



AGENDA

Golden Hills School Division No. 75

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

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

Regular Meeting of the Board of Trustees

Tuesday, October 21, 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 Board of Trustees Regular Meeting (2014/09/30)
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. Field Studies Excursion(Three Hills and Trochu Valley)
 - 8.1.2. Annual Modular Request Submission
 - 8.2. Information Items

B.Daverne

T.Sabir

8.2.1. **Monthly Enrolment Monitoring Report(September 2014)**

T.Sabir

8.2.2. **Human Resource Monitoring Report**

W.Miskiman

8.2.3. **Provincial Exam Results(Annual and Five Year Trends)**

W.Miskiman

8.2.4. **Three Year Education Plan and AERR**

B.Daverne

8.2.5. **Family School Community Resource Program**

K.Jordan

9. **ADJOURNMENT**

Draft



MINUTES

Golden Hills School Division No. 75

Board of Trustees Regular Meeting

Meeting Type : REGULAR BOARD MEETING

Date : Tuesday, September 30, 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) Reporting Secretary

- Kristy Polet

Call to Order

Chair Price called the meeting to order at 9:35 a.m.

In Camera

Resolution #BD20140930.1001

MOVED by Trustee Tucker that the Board of Trustees go in-camera at 9:36 a.m. to discuss legal issues.

Carried

Resolution #BD20140930.1002

MOVED by Trustee Nielsen that the Board of Trustees rise from in-camera at 12:20 p.m.

Carried

BREAK

Recessed at 12:25 p.m.

Reconvene at 1:11 p.m.

Approval Of Agenda

Resolution #BD20140930.1003

MOVED by Trustee Larsen that the Board of Trustees approve the agenda as amended with the addition of moving Administration Reports to 7.5 and introduce Trustee Reports as 7.4.

Carried

Presentation of Minutes

Resolution #BD20140930.1004

MOVED by Trustee Kletke that the Board of Trustees approve the minutes of the August 26, 2014 Regular meeting as amended.

Carried

Resolution #BD20140930.1005

MOVED by Trustee Larsen that the Board of Trustees approves the minutes of the August 26, 2014 Organizational Meeting as presented.

Carried

Chair's Report
(REPORTS)

Chair Price reported on the following items:

- Contacted ASBA President Helen Cleese regarding the recent public letter from Honorable G. Dirks, newly appointed Education Minister. Chair Price hoping to meet with the President to discuss letter and what it means for school boards.

Board Committees
(REPORTS)

There was nothing to report on at this time.

Board Representatives to External Organizations
(REPORTS)

Trustee Bazant presented information on the ASBA Zone 5 meeting she attended on September 5, 2014.

- The ASBA is recruiting for positions on the Board, including the Chair's position.

Trustee Report
(REPORTS)

Trustee Larsen presented information on the following:

- School Council Meetings that he has been attending in his Ward.
- Inquired and discussed boundaries in the Golden Hills School Division.
- Discussed Invitation to meet with Premier Jim Prentice, new leader for the Progressive Conservative Party of Alberta.

Trustee Nielsen presented information on the following:

- Collaborative Day that was held at DVSS - it was a great success!
- Inquired and discussed the procedure for registering a child for school and bussing.

Trustee Kletke presented information on the following:

- President of the PSBAA contacted Trustee Kletke in regards to setting up a meeting with the GHSD Board of Trustees, Superintendent Daverne has also been in contact with her.

Administration Reports (REPORTS)

Associate Superintendent Miskiman presented information on the following topics:

- Human Resource update:
 - The Appointment of Bill Thompson to the position of Supervisor of Occupational Health and Safety/Human Resources. Mr. Thompson will begin October 1, 2014.
- Producing a Central Office handbook, will be finalized shortly.
- Discussed CUPE Bargaining - will resume at the end of October.
- Staffing update:
 - Hiring for 6 New Teaching positions, these will be posted on our website along with the "Apply to Education" website.
 - GHSD has filled 32 New Teaching positions since the Spring of 2014.

Associate Superintendent Jordan presented information on the following topics:

- Discussed the Professional Development Day that was held September 19, 2014.
- Discussed SLA (Student Learning Assessment) Jeff Grimsdale, Director of Student Assessment and Curriculum Support.

Secretary-Treasurer Sabir presented information on the following topics:

- Discussed challenges with our Transportation start of the 2014-2015 school year and various process improvements recommended by the Transportation Department;
 - Streamline process to have students on a bus
 - Software needs
 - Recruitment of bus drivers
 - Improvement of communication between staff, parents and students
- Discussed Transportation agreements that we have between neighboring Divisions.

Superintendent Daverne presented information on the following topics:

- PCA (Prairie Christian Academy) - discussed the relocation plans for students during modernization.
- Discussed the economic climate and the challenge for Contractors to bid on out of town construction projects, due to the ongoing growth of the larger cities. ie. Calgary & Edmonton
- New East Wheatland School:
 - County has set the application for the Development Permit - date for October 14, 2014.
 - This project will be tendered once the Development Permit has been granted, the Cost consultant report is finalized and AB Infrastructure reviews final report.
 - Trustee Larsen discussed application for Development Permit.
- Trochu Gym:
 - Currently they want to put in the hardwood for the gym floor but they are waiting for the moisture content to go down.
- PSBAA would like to meet with the Board of Trustees - possible meeting date is October 31, 2014.

Field Studies Excursion(Drumheller Valley Secondary School) (Action Items)

Resolution #BD20140930.1006

G. Reagan, Principal (Strathmore High School) was in attendance to answer questions regarding the field trip.

MOVED by Trustee Bazant 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.

Carried

**Field Studies
Excursion(Strathmore
High School)**
(Action Items)

Resolution #BD20140930.1007

C. LaPierre, Principal (Drumheller Valley secondary School) was on the phone to respond to Trustee questions regarding the field trip.

MOVED by Trustee Tucker that the Board of Trustees approves the proposed high school field studies/excursion for Drumheller Valley Secondary School to Vimy Ridge/Europe from April 6-15, 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.

Carried

Advocacy Planning
(Action Items)

Resolution #BD20140930.1008

MOVED by Trustee Tucker to table the Advocacy Planning discussion to the next earliest available date.

Carried

**Field Studies
Excursion(Strathmore
High School)**
(Action Items)

BREAK

Recessed at 2:45 p.m.

Reconvene at 2:55 p.m.

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

Secretary-Treasurer Sabir presented a powerpoint on IMR and Capital Projects completed in the summer. Need to continue to advocate for funding and close the gap between industry standards on \$4 million and current funding of less than \$1 million annually.

**Preliminary
Enrolment Update**
(Information Items)

Superintendent Daverne presented information to the Board of Trustees on the Enrolment Monitoring Report for information and for the record. Golden Hills is pleased to see a slight increase in enrolment across the district.

System Enhancement
(Information Items)

Associate Superintendent Jordan presented information on the System Enhancement Monitoring report for 2013-2014.

ADJOURNMENT

Resolution #BD20140930.1009

MOVED by Trustee Nielsen that the meeting adjourn at 4:10 p.m.

