



GOLDEN HILLS SCHOOL DIVISION

AGENDA

TYPE: Regular Board Meeting

DATE: 9/22/2020 **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 Organizational Minutes of August 25, 2020

Action

7.2 Regular Minutes of August 25, 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 Advocacy Planning

Action

B) Information Items

9.2 Preliminary Enrolment (T. Sabir)

Info

9.3 System Enhancement (J. Grimsdale)

Info

9.4 IMR and Capital Projects Monitoring Report (T. Sabir)

Info

9.5 Family School Community Resource Program (J. Grimsdale)

Info

10.0 ADJOURNMENT

10.1 Adjournment

Action



MINUTES

Golden Hills School Division No. 75

Organizational Meeting of the Board of Trustees

Location: Boardroom of the Golden Hills School Division

Start Time: 9:30 AM

Tuesday, August 25, 2020 (9:30 AM)

1.0 Attendance

Present:

a) Chair

- Laurie Huntley

b) Vice Chair

- Jennifer Mertz

c) Trustees

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

d) Superintendent

- Bevan Daverne

e) Secretary Treasurer

- Tahra Sabir

h) Recording Secretary

- Kristy Polet

Absent:

f) Associate Superintendent

- Jeff Grimsdale

g) Deputy Superintendent

- Wes Miskiman

2.0 Call to Order

2.1 Call to Order (Secretary Treasurer)

Recommendation:

Secretary Treasurer Sabir called the Organizational Meeting to order at 9:33 a.m.

3.0 Welcome Public, Vision and Mission Statements

4.0 NEW BUSINESS

A) Information Items

4.1 Pecuniary Interest Forms

Recommendation:

Pecuniary Forms for Trustees were distributed with a with a request to advise of any changes, initial and date.

B) Action Items

4.2 Election of Chair

Recommendation: #BD20200825.2001

Secretary Treasurer Sabir opened nominations for the position of Chair for the Golden Hills School Division for 2020-2021 Term.

Trustee Northcott nominated Trustee Huntley.

Trustee Huntley accepted the nomination for Chair.

Secretary Treasurer Sabir called for nominations 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.

MOVED by Trustee Bolin that the Board of Trustees declare Trustee Huntley acclaimed as the Chair of Golden Hills School Division for the 2020-2021 Term.

4.3 Election of Vice Chair

Recommendation: #BD20200825.2002

Chair Huntley opened nominations for the position of Vice Chair for the Golden Hills School Division for the 2020-2021 Term.

Trustee Bolin nominated Trustee Mertz.

Trustee Mertz accepted the nomination for Vice Chair.

Chair Huntley called for nominations for the role of Vice Chair a second time.

Chair Huntley called for nominations for the role of Vice Chair a third time.

Chair Huntley declared nominations closed.

MOVED by Trustee Northcott that the Board of Trustees declare Trustee Mertz acclaimed as the Vice Chair of Golden Hills School Division for the 2020-2021 Term.

4.4 Signing Authorities

Recommendation: #BD20200825.2003

MOVED by Trustee Northcott that the Board of Trustees approve the following Representatives for Signing Authorities for the 2020-2021 Term.

- Chair Huntley
- Vice Chair Mertz
- Trustee Robert Pirie
- Manager of Finance, Michael Kuystermans; or
- Superintendent Bevan Daverne; or
- Secretary Treasurer Tahra Sabir.

4.5 Meeting Dates and Time

Recommendation: #BD20200825.2004

MOVED by Trustee Kletke that the Board of Trustees Regular Meeting dates be as follows, with start time of 9:30 a.m.

- Amendment to October board meeting
 - Change from October 20 to 27.

| | | |
|--------------------|-------------------|----------------|
| August 25, 2020 | December 15, 2020 | April 27, 2021 |
| September 22, 2020 | January 26, 2021 | May 25, 2021 |
| October 27, 2020 | February 23, 2021 | June 22, 2021 |
| November 24, 2020 | March 23, 2021 | |

4.6 Trustee Expenses/Pier Diem/Mileage Rate/Benefit Rate/Other Expenses

Recommendation: Info/Action

Trustees reviewed the existing principles outlined in Policy 7, Appendix A - Trustee compensation.

4.7 Conference Attendance and Provincial (ASBA) Alberta School Boards Association Meetings

Recommendation: Info/Action

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

4.8 Nomination/Election of External Committee Members and Standing Committees

Recommendation: #BD20200825.2006

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

| External Committee | Representation Required | Representation 2020-2021 |
|---|---|--|
| ASBA Zone 5 (Alberta School Boards Association) - Meetings as called by ASBA approximately ten per year | Two Trustees plus One Alternate | Trustee Mertz Trustee Pirie Trustee Northcott (Alternate) |
| PSBAA (Public School Boards Association of Alberta) - 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) - Meetings as called by PSBAA approximately four per year | One Trustee plus One Alternate | Trustee Kletke Trustee Northcott (Alternate) |

| Standing Committees | Representation Required | Representation 2020-2021 |
|---|---|---|
| Audit Committee | Three Board Members Two Community Members | Trustee Huntley Trustee Mertz Trustee Pirie Community Members |
| Capital Planning | Full Board | Full Board |
| Strategic Planning | Full Board | Full Board |
| Policy | Two Trustees One Alternate Superintendent/Designate | Trustee Bolin Trustee Mertz Trustee Pirie (Alternate) Superintendent/Designate |
| Committees | Representation Required | Representation 2020-2021 |
| 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 | Trustee Huntley Trustee Northcott (Alternate) |

5.0 ADJOURNMENT

5.1 Adjournment

Recommendation: #BD20200825.2006

MOVED by Trustee Bolin that the Board of Trustees adjourn at 9:53 a.m.

Chair

Secretary Treasurer



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, August 25, 2020 (10:00 AM)

1.0 Attendance

Present:

a) Chair

- Laurie Huntley

b) Vice Chair

- Jennifer Mertz

c) Trustees

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

d) Superintendent

- Bevan Daverne

e) Secretary Treasurer

- Tahra Sabir

h) Recording Secretary

- Kristy Polet

Absent:

f) Associate Superintendent

- Jeff Grimsdale

g) Deputy Superintendent

- Wes Miskiman

2.0 Call to Order

Chair Huntley called the meeting to order at 9:53 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: #BD20200825.1001

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

4.2 Out of In Camera

Recommendation: #BD20200825.1002

MOVED by Trustee Northcott that the Board of Trustees rise from In Camera at 10:51 a.m.

Break

Recessed at 10:51 a.m.

Reconvened at 11:07 a.m.

5.0 Approval of Agenda

5.1 Approval of Agenda

Recommendation: #BD20200825.1003

MOVED by Trustee Kletke that the Board of Trustees approve the August 25, 2020 agenda.

6.0 Welcome Public, Vision and Mission Statements

7.0 Presentation of Minutes

7.1 Regular Minutes of June 23, 2020

Recommendation: #BD20200825.1004

MOVED by Trustee Northcott that the Board of Trustees approve the Regular Minutes of June 23, 2020.

