# AGENDA

## Golden Hills School Division No. 75

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

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

## Regular Meeting of The Board of Trustees

Tuesday, January 26, 2016

Start time 9:30 AM

Boardroom of the Golden Hills School Division No. 75

Amended

## AGENDA

1. **Attendance**
2. **Call to Order**
3. **In Camera**
4. **Approval Of Agenda**
5. **Welcome Public, Vision and Mission Statements**
6. **Presentation of Minutes**
   - 6.1 **Regular Meeting of The Board of Trustees (2015/12/15)**
7. **REPORTS**
   - 7.1. **Chair's Report**
   - 7.2. **Board Committees**
   - 7.3. **Board Representatives to External Organizations**
   - 7.4. **Administration Reports**
8. **NEW BUSINESS**
   - 8.1. **Action Items**
     - 8.1.1. **Board Meeting Date Change** — B. Daverne
     - 8.1.2. **Field Studies Excursion Switzerland (Acme)** — B. Daverne

8.1.3. **Field Studies Excursion Indianapois (Three Hills)** B. Daverne

8.1.4. **Field Trip Studies/Student Excursion - International Travel** B. Daverne

8.2. **Information Items**

8.2.1. **Field Studies Excursion Eastern Canada (Crowther Memorial Jr. High)** B. Daverne

8.2.2. **First Quarter Financial Report (Sept/Oct/Nov 2015)** T. Sabir

8.2.3. **Regional Collaborative Service Delivery Monitoring Report** K. Jordan

8.2.4. **Inclusive Education Monitoring Report** K. Jordan

8.2.5. **International Services Monitoring Report** K. Jordan

8.2.6. **Monthly Enrolment Monitoring Report** T. Sabir

8.2.7. **Policy 20 - Property Disposal Policy Review** B. Daverne

8.2.8. **Bill 10** B. Daverne

9. **School Monitoring Reports**

9.1. **Acme/Carbon/Dr. Elliott (K. Ratzlaff/M. Steen)**

10. **Presentation**

10.1. **H. Bilton - CAREERS: The Next Generation**

11. **ADJOURNMENT**

# MINUTES

## Golden Hills School Division No. 75

### Regular Meeting of The Board of Trustees

Meeting Type : REGULAR BOARD MEETING
Date : Tuesday, December 15, 2015
Start time : 9:30 AM
Location : Boardroom of the Golden Hills School Division No. 75

## Minutes

Draft

**Attendance**

Present were:

**a) Chair**
- David Price

**b) Vice-Chair**
- Larry Tucker

**c) Trustee**
- Barry Kletke
- Sherri Nielsen
- Alan Larsen
- Joyce Bazant

**d) Superintendent of Schools**
- Bevan Daverne

**e) Associate Superintendent**
- Kandace Jordan
- Wes Miskiman

**f) Secretary/Treasurer**
- Tahra Sabir

**g) Recording Secretary**
- Kristy Polet

**Call to Order**

Chair Price called the meeting to order at 9:32 a.m.

**In Camera**

**Resolution #BD20151215.1001**
**MOVED by Trustee Nielsen** that the Board of Trustees go *In Camera* at 9:33 a.m. to discuss legal matters.

**Carried**

**Resolution #BD20151215.1002**
**MOVED by Trustee Kletke** that the Board of Trustees rise from In Camera at 10:21 *a.m.*

**Carried**

**BREAK**

**Recessed at 10:22 a.m.**

**Reconvene at 10:31 a.m.**

**Approval Of Agenda**

**Resolution #BD20151215.1003**
**MOVED by Trustee Nielsen** that the Board of Trustees approve the agenda as revised:

- add to Action Items; 8.1.3 Naming Schools - Project in East Wheatland

**Carried**

**Presentation of Minutes**

**Resolution #BD20151215.1004**
**MOVED by Trustee Kletke** that the Board of Trustees approve minutes of November 24, 2015 as presented.

**Carried**

**Chair's Report**
(REPORTS)

Chair Price reported on the following items:

- Reported on the introduction of Bill 8 in Legislature on November 26, 2015.
  - Discussed one way telephone conference by Education Minister David Eggen in regards to Bill 8 on November 27, 2015 for all School Board Chairs.
  - The response letter that Golden Hills School Board wrote to Education Minister David Eggen was supported by other School Boards.
  - Superintendent Daverne, Chair Price attended an Alberta Education Consultation meeting held on December 4, 2015 in Edmonton to discuss the concerns and potential improvements that School Boards would like to have addressed with in Bill 8.
  - Alberta School Boards Association (ASBA) also called for a Consultation meeting in Edmonton that included the Education Minister David Eggen, Alberta Education Staff, some MLA's and other School Board Trustees.
- Chair Price noted that Bill 8 passed following an amendment put forward by the Education Minister David Eggen; however, the amendment did not address all the school boards concerns.
- A requirement of Bill 8, and the newly created Teacher's Employer Bargaining Association (TEBA), is that each of the 61 School Boards in the province need to choose their own Representative Trustee for TEBA.
- Trustee Kletke thanked Chair Price on behalf of the Board of Trustees for keeping the Board informed and all his extra work and time on Bill 8. Chair Price noted he appreciates the Board of Trustees, Superintendent Daverne and Secretary-Treasurer Sabir's support.