Carried

Chair

Secretary-Treasurer

Draft



FIELD TRIP STUDIES/STUDENT EXCURSION Three Hills/Trochu Valley Schools

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

October 21, 2014

Background:

Three Hills and Trochu Valley Schools are jointly requesting permission, in accordance with Administrative Procedure 260 and Board Policy 2, for an international high school field trip to Europe from April 1, 2015 – April 10, 2015 during Spring Break. The trip will involve approximately 78 grade 11 and 12 students and the students will miss 2 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 Three Hills and Trochu Valley Schools to Europe from April 1, 2015 to April 10, 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.

Bevan Daverne
Superintendent of Schools



MODULARS REQUEST 2015/2016 SCHOOL YEAR

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

October 21, 2014

Background:

Further to Capital Planning, Alberta Education's submission date for requesting new modular classrooms for the 2015/16 school year is November 30, 2014.

Capital Planning has requested that school jurisdictions identify; in priority order, emergent modular classroom needs and portable/modular classroom move requests for 2015/2016. As in previous years, Alberta Education will use the following criteria to determine the priority order for the allocation of modular classrooms to school jurisdictions:

- Health and Safety Needs
- Enrolment Pressures (85% utilization rate is considered full)
- Supporting evidence appropriate to a specific need identified

The deadline for submission to Alberta Education is November 30, 2014. Alberta Education had advised this deadline will allow the approved units to be ordered, constructed, delivered and set up in time for the start of the 2015/16 school year. Approval decisions will be communicated to school jurisdictions sometime near the end of December 2014.

It is recommended that Golden Hills request modular classrooms for the following schools:

Strathmore High School (SHS) Strathmore – request 2 modular classrooms

Strathmore High School has seen a growth of 24 students this year. Although the utilization factor is only 80%, the school is full. This is largely due to the open gathering area and cafeteria which is unusable for classroom space. The current utilization formula does not take this into consideration.

1. Strathmore High School is renting two spaces from the Community Centre for classrooms.
2. The school is down to one dedicated computer lab, the other two were converted into classrooms.
3. The fashion lab has mobile tables so that it can also be used for fashion studies and as a classroom.
4. Two small shop classrooms have been converted into classrooms for up to 16 students.
5. The band room was meant as a weight room. It is very cramped with poor acoustics.
6. The school is running early morning music classes since the theatre is scheduled all day.
7. There are three Special Education programs that require their own space.
8. There is a full time ESL program to assist International students.

Strathmore High School has exhausted all approaches to increase usage and efficiency of the existing space. Growth in students and programs have created the need for more classroom space.

Crowther Memorial Junior High School (Strathmore) – request 5 modulars

Due to structural and mold issues as per BEI Engineer Structural Review and the Golder Associate mold report they advised the modulars need to be removed to put in proper screw piles and reinstall after remediation of the wet and moldy plywood sub structure. The modulars are over 13 years old and they are the old wood structure prone to mold issues. The five modulars have settled up to 15 cm (6 inches) putting stress on the building envelope. Facilities recommends new modulars to replace the current modulars.

Brentwood School (Strathmore) – request 1 modular classroom

Brentwood School was originally designed for about 250 students. Currently, there are 8 wood frame attached modular classrooms and the capacity is now 450 students. Brentwood has 335 students and an adjusted enrolment of 375 which gives a utilization of 83%. An additional modular will increase Brentwood's capacity to 475.

Wheatland School is currently in the process of receiving a new modular this year and will be able to accommodate about 485 students. Westmount School added two new modular classrooms last year and has the capacity to accommodate 550 students. As a result, elementary schools in Strathmore are full and the need for additional student space within Strathmore should be developed at Brentwood School.

In Strathmore, schools are filled and overflowing. As a result, modulars are needed in the interim to accommodate the enrolment pressures.

Recommendation:

That the Board of Trustees approves the recommended modular requests for the 2015/2016 school year.

School	Request
Strathmore High School (Strathmore)	2 modulars
Crowther Memorial Junior High (Strathmore)	5 modulars
Brentwood School (Strathmore)	1 modular



Bevan Daverne
Superintendent



Tahra Sabir
Secretary-Treasurer



ENROLMENT BACKGROUNDER

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

October 21, 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 September 30, 2014 enrolment of provincially funded students, Siksika funded students and International funded students.

Alberta Education calculates funding for Kindergarten to Grade 9 based on the full-time equivalent student count as of September 30, 2013. High school funding is based on the Credit Enrolment Units earned per student.

Recommendation:

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

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

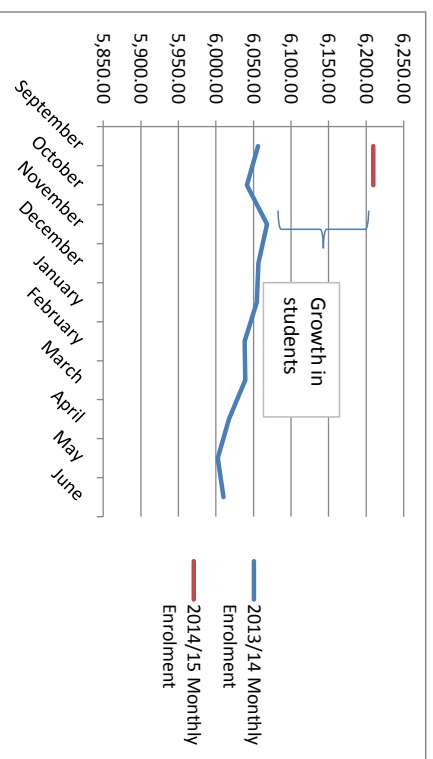
Golden Hills School Division No. 75 Enrolment

Summary of Totals - Year to Year Comparison

September 30, 2013 & September 30, 2014

Funded Total Enrolment	30-Sept-14 Enrolment	31-Sept-13 Enrolment	Difference	% Change
Provincially Funded Students	5,914.50	5,756.00	158.50	2.75%
SKSika Students	153.00	155.00	-2.00	-1.3%
International Students	142.00	145.00	-3.00	-2.1%
Total	6,209.50	6,056.00	153.50	2.5%

Last Year Monthly Enrolment & Comparison to September 2014



Grade Figure Analysis Comparison of Sept 2014 and Sept 2013

Provincially Funded	30-Sept-14	30-Sept-13	Difference	% Change
Kindergarten	234.00	216.00	18.00	8.3%
Grades 1-3	1,426.00	1,385.00	41.00	3.0%
Grades 4-6	1,414.00	1,361.00	53.00	3.9%
Grades 7-9	1,347.00	1,311.00	36.00	2.7%
Grades 10-12	1,493.00	1,483.00	10.00	0.7%
Total	5,914.00	5,756.00	158.00	2.7%

