



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.*

Board Of Trustees Regular Meeting

Tuesday, September 30, 2014

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 (2014/08/26)**
 - 6.2 **BOARD OF TRUSTEES ORGANIZATIONAL MEETING (2014/08/26)**
7. **REPORTS**
 - 7.1. **CHAIR'S REPORT**
 - 7.2. **BOARD COMMITTEES**
 - 7.3. **BOARD REPRESENTATIVES TO EXTERNAL ORGANIZATIONS**
 - 7.4. **TRUSTEE REPORT**
 - 7.5. **ADMINISTRATION REPORTS**
8. **NEW BUSINESS**
 - 8.1. **ACTION ITEMS**
 - 8.1.1. **FIELD STUDIES EXCURSION(DRUMHELLER VALLEY SECONDARY SCHOOL)** B.Daverne
 - 8.1.2. **FIELD STUDIES EXCURSION(STRATHMORE HIGH SCHOOL)** B.Daverne

8.1.3. ADVOCACY PLANNING

B.Daverne

8.2. INFORMATION ITEMS

8.2.1. PRELIMINARY ENROLMENT UPDATE

B.Daverne

8.2.2. IMR AND CAPITAL PROJECTS REPORT(SUMMER UPDATE)

T.Sabir

8.2.3. SYSTEM ENHANCEMENT

K.Jordan

9. ADJOURNMENT



MINUTES

Golden Hills School Division No. 75

Regular Meeting Of The Board Of Trustees

Meeting Type : REGULAR BOARD MEETING

Date : Tuesday, August 26, 2014

Start time : 11:00 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

f) Secretary/Treasurer

- Tahra Sabir

g) Reporting Secretary

- Kristy Polet

CALL TO ORDER

Chair Price called the meeting to order at 10:11 a.m.

IN CAMERA

Resolution #BD20140826.1001

MOVED by Trustee Nielsen that the Board of Trustees go in-camera at 10:12 a.m. to discuss legal issues.

CARRIED

Resolution #BD20140826.1002

MOVED by Trustee Kletke that the Board of Trustees approve Schedule A dated August 26, 2014 effective September 1, 2014.

CARRIED

Resolution #BD20140826.1003

MOVED by Trustee Nielsen that the Board of Trustees rise from in-camera at 10:56 a.m.

CARRIED

BREAK

Recessed at 10:57 a.m.

Reconvene at 11:10 a.m.

APPROVAL OF AGENDA

Resolution #BD20140826.1004

MOVED by Trustee Nielsen that the Board of Trustees approve the agenda as revised: Add to Information Items; 8.2.2 ASBA Legal Opinion on conflicts for Trustees

CARRIED

PRESENTATION OF MINUTES

Resolution #BD20140826.1005

MOVED by Trustee Kletke that the Board of Trustees approve the minutes of June 24, 2014 as presented.

CARRIED

CHAIR'S REPORT (REPORTS)

Chair Price reported on the following item:

- Strengthening ASBO's Provincial Voice.

BOARD REPRESENTATIVES TO EXTERNAL ORGANIZATIONS (REPORTS)

Trustee Kletke presented information on the PSBAA (Public School Boards Association of Alberta).

ADMINISTRATION REPORTS (REPORTS)

Superintendent Daverne presented information on the following items:

- Discussed Capital Projects:
 - Trochu Valley School gym is on schedule for opening in September 2014 with the rest of the school upgrades to be completed by the end of October middle of November.
 - PCA (Prairie Christian Academy) blue print drawings are being reviewed with staff.
 - New East Wheatland school - lots happening behind the scenes.
 - TCA (Trinity Christian Academy) added 3 more classrooms, might have to look into options for additional space as program continues to grow.
- Division Office technology services and generator upgrades required to ensure support to schools.
- Negotiations for 2014/2015 Siksika Agreement in process.
- Student Information System Software update.
- Informed the Board of Trustees about the Town of Strathmore Marketing Meeting.
- Lease Funding letter received from the Province of Alberta on August 26, 2014. Continued Reduced Lease funding and discontinued effective September 1, 2017.

Associate Superintendent Miskiman presented information on the following items:

- HR staffing updates on Teachers, Principals and Central Office.
- Collective Agreement sent to ATA for review in March, 2014.

Secretary-Treasurer Sabir presented information on the following items:

- Discussed Facility maintenance over summer;
 - Brentwood - exterior renovation (drywell completed, new structural supports for canopy installed, new sidewalks all complete)
 - DVSS - received new office doors
 - Carbon - renovated a new gathering area
 - Greentree - new flooring in the Kindergarten room, received a new modular classroom, moved library existing doors to North side, hard surface playground resurfaced, safe access to playground from North hallway doors, extra toilet in girls washroom main floor
 - TCA - 3 new classrooms
 - Wheatland - new modular classroom started
 - Three Hills - exterior siding completed, Jesse Young hallway flooring replaced
 - Formal report will be provided at September Board meeting.
- Discussed SGF (School Generated Funds) as the Golden Hills School Division is switching from the current program "CASH" to "KEV". Which is a web-based software program and benefits for parents include; convenient online secure payments.
- Auditors on site August 11-19, 2014 for preliminary work.
- Discussed Transportation and how safety and communication are a priority.

