



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

Monday, January 14, 2013

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 AND OPENING PRAYER**
6. **PRESENTATION OF MINUTES**
 - 6.1 **REGULAR MEETING OF THE BOARD OF TRUSTEES (2012/12/11)**
7. **REPORTS**
 - 7.1. **CHAIR'S REPORT**
 - 7.2. **BOARD COMMITTEES**
 - 7.3. **BOARD REPRESENTATIVES TO EXTERNAL ORGANIZATIONS (ASBA ZONE 5 - JAN 04/2013)**
 - 7.4. **ADMINISTRATION REPORTS**
8. **NEW BUSINESS**
 - 8.1. **ACTION ITEMS**
 - 8.1.1. **EAST WHEATLAND SITE REVIEW** T. Sabir
 - 8.1.2. **BYLAW #01/2013** T. Sabir
 - 8.1.3. **PUBLIC SCHOOL BOARDS ASSOCIATION OF ALBERTA** B. Daverne
 - 8.2. **INFORMATION ITEMS**

8.2.1.	FIRST QUARTER FINANCIAL REPORT (SEPT-NOV 2012)	T. Sabir
8.2.2.	MONTHLY ENROLMENT MONITORING REPORT	T. Sabir
8.2.3.	STUDENT HEALTH INITIATIVE PARTNERSHIP (SHIP) MONITORING REPORT	K. Jordan
8.2.4.	INTERNATIONAL SERVICES MONITORING REPORT	K. Jordan
8.2.5.	SPECIAL/INCLUSIVE EDUCATION MONITORING REPORT	K. Jordan
8.2.6.	EDUCATION ACT	B. Daverne

9. **SCHOOL MONITORING REPORTS**

9.1. **ACME/DR. ELLIOTT/CARBON SCHOOLS (K. RATZLAFF)**

10. **ADJOURNMENT**



MINUTES

Golden Hills School Division No. 75

Regular Meeting Of The Board Of Trustees

Meeting Type : REGULAR BOARD MEETING

Date : Tuesday, December 11, 2012

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

- Janet Bolinger
- Karen Harries
- Lawrence Maerz
- Bob McKay

d) Superintendent of Schools

- Bevan Daverne

e) Associate Superintendent

- Kandace Jordan
- Gordon Welch

f) Secretary/Treasurer

- Tahra Sabir

g) Recording Secretary

- Brenda Scott

CALL TO ORDER

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

IN CAMERA

Resolution #BD20121211.1001

MOVED by Trustee Maerz that the Board go in-camera at 9:31 a.m. to discuss board operations, personnel and a legal matter.

CARRIED

Resolution #BD20121211.1002

MOVED by Trustee Harries that the Board of Trustees rise from in-camera at 10:43 a.m.

CARRIED

**WELCOME AND
OPENING PRAYER**

Trustee Maerz offered the opening prayer.

**APPROVAL OF
AGENDA**

Resolution #BD20121211.1003

MOVED by Trustee McKay that the Board of Trustees approve the agenda as amended:

- Move 8.2.5 School Summaries Report to New Business 8.1.1
- Update and distribute Technology Report 8.2.4

CARRIED

**PRESENTATION OF
MINUTES**

Resolution #BD20121211.1004

MOVED by Trustee Tucker to approve minutes for meeting Regular Meeting of the Board of Trustees as amended at:

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

Chair's Report:

- November 24, 2012 attended Wildrose Annual General Meeting (**at his own expense**)

**CHAIR'S REPORT
(REPORTS)**

Chair Price reported on the following items:

- Tripartite discussions re: postponement

**ALBERTA SCHOOL
BOARDS ASSOCIATION
ZONE 5 MEETING, DEC
7, 2012
(REPORTS)**

Trustee Tucker reported on the Alberta School Boards Association Zone 5 meeting, December 7, 2012.

**ADMINISTRATION
REPORTS
(REPORTS)**

Superintendent Daverne reported on the following items:

- Meetings with school Principals re: Education Plans
- Christmas concert schedule
- Attended meeting with Gleichen Economic Development Committee

Associate Superintendent Jordan reported on the following items:

- Recruiting update

Associate Superintendent Welch reported on the following items:

- Support staff handbook update

Secretary-Treasurer Sabir reported on the following items:

- Brentwood School preliminary design for an enhanced school entrance

**SCHOOL SUMMARIES
MONITORING REPORT
(ACTION ITEMS)**

Secretary-Treasurer Sabir presented information on the school summary sheets.

Resolution #BD20121211.1005

MOVED by Trustee Bolinger that the Board of Trustees directs Administration to take the appropriate steps to ensure facilities accommodate student growth and program changes.

CARRIED

**LOCALLY
ACQUIRED/DEVELOPED
COURSES
(ACTION ITEMS)**

Resolution #BD20121211.1006

MOVED by Trustee Harries that the Board of Trustees authorizes the use of the acquired locally developed course *Korean Language and Culture-3Y 15* (5 credits) acquired from Calgary School District No. 19 beginning September 1, 2013 until

August 31, 2015 and any learning resources detailed in the course outline for use in Golden Hills School Division No. 75.

CARRIED

Resolution #BD20121211.1007

MOVED by Trustee Tucker that the Board of Trustees authorizes the use of the acquired locally developed course *Korean Language and Culture-3Y 25* (5 credits) acquired from Calgary School District No. 19 beginning September 1, 2013 until August 31, 2015 and any learning resources detailed in the course outline for use in Golden Hills School Division No. 75.

CARRIED

Resolution #BD20121211.1008

MOVED by Trustee McKay that the Board of Trustees authorizes the use of the acquired locally developed course *Korean Language and Culture-3Y 35* (5 credits) acquired from Calgary School District No. 19 beginning September 1, 2013 until August 31, 2015 and any learning resources detailed in the course outline for use in Golden Hills School Division No. 75.

CARRIED

BREAK

Recessed at 12:02 p.m.

Reconvened at 1:11 p.m.

IN CAMERA

Resolution #BD20121211.1009

MOTION COMING OUT OF IN-CAMERA PORTION:

Moved by Trustee Maerz that the Board of Trustees approves an increase in compensation for exempt school-based support staff effective September 1, 2012 as recommended in Schedule C, dated December 11, 2012.

CARRIED

**FIELD
STUDIES/EXCURSION
(PRAIRIE CHRISTIAN
ACADEMY)
(ACTION ITEMS)**

Resolution #BD20121211.1010

Moved by Trustee Bolinger that the Board of Trustees approves the proposed high school field studies/excursion for Prairie Christian Academy to Bogota, Columbia Feb. 7-17, 2013 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

**TECHNOLOGY
SERVICES
MONITORING REPORT
(INFORMATION ITEMS)**

Associate Superintendent Jordan presented information on the Technology Services Monitoring Report. T. Kennedy, Manager of Technology was in attendance to answer trustee questions.

**MONTHLY ENROLMENT
MONITORING REPORT
(NOVEMBER 30, 2012)
(INFORMATION ITEMS)**

Secretary-Treasurer Sabir presented information on the November 30, 2012 enrolment.

**CLASS SIZE
MONITORING REPORT
(INFORMATION ITEMS)**

Associate Superintendent Jordan presented information on the Class Size Monitoring Report.

**1. GOLDEN HILLS
LEARNING ACADEMY
(J. BERTSCH)
(SCHOOL MONITORING)**

Superintendent Daverne welcomed J. Bertsch, Principal and L. Daverne, Associate Principal (Golden Hills Learning Academy), who presented highlights on the school's Education Plan and results received. Chair Price thanked J. Bertsch and L. Daverne for the presentation.

REPORTS)

2. STORE FRONT (J. BERTSCH)

(SCHOOL MONITORING
REPORTS)

Superintendent Daverne welcomed J. Bertsch, Principal and L. Daverne, Associate Principal (Strathmore StoreFront), who presented highlights on the school's Education Plan and results received. Chair Price thanked J. Bertsch and L. Daverne for the presentation.

3. BRENTWOOD (L. HUNTLEY)

(SCHOOL MONITORING
REPORTS)

Superintendent Daverne welcomed L. Huntley, Principal (Brentwood School) who presented highlights on the school's Education Plan and results received. Chair Price thanked L. Huntley for the presentation.

ADJOURNMENT

Resolution #BD20121211.1011

Moved by Trustee Harries that the Board of Trustees adjourn the meeting at 3:45 p.m.

CARRIED

Chair

Secretary-Treasurer

Draft



EAST WHEATLAND SITE REVIEW

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

January 14, 2013

Background

In June 2011, the Board prepared the criteria to be met for a resolution in East Wheatland – Factors for evaluating Capital Investment for East Wheatland as follows:

1. Enhance Programming
2. Attract and Retain Students
3. Provide students with a variety of extracurricular opportunities
4. Attract and Retain Staff
5. Provide reasonable ride times
6. Gain provincial support for capital investment
7. Move forward in a timely way
8. Create a flexible design
9. Reduce Operation Costs
10. Reduce and/or eliminate excessive deferred maintenance and surplus capacity
11. Achieve multiple short and long term benefits.

In the March 27, 2012 Board meeting, the Golden Hills School Division Board passed two motions relating to a new School Site in the East Wheatland area of the Division. The first motion requested provincial funding for the construction of a consolidated K-12 school along Highway #561 between Highways #840 and #842 as proposed by the East Wheatland working group. Another motion directed Administration to start the process of investigating specific locations within that six mile corridor that the East Wheatland working group recommended.

There were 24 potential $\frac{1}{4}$ sections of land. Each of the $\frac{1}{4}$ sections was reviewed in person by administration. Information from various municipal and provincial government departments, third party sources as well as from contracted experts was also provided. Many of these potential sites had issues with hills, wetlands, natural gas pipelines and saleability.

Many landowners granted us access to their land for the purposes of collecting data as part of the evaluation process. Though this was required information for the Board, landowners are still entitled to their privacy. To respect confidentiality, and preserve board's right to negotiate, this private information and the specific details for land parcels should only be shared in Camera in order for the Board to make an informed decision.

Appendix 1 for 8.1.1.: East Wheatland Site Review

Four sites were identified for further evaluation and analysis. The following criteria were used as part of the review:

- Sight line and land contours
- Drainage and general land characteristics
- Traffic Impact Assessment
- Land availability
- Suitability of highway access, Provincial highway regulation and County road characteristics
- Natural gas plant and pipeline locations and setback
- Suitability of land parcel for a School Site Plan
- Water availability and quality
- LEED Silver development and construction criteria

Recommendation:

That the Board of Trustees move in-camera to consider the detailed information for the sites.

Based on Board's in-camera discussions, make a decision to proceed or not with negotiations for purchase of a specific parcel or parcels suitable for a consolidated K-12 school in East Wheatland.



Bevan Daverne
Superintendent



Tahra Sabir
Secretary-Treasurer



BYLAW 001/2013

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

January 14, 2013

Background:

Effective January 1, 2010 Order in Council 225/2010, the Town of Strathmore annexed lands from Wheatland County. According to the Golden Hills Bylaw 1/2010 and Electoral Ward Order 025/2010, most of the annexed lands were in Ward 5 and are now in Ward 4 (Strathmore).

A bylaw is required to incorporate all the annexed lands into the electoral Ward 4 (Strathmore) and remove them from electoral Ward 5 (Carseland, Gleichen, Cluny, Hussar, Rockyford and Standard).

The attached Bylaw 001/2013 details all lands in the Strathmore electoral boundaries. The yellow marked sections in the map (attached) indicate the lands that were annexed by the Town of Strathmore. These lands are added to Ward 4 and removed from Ward 5.

Recommendation:

That the Board of Trustees gives first and second readings to Bylaw 001/2013.

That the Board determines whether the bylaw third reading will occur at this meeting (unanimous consent required).

If so, that the Board gives third and final reading to Bylaw 001/2013.

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

BYLAW NO. 01/2013

A BYLAW OF THE GOLDEN HILLS SCHOOL DIVISION NO. 75

**AMENDING WARD ELECTORAL
BOUNDARIES OF THE SCHOOL DIVISION**

WHEREAS Section 262(5) of the *School Act* allows the Board of Trustees of the Golden Hills School Division NO. 75, to amend or replace the Division's previous Bylaw No. 1/2010 subject to Ministerial approval.

AND WHEREAS the Golden Hills School Division No. 75 is desirous to realign its ward boundaries .

NOW THEREFORE the Board of Trustees of the Golden Hills School Division No. 75 (hereinafter called the "Board") enacts the following:

- 1) The Board approves realigning **Ward 4, Strathmore and Ward 5, Carseland, Gleichen, Cluny, Hussar, Rockford and Standard** electoral boundaries within the Golden Hills School Division No. 75, subject to Minister of Education approval. The new boundaries reflect the annexation of lands from Wheatland County to the Town of Strathmore as per Order in Council #225/2010.
- 2) The Board approves the application to have the Minister of Education adjust the electoral boundaries of the Division as described in attached "Schedule A".

READ A FIRST TIME this 14th day of January, 2013.

Chairman

Secretary-Treasurer

READ A SECOND TIME this 14th day of January, 2013.

Chairman

Secretary-Treasurer

A Board motion to give Bylaw 01/2013 third reading on 14th day of January, 2013 was approved unanimously.

READ A THIRD TIME and passed this 14th day of January, 2013.

Chairman

Secretary-Treasurer

BYLAW #01/2013 SCHEDULE A

One Trustee to be elected in:

Ward 1 (Three Hills, Torrington, Huxley, Trochu and Area) shall be comprised of the following lands:

Township 31, Range 21, West of the 4th Meridian

Sections 18 to 21 inclusive; Sections 29 to 31 inclusive; Those portions of Section 17 lying North of the creek; All those portions of Sections 15, 28, 32, and 33 lying West of the Red Deer River; Portions of the Northeast quarter of Section 9 lying North of the creek; All those portions of Northeast quarter of Section 10 and 16 lying West of the Red Deer River and North of the creek.