Schools - Year to Year Comparison

Configuration	SCHOOL	September 30, 2014	September 30, 2013	Difference	% Change
K-6, 10-12	Acme School	186.50	171.00	15.50	9.1%
K-6	Brentwood Elementary School	351.00	334.00	17.00	5.1%
K-9	Carbon School	85.00	90.50	-5.50	-6.1%
K-6	Carseland School	60.50	71.00	-10.50	-14.8%
K-8	Central Bow Valley School	21.50	28.00	-6.50	-23.2%
7-9	Crowther Memorial Jr. High School	531.00	533.00	-2.00	-0.4%
K-9	Dr. Elliott Community School	181.00	174.50	6.50	3.7%
7-12	Drumheller Valley Secondary School	381.00	348.00	33.00	9.5%
K-6	Greentree School	418.00	416.50	1.50	0.4%
K-6	Hussar School	45.00	48.50	-3.50	-7.2%
K-12	Prairie Christian Academy School	234.50	255.50	-21.00	-8.2%
K-6	Rockyford School	42.50	31.00	11.50	37.1%
K-12	Standard School	212.50	210.00	2.50	1.2%
10-12	Strathmore High School	638.00	640.00	-2.00	-0.3%
K-12	Three Hills School	445.00	450.50	-5.50	-1.2%
K-9	Trinity Christian Academy	129.50	110.50	19.00	17.2%
K-12	Trochu Valley School	315.50	322.00	-6.50	-2.0%
K-6	Westmount School	444.00	418.50	25.50	6.1%
K-6	Wheatland Elementary School	375.50	365.00	10.50	2.9%
	Totals	5,097.50	5,018.00	79.50	1.6%
Configuration	SCHOOL	Provincially Funded	Provincially Funded	Difference	% Change
7-9	Anchors II Outreach	10.00	10.00	0.00	0.0%
7-12	Drumheller Outreach	23.00	22.00	1.00	4.5%
1-12	Golden Hills Learning Academy	98.00	89.00	9.00	10.1%
1-12	NorthStar Academy	287.00	204.00	83.00	40.7%
7-12	Strathmore StoreFront	38.00	38.00	0.00	0.0%
10-12	Trochu Valley Outreach	12.00	25.00	-13.00	-52.0%
	Totals	468.00	388.00	80.00	20.6%
Configuration	COLONY SCHOOLS	Provincially Funded	Provincially Funded	Difference	% Change
K-9	Colonies	349.00	350.00	-1.00	-0.3%



Human Resources Backgrounder

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

October 21, 2014

Background:

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

Inspiring Education presents a vision for Education over the next 20 years. In order to achieve the proposed shifts, Golden Hills is moving towards the framework set out in Inspiring Education and staffing decisions support this movement. This will allow for a more flexible approach to facilitate a competency based system to achieve the desired outcomes.

Recommendation:

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

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

Bevan Daverne
Superintendent

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

Wes Miskiman
Associate Superintendent



HUMAN RESOURCES MONITORING REPORT

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

Resource Persons:

Wes Miskiman, Associate Superintendent of Schools

Tahra Sabir, Secretary-Treasurer

October 21, 2014

REPORTING PERIOD: (Actuals 2013-2014 & Estimates to current 2014-2015)

OVERVIEW:

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

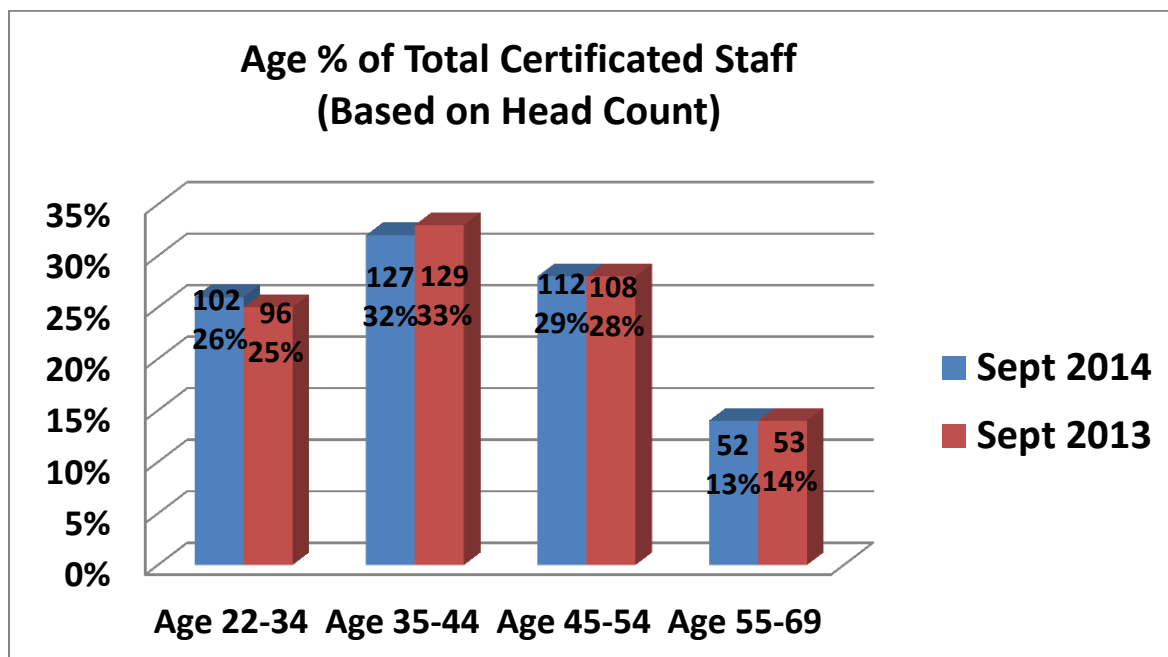
SECTION I: Overview of Staffing (Based on Head Count not FTE as of October 10, 2014)

- **2014-2015 Total Certificated Staff (Teachers)** – (Based on Head Count not FTE)

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

- **Gender Breakdown of Certificated Staff**

Gender	Number	%
Female	284	72.3%
Male	109	27.7%
Total	393	100.0%



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

- **2014-2015 Total School-Based Support Staff**– (Based on Head Count not FTE as of October 10, 2014)

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

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

- **2014-2015 Certificated vs. Non-Certificated Educational Assistants**

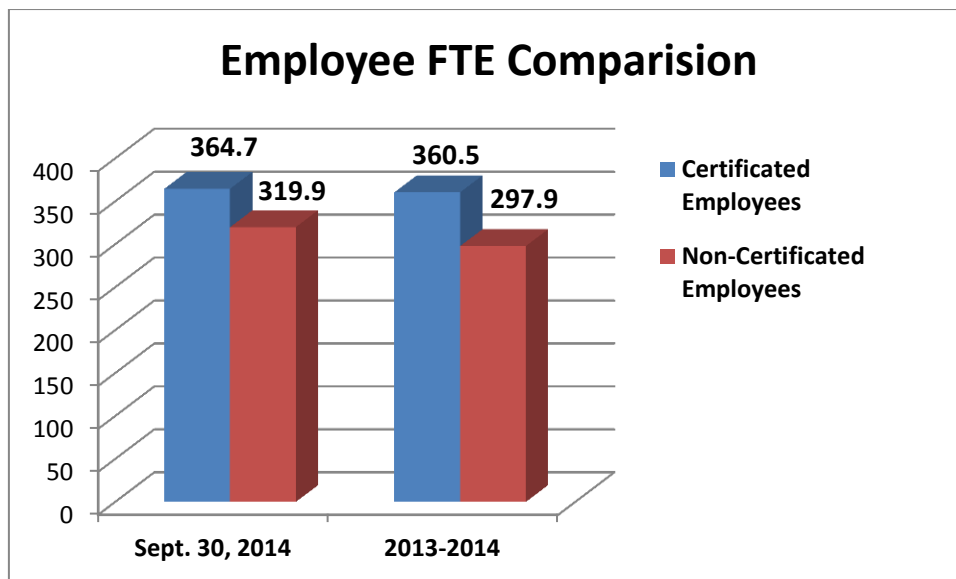
	Number	%
Certificated	64	43.5%
Non-Certificated	83	56.5%
Total	147	100%

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

	Retirees		Resignations		New Hires	
	2013/2014	2012/2013	2013/2014	2012/2013	2014/2015	2013/2014
Certificated Staff	9	12	13	4	30	22
Non-Certificated Staff	10	10	36	21	41	33
Total Staff	19	22	49	25	71	55

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

SECTION II: Staffing Levels (Based on FTE)



- Certificated Employees includes Associate Superintendents, Director of Student Assessment, Principals, Associate Principals, Consultants, and Teachers.
- Staffing levels fluctuate throughout the year and more hiring is anticipated in the second semester. Total FTE for 2014/2015 will end up being a little higher than what is reported above.

