	593.00	-4.00
K-12	Three Hills School	460.00	462.00	-2.00
K-9	Trinity Christian Academy	168.00	169.00	-1.00
K-12	Trochu Valley School	245.00	244.00	1.00
K-6	Westmount School	371.00	371.00	0.00
K-12	Wheatland Crossing	322.00	323.00	-1.00
K-6	Wheatland Elementary School	306.00	304.00	2.00
	Sub Total	**5,112.00**	**5,114.00**	**-2.00**
7-9	Colonies	363.00	363.00	0.00
7-12	Drumheller Outreach	17.00	16.00	1.00
1-12	Golden Hills Learning Academy	521.00	491.00	30.00
1-12	NorthStar Academy	634.00	632.00	2.00
7-12	Strathmore StoreFront	73.00	72.00	1.00
	Sub Total	**1,608.00**	**1,574.00**	**34.00**
	Homeschool	1,020.00	1,017.00	3.00
	Shared Responsibility	327.00	331.00	-4.00
	Sub Total	**1,347.00**	**1,348.00**	**-1.00**
	Provincial Total	**8,067.00**	**8,036.00**	**31.00**
	Siksika	157.00	157.00	0.00
	International (Incl. Online)	201.00	197.00	4.00
	Sub Total	**358.00**	**354.00**	**4.00**
	Total HEADCOUNT	**8,425.00**	**8,390.00**	**35.00**

TECHNOLOGY SERVICES

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

December 15, 2020

Background:

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

Recommendation:

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

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Bevan Daverne
Superintendent

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Jeff Grimsdale
Associate Superintendent of Schools

TECHNOLOGY SERVICES REPORT

Presented to the Board of Trustees by Jeff Grimsdale
Associate Superintendent of Schools
Resource Persons: Todd Kennedy, Manager, Technology Services

December 15, 2020
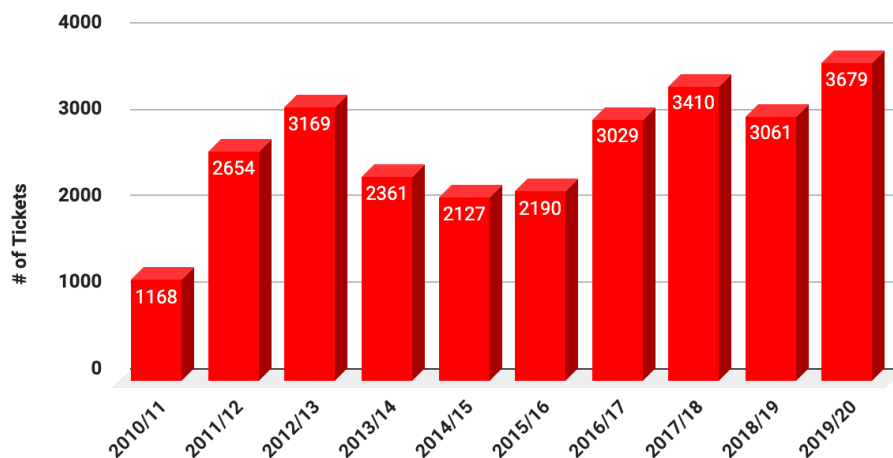
REPORTING PERIOD: 2019-2020

OVERVIEW:

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

Support Requests

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

There was a 20% increase in the number of support requests in 2019-2020 due to the pandemic response, and better tracking of some school support request types.