8.0 REPORTS

A) Chair's Report

Chair Huntley presented information on the following topics:

- Discussed correspondence received and forwarded onto Trustees.
- July 7, 2020 sent response letter to the Minister of Education, Adriana LaGrange, thanking her for acknowledging the Acme School/Innovation Centre and Grand Prairie Regional College partnership.
- July 21, 2020 - Education Minister, Adriana LaGrange re: school re-entry.
- July 23, 2020 - Education Minister, Adriana LaGrange re: change in distance education funding.
- July 30, 2020 - information request from Public School Boards Association of Alberta (PSBAA) Executive Director/CEO, Troy Tait, in regards to attendance at the 2020 Fall AGM.
- July 31, 2020 - correspondence regarding notification of College of Alberta School Superintendents (CASS) application on professional status.
- July 31, 2020 - participated in zoom relaunch meeting with Minister of Education, Adriana LaGrange.

- August 13, 2020 - zoom meeting with Public School Boards Association of Alberta (PSBAA) Council and Board discussion.
- August 14, 2020 - Chair's zoom meeting - discussed School Re-Entry, CASS, Charm Offensive, Advocacy (survey on MLA relations and rank advocacy priorities by October 12, 2020).
- August 19, 2020 - zoom meeting with Parent Councils about school re-entry.
- Information regarding Regional Collaborative Service Delivery (RCSD) was forwarded to ASBA CEO, Dr. Aboud.
- Phone conversations with MLA offices of Leela Aheer and Martin Shields, in regards to International Student Visa's.

B) Board Committees

Chair Mertz and Trustee Pirie presented information on the following topics:

- Discussed upcoming Alberta School Boards Association (ASBA) Zone 5 zoom meeting September 4, 2020 at Division Office.

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

Secretary Treasurer Sabir presented information on the following topics:

- Alberta Risk Managed Insurance Consortium (ARMIC) update
 - There are 37 boards in ARMIC (represent 59% of the School Boards in the Province)
 - Currently talking to Underwriters about new structure and risk management practices.
 - Risk Management Committee has been set up to monitor the frequency and severity of claims to improve processes for members.
 - In process of assessing the risk management protocols for all schools divisions.
 - Obtained services of ClaimsPro - a central repository database where schools will submit their documentation online.
- Budget changes anticipated related to COVID.
- Discussed cleaning protocol changes for schools and buses.
- Stimulus dollars and IMR update for Schools - overall going well with some minor delays. Will ensure there is minimal disruption to schools. Will provide pictures and information as projects are completed.
- Transportation update:
 - Running routes at staggered times, enhanced cleaning protocols; all drivers attended Orientation the week of August 17-20, 2020.
 - Potential Bus Driver shortages.

Superintendent Daverne presented information on the following topics:

- International Student Services (ISS) has 120 students arriving from different countries. They will be following the Federal Government regulations for quarantining. GHSD is working with Nova Scotia schools, as they are not accepting International students.
- HR Update:
 - Recalled majority of Support Staff back to work.
 - Updating OH&S Health Regulations, ongoing process.
 - GHSD is placing a general hiring ad for K-12 Teachers.
- Learning Academy and NorthStar Academy have increased in enrolment due to COVID-19.

- Developing new partnerships with other school divisions.
- Sports in school - sports activities are being delayed, a committee will be formed to go forward and to re-evaluate as the school year proceeds.
- 2020-2021 School year will see a staggered start for the first couple of weeks.

9.0 NEW BUSINESS

A) Action Items

9.1 Board Annual Leadership Plan 2020-2021 (B. Daverne)

Recommendation: #BD20200825.1005

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

9.2 Appointment of Auditors (T. Sabir)

Recommendation: #BD20200825.1006

MOVED by Trustee Pirie that the Board of Trustees approve the reappointment of Avail CPA as auditors for the fiscal years of 2019/2020 and ending 2021/2022 as recommended by management.

B) Information Items

9.3 Monthly Enrolment Monitoring Report - June 2020 (T. Sabir)

Recommendation:

Secretary Treasurer Sabir reviewed the Monthly Enrolment Monitoring Report for the month of June 2020.

9.4 School Relaunch Guide (B. Daverne)

Recommendation:

Superintendent Daverne reviewed Golden Hills School Divisions' Relaunch Guide to the Board of Trustees.

10.0 ADJOURNMENT

10.1 Adjournment

Recommendation: #BD20200825.1007

MOVED by Trustee Bolin that the Board of Trustee adjourn at 12:30 p.m.

Chair

Secretary Treasurer



ADVOCACY PLANNING

"Inspiring confident, caring citizens of the world"

September 22, 2020

Background:

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

Recommendation:

That the Board of Trustees consider potential updates of the Advocacy Plan for the 2020/21 school year.

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

Bevan Daverne
Superintendent



PRELIMINARY ENROLMENT BACKGROUNDER

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

September 22, 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 preliminary enrolment of provincially funded students, Siksika funded students and International funded students. These are preliminary numbers and changes may occur prior to September 22, 2020.

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 Weighted Moving Average (WMA) that captures the number of students across three school years. For example, 2020/2021 calendar year enrolment is calculated as follows:

| School Year | Weighted Factor | Enrolment Count |
|-------------|-----------------|-----------------|
| 2018/2019 | 20% | Actual |
| 2019/2020 | 30% | Estimated |
| 2020/2021 | 50% | Projected |

- Preliminary enrolment numbers will be presented at Board meeting.

Recommendation:

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

Bevan Daverne
Superintendent

Tahra Sabir
Secretary Treasurer



SYSTEM ENHANCEMENT BACKGROUNDER

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

September 22, 2020

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 2019-2020 school year.

Recommendation:

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

Bevan Daverne
Superintendent

Jeff Grimsdale
Associate Superintendent of Schools



System Enhancement
Presented to Board of Trustees by Jeff Grimsdale
Associate Superintendent of Schools

Resource Persons: Sue Humphry, Deb Nunziata, Jeff Grimsdale, Jamie Keet

September 22, 2020

System Enhancement

Overview:

System improvement in Golden Hills School Division (GHSD) supports teachers and administrators by providing access to high quality, sustained professional learning experiences targeted to maximize student achievement for all. System improvement is supported through a variety of strategies. In 2019-2020, teachers' and administrators' capacity were enhanced through a number of professional learning opportunities both within and outside of our division:



- 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.
- Teachers attended three System Collaborative Days focused on the implementation of Powerful Learning. The fourth day was cancelled due to COVID-19 suspension of classes.
- From March 2020 to June 2020 Instructional Coaches connected regularly with Grade level and Collaborative groups through Zoom. Teachers were invited to share their experiences of remote learning and share the work being sent home through a shared drive that was set up for all teachers.
- Instructional Coaches researched websites and resources to support teachers with planning and implementing learning at home.
- Teachers participated in a variety of small focus groups and school-based learning teams.
- New teachers to the division were provided four training days as well as visits from Instructional Coaches who continued to support teacher learning within their classrooms.
- School and system leaders participated in a series of sessions focused on effective use of technology in the classroom.
- Teachers continued to collaborate with one another to examine curriculum, create common assessments, analyze data and design and implement powerful learning experiences in order to improve student learning. Through collaboration teachers continue to develop a clear understanding of what success criteria looks like which they then share with their students. The focus was on ensuring that students knew what they are learning, why they were learning it and how to recognize what success looks like.