Calculation of Pupil Teacher Ratio (PTR)	
Enrolment Count as of September 30, 2014	2014/2015
Provincially Funded Students	5908.5
Siksika Funded Students	155
International Funded Students*	142
Total Students	6205.5
Total Professional Employees (<i>Does not include centrally-based certificated staff</i>)	349.5
PTR Calculation (e.g. 6056/347.61)	17.75

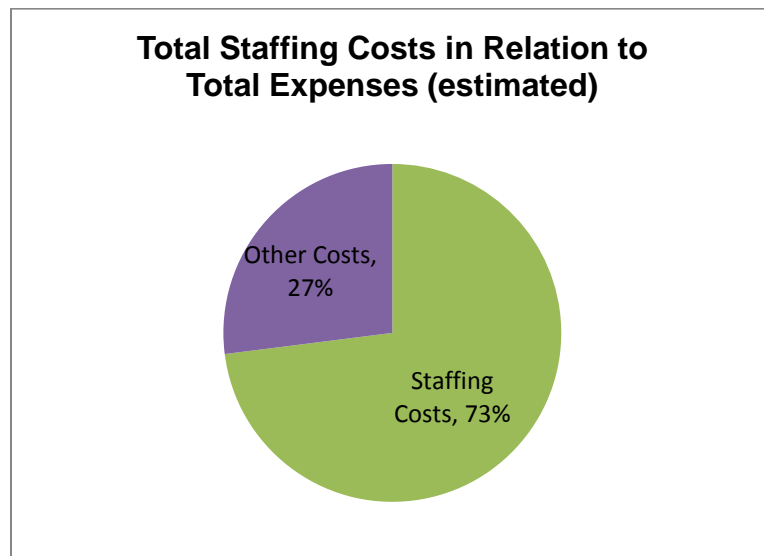
*International Student Services fluctuates in FTE during the year due to short and long-term student enrolment.

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

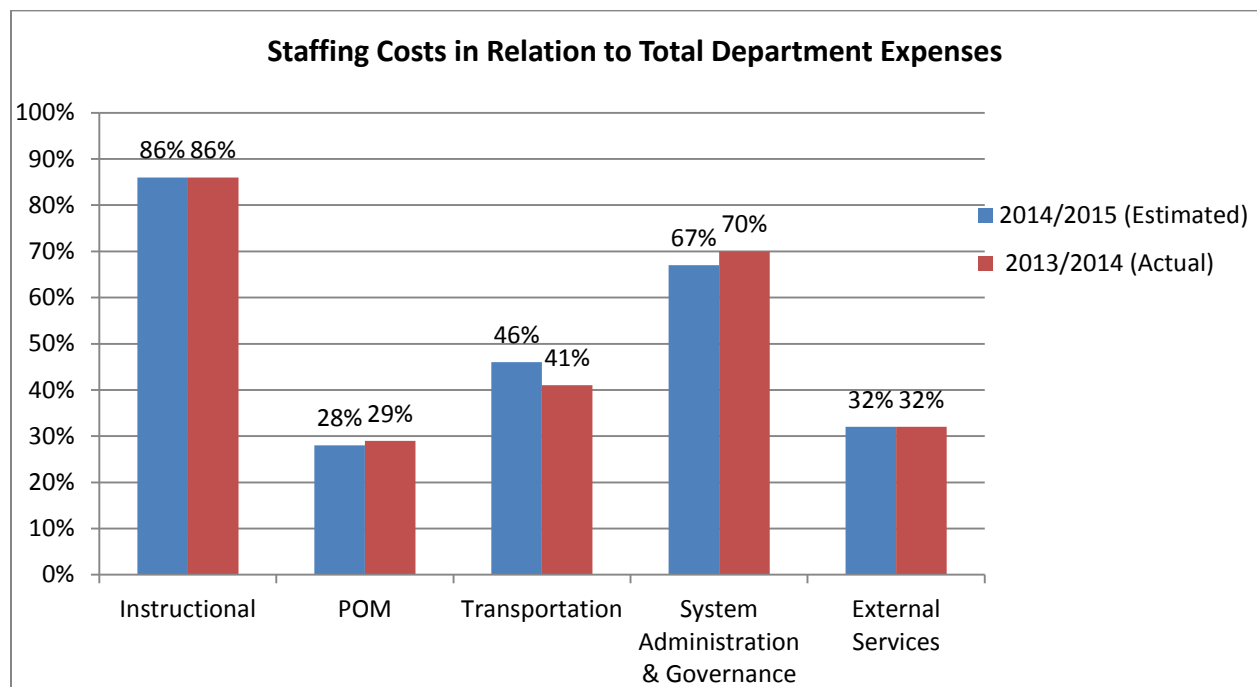
SECTION III: Direct Staffing Costs

- **Weighted Average Teaching Experience**

The Golden Hills weighted average teaching experience (years) as compared to the Province of Alberta will be presented when we receive the data from the Alberta School Boards Association (ASBA).



- Staffing costs are the largest portion of total expenses.



- Indirect staffing costs are not included in the above information - for example, services provided by contractors have staffing embedded in contracted services. Instructional staffing costs increase throughout the year. It is anticipated that it will be closer to 90% by year-end.

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

- Last spring, four new principals were appointed in the district. Two were internal hires and two were hired from outside the school division. Four new associate principals were also hired last spring. All four were internal appointments.
- Teacher recruitment strategies, including participation at nine career fairs, during the 2013-2014 school year facilitated an increase in the number of teacher applications which has helped the district work towards a balanced workforce. The school division responded to an overwhelming interest shown by the graduating teachers at the following career fairs; University of Calgary, University of Alberta, University of Lethbridge, Concordia University, Simon Fraser University, University of British Columbia, University of Regina, University of Saskatchewan, and OISE – University of Toronto. The teacher applicant pools during the spring staffing season were very strong.
- There are presently 257 approved substitute teachers in the district. Supply for substitute teachers is adequate most of the time; however, at peak times substitute teachers are hard to book. We actively recruit all teacher applicants for substitute teaching and advertise when required. All substitute teachers are interviewed and referenced prior to being approved for the substitute list.

