



AGENDA

Golden Hills School Division No. 75

Vision: *Inspiring confident, connected, caring citizens of the world*

Mission: *Engaging all learners in achieving their highest levels of academic and personal competence within a caring, innovative environment.*

Regular Meeting of the Board of Trustees

Tuesday, October 27, 2015

Start time 9:30 AM

Boardroom of the Golden Hills School Division No. 75

AGENDA

1. Attendance
2. Call to Order
3. In Camera
4. Approval Of Agenda
5. Welcome Public, Vision and Mission Statements
6. Presentation of Minutes
 - 6.1 Regular Meeting of the Board of Trustees (2015/09/22)
7. REPORTS
 - 7.1. Chair's Report
 - 7.2. Board Committees
 - 7.3. Board Representatives to External Organizations
 - 7.4. Administration Reports
8. NEW BUSINESS
 - 8.1. Action Items
 - 8.1.1. Annual Modular Request Submission
 - 8.2. Information Items
 - 8.2.1. Monthly Enrolment Monitoring Report (September 2015)

T. Sabir

T. Sabir

8.2.2. Human Resources Monitoring Report	W. Miskiman
8.2.3. Provincial Exam Results (Annual and Five Year Trends)	W. Miskiman
8.2.4. Three Year Education Plan and AERR	B. Daverne
8.2.5. Family School Community Resource Program	K. Jordan

9. **School Monitoring Reports**

- 9.1. **Crowther Mem. Jr. High (I. Wright)**
- 9.2. **Strathmore High School (G. Reagan)**
- 9.3. **Wheatland Elementary School (L. Tucker)**

10. **ADJOURNMENT**

Draft



MINUTES

Golden Hills School Division No. 75

Regular Meeting of the Board of Trustees

Meeting Type : REGULAR BOARD MEETING

Date : Tuesday, September 22, 2015

Start time : 9:30 AM

Location : Boardroom of the Golden Hills School Division No. 75

Minutes

Attendance

Present were:

a) Chair

- David Price

b) Vice-Chair

- Larry Tucker

c) Trustee

- Barry Kletke
- Sherri Nielsen
- Alan Larsen
- Joyce Bazant

d) Superintendent of Schools

- Bevan Daverne

e) Associate Superintendent

- Kandace Jordan
- Wes Miskiman (Absent)

f) Secretary/Treasurer

- Tahra Sabir

g) Recording Secretary

- Kristy Polet

Call to Order

Chair Price called the meeting to order at 9:30 a.m.

In Camera

Resolution #BD20150922.1001

MOVED by Trustee Larsen that the Board of Trustees go *In Camera* at 9:31 a.m. to discuss legal matters..

Carried

Resolution #BD20150922.1002

MOVED by Trustee Kletke that the Board Rise from In Camera at 10:16 a.m.

Carried

BREAK

Recessed at 10:17 a.m.

Reconvene at 10:35 a.m.

Approval Of Agenda

Resolution #BD20150922.1003

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

Carried

Presentation of Minutes

Resolution #BD20150922.1004

MOVED by Trustee Bazant that the Board of Trustees approve minutes of August 25, 2015 Organizational Meeting as presented.

Carried

Resolution #BD20150922.1005

MOVED by Trustee Tucker that the Board of Trustees approve the minutes of August 25, 2015 Regular Meeting as presented.

Carried

Resolution #BD20150922.1006

MOVED by Trustee Kletke that the Board of Trustees approves the amendment to Schedule B, Administrative Services, effective September 1, 2015.

Carried

Resolution #BD20150922.1007

MOVED by Trustee Bazant that the Board of Trustees approves the annual compensation review as per Schedule D for the period September 1, 2015 to August 31, 2016.

Carried

Resolution #BD20150922.1008

MOVED by Trustee Nielsen that the Board of Trustees go *In Camera* at 10:40 a.m. to discuss legal matters.

Carried

Resolution #BD20150922.1009

MOVED by Trustee Kletke that the Board of Trustees rise from *In Camera* at 10:50 a.m.

Carried

Chair's Report
(REPORTS)

Chair Price reported on the following items:

- Acknowledgement of the request to discuss the Education Funding Formula and Bargaining Model with the Honorable David Eggen.
- Advised the Board of Trustees that on Tuesday, October 6, 2015 a multi-board consultation meeting will be held with the Honorable David Eggen in Calgary.
- Public School Board Association (PSBAA) Fall General Meeting will be held on October 21-23, 2015 instead of at the same time as the Alberta School Boards' Association (ASBA) Fall General Meeting November 15-17, 2015.
- Discussed Alberta School Boards Association (ASBA) Board of Directors Meeting held September 10-11, 2015.

Board Committees
(REPORTS)

No information to report on at this time.

**Board
Representatives to
External
Organizations**
(REPORTS)

Trustee Bazant presented information from the Alberta School Boards Association (ASBA) Zone 5 meeting held September 4 , 2015.

- ASBA Zone 5 Annual General meeting (AGM) will be held October 2, 2015.

**Administration
Reports**
(REPORTS)

Associate Superintendent Jordan presented information on the following:

- Excellent start to the 2015-2016 School year.
- Collaborative Day was held on August 27, 2015.
- Teacher Orientation was held on Sept 16, 2015.
- Recruiting process covers British Columbia, Alberta, Saskatchewan and the East Coast.

Secretary-Treasurer Sabir did not have any information to report on at this time.

Superintendent Daverne presented information on the following:

- School presentations - will be hosted at the Division Office.
- Discussed Public School Boards' Association of Alberta (PSBAA) meeting being held October 21 - 23, 2015 in Edmonton. Trustee Larsen and Trustee Kletke will be attending.
- Facility update on Prairie Christian Academy (PCA) and East Wheatland Schools, weather has caused progress delays.

**Trustee
Compensation**
(Action Items)

Resolution #BD20150922.1010

Moved by Trustee Kletke that the Board of Trustees approves the proposed rates as per Schedule E based on the principles set by the External Committee with the intent of schedules being reviewed mid term.

Carried

Advocacy Planning
(Action Items)

Superintendent Daverne presented information on the new Advocacy Planning priorities for the 2015/2016 school year which will be reviewed at a later date.

BREAK

Recessed at 12:05 p.m.

Reconvene at 1:00 p.m.

**Preliminary
Enrolment
Monitoring Report
(September 2015)**
(Information Items)

Superintendent Daverne and Secretary-Treasurer Sabir presented information to the Board of Trustees on the September Preliminary Enrolment Monitoring Report along with a powerpoint presentation for the record. Golden Hills is pleased to see a slight increase in enrolment.

**System
Enhancement**
(Information Items)

Associate Superintendent Jordan presented information to the Board of Trustees on System Enhancement Monitoring Report for 2014-2015.

BREAK

Recessed at 2:25 p.m.

Reconvene at 2:43 p.m.

**AP 402 - Support
Staff Growth,
Supervision and
Evaluation**
(Information Items)

Superintendent Daverne presented information to the Board of Trustees on Administrative Procedure 402, *Support Staff Growth, Supervision and Evaluation* for the record.

**Provincial
Bargaining**
(Information Items)

Superintendent Daverne presented information to the Board of Trustees on the Provincial Bargaining Report for the record.

ADJOURNMENT

Resolution #BD20150922.1011

MOVED by Trustee Tucker that the meeting adjourn at 3:40 p.m.

Carried

Chair

Secretary-Treasurer

Draft



MODULARS REQUEST 2016/2017 SCHOOL YEAR

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

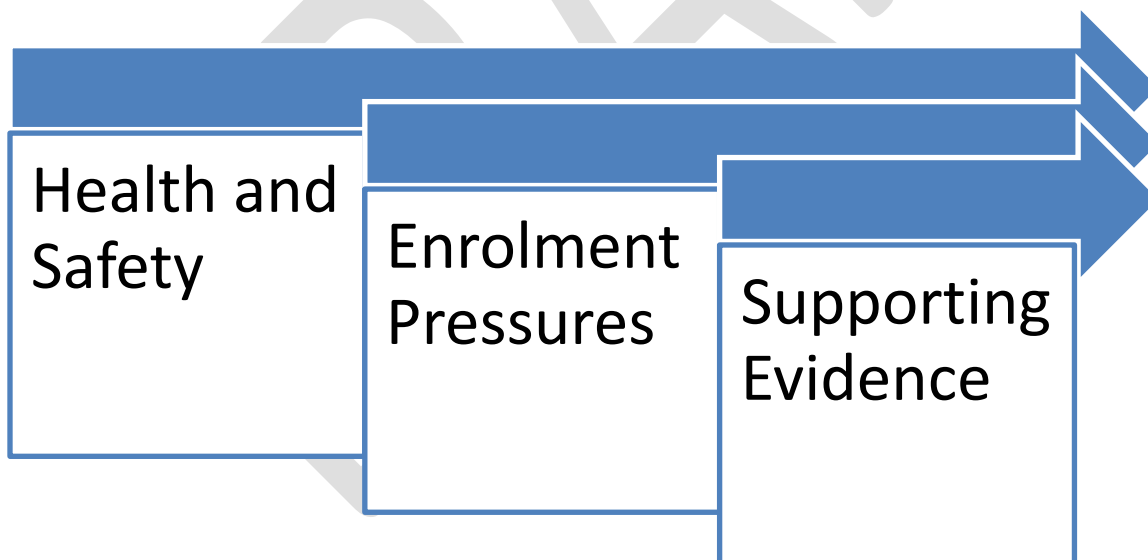
October 27, 2015

Background:

Further to Capital Planning, Alberta Education's submission date for requesting new modular classrooms for the 2016/17 school year is November 30, 2015.