BREAK

Recessed at 12:15 p.m.

Reconvene at 1:05 p.m.

BOARD ANNUAL LEADERSHIP PLAN (ACTION ITEMS)

Superintendent Daverne provided information on the Board Leadership Plan.

Resolution #BD20140826.1006

MOVED by Trustee Kletke that the Board of Trustees approves the Board's Annual Leadership Plan subject to the necessity for ongoing changes as a result of internal influences and to approve October and December date changes;

- October 28 change to October 21 (conflicting schedule)
- December 23 change to December 16 (Christmas Holidays)

CARRIED

**BOUNDARY
CHANGE REQUEST**
(ACTION ITEMS)

Resolution #BD20140826.1007

Moved by Trustee Kletke that the Board of Trustees approves the following recommended attendance boundary change

Abstained: Trustee Bazant

Remove from Carbon Area:	Add to Three Hills Area:
TWP29 - RNG 23 - W4 N 1/2 SEC-31, NW 1/4 SEC-32	TWP 29 - RNG 23 - W4 N 1/2 SEC-31, NW 1/4 SEC-32
TWP 29 - RNG 24 - W4 NE 1/4 SEC-35 N 1/2 SEC-36	TWP 29 - RNG 24 - W4 NE 1/4 SEC-35 N 1/2 SEC-36
TWP 30 - RNG 23 - W4 W 1/2 SEC-5, SEC-8 ALL SEC-6, SEC-7 SW 1/4 SEC-17 S 1/2 SEC-18	TWP 30 - RNG 23 - W4 W 1/2 SEC-5, SEC-8 ALL SEC-6, SEC-7 SW 1/4 SEC-17 S 1/2 SEC-18
TWP 30 - RNG 24 - W4 ALL SEC-1, SEC-12 E 1/2 SEC-2, SEC-11 S 1/2 SEC-13 SE 1/4 SEC-14	TWP 30 - RNG 24 - W4 ALL SEC-1, SEC-12 E 1/2 SEC-2, SEC-11 S 1/2 SEC-13 SE 1/4 SEC-14

CARRIED

**MONTHLY
ENROLMENT
MONITORING
REPORT (JUNE
2014)**
(INFORMATION ITEMS)

Secretary-Treasurer Sabir presented information on the Monthly Enrolment Monitoring Report for June 30, 2014

**ASBA LEGAL
OPINION ON
CONFLICTS FOR
TRUSTEES**
(INFORMATION ITEMS)

Chair Price presented information on the ASBA Legal opinion on conflicts for Trustees:

- Refer to attachment: ASBA Re: Fiduciary duties of trustees holding other elected positions

ADJOURNMENT

Resolution #BD20140826.1008

MOVED by Trustee Bazant that the meeting adjourn at 2:45 p.m.

CARRIED

Chair

Secretary-Treasurer

Draft



MINUTES

Golden Hills School Division No. 75

Board Of Trustees Organizational Meeting

Meeting Type : REGULAR BOARD MEETING

Date : Tuesday, August 26, 2014

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

f) Secretary/Treasurer

- Tahra Sabir

g) Recording Secretary

- Kristy Polet

CALL TO ORDER

Secretary-Treasurer Sabir called the meeting to order at 9:35 a.m.

**PECUNIARY INTEREST
FORMS**

(ACTION ITEMS)

The Pecuniary Interest forms for Trustees were distributed with a request for changes.

ELECTION OF CHAIR

(ACTION ITEMS)

Resolution #BD20140826.2001

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 2014-2015 term.

CARRIED UNANIMOUSLY

**ELECTION OF
VICE-CHAIR**

(ACTION ITEMS)

Resolution #BD20140826.2002

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

Trustee Bazant 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 of the Golden Hills Board of Trustees for the 2014-2015 term.

CARRIED UNANIMOUSLY

SIGNING AUTHORITY

(ACTION ITEMS)

Resolution #BD20140826.2003

MOVED by Trustee Kletke that the Board of Trustees appoint Chair or Vice-Chair and one alternate Trustee as one of the signing authorities required together with either the Superintendent, Secretary-Treasurer or Manager of Financial Services.