SECTION V: Other Highlights/Initiatives

- Teacher Growth, Supervision and Evaluation
 - The new Teacher Growth, Supervision and Evaluation Administrative Procedure was developed and is in its second year of implementation throughout the school division.
 - A database is used to track the teacher summative evaluations. Principals, associate principals and the associate superintendent complete and submit summative evaluations for teachers as per the administrative procedure.
 - Nearly 90 teacher evaluation reports were completed during the 2013-2014 school year.
- Supervision and Evaluation of Support Staff
 - A new supervision and evaluation administrative procedure for support staff is in the process of being developed and will be fully implemented in the division for the 2015-2016 school year.
- Job Descriptions
 - Job descriptions for all Golden Hills staff are in the process of being reviewed and updated. The goal is to have all job descriptions updated by June, 2015 including the completion of the physical demands analysis for all positions.
- Wellness Program
 - A draft wellness program/initiative for all staff in the district is in the process of being developed. A committee of staff will provide feedback and suggestions for the development of the program.
- COR Certification
 - The school division is in the process of developing the necessary administrative procedures and finalizing an external audit partner so that we can achieve COR Certification. We have set a target date of June 30, 2015 to have all necessary administrative procedures, protocols, reporting and auditing functions finalized and implemented.

- WCB Audit (Workers' Compensation Board)
 - The Workers' Compensation Board completed an audit of Golden Hills School Division for the 2013-2014 school year to:
 - Assess compliance with the legislation and WCB policy in providing modified work;
 - Review our injury management strategies against best practices that minimize claim costs; and
 - Ensure the integrity of WCB pricing programs.
 - The results of the audit indicated that the school division was compliant with all legislative requirements and with the WCB policies. As a result, GHSD is on track to reduce WCB claim costs and in return possibly reduce premium rates.
- Return to Work Program
 - During the 2013-2014 school year, the school division worked with staff and the ASEBP to support the gradual return to work of designated staff. The focus was and continues to be on identifying and assigning doctor recommended modified work duties so as to support the staff member's return to work.

SECTION VI: Concluding Comments

- The increase in student enrolment assists Golden Hills in being an employer of choice and in achieving the vision for Inspiring Education, building teacher competencies, and providing a broad range of high quality supports and programs for students.
- Always striving to be an employer of choice, the school division focusses on providing a range of competitive benefits and supports for all staff which are sustainable within the current financial context. The enhanced supervision, safety, wellness, and return to work programs are a sample of the current and upcoming enhanced human resources supports provided to staff.
- The addition of 30 new teachers (*as of Oct.10 /2014*), has had a positive impact on teacher profile.



2013-2014 Provincial Testing Results for Diploma Exams and Provincial Achievement Tests

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

October 21, 2014

Background:

The 2013/2014 Provincial Testing results for the Diploma Exams and for the Grade 3, 6 and 9 Provincial Achievement Tests were released on August 26, 2014 to school divisions. The Board of Education in an in-camera session, reviewed the jurisdiction results at their September 30th Board Meeting, in accordance with the Provincial Protocols (attached). According to the provincial protocols the results are first presented in-camera to the board, and then made public after the Minister released the results on October 9, 2014. Additional information is available at <http://www.education.alberta.ca>.

Attached is a monitoring report for Diploma Examinations and the Provincial Achievement Tests for the 2013-2014 school year.

Recommendation:

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

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

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

Jeff Grimsdale
Director of Student Assessment & Curriculum Support

June 2, 2014

TO: Superintendents of Schools

RE: Joint Protocol for the Release of the 2013/2014 Provincial Achievement Test and Diploma Examination Results

Each year, Alberta Education and the Alberta School Boards Association develop a protocol for the release of provincial achievement test and diploma examination results. The protocol provides a coordinated approach to the release of results, both locally and provincially.

Attached is a copy of the protocol outlining this year's timeline for the release of provincial achievement test and diploma examination results.

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

Sincerely,

[Original Signed June 2, 2014]

David Anderson
Executive Director
Alberta School Boards Association
780-482-7311

[Original Signed June 2, 2014]

Neil Fenske, Ph.D.
Executive Director, Assessment
Alberta Education
780-427-0010

Attachment

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

**JOINT PROTOCOL FOR THE RELEASE OF
THE 2013/2014 PROVINCIAL ACHIEVEMENT TEST
AND
DIPLOMA EXAMINATION RESULTS**

JOINT PROTOCOL FOR THE RELEASE OF THE 2013/2014 PROVINCIAL ACHIEVEMENT TEST AND DIPLOMA EXAMINATION RESULTS

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

Dates	Action
August 26, 2014	Alberta Education makes available electronically on the Extranet the results of the 2013/2014 achievement tests and June diploma examinations for individual schools and jurisdictions together with the provincial results.
September 12, 2014	Alberta Education provides a briefing on provincial results and trends to the Alberta School Boards Association Board of Directors.
September 23 2014	Alberta Education makes available electronically on the Extranet the Diploma Examination Multiyear Reports.
September 23, 2014	Alberta Education makes available electronically on the Extranet the Achievement Test Multiyear Reports.
September 30, 2014	<p>Alberta Education makes available electronically on the Extranet the individual student profiles, to be printed at the school for distribution to individual parents on or after September 27.</p> <p>(The individual student data is also available in <i>Table 7, Individual Student Results by Reporting Category</i>, of the school reports, which will be available on the Extranet on August 23.)</p>
By October 7, 2014	Each superintendent should inform his or her board of the school authority's results in a closed meeting.
October 7, 2014	Alberta Education hosts a technical briefing regarding the provincial results and trends with: Alberta School Boards Association, Alberta Teachers' Association, Alberta School Council Association, College of Alberta School Superintendents and the four Calgary and Edmonton school jurisdictions.
October 8, 2014a.m.	The Minister of Education officially releases provincial results to the public based on the achievement test results and the diploma examination results made available to school jurisdictions in August and September. This release is in conjunction with the release of Accountability Pillar results.
October 8, 2014p.m.	Jurisdictions release results to the public based on the Achievement test results and the Diploma examination results made available to school jurisdictions in August.

June 2, 2014



2013-2014 Provincial Testing Results for Diploma Exams and Provincial Achievement Tests – Monitoring Report

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

October 21, 2014

REPORTING PERIOD: 2013-2014 School Year

OVERVIEW:

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

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

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

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

The following report provides an overview of Golden Hills School Division No. 75 2013-2014 student performance on provincial achievement tests in Language Arts, Math, Science and Social Studies and Diploma Exams in English, Social, Math, Biology, Physics and Chemistry. Although it is not possible to directly compare the average scores on these provincial assessments across years, results for the past five years are provided as a means of identifying trends both in Golden Hills' results and as compared with provincial standards.

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

SUMMARY & IMPLICATIONS:

Diploma Exams

- **Acceptable Standard**

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

- **Standard of Excellence**

In 4 out of 9 diploma exams (Math 30-1, Biology 30, Chemistry 30 and Physics 30) Golden Hills' students met or exceeded the provincial standards at the excellence level. There have also been noticeable improvements in the number of students achieving a standard of excellence in English 30-2 and Math 30-2 with slight improvements in English 30-1 and Social 30-2.