Township 31, Range 22, West of the 4th Meridian

Sections 13 to 36 inclusive.

Township 31, Range 23, West of the 4th Meridian

Sections 13 to 36 inclusive.

Township 31, Range 24, West of the 4th Meridian

Sections 13 to 36 inclusive.

Township 31, Range 25, West of the 4th Meridian

Sections 13 to 36 inclusive.

Township 32, Range 21, West of the 4th Meridian

Sections 6, 7, and 18; Those portions of Sections 5, 8, 17, 19, 20, 30, and 31 lying West of the Red Deer River.

Township 32, Range 22, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 32, Range 23, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 32, Range 24, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 32, Range 25, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 32, Range 26, West of the 4th Meridian

Sections 1 to 36 inclusive.

BYLAW #01/2013 SCHEDULE A

Township 32, Range 27, West of the 4th Meridian

Sections 12 and 13; Sections 23 to 26 inclusive; Section 36; East half of Section 14.

Township 33, Range 22, West of the 4th Meridian

Sections 2 to 11 inclusive; Sections 15 to 22 inclusive; Sections 28 to 33 inclusive; Those portions of Sections 1, 12, 13, 14, 23, 27, 34, and 35 lying West of the Red Deer River.

Township 33, Range 23, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 33, Range 24, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 33, Range 25, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 33, Range 26, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 33, Range 27, West of the 4th Meridian

Section 1; Sections 12 and 13; Sections 24 and 25; Section 36.

Township 34, Range 21, West of the 4th Meridian

Sections 29 to 32 inclusive; Those portions of Sections 18, 19, 20, 28, 33, and 34 lying North and West of the Red Deer River.

Township 34, Range 22, West of the 4th Meridian

Sections 3 to 10 inclusive; Sections 13 to 36 inclusive; Those portions of Sections 2, 11, and 12 lying North and West of the Red Deer River.

Township 34, Range 23, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 34, Range 24, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 34, Range 25, West of the 4th Meridian

Sections 1 to 30 inclusive; Sections 34 to 36 inclusive.

Township 34, Range 26, West of the 4th Meridian

Sections 1 to 6 inclusive; Sections 9 to 16 inclusive; Sections 21 to 28 inclusive.

BYLAW #01/2013 SCHEDULE A

Township 34, Range 27, West of the 4th Meridian
Section 1.

Township 35, Range 24, West of the 4th Meridian
Sections 1 to 6 inclusive.

Township 35, Range 25, West of the 4th Meridian
Sections 1 and 2.

One Trustee to be elected in:

Ward 2 (Acme, Carbon, Linden and Area) shall be comprised of the following lands:

Township 27, Range 17, West of the 4th Meridian
Sections 5 and 6; Fractions of Sections 3, 4, 7, 8, and 9 lying West of the Red Deer River.

Township 27, Range 18, West of the 4th Meridian
Sections 1 to 12 inclusive; Sections 15 to 20 inclusive; Section 30;
Those portions of Section 13, 14, 23, 29, 31, and 32 lying South of the Red Deer River;
South half of Section 21; Those portions of the South half of Section 22 lying South of
the Red Deer River

Township 27, Range 19, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 27, Range 20, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 27, Range 21, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 27, Range 22, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 27, Range 23, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 27, Range 24, West of the 4th Meridian
Sections 1 to 36 inclusive.

BYLAW #01/2013 SCHEDULE A

Township 28, Range 18, West of the 4th Meridian

Portions of the West half of Section 6 lying outside of the Town of Drumheller and within Wheatland County.

Township 28, Range 19, West of the 4th Meridian

Sections 1 to 6 inclusive; Sections 9 and 10; Portions of the South half of Section 12 lying outside of the Town of Drumheller and within Wheatland County; Those portions of Section 11 lying South and West of the Red Deer River.

Township 28, Range 20, West of the 4th Meridian

Sections 1 to 24 inclusive; Sections 27 to 34 inclusive; Those portions of Sections 26 and 35 lying outside of the Town of Drumheller.

Township 28, Range 21, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 28, Range 22, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 28, Range 23, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 28, Range 24, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 29, Range 20, West of the 4th Meridian

Sections 5 and 6; West halves and Southeast quarters of Sections 4 and 7; Southwest quarter of Section 3; Portion of Southwest quarter of Section 18 lying outside of the Town of Drumheller and within Wheatland County.

Township 29, Range 21, West of the 4th Meridian

Sections 1 to 12 inclusive; Sections 14 to 22 inclusive; Sections 28 to 33 inclusive; Those portions of Sections 13, 23, 24, 26, 27, and 34 lying South and West of the Red Deer River.

Township 29, Range 22, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 29, Range 23, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 29, Range 24, West of the 4th Meridian

Sections 1 to 36 inclusive.

BYLAW #01/2013 SCHEDULE A

Township 29, Range 25, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 29, Range 26, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 30, Range 21, West of the 4th Meridian
Sections 5 to 8 inclusive; Sections 16 to 21 inclusive; Sections 28 to 33 inclusive; Those portions of Sections 3, 4, 9, 15, 22, 27, and 34 lying West of the Red Deer River.

Township 30, Range 22, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 30, Range 23, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 30, Range 24, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 30, Range 25, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 30, Range 26, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 31, Range 21, West of the 4th Meridian
Sections 4 to 8 inclusive; West half and Southeast quarter and those portions of Northeast quarter of Section 9 lying South of the creek; Those portions of Sections 3, 10, and 15 lying West of the Red Deer River; Those portions of Sections 16 and 17 lying South of the creek.

Township 31, Range 22, West of the 4th Meridian
Sections 1 to 12 inclusive.

Township 31, Range 23, West of the 4th Meridian
Sections 1 to 12 inclusive.

Township 31, Range 24, West of the 4th Meridian
Sections 1 to 12 inclusive.

Township 31, Range 25, West of the 4th Meridian
Sections 1 to 12 inclusive.

Township 31, Range 26, West of the 4th Meridian
Sections 1 to 4 inclusive; and Sections 9 to 12 inclusive.

BYLAW #01/2013 SCHEDULE A

One Trustee to be elected in:

Ward 3 (Drumheller) shall be comprised of the following lands:

Township 27, Range 18, West of the 4th Meridian

Sections 28 and 33; North half of Section 21; Northwest quarter of Section 22; West half of Section 27; Southwest quarter of Section 34; Those portions of Sections 29, 31, and 32 lying East of the Red Deer River.

Township 28, Range 18, West of the 4th Meridian

Sections 5, 7, and 18; West half of Section 4; Those portions of Section 6 lying East of the Red Deer River.

Township 28, Range 19, West of the 4th Meridian

Sections 7 and 8; Sections 14 to 21 inclusive; Sections 28 to 32 inclusive; South halves of Sections 13 and 23; South halves and Northwest quarters of Sections 22 and 33; West half of Section 27; Those portions of Sections 11 and 12 lying East of the Red Deer River.

Township 28, Range 20, West of the 4th Meridian

Sections 25 and 36; Those portions of Sections 26 and 35 lying within the Town of Drumheller.

Township 29, Range 19, West of the 4th Meridian

South half of Section 6.

Township 29, Range 20, West of the 4th Meridian

Sections 1 and 2; Sections 8 to 12 inclusive; Section 17; North half and Southeast quarter of Section 3; Northeast quarters of Sections 4 and 7; South half of Section 13; Portions of Section 14 lying within the Town of Drumheller; West half of Section 16; East half of Section 18.

BYLAW #01/2013 SCHEDULE A

Two trustees to be elected in:

Ward #4 (Strathmore) shall be comprised of the following lands as per Order in Council 225/2010.

Township 24, Range 25, West of the 4th Meridian

Sections 14 to 16 inclusive; Sections 22 and 23; North halves of Sections 10 and 11; Northeast quarter of Section 12; West half and portions of the Northeast quarter and Southeast quarter of Section 13; South half of Section 21; West half of Section 24; Southwest quarter of Section 25; South halves of Sections 26 and 27. All intervening and adjacent road allowances.

One Trustee to be elected in:

Ward #5 (Carseland, Gleichen, Cluny, Hussar, Rockyford and Standard shall be comprised of the following lands as per Order in Council 225/2010

Township 21, Range 19, West of the 4th Meridian

Section 31; Portion of Section 30 lying North of the Blackfoot Indian Reserve.

Township 21, Range 20, West of the 4th Meridian

Sections 29 to 36 inclusive; Those portions of Sections 25 to 28 inclusive lying North of the Blackfoot Indian Reserve.

Township 21, Range 21, West of the 4th Meridian

Sections 35 and 36; Those portions of Sections 25, 26, 27, 33, and 34 lying North of the Blackfoot Indian Reserve.

Township 21, Range 25, West of the 4th Meridian

Those portions of Sections 30 to 35 inclusive lying within Wheatland County.

Township 21, Range 26, West of the 4th Meridian

Section 26; Section 29 to 36 inclusive; Those portions of Sections 19, 20, 21, 22, 23, 24, 25, 27, and 28 lying within Wheatland County.

Township 22, Range 20, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 22, Range 21, West of the 4th Meridian

Sections 1 to 4 inclusive; Sections 7 to 36 inclusive; Those portions of Sections 5 and 6 lying North of the Blackfoot Indian Reserve.

Township 22, Range 22, West of the 4th Meridian

Sections 13 to 36 inclusive; Those portions of Sections 7 to 12 inclusive lying North of the Blackfoot Indian Reserve.

BYLAW #01/2013 SCHEDULE A

Township 22, Range 23, West of the 4th Meridian

Sections 23 to 27 inclusive; Sections 33 to 36 inclusive;

Those portions of Sections 13, 14, 15, 21, 22, 28, 29, 31, and 32 lying North of the Blackfoot Indian Reserve.

Township 22, Range 24, West of the 4th Meridian

Section 19; Sections 30 and 31;

That portion of Section 7 lying North of the Wheatland County boundary and West of the Blackfoot Indian Reserve;

Those portions of Sections 17, 18, 20, 29, and 32 lying West of the Blackfoot Indian Reserve.

Township 22, Range 25, West of the 4th Meridian

Sections 2 to 11 inclusive; Sections 13 to 36 inclusive;

Those portions of Sections 1 and 12 lying within Wheatland County.

Township 22, Range 26, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 23, Range 19, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 23, Range 20, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 23, Range 21, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 23, Range 22, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 23, Range 23, West of the 4th Meridian

Sections 1 to 4 inclusive; Sections 7 to 36 inclusive;

Those portions of Sections 5 and 6 lying North of the Blackfoot Indian Reserve.

Township 23, Range 24, West of the 4th Meridian

Section 5 to 9 inclusive; Sections 11 to 36 inclusive;

Those portions of Sections 1, 2, 4, and 10 not included in the Blackfoot Indian Reserve.

Township 23, Range 25, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 23, Range 26, West of the 4th Meridian

Sections 1 to 36 inclusive.

Township 24, Range 18, West of the 4th Meridian

Sections 1 to 36 inclusive.

BYLAW #01/2013 SCHEDULE A

Township 24, Range 19, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 24, Range 20, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 24, Range 21, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 24, Range 22, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 24, Range 23, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 24, Range 24, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 24, Range 25, West of the 4th Meridian
Sections 1 to 9 inclusive; Sections 17 to 20 inclusive; Sections 28 to 36 inclusive; South halves of Sections 10 and 11; South half and Northwest quarter of Section 12; Portions of the Northeast and Southeast quarters of Section 13; North halves of Section 21, 26 and 27; East half of Section 24; North half and Southeast quarter of Section 25;

Township 24, Range 26, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 25, Range 17, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 25, Range 18, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 25, Range 19, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 25, Range 20, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 25, Range 21, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 25, Range 22, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 25, Range 23, West of the 4th Meridian
Sections 1 to 36 inclusive.

BYLAW #01/2013 SCHEDULE A

Township 25, Range 24, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 25, Range 25, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 25, Range 26, West of the 4th Meridian
Sections 1 to 17 inclusive; Sections 20 to 28 inclusive; Sections 33 to 36 inclusive.

Township 26, Range 17, West of the 4th Meridian
Sections 1 to 12 inclusive; Sections 14 to 22 inclusive; Sections 28 to 32 inclusive;
Those portions of Sections 13, 23, 26, 27, 33, and 34 lying West of the Red Deer River.

Township 26, Range 18, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 26, Range 19, West of the 4th Meridian
1 to 36 inclusive.

Township 26, Range 20, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 26, Range 21, West of the 4th Meridian
Sections 1 to 36 inclusive.