- System improvement work in GHSD focuses 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, tactics and practices, teachers design powerful learning experiences for their students. The importance of providing relevant, real world experiences with an authentic audience is encouraged. As part of Powerful Learning, assessment strategies are used that intentionally move learning forward through specific, timely feedback.
- Powerful learning helps students acquire essential competencies that include being able to design and manage their own work, communicate effectively and collaborate with others. It helps students to research ideas - collect, synthesize, and analyze information, develop new products/ideas, and apply bodies of knowledge to novel problems that arise. These essential competencies identified by Linda Darling-Hammond (cited in Linda Darling-Hammond 2008, pg. 1 –Drucker, 1994) are consistent with the GHSD competencies and competencies outlined by Alberta Learning.
- 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 learning experiences that explicitly focus on building collaboration, creativity and critical thinking. The overarching goal of system improvement is to help students achieve a deep understanding of the curriculum enabling them to become innovators, connectors and collaborators who critically and thoughtfully contribute to the world.
- In addition to implementing powerful learning, an emphasis is placed on helping teachers to implement the Literacy, Numeracy and Technology Foundational Frameworks. These frameworks identify key strategies and beliefs that help all students master foundational skills, and effectively use technology to acquire and generate 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 is implemented in several areas including curriculum updates, report card implementation, the Instructional Coaches Program, Early Intervention Programs, Social and Emotional Learning Initiatives, English Language Learning and Leadership Training. It also includes intentionally creating cultures of thinking in our classrooms and in the way we work together.

Creating Cultures of Thinking

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

Teachers continue to embrace the importance of infusing critical thinking into their instruction, and members of the Critical Thinking Consortia (TC²). The TC² 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). According to Garfield, a shift occurs from covering curriculum to students uncovering the curriculum. The content of the curriculum is “problematized” which then leads to an investigation and discovery connected to the real world. Through this type of investigation students draw conclusions, make decisions and solve problems. 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 a set of criteria. Increased engagement and deeper learning can be achieved when students are offered a critical challenge and encouraged to engage in critical inquiry.

Curriculum Update

Alberta Education appointed a Curriculum Advisory Panel to provide independent advice and recommendation for the future of the K-12 curriculum.

Golden Hills has continued working this past year preparing for the new concept-based curriculum. A team of GHSD leaders sit on a provincial multi-district curriculum and assessment Think Tank. We continue to see the draft curriculum fitting well with the journey Golden Hills has been on with Powerful Learning. A team consisting of central office members, instructional coaches, lead teachers, and external experts have been working together to expand a previously developed Powerful Learning design template to help support our teachers with the implications of the new curriculum. Previously, all kindergarten to grade four teachers have spent time working collaboratively on the new draft curriculums and Powerful Learning design template. After these in-house professional development days our teachers feel confident about planning for the new curriculum. Our grade level meetings were put on hold last year as we were waiting to hear about the direction of the new curriculum.

More information about curriculum development can be found on the Alberta Education website:

<https://www.alberta.ca/curriculum-development.aspx>

Intervention Programs

Early Literacy

Competence in literacy is essential to help students construct and communicate meaning in the world around them. 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). Literacy is critical to student success and fundamental to all learning. In order to help ensure academic success for all students, Golden Hills School Division continued to offer ELI programming as well as targeted support within all schools. As well, a Late Targeted Intervention program was implemented in several schools.

During the 2019-2020 school year, we 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.

The goal is to ensure that all Golden Hills School Division students are reading at grade level by the end of grade 2.

- In May and June 2020, Golden Hills School Division implemented for a fourth year, a kindergarten initiative to help parents learn how to work with their child to improve literacy and numeracy skills, modifying the program for COVID-19 instruction. Teachers identified the kindergarten students they expected to be “at risk” entering grade one. The Early Literacy Intervention team was able to assess approximately 70 of these students through Zoom using one component of the assessment - letter recognition. In the previous year, when the kindergarten students in the program were retested in September, 50% of them showed a higher score in their alphabet letter and sound recognition. Some of these students showed significant growth indicating the program supported this growth. 4% of the retested students remained at the same level and a few students scored lower.
- Early Literacy Intervention was offered to struggling readers in Grades 1 and 2 in term one. Students were provided approximately 50-65 intervention sessions. In term two when classes were suspended, the intervention program was offered remotely, with ELI teachers providing individual sessions through Zoom.
- The Early Intervention Team of four teachers served 164 students in Grade 1 and 2. This represents 21% of our Grade 1 students and 27% of our Grade 2 students. Intervention sessions were offered over four months and results indicated that the average growth of just under one year (.9); which is consistent with results from the previous year. All students’ comprehension improved between one-half to a full year with the majority improving a year. The pre-post data was gathered for term one only, due to the suspension of classes. Intervention teachers were unable to conduct typical post assessments in June for term 2, 2020.
- On average grade two students served in semester one, improved approximately 1.1 grade levels (as measured through the Schoenle word list) and a 1.2 grade level improvement in the Diagnostic Reading Assessment. In two schools, the average growth was 1.7 grade levels.
- The Grade 6 provincial exams were reviewed to explore whether students were able to sustain the gains they made in ELI over time. 91% of students who received ELI were measured in the “Acceptable” range in reading with 20% achieving in the “Excellent” range. In writing 87% of ELI students achieved in the “Acceptable”. In the Grade 9 PAT’s 59% of students who received intervention reached “Acceptable”. This indicates that the benefit of the program was sustained over time. Many students who did not reach “Acceptable” were coded and assessed with more complex barriers to learning.

- 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.
- ELI Instruction March 2020-June 2020 continued with great survey results and informal observation of progress. Teachers tried to maintain a sense of continuity, enabling their students to progress through the ELI program by making adjustments. These included :
 - Creating content for parents to help deliver the ELI program at home through the [ELI website](#).
 - Delivering the integral parts of the Early Literacy sessions through online meetings with students at least twice per week, for twenty minute, to over 70% of students that started the ELI program in February 2020.
 - Sending paper materials and resources to students with limited digital resources at home.
 - Communicating with the majority of parents once to twice per week either through email or phone calls.
 - Setting students up with accounts on an online reading platform called *Epic* (<https://www.getepic.com/sign-in>) so they could practice their skills on their own or with their families.
 - Providing support to parents on how to coach their child in reading and writing.

Late Literacy Intervention

The Late Literacy Intervention program provides targeted sessions to struggling students in Grades 4-9 in two schools in Strathmore and area, and is designed to support indigenous students who are below their expected level in literacy skills. Non-indigenous students are also included in the intervention groups. The program provides students with 40-minute pull out sessions, 4-5 days a week. Each session accommodates two to four students, with groups organized according to their grade and reading abilities. Some groups had students from the same grade, while some groups had a mix of grades, but similar reading levels. During the program, students were taught a series of literacy strategies that could be used within the regular classroom setting.

In the 2019-2020 school year, approximately 50 students were served through this program. Excellent growth was noted and graphs depicting growth are provided in the Late Intervention Report. Students' word reading improved from a Grade 5 range to a Grade 6 range and their comprehension improved approximately two years.

The program continued following class suspension due to COVID-19 16% of students regularly participated in online intervention sessions with their teacher. To assist students at home an online website was developed. The website is called "Ms. Lam's Reading at Home" and provided tutorial videos of reading strategies, weekly writing activities and suggested games to play at home that promote

literacy. Comprehension improved by approximately two years for those who participated in the on-line sessions.