Technical Support Tickets

| Year	# of Tickets
2010/11	1168
2011/12	2654
2012/13	3169
2013/14	2361
2014/15	2127
2015/16	2190
2016/17	3029
2017/18	3410
2018/19	3061
2019/20	3679
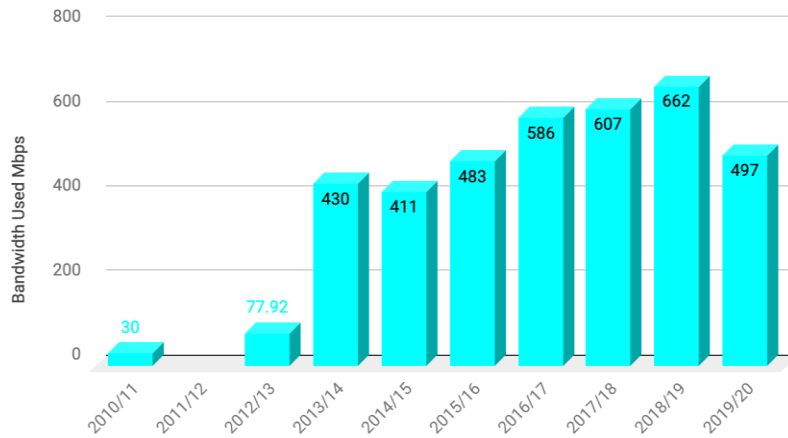
Bandwidth Usage

Bandwidth Charts

Internet is a basic service that is expected in all our schools except for Colony schools and is also available on all of our school buses (bus data is not presented in this chart). Bandwidth usage as a system dropped dramatically this year due to the decrease in the amount of time that students and staff were in schools during March to June of 2020 due to the pandemic.

When staff and students are working from home, they use cloud-based services in Google Workspace and these do not impact the bandwidth within our buildings. This is different from other school jurisdictions who had to perform costly emergency upgrades of their network in order to support learning from home.

Wireless Network

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

In 2020, the aging wireless controller was replaced with a new virtual controller allowing better support for wireless devices, as well as added features like setting access times in schools.
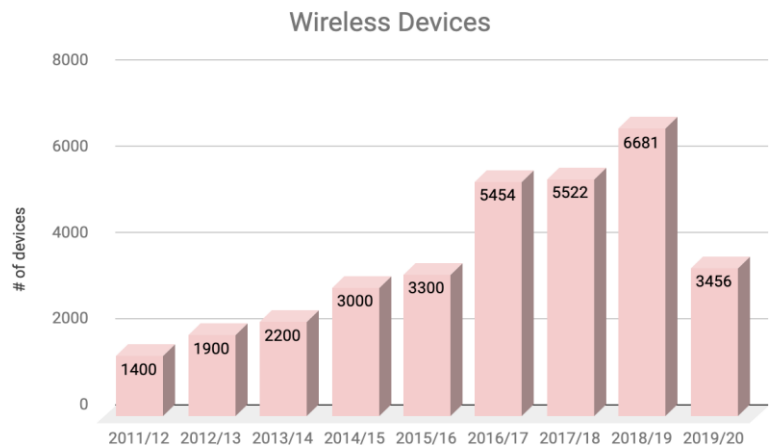
There was a large decrease in the number of devices on the wireless networks than before the pandemic. There were over 6,600 unique devices on the wireless network but from March to June with no students in schools there were very few wireless connections.

In 2020 five wireless sensors were added to our diagnostic tools. These devices can be randomly placed in schools to help diagnose wireless challenges and have been enormously successful in providing getting real data to help improve our wireless services.

Golden Hills Owned Devices

ChromeBooks and ChromeOS devices continue to be the device of choice for students in our schools and make up 55% of all devices.

Chromebooks were part of the pandemic learning at home strategy from March to June. Schools loaned out many Chromebooks to families at home so students could continue doing schoolwork.