CARRIED

**MEETING DATES AND
TIMES**

(ACTION ITEMS)

Resolution #BD20140826.2004

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

BOARD MEETING 2014-2015

August 26, 2014	September 30, 2014	October 21, 2014
November 25, 2014	December 16, 2014	January 27, 2015
February 24, 2015	March 31, 2015	April 28, 2015
May 26, 2015	June 30, 2015	

CARRIED

**TRUSTEE
EXPENSES/PIER
DIEMS/MILEAGE
RATE/BENEFIT
RATE/OTHER
EXPENSES**

(ACTION ITEMS)

Resolution #BD20140826.2005

MOVED by Trustee Kletke that the Board of Trustees approves the trustee per diems/benefit rates/other expenses and to adjust the mileage rate as per the CRA - Automobile Allowance Rate and to review it on an annual basis.

CARRIED

**CONFERENCE
ATTENDANCE AND
PROVINCIAL ALBERTA
SCHOOL BOARDS
ASSOCIATION
MEETINGS AND
CONFERENCES**
(ACTION ITEMS)

Resolution #BD20140826.2006

MOVED by Trustee Nielsen that the wording be changed to read that the Board of Trustees under the Conference Attendance and Provincial ASBA Meetings reads as follows:

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).

CARRIED

Resolution #BD20140826.2007

MOVED by Trustee Kletke that the Board of Trustees authorizes to cover 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.

CARRIED

**NOMINATION/ELECTION
OF STANDING
COMMITTEE MEMBERS**
(ACTION ITEMS)

Resolution #BD20140826.2008

MOVED by Trustee Larsen that the representatives for the ASBA Zone 5 meetings stay the same for the 2014-2015 term.

CARRIED

Resolution #BD20140826.2009

MOVED by Trustee Tucker that the PSBAA be added to the External Committee as follows:

External Committees	Representation	Representation 2013-2017
PSBAA (Public School Boards Association of Alberta) Meetings as called by PSBAA, approximately 2 per year	1 Trustee plus one Alternate (one designated to vote, if required)	Trustee Kletke Trustee Larsen (Alternate)

External Committees	Representation	Representation 2013-2017
PSBAA Executive Council (all can attend), approximately 4 per year	1 Trustee plus one Alternate	Trustee Kletke Trustee Larsen (Alternate)

CARRIED

**NOMINATION/ELECTION
OF REPRESENTATIVES
TO EXTERNAL
COMMITTEES**
(ACTION ITEMS)

Resolution #BD20140826.2010

MOVED by Trustee Larsen that the Audit Committee, Capital Planning and Strategic Planning Committees stay the same with full Board representation and the Policy Committee stay the same with Trustee Nielsen, Trustee Bazant and Trustee Tucker (alternate).

CARRIED

Resolution #BD20140826.2011

MOVED by Trustee Bazant that the Bargaining and Advocacy Committees stay the same with full Board being represented.

CARRIED

ADJOURNMENT

Resolution #BD20140826.2012

MOVED by Trustee Larsen that the Board of Trustees adjourned the meeting at 10:12 a.m.

CARRIED

Chair

Secretary-Treasurer

Draft



FIELD TRIP STUDIES/STUDENT EXCURSION School

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

September 30, 2014

Background:

DVSS School requests permission, in accordance with Administrative Procedure 260 and Board Policy 2, for an international high school field trip to Vimy Ridge, Europe from April 6, 2017 to April 15, 2017. The trip will involve between 50 grade 9 – 12 DVSS students and the students will miss 7 days of school.

The administration will complete a risk assessment as required by Administration Procedure 260- *Field Studies/ Student Excursions*. The risk assessment process will ensure that all the requirements of Procedure 260 are fully completed before departure.

Recommendation:

That the Board of Trustees approves the proposed high school field studies/excursion for DVSS School to Vimy Ridge/Europe from April 6, 2017 to April 15, 2017 subject to advisory notices from Foreign Affairs and International Trade Canada website

http://www.voyage.gc.ca/countries_pays/updates_mise-a-jour-eng.asp such that if a travel warning is issued prior to the trip and not rescinded before the departure date, the trip will be cancelled and parents must be advised that this will be the case.

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

Bevan Daverne
Superintendent of Schools



FIELD TRIP STUDIES/STUDENT EXCURSION School

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

September 30, 2014

Background:

Strathmore High School requests permission, in accordance with Administrative Procedure 260 and Board Policy 2, for an international high school field trip to New Orleans from March 26, 2014 to March 30, 2015. The trip will involve 36 Concert Band students and the students will miss 3 days of school.

The administration will complete a risk assessment as required by Administration Procedure 260- *Field Studies/ Student Excursions*. The risk assessment process will ensure that all the requirements of Procedure 260 are fully completed before departure.