Universal Literacy Supports

- Instructional coaches provided support to teachers in the implementation of research-based literacy strategies.
- Teachers were provided training in literacy through focus groups and through district PD including “Comprehensive Literacy” and “Thinking Strategies”.
- The GHSD Literacy Framework continues to be implemented to promote best practices in literacy instruction and assessment, as well as foster common assumptions and beliefs in the area of literacy.
- The “Leveled Literacy Intervention Program” (LLI for Grades 1-5) was implemented in some of the elementary schools. The results indicated that students who were provided this intervention made excellent progress in literacy. Teacher feedback was extremely positive.

Early Numeracy

Numeracy is foundational to student learning. Being numerate means going beyond the acquisition of basic skills and solving simple arithmetic problems to being able to acquire, create, connect, understand and communicate information. Alberta Education defines Numeracy as “the ability, confidence and willingness to engage with quantitative or spatial information to make informed decisions in all aspects of daily living”. The GHSD Numeracy Framework was developed to inform educators about key numeracy initiatives, strategies and promote best practices in numeracy instruction. Currently the Numeracy Framework is being updated to reflect new research and pedagogy.

- The 2019-2020 school year was the fifth year for the implementation of Early Numeracy Intervention. GHSD created this initiative to help support the numeracy needs of our Grade 1 and 2 students. Other continued numeracy support includes school-based numeracy teachers and individual school programs such as Math boost, LAC, and Math RTI. The goal of early intervention services is to intervene early, setting students on the trajectory of success. Teachers are working to ensure that by the end of Grade 2, all students have the foundational numeracy skills to be successful in Grade 3 and beyond.
- 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 in 42 classrooms, with direct intervention offered to 185 students in Grades 1 and 2. This represents 23% of our Grade 1 students and 23% of our Grade 2 students. Intervention sessions were offered over four months. Results indicated that struggling Grade 1 students achieved on average 97% accuracy on the kindergarten outcomes, and 62% on the Grade 1 outcomes tested in the post assessment. This represents a 32% increase in the kindergarten outcomes and a 50%

in the Grade 1 outcomes. The early intervention Grade 2 students achieved on average 79% on the Grade 1 outcomes and 41% on the Grade 2 outcomes tested in the post assessment. This represents 43% increase in Grade 1 outcomes and a 23% increase in Grade 2 outcomes. On average Grade 2 students increased their score by approximately 25% on the Math Intervention Programming Instrument from pre- to post-test (59% to 83% on the assessment).

- 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.
- Due to the suspension of in school classes March 15th no formal summative assessment data was gathered for semester 2 students. However, many families took advantage of the home packages and the individual Zoom meetings.

Math Minds is a collaborative partnership of Golden Hills School Division, the Werklund School of Education (University of Calgary), JUMP Math, Suncor Energy Foundation, and the Calgary Catholic School District. This initiative has a focus on strengthening numeracy, improving achievement in mathematics, and improving teacher pedagogy. Lead teachers received extensive professional development training from the University of Calgary and Jump Math. This past year, ten of our teachers were part of developing an online Math course with the University of Calgary. This online course about math pedagogy and will be offered to our teachers next year.

Outstanding Math Group is a collection of mathematics educators from across our school division that represent all the grade levels along with instructional coaches, administrators, central office and a math consultant from Calgary Regional Consortium. This group's purpose is to establish a coherence of numeracy practices to help support teaches and students gain a deep conceptual understanding as well as build our community of mathematicians. This group looked at evidence-based practices, numeracy programs, research and literature. This information that was gathered will be used to update our Numeracy Framework, inform professional development decisions, deepen teachers' pedagogy and practices to improve student learning.

Well-Being

An essential part of system improvement is to promote the well-being of staff, students and their families. Well-being can be defined as a state in which the individual flourishes realizing their own potential, is emotionally agile and able to thrive despite the typical stressors of daily life, can work productively and fruitfully, and make a meaningful contribution to their own community. (Adapted from the World Health Organization definition of Well-Being).

Work continued in 2019-2020 on the development of a GHSD Well-Being Strategy. A working group of school principals gave a presentation at a fall 2019 Administrator's meeting and demonstrated how a focus on Well-being aligned with Powerful Learning. The group engaged in a Values Sort activity to explore potential starting points for the Well-Being Strategy and it was determined that the strategy should include two main areas:

1. The Conditions that Support Learning

It was recognized that creating an environment that supports staff and student well-being should be the starting point. Our primary resource for this work is The Third Path-A Relationship-Based Approach to Student Well-Being and Achievement (Tranter, Carson and Boland, 2018). We were fortunate to have David Tranter present to a large audience of our school staff and parents in November 2019.

2. Teaching students the Social Emotional Learning Strategies that they will need to take charge of their own well-being. In her book, Ready or Not-Preparing Kids to Thrive in an Uncertain and Rapidly Changing World, Dr. M. Levine presents a set of foundational SEL skills that will enable students to be resilient for the long-term.

With the onset of the pandemic and Learning at Home, the Well-Being strategy was adjusted to be responsive to the situation. The Learning at Home website included a Wellness tab where weekly articles were provided for parents and teachers to assist them in supporting their students and their own well-being. A school re-entry Well-Being Strategy was developed to support staff and students as they return to school during these uncertain and constantly changing times. This strategy was also presented by Christina Hoover and Deborah Hinds-Nunziata to over 700 teachers and administrators across the province through two on-line Calgary Regional Consortium presentations.

English Language Learning (ELL)

Learning opportunities for English Language Learners (ELLs) and their teachers have continued to grow in GHSD as the number of ELL students remains steady, as approximately 12% of the student population is identified as ELL. This includes Hutterite Colony school students, International students and other Canadian and foreign-born students who are registered at GHSD. The Division welcomed students from over 29 countries in the 2019-2020 school year, and schools offered a variety of programs and supports to assist learners develop their English while growing academically. There is a standardized formal intake procedure in place at all schools and the ELL team leads have been established at most of the schools. A variety of techniques and tools including informal assessments, help determine language proficiency levels in the areas of reading, writing, speaking and listening. Teachers are advised to track the levels using the Alberta Learning Benchmarks and are encouraged to use the "I Can Statements for English Language Learners" (from Alberta Learning - Grades K-6) to set language learning goals and develop greater language proficiency.

The Division ELL team is comprised of five members and meets regularly once a month. An ELL Newsletter "Every Student Learns" was initiated in the 2018-2019 school year and is published quarterly. Each issue has a key focus area and highlights a variety of tech tools, useful links, resources, and learning strategies centered around this chosen theme. Upcoming ESL PD opportunities are listed, as well as opportunities to join a book study.

GHSD maintains a strong link with other school divisions and the Alberta government to develop supportive resources and practices. Several members of this team attended the Rural Symposium events throughout the past year, and this continues to be a great way to collaborate with other ESL professionals within the province. Professional learning sessions and instructional coaching are available to GHSD teachers, and opportunities are provided to support them in using the Alberta Benchmark descriptions to set language learning goals, as well as to personalize and differentiate learning for their students.

ELL resources continue to be previewed, purchased and housed in IMC. These materials help with the goal of providing teachers and ELLs with planned systematic instruction and support. Dual-language literacy books, dictionaries, differentiated reading materials, assistive tech/software and various other teacher resources continue to be valuable for the wide range of ELLs in the division. Through the Inclusive Lending Library, iPads (with a variety of ESL apps) and Chromebooks were loaned to a few ELLs. Coaching support was provided to teachers who requested programming, assessment and assistive tech support. Teachers were also able to access ESL resources, professional presentations, and strategies to support students as compiled by the ELL team.