**Board Committees**
(REPORTS)

No information to be presented at this time.

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

Trustee Tucker presented information on the ASBA Zone 4 meeting held on December 4, 2015.

- Trustee Tucker attended on behalf of Trustee Nielsen and Trustee Bazant.
- Noted that few reports were given by Committees.
- ASBA Budget has been posted on their website.
- Discussion on Lesbian Gay Transgender Bisexual Queer (LGTBQ) Policy guidelines as per Minister Eggens direction.
- It was noted, Bill 8 passed quickly from First Reading to Royal Assent (15 days).

**Administration Reports**
(REPORTS)

Associate Superintendent Miskiman presented information on the following topics:

- HR Update:
  - As per the Collective Agreement and Government direction, a one time payment of 1% to Teachers was made on November 30, 2015.
  - Discussed Central Office Handbook.

Associate Superintendent Jordan presented information on the following topics:

- Discussed Leadership Training sessions - attendance is up.
  - Guest speaker, A. Rose, will be doing extra work with Administrators.
- Collaborative Days are growing, value is very appreciated.

Secretary-Treasurer Sabir presented information on the following topics:

- Facilities Update:
  - Trochu Valley Fitness Centre - in process of recruiting local trades people.
  - New Strathmore K-9 School in discussion with the Town of Strathmore.
    - Request for Proposal (RFP) for the new Strathmore K-9 school will be posted to the Alberta Purchasing Connection (APC) site in January.
  - Prairie Christian Academy (PCA) Modernization is progressing well.
  - Wheatland Crossing (new East Wheatland K-12 School) - progress is moving at a steady pace, project is on budget and on revised schedule to be completed August 10, 2016.
  - Carbon School fire update - clean up is going well, repair and asbestos removal is progressing well.

Superintendent Daverne presented information on the following information:

- Christmas Luncheon is being held today at Division Office at noon.

Draft

**Travel Advisory**
(Action Items)

Superintendent Daverne presented information on Travel Advisory.

**Resolution #BD20151215.1005**
**MOVED by Trustee Tucker** that the Board of Trustees approves a motion for administration to organize community meetings for each international trip planned for this year. The purpose of the meeting is to review the Trip Itinerary, Federal Travel Advisories and answer questions from parents regarding perceived risks and trip planning to help mitigate those risks. The Board will require at least 50% of parents to continue to support the trip in order for the Board to continue to support the trip.

**Carried**

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

Superintendent Daverne presented information on the Field Trip Excursion that Strathmore High School has requested permission.

**Resolution #BD20151215.1006**

**MOVED by Trustee Tucker** that the Board of Trustees approves the proposed high school field studies/excursion for Strathmore High School to Europe from March 24 - April 3, 2016 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 by advised that this will be the case.

**Carried**

**Naming Schools - Project in East Wheatland**
(Action Items)

Superintendent Daverne presented information on behalf of the Naming Committee for the New East Wheatland School.

**Resolution #BD20151215.1007**
**MOVED by Trustee Larsen** that the Board of Trustees approves the No. 1 Choice, Wheatland Crossing, as the name for the new school in East Wheatland.

**Carried**

**Enrolment Monitoring Report (November 2015)**
(Information Items)

Superintendent Daverne, on behalf of the Secretary-Treasurer Sabir, presented information on the monthly Enrolment Monitoring Report (November 2015).

**School Summaries Monitoring Report**
(Information Items)

Secretary-Treasurer Sabir presented information on the School Summaries Monitoring Report that provides information for each Schools':

- Enrolment trends
- School facility information
- Budget information

Also included is jurisdictional information including:

- General Student Population information
- Gap Analysis on Enrolment between Grade 1 and Grade 12.
- Utilities - Average costs per student and area.
- Major ticket items identified in Facility Condition Report.

2015 School Summary Report Link:
http://www.ghsd75.ca/School%20Summaries%20Reports.php

Draft

**Class Size Initiative**
(Information Items)

Associate Superintendent Jordan presented information on the Class Size Report.

**Technology Services Plan**
(Information Items)

Associate Superintendent Jordan presented information on the Technology Services Plan Report.

