



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, September 22, 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 **Board of Trustees Organizational Meeting (2015/08/25)**
 - 6.2 **Regular Meeting of the Board of Trustees (2015/08/25)**
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. **Trustee Compensation**
 - 8.1.2. **Advocacy Planning**
 - 8.2. **Information Items**

B. Daverne

B. Daverne

8.2.1. **Preliminary Enrolment Monitoring Report (September 2015)**

T. Sabir

8.2.2. **System Enhancement**

K. Jordan

8.2.3. **AP 402 - Support Staff Growth, Supervision and Evaluation**

B. Daverne/W. Miskiman

8.2.4. **Provincial Bargaining**

B. Daverne

9. **ADJOURNMENT**

Draft



MINUTES

Golden Hills School Division No. 75

Board of Trustees Organizational Meeting

Meeting Type : REGULAR BOARD MEETING

Date : Tuesday, August 25, 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
- Joyce Bazant
- Alan Larsen (Absent)

d) Superintendent of Schools

- Bevan Daverne

e) Associate Superintendents

- Kandace Jordan (Absent)
- Wes Miskiman (Absent)

f) Secretary/Treasurer

- Tahra Sabir

g) Recording Secretary

- Kristy Polet

Call to Order

Secretary-Treasurer Sabir called the meeting to order at 9:34 a.m.

Pecuniary Interest Forms

(Action Items)

The Pecuniary Interest forms for Trustees were distributed with a request to advise of any changes.

Election of Chair

(Action Items)

Resolution #BD20150825.1001

Secretary-Treasurer Sabir called for nominations for Chair.

Trustee Kletke nominated Trustee Price.

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.

Trustee Price was acclaimed as Chair of the Golden Hills Board of Trustees for the 2015-2016 term.

Carried Unanimously

Election of Vice-Chair

(Action Items)

Resolution #BD20150825.1002

Chair Price called for nominations for the role of Vice-Chair.

Trustee Nielsen nominated Trustee Tucker.

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

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

Chair Price declared nominations closed.

Trustee Tucker was acclaimed as Vice-Chair for the Golden Hills Board of Trustees for the 2015-2016 term.

Carried Unanimously

Signing Authority

(Action Items)

Resolution #BD20150825.1003

MOVED by Trustee Tucker that the representatives for the Signing Authorities stay the same for the 2015-2016 term.

- Chair Price
- Vice-Chair Tucker
- Trustee Bazant
- Manager of Finance, Michael Kuystermans; or
- Superintendent Daverne; or
- Secretary-Treasurer Sabir

Carried

Meeting Dates and Times

(Action Items)

Resolution #BD20150825.1004

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

BOARD MEETINGS 2015-2016

August 25, 2015	September 22, 2015	October 27, 2015
November 24, 2015	December 15, 2015	January 26, 2016
February 23, 2016	March 22, 2016	April 26, 2016
May 24, 2016	June 21, 2016	

Carried

Trustee Expenses/Pier Diems/Mileage Rate/Benefit Rate/Other Expenses
(Action Items)

Resolution #BD20150825.1005

MOVED by Trustee Kletke that the Board of Trustees follow the existing principles with a review of Policy 7, Appendix A (Trustee Expenses/Per diems/Mileage Rate/Benefit Rate/Other Expenses) at the September 22, 2015 Board Meeting.

Carried

Conference Attendance and Provincial Alberta School Boards Association Meetings and Conferences
(Action Items)

Board of Trustees discussed conference attendance and Provincial ASBA Meetings.

Nomination/Election of Standing Committee Members
(Action Items)

Resolution #BD20150825.1006

MOVED by Trustee Kletke that Trustee Nielsen(Primary) and Trustee Bazant be appointed as representatives to the Alberta School Boards Association Zone 5 meetings, with Chair Price as alternate. Trustee Nielsen will be assigned the responsibility of reporting to the Board and voting on behalf of the Board as required.

Carried

Resolution #BD20150825.1007

MOVED by Trustee Nielsen that the representatives for the PSBAA meetings stay the same for the 2015-2016 term.

- Trustee Kletke
- Trustee Larsen (Alternate)

Carried

Resolution #BD20150825.1008

MOVED by Trustee Tucker that the representatives for the PSBAA Council meetings stay the same for the 2015-2016 term.

- Trustee Kletke
- Trustee Larsen (Alternate)

Carried

Nomination/Election of Representatives to External Committees
(Action Items)

Resolution #BD20150825.1009

MOVED by Trustee Nielsen that the representatives for the Audit Committee stay the same for the 2015-2016 term.

- Full Board

Carried

Resolution #BD20150825.1010

MOVED by Trustee Bazant that the representatives for the Capital Planning Committee stay the same for the 2015-2016 term.

- Full Board

Carried

Resolution #BD20150825.1011

MOVED by Trustee Tucker that the representatives for the the Strategic Planning Committee stay the same for the 2015-2016 term.

- Full Board

Carried

Resolution #BD20150825.1012

MOVED by Trustee Kletke that the representatives for the Policy Committee stay the same for the 2015-2016 term.

- Trustee Nielsen
- Trustee Bazant
- Trustee Tucker (Alternate)
- Superintendent or designate

Carried

Resolution #BD20150825.1013

MOVED by Trustee Nielsen that the Bargaining Committee stay the same for the 2015-2016 term.

- Full Board

Carried

Resolution #BD20150825.1014

MOVED by Trustee Bazant that the representatives for the Advocacy Committee stay the same for the 2015-2016 term.

- Full Board

Carried

ADJOURNMENT

Resolution #BD20150825.1015

MOVED by Trustee Kletke that the Board of Trustees adjourn the meeting at 10:00 a.m.

Carried

Chair

Secretary-Treasurer



MINUTES

Golden Hills School Division No. 75

Regular Meeting of the Board of Trustees

Meeting Type : REGULAR BOARD MEETING

Date : Tuesday, August 25, 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

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c) Trustee

- Barry Kletke
- Sherri Nielsen
- Joyce Bazant
- Al Larsen (Absent)

d) Superintendent of Schools

- Bevan Daverne

e) Associate Superintendent

- Kandace Jordan (Absent)
- Wes Miskiman (Absent)

f) Secretary/Treasurer

- Tahra Sabir

g) Recording Secretary

- Kristy Polet

Call to Order

Chair Price called the meeting to order at 10:00 a.m.

In Camera

Resolution #BD20150825.2001

MOVED by Trustee Nielsen that the Board of Trustees go *In Camera* at 10:01 a.m. to discuss legal matters.

Carried

Resolution #BD20150825.2002

MOVED by Trustee Nielsen that the Board of Trustees rise from *In Camera* at 10:25 a.m.

Carried

BREAK

Recessed at 10:25 a.m.

Reconvene at 10:35 a.m.

Approval Of Agenda

Resolution #BD20150825.2003

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

Carried

Presentation of Minutes

Resolution #BD20150825.2004

MOVED by Trustee Tucker that the Board of Trustees approve minutes of June 23, 2015 Regular Meeting as presented.

Carried

Resolution #BD20150825.2005

MOVED by Trustee Tucker that the Board of Trustees approve the minutes of July 8, 2015 Special Meeting as presented.

Carried

Chair's Report
(REPORTS)

Chair Price reported on the following items:

- Discussed letter for Education Minister Eggen.

Board Committees
(REPORTS)

No information to report on at this time.

Board Representatives to External Organizations
(REPORTS)

Trustee Bazant presented information from the Regional Recreational Enhancement Committee (RREC) meeting:

- Bylaw is ready and will be presented at the RREC August 26, 2015 meeting.