Capital Planning has requested that school jurisdictions identify; in priority order, emergent modular classroom needs and portable/modular classroom move requests for 2016/2017. As in previous years, Alberta Education will use the following criteria to determine the priority order for the allocation of modular classrooms to school jurisdictions:

Criteria to Determine Priority Order for Modular Classrooms



The deadline for submission to Alberta Education is **November 2, 2015**. Alberta Education had advised this deadline will allow the approved units to be ordered, constructed, delivered and set up in time for the start of the 2016/17 school year. Approval decisions will be communicated to school jurisdictions in early 2016.

It is recommended that Golden Hills request modular classrooms and/or move costs for the following schools:

Strathmore High School (SHS) Strathmore - Grades 10-12	
Utilization Rate from 2014/2015	74%
Enrolment Headcount	720 students
Issue	Every classroom is fully utilized Current band room does not have barrier free access Too small for band program (Appendix A-1) Exhausted all other approaches to increase usage & efficiency of existing space
Request	Relocation Funds to move large Atco modular classroom (185 m2) from Trochu Campus 2 to SHS for band program Unit has proper acoustical treatment, a large band room with 3 practice rooms at ground level
Proposed Placement	Appendix A-2

Crowther Memorial Junior High School (CMJH) - Strathmore - Grades 7-9	
Utilization Rate from 2014/2015	87%
Enrolment Headcount	595 students
Issue	Anchors II program operates and an Outreach Program For the past 8 years, program has been run in Youth Centre Youth Center Programming is growing as is being reclaimed by the Town No other location within walking distance to CMJH
Request	One New Modular with washroom See attached for proposed location
Proposed Placement	Appendix B

Greentree School – Drumheller – Grades 1-6	
Utilization Rate from 2014/2015	93%
Enrolment Headcount	430 students
Issue	Enrolments have grown and a temporary modular was relocated from Trochu Campus 1 over the summer (attached letter from Minister)
Request	One New Modular classroom to add to existing modular installed in 2014 (see attached drawing for proposed location)
Proposed Placement	Appendix C

Trinity Christian Academy Strathmore – Grades 1-9	
Utilization Rate from 2014/2015	Leased Space but anticipate over 85%
Enrolment Headcount	200 students
Issue	Program Continues to grow and all the TCA classrooms are full. Currently have 20 students in a small classroom meant for 15 students. For the past 3 years enrolment has grown by 20% per year. Anticipate future growth to continue at a similar rate.
Request	Relocation funds to move the surplus modular from Trochu (Used for Trochu decanting) to TCA
Proposed Placement	Appendix D

Recommendation:

That the Board of Trustees approves the recommended modular requests for the 2016/2017 school year.

School	Request
Strathmore High School	Funding to relocate modular
Crowther Memorial Junior High School	Modular with washroom for Anchors II program
Greentree School	New Modular "B" Unit
Trinity Christian Academy	Funding to relocate modular



Bevan Daverne
Superintendent



Tahra Sabir
Secretary-Treasurer

Appendix A-1

SHS Band Room



Appendix A-2

Strathmore High School

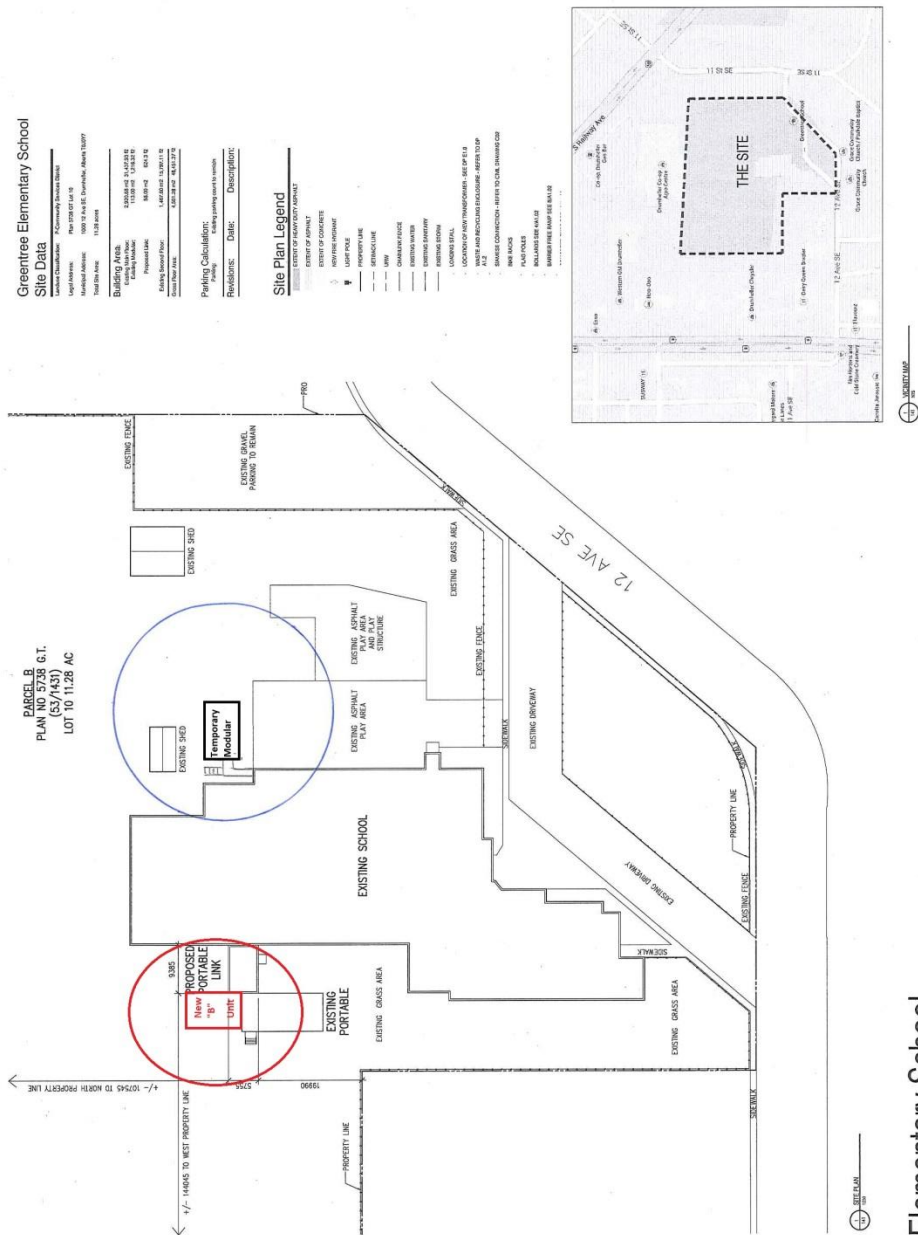


Appendix B
Crowther Memorial Jr. High



Appendix C

Greentree School



Greentree Elementary School

1000 12 Ave SE, Drumheller, Alberta T0J0Y7

TAF
Architecture

Issued for Client Review

Issue Date: 1 Issued for

April 09, 2015

SITE PLAN
as shown

DP-1

Appendix D

Trinity Christian Academy





ENROLMENT BACKGROUNDER

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

October 27, 2015

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 September 30, 2015 enrolment of provincially funded students, Siksika funded students and International funded students.

Alberta Education calculates funding for Kindergarten to Grade 9 based on the full-time equivalent student count as of September 30, 2014. High school funding is based on the Credit Enrolment Units earned per student.

Recommendation:

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

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Bevan Daverne
Superintendent

A handwritten signature in blue ink, appearing to read "Tahra Sabir".