Recommendation:

That the Board of Trustees approves the proposed high school field studies/excursion for Strathmore High School to New Orleans from March 26-30th, 2015 subject to advisory notices from Foreign Affairs and International Trade Canada website http://www.voyage.gc.ca/countries_pays/updates_mise-a-jour-eng.asp such that if a travel warning is issued prior to the trip and not rescinded before the departure date, the trip will be cancelled and parents must be advised that this will be the case.

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

Bevan Daverne
Superintendent of Schools



ADVOCACY PLANNING

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

September 30, 2014

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 formed an Advocacy Committee with the purpose of developing a list of advocacy priorities to be shared with provincial authorities and other municipal officials. The Board has pursued the following priorities in the past:

1. Position our schools as "schools of choice" for students and their families.
2. Continue to build relationship with Alberta government and other partners including other partner School Boards.
3. Developing a relationship with the ATA Local that advances the quality of education in Golden Hills.
4. Build on existing advocacy strategies and strengthen the approach.
5. Continue to develop understanding of measures and the outcomes of the linkages between planning and budget processes.
6. Explore authentic opportunities to inform and consult with all communities.
7. Continue to expand and implement a strategy on social media.

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

Recommendation:

That the Board of Trustees adopt new advocacy priorities for the 2014/2015 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

Provincial Advocacy Priorities for the Golden Hills School Board of Trustees

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.

Specific 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



PRELIMINARY ENROLMENT BACKGROUNDER

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

September 30, 2014

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 30, 2014.

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

Golden Hills School Division No. 75

Preliminary Spreadsheet for Enrolment - September 2014

School	Last Year Sept 2013	Projected for 2014	Projected Difference from Last Yr.	Actual - Preliminary 2014/2015	Difference from Actual to Projected	Difference from this Year to Last Year	% Diff from last Year
Acme	171.00	162.50	-8.50	188.00	25.50	17.00	10%
Brentwood	334.00	339.00	5.00	350.00	11.00	16.00	5%
Carbon	90.50	90.50	0.00	85.00	-5.50	-5.50	-6%
Carseland	71.00	73.00	2.00	59.00	-14.00	-12.00	-17%
Central Bow Valley	28.00	25.00	-3.00	27.50	2.50	-0.50	-2%
Crowther Memorial Junior High	533.00	534.00	1.00	535.00	1.00	2.00	0%
Dr. Elliott	174.50	163.50	-11.00	181.00	17.50	6.50	4%
Drumheller Valley Secondary	348.00	340.00	-8.00	380.00	40.00	32.00	9%
Greentree	416.50	404.00	-12.50	416.00	12.00	-0.50	0%
Hussar	48.50	44.00	-4.50	45.00	1.00	-3.50	-7%
Prairie Christian Academy	255.50	251.50	-4.00	234.50	-17.00	-21.00	-8%
Rockyford	31.00	37.50	6.50	42.50	5.00	11.50	37%
Standard	210.00	215.00	5.00	212.50	-2.50	2.50	1%
Strathmore High	640.00	576.00	-64.00	638.00	62.00	-2.00	0%
Three Hills	450.50	424.50	-26.00	445.00	20.50	-5.50	-1%
Trinity Christian Academy	110.50	144.00	33.50	128.50	-15.50	18.00	16%
Trochu Valley	322.00	298.00	-24.00	314.00	16.00	-8.00	-2%
Westmount	418.50	431.50	13.00	444.00	12.50	25.50	6%
Wheatland	365.00	364.00	-1.00	376.50	12.50	11.50	3%
Colonies	350.00	349.00	-1.00	348.50	-0.50	-1.50	0%
					0.00	0.00	
Drumheller Outreach	22.00	23.00	1.00	23.00	0.00	1.00	5%
Northstar Academy	204.00	215.00	11.00	276.00	61.00	72.00	35%
Anchors II Outreach	10.00	10.00	0.00	10.00	0.00	0.00	0%
Golden Hills Learning Academy	89.00	91.00	2.00	98.00	7.00	9.00	10%
Strathmore Storefront	38.00	38.00	0.00	38.00	0.00	0.00	0%
Trochu Outreach	25.00	25.00	0.00	12.00	-13.00	-13.00	-52%
						0.00	
GRAND TOTAL	5,756.00	5,668.50	-87.50	5,907.50	239.00	151.50	2.63%

Grade Configurations Analysis (Provincially Funded)

	2014/2015	2013/2014	% Change
Kindergarten	465.00	432.00	8%
Grades 1-3	1,416.00	1,385.00	2%
Grades 4-6	1,411.00	1,361.00	4%
Grades 7-9	1,362.00	1,311.00	4%
Grades 10-12	1,482.00	1,483.00	0%
	5,903.50	5,756.00	2.6%

ISS	Number of Students	FTE
Acme School	2	1.5
CMJH	9	8.5
DVSS	57	53
PCA	22	22
SHS	54	50
Three Hills	7	7
TOTAL	151	142

Siksika Students	
Central Bow Valley	58
Westmount	31
Strathmore High	37
Standard	5
Crowther Memorial Junior High	22
	153

TOTAL HEADCOUNT
6,444.00



IMR MONITORING REPORT

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

Resource Persons:

Don Hartman

September 30, 2014

OVERVIEW:

Alberta Education funds school divisions on an annual basis for buildings owned by the jurisdiction. Currently, the majority of Golden Hills school buildings are over 40 years old.