Administration Reports
(REPORTS)

Superintendent Daverne presented information on the following:

- Update on Facility work at our schools.
- Informed Trustees of Town Meeting being held September 16, 2015 at 7:00 p.m.
 - Discussing Edgefield Division;
 1. Allow space for school, and
 2. Density changes.
- Discussed 55 Plus Summer Games
 - Golden Hills School Division No. 75 was intricately involved with the Games through our facilities and transportation Departments.
- Discussed reviewing our Vision and Mission Statement.
- Superintendent Daverne is the new Zone 5 CASS Chair.

Secretary-Treasurer Sabir presented information on the following:

- Transportation:
 - Busy time right now, getting drivers and busses ready for first day of school, September 1, 2015.
 - Bus Driver Orientation;
 - August 24, 2015 at Division Office
 - August 25, 2015 in Trochu Valley School
- 55 Plus Summer Games Committee presented Golden Hills School Division No. 75 with a plaque for our involvement and use of facilities.

Resolution #BD20150825.2006

MOVED by Trustee Kletke that the Board of Trustees approve Schedule C dated August 25, 2015, effective for the period of September 1, 2015 to August 25, 2016.

Carried

**Board Annual
Leadership Plan**
(Action Items)

Superintendent Daverne provided information on the Board Leadership Plan.

Resolution #BD20150825.2007

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

Carried

**Busing Boundary
Review**
(Action Items)

Superintendent Daverne presented background information on the Busing Boundary Review.

Resolution #BD20150825.2008

MOVED by Trustee Bazant that the Board of Trustees reviewed the request for busing boundary change, at this time there is no need to change.

Carried

Resolution #BD20150825.2009

MOVED by Trustee Kletke that the Board of Trustees review existing Busing Boundary Policy in the future.

Carried

BREAK

Recessed at 12:15 p.m.

Reconvene at 1:00 p.m.

**Monthly Enrolment
Monitoring Report
(June 2015)**
(Information Items)

Secretary-Treasurer Sabir presented information on the Monthly Enrolment Monitoring Report (June 2015).

**IMR and Capital
Projects Report
(Summer Update)**
(Information Items)

Secretary-Treasurer Sabir presented a PowerPoint on IMR and Capital Projects completed over the summer. There is still the need to continue to advocate for funding and close the gap between industry standards and actual funding. We are appreciative of the one-time extra funding provided for the 2014/2015 year.

The Board of Trustees acknowledges and appreciates all the work that the Golden Hills Maintenance Department has done over the summer to have schools ready for the students.

**Grant Funded
Projects - New
Alberta Education
Process**
(Information Items)

Secretary-Treasurer Sabir presented information on the New Alberta Education Process for Grant Funded Projects.

ADJOURNMENT

Resolution #BD20150825.2010
MOVED by Trustee Kletke that the meeting adjourn at 2:30 p.m.

Carried

Chair

Secretary-Treasurer



TRUSTEE COMPENSATION

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

September 22, 2015

Background:

School Boards compensate their trustees in many different ways and remuneration methods vary between school divisions. Alberta School Board Association provides jurisdictions with comparison data for remuneration.

What Happens Currently in Golden Hills

Trustees at Golden Hills are compensated at a monthly rate; a meeting rate and a travel rate based on hours and mileage. A monthly technology allowance is also provided. Please see attached Appendix A from Board Policy 7 for further details.

In 2012, the Board of Trustees set up an External Committee outside community members that reviewed trustee remuneration.

History

In 2012 an External Committee was asked to review compensation and make recommendations based on Golden Hills current compensation structure.

As per the motion, the External Committee met and reviewed trustee compensation:

- Current overall compensation data was used as collected by the Alberta School Boards Association.
- Current compensation data was used as collected from additional and neighbouring Boards by GHSD administration.
- Comparisons from other school boards of similar size were reviewed.
- Overall compensation was compared while taking into account the varying remuneration systems in place across school districts.

The findings were:

- Average Trustee total compensation for 2013/2014 for all Boards was \$31,151 (average of 32 boards).
- Average Trustee total compensation for similar sized Boards, for 2013/2014 was \$29,119.
- Average Golden Hills School Division trustee total compensation was \$22,265 in 2014/2015.

Please note:

- The total average compensation includes all remuneration including benefits and travel expenses.
- There are other costs enveloped in the Governance Budget that are not allocated to individual trustees.

Committee Recommendation Principles:

Based on Golden Hills' current compensation structure, the External Committee recommended the following:

1. Set trustee schedule for remuneration for a 3 year period of time
2. Increase trustee compensation to correspond with the average compensation of similar sized group of Boards (suggested schedules below)

Schedule #1

Proposed Monthly Rate			
	2015/2016	2016/2017	2017/2018
Chair	\$850	\$900	\$950
Vice-Chair	\$680	\$720	\$775
All other Trustees	\$510	\$540	\$575

Schedule #2

Proposed Hourly Rate			
	2015/2016	2016/2017	2017/2018
Trustees	\$39	\$42	\$45

Schedule #3 *district wide rate

Proposed Meals Rate	
	2015/2016
Breakfast	\$12
Lunch	\$17
Supper	\$22

Or \$51 per day (CRA amount)

Effective as of September 1, 2015

Recommendation:

That the Board of Trustees considers the proposed rates based on the principles set by the External Committee.



Bevan Daverne
Superintendent



Tahra Sabir
Secretary-Treasurer

Appendix A – Trustee Compensation

Monthly Rate			
	2012/2013	2013/2014	2014/2015
Chair	\$625	\$695	\$770
Vice-Chair	\$500	\$555	\$615
All other Trustees	\$375	\$415	\$460

Travel Rate			
	2012/2013	2013/2014	2014/2015
Travel Rate per hour	\$27	\$27	\$27

Technology Allowance			
	2012/2013	2013/2014	2014/2015
Technology Allowance	\$50 monthly	\$50 monthly	\$50 monthly

Use of Personal Vehicle			
	2012/2013	2013/2014	2014/2015
As set for GHSD staff travel	51.5 cents/km (current)	subject to change	As per board motion in accordance with the CRA Automobile Allowance Rate

Hourly Rate			
	2012/2013	2013/2014	2014/2015
Hourly Rate	\$29	\$32	\$35
Full Day (7 hr)	\$203	\$224	\$245

Benefits			
	2012/2013	2013/2014	2014/2015
As per trustee eligibility and choice	ASEBP Benefits OR if not eligible for ASEBP, a \$2,500 AESBP Health Spending Account	ASEBP Benefits OR if not eligible for ASEBP, a \$2,500 AESBP Health Spending Account	ASEBP Benefits OR if not eligible for ASEBP, a \$2,500 AESBP Health Spending Account

REPLACING POLICY DATED:	NEW POLICY	BOARD APPROVAL:	MOTION NO.	Page 12 of 17
March 22, 2011 Nov. 29, 2011 2011-11-29- 052 Aug, 28, 2012 BD20120828.1006 June 25, 2013 BD20130625.1005 November 5, 2013		August 26, 2014	BD20140826.2006	

Meetings

In addition trustees are remunerated for meetings including: Regular and Special Meetings of the Board, scheduled Professional Development and Information, Retreat, Committees of the Board, Representatives of External Organizations, ASBA Conventions and Provincial meetings or when representing the board at other events in accordance with a board motion, at the following rates as per daily/hourly rate.

Travel

This is remuneration for travel associated with Regular and Special Meetings of the Board, Retreats, Conventions and meetings of the provincial Alberta School Boards Association.

Technology Allowance

This is reimbursement for costs associated with technology (cell phones, telephones, fax lines, internet fees, etc.) to conduct board business.

Use of Personal Vehicle

This is reimbursement for the use of personal vehicles while on Board business.