Tahra Sabir
Secretary-Treasurer

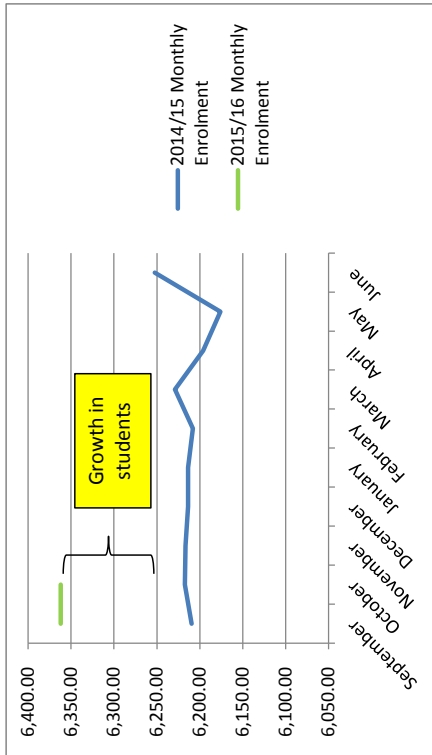
Golden Hills School Division No. 75 Enrolment

Summary of Totals - Year to Year Comparison

September 30, 2014 & September 30, 2015

	30-Sept-15 Enrolment	30-Sept-14 Enrolment	Difference	% Change
Funded Total Enrolment	6,074.50	5,914.50	160.00	2.71%
Provincially Funded Students	154.00	153.00	1.00	0.7%
Siksika Students	133.60	142.00	-8.40	-5.9%
International Students				
Total	6,362.10	6,209.50	152.60	2.5%

Last Year Monthly Enrolment & Comparison to September 2014



Grade Figure Analysis Comparison of Sept 2015 and Sept 2014

Provincially Funded	30-Sep-15	30-Sep-14	Difference	% Change
Kindergarten	215.50	234.00	-18.50	-7.9%
Grades 1-3	1,414.00	1,426.00	-12.00	-0.8%
Grades 4-6	1,445.00	1,414.00	31.00	2.2%
Grades 7-9	1,458.00	1,347.00	111.00	8.2%
Grades 10-12	1,533.50	1,493.00	40.50	2.7%
Total	6,066.00	5,914.00	152.00	2.6%

Schools - Year to Year Comparison

	September 30, 2015	September 30, 2014	
Configuration	SCHOOL	Provincially Funded	Difference
K-6, 10-12	Acme School	186.50	8.50
K-6	Brentwood Elementary School	351.00	-6.00
K-9	Carbon School	85.00	7.00
K-6	Carsland School	60.50	-2.00
K-8	Central Bow Valley School	21.50	1.50
7-9	Crowther Memorial Jr. High School	531.00	18.00
K-9	Dr. Elliott Community School	181.00	-15.00
7-12	Drumheller Valley Secondary School	381.00	23.00
K-6	Greentree School	418.00	12.50
K-6	Hussar School	38.00	45.00
K-12	Prairie Christian Academy School	234.50	7.50
K-6	Rockyford School	42.50	-7.50
K-12	Standard School	212.50	31.00
10-12	Strathmore High School	638.00	-19.00
K-12	Three Hills School	445.00	20.00
K-9	Trinity Christian Academy	129.50	21.50
K-12	Trochu Valley School	315.50	-5.50
K-6	Westmount School	444.00	-2.00
K-6	Wheatland Elementary School	375.50	-9.00
Totals	5,175.00	5,097.50	77.50
Configuration	SCHOOL	Provincially Funded	Difference
7-9	Anchors II Outreach	10.00	0.00
7-12	Drumheller Outreach	18.00	-5.00
1-12	Golden Hills Learning Academy	98.00	11.00
1-12	NorthStar Academy	287.00	93.50
7-12	Strathmore StoreFront	38.00	-6.00
10-12	Trochu Valley Outreach	12.00	-12.00
Totals	549.50	468.00	81.50
Configuration	COLONY SCHOOLS	Provincially Funded	Difference
K-9	Colonies	349.00	1.00



Human Resources Backgrounder

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

October 27, 2015

Background:

The information presented in the attached Human Resources Monitoring Report illustrates information on staffing demographics, levels and costs to assist the Board in fulfilling its governance role.

Powerful Learning provides an overall framework for system improvement in Golden Hills. In order to achieve the proposed shifts, Human Resources is focussing on staffing decisions that support this movement. This will allow for a more flexible approach to facilitate a competency based system to achieve the desired outcomes.

As we strive to be an employer of choice, we are focussed on supporting and growing our staff with 21st century services, specialized supports, programs, and benefits so that we can not only recruit but retain the very best teachers and support staff for our students.

Recommendation:

That the Board of Trustees receives the Human Resources Monitoring 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 "Wes Miskiman".

Wes Miskiman
Associate Superintendent



HUMAN RESOURCES MONITORING REPORT

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

Resource Persons:

Wes Miskiman, Associate Superintendent of Schools

Tahra Sabir, Secretary-Treasurer

October 27, 2015

REPORTING PERIOD: (Actuals 2014-2015 & Estimates to current 2015-2016)

OVERVIEW:

- Information presented assists the Board in fulfilling its governance role.
- Local decision-making is facilitated by “site-based management” (sixth year of operation)
 - Unique circumstances of each school allows for local decision-making.
 - Staffing levels are based on the number of students and the local needs.

SECTION I: Overview of Staffing (Based on Head Count not FTE as of October 1, 2015)

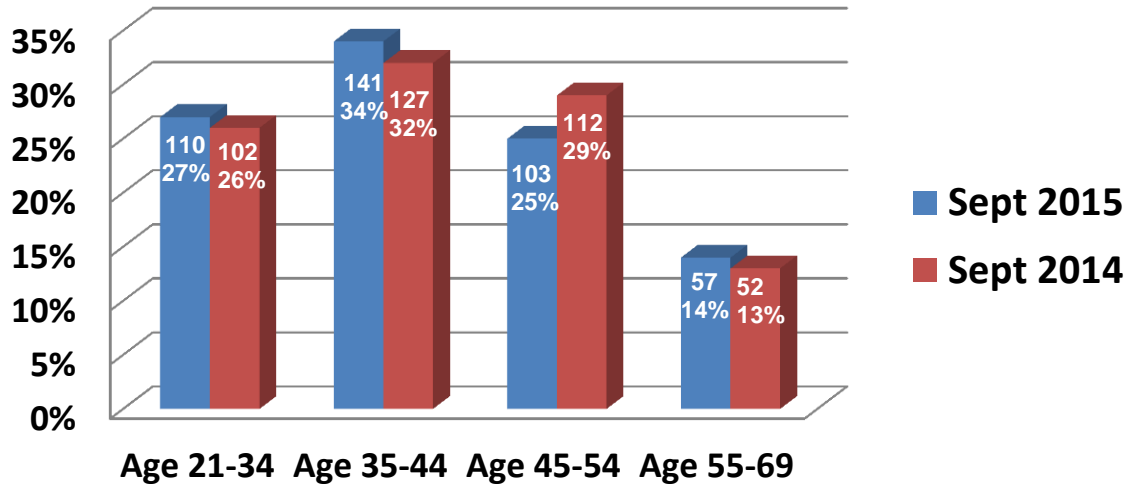
- **Total Certificated Staff (Teachers)** – (Based on Head Count not FTE)

Role of Certificated Staff	2015-2016	2014-2015
School Based Certificated Staff	388	374
Educational Consultants	6	6
Instructional Coaches	5	5
Early Intervention - Literacy/Numeracy Teachers	8	4
Director of Student Assessment	1	1
Superintendent/Associate Superintendents	3	3
Total	411	393

- **Gender Breakdown of Certificated Staff**

	2015-2016		2014-2015	
Gender	Number	Percentage	Number	Percentage
Female	295	72%	284	72%
Male	116	28%	109	28%
Total	411	100.0%	393	100.00%

Age % of Total Certificated Staff Based on Head Count



The goal is to increase the percentages of younger staff through a process of succession planning and retirements.

- **Total School-Based Support Staff**– (Based on Head Count not FTE as of October 2015)

Job Classification	2015-2016	2014-2015
Educational Assistants	160*	147*
Secretaries	41	41
Caretakers	34	30
Family Resource Workers	11	11
Maintenance	14	14
Transportation	80	77
International	7	6
Division Office Support	26	25
Total	373	351

***Note:** We generally start the new school year down in EA numbers and add additional EA's throughout the year as students are designated or student need increases.