- **Participation Rate**

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

Provincial Achievement Tests

- **Acceptable Standard**

Although none of the results met provincial expectation of 85% or above for acceptable standard, Golden Hills' students surpassed or were equal to the provincial counterparts in 2 out of 10 subject areas (Grade 3 Language Arts, and Grade 3 Math).

- **Standard of Excellence**

Golden Hills' students met or exceeded the provincial standard of excellence in 5 out of 10 subjects (Grade 3 Math, Grade 6 Science, Grade 9 Language Arts, Grade 9 Science and Grade 9 Social).

- **Participation Rate**

The number of students participating in the 2013-2014 provincial achievement tests exceeded the provincial average in 10 of 10 subjects.

- **Knowledge & Employability Program (Grade 9)**

No subject areas met the Acceptable Standard of 85% or met the provincial Standard of Excellence. Golden Hills' students surpassed their provincial counterparts in Language Arts. Improvement was shown over the past year in the Standard of Excellence in Language Arts. The number of Knowledge & Employability students participating in the 2013-2014 provincial achievement tests exceeded the provincial average in 4 of 4 subjects.

Actions Moving Forward

1. Maintain System Focus on Powerful Learning to align professional learning opportunities and special initiatives. Examples of this area will include:

- Consultation with external experts (e.g., Critical Thinking Consortium, Peer Vision, and others)
- Developing foundational frameworks in the following areas with a particular focus on identifying and providing targeted interventions for at risk learners – Literacy, Numeracy and Learning How to Learn
- Maintain Assessment for Learning to further improve student achievement – expand our outcomes based report card
- Support the integration of technology as an effective learning tool
- Implementation of Strategic Instruction – High yield strategies to ensure optimum levels of success. Using best practices to increase student learning and build capacity amongst our teachers
- Continued training providing targeted professional learning opportunities to new staff
- Collaboration of grade and subject level teachers. A division wide pilot of four Collaboration days, designed to enhance teaching practice.

2. Data Analysis and Planning

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

RECOMMENDATION:

That the Board of Trustees receives the 2013-2014 Provincial Achievement Test and Diploma Examination Results Monitoring Report for information and for the record.

APPENDIX A:

GRADE 12 DIPLOMA EXAMS

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

Exam Standards

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

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

GRADE 12 DIPLOMA RESULTS:											
	2009/2010		2010/2011		2011/2012		2012/2013		2013/2014		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
ENGLISH 30-1											
Acceptable Standard	78.5	84.9	76.6	84.4	81.3	86.0	80.6	85.9	87.7+	87.1+	85.0
Standard of Excellence	7.2	10.1	6.1	10.1	5.2	11.3	7.3	10.5	9.2=	11.7+	15.0
Participation Rate	51.2	54.5	51.8	54.9	53.7	55.2	50.2	54.4	46.3	54.4	
ENGLISH 30-2											
Acceptable Standard	82.2	88.7	85.1	88.6	83.6	89.5	86.1	89.5	92.9+	89.7=	90.0
Standard of Excellence	7.5	9.8	5.6	9.1	4.8	10.7	9.4	11.1	14.3+	13.1+	15.0
Participation Rate	28.7	25.1	27.7	26.1	24.0	26.1	26.0	27.2	38.6	28.2	
SOCIAL 30-1											
Acceptable Standard	81.1	84.5	75.9	82.8	77.6	86.2	77.3	85.3	75.4=	85.5+	85.0
Standard of Excellence	12.2	16.1	7.8	14.9	5.5	16.7	11.7	15.2	8.2=	14.2=	15.0
Participation Rate	38.8	45.7	43.4	48.2	45.7	48.0	43.2	46.1	42.8	45.5	
SOCIAL 30-2											
Acceptable Standard	79.1	85.0	81.8	85.6	76.1	83.0	75.0	82.4	80.8=	83.9=	85.0
Standard of Excellence	8.2	13.7	12.4	15.9	10.3	13.7	7.6	13.9	8.8=	14.8=	15.0
Participation Rate	26.8	27.4	34.2	31.0	32.3	32.1	31.9	34.0	38.6	35.5	
MATH 30-1											
Acceptable Standard	N/A	N/A	N/A	N/A	N/A	N/A	79.6	80.3	64.7-	74.6-	85.0
Standard of Excellence	N/A	N/A	N/A	N/A	N/A	N/A	37.7	35.4	17.4-	27.2-	20.0
Participation Rate	N/A	N/A	N/A	N/A	N/A	N/A	29.5	29.9	30.0	37.6	
MATH 30-2											
Acceptable Standard	N/A	N/A	N/A	N/A	N/A	N/A	59.9	68.7	55.9=	71.3+	85.0
Standard of Excellence	N/A	N/A	N/A	N/A	N/A	N/A	2.9	9.6	7.4=	15.0+	15.0
Participation Rate	N/A	N/A	N/A	N/A	N/A	N/A	19.7	16.8	22.6	21.6	
BIOLOGY 30											
Acceptable Standard	73.0	81.4	70.9	81.9	72.2	81.8	78.7	84.3	79.4=	85.2+	85.0
Standard of Excellence	21.5	28.1	20.0	29.9	17.8	28.1	30.0	32.4	28.0=	31.7+	30.0
Participation Rate	42.1	41.2	47.4	42.8	46.1	43.1	47.0	42.4	39.4	41.7	
CHEMISTRY 30											
Acceptable Standard	75.5	79.0	73.3	75.1	66.5	76.7	76.2	78.8	71.1=	81.3+	85.0
Standard of Excellence	28.3	29.9	20.6	27.7	17.9	28.4	27.5	31.8	25.4=	35.0+	25.0
Participation Rate	33.2	35.2	30.8	36.0	33.6	36.7	31.7	32.1	29.6	35.0	
PHYSICS 30											
Acceptable Standard	60.9	74.0	71.1	76.7	70.1	81.0	84.2	81.1	71.6=	83.0+	85.0
Standard of Excellence	11.3	20.4	18.9	27.7	22.2	30.3	32.9	30.3	21.1=	34.1+	25.0
Participation Rate	16.2	20.0	12.6	20.6	15.8	20.4	11.6	17.4	14.7	20.2	
APPLIED MATH 30											
Acceptable Standard	80.0	77.2	70.7	74.3	68.7	75.6	N/A	N/A	N/A	N/A	
Standard of Excellence	11.3	12.6	9.2	9.8	10.7	10.3	N/A	N/A	N/A	N/A	
Participation Rate	24.1	19.7	28.1	20.0	26.6	19.6	0.0	0.2	N/A	N/A	
PURE MATH 30											
Acceptable Standard	78.2	82.8	72.2	81.0	74.1	81.8	N/A	N/A	N/A	N/A	
Standard of Excellence	27.3	29.7	24.1	28.7	19.0	27.1	N/A	N/A	N/A	N/A	
Participation Rate	33.5	41.4	42.5	31.4	43.2	42.5	1.0	7.3	N/A	N/A	
SOCIAL 30 (OLD)											
Acceptable Standard	77.1	67.8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Standard of Excellence	8.5	11.5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Participation Rate	9.1	3.7	0.2	0.3	N/A	N/A	N/A	N/A	N/A	N/A	
SOCIAL 33 (OLD)											
Acceptable Standard	74.5	76.1	75.0	69.0	N/A	N/A	N/A	N/A	N/A	N/A	
Standard of Excellence	8.5	11.5	12.5	21.4	N/A	N/A	N/A	N/A	N/A	N/A	
Participation Rate	3.6	2.5	0.0	0.1	N/A	N/A	N/A	N/A	N/A	N/A	