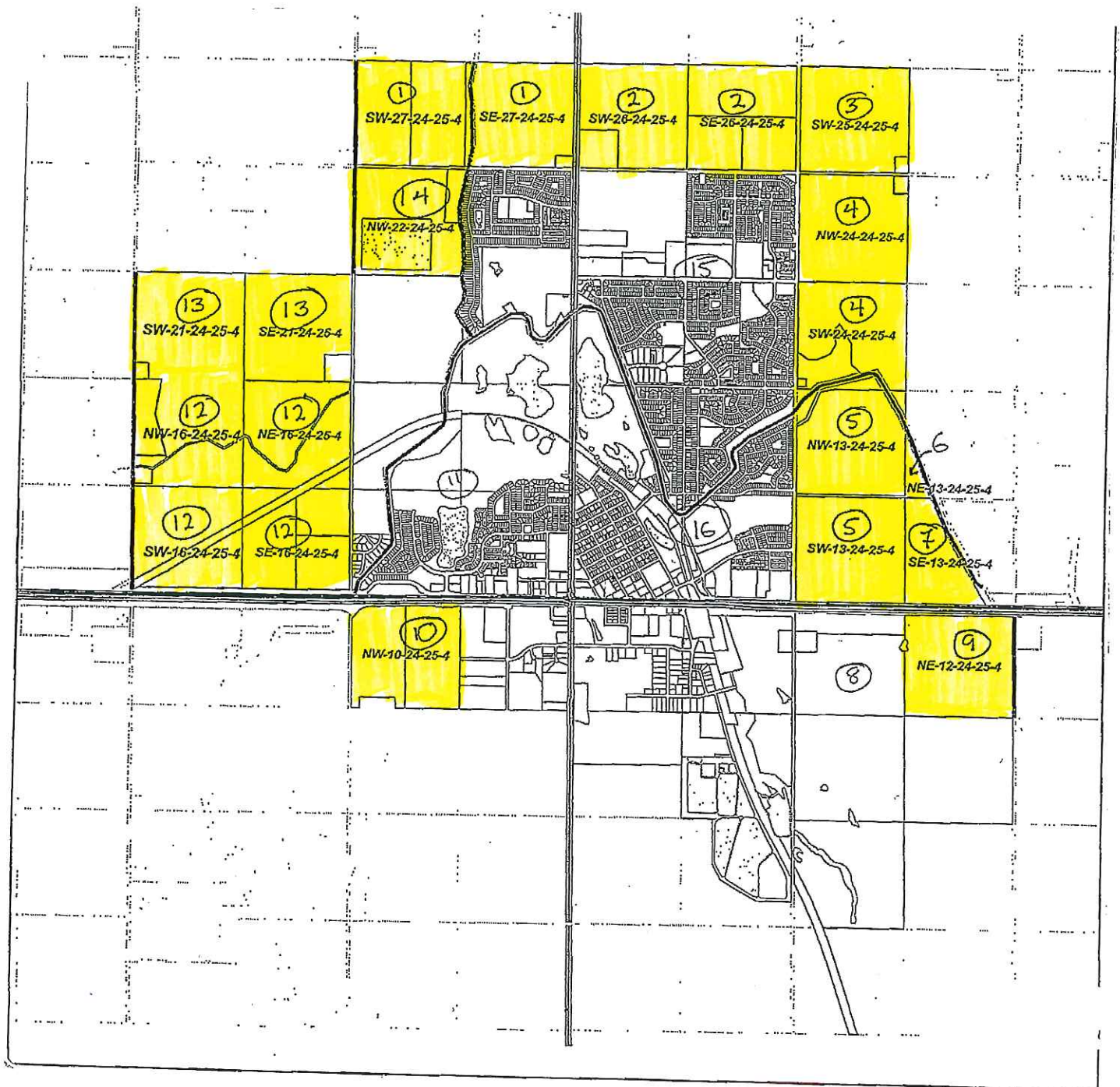
Township 26, Range 22, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 26, Range 23, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 26, Range 24, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 26, Range 25, West of the 4th Meridian
Sections 1 to 25 inclusive; Section 36.

ATTACHMENT: Areas Shaded in Yellow Show Annexed Portions into Ward 4 (Strathmore)





PUBLIC SCHOOL BOARDS ASSOCIATION OF ALBERTA

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

January 14, 2013

Background:

The Board of Trustees has been asked to consider membership in the Public School Boards Association of Alberta (PSBAA). The PSBAA is a voluntary membership association incorporated as a non-profit society according to the laws of Alberta. Members are school jurisdictions, not individuals. There are 64 school jurisdictions that are members and in Alberta: 29 belong to the Association. Member boards educate about 60% of the public school students in Alberta.

The mission of PSBAA is to ensure the continuation and constant improvement of a universally accessible form of public education, which is locally governed, student centered and challenging. The goal is to provide constructive leadership – represented by effective strategies, advocacy and communication – to work with others, wherever possible for the good of public education. The website can be accessed at <http://public-schools.ab.ca/>

1. How many meetings would there be each year?

The Association hosts the following meetings and events each year:

- a) **Public School Boards Council Meetings** – each Member Board chooses a representative who serves as their representative and attends each Council Meeting as a voting member. The Council meets three times a year – February, April and August. These meetings are also open to all Trustees, thus Boards often send additional Trustees who attend as Observers;
- b) **Spring General Assembly** – this gathering takes place the first weekend in June, in Red Deer, AB. Typically members bring the full Board along with their Superintendent and/or Secretary Treasurer. We are pleased to confirm that the Minister of Education will be joining our members for dinner and conversation to begin our Spring General Assembly on the Friday evening;
- c) **Fall Events** – this includes our annual MLA Reception / Trustee University / Lois E. Hole Dinner and Lecture / Annual General Meeting. The event begins on the Wednesday evening and concludes on the Saturday afternoon. These events are open to all Member Trustees and Senior Administration;
- d) **Governance Seminars** – these one day Professional Development seminars are offered in response to member requests. This year we will be offering three regional seminars focussed on Campaign School for Public School Trustees. I have attached the information brochure for this year's Governance Seminars.

2. What would be the cost of the membership?

Each Member Board pays the *basic annual fee* of \$4067.00, *plus a supplemental fee* based on the F.T.E. student enrolment; the Association uses a student enrolment grid in the calculation of the supplemental fee. Thus, the 2013 membership fee for Golden Hills School Division would be as follows:

<i>Basic Annual Fee:</i>	\$4,067.00
<i>Supplemental Fee (Student Enrollment of 4001 – 6500):</i>	<u>\$12,046.00</u>
Total Membership Fee:	\$16,113.00

In addition, the cost of attendance at the meetings would be approximately \$4,000.00.

The Association's Fiscal Year is 01 January – 31 December inclusive each year.

3. What steps would need to be taken for reinstatement

A letter from the from the Golden Hills School Division Board of Trustees, directed to Patty Dittrick, President, Public School Boards' Association, which confirms the Board's interest in being reinstated as a Member Board of the Association, is all that is needed. Following receipt of the letter, the Association will issue a Membership Fee invoice for 2013. Once the membership fee is received the Division becomes a full and active member of the Association.

Recommendation:

That the Board of Trustees considers membership in the Public School Boards Association of Alberta for a trial year and considers membership fees in the 2012-13 budget.



Bevan Daverne
Superintendent



Tahra Sabir
Secretary-Treasurer



FIRST QUARTERLY FINANCIAL REPORT

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

January 14, 2013

Background:

The Office of the Auditor General (OAG) recommends that school board trustees hold management accountable for achieving goals while staying within budget. In order for trustees to hold management accountable they must monitor actual spending against the budget. The OAG recommends that this monitoring should be through quarterly interim reporting.

The Quarterly Financial Report provides monitoring information and major variances will be reviewed.

The Quarterly Financial Report for September 2012 – November 2012 will be discussed at the Board Meeting.

Recommendation:

That the Board of Trustees receives the Quarterly Financial Report as information and for the record.

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

Bevan Daverne
Superintendent

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

Tahra Sabir
Secretary-Treasurer

Golden Hills School Division No.75



1st Quarterly Report

Draft V.3

September 2012 – November 2012

Prepared by the Finance Department for the January 14, 2013 Board Meeting

Purpose of Quarterly Report

1. Monitor Activity
2. Review Variances

I Context

The first quarterly financial report lists revenues and expenditures recorded to **November 30, 2012**, which are the first **three** months of the year. The number of months expended in the year are three (3); therefore the normal benchmark for comparison is 25% (3/12 months) or 30% (3/10) months for some categories.

The updated Budget was submitted to Alberta Education November 30, 2012 and budget points of reference are from the November 30, 2012 submitted budget.

II. Actuals and Comparison to Budget

A.

Golden Hills School Division No.75							
Statement of Revenue and Expenses							
Budget vs. Actual Variance							
Period - September 1, 2012 - November 30, 2012							
	Initial Annual Budget	Revised Annual Budget	Prorated Budget	YTD Actuals	YTD Budget	% Budget	Management
Revenues	2012/2013	Fall Update 2012/2013	for Q1	2012/2013 -Q1	Variance-Q1	Rec'd/Used	Benchmark %
Alberta Education	62,571,881	64,241,161	16,060,290	15,812,580	-247,710	25%	25%
Federal Government and/or First Nations	1,371,738	1,340,000	335,000	251,155	-83,845	19%	19%
Alberta Municipalities	67,200	67,200	16,800	67,200	50,400	100%	100%
Fees	1,600,000	1,575,000	393,750	616,854	223,104	39%	35%
Transportation Fees	0	0	0	0	0	0%	0%
Other Revenues	5,298,709	4,783,499	1,195,875	1,585,650	389,775	33%	30%
Amortization	2,631,309	2,636,284	659,071	705,671	46,600	27%	25%
Total Revenues	73,540,837	74,643,144	18,660,786	19,039,111	378,325	26%	25%
EXPENSES							
Certificated Salaries and Benefits	42,230,210	41,959,989	10,489,997	9,237,202	1,252,795	22%	23%
Non-Certificated Salaries and Benefits	12,561,473	12,701,225	3,175,306	3,354,529	-179,223	26%	27%
Sub-Total	54,791,683	54,661,214	13,665,304	12,591,731	1,073,572	23%	24%
Supplies and Services	16,976,121	17,024,723	4,256,181	5,128,863	-872,683	30%	29%
Amortization	3,320,372	3,524,854	881,214	874,895	6,318	25%	25%
Interest Charges	133,126	135,000	33,750	32,793	957	24%	25%
Total Expenses	75,221,302	75,345,791	18,836,448	18,628,283	208,165	25%	25%
Budgeted Surplus/(Deficit)	-1,680,465	-702,647	-175,662	410,828			
POSITIVE/(NEGATIVE) BUDGET VARIANCE					586,490		

B. Notes on Comparison to Budget – Revenues

The overall **\$410K** year-to-date excess of revenues over expenses, and the positive budget variance of approximately **\$586K**, are, in part, the result of the following:

- Timing of revenue from Alberta Education is normally disbursed on a monthly basis. Exceptions to this are those payments which are received either annually, bi-annually or as a one-time-payment:

Alberta Education non-monthly Grant Revenues Received in Q1			
Name of Grant	Amount Received	% of Grant Received	
RCSD Regional Planning Team Support	\$ 30,000	100%	
IMR grant	\$ 504,411	50%	
SHIP grant	\$ 485,067	58%	
Supernet grant	\$ 139,992	58%	

- Included in the first quarter are SGF year-to-date revenues of \$852,512 and SGF year-to-date expenses of \$882,808. This inclusion represents compliance with the new SGF reporting requirements. The term “School Generated Funds” has disappeared so the old SGF Assets are now reported as Cash and temporary investments and the old SGF Liabilities are now reported as Deferred Revenue.
- Revenues from Alberta Education have contributed to the overall positive variance by \$247K primarily due to certain grants being received in lump amounts covering more than 3 months of revenues.

The overall **positive variance of \$586K**, when mediated by these factors, is estimated to be in the actual range of \$200,000 to \$250,000.

C Notes on Comparison to Budget - Expenses**Certificated Salaries and Benefits**

Total Certificated Salaries and Benefits for the 1st quarter were \$9,237,202 (22% of a \$42M budget) which is lower than what the budget would permit by the 1st quarter primarily because benefit costs are lower in the 1st quarter and higher in January then drop off as maximums on premiums are reached. As well, hiring of staff occurs throughout the 1st quarter so labour costs are typically lower than budget at the start of the year. This positive variance of \$1.2M is similar to the \$1.3M positive variance achieved in the 1st quarter of the previous year.

Non-Certificated Salaries and Benefits

Total Non-Certificated Salaries and Benefits for the 1st quarter was \$3,354,529 (26% of budgeted \$12.7M); A majority of non-certificated staff is paid over 10 months not 12 months; therefore the expenditure is higher for first 10 months but decreases in the last TWO months. This is a similar variance achieved in the 1st quarter of the previous year.

Supplies and Services

Supplies are \$5,128,863 (30% of budget \$17.0M). Because much of these costs occur over a 10-month school year and not the 12-month fiscal year, this results in higher costs in the first 3 quarters and lower costs in the 4th quarter. Last year larger amounts were spent in the 3rd and 4th quarters. Department managers will continue to monitor their budgets throughout the year to ensure they stay within their spending limits.

- Overall, supply costs year-to-date at November 30th are showing a negative variance of approximately **\$-872K**.

III Average Source and Use of Cash

- A. Approximate average monthly cash flow values as at November 30, 2012:

Statement of Cash Flow	
Grants	5,400,000.00
Account Receivable	450,000.00
Total Cash In	5,850,000.00
Accounts Payable	2,500,000.00
Payroll	2,850,000.00
Total Cash Out	5,350,000.00

- B. Golden Hills is currently in a positive cash position.

Cash is critical for short-term operations as it pays the salaries and vendors, which comprise the largest part of the budget. Note: as of the date of report, \$2.0M of the cash balance has been invested into 18- month GIC's to obtain more favourable investment returns. \$4.0M has been transferred into a premium investment account. Interest yields on these short term investments ranged from 1.27% to 1.60%.

Positive/Negative Variance – profit/surplus is not an actual record of money. This number does not represent actual cash. For example, amortization is a way of the spreading the cost of an asset over many years but there is not actual exchange of cash in that particular period.

- C. Other Notes:

Depreciation is method of recovering the cost of a **tangible asset** over its useful life for example a building. Amortization is the same process as depreciation, only for **intangible** assets - items that have value, but that you can't touch. For example, a patent or trademark has value, as does goodwill. In addition, amortization also has a meaning in paying

off a debt, like a mortgage, but in the current context it has to do with business assets. Overall, amortization is a more general term which may apply to both tangible and intangible assets or liabilities, whereas, depreciation is a term restricted to tangible assets only.

1V Revenue and Expenses by Envelope September 1, 2012 – November 30, 2012

A.