School facilities continue to age, and this is exacerbated by the gap in maintenance funding.

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

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

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

IMR Funding:

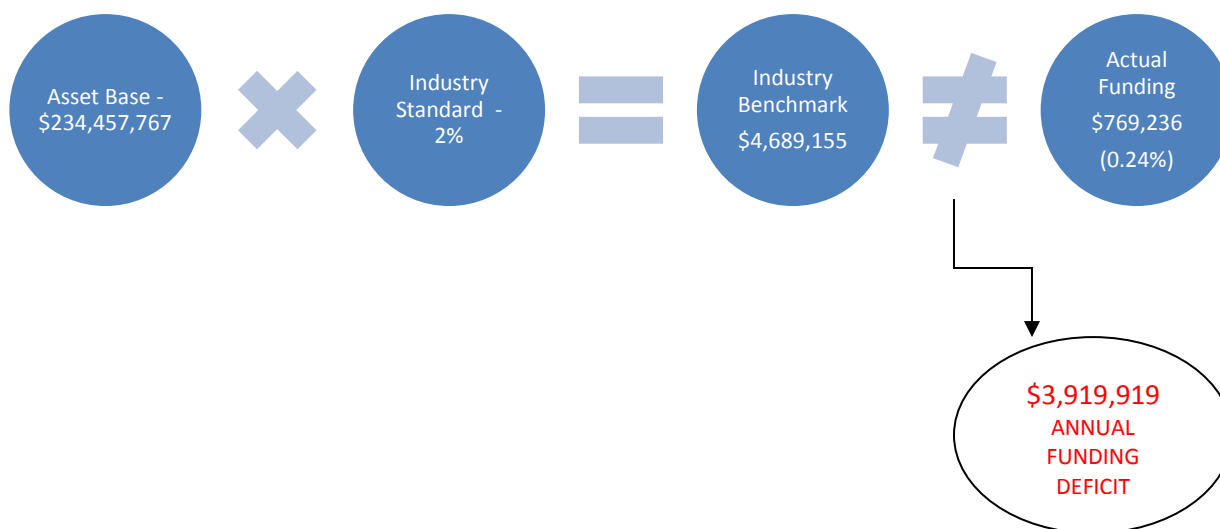
Description	Year	Dollar Amount
Prior Year Carry Over	2012/2013	\$ 285,083.14
IMR Funding	2013/2014	\$ 769,236.00
Total IMR Funding	2013/2014	\$ 1,054,319.14

During the 2013/2014 year, the Facilities Department completed 30 projects in 17 schools as per the attached list of projects. Of the 30 projects, 14 were completed in the two summer months. There are no projects carried over into September.

SUMMARY & IMPLICATIONS:

Currently Golden Hills has an asset replacement cost of \$234,457,767 in owned schools and facilities. Industry standard advises a minimum benchmark of 1.5% - 3% of Infrastructure Maintenance Renewal Funding. These are funds considered necessary for annual preservation and maintenance of buildings.

For the school year 2013/2014, Golden Hills received \$769,236 (\$1,008,821 – 2012/2013) which is substantially less than the industry standard. Preferred funding at 2% is equivalent to \$4,689,155 which is a gap of \$3,919,919 in funding.



Deferring regular maintenance leads to dramatically increased loss of condition and value, and may carry other risks as well.

RECOMMENDATION:

Board receives as information and continues to advocate for funding closer to the industry standard.

Bevan Daverne
Superintendent

Tahra Sabir
Secretary-Treasurer

IMR Funding

- Upgrade and/or replace major building components to meet regulatory requirements for:
 - Health & Safety
 - Extend the life and quality of School Facilities
 - Efficiencies and Cost Savings

PO&M - SUMMER WORK

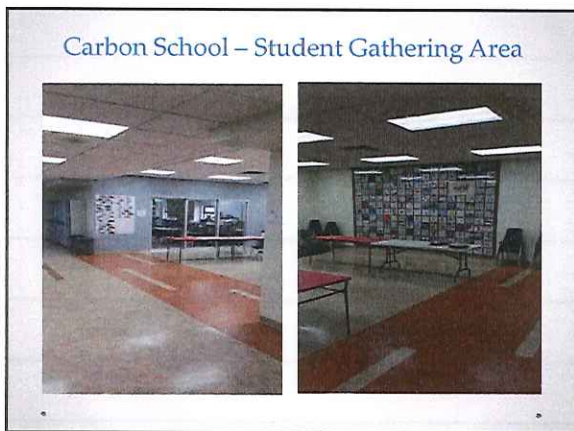
1. Brentwood
2. DVSS
3. Carbon
4. Greentree
5. Three Hills
6. TCA
7. Wheatland