- **Certificated vs. Non-Certificated Educational Assistants**

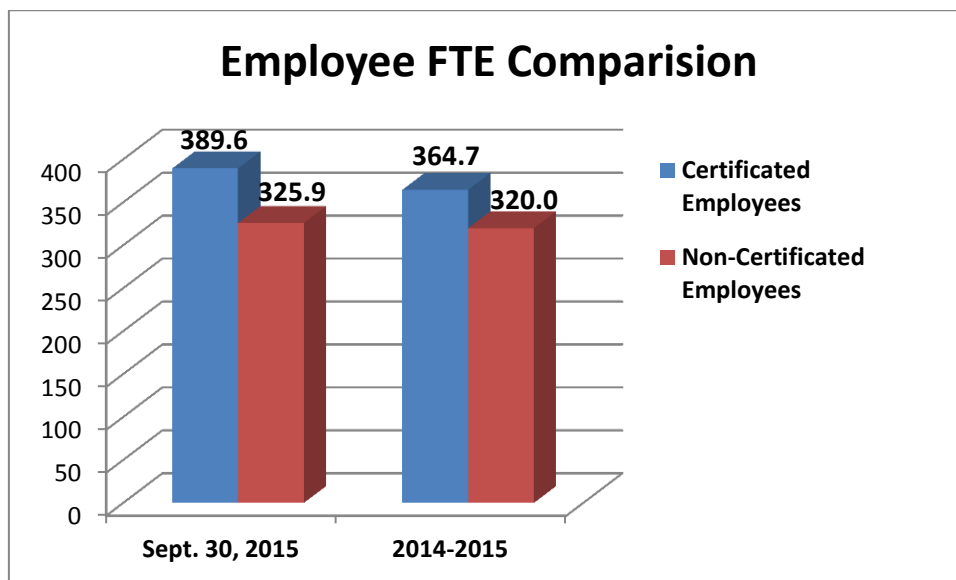
	2015-2016		2014-2015	
	Number	Percentage	Number	Percentage
Certificated	80	50%	64	44%
Non-Certificated	80	50%	83	56%
Total	160	100%	147	100%

- **Retirees, Resignations and New Hires** – (Numbers are based on headcount not FTE)

	Retirees		Resignations		New Hires	
	2014/2015	2013/2014	2014/2015	2013/2014	2015/2016	2014/2015
Certificated Staff	4	9	13	13	40	35
Non-Certificated Staff	4	10	27	36	48	61
Total Staff	8	19	40	49	88	96

- New hires are a result of position replacements and program needs.
- Enrolment changes and/or increases in student need and the subsequent staffing adjustments may result in an increase in new hires during October and November.

SECTION II: Staffing Levels (Based on FTE)



- Certificated Employees includes Associate Superintendents, Director of Student Assessment, Principals, Associate Principals, Consultants, and Teachers.
- Staffing levels fluctuate throughout the year and more hiring is anticipated in the second semester. Total FTE for 2015/2016 will end up being a little higher than what is reported above.

Calculation of Pupil Teacher Ratio (PTR)	
Enrolment Count as of September 30, 2015	2015/2016
Provincially Funded Students	6,074
Siksika Funded Students	155
International Funded Students*	146
Total Students	6,375
Total Professional Employees (<i>Does not include centrally-based certificated staff</i>)	366
PTR Calculation (e.g. 6,375/366)	17.42

*International Student Services fluctuates in FTE during the year due to short and long-term student enrolment.

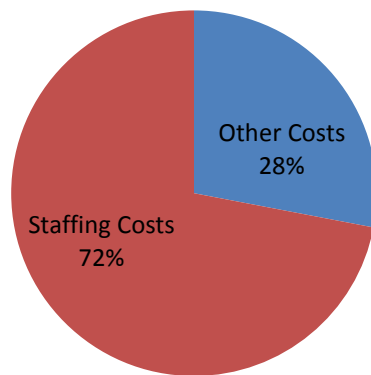
- Golden Hills strives to keep PTR low and despite decreases in grants, we were able to draw on reserves to hire more teachers.
- The actual PTR has been under 18.0 for the last number of years:
 - 2014-2015 - 17.76
 - 2013-2014 - 17.42
 - 2012-2013 - 17.74
 - 2011-2012 - 17.42
- The PTR does not include centrally-based certificated staff.

SECTION III: Direct Staffing Costs

- **Weighted Average Teaching Experience**
 - Due to the late release of the ASBA Report, the Golden Hills weighted average teaching experience (years) as compared to the Province of Alberta is based on September 2014 Data.
 - The Weighted Average Teaching Experience (WATE) is the sum of (the number of teachers at each teaching experience step multiplied by their years of teaching experience) divided by total number of teachers.
 - In Alberta school divisions, the WATE ranges from a low of 5.68 years of experience to a high of 9.56 years of experience.
 - The average weighted teaching experience for the 61 school divisions in Alberta in September 2014 was 7.95 years.

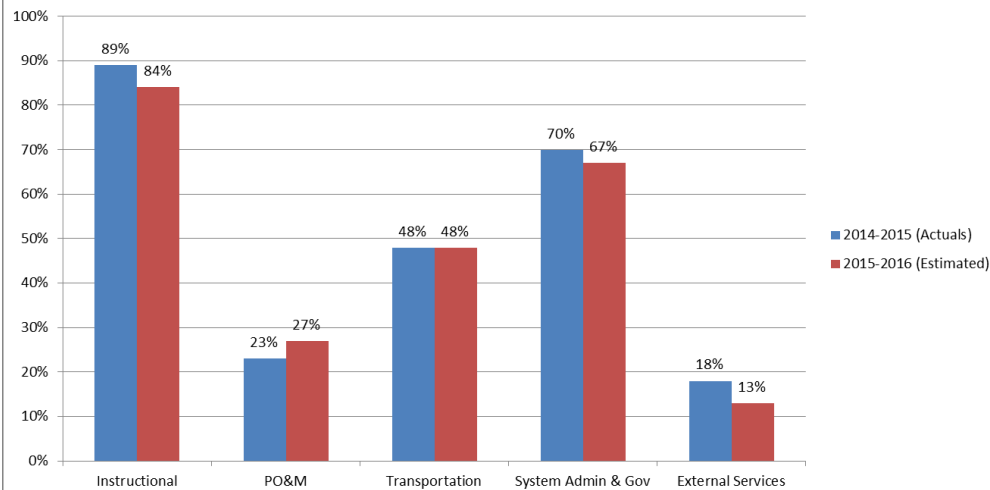
- Golden Hills had a weighted average teaching experience of 7.77 years. Golden Hills is 24th out of the 61 school divisions with the least weighted average teacher experience in Alberta.

Total Staffing Costs In Relation to Total Expenses (estimated)



- Staffing costs are the largest portion of total expenses.
- Indirect staffing costs are not included in the above information - for example, services provided by contractors have staffing embedded in contracted services. It is anticipated that it will be closer to 80% by year-end.

Staffing Costs in Relation to Total Department Expenses



SECTION IV: Recruitment of Certificated Staff (School-Based Administrators/Teachers)

- Golden Hills did not appoint any new school-based administrators for the 2015-2016 school year.
- Teacher recruitment strategies, including participation at eight career fairs, during the 2014-2015 school year facilitated an increase in the number of teacher applications which has helped the district work towards a balanced workforce. The school division responded to an overwhelming interest shown by the graduating teachers at the following career fairs; University of Calgary, University of Alberta, Concordia University, Simon Fraser University, University of British Columbia, University of Regina, University of Saskatchewan, and OISE – University of Toronto. The teacher applicant pools during the spring staffing season were very strong.
- The new teachers in Golden Hills were recruited from across the country:
 - 52% from Alberta
 - 24% from British Columbia or Saskatchewan
 - 14% from Ontario
 - 10% from Maritimes or elsewhere
- There are currently 251 approved substitute teachers in the district. Supply for substitute teachers is adequate most of the time; however, at peak times substitute teachers are hard to book. We actively recruit all teacher applicants for substitute teaching and advertise when required. All substitute teachers are interviewed and referenced prior to being approved for the substitute list.

SECTION V: Other Highlights/Initiatives

- Teacher Growth, Supervision and Evaluation
 - The Teacher Growth, Supervision and Evaluation Administrative Procedure is in the third year of implementation in district.
 - A database is used to track the teacher summative evaluations. Principals, associate principals and the associate superintendent complete and submit summative evaluation reports for teachers as per the administrative procedure.
 - Nearly 86 teacher evaluation reports were completed during the 2014-2015 school year.
- Supervision and Evaluation of Support Staff
 - A renewed supervision and evaluation administrative procedure for support staff has been implemented this school year. One quarter of all support staff in the district will be evaluated this school year. A database is used to track the support staff evaluations within the district.
- Job Descriptions
 - Job descriptions for all Golden Hills staff are currently being reviewed and updated. The goal is to have all job descriptions updated by December, 2015 including the completion of the physical demands analysis for all positions.
- Wellness Program
 - A staff wellness survey was completed last spring in the district. The results of the survey have been correlated at both a district and school level. A committee of wellness champions from across the district will be formed to provide feedback and suggestions for the development of the District Wellness Program.