GOLDEN HILLS SCHOOL DIVISION #75									
Revenue and Expenses by Envelope									
From September 1, 2012 - November 30, 2012									
REVENUE FROM	SGF & General	ECS -Grade 12	Operations and Maintenance	Transportation	Board and System Admin	External Services	Total	% Budget Rec'd / Used	Management Benchmark %
ALBERTA EDUCATION		12,488,803.20	1,692,624.15	866,115.41	642,940.73	-	15,690,483.49	25%	25%
OTHER - GOVERNMENT OF ALBERTA		48,089.00	4,941.90	69,066.00	-	-	122,096.90	25%	25%
FEDERAL GOV'T AND/OR FIRST NATIONS		251,155.26	-	-	-	-	251,155.26	19%	19%
ALBERTA MUNICIPALITIES/SCHOOL AUTH.		67,200.00	-	-	-	-	67,200.00	100%	100%
INSTRUCTIONAL RESOURCE FEES		375,003.50	-	-	-	-	375,003.50	25%	25%
TRANSPORTATION FEES		-	-	-	-	-	-	0%	0%
FEES	230,850.73	11,000.00	-	-	-	-	241,850.73	25%	25%
FUNDRAISING REVENUES -SGF	220,415.10	-	-	-	-	-	220,415.10	25%	25%
OTHER SALES AND SERVICES	353,639.20	-	-	-	14.73	893,084.15	1,246,738.08	25%	25%
INVESTMENT INCOME	-	-	-	-	19,981.69	-	19,981.69	25%	25%
GIFTS AND DONATIONS -SGF	47,607.41	-	-	-	-	-	47,607.41	0%	25%
RENTAL OF FACILITIES	-	2,503.39	43,765.93	-	-	-	46,269.32	25%	25%
OTHER REVENUES	-	3,617.09	-	1,021.00	-	-	4,638.09	25%	25%
AMORTIZATION OF CAPITAL ALLOCATIONS	-	21,237.27	684,433.95	-	-	-	705,671.22	27%	25%
TOTAL REVENUES	852,512.44	13,268,608.71	2,425,765.93	936,202.41	662,937.15	893,084.15	19,039,110.79	25%	25%
EXPENDITURES									
CERTIFICATED SALARIES	-	8,399,184.78	-	-	84,081.73	4,688.28	8,487,954.79	22%	23%
CERTIFICATED BENEFITS	-	729,864.78	-	-	19,075.95	306.40	749,247.13	26%	27%
NON-CERTIFICATED SALARIES & WAGES	-	1,430,064.39	578,827.58	295,707.30	250,439.09	114,188.47	2,669,226.83	22%	23%
NON-CERTIFICATED BENEFITS	-	431,612.63	141,432.20	34,826.17	58,362.93	19,068.69	685,302.62	26%	27%
SERVICE, CONTRACTS AND SUPPLIES	882,808.54	1,688,613.51	1,096,937.94	616,998.23	202,639.87	640,865.17	5,128,863.26	30%	29%
AMORTIZATION	-	50,935.44	697,683.03	72,478.68	29,265.36	24,532.68	874,895.19	25%	25%
INTEREST CHARGES	-	220.00	4,941.90	-	9,687.51	17,943.56	32,792.97	24%	25%
TOTAL EXPENSES	882,808.54	12,730,495.53	2,519,822.65	1,020,010.38	653,552.44	821,593.25	18,628,282.79	25%	25%
POSITIVE/-NEGATIVE VARIANCE TO DATE	- 30,296.10	538,113.18	(94,056.72)	(83,807.97)	9,384.71	71,490.90	410,828.00		
Note: Add unrecorded earned grant revenues			146,816.00	32,962.00			179,778.00		
Actual Positive/-Negative Variance after ADJS.			52,759.28	(50,845.97)			590,606.00		

B. ANALYSIS OF REVENUE/ EXPENSES BY ENVELOPE

1. Instruction

- A positive variance within the Instruction envelope occurs primarily because of the timing of certain grants results in higher revenues than budgeted; on the expense side, a positive variance occurs because during the 1st quarter, hiring continues to occur to fill all the required positions and benefit costs are lower towards the end of the calendar year because maximums on certain benefits premiums are reached.

- Instructional Resource Fees are collected at the schools and a process is in place for monthly submission by the schools to include in the quarterly reports.
- Analysis of collection of Instructional Resources Fees (current year) as at November 30, 2012 is as follows:

Invoiced	Collected	Waived
\$332,361	\$168,406 (50.7%)	\$685 (0.2%)

- Note: Resource fees for 2012-13 have been reduced by 50% over the previous year's rates.
- In the previous year, collections of Resource Fees were also at 51% at Nov 30, 2011.

2. Plant Operations and Maintenance

- A positive variance of approximately **\$52,800** is the actual result after the grant for the Supported Lease Space has been accrued for the first quarter. Utilities and snow removal are higher than anticipated as a result of a colder and snowier fall. Often this balances out through the year. It is anticipated that Plant Operations & Maintenance will finish the year with a balanced budget at fiscal year-end.

Golden Hills School Division No.75					
Statement of Revenue and Expenses - Comparison to Budget					
Plant Operations and Maintenance					
Period - September 2012 - November 2012					
Revenues	Total Budget Yr 2012/2013	YTD Actuals Yr 2012/2013	Budget Remaining	% Budget Used	Management Benchmark %
Alberta Education	5,837,009.00	1,692,624.15	4,144,384.85	29%	25%
Other Revenues	1,359,064.00	48,707.83	1,310,356.17	4%	5%
Amortization	2,636,284.00	684,433.95	1,951,850.05	26%	25%
Total Revenues	9,832,357.00	2,425,765.93	7,406,591.07	25%	25%
EXPENSES					
Non-Certificated Salaries and Benefits	3,021,939.00	720,259.78	2,301,679.22	24%	25%
Sub-Total	3,021,939.00	720,259.78	2,301,679.22	24%	25%
Supplies and Services	3,927,277.00	1,101,879.84	2,825,397.16	28%	25%
Amortization	2,883,141.00	697,683.03	2,185,457.97	24%	25%
Total Expenses	9,832,357.00	2,519,822.65	7,312,534.35	26%	25%
POSITIVE/(NEGATIVE) VARIANCE		-94,056.72			
Add: School facilities leasing cost Revenues 3months not yet received		146,816.00			
Actual Positive Variance of POM at November 30, 2012		52,759.28			
YTD Actuals breakdown	YTD @ Nov 30, 2012				
NON-CERTIFICATED SALARIES & WAGES	578,827.58				
NON-CERTIFICATED BENEFITS	141,432.20				
TOTAL LABOUR EXPENSE	720,259.78				
SERVICE, CONTRACTS AND SUPPLIES	1,096,937.94				
INTEREST CHARGES	4,941.90				
AMORTIZATION	697,683.03				
TOTAL SERVICE & SUPPLIES	1,799,562.87				
TOTAL EXPENSES	2,519,822.65				

3. Transportation

Golden Hills School Division No.75					
Statement of Revenue and Expenses - Comparison to Budget					
Transportation					
Period - September 1, 2012 - November 30, 2012					
Revenues	Total 2012-13 Budget	YTD Actuals	Budget Remaining	% Budget Used	Management Benchmark %
Alberta Education	3,578,858	866,115	2,712,743	24%	25%
Other Revenues	280,000	70,087	209,913	25%	25%
Amortization	0	0	0		
Total Revenues	3,858,858	936,202	2,922,656	24%	25%
EXPENSES					
Non-Certificated Salaries and Benefits	1,143,705	330,533	813,172	29%	30%
Sub-Total	1,143,705	330,533	813,172	29%	30%
Services and Supplies	2,402,440	616,998	1,785,442	26%	27%
Amortization	312,713	72,479	240,234	23%	25%
Total Expenses	3,858,858	1,020,010	2,838,848	26%	27%
POSITIVE/(NEGATIVE) VARIANCE	0.00	-83,807.97			
Add: November Fuel Cost Contingency not yet received		32,962.00			
Actual Transportation Variance at November 30, 2012		-50,845.97			
Variances in Services and Supplies	Budget	Actual	% of Budget Used	Management Benchmark %	
Contracted Bus Services	1,678,943.00	433,339.31	26%	26%	
Fuel	410,991.00	102,592.68	25%	26%	
Other supplies	256,902.00	81,066.24	32%	30%	
Total	2,346,836.00	616,998.23	26%	27%	

- a. For the first quarter a negative variance of **-\$50,845** is attributed to the following:
- Transportation expends its budget over a 10 month period vs. a 12 month period. Both salaries and supplies expenses are higher for 10 months than the projected July and August expenditures while revenues are recorded over a 12 month period.
- b. No transportation fees for the 2012-13 were charged. However, efforts are made to collect on the outstanding fees from 2011-12. (\$10,020)

Invoiced in Q1 – 2012-13	Collected from 2011-12 year	Waived
\$nil	\$770	nil

4. Board and System Administration

A break-even year for Board and System Administration is expected for the year end.

System administration is right on target with only a minor positive variance of **\$9,385** showing for the first quarter. This is not enveloped funding, rather systems are permitted to spend 4% of their expenditures. In effect, the formula has a built in mechanism for reducing Board and System Administration when overall expenses decrease. As system expenditures decrease, the formula for Board and System Administration automatically decrease. Historically, this envelope is always under 4%, usually less than 25% below what is allowed under the current formula.

- a. Below is a summary of the revenues and expenses associated with the **Board of Trustees**:

SUMMARY STATEMENT OF REVENUES AND EXPENSES						
BOARD OF TRUSTEES						
BUDGET vs. ACTUAL						
FOR THE PERIOD OF SEPTEMBER , 2012 TO NOVEMBER 30, 2012						
Expense		ANNUAL BUDGET	YTD ACTUALS	BUDGET REMAINING	% BUDGET USED	
Budgeted Revenues		180,805.00	180,805.00	-	100%	
TOTAL REVENUES		\$ 180,805.00	\$ 180,805.00	\$ -	100%	
Trustee Earnings and Benefits		106,000.00	24,702.83	81,297.17	23%	
Trustee Travel & Supplies		74,805.00	9,200.58	65,604.42	12%	
TOTAL EXPENSES		\$ 180,805.00	\$ 33,903.41	\$ 146,901.59	19%	

- Board expenses are below the projected expenditure amount.

5. External Services

For the first quarter, External Services has a positive variance of **\$71,491**. External Services includes International Services, joint use agreements and external contract service agreements. Included within this period is the recognition of \$618,688 of ISS tuition fee revenues (originally recorded as Deferred Revenue). ISS Revenues are received in unequal amounts throughout the year, much of it in the first few months. As a result, this revenue is pro-rated to each quarter based on an estimation of related expenses (35/30/25/10), while expenses are recognized when they occur. A break-even for External Services is anticipated for year-end.

SUMMARY OF QUARTERLY

Overall, GHSD appears to be on track and is aligned with meeting the Board November 30, 2012 approved and submitted budget.



ENROLMENT BACKGROUNDER

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

January 14, 2013

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 December 31, 2012 enrolment of resident 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, 2012. High school funding is based on the Credit Enrolment Units earned per student.

The Enrolment Monitoring Report indicates current month enrolment as well as 5-year trends.

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



ENROLMENT MONITORING REPORT

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

Resource Persons:

Tahra Sabir, Secretary-Treasurer

Kandace Jordan, Associate Superintendent of Schools

Norma Emde, Student Records Specialist

January 14, 2013

REPORTING PERIOD: December 31, 2012

OVERVIEW: Enrolment is critical information which has various implications for funding and staffing levels. Pursuant to Board Governance Policy 2, the Board is responsible for monitoring the fiscal management of the Division. This requires knowledge of how resources are allocated to achieve desired results. The information provided in this report assists the Board in fulfilling its governance role.

SUMMARY & IMPLICATIONS:

- Alberta Education calculates funding for Kindergarten to Grade 9 based on the full-time equivalent student count as of September 30. High school funding is based on the historical averages of Credit Enrolment units earned per student.
- A comparison is provided for enrolments for a five year trend for September 30 enrolments.