- ♦ To be reviewed from time to time

Trustee Development

Trustees will have an allocation of \$1,000 per year, or portion thereof, for self-directed trustee development (e.g. conferences, PD seminars). This will be reimbursement for the expenses related to a trustee's development in topics related to education and governance. Expenses for the trustee include travel costs (mileage, airfare, taxi fares, parking fees, etc.), accommodations, meals, and course or seminar fees. Travel time and hourly/daily rates, if trustees wish to be compensated, are assessed to the trustee's individual allocation for self-directed development.

Insurance Benefits

ASEBP Benefits OR if not eligible for ASEBP, a Health Spending Account

Meals

This is reimbursement for meals while on Board business.

Per Diem	<u>Without Receipt</u>	<u>Reasonable Cost (with receipt)</u>
	\$10 Breakfast	As per receipt
	\$15 Lunch	As per receipt
	\$20 Supper	As per receipt

REPLACING POLICY DATED:	NEW POLICY	BOARD APPROVAL:	MOTION NO.	Page 13 of 17
March 22, 2011 Nov. 29, 2011 2011-11-29- 052 Aug, 28, 2012 BD20120828.1006 June 25, 2013 BD20130625.1005 November 5, 2013		August 26, 2014	BD20140826.2006	

Conference Attendance and Provincial ASBA Meetings

Trustees are expected to participate in board and trustee development activities and avail themselves of opportunities to meet other trustees on a local, provincial, national and international basis. Trustee expenses for attendance at Provincial ASBA meetings are receipted. Additionally, trustees have \$4,000 per person per term which is equivalent to \$1,000 per year, as in the past, for self-directed trustee development (e.g. Conferences, and PD seminars).

- (i) Submitting of Claims – Trustees are expected to submit completed expense claim forms, with receipts attached, to the chair. The chair reviews the claims and by his/her signature authorizes reimbursement. Normally, claims are processed within a ten day period. Expense claims are to be submitted within 35 days from date of expenditure.
- (ii) School Division Staff Expenses – Expense reimbursements (where applicable) for school division staff is set at the same rates as for trustees.

All expenses for Board travel when attending Alberta School Boards Association (ASBA) and Public School Boards' Association of Alberta (PSBAA) Conferences on behalf of the Golden Hills School Division No. 75 will be covered.

Accommodation

This is to reimburse the trustee for reasonable accommodation costs while on Board business.

- ♦ As receipted
- ♦ Gift allowance for private accommodations (e.g. relative's home) at \$75.00 max/stay

Other Travel Expenses

This is to reimburse the trustee for reasonable expenses related to his/her attendance at Board meetings, conferences, and committee meetings. Typical expenses would include parking, taxi fares, airfare, internet access, etc.

- ♦ As receipted

REPLACING POLICY DATED:	NEW POLICY	BOARD APPROVAL:	MOTION NO.	Page 14 of 17
March 22, 2011 Nov. 29, 2011 2011-11-29- 052 Aug, 28, 2012 BD20120828.1006 June 25, 2013 BD20130625.1005 November 5, 2013		August 26, 2014	BD20140826.2006	



ADVOCACY PLANNING

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

September 22, 2015

Background:

The Board of Trustees is highly concerned about providing the best for students both in programming opportunities available to them and in quality facilities at which they attend.

To this end, The Board of Trustees maintains an Advocacy Committee with the purpose of developing advocacy priorities and a plan to share those concerns with provincial authorities and other municipal officials.

The Board's prior Advocacy Plan is attached for information.

Recommendation:

That the Board of Trustees adopt new advocacy priorities for the 2015/2016 school year.

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

Bevan Daverne
Superintendent of School



Golden Hills School Division No. 75 Board of Trustees Advocacy Plan 2014/15

Provincial Advocacy Priorities for Golden Hills School Division

As a Board, the following points describe our beliefs around those points we wish to advocate as priorities to the province

For our students

Programming which is delivered in response to our students choices and with the flexibility of our professionals building on the strengths inherent in the communities that populate Golden Hills.

- We believe dual credit programs are highly advantageous to students, support sustainability of rural schools, are highly cost effective provincially and should be expanded.
- Inclusive Education. Golden Hills is proud of the work it is doing to reach the needs of all students that come to us. This means for those students that have greater needs, our support of inclusive education also means the recognition of the need for additional funding support. SHIP funding is critical to the supports and program we offer for kids. Cuts in this area would have a profound impact on Golden Hills' students.
- Golden Hills is a "rural" jurisdiction and this brings with it strengths and challenges. The very real distances between family homes and schools means providing choice to these students also results in increased costs in bussing. Rural communities are very committed to education and opportunities for partnerships are strong.
- Golden Hills is known for innovative programs and innovative approaches to education. Flexibility for our staff working in international markets is necessary to continue the development of this program. Support for innovation and recognition of the global marketplace is critical jurisdictions that maintain operations outside Alberta.
- Smaller rural schools, including our 18 Hutterite schools, must utilize flexible and creative program scheduling and delivery methods. Success in our schools is built on the flexibility of our staff and the ability to work collaboratively in order that our efforts of our team of professional educators will bear fruit.

For our students, we need good facilities that support an environment for learning

Provincial government funding for the maintenance and updating of Golden Hills schools needs to be significantly increased to meet the provincial standard required for the age of our facilities.

- Provincial funding to maintain facilities is inadequate. As determined by Alberta Education, the backlog of deferred maintenance for Golden Hills Schools is estimated to be approximately 25 million dollars as of their most recent school reviews.

- Golden Hills has 8 regular schools (of a total of 22 regular schools) that are past their original design life cycle of 30 years (average age of those school is 42 years old). These remain unfunded for major renovations.
- In the past 20 years, Golden Hills has been funded for major renovations or “modernizing” (not to be confused with minor facelifts) of three schools. Rockyford, Three Hills and Drumheller Valley Secondary School (approved but yet to be done, Trochu Valley).
- Outstanding is the need for the solution for the students in the schools of East Wheatland, and the communities of Gleichen, Hussar, Rockyford and Standard.

Provincial government funding for new schools for Golden Hills is needed for Strathmore, where there is strong population growth with student numbers exceeding existing public school space. Prompt response is needed given current limited capacity and the time lag from approval to having needed additional space built.

- The only new public school built in Golden Hills since amalgamation in 1995 was Strathmore High School in 2000
- The provincial government has announced the phasing out of the funding for leasing of school facilities.
- Golden Hills has two alternative program schools operating in leased facilities. These are the Prairie Christian Academy in Three Hills and the Lutheran Christian Academy in Strathmore.
- Golden Hills has indicated a willingness to work with Alberta Education to develop a new replacement arrangement to address the phase out of the leasing program. In Three Hills, all parties recognize that it will also take replacement facilities to meet the needs of today’s students and that this need is immediate for the High School in particular.

For our Team of professional educators and support people

In order to attract the best and allow our professional staff the freedom to grow individually and as a staff we need:

- To provide preferred career opportunities
- To provide a collaborative and supportive learning community
- To reward innovation and celebrate success

Over-arching belief of the Board of Golden Hills

We believe the best people to establish local priorities, and to make choices for local communities and local stake holders, are local people. The current model, where the province collects all of the money and then makes all of the decisions on the level and the targeted disbursement of funds for education, removes the ability to make many of those local decisions. Provincial officials cannot be expected to know all of the local opportunities and strengths and resulting priorities any more than Federal officials would know better how to manage provincial or municipal affairs than these counterparts.

Along with the ability to establish and pursue local priorities goes the accountability to local stake holders. The Golden Hills School Board is fully prepared to be accountable to our Division community for decisions it would make with respect to locally developed and implemented priorities.