PROVINCIAL ACHIEVEMENT TEST RESULTS – 2013 - 2014

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

All Students

LANGUAGE ARTS - ALL STUDENTS:											
	2009/2010		2010/2011		2011/2012		2012/2013		2013/2014		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
L.A. GRADE 3											
Acceptable Standard	83.9	81.6	87.8	81.8	83.3	81.9	85.9	81.5	82.2	78.0	85
Standard of Excellence	16.1	19.5	15.7	17.5	18.5	20.4	11.3	17.8	13.5	15.3	15
Participation Rate	96.1	91.1	96.2	91.0	92.4	91.6	95.8	91.3	92.1	91.6	
L.A. GRADE 6											
Acceptable Standard	87.4	83.3	86.6	83.0	84.2	82.7	82.8	82.5	78.3	81.9	85
Standard of Excellence	19.1	18.9	17.1	18.5	15.3	17.8	16.1	16.3	10.8	17.6	15
Participation Rate	94.7	90.7	97.6	90.8	95.5	90.8	96.6	90.8	93.4	90.4	
L.A. GRADE 9											
Acceptable Standard	79.2	79.3	79.2	79.1	79.2	77.4	73.1	76.4	72.7	76.3	80
Standard of Excellence	8.9	15.0	12.4	16.3	12.4	16.4	12.7	14.7	16.0	15.1	15
Participation Rate	94.3	89.8	92.5	88.9	90.8	88.9	87.3	87.5	89.5	88.3	

MATHEMATICS - ALL STUDENTS:											
	2009/2010		2010/2011		2011/2012		2012/2013		2013/2014		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
MATH GRADE 3											
Acceptable Standard	74.7	76.4	82.7	77.4	76.4	76.8	79.8	76.5	77.4	74.0	85
Standard of Excellence	21.1	24.8	23.2	26.0	25.0	25.5	24.6	25.5	20.1	25.1	20
Participation Rate	94.0	88.3	96.5	91.6	92.8	92.0	96.0	92.0	92.5	92.4	
MATH GRADE 6											
Acceptable Standard	72.2	74.4	76.8	73.7	73.9	74.7	74.1	73.0	69.4	73.5	85
Standard of Excellence	9.3	16.5	14.3	17.8	11.5	16.6	15.6	16.4	11.5	15.4	15
Participation Rate	94.7	88.3	97.4	90.7	95.0	91.0	96.8	90.9	93.6	90.7	
MATH GRADE 9											
Acceptable Standard	61.4	66.4	57.1	66.1	61.9	66.4	59.4	66.5	62.7	67.1	85
Standard of Excellence	13.0	19.8	10.6	17.3	10.2	17.8	12.2	18.2	13.2	17.3	15
Participation Rate	93.5	86.8	93.2	89.5	92.2	89.7	90.3	88.3	91.4	89.2	

SCIENCE - ALL STUDENTS:											
	2009/2010		2010/2011		2011/2012		2012/2013		2013/2014		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
SCIENCE GRADE 6											
Acceptable Standard	76.4	76.8	78.1	76.2	76.6	77.8	75.5	77.5	67.7	75.9	85
Standard of Excellence	21.6	26.4	18.6	25.0	22.5	28.2	22.2	25.9	16.6	24.9	20
Participation Rate	95.7	90.5	97.8	90.5	95.0	90.8	96.8	90.9	92.8	90.2	
SCIENCE GRADE 9											
Acceptable Standard	70.3	73.6	68.2	74.8	69.0	74.1	65.8	72.6	68.6	73.2	85
Standard of Excellence	12.0	17.7	12.8	20.8	10.5	22.4	11.3	19.9	15.8	22.1	20
Participation Rate	94.3	90.4	93.7	90.0	92.1	90.1	89.7	88.8	91.7	89.6	

SOCIAL - ALL STUDENTS:											
	2009/2010		2010/2011		2011/2012		2012/2013		2013/2014		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
SOCIAL GRADE 6											
Acceptable Standard	65.5	71.0	67.1	71.1	68.2	73.2	71.3	72.7	60.3	70.4	85
Standard of Excellence	10.9	16.4	12.9	18.5	13.4	19.5	17.7	19.0	9.6	16.6	15
Participation Rate	94.9	90.3	97.6	90.5	95.7	90.7	96.1	90.1	91.9	89.6	
SOCIAL GRADE 9											
Acceptable Standard	63.6	68.9	59.9	67.2	68.8	68.9	60.6	65.3	59.1	65.5	85
Standard of Excellence	13.5	18.8	13.4	19.0	11.5	19.1	16.0	18.7	15.6	19.9	15
Participation Rate	94.7	90.2	93.2	88.8	91.3	89.1	87.5	88.3	90.2	88.7	

KNOWLEDGE & EMPLOYABILITY - ALL STUDENTS:											
	2009/2010		2010/2011		2011/2012		2012/2013		2013/2014		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
K&E L.A. GRADE 9											
Acceptable Standard	59.3	66.8	73.1	67.3	78.8	61.4	71.4	62.4	65.9	62.9	75.0
Standard of Excellence	3.7	7.8	0.0	7.9	9.1	5.8	4.8	4.3	7.3	3.5	15.0
Participation Rate	81.5	82.2	84.6	81.8	93.9	80.1	90.5	80.5	85.4	80.2	
K&E MATH GRADE 9											
Acceptable Standard	64.3	65.6	45.8	64.8	60.7	62.5	75.0	65.8	58.5	63.4	75.0
Standard of Excellence	7.1	15.3	4.2	14.9	25.0	15.3	12.5	14.7	12.2	14.5	15.0
Participation Rate	85.7	87.3	83.3	87.3	96.4	87.1	95.8	87.9	87.8	86.3	
K&E SOCIAL GRADE 9											
Acceptable Standard	77.8	64.6	66.7	61.9	47.6	63.5	75.0	64.6	58.5	61.8	75.0
Standard of Excellence	7.4	15.7	25.9	13.6	9.5	13.9	12.5	13.1	12.2	10.7	15.0
Participation Rate	92.6	85.2	81.5	84.1	90.5	84.0	91.7	86.9	90.2	84.6	
K&E SCIENCE GRADE 9											
Acceptable Standard	71.4	67.2	50.0	69.5	76.7	67.9	68.2	68.4	57.1	64.1	75.0
Standard of Excellence	7.1	14.3	8.3	15.2	20.0	17.3	18.2	17.1	14.3	14.9	15.0
Participation Rate	85.7	86.7	83.3	87.0	96.7	85.6	90.9	86.9	88.6	85.7	



School Division Three Year Education Plan and Annual Education Results Report Interim Report

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

October 21, 2014

The Government Accountability Act, School Act and Ministerial Regulations (see: *Policy and Requirements for School Board Planning and Results Reporting, (April 2014)*) require that jurisdictions prepare three year education plans (revised annually in a rolling-forward process) and annual education results reports. Alberta Education receives, reviews, and monitors compliance with the planning and reporting requirements.