- COR Certification
 - The school division has completed the Occupational Health and Safety Manual and has agreed to have the Alberta Association for Safety Partnerships (AASP) serve as our external auditor for COR Certification. All necessary administrative procedures, protocols, reporting and auditing functions will be implemented by January 2016.
- Status of Collective Agreements
 - The term of the Collective Agreement Between the Golden Hills School Division and the Alberta Teachers Association is September 1, 2012 to August 31, 2016. Negotiations for a new Collective Agreement will occur during this school year.
 - The term of the Collective Agreement Between the Golden Hills School Division and CUPE Local 2347 is September 1, 2014 to August 31, 2017.
- Return to Work Program
 - During the 2014-2015 school year, the school division worked with staff and the ASEBP to support the gradual return to work of designated staff. The focus was and continues to be on identifying and assigning doctor recommended modified work duties so as to support the staff member's return to work.

SECTION VI: Concluding Comments

- The increase in student enrolment assists Golden Hills in being an employer of choice, implementing the Powerful Learning Framework, building teacher competencies, and providing a broad range of high quality supports and programs for students.
- Always striving to be an employer of choice, the school division focusses on providing a range of competitive benefits and supports for all staff which are sustainable within the current financial context. The enhanced supervision/evaluation, safety, wellness, and return to work programs are a sample of the current and upcoming enhanced human resources supports provided to staff.
- The addition of 40 new teachers (*as of Oct.1 /2015*), has had a positive impact on teacher profile.



2014-2015 Provincial Testing Results for Diploma Exams and Provincial Achievement Tests

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

October 27, 2015

Background:

The 2014/2015 Provincial Testing results for the Diploma Exams and for the Grade 6 and 9 Provincial Achievement Tests were released on August 26, 2015 to school divisions. The Board of Education in an in-camera session, reviewed the jurisdiction results at their September 22nd Board Meeting, in accordance with the Provincial Protocols (attached). According to the provincial protocols the results are first presented in-camera to the board, and then made public after the Minister released the results on October 8, 2015. Additional information is available at <http://www.education.alberta.ca>.

Attached is a monitoring report for Diploma Examinations and the Provincial Achievement Tests for the 2014-2015 school year.

Recommendation:

That the Board of Trustees receives the Provincial Achievement Test and Diploma Examination Results as information.

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Bevan Daverne
Superintendent

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

Wes Miskiman
Associate Superintendent

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

Jeff Grimsdale
Director of Student Assessment & Curriculum Support

August 28, 2015

TO: Superintendents of Schools

**RE: Joint Protocol for the Release of the 2014/2015 Provincial Achievement Test
and Diploma Examination Results**

Each year, Alberta Education and the Alberta School Boards Association renew their agreement for the release of Provincial Achievement Test and Diploma Examination results. This provides a coordinated approach to the release of results, both locally and provincially.

Attached is a copy of this year's timeline for the release of Provincial Achievement Test and Diploma Examination results.

If you have any questions, please do not hesitate to contact us.

Sincerely,



Scott McCormack
Executive Director
Alberta School Boards Association
780-482-7311



Paul Lamoureux
Executive Director
Provincial Assessment
Alberta Education
780-422-4848



Keith Bowen
Director
System Assurance
Alberta Education
780-422-4750

Attachment

cc Board Chairs
Elementary, Junior High and Senior High School Principals

**JOINT PROTOCOL FOR THE RELEASE OF
THE 2014/2015 PROVINCIAL ACHIEVEMENT TEST
AND
DIPLOMA EXAMINATION RESULTS**

JOINT PROTOCOL FOR THE RELEASE OF THE 2014/2015 PROVINCIAL ACHIEVEMENT TEST AND DIPLOMA EXAMINATION RESULTS

NOTE: The results are not final until the official release by the Minister.

Dates	Action
August 26, 2015	Alberta Education makes available electronically on the Extranet the results reports for 2014/2015 Provincial Achievement Tests and June 2015 Diploma Examinations for individual schools, school authorities and province.
September 25, 2015	Alberta Education provides a briefing on provincial results and trends to the Alberta School Boards Association Board of Directors.
September 30, 2015	Alberta Education makes available electronically on the Extranet the individual student profiles, to be printed at the school for distribution to individual parents on or after September 30, 2015. (The individual student data is also available in <i>Table 7, Individual Student Results by Reporting Category</i> , of the school reports, which will be available on the Extranet on August 26, 2015.)
October 2, 2015	Alberta Education makes available electronically on the Extranet Provincial Achievement Test and Diploma Examination Multiyear Reports.
By October 7, 2015	Superintendents inform their board of the school authority's results in a closed meeting.
October 7, 2015	Alberta Education hosts a technical briefing regarding the provincial results and trends with: Alberta School Boards Association, Alberta Teachers' Association, Alberta School Council Association, Fédération des parents francophones de l'Alberta, College of Alberta School Superintendents and the four major Calgary and Edmonton school authorities.
October 8, 2015 a.m.	Minister of Education officially releases Provincial Achievement Test and Diploma Examination results. This release is in conjunction with the release of Accountability Pillar results.
October 8, 2015 p.m.	School authorities release Provincial Achievement Test and Diploma Examination results to their communities.



2014-2015 Provincial Testing Results for Diploma Exams and Provincial Achievement Tests – Monitoring Report

Presented to the Board of Trustees by
Wes Miskiman, Associate Superintendent of Schools &
Jeff Grimsdale, Director of Student Assessment and Curriculum Support

October 7, 2015

REPORTING PERIOD: 2014-2015 School Year

OVERVIEW:

Alberta Education's Provincial Achievement Tests (PAT) and Diploma Exams help schools and jurisdictions monitor student performance in relation to provincial standards for a wide variety of skills and competencies as outlined in the Ministry's Programs of Study. For teachers, these assessments provide valuable feedback on program strengths and weaknesses, the effectiveness of instructional techniques and student comprehension levels. For post-secondary institutions, diploma marks serve as an entry-measurement for accepting potential students.

Alberta Education expects at least 85 percent of students to meet an acceptable standard on both Achievement Tests and Diploma Exams. This indicates that students are achieving the basic standards for passing the course. The province further expects 15 percent of students will achieve a standard of excellence. This measure indicates that students are achieving an excellent level of competency in the respective area of study.

It should be noted that these assessments provide only part of the overall picture concerning the performance of a school jurisdiction. Although provincial assessments are designed to assess the achievement of provincial standards, many important learning outcomes cannot be measured by time-limited paper-and-pencil tests. In addition, many factors contribute to student achievement.

Information about particular school results will be presented as part of each school's report to the Board or can be obtained from each school.

The following report provides an overview of Golden Hills School Division No. 75 2014-2015 student performance on provincial achievement tests in Language Arts, Math, Science and Social Studies and Diploma Exams in English, Social, Math, Biology, Physics and Chemistry. Although it is not possible to directly compare the average scores on these provincial assessments across years, results for the past five years are provided as a means of identifying trends both in Golden Hills' results and as compared with provincial standards.

Actual results for these tests and exams can be found in Appendix A.

SUMMARY & IMPLICATIONS:

Diploma Exams

- **Acceptable Standard**

In 1 out of 9 diploma exams (English 30-2) Golden Hills' students met the provincial expectation of 85% or better for acceptable standard. There were significant improvements over the past year in two courses (Social 30-1 and Math 30-2) with slight improvements in Physics 30, Biology 30 and Math 30-1.

- **Standard of Excellence**

In 4 out of 9 diploma exams (Math 30-1, Biology 30, Chemistry 30 and Physics 30) Golden Hills' students met or exceeded the provincial standards at the excellence level. There have also been noticeable improvements in the number of students achieving a standard of excellence in Social 30-1.

- **Participation Rate**

The number of students participating in diploma exam settings has exceeded the provincial average in 3 out of 9 subject areas. This is quite high when you consider the number of courses that are cycled in our small schools where students take grade 12 courses in grade 11.

Provincial Achievement Tests

- **Acceptable Standard**

In 1 out of 8 Provincial Achievement Tests (Grade 6 L.A.) Golden Hills' students met or exceeded the provincial expectation of 85% or above for acceptable standard. Golden Hills' students surpassed or were equal to the provincial counterparts in 5 out of 8 subject areas (Grade 6 Language Arts, Grade 6 Math, Grade 6 Science, Grade 6 Social and Grade 9 Social).