RECOMMENDATION:

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

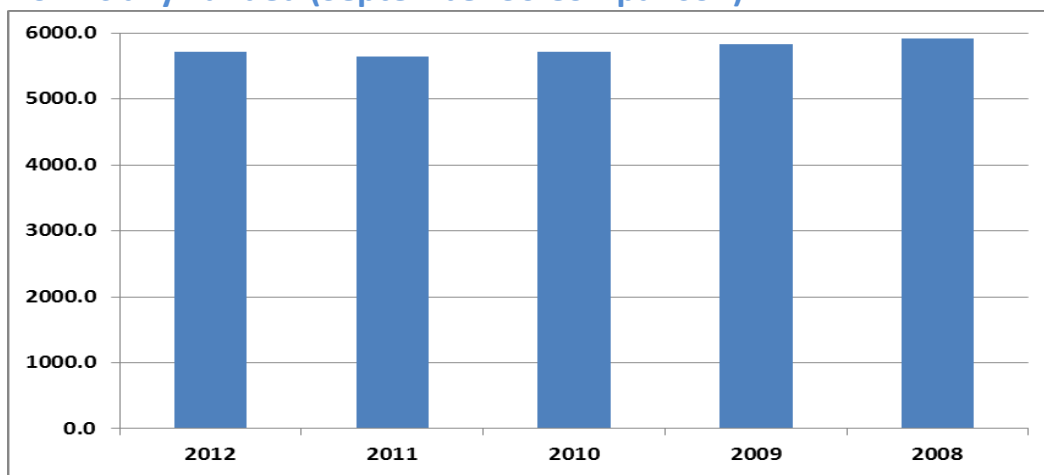
Appendix 1 for 8.2.2.: Monthly Enrolment Monitoring Report

Summary of Totals

	31-Dec 31 Funded Enrolment	30-Nov-12 Funded Enrolment	Difference	5 Year Historical Trend				
				30-Sep-12 Funded Enrolment	30-Sep-11 Funded Enrolment	30-Sep-10 Funded Enrolment	30-Sep-09 Funded Enrolment	30-Sep-08 Funded Enrolment
Funded Total Enrolment								
Provincially Funded Students	5,721.00	5,720.50	0.50	5,721.00	5,638.00	5,708.00	5,835.50	5,921.00
Siksika Students	175.00	175.00	0.00	178.00	178.00	197.00	245.00	245.00
International Students	143.00	143.00	0.00	158.00	158.00	158.00	185.00	185.00
Total	6,039.00	6,038.50	0.50	6,057.00	5,974.00	6,063.00	6,265.50	6,351.00

60.5 more than
last year

Total Provincially Funded (September 30 Comparison)



Graph includes provincially funded students only

Year	Funded %	Total %
2012	1%	1%
2011	-1%	-1%
2010	-2%	-3%
2009	-1%	-1%

Funded – includes total provincial resident students
Total – includes all students (Resident + Siksika + International)

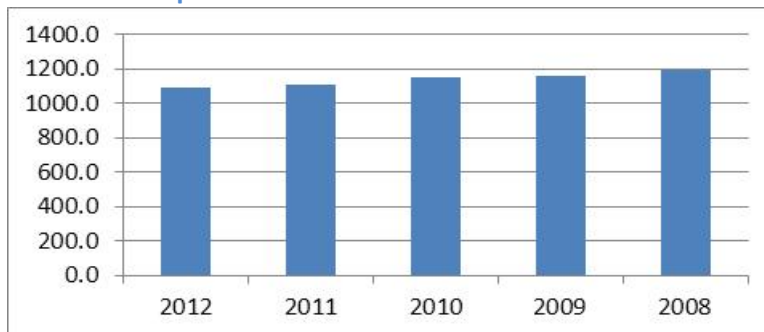
Appendix 1 for 8.2.2.: Monthly Enrolment Monitoring Report

Schools

Ward #1

	This Year			5 Year Historical Trend				
	31-Dec-12 Funded Enrolment	30-Nov-12 Funded Enrolment	Difference	30-Sep-12 Funded Enrolment	30-Sep-11 Funded Enrolment	30-Sep-10 Funded Enrolment	30-Sep-09 Funded Enrolment	30-Sep-08 Funded Enrolment
Ward #1 Area Schools								
Prairie Christian Academy	260.5	261.5	-1.0	259.5	286.5	318.0	314.0	342.5
Three Hills School	467.0	468.0	-1.0	458.0	431.0	425.5	443.0	450.0
Trochu Outreach	28.0	28.0	0.0	28.0	27.0	33.0	21.0	26.0
Trochu Valley School	337.5	334.5	3.0	342.5	364.0	371.0	377.0	377.5
Total	1,093.0	1,092.0	1.0	1,088.0	1,108.5	1,147.5	1,155.0	1,196.0

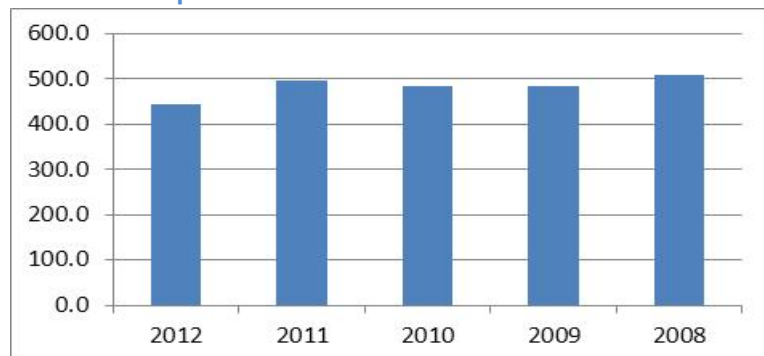
September 30 Five Year Historical Trend



Ward #2

	This Year			5 Year Historical Trend				
	31-Dec-12 Funded Enrolment	30-Nov-12 Funded Enrolment	Difference	30-Sep-12 Funded Enrolment	30-Sep-11 Funded Enrolment	30-Sep-10 Funded Enrolment	30-Sep-09 Funded Enrolment	30-Sep-08 Funded Enrolment
Ward #2 Area Schools								
Acme School	182.5	182.5	0.0	181.5	189.0	186.0	186.5	194.0
Carbon School	98.0	98.0	0.0	100.0	143.5	150.0	153.5	158.5
Dr. Elliott Community School	160.0	160.0	0.0	162.5	163.5	148.5	144.5	157.5
Total	440.5	440.5	0.0	444.0	496.0	484.5	484.5	510.0

September 30 Five Year Historical Trend

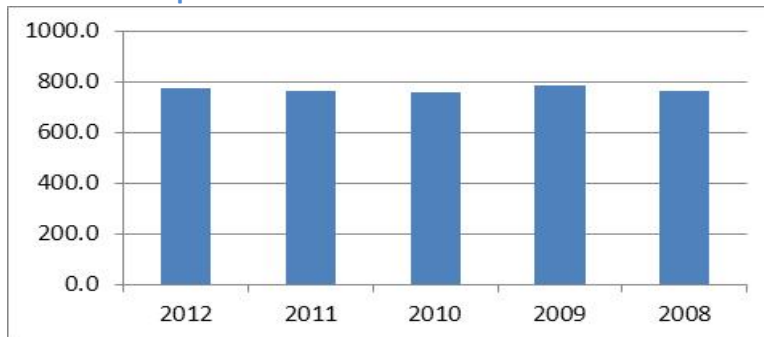


Appendix 1 for 8.2.2.: Monthly Enrolment Monitoring Report

Ward #3

	This Year			5 Year Historical Trend				
	31-Dec-12 Funded Enrolment	30-Nov-12 Funded Enrolment	Difference	30-Sep-12 Funded Enrolment	30-Sep-11 Funded Enrolment	30-Sep-10 Funded Enrolment	30-Sep-09 Funded Enrolment	30-Sep-08 Funded Enrolment
Ward #3 Area Schools								
Drumheller Valley Secondary School	343.0	344.0	-1.0	342.0	337.0	360.0	397.0	400.0
Drumheller Outreach	23.0	23.0	0.0	23.0	15.0	16.0	27.0	27.0
Greentree School	409.5	408.5	1.0	408.5	410.0	385.5	361.5	336.5
Total	775.5	775.5	0.0	773.5	762.0	761.5	785.5	763.5

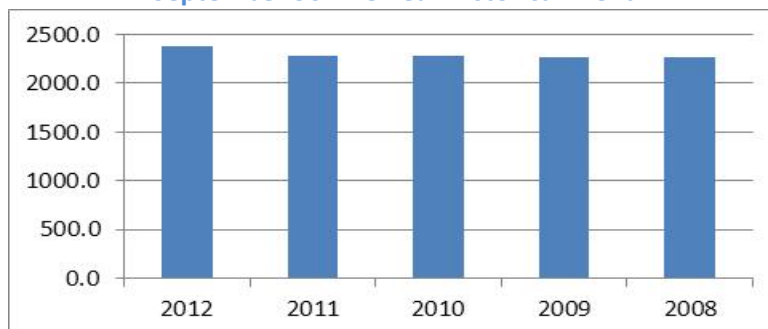
September 30 Five Year Historical Trend



Ward #4

	This Year			5 Year Historical Trend				
	31-Dec-12 Funded Enrolment	30-Nov-12 Funded Enrolment	Difference	30-Sep-12 Funded Enrolment	30-Sep-11 Funded Enrolment	30-Sep-10 Funded Enrolment	30-Sep-09 Funded Enrolment	30-Sep-08 Funded Enrolment
Ward #4 Area Schools								
Brentwood School	323.5	324.5	-1.0	320.5	314.5	298.0	285.0	297.0
Crowther Memorial Jr. High School	537.0	539.0	-2.0	533.0	526.0	520.0	529.0	553.0
Strathmore High School	616.0	618.0	-2.0	616.0	601.0	609.0	621.0	616.0
Strathmore StoreFront	39.0	39.0	0.0	39.0	34.0	53.0	66.0	80.0
Trinity Christian Academy	93.0	93.0	0.0	90.0	69.0	72.0	91.0	53.0
Westmount School	436.0	429.5	6.5	428.0	381.0	369.5	339.0	354.5
Wheatland School	354.0	356.0	-2.0	350.5	355.5	355.0	336.5	314.5
Total	2,398.5	2,399.0	-0.5	2,377.0	2,281.0	2,276.5	2,267.5	2,268.0

September 30 Five Year Historical Trend

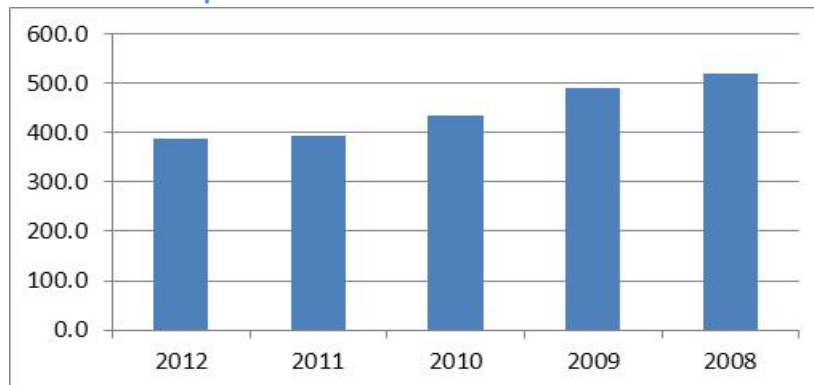


Ward #5

Appendix 1 for 8.2.2.: Monthly Enrolment Monitoring Report

	This Year			5 Year Historical Trend				
	31-Dec-12 Funded Enrolment	30-Nov-12 Funded Enrolment	Difference	30-Sep-12 Funded Enrolment	30-Sep-11 Funded Enrolment	30-Sep-10 Funded Enrolment	30-Sep-09 Funded Enrolment	30-Sep-08 Funded Enrolment
Ward #5 Area Schools								
Carseland School	79.0	79.0	0.0	79.0	88.0	96.0	103.5	105.0
Central Bow Valley School	40.0	41.0	-1.0	41.0	43.5	43.5	45.0	70.0
Hussar School	52.5	52.5	0.0	52.5	49.5	48.5	83.0	107.5
Rockyford School	29.0	29.0	0.0	29.5	35.0	55.5	75.0	91.5
Standard School	190.0	189.0	1.0	186.5	176.0	191.0	182.5	145.5
Total	390.5	390.5	0.0	388.5	392.0	434.5	489.0	519.5

September 30 Five Year Historical Trend



Specialty Schools

	This Year			5 Year Historical Trend				
	31-Dec-12 Funded Enrolment	30-Nov-12 Funded Enrolment	Difference	30-Sep-12 Funded Enrolment	30-Sep-11 Funded Enrolment	30-Sep-10 Funded Enrolment	30-Sep-09 Funded Enrolment	30-Sep-08 Funded Enrolment
Specialty								
Golden Hills Learning Academy	91.0	91.0	0.0	91.0	79.0	89.0	119.0	100.0
Northstar Academy	163.0	163.0	0.0	163.0	124.0	131.0	151.0	128.0
Sequoia Outreach	20.0	20.0	0.0	20.0	22.0	15.0	7.0	42.0
Total	274.0	274.0	0.0	274.0	225.0	235.0	277.0	270.0

Colony Schools

	This Year			5 Year Historical Trend				
	31-Dec-12 Funded Enrolment	30-Nov-12 Funded Enrolment	Difference	30-Sep-12 Funded Enrolment	30-Sep-11 Funded Enrolment	30-Sep-10 Funded Enrolment	30-Sep-09 Funded Enrolment	30-Sep-08 Funded Enrolment
Colony Schools								
Colony Schools	349.0	349.0	0.0	353.5	373.5	368.5	377.0	394.0



Student Health Initiative (SHIP)

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

January 14, 2013

Background:

Golden Hills School Division, in conjunction with the other SHIP partners, strives to maintain the integrated and coordinated health and support services provided to students and their families with special needs within their own communities.

Recommendation:

That the Board of Trustees receives the Student Health Initiative Monitoring Report for information and for the record.

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

Bevan Daverne
Superintendent

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

Dr. Kandace Jordan
Associate Superintendent of Schools



STUDENT HEALTH PARTNERSHIP (SHIP) MONITORING REPORT

Presented to the Board of Trustees by Dr. Kandace Jordan, Associate Superintendent of
Schools

Resource Person: Deborah Hinds-Nunziata, Michelle Arlene Drefs

January 14, 2013

REPORTING PERIOD: 2011-2012

OVERVIEW: Established in 2003-04, the Golden Prairie Student Health (GP-SH) Initiative is a partnership of education, health and children services that is funded by the Alberta Government. The mandate of SHIP is to provide integrated and coordinated health and support services to children with special health needs. SHIP is part of a network of 17 Provincial Student Health Partnerships that spans the province. The GP-SH Partnership comprises the following partners: Golden Hills School Division, Prairie Land Regional Division, Christ the Redeemer SRSD, Chinook's Edge School Division, Alberta Health Services (former areas of David Thompson Health Region, Calgary Regional Health), Central Alberta Child and Family Services and Calgary and Area Child and Family Services.

Funded by the Alberta Government, the two main goals of Student Health are:

1. To improve access to integrated health and related services for children and youth with special health and support needs registered in school programs.
2. To enable children and youth with health and support-related needs to be successful in their school programs.

SUMMARY & IMPLICATIONS:

In Golden Hills School Division, SHIP continues to support five fully or partly-funded programs within the three broad support areas of: emotional/behavioural, speech/language, and medical. The majority of the funding is allocated to the emotional/behavioural programs (64%), followed by speech/language (28%), and then medical (8%). Below is a description of each program along with an analysis of the results achieved.