Golden Hills Owned Devices

Device	Count
Notebook Computers	404
Desktop Computers	727
iPads	1190
ChromeBooks and ChromeOS Devices	2840
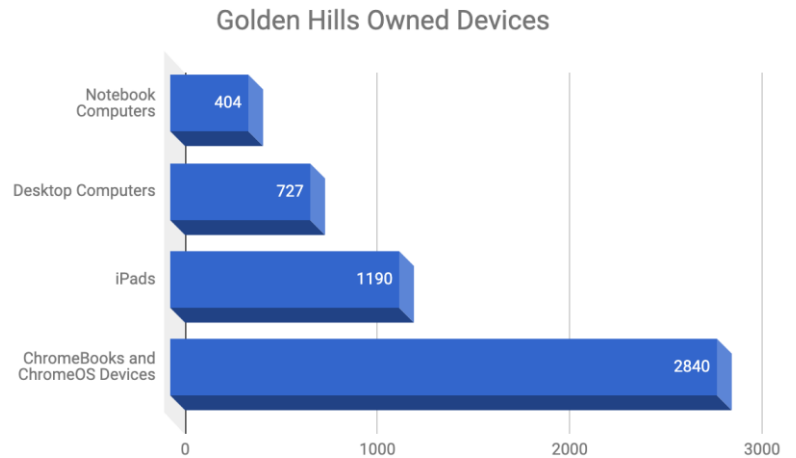
Factors contributing to the success of Chromebooks:

- Staff and students can turn them on and start to use them in less than a minute, and frequently less than 30 seconds.
- They can access all their files, resources and services virtually.
- It is an excellent device that has a cost of acquisition of less than $350 per unit.
- Many of our schools have seen their generous parent councils purchasing Chromebooks to augment their existing units.
- From a technical standpoint, they are also very secure.

Our ratio of devices is 1:2 except for elementary schools where it is lower than that. There are no computer labs remaining in elementary schools, they have all moved to mobile Chromebook carts.

The large number of Chromebooks in GHSD are very easy to manage in our department. If another operating system was used for these devices, the amount of additional support required would force a major expansion of support resources in Technology Services.

While we are moving towards BYOD (Bring Your Own Device) this is still in development. Many students rely on their phone as the primary device and this is not the most efficient way for some things. We had hoped to reduce the number of devices we supply.

Aging ActivBoards

Interactive electronic ActivBoards have been the mainstay technology in all classrooms for more than ten years. They are part of every new build and they are a standard tool that every teacher uses daily in the classroom. Teachers continue to use ActivBoards as they provide remote instruction and lesson recording for their students. We have had fantastic uptake with our teachers and ActivBoards and their reliability is a factor in this. Many of our ActivBoards are 10-15 years old and need replacement.

A collaborative review process is underway to look into replacing our aging ActivBoards.

Notable:

Pandemic

March 2020 introduced many unpredicted challenges. Suddenly it was necessary to move 100% of our students and many of our staff to learning or teaching from home. Technology Services remotely connected thousands of students with their teachers through paper, e-mail, and even online synchronous instruction via Google Meet and Zoom. Aging backup laptops were used for staff to work at home. Creative ways to ensure they could access their files and workspaces from wherever they were became a challenging priority. Fortunately, no large infrastructure changes or upgrades were needed.

Golden Hills has been working with cloud-based services for many years, and most of our students could continue schoolwork remotely with no problems. Teachers could continue with software like Google Classroom, and then enhance instruction with tools like Google Meet and Meet recordings. The move to cloud-based virtual servers has allowed us to go from having numerous racks of servers on site to less than one rack.

Digital Student Records

More than three years ago a project was initiated with all school secretaries to transition from paper to digital student records with an end goal of September 2020. The Student Information Systems (SIS) team alongside all school offices continue to work on this process, which involves cleaning up files and scanning them so they could be organized and uploaded in a usable format.

In division office, we continue to move forward with digitizing staff records to reduce the number of paper copies and reduce the need for storage.

Windows Modern Management / InTune / iPads / iOS

All Windows-based and iOS (iPad)-based technology has historically been managed in two different platforms. Microsoft's SCCM was the tool of choice for Windows, while Meraki MDM was for managing our iPad fleet. In 2020 the transition away from both to InTune - Microsoft's Modern Management software began, in order to

help deal with both Windows and iOS. This is a major shift in how computers are prepared for students and staff, and how they are managed. As technology continues to evolve, even more remote management is taking place in Golden Hills.