Areas for discussion for 2014/2015

Transportation:

- No increase in funding since diesel fuel was at \$.60/litre
- Cut in Fuel price subsidy in 2012/13
- With many small schools, it is more expensive to maintain the same level of service as Boards that bus to central locations
- Even after many changes and efficiency improvements, we have a \$300,000 shortfall in our funding

Plant Operation and Maintenance (PO&M):

- Funded at ¼ of the industry standard
- Cut \$200,000 in 2013/14
- Have continued to reduce service and staff, as well as undertaken many other efficiencies, but expect a large shortfall in funding this year of approximately \$600,000

Need a new K-9 school in Strathmore:

- Our schools are full
- We continue to grow
- We have run out of room to add modular on most sites
- We have 150 students currently in leased space in Strathmore and are not receiving adequate lease funding to meet our lease agreement

Areas for discussion for 2015/2016

Transportation:

- No increase in funding since diesel fuel was at \$.60/litre
- Cut in Fuel price subsidy in 2012/13
- With many small schools, it is more expensive to maintain the same level of service as Boards that bus to central locations
- Even after many changes and efficiency improvements, we have a \$300,000 shortfall in our funding

Facilities, Plant Operation and Maintenance (PO&M):

- Funded at ¼ of the industry standard
- Cut \$200,000 in 2013/14
- Have continued to reduce service and staff, as well as undertaken many other efficiencies, but expect a large shortfall in funding this year of approximately \$600,000
- We continue to grow and have run out of room to add modulars on most sites
- We are beginning the design process for new school and rec facility in partnership with the Town of Strathmore and other partners (We have 200 students currently in leased space in Strathmore and are not receiving adequate lease funding to meet our lease agreement)

Funding Framework Review:

- CEU funding provides support for personalized learning, local decision making, partnership and equitable programming opportunities for small high schools

Bargaining

- There will be opportunities for discussion concerning new provincial bargaining framework



PRELIMINARY ENROLMENT BACKGROUNDER

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

September 22, 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 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, 2015.

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. As such, the attached report is based on FTE not headcount.

Recommendation:

That the Board of Trustees receives the Enrolment 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 "Tahra Sabir".

Tahra Sabir
Secretary-Treasurer

Preliminary Enrolment - Year 2015/2016 (Subject to change for September 30 frozen headcount)

School	Last Year September 2014/2015	Actual -Preliminary 2015/2016	Difference from this Year to Last Year	% Diff
Acme	186.50	191.00	4.50	2%
Brentwood	351.00	349.00	-2.00	-1%
Carbon	85.00	91.00	6.00	7%
Carseland	60.50	59.00	-1.50	-2%
Central Bow Valley	21.50	20.00	-1.50	-7%
Crowther Memorial Junior High	531.00	557.00	26.00	5%
Dr. Elliott	181.00	159.00	-22.00	-12%
Drumheller Valley Secondary	381.00	410.00	29.00	8%
Greentree	418.00	427.50	9.50	2%
Hussar	45.00	38.00	-7.00	-16%
Prairie Christian Academy	234.50	252.00	17.50	7%
Rockyford	42.50	35.00	-7.50	-18%
Standard	212.50	237.50	25.00	12%
Strathmore High	638.00	621.00	-17.00	-3%
Three Hills	445.00	465.50	20.50	5%
Trinity Christian Academy	129.50	151.50	22.00	17%
Trochu Valley	315.50	312.00	-3.50	-1%
Westmount	444.00	443.00	-1.00	0%
Wheatland	375.50	363.50	-12.00	-3%
Colonies	349.00	350.00	1.00	0%
Drumheller Outreach	23.00	18.00	-5.00	-22%
Northstar Academy	287.00	367.00	80.00	28%
Anchors II Outreach	10.00	10.00	0.00	0%
Golden Hills Learning Academy	98.00	105.00	7.00	7%
Strathmore Storefront	38.00	32.00	-6.00	-16%
Trochu Outreach	12.00	-	-12.00	-100%
GRAND TOTAL	5,914.50	6,064.50	150.00	2.54%

Grade Configurations Analysis

	2015/2016	2014/2015	% Change
Kindergarten	433.00	468.00	-7%
Grades 1-3	1,421.00	1,426.00	0%
Grades 4-6	1,454.50	1,414.00	3%
Grades 7-9	1,467.25	1,347.00	9%
Grades 10-12	1,505.25	1,493.00	1%
	6,064.50	5,914.00	2.54%
	216.50		

K @ full

6,281.00

Siksika Students	# Students
Central Bow Valley	52
Westmount	25
Strathmore High	37
Standard	8
Crowther Memorial Junior High	32
Carseland	1
TOTAL	155

International Students	# Students
CMJH	10
DVSS	41
PCA	19
SHS	64
Three Hills School	10
Westmount Elementary	2
Wheatland Elementary	0
TOTAL	146

Total Headcount 2015/16
6,582.00



SYSTEM ENHANCEMENT BACKGROUNDER

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

September 22, 2015

Background:

Ongoing, relevant, and timely professional development is critical in order for school divisions to continue to meet the needs of their students and to run an efficient organization. In particular, teachers and administrators require ongoing professional development in order to learn about, and utilize, best research-based practices within education.

In order to meet the diverse learning needs of our teachers and administrators, we design numerous PD opportunities for our staff within our various projects and initiatives, which include individual, school-based, and division-wide opportunities.

The System Enhancement Monitoring Report outlines the main PD activities of the 2014/2015 school year and indicates some of the future trends and directions.

Recommendation:

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

A blue ink signature of Bevan Daverne, written in a cursive style.

Bevan Daverne
Superintendent

A black ink signature of Dr. Kandace Jordan, written in a cursive style.

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

September 22, 2015

To: Bevan Daverne
Superintendent

From: Dr. Kandace Jordan
Deputy Superintendent of Schools

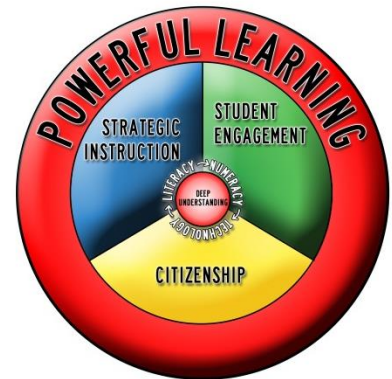
Re: System Enhancement

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

Resource Persons: Sue Humphry, Jane Gallacher, Jeff Grimsdale, Shelley Friesen, Jaelyn Birch

Overview:

Golden Hills School Division (GHSD) recognizes the importance of quality, ongoing learning opportunities for professional staff in order that they in turn, may provide the highest levels of instruction to support students. Teachers are encouraged to continuously analyze the impact of their instruction on student learning; to be purposeful and reflective in their teaching practice. They are also encouraged to examine research and implement best practices in order to help students to be competitive and successful in a globally connected and rapidly changing world. During the 2014-2015 school year, system enhancement continued to focus on our Powerful Learning Model. Teams of teachers worked together to examine evidence of student learning and build competence in a variety of strategies to increase foundational literacy and numeracy skills, as well as foster collaboration, communication, critical thinking, and problem solving. The professional learning for teachers in GHSD has continued to focus on designing and implementing “powerful learning” with an emphasis on making “critical thinking visible”.



As outlined in *Inspiring Education*, all students are inspired to achieve success and fulfillment as engaged thinkers and ethical citizens with an entrepreneurial spirit. The Professional Learning offered in GHSD is focused on the competencies that our students will need to be successful now and in the future. Most of

today's jobs require specialized knowledge and skills, including the capacity to design and manage one's own work; communicate effectively and collaborate with others: research ideas; collect, synthesize, and analyze information; develop new products and apply bodies of knowledge to novel problems that arise (cited in Linda Darling-Hammond 2008, pg. 1 –Drucker, 1994). With these identified skills and competencies in mind, it becomes necessary for instructional practices to shift in order to better serve our students.