Anchors Treatment Program: Children whose mental health needs and behavioural difficulties interfere significantly with their learning can benefit greatly from the educational programming and therapeutic support provided by the Anchors Program. SHIP funding supports educational assistants and psychological consultants who work together to develop Individualized Program Plans (IPPs) for every student. IPPs are crucial to student success because they outline the specific goals, strategies and accommodations necessary to meet student needs. Educational assistants play a vital role in supporting students in their regular classroom environment where they can practise their skills and work toward full reintegration – a model which supports the Inclusive Education philosophy encouraged by Alberta Education. Ten extremely complex students were served by the program at the elementary level in the 2011/12 school year. Eight students were supported on a full-time basis, while four students were supported on a part-time basis (e.g., program graduates who received support on an 'as-needed' basis). In 2011-12,

Appendix 1 for 8.2.3.: Student Health Initiative Partnership

100% of students achieved positive outcomes from their involvement in the program (i.e., met 50% or greater of their set student health goals).

Communication Assistants: Prior to Student Health, student speech needs were primarily addressed through consultation services from speech pathologists, with limited resources available for direct treatment. SHIP funds are allocated to enhance the amount of speech treatment support for children in the classroom through the funding of Communication Assistants. Under the supervision of SLPs, Communication Assistants provide direct treatment to children diagnosed with speech language disorders. The Communication Assistants work primarily with elementary-aged children, with older children served dependent upon the needs and the resources available.

Connections: The Connections program creates a much-needed link, providing local access to a Developmental Paediatrician and Child/Adolescent Psychiatrist for students with complex health and/or mental health needs. Teachers, Student Services consultants, Family School Community Resource counsellors, Mental Health workers and families all have the opportunity to team with medical professionals to provide multi-disciplinary assessment and intervention for student health/mental health needs. In turn, families receive support without travelling to a major centre or enduring a long wait list.

In the 2011-12 school year, 28 students were involved with the developmental paediatrician (16 new referrals, 12 reviews) and 50 students (all new referrals) were seen by the child/adolescent psychiatrist. As one measure of success, the wait time for paediatric consultation through Connections (3-4 months) is shorter than the wait time to the Child Development Clinic in Calgary (6-9 months). In addition, 100% of students achieved positive outcomes from their involvement in the program (i.e., benefited from at minimum 50% of psychologist-made recommendations).

Family School Community Resource Counselling Program (FSCRC): Partly funded through SHIP in the Wheatland area, FSCRC provides counselling support to children and their families and, when appropriate, access to community services. In 2011-12, 401 students and their families benefited from this program. Individual Intervention Plans (IPPs) are developed for each student, outlining specific parent/guardian, teacher and student goals, with 99% of students achieving positive outcomes from their involvement in the program (i.e., meeting 50% or greater of their set student health goals).

Psychological Services: Thanks to SHIP funding, Golden Hills was able to hire a 1.0 psychologist position for the 2011-2012 school year. The psychologist provided consultation and support services to her designated school, and completed 30 full psychoeducational assessments. In 2011-12, 100% of students achieved positive outcomes from their involvement in the program (i.e., benefited from at minimum 50% of psychologist-made recommendations). Again, it was noted that follow-up services such as Speech Language or Occupational therapy were difficult to access.

The primary data collected on Student Health funded services are satisfaction rates. Table 1 provides a listing of satisfaction rates for teachers (Golden Hills), parents, and service providers within six areas.

Table 1: Satisfaction Rates for Teachers (Golden Hills), Parents, and Service Providers

	Teachers	Parents	Service Providers
For each students with a special health need, adequacy of service plan.	94%	96%	95%
Ease of referral of students for student health services.	91%	98%	100%
Provision of student health services within a reasonable time after a referral.	82%	94%	90%
Availability of 'needed' student health services.	87%	97%	80%
Role of student health services in improved students' learning successes.	92%	95%	100%
Coordination of multiple student health service for individual child.	91%	94%	85%

All local satisfaction targets set for 2011-12 were achieved or exceeded, with high satisfaction rates obtained in relation to the contributions of SHIP-funded programs to student learning and school success. Consistent with previous years, the lowest satisfaction levels were obtained in the area of service levels (e.g., time from referral to service provision, availability of needed student health services).

Data is also collected on the percentage of students who met their student health goals or benefited from service provider recommendations (detailed in above Summary section). In this area, all targets were also achieved or exceeded.

FINANCIAL IMPLEMENTATIONS: Overall GP-SHIP funding for 2011-12 was \$878,229 (inclusive of \$45,916 of unexpended funds from 2010-11). Golden Hills School Division's allocation was \$476,779 (54% of the total Partnership's funding), with total expenditures of \$439,387.

CONCERNS/ISSUES: SHIP funding levels have remained fairly consistent over the past three years, with no substantial increases in consideration of yearly increases to operating costs (wages, travel) and issues of staff retention in rural areas. Compounding these issues are budget cuts within several SHIP partner groups, such as Child and Family Services and Health authorities. Such funding challenges directly impact the numbers of service providers employed and students served through Student Health.

In terms of future implications, it is important to note that the 2011-12 school year represents the second last year of funding directed specifically to this Partnership. Beginning in the 2013-14 school year, SHIP funds will be reallocated to the Regional Collaborative Service Delivery (RCSD) model. Planning is currently underway to specify the model for our region, determine an appropriate service delivery model, and identify priority student health needs.

As the transition work begins toward Regional Collaborative Service Delivery, advocacy for the continuation of current SHIP services is an important consideration. All current SHIP-funded services have been well-received by multiple stakeholders (teachers, parents, service providers) and identified as important factors in student success. At minimum, maintaining local input in identifying student needs and service delivery models will be essential.



International Program

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

January 14, 2013

Background:

Golden Hills International Program provides an opportunity for our resident students to experience a global perspective by interacting with students from around the world, participating in our program. Our International students have the opportunity to learn English and benefit from quality academic programming.

Recommendation:

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

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

Bevan Daverne
Superintendent

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

Dr. Kandace Jordan
Associate Superintendent of Schools



INTERNATIONAL PROGRAM MONITORING REPORT

Presented to the Board of Trustees by Dr. Kandace Jordan, Associate Superintendent

Resource Persons:

Renate Braun, Elaine Wersch, Jennifer Bertsch, Lisa Daverne, Caley Deeg, Jane Gallacher

January 14, 2013

REPORTING PERIOD: September 2011- August 2012

OVERVIEW:

- **Context/ Background:** Now in its 8th year of operation, the International Department is a unique and integral part of Golden Hills School Division that, since its inception, has accommodated more than 2150 students from more than 41 countries.
- **Analysis of Results Achieved:** Alberta Education has articulated the desire to enhance global connections and develop global citizens, and have stated that, "International education initiatives are *critical in today's economy*. They *contribute* to the development of an *internationally and interculturally competent labour force* within Alberta. In addition, the cross-border relationships that are formed during a student exchange, for instance, are sometimes life-long relationships that may become the foundation of future economic transactions or business collaborations."

Golden Hills is doing their part to develop these relationships and encourage a global perspective among GHSD students. A 2012 announcement by the Canadian government stated that, in 2010, international students contributed more than \$8 billion to the Canadian economy and provided employment for more than 86,000 Canadians. International dollars have benefitted Golden Hills School Division by allowing us to better maintain teaching staff and utilize existing facilities. More than 60% of Golden Hills schools had international students in the 2011-12 school year, with a total of 235 international students taking part in Golden Hills School Division programming, the majority of which were enrolled in our junior and senior high programs.

SUMMARY & IMPLICATIONS:

Golden Hills School Division offered these international programs in the 2011-12 school year:

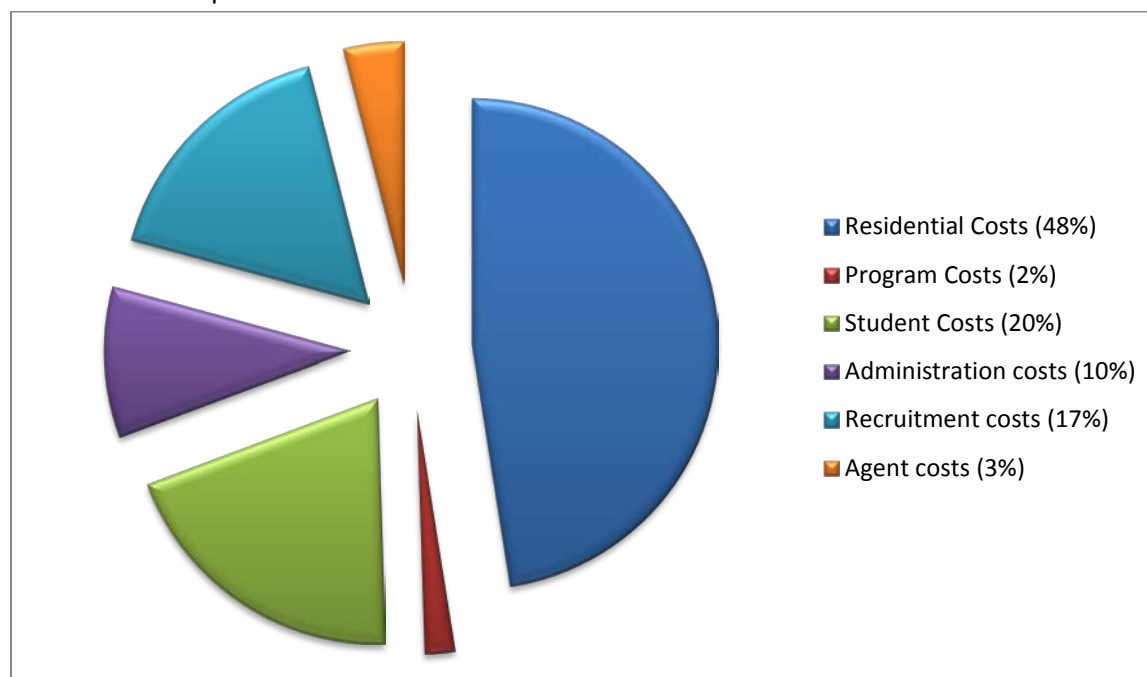
- **Elementary School Programs:** International students continue to thrive in many of our elementary schools, in both short and long-term programs. These students reside in home-stays with their parents or with an agent who travels with the group.
- **Junior and Senior High School Programs:** Long-term study at the junior and senior high level continues to be our strongest area of interest for international students.
- **Short-Term Programs:** International students enrolled in short-term programs help offset decreases in long-term students. Our short-term programs are important because they

contribute financially to our program and allow us to develop new international partnerships around the world. Short-term programs are also an excellent 'trial-run' for parents and students looking to potentially enter a long-term program with Golden Hills School Division.

- **Summer Programs:** Golden Hills School Division operated two of the few summer programs in Alberta. Strathmore hosted both, one designed for Korean students, the other for Mexican students.

Budget Financial Implications 2011-12:

Breakdown of Expenditures:



Goals, Priorities and Planning for the Future:

Global changes, such as world health issues, world financial crises and increasing marketplace competition, continue to impact our international programs. For this reason, it is imperative that we continue to cultivate quality programs and effective recruitment strategies. During the 2011-12 school year, Golden Hills International Department launched a number of new initiatives (e.g., online pre-arrival orientation, face-to-face orientation, online courses, Elite program) and built upon existing programs in response to the changing global market. Through regular team meetings, the International Department will strive toward meeting our long-term goals by monitoring progress and developing new ways to improve and nurture the program. Outlined below is a brief summary of the key focus areas and more specific goals and priorities.

Appendix 1 for 8.2.4.: International Student Services Monitoring Report

Key Focus Area	Specific Goals and Priorities:
English Language Learning (ELL)	<ul style="list-style-type: none"> • Quality, consistent ELL testing continues in schools. • Professional development is made available to staff involved with ELL programming including Alberta Education Benchmarks, Lextutor, and Vocabulary Development. • An Educational Consultant that specializes in ELL supports and advises on all ELL programming continues to support the program. • Further training has resulted in two certified professionals with TESOL Teaching English as a Second Language Professional Certificate Level 1. Jane Gallacher and Sue Somerville are able to guide future ELL work in Golden Hills School Division. • Professional development is continuing for the ELL consultant who is currently enrolled in Teaching English as a Second Language Level 2. • Implementation of an ELL English Proficiency Report Card is underway. Report Cards will be issued twice yearly.
Specialized Student Programs (i.e. Elite and Korean Work Program)	<ul style="list-style-type: none"> • Provide extra services and programming to increase the opportunities for success in our program. • Operates at full-service with a minimum 15 student cohort at DVSS. • Work placement includes community/business partnerships. • Elite Services include enhanced ESL support, frequent reporting to parents, and individualized attention. • Priority is to build program to minimum cohort numbers by building reputation through providing excellent service that stands out from the norm. • Development of enhanced services for students in the program that are consistent with the marketing promises. • Money for development and maintenance of services is provided by higher tuition rates for this program. • Future plans are to maintain a minimum cohort at full-service delivery.
Homestay/Dormitory Programs	<ul style="list-style-type: none"> • Standards and handbooks were outlined to staff, including communication protocols. • Additional administrative support continued to facilitate communication between dorm, International Department and schools. • Staffing/supervision models are clearly communicated and modeled. • Processes and procedures for student placement were reviewed and adjusted accordingly.
Improved Financial Reporting	<ul style="list-style-type: none"> • International budget is managed and monitored through my budget file and SRB. • Budget planning for International involved a team from the International Department and Division Office Finance Department.
Recruitment	<ul style="list-style-type: none"> • International brochures and the online catalogue updated to include new program information. • Short and long-term programs continue to be customized. • Agent orientation materials are being updated continuously on the International website.