Data Centre Virtualization Upgrade

A data center is maintained in the Division Office as well as at a Disaster Recovery site at Trochu Valley School. All computing systems that are not cloud-based or hosted offsite run in our data center. As part of the foundation infrastructure, all services run on redundant hardware, network connectivity, and power. This core infrastructure keeps all the teaching and learning digital services, as well as business operations, transportation, and building maintenance operations running.

There was an extensive data center virtualization upgrade planned for 2018, however the renovation of the division office building moved it to late 2019. Aging hardware was migrated into the new Scale hardware throughout the Spring of 2020 and everything is now running in the new infrastructure. There are still challenges in growth of data usage, and there was a need to make additional investments to further expand our Disaster Recovery hardware, but with the support of our partner suppliers it has been quite successful. This provides a solid foundation for the next five years and plans to move towards more cloud-based infrastructure continue.

SUMMARY & IMPLICATIONS:

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

Aging technology like our ActivBoard fleet will continue to add to the financial challenge.

Moving forward we will:

- increase cloud-based infrastructure;
- continue to explore Microsoft Teams; and
- support and manage Virtual Reality/Augmented Reality.

RECOMMENDATION:

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

INTERNATIONAL PROGRAM

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

December 15, 2020

Background:

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

Recommendation:

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

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Bevan Daverne
Superintendent

INTERNATIONAL PROGRAM REPORT

Presented to the Board of Trustees by Dr. Kandace Jordan
Director International and Innovative Initiatives
Resource Persons: Jennifer Bertsch, Carmen Spitzer, Geoff Ball

December 15, 2020

REPORTING PERIOD: 2019-2020

OVERVIEW

Alberta Education, continues to encourage international initiatives and the building of global competence with students and staff. In doing so, students build intercultural competencies and knowledge of the international community. In addition, the Organization for Economic Cooperation and Development (OECD) now assesses for global competency on Program for International Student Assessment (PISA) examinations. Through its International Program, partnership research work with the University of Calgary (UofC) and University of Alberta (UofA) on global competencies, the implementation of the Global Connections Certificate (GCC), and professional development, Golden Hills continues to do its part to develop cross cultural understandings and global competencies among Golden Hills students.

IMPACT of COVID-19

Now in its 16th year of operation, the International program is a unique and integral part of Golden Hills School Division that since its inception has accommodated more than 4,200 students from more than 55 countries.   Unfortunately, during the 2019-2020 school term and continuing into the 2020-2021 school term, the program has been negatively impacted by COVID-19. This started in the spring of 2020 when classes could no longer be held in schools. While we had 311 students in our program during the 2019-2020 school term (with an FTE of 265.3), our current numbers are much lower. Some of the other repercussions of COVID-19 were as follows:

- Dorms were closed and most students went home or to Canadian family members. Only a few stayed locally in homestays
- Recruitment events were cancelled and then in later months replaced with on-line events
- Visa applications stuttered to a halt and only recently began to be processed which meant many students were unable to enter the country as they could not obtain a study visa
- Other students could not enter due to travel restrictions either on the side of their country or Canada
- Significant staff time was given to preparing and updating safety protocols to prepare for the return of students who could rejoin the program.   A strong partnership with Health supported the work. The work included not only regular health and safety procedures for daily living and

going to school but also special supervised quarantines. Working with Alberta health and managing health measures continues to utilize a significant amount of staff time.