Critical Thinking

- Critical thinking is a key component of powerful learning. GHSD has recognized the importance of infusing critical thinking into our classrooms and has partnered with the Critical Thinking Consortia (TC2) including Garfield Gini-Newman and key facilitators. During the 2014-2015 school year, the TC2 team worked with GHSD teachers to understand the tweaks they can make to lessons in order to intentionally develop critical thinking.
- Students are invited 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.
- Garfield 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). In this way, 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. This emphasis is consistent with Inspiring Education.
- Critical thinking is one of the core competencies identified by Alberta Learning. In order to foster critical thinking and problem solving, GHSD teachers are encouraged to reflect on their own inquiry and investigative processes and thereby learn how they as teachers observe, think, and question their students (Galileo Network).

New Curriculum

In our ever-changing world, we must prepare students so they have the attitudes, skills and knowledge to succeed in a dynamic, technological and global society. In partnership with Alberta Education and building on the strengths of our existing provincial programs of study the 2014-2015 school year, the following updates to curriculum took place:

Math – Although the curriculum has not changed, Kindergarten to Grade 9 has made some clarification to the Program of Studies. All schools have been provided updates on these clarifications and links to parent fact sheets. Our report card will also reflect these modifications. These clarifications of the curriculum put a heavy emphasis on students learning basic number facts. One of the guiding principles in our GHSD numeracy framework is mastery of basic facts.

Science – Some regular maintenance of curriculum Grade 7-12 curriculums was completed. These minor housekeeping revisions include:

- Updated links to the Mathematics Program of Studies to align with recent revisions to the program;
- Updated links to the Career and Technology Studies (CTS) Program of Studies in the Science 14-24 and Sciences 14-24 programs of study to align with the revised CTS program; and
- Other minor revisions.

These updates have no significant impact on provincial assessments or on the use of current authorized resources.

Our Junior and Senior High Science teachers are working together during the school division collaborative days to prioritize curriculum and to design and create effective assessments to enhance and improve teaching and learning.

Career and Technology Studies: To ensure students continue to have every opportunity to pursue their career interests and succeed in today's knowledge economy, the ministry is created four new apprenticeship training pathways that became available in February 2014. These include Auto Body Technician (ABA), Heavy Equipment Technician (HEA), Millwright (MWA) and Plumber (PLA).

Career and Technology Foundations (CTF) is under development and includes a new digital curriculum for students in grades 5 to 9. CTF supports flexible, interdisciplinary learning where students explore interests and passions while making personal connections to career possibilities and technologies associated with various Career and Technology Studies (CTS) occupational areas.

Curriculum redesign is a component of Inspiring Education. Alberta Education is leading a transformational shift in provincial curriculum through the Curriculum Redesign Initiative. Curriculum Redesign builds on innovative education practices already happening across the province. As part of this initiative, new programs of study, assessments, and learning and teaching resources are being developed that will focus on building student competencies such as innovation, communication and collaboration. There will also be a strong focus on literacy and numeracy as the foundation to every subject, at every grade level. Curriculum prototyping occurred in a number of locations last year, however, with the changes in Government curriculum redesign, is in a discussion phase and is being revisited by the Education Minister. Golden Hills School Division is moving ahead with our powerful learning model to improve student learning and create a deep understanding.

Alberta Education has several publications related to this report. These documents can be located on the following websites:

Inspiring Action on Education:

<http://ideas.education.alberta.ca/media/2905/inspiringaction%20eng.pdf>

Action on Curriculum:

<http://education.alberta.ca/department/ipr/curriculum.aspx>

Report cards

GHSD has encouraged assessment practices that help improve student learning and in particular assessment for learning practices. This work has included more careful attention to priority curriculum outcomes and some shifts in reporting of student progress.

*New PowerSchool

- GHSD implemented a new student information system (K-12) and reporting system (Grade 7-12) in January 2015 called PowerSchool.
- A professional development plan was created to help support teachers, administrators and office administrators. Part of the professional development plan included training on site teacher leaders to provide support in their schools.
- Eight professional development training days were used to introduce a variety of topics to support learning.
- The report card committee worked together to design and create the new GHSD report card.
- Two schools opened the parent portal for the new report card. This allowed parents to view attendance and students marks online. Our school division will be in a transition period until November 2015, when the parent portal will be open for all parents.
- PowerSchool resources were developed on the Golden Hills Learning Commons. These resources included tutorials, quick reference guides, and the junior high prioritized curriculum.
- Instructional coaches supported numerous teachers in setting up their gradebooks

StudentsAchieve

- Continue to provide clear communication to our parents, through a website to answer frequently asked questions and provide more information about the Learner Profile (report card).
- The StudentsAchieve teacher website continues to provide support to our teachers. The site has numerous videos, step by step instructions, prioritized curriculum, and report card communication pieces. Instructional coaches also provide support to requesting teachers.
- Teachers collaboratively worked together to make minor changes in the prioritized outcomes in social.
- Instructional coaches worked closely with new teachers to provide support
- Literacy and numeracy school-wide assessment have been developed and will be stored in StudentsAchieve.
-

Learning How to Learn Project

The goal of the project is to increase student achievement through explicit instruction in how the brain works, how to enhance memory and how to think critically. Students will learn about ‘the learning process’ and how they can reshape their brain through learning as they acquire the thinking and learning strategies necessary for lifelong learning. The concept of the “growth and fixed mind set” will be taught as a strategy to increase motivation to learn. In year one of the project, students will be provided explicit instruction in how to learn through a set of eight lessons as well as be provided small group coaching while studying and learning concepts (Science and social studies for grade 6 students). The intervention teacher will work both within the classroom and in a targeted pull out setting to provide small group support.

The power of “story” in the First Nations culture will be incorporated to teach for understanding in Grades 2-6. The importance of developing oral language and vocabulary is recognized and students will also work on vocabulary instruction.

The project focuses on building knowledge and understanding. It is recognized that unless new knowledge becomes integrated with the learner's prior knowledge and understanding, this new knowledge remains isolated, cannot be used effectively in new tasks, and does not easily transfer to new situations. Our goal of the project is to foster critical and strategic thinking in their approach to learning, reasoning, problem solving, and as the foundation to innovation.

Students in this project will learn how to reflect on how they think and learn and be provided direct support to practice and apply the learning strategies presented in the lessons. The lessons are research based and were developed using key resources referenced in this summary.

Literacy

Literacy is defined as the ability to understand, respond to and use language to share information and interact with others. GHSD acknowledges that literacy is more than reading and writing and has expanded to include digitally rich contexts where students have “anytime, anywhere” access to information. Our students need to be able to use information and insights from text as the basis for informed decisions and creative thought within a global environment.

During the 2014-2015 school year, GHSD continued to support the literacy needs of students through the Early Literacy Team, School Based Literacy Intervention teachers and Instructional Coaches who provided supports and services.