- **Standard of Excellence**

Golden Hills' students met or exceeded the provincial standard of excellence in 5 out of 8 subjects (Grade 6 Language Arts, Grade 6 Science, Grade 6 Social, Grade 9 Science and Grade 9 Social).

- **Participation Rate**

The number of students participating in the 2014-2015 provincial achievement tests exceeded the provincial average in 7 of 8 subjects.

Knowledge & Employability Program (Grade 9)

Although none of the results met the Acceptable Standard of 85%, Golden Hills' students surpassed their provincial counterparts in Language Arts. Golden Hills' students met or exceeded the Standard of Excellence in Language Arts. The number of students participating in Knowledge & Employability in the 2014-2015 Provincial achievement tests exceeded the provincial average in 1 of 4 subjects

Actions Moving Forward

1. Maintain System Focus on Powerful Learning :

- Continue our consultation with external experts (e.g., Critical Thinking Consortium, Peer Vision, Instructional leadership presenter and others).
- Support our newly designed foundational frameworks with a focus on identifying and providing targeted interventions for at risk learners – Literacy, Numeracy and Learning How to Learn.
- Maintain “Assessment for Learning” to further improve student achievement.
- Support the integration of technology as an effective learning tool.
- Strategic Instruction: Powerful learning is enhanced by the thoughtful and intentional use of research-based strategies, tactics and practices that are appropriate for the learner and the discipline.
- Facilitating access to instructional coaches for teachers wanting to enhance teaching practices.
- Continued training providing targeted professional learning opportunities to new staff.
- Sustain the Collaboration of grade and subject level teachers. These successful division-wide Collaboration days are designed to enhance teaching practice and improve student learning.

2. Data Analysis and Planning

- Continue to monitor achievement levels of individual schools and support school based level administration with the process of data gathering, data analysis, target setting and implementation of school improvement plans.
- Support Teacher Growth, Supervision and Evaluation at the school level.

RECOMMENDATION:


That the Board of Trustees receives the 2014-2015 Provincial Achievement Test and Diploma Examination Results Monitoring Report for information and for the record.

APPENDIX A:

GRADE 12 DIPLOMA EXAMS

The charts below show Golden Hills School Division’s student achievement levels at both the “acceptable standard” and the “standard of excellence” based on the number of students writing. The participation rate represents the percentage of students who wrote the exam compared to the total number of students in their third year of senior high programming. The ‘target’ reflects the jurisdiction’s desired student performance across the jurisdiction.

Exam Standards

Percentage of students Meeting the standard is:	Significantly Above	
	Not Significantly Different From	
	Significantly Below	

*A difference is reported as significant when there is a five percent or smaller probability that a difference of that size could occur by chance. The fewer the number of students, the larger the difference must be from the expectation before it is considered significant.

GRADE 12 DIPLOMA RESULTS:											
	2010/2011		2011/2012		2012/2013		2013/2014		2014/2015		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
ENGLISH 30-1											
Acceptable Standard	76.6	84.4	81.3	86.0	80.6	85.9	87.7	87.6	81.9=	86.5=	85.0
Standard of Excellence	6.1	10.1	5.2	11.3	7.3	10.5	9.6	11.8	7.6=	11.5=	15.0
Participation Rate	49.4	54.5	52.5	54.7	49.6	54.0	44.9	54.1	47.8	53.4	
ENGLISH 30-2											
Acceptable Standard	85.1	88.6	83.6	89.5	86.1	89.5	92.9	89.7	86.7=	88.7=	90.0
Standard of Excellence	5.6	9.1	4.8	10.7	9.4	11.1	14.3	13.1	14.2=	11.3=	15.0
Participation Rate	26.5	25.8	23.3	25.9	25.4	27.1	37.5	28.0	32.1	28.7	
SOCIAL 30-1											
Acceptable Standard	75.9	82.8	77.6	86.2	77.3	85.3	75.4	85.5	83.3=	87.1+	85.0
Standard of Excellence	7.8	14.9	5.5	16.7	11.7	15.2	8.2	14.2	9.6=	16.2+	15.0
Participation Rate	41.0	47.8	44.5	47.6	42.5	45.9	41.6	45.2	37.8	43.6	
SOCIAL 30-2											
Acceptable Standard	81.8	85.6	76.1	83.0	75.0	82.4	80.8	83.9	80.7=	81.3=	85.0
Standard of Excellence	12.4	15.9	10.3	13.7	7.6	13.9	8.8	14.8	7.4=	12.5=	15.0
Participation Rate	32.7	30.8	31.6	31.9	31.0	33.7	37.5	35.3	37.4	36.7	
MATH 30-1											
Acceptable Standard	N/A	N/A	N/A	N/A	79.6	80.3	64.7	74.6	65.7=	76.2=	85.0
Standard of Excellence	N/A	N/A	N/A	N/A	37.7	35.4	17.4	27.2	22.4=	31.7=	20.0
Participation Rate	N/A	N/A	N/A	N/A	29.0	29.8	29.1	37.4	27.6	37.2	
MATH 30-2											
Acceptable Standard	N/A	N/A	N/A	N/A	59.9	68.7	55.9	71.3	66.4=	73.9+	85.0
Standard of Excellence	N/A	N/A	N/A	N/A	2.9	9.6	7.4	15.0	7.5=	15.5+	15.0
Participation Rate	N/A	N/A	N/A	N/A	19.4	16.7	21.9	21.4	22.8	22.4	
BIOLOGY 30											
Acceptable Standard	70.9	81.9	72.2	81.8	78.7	84.3	79.4	85.2	80.9=	85.9+	85.0
Standard of Excellence	20.0	29.9	17.8	28.1	30.0	32.4	28.0	31.7	24.0=	33.0+	30.0
Participation Rate	45.2	42.5	44.9	42.8	45.8	42.2	38.3	41.5	39.8	40.7	
CHEMISTRY 30											
Acceptable Standard	73.3	75.1	66.5	76.7	76.2	78.8	71.1	81.3	70.5=	82.2+	85.0
Standard of Excellence	20.6	27.7	17.9	28.4	27.5	31.8	25.4	35.0	18.9=	34.2=	25.0
Participation Rate	28.9	35.9	32.7	36.5	31.5	31.5	28.7	34.8	32.3	35.8	
PHYSICS 30											
Acceptable Standard	71.1	76.7	70.1	81.0	84.2	81.1	71.6	83.0	75.5=	83.9+	85.0
Standard of Excellence	18.9	27.7	22.2	30.3	32.9	30.3	21.1	34.1	23.4=	35.8+	25.0
Participation Rate	12.1	20.5	14.9	20.2	11.7	17.3	14.1	20.1	13.0	19.9	
APPLIED MATH 30											
Acceptable Standard	70.7	74.3	68.7	75.6	N/A	N/A	N/A	N/A			
Standard of Excellence	9.2	9.8	10.7	10.3	N/A	N/A	N/A	N/A			
Participation Rate	27.2	19.9	26.5	19.5	0.0	0.2	N/A	N/A	N/A	N/A	
PURE MATH 30											
Acceptable Standard	72.2	81.0	74.1	81.8	N/A	N/A	N/A	N/A			
Standard of Excellence	24.1	28.7	19.0	27.1	N/A	N/A	N/A	N/A			
Participation Rate	29.6	42.4	33.1	42.3	1.0	7.2	N/A	0.1	N/A	N/A	
SOCIAL 30 (OLD)											
Acceptable Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Standard of Excellence	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Participation Rate	0.2	0.3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
SOCIAL 33 (OLD)											
Acceptable Standard	75.0	69.0	N/A	N/A	N/A	N/A	N/A	N/A			
Standard of Excellence	12.5	21.4	N/A	N/A	N/A	N/A	N/A	N/A			
Participation Rate	0.0	0.1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

2014/2015 Diploma Examination Participation Rates are preliminary and will be finalized when the Accountability Pillar results are released in May 2016

PROVINCIAL ACHIEVEMENT TEST RESULTS – 2014 - 2015

The charts below show the jurisdiction's results for student achievement at both the "acceptable standard" and the "standard of excellence" based on all students writing (cohort). The "target" reflects the jurisdiction's desired student performance across the jurisdiction.