- Some of our agents have left and others are struggling to survive due to the financial strains they have experienced and therefore new connections and agents must be sought.
- Less transfer payments to schools naturally happen with fewer students and this in turn decreases the number of teachers that schools can add to their staff.   As a result this negatively impacts the courses offerings that they provide to all students in their schools.
- Other staff cuts beyond teachers (e.g., dormitory staff) had to be implemented.
- It has been difficult to sustain homestay parents.
- Mount Royal University dissolved our partnership for the Global Connections Certificate dual credit course. This was a cutting edge course is appreciated by students interested in experiencing a taste of university and a global perspective from the postsecondary level.
- The intervention portion of our joint global competencies research project with the University of Alberta and University of Calgary could not be implemented due to the suspension of classes.
- We would usually have started receiving applications for the September 2021 intake but due to the current 'wait and see' stance of parents and agents right now, the applications are currently much lower than typical for this time period.
- Face-to-face recruiting and sustaining agent relationships has been a challenge.
- Vendors have had increase costs as result of the additional COVID guidelines.
- Quarantine plans and implantation has increased staff time and the costs. Cost recovery is shifted to the student and can trigger cancellation.

Given the challenges, opportunities were created as follows:

Outreach Strategy
- In the Spring, an outreach strategy was implemented.   Accommodations Coordinators, agents and staff members worked together to ensure regular communication with all international students and provided them with weekly newsletters, regular online games, and zoom chats to practice English.   The outreach strategy also focused on appreciating and sustaining home stay parents who continued to provide a home to students who could not return home. Regular updates were provided to agents and thorough pre-arrival and arrival guides were also provided.   The outreach strategy was multipronged.   This is intended to help our students successfully complete their current studies and encourage students to stay and study with Golden Hills with the intent of returning. To continue positive relationships, appreciation has been expressed with agents and parents.

Learning Academy Option
- When it became apparent that many students would not be able to physically join us for the current school term, significant effort was put into attracting students to join our Learning Academy rather than defer coming.   The international version of Learning Academy study is called FLEX and includes an Academic Advising component to ensure adequate support for our international students. This is key to help those who are learning independently and have English as a second language.   September 2019 numbers in Learning Academy were 10 including our summer numbers. Due to the efforts of the Learning Academy Team, there are 81 students enrolled and only four have withdrawn.

- We reviewed and reimagined our university research project and our Global Competency Certificate (GCC) will now begin at grade nine. This is garnering positive feedback from many of our junior high schools and will decrease some of the GCC demands for students at the high school level. A collaboration with the Critical Thinking Consortium, our teachers and coaches developed the global competency intervention plan to be implemented during the 2020-2021 school term.
- Agent relations and recruitment efforts are handled through various online options. Extra effort to develop stronger mutually beneficial relationships with Canadian agents in various parts of Canada has been successful.
- Although our current numbers are down, we have sustained many more students than many of our counterparts.   We currently have 116 students in schools, 81 in the Learning Academy and 65 students registered for second semester. Government approvals are still in process.   Based on information from CAPS-I many school districts experienced 70-100% fewer students in the current school term.

SOME BROAD CANADIAN IMPLICATIONS of COVID-19

The Canadian Association of Public Schools – International (CAPS-I) has reported the following broad impacts of COVID-19:

- Loss of over $220 million in long term student revenue estimated to result in a total economic loss of over $450 million including homestay fees and discretionary student spending.

- Loss of over $8.7 million in short-term program revenue with the expectation of this becoming higher with the loss of winter 2021 and summer 2021 enrolments.