Appendix 1 for 8.2.4.: International Student Services Monitoring Report

	<ul style="list-style-type: none">• Activated 52 new agents to the existing core of 202.• Continue to improve responsiveness to agent requests.• Increased active recruitment in multiple markets.• Strengthened relationships in key markets and established a strong presence in new viable markets.• Reduced dependence on Alberta Education events for recruitment by establishing our own market connections.• Orientation of GHSD administration in order for them to participate in recruitment.• Increased ownership by local administrators and schools.
Student Orientation	<ul style="list-style-type: none">• Planned for a new orientation program for students and families when they arrive to Canada, allowing for clear communication, expectations and information about Canada, Alberta, Golden Hills.• Large group information sharing as well as individual school registration and orientation during the first week of arrival in late August 2012, to allow for smooth transition for student, staff, families and agencies.• Online pre-arrival orientation design and implementation, to assist students before they arrive in Canada.



Special/Inclusive Education

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

January 14, 2013

Background:

Golden Hills School Division continues to provide support and services to ensure that our students with diverse learning needs receive a quality education thus ensuring them the opportunity to best achieve their potential.

Recommendation:

That the Board of Trustees receives the Special/ Inclusive Education 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 "Dr. Kandace Jordan".

Dr. Kandace Jordan
Associate Superintendent of Schools



SPECIAL/INCLUSIVE EDUCATION MONITORING REPORT

Presented to the Board of Trustees by Dr. Kandace Jordan, Associate Superintendent of Schools

Resource Person: Deborah Hinds-Nunziata, Jane Gallacher

January 14, 2013

REPORTING PERIOD: 2011-2012

OVERVIEW: Alberta Education continues to move toward an inclusive education system which ensures that all students receive a quality education no matter what their ability, disability, language or cultural background may be. In establishing an Inclusive Education Model for Alberta, the government is focused on the following measures from the Accountability Pillar:

- Each child and youth belongs, is supported and is successful in his/her learning.
- Families are engaged and supported in helping their children be successful in their learning.
- Supports and services which help children and youth in their learning are provided in a coordinated and seamless manner.

During the 2011-2012 school year, many students in GHSD with diverse learning needs were provided individualized supports and services. This includes children and youth with developmental disabilities, learning difficulties, social-emotional behavioural challenges, and those who are English Language Learners. Under the existing coding criteria, there were 182 students identified with severe needs, 586 students designated mild-moderate learning needs, 39 students who were eligible for Program Unit Funding and 743 students coded as English Language Learners. There were numerous additional students who do not meet the coding criteria, but who received specialized supports in our schools.

SUMMARY & IMPLICATIONS:

Recognizing that every student can learn, GHSD provides a quality inclusive education to each student ensuring the provision of:

- A continuum of service delivery options in response to student strengths and needs. The first placement option considered for all students is the common learning environment in their neighbourhood school. The common learning environment, including curriculum and instruction, is structured and adapted such that all students learn to their best potential.
- The provision of qualified staff who work in a multidisciplinary way to support the development of quality programs to meet students' diverse needs, skills, attitudes and knowledge required for the successful learning of all students are fostered in all personnel who work with students through ongoing professional development and adherence to professional standards.
- A tiered approach to prevention and intervention which facilitates high-quality evidence-based assessment and instruction and appropriate interventions that respond to individual student needs.
- The establishment of an environment where all staff, students, parents and other community partners collaborate together and focus on a shared understanding of common goals.

Appendix 1 for 8.2.5.: Special/Inclusive Education Monitoring Report

The principle of universal design is the starting point for an inclusive public education system whereby the educational needs of the greatest number of students are addressed by providing quality instruction in the common learning environment. GHSD has assisted teachers for many years, through AISI projects, in building their capacity to meet the needs of a range of learners in the classroom. In Spring 2012, a pilot project was undertaken in GHSD to develop a model for the provision of Instructional Coaches. These coaches assist teachers in examining their instructional practices and enhancing their skills so they are better able to meet the needs of all of the learners in their classrooms.

The Student Services English Language Learner Lead Consultant, along with a local teacher, provided numerous presentations to school staff members on using ELL Benchmarks and vocabulary-building strategies which will benefit many students, not just ELL Learners. The Assistive Technology team also provided extensive coaching support within schools.

When a student's educational needs cannot be met within the common learning environment, or including a student in the common learning environment is determined to have a significant adverse impact on the total learning environment, then an alternative program placement is identified and recommended for the student.

There are five congregated special education programs in Strathmore and two in Three Hills which serve students with significant developmental delays, and those students with severe behavioural difficulties, in addition to the specialized supports provided in all schools.

Project H.O.P.E. continues to provide music and art therapy to students with developmental disabilities and mental health challenges. During the 2011-2012 school year, Project H.O.P.E. served a total of 81 students in the following six schools: Brentwood, Crowther Memorial Junior High, Central Bow Valley, Strathmore High School, Westmount and Wheatland.

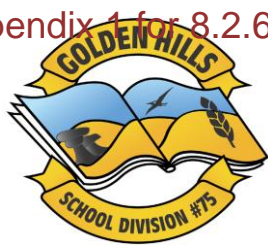
FINANCIAL IMPLEMENTATIONS:

The funding received from Alberta Education to support Special/Inclusive Education was \$2,920,192.50 for 2011-2012.

RECOMMENDATIONS:

Key areas to focus on in GHSD for 2012-2013 to continue to build on an Inclusive Education Model are as follows:

- Continue to build capacity at the regular classroom levels so that teachers feel confident in supporting diverse learning needs (AISI, Instructional Coaches).
- Continue to provide access to the supports and services that are necessary for the success of all students.
- Develop an Inclusive Education Handbook and update Administrative Procedures to reflect an Inclusive Education view.
- Ensure active representation from GHSD, at the provincial government level, in the development of a Regional Collaborative Service Delivery Model.

**Background:**

On November 19, 2012 Alberta's new Education Act was passed in the Legislature. This new Act has come about through a long term process of Alberta's new Education Act is a significant step toward bringing to life the vision for education that thousands of Albertans like you shared with us through Inspiring Education and subsequent consultations. This new Act will also bring with it new regulations for School Boards expected sometime in 2015.

All Alberta students deserve a welcoming, caring, respectful and safe place to go to school, a place where bullying is simply not tolerated. Alberta families deserve options about what kind of educational experience is right for them and their children. The Education Act provides that and helps ensure your children have the supports and environments they need to succeed.

The Education Act is the first legislation in Canada to formally recognize the role of parents as a child's first and most important teacher. Our new legislation recognizes that all partners in education – students, parents, teachers, school boards and government – must work together for Alberta to maintain the best education system in the world.

HIGHLIGHTS (<http://www.education.alberta.ca/media/6811056/highlights.pdf>)

The Education Act emphasizes the shared responsibilities of students, parents and school boards.

Students

- Should contribute to a welcoming, caring, respectful and safe learning environment, including reporting bullying – no matter where it happens or who is to blame.
- Should be active participants in their learning and the education of those around them.
- Should actively pursue their own educational success.

Parents

- Are the primary guides and decision-makers with respect to their child's education.
- Must take an active role in their child's education.
- Have choice in education, including public schools, separate schools, Francophone schools, charter schools, private schools and home education programs.
- Have the right to be kept informed about their child's education by those with information to share: teachers, administrators, the school board and government.

School Boards and Trustees

- Must help children and their families feel welcomed and supported and provide specialized supports and services to students regardless of disability, economic circumstances, location or cultural background.
- Must collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary school to post-secondary education and/or the workforce.
- Trustees must fulfil the responsibilities of the board and comply with the board's code of conduct.
- Trustees must engage parents, students and the community on matters related to education.

What's New?

What's changing	What it means
Defines new responsibilities of students, parents, school boards and trustees	The Education Act sets out responsibilities for students, parents, teachers, principals, school boards and trustees.
It is the responsibility of schools and school boards to provide all students and staff with a welcoming, caring, respectful and safe environment.	Boards must develop policies that address bullying in and out of school and online. Boards are expected to share these policies and the consequences of unacceptable behaviour with students, teachers and parents. Boards must provide support for those who are bullied as well as those who engage in bullying behaviour.
Every child 6 years old or older as of Sept. 1 in a year and younger than 17 must attend school.	The compulsory attendance age rises to 17 from 16 to encourage more Alberta students to complete high school.
The age limit for access to publicly funded education has been increased to include individuals younger than 21 as of Sept. 1.	Students will have until age 21 to complete high school within the publicly funded education system. This increase will also give students needing specialized supports and services more time to be successful in their education programs.
References an inclusive education system and provision of specialized supports and services rather than using the term "special education."	Boards and schools have more flexibility in delivering a continuum of specialized supports and services to students with identified needs within a collaborative and inclusive education system.
School boards will have natural person powers	Natural person powers provide school boards with the authority to do any legal thing a natural person may do except when specifically prohibited by the Act or by regulation. Natural person powers gives boards more administrative flexibility to deliver educational programming.
Boards will have greater flexibility in determining the transportation needs of students and the services they provide.	The 2.4-kilometer walk limit will be removed from legislation allowing boards to be more responsive to the needs of their community when determining how to provide safe and appropriate transportation for their students.

Facts about . . .

ALBERTA'S NEW EDUCATION ACT

(<http://www.education.alberta.ca/media/6796003/educationactpocketcardfinal.pdf>)

Overview

Alberta's new Education Act brings to life the vision for a 21st century education thousands of Albertans shared with us through the Inspiring Education dialogue and subsequent consultations. We listened to what Albertans told us and their input is reflected in this legislation.

The new Education Act is based on values we believe are fundamental to educating students in the 21st century, including focusing education on the student; supporting educational choice for Albertans; and enabling boards to be more collaborative and responsive to local needs.

Shared responsibilities

Education requires collaboration among all partners in the system to ensure all students achieve their potential.

Students must attend school regularly and punctually and must actively engage in their education. They must also be accountable for their conduct, respecting the rights of others.

Parental responsibilities include making informed decisions respecting the education of their children and playing an active role in their child's educational success, including assisting their child in fulfilling his or her responsibilities as a student.

A clear statement of responsibilities will help Albertans understand the obligations of school boards related to governance, community engagement and student achievement.

A sense of belonging

We all benefit from a sense of belonging it is essential to developing a health sense of self physically, mentally and emotionally. The Education Act provides a framework for an inclusive education system, where all students are supported in finding success through a quality educational experience. It focuses on ensuring access to educational programs, including specialized supports and services regardless of disability, economic circumstances, location or cultural background.

Welcoming, caring, respectful and safe schools

The new Education Act addresses bullying and the consequences of inappropriate behaviour – no matter where or when it occurs or who is at fault. Creating caring, respectful and safe environments that respect diversity and foster a sense of belonging is a responsibility shared by all partners in education. Boards must create a student code of conduct that addresses bullying. It must also ensure support not only for students impacted by bullying, but also for students who engage in such behaviour.

High school completion

Improving high school completion rates is important as we plan the economic future of Alberta. In addition to raising the compulsory age of attendance for Alberta students to 17 from 16, the Education Act allows Alberta students to access a provincially funded high school education until they turn 21. Boards will decide how to best meet the needs of older students.

Home education

The provisions in the Education Act related to home education programs have not changed. Alberta recognizes the essential role of parents as a child's first and most important teacher – that they are the primary guides and decision-makers with respect to their child's education. In that regard, all children in Alberta begin their education at home.

Charter and private schools

Charter and private schools continue to be part of a broad range of educational choices for parents and students in Alberta. The Act provides criteria for establishing charter schools and clarifies who may establish them. The Minister may now cancel or suspend a private school's accreditation if its financial administration places the education of students at risk.

Fees

No student should ever be denied a basic educational opportunity because they or their parents can't afford school fees. The Education Act continues to prohibit boards from charging tuition fees to resident students or the resident students of any other board. The Act also provides, however, that a board may charge the parent of a student fees in accordance with the regulations. These regulations will be developed in consultation with Albertans once the Act has passed.

Transportation

School boards will have greater flexibility in determining the transportation needs of students. Under the Education Act, boards will be required to establish, maintain and implement a policy respecting the safe and appropriate transportation of their students. Specific requirements, including the 2.4 km funding threshold, will no longer be legislated. This will allow boards to be more responsive to the needs of their community when determining how best to provide transportation.

Natural person powers

With natural person powers, a board may do anything that a natural person may do – unless the legislation expressly says that it cannot. Without natural person powers, a board can only do those things permitted by legislation. Granting boards natural person powers provides them with more flexibility and opportunity to respond creatively to local issues. Other locally elected bodies, such as municipalities and Métis settlements, already have natural person powers.

ADDITIONAL INFORMATION

Natural Person Powers (<http://psbaaschoolactreview.wordpress.com/>)

Natural person powers are essentially the powers enjoyed by a real person when granted to some form of corporate body. Generally, these corporate bodies are businesses, but increasingly these powers are being extended to local forms of government. In 1995, for instance, Alberta's *Municipal Government Act* was amended to provide our municipalities with natural person powers. These powers grant corporate bodies the right to own, sell, and use property with the full discretion of any natural person. They permit corporate bodies to enter into contracts, to sue, and to be sued. Finally, they accord corporate bodies the freedom to do anything the law does not expressly prohibit.

This last feature of natural person powers is perhaps the most important. Currently, school boards are limited in the way they serve their communities by what the *School Act* explicitly permits them to do. Put simply, the Act tells school boards what they must do, but only acknowledges a small handful of

ways for them to do it. A new *School Act* extending natural person powers to school boards would reverse this. The Act would continue to lay out the duties and responsibilities of school boards towards their students and their communities, but it would grant them complete discretion in fulfilling their responsibilities, with the limits placed on what they cannot do instead of what they can do.