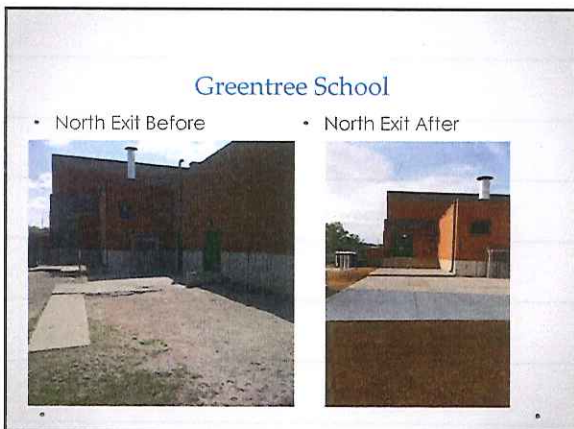
Brentwood Front Entry

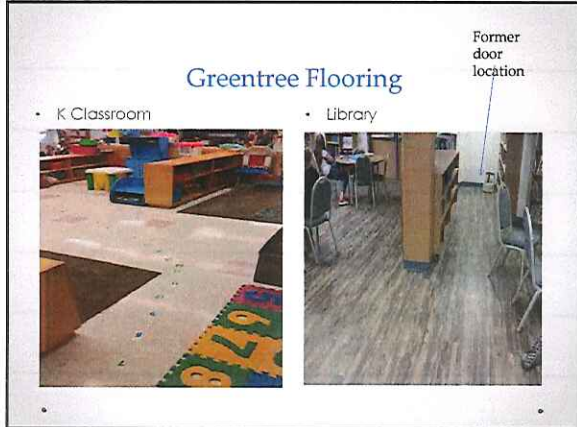
- New sidewalk ready for canopy
- Pilings for canopy structural steel















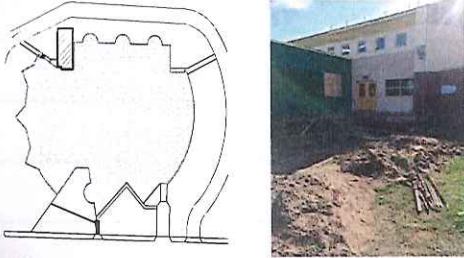
Trinity Christian Academy

- New Classrooms



Wheatland School Modular

Site drawing showing location Excavating completed



Additional PO&M Work

- PCA Modernization
- East Wheatland
- CMJH
- Greentree
- Three Hills
- Carbon



SYSTEM ENHANCEMENT BACKGROUNDER

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

September 30, 2014

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 2013/2014 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.

Bevan Daverne
Superintendent

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 30, 2014

To: Bevan Daverne
Superintendent

From: Dr. Kandace Jordan
Deputy Superintendent of Schools

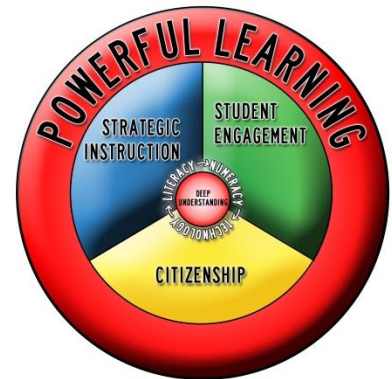
Re: System Enhancement

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

Resource Persons: Sue Humphry, Jane Gallacher, Jeff Grimsdale, Kelly-Anne McCarey, Lana Lane

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 2013-2014 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.

Professional Learning

Teachers in GHSD are lifelong learners and we continue to support professional learning opportunities for staff. A sample of the various professional work follows:

- All elementary teachers were provided collaborative days to work with their grade level teams. Grade 1-6 teacher teams worked to deepen their understanding of Assessment for Learning strategies and designing Powerful Learning. "They were invited to co-construct the agenda in order to meet their learning needs and address questions/concerns unique to the grade level team. The feedback from these days was extremely positive as teachers appreciated the collaborative time to improve their practice. They assumed ownership for their learning and reflected upon the impact of strategies on student learning.
 - Individual schools developed system improvement plans that focused on Powerful Learning. Several 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.
 - Garfield Gini-Newman from the Critical Thinking Consortia worked with learning coaches and administrators to define how to integrate critical thinking into our Powerful Learning work. Teacher teams were provided a number of professional learning sessions in this area and resources were developed.
 - The Grade 7-9 Language Arts teachers met as a team to build units and implemented outcome based reporting for the language curriculum in Junior High.
 - Grade 10-12 English and Social Studies teachers continued to develop procedural models for 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. Teachers worked with Johanna to develop an online tool for helping students to provide peer and self-evaluation of their writing. Several teachers will pilot the implementation of this tool during the next few years.
 - High School Science teams analyzed government exam data and developed plans for continued improvement particularly in the Physics area.
 - The Kindergarten team met for one day with a focus on best practices for developing Emergent Reading and Writing skills and a focus on learning how to foster inquiry and critical thinking in a "play based" classroom. Five kindergarten teachers attended a PD day offered by Susan
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Kempton through CRC. As follow up to this initial day, a team of four Kindergarten teachers attended a two day lab in Susan Kempton's classroom in Denver, USA. Susan presented to the full Kindergarten team at the first Collaborative Day in August and the Kindergarten teachers plan to implement strategies and refine their practice for the remainder of the year. Susan will offer follow up webinars and continue to help lead the work throughout this school year.

- System coaches and school based coaches, administrators and teachers attended various external PD opportunities including AB Ed meetings, conferences and workshops.
- Four schools have school based coaches that work weekly with small groups of teachers within their schools. School based coaches also model strategies in the classroom.
- 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.

New Curriculum

Our world is changing and 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 to build on the strengths of our existing provincial programs of study, resources and assessments and more effectively support teachers in their professional efforts to be responsive to students' individual learning needs and aspirations in our global economy and society. Throughout the 2013-2014 school year the following updates to curriculum took place:

Science – “As part of the regular maintenance of curriculum Grade 7-12 curriculums had minor housekeeping revisions including:

- 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 enhance and improve teaching and learning.

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.

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).

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 developing 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.'

<http://education.alberta.ca/departement/ipr/curriculum/curriculum-development-prototyping.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.

- A new parent website was setup to answer frequently asked questions and provide more information about our junior high 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.
- The Kindergarten Learner Profile (report card) was implemented in 2013-2014.
- The junior high Learner Profile was designed and tested in 2013-2014.
- Five Junior High school professional development training days were used to introduce and teach the basics of outcomes based reporting and StudentsAchieve.
- Instructional coaches worked closely with a few schools to test the functionality of the new grade book and reporting system in the junior high setting.
- The Report Card Committee, senior administration and junior high principals decided that Golden Hills would hold off one year before implementing the new Learner Profile. This will allow more time for teachers to test the new grade book, implement outcomes based reporting, and become more familiar with StudentsAchieve.
- Kindergarten teachers worked in their collaborative groups to develop a school wide assessment that can be implemented into StudentsAchieve (still in development).

Instructional Coaches

Throughout the 2013-2014 school year Instructional Coaches collaborated with teachers to meet the diverse learning needs of all students in the 21st Century classroom.

- 68% of teacher's accessed coaches to focus on building practices in the area of Strategic Instruction. Other areas that teachers accessed coaches for included technology integration, lesson/unit design, AFL strategies, Students Achieve/new report card implementation.
- 25% of support provided to teachers was through co-planning and 19% of support was through Lesson Modeling. Most of the time was spent in collaboration and connecting to resources.
- 89% of teachers who accessed an Instructional Coach rated the impact of collaboration on their teaching practice as high or very high which is an increase from 80% last year.
- 75% of teachers rated the impact of the collaboration on student learning as high or very high, which reflects an increase from 75% the previous year.
- 94% of teachers reported that work with the Coach helped them to effectively or very effectively achieve their goals, which is an increase from 81% the previous year.

The work of the coaches consisted of the following:

- Collaborated with teachers in the implementation of Powerful Learning.
- Supported teacher's in inclusive education practices.
- Acted as advocates in building teacher capacity to explore innovative instructional practices through systematic modeling, co-teaching and feedback.
- Used data and meaningful research to improve instruction and enhance learning.
- Served 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 and encourage technology to be utilized as a meaningful learning tool. The focus has continued to be to build capacity in both teachers and students by providing access to technology in a supportive and collaborative environment. The continued success of the Assistive Technology Lending Library allows students and teachers access to notebooks, netbooks, Chromebooks, iPads, iPods, and text to speech software (WordQ/SpeakQ) and provides support for inclusive education.