- Early Literacy Intervention was offered to struggling readers in grades 1 and 2
 - ELI intervention served 125 students in grade one and two. This represents 13% of our grade one students and 19% of our grade two students. Intervention sessions were offered over a four month period compared to three months the previous year. Results indicated that the average growth made by the students was approximately one year compared to 8 months the previous year when fewer intervention sessions were offered. Grade 1 students improved on average 1.23 grade levels and Grade 2 students improved on average 1.0 according to the Schonell Graded Word List. The Grade 3 and 6 provincial exams were reviewed to explore whether or not they were able to sustain the gains they made in ELI over time. 84% of the students who received ELI were measured in the “Acceptable” range in reading in grade 3 (Up from 80%). 77% in grade 6 and 81% in grade 9 reached “Acceptable”.
 - Support was provided in the implementation of the “Daily Five” and “Words Their Way” throughout the division
 - The GHSD Literacy Framework was developed to promote best practices in literacy instruction and assessment, as well as foster common assumptions and beliefs in the area of literacy
 - A literacy progression document was developed for teachers to act as a guide that outlines the acquisition of literacy skills.
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- The “Leveled Literacy Intervention Program” (LLI for grades 1, 2 and 3) was expanded to include fourteen schools up from the previous year of five schools. Teachers were provided the training and resources to implement the targeted intervention program for students struggling in literacy acquisition both within the classroom (Grades 1-3) and as a pull-out targeted program. The results indicated that students who were provided the intervention made outstanding progress in literacy. Teacher feedback was extremely positive and supported the continued implementation of this program in the next school year.
 - A targeted intervention program using the Leveled Literacy Intervention program combined with ELI strategies was provided in one of our schools with a high First Nations population. The intervention was provided in a pull out setting. A math intervention program was also developed and offered to small groups of “at-risk” learners. Pre-post testing indicates growth in both reading and numeracy.
-

English Language Learning (ELL)

English Language Learning opportunities continued to be monitored in the school division through assessment and classroom visitations. GHSD maintains a strong link with other school divisions and the government to develop supportive resources and practices. Numerous professional learning sessions and instructional coaching was made available to GHSD teachers on an as needed basis. Opportunities were provided to teachers providing practical guidance on how to effectively employ adaptive, differentiated, and inclusive instruction for diverse student needs.

To support the goal of providing ESL students with planned systematic instruction and support that will help ESL students be successful, resources were developed in collaboration with IMC including the purchasing of dual-language books, differentiated reading materials, and dual-language picture dictionaries. Resources were previewed and purchased to encompass the wide range of English Language proficiency evident in the division.

In order to monitor English Language proficiency, and comply with Alberta Education standards, teachers are utilizing the Alberta Education ESL Benchmark tracking sheets, the IPT English Language Proficiency assessments, and ongoing informal assessments. An ESL insert report card, documenting the child’s English Language proficiency, is included in the child’s regular report card twice a year.

Professional Learning

Teachers in GHSD are lifelong learners and their work continues to be supported through a number of professional learning opportunities for staff. The following Professional opportunities were offered during the 2014-2015 school year:

- All elementary teachers were provided four collaborative days to work with their grade level teams. Teacher teams worked to deepen their understanding of Assessment for Learning strategies and designing Powerful Learning. A number of teams began with creating common assessments, examining student data and working together to determine next steps for students.
-

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- Garfield Gini-Newman and other members of the Critical Thinking Consortia worked with teacher teams, learning coaches and administrators to understand how to integrate critical thinking into our Powerful Learning work. A number of schools invited Wally Diefenthaler to work with PLC's a number of times throughout the year to support lesson and unit design that incorporated critical challenges.
 - Individual schools developed system improvement plans that focused on Powerful Learning. A number of schools contracted staff from the Critical Thinking Consortia to work with grade level teams within the school. Teacher teams were guided over a number of small group sessions on how to create a critical challenge and how to tweak their instruction to foster critical thinking. Teachers involved in this work reported excellent results.
 - The Instructional Coaches offered PD sessions in the areas of literacy and numeracy. Teachers learned about the Daily Five program and refinements in implementation. Interested math teachers spent one day learning about research and best practices in teaching foundational math skills. They developed basic facts strategy posters and bookmarks which were shared to all teachers.
 - Teachers were trained in the Jump Math program.
 - Grades 1-3 teachers attended the Leveled Literacy Intervention two day training through CRC and many schools are offering this program in their schools.
 - Interested teachers attended a training day on how to handle behavior challenges in their classroom and were given support in developing Behavior Support Plans to enhance student behavior in the classroom.
 - The Kindergarten team continued to implement the strategies and inquiry methods outlined by Susan Kempton. A focus group of four kindergarten teachers participated in webinars and conversations on fostering inquiry and play in the kindergarten classroom. These sessions were offered throughout the school year.
 - Grade 10-12 English and Social Studies teachers continued to work on improving critical essay writing and critical thinking. This work was led by Researcher, Johanna de Leeuw developer of the "Interactive Dynamic Modeling Process", which includes annotated benchmarked models, procedural models and dynamic models.
 - System coaches and school based coaches, administrators and teachers attended various external PD opportunities including AB Ed meetings, conferences and workshops.
 - Three schools hired school based coaches to work weekly with small groups of teachers within their schools.
 - All teachers had the opportunity for additional PD that was funded out of their school-based PD funds. The majority of the time was spent in small groups and many were inter-school groupings.
 - Instructional Coaches provided ongoing PD to teachers through co-planning, modeling of powerful strategies and support in understanding and implementing research based best practices.
-

Instructional Coaches

Throughout the 2014-2015 school year, GHSD Instructional Coaches supported the implementation of system initiatives through individual coaching, work with teacher teams, as well as large group system PD sessions. The coaches played a key role in planning and overseeing the four Collaborative Days, as well as a number of other Professional Learning opportunities both within schools and at a system level. The importance of continuing to develop Assessment for Learning strategies, as well as the integration of high impact instructional strategies was stressed, with a particular focus on the intentional integration of “Critical Thinking” in lessons.

- 67% of teacher’s accessed coaches to further develop practices in the area of Strategic Instruction with 48% of the support focusing on infusing critical thinking into the classroom. Other areas that teachers accessed coaches for included technology integration, lesson/unit design, AFL strategies, Students Achieve/new report card implementation.
- 40% of support provided to teachers was through co-planning, which is an increase from 25% last year and 8% of the support was through Lesson Modeling. Most of the time was spent in collaboration, 83% up from 56% last year.
- 77% of teachers who accessed an Instructional Coach rated the impact of collaboration on their teaching practice as high or very high.
- 65% of teachers rated the impact of the collaboration on student learning as high or very high, which is lower than last year, which can be attributed to the large number of teachers who were supported by coaches in implementing power school and grade book. This type of coaching support would not be expected to directly impact student learning.
- 82% of teachers reported that work with the Coach helped them to effectively or very effectively achieve their goals.

The work of the coaches included the following:

- Collaborated with teachers in the implementation of Powerful Learning.
- Support for teacher’s in inclusive education practices.
- Building of teacher capacity to explore innovative instructional practices through systematic modeling, co-teaching and feedback.
- Use of data and meaningful research to improve instruction and enhance learning.
- Acted as a resource for assistive technology support and integrated technology for use by all students.
- Connected and supported teachers with resources and professional development opportunities.

Technology

Golden Hills School Division continues to encourage and support system wide improvement that embraces powerful learning design, citizenship, strategic instruction and student engagement. Technology is promoted as a meaningful learning tool within this system. The focus continues to be on

building capacity in both teachers and students through access and support of technology in a collaborative environment. The continued success and growing need of the Assistive Technology Lending Library allows students and teachers access to iPads with proven apps. In the spirit of inclusive education, all students benefit from text to speech programs; netbooks and desktop computers have WordQ/SpeakQ and Chromebooks users have read&write for Google.

Coaches provided support in the following capacities:

- ActivInspire – Activiboards and flipchart building
- Assistive technologies
- Blogs
- Digital Citizenship
- Digital Creation tools
- Digital Storytelling
- Google (Classroom, Google Docs, Sheets, Forms, Drawings, Calendar, and Slides)
- iPads – Apps
- Online portfolios
- Learning Commons resource access and sharing (Collaborative Group work storage)
- Moodle – Online Learning Management System
- Social Media (Twitter, Facebook)
- Streaming Media (Youtube, TeacherTube)
- Student Response Systems (ActiVotes, Plickers, Kahoot, Google Forms)
- Web 2/3.0 Tools (Glogster, Prezi, Padlet, etc.)
- Website building (for both students and teachers)
- Student Information Systems (Students Achieve and PowerSchool)

NEXT STEPS

System enhancement efforts will continue to focus on helping teachers and leaders facilitate powerful learning approaches in order to help students develop deep understanding of curriculum outcomes.