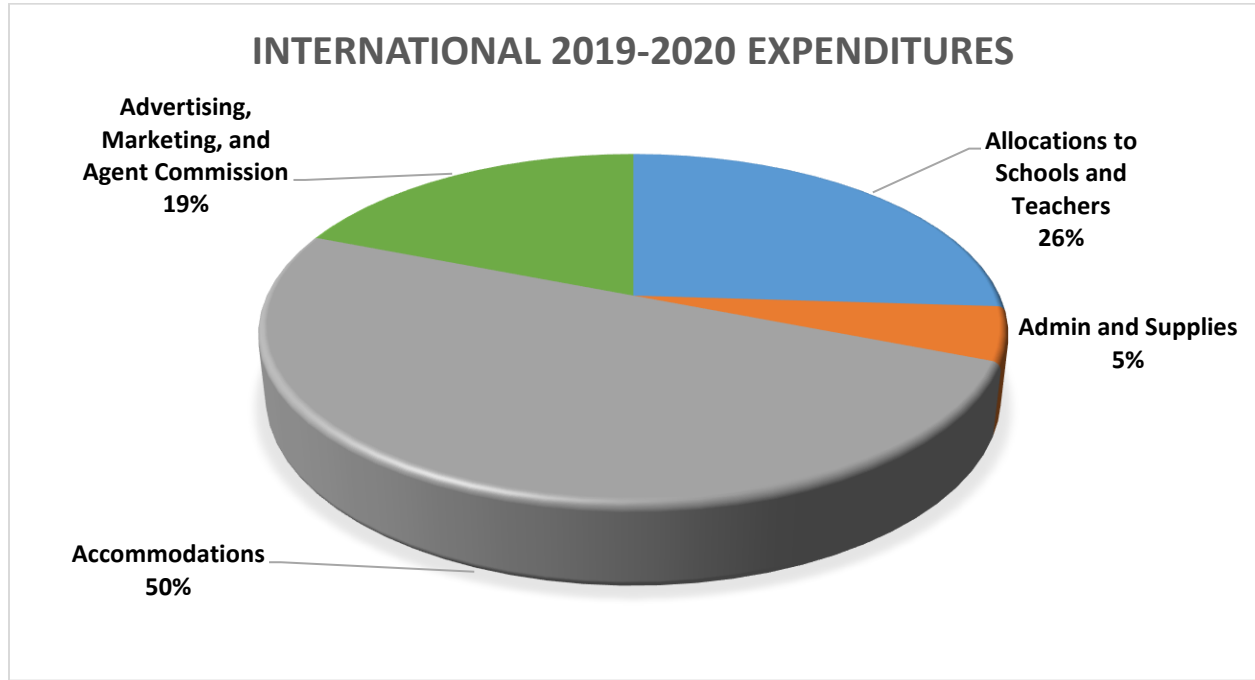- Loss of hundreds of international related positions and teachers.

English Language Learning

- The Golden Hills English Language Learning team is a collaborative group consisting of Instructional Coaches, an ELL Learning Academy teacher and an Academic Advisor. Team members both participate in PD sessions including the Rural ESL Collaborative Team with other surrounding rural school divisions and provide professional development.   They also have contributed to professional development course work available on the Powering Possibilities website. The goals and priorities of the team include ensuring the following for students for whom English is not their primary language:

  - Quality, consistent ELL testing in the schools using formal and informal assessments.
  - Enhanced tracking and reporting of ELL acquisition.
  - Mental health support from a Cross-Cultural perspective to ELL's through evidence-based workshops, targeted presentations and individual and group counselling.

- Authentic assessment based on Alberta Education Benchmarks in order to determine each student's English Language Proficiency.
- Support for the ELL Proficiency Report Card which is issued twice/year.
- Support for the successful integration of refugee students entering Golden Hills. These supports can include: resources, strategies, benchmarking and cultural awareness.
- Development of online ESL programs for Junior High and High School grade levels. These are part of our FLEX Program and will be offered through our Golden Hills Learning Academy.
- Support Colony teachers with implementing the Benchmarks and using the results to further support the student with their English Language development.
- Support for each lead ELL teacher with the support they require to build consistent and effective ESL programs including weekly school visits.

Budget Financial Implications

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

INTERNATIONAL 2019-2020 EXPENDITURES

- Advertising, Marketing, and Agent Commission 19%
- Allocations to Schools and Teachers 26%
- Admin and Supplies 5%
- Accommodations 50%

LOOKING TO THE FUTURE:

The International Team is a dedicated high energy team that will continue to develop and ensure relationships with community partners, international agents and students. Golden Hills' International Program is well-positioned to recover from the negative implications of COVID-19. Working with instructional coaches, teachers, and external parties such as Alberta universities and the Critical Thinking Consortium, the development of global competencies and intercultural opportunities for Golden Hills students will continue.