Coaches provided support in the following capacities:

- ActivInspire – Activiboards and flipchart building
 - Assistive technologies
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- Blogs
 - CORE (Collaborative Online Resources)
 - Digital Citizenship
 - Digital Creation tools
 - Digital Storytelling
 - Google Campus (Google Mail & Google Docs)
 - iPads – Apps
 - Mahara – Online portfolio
 - Moodle – Online Learning Management System
 - Social Media (Twitter, Facebook)
 - Streaming Media (Youtube, TeacherTube,)
 - Student Response Systems (ActiVotes, Online)
 - Web 2/3.0 Tools (Glogster, Prezi, Padlet, etc.)
 - Website building (for both students and teachers)

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 including a presentation at the CRC ESL Summer Institute at Mount Royal University `Languages for All: How to support and Challenge Students in a Second Language Classroom. This provided teachers with the philosophy, inspiration and practical guidance on how to effectively employ adaptive, differentiated, and inclusive instruction for diverse student needs.

To support the goal of providing 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 and dual-language picture dictionaries.

Literacy

Today`s learners must develop expertise with a wide range of literacy skills and strategies to acquire, create, connect and communicate meaning in an ever-expanding variety of contexts. GHSD continued to support the literacy learner and teachers through the Early Literacy Team and Instructional Coaches who provided:

- early literacy intervention to struggling readers at the primary level
 - assistance with the development of a GHSD Literacy Framework that will identify best practices in literacy instruction and assessment, as well as create a common set of expectations in the area of literacy
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- targeted intervention to 147 students in 44 grade one and two classrooms. This represents 18% of our grade one students and 20% of our grade two students. Results indicate that the majority of the students made approximately eight months growth in reading in three months of ELI intervention.
 - Support in the implementation of the “Daily Five” and “Words Their Way” throughout the division
 - assistance in developing a literacy progression document for teachers to act as a guide for expected growth in literacy acquisition
 - implementation of a pilot to review the effectiveness of the “Leveled Literacy Intervention Program” (LLI for grades 1, 2 and 3). Five schools received the training and resources to implement the targeted intervention program for students struggling in literacy acquisition both within the classroom (Grades 1-2) and as a pull-out targeted program. The program is delivered over 18 weeks of daily targeted small group instruction. Initial results indicated that students who were provided the intervention made outstanding progress and in some cases a two to three level increase in literacy. Teacher feedback was extremely positive and supports the continued implementation of this program in the next school year. Seven schools have expressed interest in being part of the pilot project for the 2014-2015 school year and have received resources to run the program in the pull out intervention it is designed for. Teacher release time is the responsibility of the schools and the literacy lead teacher will support the implementation when assistance is required. In addition to the kits from Grades 1-3, LLI kits for Kindergarten have also been purchased by some schools within the Division.
 - implementation of a pilot intervention program using the Leveled Literacy Intervention program combined with ELI strategies in one of our schools with a high First Nations population. The intervention was provided several times a week for eight months in a pull out setting. A math intervention program was also developed and offered to small groups of “at-risk” learners.
 - implementation of a two month program on “learning How to Learn” in order to improve the achievement of our First Nations students in CBV. Students were taught about the brain and taught how to study. Small group study sessions were offered to some of the students to prepare them for the grade 6 Achievement exams. Feedback from teachers indicates that this program was effective. The results of the achievement exams will be analyzed to determine impact as well.

Early Child Development (ECD) Mapping Initiative

Alberta Education launched the Early Childhood Development (ECD) Mapping Initiative, a five-year province-wide research and community development activity to look at factors that may influence healthy child development. The ECD Mapping Initiative is funded by the Government of Alberta and involves the Ministries of Education, Health and Wellness and Human Services.

The Wheatland EC Mapping Coalition (5 for Life) was formed to respond to the research information emerging from the ECD (Early Childhood Development) Mapping Initiative. 5 for Life chair is the Early

Literacy Coach for GHSD and this group will provide information about local resources and develop a community response plan to support healthy child development for children 0-5 years based on a two-year seed grant approved by the Alberta Government. A great deal of time has also been spent on devising a work plan that will guide the coalition's work in *Planning, Engaging the Community, Researching Resources, Providing Education and Learning, and Communicating with Community Members*.

The Early Literacy department of GHSD supports the Coalition's work with manpower and resources in the planning and implementation of events, and provided 'What you need to know pamphlets' for parents in the areas of Literacy, Speech, Language and Communication as well as Fine Motor skills to the 5 for Life Coalition. GHSD has become a community partner of the 5 for Life Coalition and supports its work throughout Wheatland County.

Children's first years of development set the foundation for their success in school and future well-being. GHSD teachers supported the four and five year old Childhood Fair put on by 5 for Life in May 2014. Kindergarten teachers from Strathmore were at the Fair to answer parent questions regarding skill development before entering Kindergarten.

NEXT STEPS

System enhancement efforts continue to have a positive impact on enhancing teacher practice and student learning, and we will continue our professional efforts in facilitating powerful learning opportunities for students.

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. System improvement professional development will continue to focus on "powerful learning" with a focus on deep understanding and critical thinking. 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."

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>

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