During the 2014-2015 school year teachers and administrators will continue to be provided with a variety of PD opportunities to meet their learning needs. In order to provide teachers with common planning time, four Collaborative Days have been provided throughout the upcoming year. Teachers are organized in grade level teams for Elementary and subject area teams for Junior and Senior High. Feedback from the first Collaborative Day was positive. 91% of teachers indicated that they agreed or strongly agreed with the statement: “To what extent do you agree that today's collaborative work will help you to implement powerful learning practices in your classroom.”

Recommendation: That the Board of Trustees receives the PD and Future Directions report for information and the record.



ADMINISTRATIVE PROCEDURE 402, *Support Staff Growth, Supervision and Evaluation*

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

September 22, 2015

Background:

Administrative Procedure 402, *Support Staff Growth, Supervision and Evaluation* was redeveloped by the Human Resources Department in response for a renewed process for managers, principals, teachers and support staff to work together to achieve excellence in performance and to ensure that all support staff are responsible and accountable for meeting the Division's expectations throughout their employment with Golden Hills School Division. The attached Administrative Procedure replaces the current AP402 – Personnel Evaluation.

The procedure will provide Administrators with a guideline to provide meaningful feedback to staff and is designed to provide a history of employee growth, to identify training and development needs, to promote competency, to recognize employee achievements and to inform employment decisions. It is the belief of the Division that the components of growth, supervision and evaluation are necessary where the ultimate goal is to improve student learning.

Recommendation:

That the Board of Trustees receives Administrative Procedure 402, *Support Staff Growth, Supervision and Evaluation* as 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

SUPPORT STAFF GROWTH; SUPERVISION AND EVALUATION

Background

Support Staff Growth, Supervision and Evaluation processes are designed to promote feedback and open communication so as to support staff in striving for excellence in performance. This procedure is designed to provide a history of employee growth, to identify training and development needs, to promote competency, and to recognize employee achievements. The procedure provides a framework for administrators/supervisors and support staff members to work together to ensure that all support staff members meet the Division's expectations throughout their employment with the Division.

This administrative procedure applies to the following staff:

School-Based Staff – Education Program Assistant, Signing Assistant, Secretary and Caretaker

Central Office Staff – Administrative Services, Technology, Maintenance & Dorm Staff

Recognizing our responsibility to provide the best possible education services to its students, Golden Hills holds the following statements of belief:

1. Support staff have a vital role to play in the creation of a healthy productive learning environment.
2. Golden Hills believes that a fair and consistent process for staff growth, supervision and evaluation contributes to a positive learning environment in schools.
3. Golden Hills has a responsibility to ensure that support staff are given the opportunity to grow.
4. Support staff has a right to receive meaningful feedback on their performance so that their efforts to grow are better facilitated and recognized.

Definitions:

In this Administrative Procedure:

Supervisor means a Principal, Associate Principal, Teacher, or Division-Level Supervisory Staff Member.

Administrator means Principal, Associate Principal, or the Division-Level Supervisory Staff member.

Evaluation means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by a supervisor in determining whether one (1) or more aspects of the performance of a support staff member exceeds, meets or does not meet Division employment expectations.

Supervision means the ongoing process by which a supervisor supports and guides staff growth and performance.

Professional Growth Plan means the career-long learning process whereby a staff member annually develops and implements a plan to achieve learning objectives or goals that are consistent with Division employment expectations.

Procedures:

1. Professional Growth Plans

1.1. The Professional Growth Plan (Appendix A) is designed to complement the Supervision process.

1.1.1. Each support staff member shall annually establish a Professional Growth Plan to assist in meeting the expectations of their position. (Appendix A)

1.1.2. Prior to October 30th of each year, each support staff member shall submit their annual Professional Growth Plan to their supervisor for review. The supervisor will meet with the staff member to discuss their Growth Plan.

1.1.3. Prior to June 15th of each school year, each support staff member will meet with their supervisor to review the implementation of the growth plan and to consider growth possibilities for the upcoming year. The results of the review are to be recorded on the Year End Reflection Document. (Appendix A)

1.1.4. The Professional Growth Plan and the Year End Reflection are to be retained by the support staff member with a copy provided to the respective administrator/supervisor.

2. Supervision

2.1. Supervision involves a range of leadership processes designed to promote staff growth and performance. Supervision includes such leadership activities as:

2.1.1. Providing support and guidance to support staff members including assisting staff members in becoming familiar with the professional responsibilities as outlined in the job description and relevant administrative procedures.

2.1.2. Observing and receiving information from any source about the performance of a staff member.

2.1.3. Recognizing staff members for exemplary work.

2.1.4. Identifying the behaviors or practices of a staff member that may result in the initiation of an evaluation.

3. Evaluation
 - 3.1. The Evaluation Report Form (Appendix C) as part of this Procedure will be used for all support staff evaluations.
 - 3.1.1. Staff evaluations are distinct and separate from the supervision and professional growth planning process in that the primary purpose of employee evaluations is to assess the success of each employee in meeting the performance expectations of the Division.
 - 3.1.2. The Support Staff Evaluation Rubric (Appendix B) was designed to help standardize the expectations of the District for the evaluation of support staff.
 - 3.1.3. A copy of the written description of the general and specific duties for the employee is in the *Position Description Manual*.
4. Support Staff Evaluations will be carried out as follows:
 - 4.1. Toward the end, but prior to, the expiration of the first year of employment and/or the probationary period for new employees;
 - 4.2. On a four-year rotation for employees with either on-going contracts or anticipated contract renewals to be completed by May 31st;
 - 4.3. More frequently for employees who do not meet expectations;
 - 4.4. At any time, at either party's request
5. Copies of the completed Evaluation Report (Appendix C) will be distributed as follows:
 - 5.1. The original signed copy to the employee;
 - 5.2. One copy to be retained by the immediate supervisor;
 - 5.3. One signed copy of the Evaluation Report to be forwarded to the Human Resources Department to be placed in the employee's personnel file
6. Where areas of concern have been identified, as per #3 and #4 above, the Supervisor will complete the Intensive Assistance Form (Appendix D) identifying the areas of concern.
 - 6.1. A meeting will follow with the employee, In-School Administrator, and/or appropriate central office staff to discuss the goals and timelines for improvement.
 - 6.2. The employee may choose to have representation at this meeting.
 - 6.3. The Intensive Assistance form and follow-up summaries, once completed, will be placed in the employee's personnel file.

7. An employee who disagrees with the information documented in their Evaluation Report shall have the right to state their disagreements in writing and have it attached to the Evaluation Report and placed in their personnel file. The rebuttal must be made no later than fourteen (14) days following the date the review was received.
8. All documents shall be treated in a confidential and professional manner. The rules of natural justice (Appendix E) shall be adhered to when any disciplinary action is anticipated.



APPENDIX A

PROFESSIONAL GROWTH PLAN SUPPORT STAFF (To be completed by October 30th)

NAME: _____

YEAR: _____

TITLE: _____

SCHOOL/LOCATION: _____

Clear, concise goal statements support and facilitate authentic professional growth. Please identify 1 or 2 Professional Goals.

Goal #1	Strategy	Supports	Indicator of Success
Goal # 2	Strategy	Supports	Indicator of Success
Support Staff Signature: _____			Date: _____
Supervisor(s) Signature: _____			Date: _____

GOLDEN HILLS SCHOOL DIVISION NO. 75

REPLACING PROCEDURE DATED: Feb 2006

NEW PROCEDURE DATED: September 22, 2015



APPENDIX A

PROFESSIONAL GROWTH PLAN SUPPORT STAFF YEAR END REFLECTION

NAME: _____

SCHOOL: _____

Summarize the progress of your goals this past year.

What are your goals for the future?