In order to monitor ELL proficiency and comply with Alberta Education standards, schools are using a formalized intake procedure. Teachers are currently utilizing GHSD Yellow Folders, Alberta Education ESL Benchmark tracking sheets, IPT English Language Proficiency assessments, and ongoing informal assessments. An ELL report card which documents the student's proficiency, is included in his/her regular report card twice a year.

Professional Learning

During the 2019-2020 school year a variety of Professional Learning opportunities were offered to GHSD teachers in order to improve student learning. These opportunities were offered prior to the suspension of classes due to COVID-19 in March 2020. An emphasis was placed on helping teachers to reflect, revise and refine in order to increase learning. These opportunities included the following:

- Instructional coaches led eight system improvement focus groups where groups of teachers worked together to learn and implement new practices based upon research.
- GHSD offered Learning Labs in Kindergarten. Two groups of teachers met for a pre-conference, classroom visit and post-conference, which was facilitated by a coach and the lab teacher. The learning goals of the lab are outlined ahead with a focus on a few key strategies. The Learning Labs that were offered received outstanding feedback, and the

intension is to grow this initiative to improve practice and increase student achievement in the next few years. Opportunities to offer more labs will be explored in the next few years.

- Teachers attended three collaborative days throughout the year. They worked together with their grade or subject teams to deepen their understanding of curriculum areas, and plan lessons to foster a deep understanding of the curriculum using high impact strategies. Teacher teams continued to examine student work, developed critical challenges in a variety of subjects, built common assessments and implemented high impact strategies in their classrooms. Teachers worked together to understand what is working or what is not and what next steps should be. They also spent time reflecting upon books they studied and the impact of the ideas when implemented in the classroom. The teacher satisfaction for the effectiveness of Collaborative Days continues to be extremely high in the mid 90%.
- Teacher teams, instructional coaches and administrators continued to integrate critical and creative thinking into developing and implementing Powerful lessons. The power of technology to leverage learning was explored extensively.
- System administrators, Instructional Coaches and key teachers attended three CRC Leadership days with Leslie Fisher targeting technology tools.
- Teachers were trained in Dossier, FreshGrade and Google Suite tools.
- Instructional Coaches provided ongoing PD to teachers through co-planning of powerful strategies and research based best practices.
- Instructional Coaches prepared four newsletters titled “Coaches Corner” that highlighted powerful learning strategies and ideas to use in the classroom. Readily applicable ideas, suggestions and recommendations were outlined.

Leadership Training

- GHSD administrators and coaches learned together through a book study of “Digital Leadership” written by Eric Sheneringer with new digital tools being integrated into the learning at each administrator’s meeting. Administrators focused on telling their story of their school through social media.
- GHSD continued to make a concerted effort to develop and sustain quality leadership. In partnership with CRC, administrators and school-based leaders attended sessions by Leslie Fisher. Admin teams worked to implement the tools and strategies acquired in these sessions at their schools.
- Quality leadership is imperative to improving our school system, and ongoing administrator meetings, mentorship and support was provided throughout the 2019-2020 school term.

Instructional Coaches

GHSD Instructional Coaches continue to support teachers and administrators in the implementation of Powerful Learning. During the 2019-2020 school year coaches:

- Continued to oversee and support the implementation of several system initiatives. Support was offered through one-on-one coaching, working with teacher teams and through sessions offered on a variety of topics.
- Supported the implementation of three teacher Collaborative Days, as well as other Professional Learning opportunities within classrooms and at a system level.
- Continued to support teachers in the integration of high impact instructional strategies and effective assessment practices in classrooms.
- Worked closely with new teachers following the New Teacher Orientation to provide ongoing support throughout the year.
- Helped teachers develop a deeper understanding of Powerful Learning through the new Powerful Learning website. This website captures powerful learning looks like in the classroom through stories, pictures and videos.
- A shared understanding of Powerful Learning was also created through a Powerful Learning Facebook page. This has allowed GHSD to tell their story and share the amazing things that are happening in our schools.
- Teachers report that they appreciate the impact coaches have in helping them to improve student learning. It is through the constant reflection and refinement of their work that the coaching team continues to grow and succeed.
- Coaches continued to support teachers following the class suspension due to COVID-19 in March, 2020. During this time Instructional Coaches continued to provide support to teachers, principals, and parents in a variety of ways. Together with teachers, instructional coaches helped develop the Educational Continuity Google Drive to support teachers in sharing and accessing resources to assist with remote learning. Coaches also remained in contact with their collaborative groups by hosting collaborative meetings weekly or every other week. Instructional coaches used these meetings as an opportunity to provide support to teachers, share resources and troubleshoot any other issues or discussions that arose from teachers.
- Teachers continued to reach out to coaches individually with questions. For example, coaches provided support to teachers while they made the transition from providing learning in a traditional setting to online. Examples of support included: Google Classroom, FreshGrade, audio and online resources, IMC resources as well as screen recording, WeVideo, GoogleMeet and Zoom.
- Instructional coaches also helped support parents by aiding in the development of the [Learning at Home](#) website by writing and editing articles which were posted on the website.
- Continuing with ongoing Golden Hills work, coaches maintained diligence with writing, editing and posting Powerful Learning stories on the Powerful Learning website, Facebook page and Twitter account. As well, they created and updated the Alberta Learning at Home Facebook page, by sharing and celebrating the learning happening across Alberta.

- Feedback from teachers and administrators on the value and impact of the Instructional Coaching team in 2019-2020 is outstanding. Most of the coach's time was spent working directly with teachers and administrators. They requested support with technology integration, strategic instructional practices and lesson or unit design/planning with an increased in these activities compared to previous years.
- 77% of teachers report a high to very high impact of coaches on their teacher practices.
- 80% of teachers report a high to very high impact of their work with coaches on student learning. This is consistent with the previous year, which has increased compared to other years.
- 91% of teachers rate the overall effectiveness of their work with a coach as effective or very effective and that they reached their goal in their work with a coach. Of this 91%, 12% stated that it exceeded expectation and was more than expected. These results are high compared to other years.

Feedback from one administrator: "Instructional coaches are extremely valuable to our staff and students. Their expertise, support and humble approach with the staff is greatly appreciated. Confidence levels increase with the teachers they work with and this transfers into the classroom where there is a positive impact on student learning and engagement. I often hear comments from students about how much they appreciate their teachers. Comments about teachers being knowledgeable, engaging, "fun", etc. are way more frequent than in the past. It is awesome to see the growth in our school and across the division. Of course, this is all due to the work under the umbrella of our "Powerful Learning" model and our instructional coaches are instrumental in supporting this growth."

Technology

Technology plays an integral part in strengthening the Powerful Learning Model at GHSD. When integrated intentionally into Strategic Instruction, Authentic Engagement, and Connecting and Contributing, technology can be an essential attribute to achieving deeper understanding.