Planning for continuous improvement and reporting on results achieved are parts of the overall *Performance Management Cycle*, illustrated below, to improve the quality and effectiveness of education programs and to improve student learning and achievement.



In response to budget dialogues between Alberta Education and the various school authorities, the planning and reporting requirements were streamlined. While boards must have an updated three-year plan in place before the start of the school year, effective this year, the Three Year Education Plan (3YEP) and Annual Education Results Report (AERR) may be combined into a single document which is due annually on November 30. Changes between the preliminary and final document consider the fall report on the previous year's provincial achievement test and diploma examination results as well as any budget updates.

The combined 3YEP and AERR in draft (Interim) will be presented at the meeting. The draft Interim Three Year Education Plan is prepared. The final document, incorporating feedback and updated budget information, will be presented at the Regular November Meeting and submitted to Alberta Education on November 30 as required.

Recommendation:

That the Board of Trustees receives, reviews and provides input on the draft Interim combined Three Year Education Plan and Annual Results Report for 2014/15-2016/17.

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

Bevan Daverne
Superintendent of Schools



Family School Community Resource Program

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

October 21, 2014

Background: Golden Hills School Division continues provide partner with other agencies to support and services to ensure optimal functioning of children and their families in the social-emotional/behavioural domain, in order that students can fully benefit from the learning opportunities afforded to them.

Recommendation:

That the Board of Trustees receives the Family School Community Resource Program Report for information and for the record.

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

Bevan Daverne
Superintendent

A handwritten signature in blue ink, appearing to read "Dr. Kandace Jordan".

Dr. Kandace Jordan
Associate Superintendent of Schools



**Golden Hills School Division No. 75
Report to the Regular Meeting of the Board of Trustees
Regular Agenda
October 21, 2014**

To: Bevan Daverne
Superintendent

From: Dr. Kandace Jordan
Deputy Superintendent of Schools

Re: Family School Community Resource Program

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

Resource Persons: Deb Hinds-Nunziata

History

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

What Does a Family/School/Community Resource Counsellor Do?

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

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

The program also provides whole class presentations on psychosocial issues, and works with school and community to organize prevention programs on a broader scale. Many of the team members are active with a variety of community groups such as Interagency, JumpStart, SWAT, Further Education and United Way.

Why do Students Benefit from this Program?

It is widely recognized that youth today face a variety of challenges, including socio-economic challenges, which impact their well-being. The Alberta School Act (2000) mandates schools to provide safe, respectful and caring environments. With Inspiring Education and the new School Act there will be an increased focus on developing the skills required for Ethical Citizenship, which involves the primary goal of developing students' skills in using social awareness and interpersonal skills to establish and maintain relationships. The Family School Community Resource Program plays a key role in responding to students' needs and developing social-emotional competencies that enable them to establish healthy relationships and learn.

Numbers of students who had an Intervention Plan developed through the program in 2013-2014.

Drumheller	Kneehill	Wheatland
195 students	110 students	478 students

Primary Reasons for Referral

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

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

Drumheller	Kneehill	Wheatland
<ul style="list-style-type: none"> - Social-Emotional Groups – 5 - Facilitation of <i>Roots of Empathy Program</i> at Greentree 	<ul style="list-style-type: none"> - Social-Emotional Support groups – 8 (serving 59 students) - 136 Classroom presentations - 13 Community Presentations - Organized 37 guest speaker presentations and <i>Roots of Empathy Program</i> 	<ul style="list-style-type: none"> - 24 Groups delivered serving 105 students <p>School Presentations</p> <ul style="list-style-type: none"> - Healthy Wellness Days at Brentwood (with Wheatland and Carseland) <p>CBV</p> <ul style="list-style-type: none"> - Mind-Up at Central Bow Valley School. Whole school intervention - Wellness mentors supporting FSCRC – 14 groups – 124 students

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

Does the Program Work?

As an evidence-based program the positive outcomes are measured and reported. Agency, Colleague, Parent and Student Surveys are completed yearly. Detailed results are available in the Year-End Reports compiled separately for each program. The following is a “snapshot” of the program’s effectiveness:

Drumheller

70% of students and their families attained their goals
20% made improved progress towards their goals

Kneehill

94% of individual clients, aged 9 and over perceived an increase in support after working with a Family Resource Worker and 88% of adults and children voluntarily accessing Family Resource Worker counselling services reported increased confidence in dealing with problems

Wheatland

72% of students and their families attained their goals
19% made improved progress toward their goals

Improved behavior, family relationships, ability to deal with mental health problems, peer relations and family functioning are readily observed in individuals who participate in the program.

What are People Saying about the Program?

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

Student

“It helped me ‘fit’ into school”

“My counsellor helped me with problems I had this year and that is good because I usually do not talk about my life with other people”

“He is the only counsellor I can trust and he is super helpful and always there when I need him”

“I’ve never had a counsellor that has helped me make sense of my life as much as her”

“I have very important subjects in the afternoon and she changed her schedule just so I could keep my time in these subjects”

“She is very helpful when making decisions in life and I made a new friend and overcame fear”

“She has helped me immensely with my on-going friendship issues. I now realize the importance of taking responsibility for my actions and choosing friends more wisely”

“She has helped me to sort out what is important to deal with and what to let go of”

Parent/Caregiver

"My child has been able to control his anger and use strategies learned with the counsellor to help settle him when he is upset"

"There have been huge benefits for my child and I am also learning the strategies to manage my own anger issues"

"I have a better understanding of anxiety and what strategies to use with my child"

"Things have really improved in our family – we are doing well thanks to the support"

"You have been a wonderful support to our family and we could not have went through this without you"

Staff

"The demand for services seems to increase annually, and the program in my view is understaffed. Your staff is excellent and does whatever they can but they are stretched too thin, and some needy children may be falling through the cracks"

"So many students....so little time"

"Keep doing what you are doing, a very difficult job and it does make a difference"

Agency

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

Moving Forward – Trends

- Community growth is a positive trend, but it also means that there are an increased number of students and their families who require the support of the Family School Community Resource Program while our staff allocations remain the same. There are schools within Strathmore that already have a waiting list for Family School Community Resource Program services.
- The complexity of the needs of families served continues to increase with greater numbers of students and parents challenged by mental health disorders and psycho-social stressors, such as poverty and limited or absence of family support and positive community connections.
- The Family School Community Resource Program provides targeted supports to children and families in the psychosocial domain, but when a family requires more intensive, long-term multidisciplinary supports these resources are increasingly limited.
- Less funding to support the program. In 2013-2014 the Town of Strathmore did not allocate any funds to the Family School Community Resource Program despite a long-term relationship since its inception.

In order to meet the demands, Family School Community Resource Counsellors are often using the counselling group format as an initial entry point into the program when appropriate and then determining the need for individualized supports. School-wide social-emotional learning programs are being offered in many of our schools, so that all students are supported in this domain and only the most at-risk students are referred to the program. Family School Community Resource Counsellors continue to maintain collaborative relationships with other service providers in the community to address needs and make suitable referrals. Family School Community Resource Counsellors continue to be provided with quality professional development opportunities to continue to build their capacity to work with complex needs. A Clinical Supervisor supports the work of Family School Community Resource Counsellors when they are dealing with complicated situations.