All Students

LANGUAGE ARTS - ALL STUDENTS:											
	2010/2011		2011/2012		2012/2013		2013/2014		2014/2015		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
L.A. GRADE 3											
Acceptable Standard	87.8	81.8	83.3	81.9	85.9	81.5	82.2	78.0	N/A	N/A	
Standard of Excellence	15.7	17.5	18.5	20.4	11.3	17.8	13.5	15.3	N/A	N/A	
Participation Rate	96.2	91.0	92.4	91.6	95.8	91.3	92.1	91.6	N/A	N/A	
L.A. GRADE 6											
Acceptable Standard	86.6	83.0	84.2	82.7	82.8	82.5	78.3	81.9	85.8	82.8	85
Standard of Excellence	17.1	18.5	15.3	17.8	16.1	16.3	10.8	17.6	17.0	19.5	15
Participation Rate	97.6	90.8	95.5	90.8	96.6	90.8	93.4	90.4	93.9	90.6	
L.A. GRADE 9											
Acceptable Standard	79.2	79.1	79.2	77.4	73.1	76.4	72.7	76.3	74.3	75.6	80
Standard of Excellence	12.4	16.3	12.4	16.4	12.7	14.7	16.0	15.1	12.1	14.4	15
Participation Rate	92.5	88.9	90.8	88.9	87.3	87.5	89.5	88.3	88.2	88.5	

MATHEMATICS - ALL STUDENTS:											
	2010/2011		2011/2012		2012/2013		2013/2014		2014/2015		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
MATH GRADE 3											
Acceptable Standard	82.7	77.4	76.4	76.8	79.8	76.5	77.4	74.0	N/A	N/A	
Standard of Excellence	23.2	26.0	25.0	25.5	24.6	25.5	20.1	25.1	N/A	N/A	
Participation Rate	96.5	91.6	92.8	92.0	96.0	92.0	92.5	92.4	N/A	N/A	
MATH GRADE 6											
Acceptable Standard	76.8	73.7	73.9	74.7	74.1	73.0	69.4	73.5	73.6	73.3	85
Standard of Excellence	14.3	17.8	11.5	16.6	15.6	16.4	11.5	15.4	9.8	14.1	15
Participation Rate	97.4	90.7	95.0	91.0	96.8	90.9	93.6	90.7	93.0	90.8	
MATH GRADE 9											
Acceptable Standard	57.1	66.1	61.9	66.4	59.4	66.5	62.7	67.1	63.7	65.3	85
Standard of Excellence	10.6	17.3	10.2	17.8	12.2	18.2	13.2	17.3	14.0	18.0	15
Participation Rate	93.2	89.5	92.2	89.7	90.3	88.3	91.4	89.2	89.7	89.4	

SCIENCE - ALL STUDENTS:											
	2010/2011		2011/2012		2012/2013		2013/2014		2014/2015		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
SCIENCE GRADE 6											
Acceptable Standard	78.1	76.2	76.6	77.8	75.5	77.5	67.7	75.9	79.7	76.4	85
Standard of Excellence	18.6	25.0	22.5	28.2	22.2	25.9	16.6	24.9	21.8	25.3	20
Participation Rate	97.8	90.5	95.0	90.8	96.8	90.9	92.8	90.2	93.5	90.3	
SCIENCE GRADE 9											
Acceptable Standard	68.2	74.8	69.0	74.1	65.8	72.6	68.6	73.2	71.6	74.1	85
Standard of Excellence	12.8	20.8	10.5	22.4	11.3	19.9	15.8	22.1	17.8	22.9	20
Participation Rate	93.7	90.0	92.1	90.1	89.7	88.8	91.7	89.6	90.2	89.9	

SOCIAL - ALL STUDENTS:											
	2010/2011		2011/2012		2012/2013		2013/2014		2014/2015		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
SOCIAL GRADE 6											
Acceptable Standard	67.1	71.1	68.2	73.2	71.3	72.7	60.3	70.4	72.1	69.8	85
Standard of Excellence	12.9	18.5	13.4	19.5	17.7	19.0	9.6	16.6	19.0	18.1	15
Participation Rate	97.6	90.5	95.7	90.7	96.1	90.1	91.9	89.6	93.0	89.8	
SOCIAL GRADE 9											
Acceptable Standard	59.9	67.2	68.8	68.9	60.6	65.3	59.1	65.5	65.1	65.1	85
Standard of Excellence	13.4	19.0	11.5	19.1	16.0	18.7	15.6	19.9	15.0	19.8	15
Participation Rate	93.2	88.8	91.3	89.1	87.5	88.3	90.2	88.7	89.9	88.7	

KNOWLEDGE & EMPLOYABILITY - ALL STUDENTS:											
	2010/2011		2011/2012		2012/2013		2013/2014		2014/2015		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
K&E L.A. GRADE 9											
Acceptable Standard	73.1	67.3	78.8	61.4	71.4	62.4	65.9	62.9	70.0	62.8	75.0
Standard of Excellence	0.0	7.9	9.1	5.8	4.8	4.3	7.3	3.5	10.0	4.6	15.0
Participation Rate	84.6	81.8	93.9	80.1	90.5	80.5	85.4	80.2	82.0	81.6	
K&E MATH GRADE 9											
Acceptable Standard	45.8	64.8	60.7	62.5	75.0	65.8	58.5	63.4	53.8	60.7	75.0
Standard of Excellence	4.2	14.9	25.0	15.3	12.5	14.7	12.2	14.5	23.1	14.4	15.0
Participation Rate	83.3	87.3	96.4	87.1	95.8	87.9	87.8	86.3	82.1	85.8	
K&E SOCIAL GRADE 9											
Acceptable Standard	66.7	61.9	47.6	63.5	75.0	64.6	58.5	61.8	55.0	57.2	75.0
Standard of Excellence	25.9	13.6	9.5	13.9	12.5	13.1	12.2	10.7	7.5	11.2	15.0
Participation Rate	81.5	84.1	90.5	84.0	91.7	86.9	90.2	84.6	82.5	85.3	
K&E SCIENCE GRADE 9											
Acceptable Standard	50.0	69.5	76.7	67.9	68.2	68.4	57.1	64.1	52.6	64.4	75.0
Standard of Excellence	8.3	15.2	20.0	17.3	18.2	17.1	14.3	14.9	10.5	15.2	15.0
Participation Rate	83.3	87.0	96.7	85.6	90.9	86.9	88.6	85.7	78.9	87.0	



School Division Three Year Education 2015-2018 Plan and Annual Education Results Report 2015-2018

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

October 27, 2015

School boards must have an updated three-year education plan (3YEP) in place before the start of the school year, but plans are finalized after the new year of provincial achievement results become available in the fall. The combined three-year education plan (3YEP) and annual education results report (AERR) must be approved by the board, posted to the website, and sent to Alberta Education by November 30. Planning and reporting on results achieved provide assurance to the public and the provincial government on the quality of education in the school system.

The board approved the interim 3YEP (draft) June 23, 2015. The achievement results for 2014-15 will be presented in the regular meeting on October 27, 2015.

The combined 3YEP and AERR, in draft, will be presented at the Regular Meeting, October 27, 2015 for information and to solicit any further input from the board. The financial information will not be available until the audit is finalized in November. That portion of the document will be updated at that time.

The 3YEP and AERR meets the Boards fiduciary obligations for planning and reporting as outlined by Alberta Education <http://education.alberta.ca/admin/resources/planning/reporting2014.aspx>

Strategically, the board needs to consider how the goals, outcomes, priorities and strategies align with and promote Alberta Education's and the division's mission and vision for student learning. Does the plan promote *learning for all students*?

Generative governance looks for ways to provoke discussion that "generates" ideas, not necessarily immediate action, but to practice ways to reframe issues and gain new insights. Thinking about, "what external factors/forces will most affect the school division in the coming year(s);" or, "What are we overlooking;" or "What are the most attractive, least attractive, most worrisome aspects of the plan?" are possible questions to generate thinking about the "whys" of planning and reporting. The Board may also wish to spend some time considering opportunities for engagement with stakeholders to identify issues and priorities in promoting *learning for all students*.

Recommendation:

That the Board of Trustees reviews the draft Three Year Education Plan 2015-2018 and Annual Education Results Report 2014-2015 for submission to Alberta Education November 30, 2015.

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

Bevan Daverne
Superintendent of Schools



Family School Community Resource Program

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

October 27, 2015

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 "Dr. Kandace Jordan".

Dr. Kandace Jordan
Associate Superintendent of Schools



**Golden Hills School Division No. 75
Report to the Regular Meeting of the Board of Trustees
Regular Agenda
October 27, 2015**

To: Bevan Daverne
Superintendent

From: Dr. Kandace Jordan
Deputy Superintendent of Schools

Re: Family School Community Resource Program

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

Resource Persons: Deb 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 two decades and continues to provide invaluable support to students and their families. Key Funding partners include Child and Family Services, Golden Hills School Division, Drumheller/Kneehill/Wheatland Regional Family and Community Support Services and the 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 services 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.