- Leslie Fisher (a leading technology expert) spent four days with division teachers and administrators. Leslie showed trending and emerging educational technology topics for teachers to implement quickly into their classroom.
- Virtual reality equipment was purchased for classroom use. All teachers have access to sign out this equipment to supplement curriculum goals with engaging virtual activities.
- The Assistive Technology Lending Library is consistently accessed by all schools throughout the division, demonstrating the success of providing students and teachers with technology that supports differentiated and individualized learning. All GHSD students benefit from text to speech programs; tablets, laptops, Chromebooks, and desktop computers have Read&Write for Google. GHSD teachers and students have increasingly accessed a variety of robotics and STEM (Science, Technology, Engineering, and Math) devices available through IMC.

- Golden Hills recognized the importance of video editing and messaging techniques. Editing and messaging with video took focus at administrator meetings. From engaging lessons to communicating through social media with video saw a notable increase.
- As mobile devices get more useful and powerful we are seeing increased use of this technology in the classroom from students, alleviating some need for schools to purchase cameras for photography and video. Many apps allow students to comfortably and confidently interact quickly with teachers (Google Classroom, Flipgrid, etc.).

Coaches provided support in the following capacities:

- ActivInspire – Activiboards and flipchart building
- Adobe Suite (Photoshop, Premiere Pro, Illustrator, InDesign)
- Assistive technologies
- Coding
- Digital Citizenship
- Digital Storytelling
- EdReady Math program
- Fresh Grade
- ePortfolio building
- Google (Classroom, Google Docs, Sheets, Forms, Drawings, Calendar, and Slides)
- iPads – Apps
- Online portfolios
- Oculus Quest and Go (Virtual Reality)
- Learning Commons resource access and sharing (Collaborative Group work storage)
- Microsoft (Windows 10, Office 2019)
- Microsoft Teams
- Moodle – Online Learning Management System
- Athletics
- myBlueprint career planning tools
- Robotics
- 3D Printing
- Social Media (Twitter, Facebook, Instagram)
- Streaming Media (YouTube, TeacherTube, Learn 360, Discovery Education) Student Information Systems (Students Achieve and PowerSchool)
- Student Response Systems (ActiVotes, Plickers, Kahoot, Google Forms)
- Video Editing (WeVideo, Premiere Pro)
- Web 2/3.0 Tools (Canva, Prezi, Padlet, Pixlr, etc.)

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



IMR MONITORING REPORT

Presented to the Board of Trustees by Bevan Daverne, Superintendent of Schools

Resource Persons:

Kevin Paschal

September 22, 2020

OVERVIEW:

Alberta Education funds school divisions on an annual basis for buildings owned by the jurisdiction.

Alberta Education provides two envelopes of funding for Facilities as follows:

Plant Operations and Maintenance (POM) funding is for general maintenance and operation of school buildings to ensure safe, comfortable, and suitable learning. The majority of POM is based on a per student allocation.

Infrastructure Maintenance Renewal (IMR) funding is to provide upgrading and/or replacing major building components to meet regulatory requirements for health and safety, extend the life and quality of school facilities meeting the requirements of educational programs and students with special needs, and improve energy efficiency to achieve cost savings. IMR funding is determined using student enrolment (50%), age of building (24%), area of building (21%), geographic location (3%), and other factors (2%).

IMR Funding Schedule History

| Year | Dollar Amount |
|-----------|---------------|
| 2016/2017 | \$ 1,753,293 |
| 2017/2018 | \$ 1,917,574 |
| 2018/2019 | \$ 1,784,978 |
| 2019/2020 | \$ 1,942,000 |

Summary of 2019/2020 Funding

| Description | Amount |
|-----------------------------------|----------------|
| Annual IMR Funding 2019/2020 | \$ 1,942,000 |
| Last year's carry forward deficit | \$ 178,720.00 |
| Summer Projects | \$ 1,130,000* |
| Contingency | - \$ 13,163.04 |

*Please see attached spreadsheet for detail.

On April 15, 2020, Alberta Education announced \$2.5M additional funding for Golden Hills. This was part of a stimulus package to keep Albertans employed during these challenging times. The Capital Maintenance and Renewal (CMR) was a much needed boost to the education sector.

Over the past 10 years Golden Hills has benefited from various capital announcements and this Stimulus Package also allows us to continue to keep our infrastructure up to date and safe. Some of the areas that we focused on were

- o Structural – Foundations, Basement Construction, Superstructure
- o Envelope – Exterior Enclosures, Roofing, Windows
- o Interior – Interior Construction, Stairs (and Ramps), Interior Finishes, Conveying
- o Mechanical – Plumbing, HVAC, Fire Protection
- o Electrical – Service and Distribution, Lighting and Wiring

A summary of the items will be provided once completed, sometime in November.

SUMMARY & IMPLICATIONS:

Currently Golden Hills has an approximate asset replacement cost of \$307,000,000 in owned schools and facilities. Industry standard advises a minimum benchmark of 1.5% to 3% of Infrastructure Maintenance Renewal Funding. These are funds considered necessary for annual preservation and maintenance of buildings. The combined funding from IMR and CMR is a total of \$4.5M, which meets the industry standards.

Pamphlets describing the projects will be posted on line once completed.

RECOMMENDATION:

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



Bevan Daverne
Superintendent



Tahra Sabir
Secretary Treasurer

Summary of Summer Projects 2019-2020:

| IMR Summary | | |
|--|--|---------------|
| Projects Completed for the year 2019/2020 | | |
| School | Description | Amount |
| Acme | Roof Replacement, Hallway LED Lights, Replaced Toilets, Built Breakout Room, Site Topography and Tree Removal | \$60,500 |
| Brentwood | Upgraded Gym Lights with Dimmable LED, Roof Replacement, Fire Doors, Boiler Backflow Preventer & Entrance Heater Motors | \$49,425 |
| Carbon | Finished Boiler Upgrades & Replaced Vanities in Washroom. | \$36,500 |
| Carseland | Upgraded Gym Lights with Dimmable LED, Installed Blinds on Doors, Replaced Flush Valves, Replaced Boiler Relief Valves, Indoor Air Quality Test and Staff Room Kitchen Upgrades | \$23,661 |
| Crowther Memorial Junior High | Sump Pump Replaced and installed Wall Protection in Portable Washroom, Replaced 172 Light Fixtures with LED, Replaced 121M2 of Ceiling Tiles, Replaced Boiler Backflow Preventer. Removed Deteriorating Exterior Brick Wall. Extended Wall in Canteen. Installed CO Detectors Outside Mechanical Rooms | \$79,175 |
| Dr. Elliott | Structural Upgrades, Replaced Hallway Light fixtures with LED, Installed Surge Protection, Replace Actuators on Boiler Secondary Loop & Damaged Tree Removed | \$314,553 |
| DVSS | Upgrading Fire Alarm Panel & Added Hand Dryers to Change Rooms | \$35,000 |
| George Freeman* | Power Audit & Consumption Evaluation. | \$13,146 |
| Greentree | Upgraded Gym Lights with Dimmable LED, Replaced Elevator Cables and Switch, Installed Sump Pump in Library & Installed Additional Fencing around the Playground. | \$66,546 |
| Prairie Christian Academy* | Installed Door Blinds for Security and Retrofitted Filters on Water Fountains | \$3,150 |
| Strathmore High School | Upgraded Gym Lights with Dimmable LED, Upgraded PA System, Replaced Hallway Sconce Lights with LED, Replaced Backflow Preventers for the Irrigation and Domestic Lines. Replaced Boiler Relief Valve, Installed AC/Ductless split in the Computer Server Room, Replaced Flooring in Barrier Free Washroom & Relocated 4 Sprinkler Heads to Meet Code, Replaced 2 Gym RTU Compressors | \$144,378 |