These powers would grant school boards flexibility that would not only allow, but inspire creative solutions to education in the community. This has already been demonstrated in our cities, where natural person powers have allowed them to unleash their potential since 1995. The same would hold true for school boards. Citizens could approach their school boards with fresh ideas and valuable concerns, and trustees could address them without straining to contort themselves through the hoops of a cumbersome, twenty-year old piece of legislation. Our school boards are not meant to operate as branch offices for Alberta Education headquartered in Edmonton. They are meant to operate as the servants of their communities, where local citizens know best and local trustees have intimate connections with their constituents. This puts them in the unique position to make the best decisions for our children, their students, and everyone's future. Natural person powers would expand the range of decisions trustees could make to improve upon Alberta's education system.

The Education Act

Frequently Asked Questions (<http://www.education.alberta.ca/media/6795999/educationactfaq.pdf>)

1. Why was the reference to the *Alberta Human Rights Act* in Bill 2 removed from the current version of the Education Act?

Thousands of Albertans described their vision for the future of education during *Inspiring Education* and subsequent consultations. Many more added their voice during the recent provincial election campaign.

Albertans told us they want an education system that values diversity and respect and that has welcoming, caring, respectful and safe learning environments. The Education Act articulates these values without requiring reference to the *Alberta Human Rights Act*.

Several Albertans raised concerns that having the *Human Rights Act* specifically referenced in the Education Act gave the Education ministry the ability to interpret and create regulations specific to human rights. This was never the intent and the reference has been removed to be clear to all Albertans that the Education ministry has no role in human rights legislation.

The change does not impact our expectation for how schools are expected to behave when it comes to human rights. All legislation in Alberta must be consistent with the provisions of both the *Canadian Charter of Rights and Freedoms* and the *Alberta Human Rights Act*.

The *Alberta Human Rights Act* prohibits discrimination in the provision of services customarily available to the public. Home education is not a service customarily available to the public and the Alberta Human Rights Commission has no jurisdiction to hear complaints related to the provision of a home education program.

2. Does the proposed Education Act set out expectations for students, parents, boards and trustees?

Yes. Education is a shared responsibility and requires the collaboration, engagement and empowerment of all partners in the system to ensure that all students achieve their potential.

The intent of outlining student and parental roles and responsibilities is not to create legislatively enforceable requirements, but rather to clearly identify the expectations of parents and students to be active participants in education.

As part of their responsibilities, students must attend school regularly and punctually and must actively engage in and diligently pursue their education. However, a student's responsibilities also extend to being accountable for their conduct, respecting the rights of others in the school and ensuring that their conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

Research confirms that increased parental involvement enhances the likelihood of a child's success. The Education Act states that parents have the responsibility, among other things, to make informed decisions respecting the education of their children and to play an active role in their child's educational success, including assisting their child in fulfilling his or her responsibilities as a student. A clear statement of the responsibilities of boards will assist all Albertans to understand the obligations of boards related to governance and student achievement. For instance, requiring boards to collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education will help students make the most of their opportunities for a fulfilling future.

3. What is meant by "informed decisions?"

Parents must have the tools they need to make decisions in the best interests of their children.

Parents have the right to be kept informed about the education of their children by those who have information to share: teachers, administrators, the board and government.

Parents also have a responsibility to make decisions respecting their child's education in a way that takes into account relevant and important information.

ACCESS TO EDUCATION

4. Who may access education in the K-12 system in Alberta?

The Education Act allows students who are residents of Alberta to access a provincially funded education from the age of 6 until they turn 21. Previously, under the *School Act*, students had access to education until the age of 19.

Raising the age of access to education will eliminate the burden of cost, which in some cases has been a barrier for older students hoping to complete their high school education.

The change may encourage a greater number of students to complete high school.

Improving our high school completion rates is important as we plan for the future of Alberta, the sustainability of our economy and the skill level of our workforce.

Increasing the upper age of access will also align Alberta with the majority of other provinces and jurisdictions; provide students in need of specialized supports and services more time to be successful; and will allow for a variety of models of program delivery in addition to the regular high school classroom.

Not all these older students will go to a traditional high school. School boards across Alberta provide older students with flexible options for completing their secondary school education. Boards are best positioned to make decisions based on local needs, resources, etc.

In addition, a school board may provide an early childhood services program to a child who is younger than six years of age as of Sept. 1.

5. Who must attend school in Alberta?

All children aged 6 to 17 are required to attend school. This reflects the importance of a good solid education in preparing students for formal and informal post-secondary education, including the world of work.

Increasing the compulsory school attendance age to 17 from 16 sends a strong signal that Albertans value high school completion and education in general. This may encourage more students to continue their education resulting in an increase in high school completion rates.

Expanding opportunities for students to continue their education will result in greater social and economic success, individually and collectively.

6. How do I know where my child can go to school?

Under the Education Act, residency (or establishing which school board is responsible for providing a student an education) will now be determined by where the student lives. Previously, residency was determined by where the student's parents lived.

This change will create a more student-centred system, enhance student choice and enhance student access to a funded education. This change also recognizes the increasingly mobile nature of our society.

Basing residency requirements on the residence of the student does not affect the rights of a parent under the Act to make decisions with respect to their child's education.

It remains up to school boards to determine boundaries or attendance areas for each of their schools.

7. What is an independent student?

The Education Act defines an independent student as a student who is 18 years of age or older or 16 years of age or older and living independently. When determining whether a student is living independently, the Act sets out the factors that a board may consider, including financial independence and responsibility for significant decision making and the student's living arrangements. An independent

student is entitled to exercise all the rights and powers and is subject to all the responsibilities that would otherwise belong to the student's parent.

STUDENT SUCCESS AND OPPORTUNITIES FOR LEARNING

8. What will a welcoming, caring, respectful and safe learning environment mean for my child?

The Education Act places an emphasis on welcoming, caring, respectful and safe schools. As a partner in the education system, a board has the responsibility to provide this environment for its students and staff.

The new Education Act makes it clear that schools must be welcoming, caring, respectful, safe and free from physical and emotional harm in order for children and youth to be successful in school. It contains some of Canada's most effective and proactive anti-bullying legislation as supported by research and acknowledges that all education partners – parents, students, teachers, administrators and trustees – need to work together to make schools safe and welcoming places.

Bullying is not acceptable under any circumstances – not by students, teachers or anyone else in the school community.

Under Alberta's Bullying Prevention Strategy, websites including www.bullyfreealberta.ca have been developed with resources available to help children, youth and adults learn about bullying and how to deal effectively with bullying issues. There is also a 24-hour helpline, community-based supports and resources to help young people develop leadership skills.

In fulfilling their responsibilities, boards will need to develop a student code of conduct that addresses bullying behaviour, whether it occurs within a school building, during the school day or by electronic means. The student code of conduct must also address the need for support for those students who are impacted by bullying, as well as those students who engage in bullying behaviour.

The code of conduct must be shared with students, teachers and parents and must be reviewed each year. As a result, Alberta's schools will be better able to respond to bullying and to promote the best possible environment for students to succeed.

9. What is an inclusive education system?

Inclusion is about creating opportunities for children and their families to feel welcomed and supported throughout an educational experience. In an inclusive education system, each student is provided with the relevant learning opportunities and supports necessary to achieve success.

When we help students feel they belong and participate in all school programs and activities, we are demonstrating our commitment to welcoming, caring, respectful and safe schools.

An important part of inclusive education is the collaboration and engagement of all partners in the education system - families, teachers and the school community – who all contribute to student success.

Where a board determines that a student's behavioural, intellectual, learning, communications or physical characteristics – or a combination of these elements – impair the student's ability and

opportunity to learn, the student is entitled to specialized supports and services in an education program.

Parents, in turn, have the responsibility to co-operate and collaborate with school staff to support the delivery of specialized supports and services. In each school, staff will work with parents to determine the best education programming for the student.

10. How is Early Childhood Services (ECS) programming changing?

The Education Act outlines certain provisions that apply to a child as young as 2.5 years if they are enrolled in an Early Childhood Services (ECS) program, which previously applied only to students (Grades 1-12).

These provisions include the establishment and maintenance of a student record; the parent's right to appeal to the board regarding the child's educational programming; and the parent's right to request a Ministerial review regarding the specialized supports and services being offered by the board.

GOVERNANCE AND CO-OPERATION

11. How are minority language and minority denominational rights protected in the Education Act?

The Education Act confirms the Government of Alberta's commitment to a publicly funded education system that provides a choice of educational opportunities.

The legislation honours the rights guaranteed under the *Constitution of Canada* in respect to minority language (French) and minority denominational (Protestant or Roman Catholic) education, through public, separate and Francophone schools.

12. Are there any changes for separate school electors under the Education Act?

Yes. The Education Act allows separate school electors to choose which jurisdiction – public or separate – they want to vote in or run for election as a trustee. This choice will only be available to separate school electors. Public school electors will not be able to vote or run in separate school elections.

Allowing separate school electors to choose the jurisdiction in which they vote creates a more democratic procedure, while continuing to support constitutionally protected minority denominational rights.

13. Are there any changes for francophone electors under the Education Act?

Yes. Under the *School Act*, in order to be eligible to vote in an election of a francophone regional authority, an individual must have a child enrolled in a school operated by a francophone regional authority. Under the *Education Act*, that will no longer be the case.

Also, in order to be elected as a trustee of a francophone regional authority, an individual must under the *Education Act*, be a francophone. This better aligns the eligibility criteria to vote and run as trustee of a francophone regional authority.

Additionally, under the *Education Act*, electors or candidates eligible to vote or run as trustee in the elections of both a francophone regional authority and a public or separate board will be limited to voting or running in only one election. This change aligns the eligibility requirements to vote and run for the position of trustee in public and separate boards.

14. Can I continue to educate my child at home?

Yes. The provisions in the *Education Act* relating to home education have not changed. The *Home Education Regulation* will continue to be the foundation for the management of the provision of home education in Alberta.

Alberta offers a broad range of educational choices for our province's parents and students including home education. This choice continues to foster new ideas and innovative approaches to learning, which ultimately benefits all students.

Alberta recognizes the essential role of parents as a child's first and most important teacher – that they are the primary guides and decision-makers with respect to their child's education. In that regard, all children in Alberta start out as home-educated students.

Alberta tries to balance parents' interests in educating their own children with Albertans' interest in having all students reach their full potential as engaged thinkers and ethical citizens with an entrepreneurial spirit. To ensure that, a teacher employed by a public or private school authority must evaluate each home education student's progress at least twice each year.

15. What impact will the new Education Act have on private schools?

Private schools will continue to be part of a broad range of educational choices for parents and students in Alberta. The availability of choice strengthens our education system and increases opportunities for students and parents to have more options that address individual needs and interests.

This range of choice continues to bring new ideas and innovative approaches to learning, which ultimately benefits all students.

A provision has been added to the *Education Act* which allows the Minister to cancel or suspend the registration or accreditation of a private school if the Minister believes the financial administration of the school places the learning environment of students at risk.

The financial viability of a private school is a valid measure of the school's ability to provide sound education programming.

16. Will charter schools continue to be one of the educational choices available to parents and students?

Yes, charter schools will continue to be part of a broad range of educational choices for parents and students in Alberta. The availability of choice strengthens our education system and increases opportunities for students and parents to have more options that address individual needs and interests. This range of choice continues to bring new ideas and innovative approaches to learning, which ultimately benefits all students.

The Education Act provides criteria for the establishment of a charter school and clarifies that only a society or non-profit company may establish such schools. It also provides that the Minister may by regulation establish criteria by which a charter may be issued on a continuing basis.

ADMINISTRATIVE AND FINANCIAL RESPONSIBILITY

17. What is meant by “natural person powers?”

The concept of natural person powers is something boards have been requesting for some time. Granting boards natural person powers provides them with more flexibility and opportunity to respond creatively to local issues.

Other locally elected bodies, such as municipalities and Métis settlements, already have natural person powers under provincial legislation.

With natural person powers, a board may do anything that a natural person may do – unless the legislation expressly says that it cannot. Without natural person powers, a board can only do those things permitted by legislation.

Legislated limitations on natural person powers will ensure boards continue to focus on education.

18. Will boards be able to charge fees to students for their instruction and learning?

No student should ever be denied an educational opportunity because they or their parents can't afford school fees.

The Education Act continues to prohibit boards from charging tuition to their students. The Act provides, however, that a board may charge the parent of a student fees in accordance with the regulations.

Following the passage of the Education Act, a rigorous review of all present and proposed regulations – including consultation with Albertans – will take place prior to implementation. Any changes to fees and what they may be charged for will be contained in future regulations. Issues such as how boards determine fees, how they are communicated to parents, fee waivers, etc., will be considered during the regulatory review.

19. Will student transportation be affected by the new Education Act?

Under the Education Act, school boards will be required to establish, maintain and implement a policy respecting the safe and appropriate transportation of their students.

Boards will have greater flexibility in determining the transportation needs of students. This will allow boards to be more responsive to the needs of their community when determining how best to provide safe and appropriate transportation.

Specific requirements, including the 2.4 km funding threshold, will no longer be legislated. The precise nature of transportation funding and how it is used by school boards will be the subject of thorough consultation and discussion following passage of the Act.

20. What will happen once it passes?

Once the Education Act is passed, a rigorous review of our regulations and policies will take place. This will enable us to align corresponding regulations, policies and practices before the legislation comes into force.

Synching the regulations to the legislation will ensure a successful transition to the education system that Albertans told us is important to the success of students now and in the future.

We will seek input from Albertans as we develop and revise supporting regulations. We will allow sufficient time for both the ministry and stakeholders to undertake the extensive reviews necessary to align applicable policies, procedures and practices following the review of regulations.

21. When does the Education Act come into effect?

It is expected that the new Education Act will be proclaimed in September 2015. This will allow time for regulatory review and consultations with stakeholders.

22. Should boards be changing policies to align with the new Education Act?

Boards can review or created new policy at their discretion but need to be aware that the current *School Act* continues in force.

Recommendation:

That the Board of Trustees receives this as information.



Bevan Daverne
Superintendent