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 on psychosocial issues, and works with school and community to organize prevention programs on a broader scale. Many of the team members are active with a variety of community groups such as Interagency, JumpStart and SWAT.

Why do teachers, students and their families benefit from this Program?

Alberta Education's Vision is to create an inclusive education system where each student is successful. At the core of inclusion is the concept of making differences ordinary so that all students have a place, feel valued, welcomed and equipped for success. In June 2015, Bill 10, was incorporated into the School Act which states a responsibility to ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

According to the ATA Blue Ribbon Report in Inclusive Education in Alberta (Sept. 2014), in addition to changes in policies and practices in inclusive education, the classroom itself has changed dramatically in complexity over the last number of years, particularly with regard to students' social-emotional/behavioral needs. Mental health issues are on the rise for children and youth. Research on the health of Canadians estimates that 10.20 percent of Canadian youth are affected by a mental illness or disorder – the single most disabling group of disorders worldwide (Canadian Mental Health Association, 2014). In addition, 14.7 percent of school age children aged two to five years exhibit high levels of emotional or anxiety problems, and 14.2 percent of children exhibit high levels of physical/aggression, opposition or conduct disorders (Government of Canada, 2009).

This trend reflects the reason for referral to the Family School Community Resource Counseling Program. In 2014-2015 over 50 percent of the referrals were due to mental health problems with the majority being related to anxiety. Overall we noted an increase in referrals for depression and particularly Non-suicidal Self-Injury.

According to the Blue Ribbon Report various agencies estimate that 30-40 percent of children could be deemed at risk for a variety of reasons (including pregnancy, drugs and crime) apart from the identified population of students with exceptionalities. In students exposed to developmental trauma (including parental domestic violence, parental substance abuse and neglect) emotional, physical and sexual abuse is on the rise. In Alberta one in ten children lives in poverty (Edmonton Social Planning Council, 2013).

In light of Alberta's current economy we can expect this number to rise along with the associated stressors for families. In 2014-2015 25 percent of referrals were based on issues such as family violence, abuse, lack of housing, financial concerns, teen pregnancy and substance abuse. In the spring of 2015 the FSCR program counselors, along with a variety of other professionals in the community, were fortunate to participate in a two day training session hosted by the Central East Collaborative – RCSD on Working with Challenging Youth through a trauma informed lens.

The remaining 25 percent of the referrals were based on more traditional school concerns, such as academic performance, attendance, and peer relationships including bullying and grief/loss issues. FSCR counselors assisted over 250 children and their families in accessing other community agencies such as Alberta Health Services, Children and Family Services, WFCSS (foodbank), low income housing and Jumpstart/Kids Sport. Even larger numbers of students participated in the program through targeted interventions (e.g. Emotional Regulation, Social Skills Group) classroom and school-wide presentations. FSCR counselors played a key role in helping teachers implement universal evidence based social-emotional learning programs such as Mind-Up, Zones of Regulation and Promotion Alternative Thinking

Strategies (PATHS). Supporting students in the social-emotional learning domain allows them to be more available for the learning opportunities afforded to them and promotes safe, caring and respectful learning environments.

It is interesting to note that in the ATA Blue Ribbon Report 235 of teachers across Alberta felt there was sufficient school based expertise in mental health and counseling. In Golden Hills School Division, all schools have regular access to FSCR counselors with larger schools such as CMJH, Greentree, DVSS and SHS having close to a full-time equivalent of service delivery.

Numbers of students who had an Intervention Plan developed through the program in 2014-2015.

97 students in Drumheller and 406 students in Wheatland County were provided intensive one-on-one counseling along with numerous students in Kneehill County.

Primary Reasons for Referral

- Emotional and Behavioral Regulation - i.e. Stress/Anxiety Management, Anger Control, Depression, Self-Harm, Suicidal Ideation
- Family Issues – i.e. Divorce/Separation, Blended Families, Parent Mental Health Problems, Grief/Loss, Family Violence, Poverty
- Peer Relationships – i.e. Conflict Resolution, Bullying, Social Skills
- Substance Abuse – i.e., Student and/or Parent addictions

Many other students were served through the program through counselling groups using evidence based interventions and classroom presentations on topics such as social skills/friendship groups, conflict resolution groups, emotional regulation groups and self-esteem.

Drumheller	Kneehill	Wheatland
<ul style="list-style-type: none"> - Social-Emotional Groups – 7 - Facilitation of <i>Roots of Empathy Program</i> at Greentree - Peer mediation - Logo group 	<ul style="list-style-type: none"> - Social-Emotional Support groups – 8 (serving 59 students) - 136 Classroom presentations - 13 Community Presentations - Organized 37 guest speaker presentations and Roots of Empathy Program 	<ul style="list-style-type: none"> - 23 Groups delivered serving 129 students <p>School Presentations:</p> <ul style="list-style-type: none"> - Healthy Wellness Days at Brentwood with students from Brentwood, Wheatland, Carseland and Standard School - Healthy Choices/Positive Behaviors to Grade 3 students at Westmount, Wheatland, Brentwood, Standard, Carseland and CBV School. <p>CBV</p> <ul style="list-style-type: none"> - Mind-Up/Strong Kids at Central Bow Valley School. Whole school intervention - Wellness mentors supporting FSCRC – 27 groups – 182 students

The program was instrumental in helping over 200 students and their families connect with other service providers such as Alberta Addiction and Mental Health, Alberta Health Services, Child and Family Services, Family Supports for Children with Disabilities, Food Bank, Legal Aide, Low Income Housing, Parent Link and Salvation Army, Jumpstart, Kids Sport, Strathmore Women's Shelter.

Does the Program work?

As an evidence-based program the positive outcomes are measured and reported. Agency, colleague, parent and student surveys are completed yearly. Detailed results are available in the year-end reports compiled separately for each program. The following is a "snapshot" of the program's effectiveness:

Drumheller

72% of students and their families attained their goals
20% made improved progress towards their goals

Kneehill

94% of individual clients, aged nine and over perceived an increase in support after working with a Family Resource Worker, and 88% of adults and children voluntarily accessing Family Resource Worker counselling services reported increased confidence in dealing with problems

Wheatland

73% of students and their families attained their goals
20% made improved progress toward their goals

Overall, improved behavior, enhanced family relationships, ability to deal with mental health problems, and positive interpersonal functioning, are readily observed in individuals who participate in the program.

Detailed results are available in the year-end reports compiled separately for each program.

What are people saying about the Program?

Quantitative information about a program is always important but it is the qualitative information which can highlight its effectiveness. Here are just a few comments from the program surveys:

Students

She has helped me understand why I get so angry at times and how I can use different strategies to calm myself down and return to class.

I think it helps to have a counselor at the school because they are always there – it has helped me change my problems with friendship – now I am much happier.

She is someone that I easily have connected to and she has helped come to understand that all people see things differently and that it doesn't always have to be my point of view that is the correct one. I never left a session where I didn't feel that I had learned something about myself.

She has helped me to understand the importance of having goals that can be attained – I feel really safe talking with her and now realize how I always set myself up for failure.

Staff

This program is invaluable. It is a tremendous support to our students and families.

It's getting to the point that we could have a counselor on staff full time at our school- schools are being asked to fill so many roles that – our needs are getting greater for our students.

More time, more help, more availability as we have so many students who could benefit from this program but I've been reluctant to overload and displace higher-priority kids.

We are fortunate to have such dedicated people who are always accessible and willing to meet with students and staff to discuss problems at home/school.

Parent/Caregiver

Things are much better at home now that I have a better understanding of how I played into the issue

Our daughter gained a great deal of confidence in dealing with her anxiety throughout the school year.

I can't give enough praise to this program. It has helped my child and myself so much – glad to see that there is help with students who are struggling – it sure made difference in our home.

It has eased my son's anxiety greatly and he is more able to articulate his emotions.

I have gained more confidence with my parenting of my daughter as she can be quite challenging some days and I feel the support that I get from her school counselor has helped give me different ideas for behavior management.

My child is able to talk to someone they have seen regularly – at different agencies you are always seeing someone new – just didn't work for him.

I am a very satisfied parent – the coping strategies taught to my child dealing with issues were great and helped immensely.

Agency

"A valuable intervention program with strong staff who connect well with children, youth, families and other community organizations"

Moving Forward – Trends

- Community growth continues to mean that there are an increased number of students and their families who require the support of the Family School Community Resource Program while our staff allocations remain the same. The Family School Community Resource Counseling program will continue to expand their supports at a universal level to assist teachers in providing effective positive behavioral supports in the classroom, while individualized supports will be available for the more complex children and their families.