Supervisor's Comments:

Signature

Date

Supervisor's Signature

Date

In-school Administrator's Signature

Date



APPENDIX B

Support Staff Evaluation Rubric

FACTOR	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	UNACCEPTABLE
Quality of Work	Demonstrates commitment and initiative and clearly excels in position. Judgment is reliable, practical, and decisive	Work is consistently complete & accurate Can be relied upon to use good judgment in routine problems, both simple and complex	Occasionally does not meet the required level of performance. Frequently unable to use good judgment	Consistently falls below the accepted standards of the job
Organization of Work	Plans work in advance and frequently completes tasks ahead of schedule Facilitates organization beyond daily expectations	Completes assignments within expected time frame Organizes day well	Has some problems completing assignments in expected time frame Requires assistance to plan & organize work	Fails to complete work assigned within expected time frame Requires excessive assistance to plan & organize workload
Adaptability/Flexibility	Learns new tasks easily Responds well to changing needs/procedures	Welcomes new challenges and/or initiatives Willing/able to change	With support and direction learns new tasks Reluctant to change	Unwilling/unable to learn new tasks Resists change
Job Knowledge	Searches for additional knowledge & keeps abreast of advancements in techniques/knowledge	Has sufficient skills to do the required job Is helpful and cooperative with staff in the school & division	Training required Lacks skills in required areas Lacks understanding of how his/her job relates to smooth functioning of the school & division	Does not display an understanding of the requirements of the job Has insufficient skills Does not keep current on job requirements
Communication Skills	Conveys detailed information (oral & written) with a high level of professionalism	Shares knowledge & ideas Reports to supervisor are clear, concise & complete Clarifies instructions and follows protocol	Does not always seek clarification Oral/written reporting is not always clear or complete	Does not follow verbal/written instructions Uses loud, abusive or inappropriate language Oral/written reporting is not complete



APPENDIX B

Support Staff Evaluation Rubric

FACTOR	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	UNACCEPTABLE
Rapport with Students	Demonstrates outstanding care and respect for students	Demonstrates caring and respect for students	At times does not demonstrate caring and respect for students	Does not demonstrate caring and respect for students
Safety Conscientious	Promotes safety in the workplace	Practices good safety habits	Not always safety conscious	Disrespect for safety
Attendance/Use of Time	Well prepared in advance of the school day Establishes work priorities and uses time productively	Efficient use of time Punctual Regular in attendance	Insufficient use of time Occasionally late Irregular attendance	Does not spend adequate time on tasks Frequently late/absent
Attitude/Public Relations	Promotes a positive attitude towards students, staff, work, school & division	Demonstrates a positive attitude towards students, staff, work, school and division	Cooperative, but not supportive	Projects a negative attitude about the school & division to the public
Confidentiality		Demonstrates ethical & confidential behavior		Has not met expectations of confidentiality
Interpersonal Skills	Enthusiastic & cooperative Excels in establishing goodwill/teamwork Eager to be helpful	Cooperative and pleasant to work with Works well as part of a team. Quick to offer assistance & support Open to direction/suggestions	At times uncooperative and argumentative Has difficulty working with others At times, does not follow direction/suggestions	Uncooperative and argumentative Unwilling to work or assist others Resistant to direction, suggestions



APPENDIX C

EVALUATION REPORT SUPPORT STAFF

Name:	Job Title:
Location/School:	Department:
Commencement Date with Division:	Commencement Date of Present Job:
Type of Evaluation: <input type="checkbox"/> New Hire / Probationary Period <input type="checkbox"/> Four Year Schedule <input type="checkbox"/> Other	Date of Review:

PERFORMANCE CHECKLIST:	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable	Comments
With a check mark, indicate performance in each specific area. This area is designed to bring out major strengths and identify required growth areas. The evaluation should either cover the first year of employment; the probationary period or the period since the last evaluation report.					
FACTORS: 1. Quality of Work: <ul style="list-style-type: none">• Work is thorough and accurate• Judgment is reliable and practical					
2. Organization of Work: <ul style="list-style-type: none">• Plans work in advance and frequently completes work ahead of schedule• Facilitates organization beyond daily expectations.					
3. Adaptability/Flexibility: <ul style="list-style-type: none">• Quickly learns new tasks and responds well to change					
4. Job Knowledge: <ul style="list-style-type: none">• Searches for additional knowledge and keeps abreast of advancements in techniques/strategies					

PERFORMANCE CHECKLIST:	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable	Comments
5. Communication Skills: <ul style="list-style-type: none"> • Oral communication is clear and concise • Written communication is clear and concise 					
6. Rapport with Students: <ul style="list-style-type: none"> • Demonstrates outstanding care and respect for students • Motivates students with enthusiasm 					
7. Safety Conscientious: <ul style="list-style-type: none"> • Promotes safety in the workplace 					
8. Attendance/Use of Time <ul style="list-style-type: none"> • Regular, punctual attendance • Establishes work priorities and uses time productively 					
9. Attitude/Public Relations <ul style="list-style-type: none"> • Promotes a positive attitude towards students, staff, work, school and division 					
10. Confidentiality: <ul style="list-style-type: none"> • Adheres to confidentiality and ethical guidelines 					
11. Interpersonal Skills: <ul style="list-style-type: none"> • Enthusiastic and cooperative • Excels in establishing good will/teamwork 					

SUMMARY COMMENTS:

Strengths:

Areas of Growth:

Supervisor's Comments:

Support Staff Comments:

Overall Assessment

☐ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement ☐ Unacceptable

Employee Signature

(Acknowledges the employee has read and understands the appraisal; does not necessarily indicate agreement with contents)

Date

Supervisor's Signature

Job Title

Date

New Hire or Probationary Review

☐ Suitable ☐ Unsuitable ☐ Recommended Contract or Probationary Period Be Extended until: _____

In-School Administrator Signature

Date

GOLDEN HILLS SCHOOL DIVISION NO. 75



APPENDIX D

INTENSIVE ASSISTANCE SUPPORT STAFF

NAME: _____

JOB TITLE: _____

LOCATION: _____

DATE: _____

A. Areas of concern:

1. _____

2. _____

3. _____

4. _____

5. _____

B. What support is needed from the Supervisor/In-School Administrator?

C. Identify goals and time lines for improving the concerns outlined above:

1. _____

2. _____

3. _____

4. _____

5. _____

D. Date of next meeting to review progress: _____

Employee Signature

(Acknowledges the employee has read and understands the appraisal; does not necessarily indicate agreement with contents)

Supervisor's Signature

GOLDEN HILLS SCHOOL DIVISION NO. 75

APPENDIX E
NATURAL JUSTICE

The rules of natural justice are to be adhered to when any disciplinary action is anticipated. The following questions shall be answered in the affirmative in the administration of natural justice.

1. Was the rule, conduct, procedure or order known to the staff member and was it one that would be considered reasonable and related to efficient, orderly operation?
2. Was the staff member notified relative to her/his expected behavior in this regard and was there prior knowledge and indication of probable disciplinary consequences for failure to comply on the part of the staff member?
3. Was there a fair and objective investigation of the circumstances and the fact prior to discipline and, in fact, was there a clear violation or disobedient action?
4. Is there specific data, documentation and other information that exists to substantiate and verify the situation?
5. Does the disciplinary action taken reflect a degree that is consistent with the seriousness and nature of the offense? Is it reasonable?
6. Has the staff member's previous record been considered and has he/she received treatment that is consistent with others who have been disciplined for similar circumstances?



Provincial Bargaining

"Inspiring confident, caring citizens of the world"

September 22, 2015

Background:

The Teachers Collective Agreement for Golden Hills expires on August 31, 2016 along with 60 other local agreements in Alberta.

The Education Minister Eggen has started a consultation process for the development of a new collective bargaining model for teachers and is inviting education partners to participate.

Recommendation:

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

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

Bevan Daverne
Superintendent