| School | Description | Amount |
|---------------------------|---|--------------------|
| Three Hills | Upgraded Gym Lights with Dimmable LED, Replaced Stainless Steel Sink and Faucet, Replaced Gas Valve on Boilers, Replaced Janitor Room Flooring, Replaced Roof Shingles & Exterior Drainage. | \$60,406 |
| Trinity Christian Academy | Replaced Flooring in Classroom, Replaced Fire Sprinkler Flow Switch, Installed BMS Critical Alarms, Roof Replacement, Washroom Renovation Assessment and Installed 2 Hallway LED Lights. | \$55,223 |
| Trochu Valley* | Installed Security Cameras & installed Ball Drip on Fire Department Connection | \$8,700 |
| Westmount | Replaced 3 RTU's, Replaced Section of Sewer Line, Added 2 Heat Detectors, Replaced Anticreep Device on Elevator & Replaced Roof over the Sick Room. Replaced 3 Classroom Floors | \$74,652 |
| Wheatland Elementary | Replaced Light Fixtures in 6 Classrooms, Office and Staff Area with Dimmable LED, Replaced Boiler Pump and Refractory, Replaced Glycol Expansion Tank, Remodeled Sensory Room & Replaced RTU Units and motors. Asphalt Repairs for Drainage | \$92,528 |
| Wheatland Crossing* | Replaced Fire Pump Seal, Installed Emergency Exit Signs with Battery Packs in Gym & Replaced 2 WasteWater Treatment Plant Pumps. | \$13,075 |
| | TOTAL | \$1,130,618 |

*Less required as building has been recently constructed or modernized.



Family School Community Resource Program

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

September 22, 2020

Background

Golden Hills School Division continues provide partner with other agencies to support and 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 "Bevan Daverne".

Bevan Daverne
Superintendent

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

Jeff Grimsdale
Associate Superintendent of Schools



**Golden Hills School Division No. 75
Report to the Regular Meeting of the Board of Trustees**

September 22, 2020

To: Bevan Daverne
Superintendent

From: Jeff Grimsdale
Associate Superintendent of Schools

Re: Family School Community Resource Program

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

Resource Persons: Deborah Hinds-Nunziata

History

The Family School Community Resource (FSCR) Program has been available in Drumheller (1985), Kneehill County (1987) and Wheatland Country (1990) for almost three decades and continues to provide invaluable support to students and their families. Key Funding partners include 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. Despite some operational differences all three programs strive to support the optimal functioning of children and their families in the social-emotional/behavioral domain so that students arrive at school ready to benefit from the learning opportunities afforded to them in Golden Hills School Division.

What does a Family/School/Community Resource Counsellor do?

These professionals work collaboratively with the student, their parents/caregivers, school-based team members, and when appropriate, other community service providers to set meaningful goals and create supportive intervention plans. The plan may include providing preventative education, developing specific strategies/skills and arranging resources that will help the student to experience increased success in school, at home and in the community. Supports may include individual counselling, group counselling, parenting support and liaison/referral with other service providers. Student success is monitored regularly and is based on the observable, measurable outcomes established by the student’s support team. In Drumheller and Wheatland “Share Vision” software is used to track outcome data.

This program focuses on a strength-based model that builds the capacity of the student and their parents/caregivers.

The program also provides whole class presentations/interventions on psychosocial issues, and works with school and community to organize prevention programs and build capacity on a broader scale. Many of the team members are active with a variety of community groups.

The Family School Community Resource Program strives to assist students in developing the social-emotional learning (SEL) competencies that they will need to be successful in school and in later life. Understanding and promoting positive mental health in schools is a shared responsibility of parents, educators and community partners. Working together we can:

- Enhance student academic achievement and school attendance.
- Increase student academic confidence and engagement in learning and community life.
- Decrease student involvement in high-risk behavior.
- Create welcoming, caring, respectful and safe learning environments that value diversity and build student citizenship skills.

What did the FSCRC program accomplish in 2019-2020?

As we are all acutely aware, this past school year was marked by the unprecedented event of the COVID-19 pandemic which began in early spring. The uncertainty and rapid changes that have occurred since then, and that continue to be part of our lives, has understandably fueled anxiety and anger. Both emotions are rooted in fear, resulting in maladaptive coping responses at times. Fortunately, these experiences have also been an opportunity to build our resilience. Studies of resilience have long demonstrated that it is the advantageous pattern of adaptation when faced with hardship that makes up the foundation for the knowledge and skills that we need to succeed later. According to Dr. Michael Ungar, a well-known Canadian researcher on the study of resilience, an individual's capacity to withstand and learn from stressful experiences hinges on how well-resourced they are before, during and after the stress occurs (2019). His research has found that although as human beings we have internal resources such as motivation and grit to help us thrive in the most emotionally and physically damaging situations, these internal resources are seldom of much use unless we are given the external resources that we need to succeed. At the same time, Dr. Ungar points out that more services do not make individuals better. The key to enabling an individual to flourish under stress is to provide the right service, from the right people in the right way (2019).

The Family School Community Resource counselors have risen to the challenge of service delivery under the restrictions of the pandemic. While countless programs in our communities shut their doors and/or offered difficult to access and often fragmented online services, the FSCR counsellors showed creativity, flexibility and perseverance in finding ways to keep connected to students and their families, and supporting them in developing and using effective coping strategies. The team regularly met with students and their families through Telehealth or Zoom platforms. To augment this support, resources were created and dropped off at students' homes for students and parents to use. With the consent of school administration and parents, following health guidelines for physical distancing and hygiene, FSCR counselors continued to meet with high risk children in school, and in the community when appropriate. This was particularly important for children and youth with anxiety disorders as staying at home full-time only serves to increase their avoidance behaviors for the long-term. As the weather warmed up our counselors met students outside and went for "therapy walks" which were also a welcome respite for tired parents. Our team supported practical concerns such as making sure there was enough food in the home and a variety of healthy activities for children and families to engage in while home bound. The efforts of the FSCR counsellors were well-received. As one parent noted in the year end survey, "I was especially surprised with the support that was offered and continued during the pandemic." "In these strange times I know there is a stable resource for my family when we need it."

In general, during the 2019-2020 school year, the FSCR counselors worked tirelessly to co-create the conditions with children/youth, their families and school staff that allowed 600 students in GHSD to experience safety, stability and positive academic, social-emotional and behavioral growth.

How Does the Family School Community Resource Program Support Parents/Guardians?

Recognizing the importance of the family environment in fostering student success the focus of the FSCR program has been on building the capacity of parents/guardians as key partners in supporting their child's learning which was even more relevant during the period of learning at home.

Better Understanding of their Child's Needs

Parent/guardian support can take many forms. The FSCR counsellor often assists parents in understanding what their child might be communicating through their behavior which allows them to be more empathic in their responses. Over 95% of the parent/guardian survey respondents agreed that the FSCRC helped them gain a better understanding of the issues regarding their child that they were concerned about.

"The FSCR counsellor has been an amazing resource. She has helped me understand my daughter's issues, learn how to cope and comprehend how to best support her"

"Through the FSCR counsellor I was able to gain a much clearer understanding of what triggered my child's anxiety at home and school so I could be proactive not just reactive in my support"

Improved Communication

The FSCR counsellor often plays an important role in improving the communication between adults who support the child.

"The FSCR counsellor kept in constant contact with my ex-husband and myself and helped us navigate co-parenting. Our family has benefitted from the improved communication."

"We have much better communication at home because we can talk about anxiety and how it affects us all."

"The FSCR counsellor helped me to have confidence in my child's safety when the school administration did not initially inspire such confidence. Had it not been for her I was seriously considering removing my child from school. She went above and beyond to provide comprehensive support and improve communication in more than just one situation."

Increased Emotional and Behavioral Regulation

The FSCR program recognizes the importance of the concept of co-regulation. Too often, it is believed that helping students with their regulation means simply teaching them a set of calming strategies when actual regulation is a highly interpersonal phenomenon. We regulate and are dysregulated primarily through our relationships and our environments (Tranter, Carson, Boland, 2018). As such, the starting point with encouraging children and youth to be regulated is in exploring how regulated the adults in their lives are and providing support and making referral recommendations as needed. During the 2019-2020 school year the FSCRC made over 400 referrals to other community services in order to support parents/guardians and their child(ren).

"When I was in crisis it was nice to be listened to. The FSCRC helped me to sort out what I needed to address first and then connected me to resources in the community. I am still going for counselling and slowly getting my life in order."

"I came to school totally upset because we had a huge issue in our home the night before and the principal recommended that I speak to the FSCR counsellor. OMG it was the best thing I ever did. It was like years of anger and sadness blurted out and I felt so listened to. In the end, she gave me the name of some resources where I could go and get some help. I have initiated counselling for myself and things are so much better."

"I was able to see the importance of family counselling as I realized on talking to the FSCR counsellor that I often made thing worse."

“The FSCRC helped both my daughter and I work through the grief of losing a loved one and by supporting me as a mom I was better able to help my child.”

What are the Benefits of the Family School Community Resource Program for School Staff?

With an increase in students who exhibit emotional and behavioral challenges in classrooms, consulting with teachers is also an important aspect of the FSRC counsellor’s job. Results of the Colleague surveys suggest that over 95% of respondents rated the services of the FSCR counseling program as very good to excellent. The primary concern of most respondents was the need for full-time support in their school as they have observed concrete evidence of the value of this program.

“Our FSCR Counselor is very knowledgeable and adept at finding and providing resources to support students, families AND staff members. The support played a huge role in the growth we saw in some of our students and their families. It would be beneficial to have more counseling time allotted to our school.”

“The FSCR Counseling program is the most beneficial program in our school. It is crucial she is there to support our students who have suffered serious trauma and those who are dealing with mental health issues DAILY at school. The benefits that this program offers are not comparable to ANY other program at our school. Our students need to feel safe and cared for and supported through their mental issues to be successful in school. Their well-being should be one number one priority.”

“The FSCR Counselling Program is an extremely effective program that proves to have a very positive impact not only in the individual lives of students utilizing this resource, but also on the environment of the whole school. As you are aware, there are situations that require expertise well beyond what are teachers are equipped with.”

“I am a new teacher and talking to the FSCR Counselor about my students struggling with extreme behaviors helped me be more supportive and effective.”

What is the Impact of the Family School Community Resource Program for Students?

As a result of their involvement with the FSCR program over 85% of the parent survey respondents feel that they and their child have better coping skills. Over 80% of students either attained our made progress toward the goals in their intervention plans.

“I know my child has learned a lot from the counselling sessions and he really looks forward to them He has made good behavioral gains in this program.”

“I have a less stressed child who is more willing to attend school.”

“The FSCR Counselor has given my daughter the opportunity to find ways to cope with her anxiety and stress and most of all, overcome her suicidal thoughts. My daughter would never have made it through the last couple of years without this support.”

“The FSCR Counselor pulled my daughter out of the darkness of flipping schools, navigating new friendships and ridding herself of toxic ones. Because of the FSCR Counselor’s influence, I can now say my daughter is happier, more confident and better able to cope on a daily basis. The FSCR counselor empowered her.”

Students themselves had many positive reflections regarding their involvement with the FSCR program. In the population of students over 10 years old, 100% of students reported that as a result of their work with the FSCR Counselor they felt better at solving problems. The children under 10 said that they felt better about themselves.

“I learned how to calm down when I feel angry.”

“My counselor helped me figure out how to work through my problems at school and how to talk to people when I am upset. She helps me remember what I am in control of-things like belly breathing and having a worry rock.”

What Other Activities are FSCR Counsellors Involved in That Support Student Well-Being?

In addition to working 1:1 with students and their families the FSCR Counselors organized and implemented over 20 targeted group interventions including topics like friendship skills, social literacy and wellness. Several evidence-based targeted group interventions such as Heart Math, Mind-Up and Strong Kids were also delivered to students at various grade levels and schools. Teachers accessed over 75 FSCR Counselor classroom presentations on topics ranging from general health knowledge (hygiene, sexual and reproductive health) to interpersonal effectiveness skills (legal sexual consent, cultural awareness and promoting tolerance). Many parents and teachers appreciated the comprehensive packages of resources put together for them by their Family School Community Resource Counselors such as Social Anxiety, Social Media Safety, Values Exploration, Coping with the Pandemic, Food Resources, Understanding Grief and Loss). Finally, FSCR counselors continued to have a strong presence representing GHSD and the program on a variety of community committees.

Future Considerations

Unfortunately, despite the strong, well-documented outcomes of the FSCR program, in March 2020 Children’s Services withdrew its long-term funding commitment for the program and our grant proposal for future funding through them was not successful. By the end of May, we also learned that the Alberta Government would no longer be supporting the Regional Collaborative Service Delivery Model (RCSD) which also made substantial financial contributions to the program. While some of the RCSD monies have been redirected to school boards the funds do not compensate for what was lost. School boards are now solely responsible for financially supporting any school based mental health programs.

This resulted in the reduction of FSCR positions (Drumheller, Kneehill, Wheatland). Although some of our community partners were successful in receiving grant monies such as Wheatland Counselling, we have learned that there is a 6-month waiting list for their “no cost” services and in general their costs are prohibitive for most families. Those community agencies who received Children’s Services funding as an identified HUB, continue to offer universal parenting programs and there is limited targeted/individualized supports for our high-risk families. Alberta Mental Health will only serve those students with an identified mental disorder and they do not offer family counselling. The reality is that the FSCR program continues to be the primary support for students and their families and it will be operating at a more limited capacity. Nonetheless, we will continue to support the needs of our clients as best we can and support feelings of hope and optimism as we navigate the uncertain future ahead. Our goal will continue to be supporting the well-being and resiliency of students, their families and school staff. As one parent said:

“I can say without a doubt, that without the services provided by the FSCR Counselor, my children’s safety and mental health would be at-risk. The resiliency that she has facilitated in our family has been invaluable.”

References:

Tranter, D., Dr. Carson, L and Boland, D. (2018). The Third Path- A Relationship Based Approach to Student Well-Being and Achievement, Nelson Canada
Ungar, Michael (2019). Change Your World- The Science of Resilience and the True Path to Success, Sutherland House, Canada

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