**AP 171 - Workplace Health and Safety**
(Information Items)

Associate Superintendent Miskiman presented information on Administrative Procedure 171 - *Workplace Health and Safety* and the Golden Hills Occupational Health and Safety Manual.

**Westmount/Trinity Christian Academy (W. Funk/D. Graff/K.Odegard)**
(School Monitoring Reports)

Superintendent Daverne welcomed W. Funk, Principal and D. Graff, Associate Principal (Westmount School), who presented the Schools' education plan and results achieved. Superintendent Daverne and Chair Price thanked them for their presentation.

Superintendent Daverne welcomed W. Funk, Principal and K. Odegard, Associate Principal (Trinity Christian Academy), who presented the Schools' educatio plan and results achieved. Superintendent Daverne and Chair Price thanked them for their presentation.

**Learning Academy/Storefront (J. Bertsch/L. Daverne)**
(School Monitoring Reports)

Superintendent Daverne welcomed J. Bertsch, Principal and L. Daverne, Associate Principal (Learning Academy/Storefront), who presented the Schools' education plan and results achieved. Superintendent Daverne and Chair Price thanked them for their presentation.

**ADJOURNMENT**

**Resolution #BD20151215.1008**
**MOVED by Trustee Kletke** that the Board of Trustees approve Dave Price as the designate Trustee to be a member of the Teachers Employer Bargaining Association (TEBA) Representative Committee, as a result of Bill 8 coming into force January 31, 2016.

**Carried**

**Resolution #BD20151215.1009**
**MOVED by Trustee Bazant** that the meeting adjourn at 3:05 p.m.

**Carried**

_____
Chair

_____
Secretary-Treasurer

Draft

## Board Meeting Date Change

## Conflict

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

## January 26, 2016

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**Background:**

The Board sets its annual calendar of Regular Meetings at the annual Organizational Meeting. The Board of Trustees meet on fourth Tuesday of each month from September to June and then returns for a meeting in late August before the school year begins.

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

The scheduled Board Meeting for Tuesday, February 23, 2016 poses a conflict. It is recommended that the Board of Trustees resolves this conflict by rescheduling.

**Recommendation:**

That the Board of Trustees reschedule the Tuesday, February 23, 2016 Board meeting to Tuesday, March 1, 2016.



Bevan Daverne
Superintendent

## FIELD TRIP STUDIES/STUDENT EXCURSION
## Acme High School

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

**January 26, 2016**

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**Background:**

Acme High School requests permission, in accordance with Administrators Procedure 260 and Board Policy 2, for an international high school field trip to Switzerland and Italy departing March 23, 2016 and commencing for 12 days.

The administration has completed a risk assessment as required by Administration Procedure 260 – *Field Studies/Student Excursion*. The risk assessment outlined process will ensure that all the requirements of Procedure260 are met before departure.

**Statement of Educational Purpose:**

The purpose of this Europe trip is to extend students classroom learning. During the trip high school students will experience culture, food, history, architecture and the arts.

**Risk Assessment:**

Acme High School has carefully selected two nations in Europe to travel to, Switzerland and Italy. They are aware that there are risks associated with travel. Risks have been investigates as much as possible with careful planning contributed to transportation and partnership with student travel professionals.

EF Tours has been selected to provide a full array of travel services. EF Tours is a well-known worldwide company with office locations throughout Europe and is continuously monitoring activity that is happening throughout the continent. EF Tours will look after all travel arrangements including flight, a full time tour guide, a professional driver, accommodations and a motor coach for all road travel including pick up and drop off at the airport. Parents have been informed of the detailed itinerary, all travel arrangements and potential risks.

**Recommendation:**

That the Board of Trustees approves the proposed high school field studies/excursion for Acme High School to Switzerland and Italy departing March 23, 2016 and commencing for 12 days subject to advisory notices from Foreign Affairs and International Trade Canada website http://www.voyage.gc.ca/countries_pays/updates_mise-a-jour-eng.asp such that if a travel warning is issued prior to the trip and not rescinded before the departure date, the trip will be cancelled and parents must be advised that this will be the case.

Bevan Daverne
Superintendent of Schools

## *What you'll experience on your tour*

Day 1: Fly overnight to Switzerland

Day 2: Zurich | Lucerne
- Meet your Tour Director at the airport
- Travel to the Lucerne region, where the majestic Swiss Alps rise behind the shores of Lake Lucerne and provide the stunning backdrop to one of Switzerland's most picturesque cities. During your stay you'll see the moving Lion Monument, or Löwendenkmal, a sandstone statue commemorating the Swiss Guards slain in the 1792 Paris storming of the Tuileries. Follow Lucerne's winding cobbled streets past fairy-tale houses to the Chapel Bridge, or Kapellbrücke. Stroll along this covered bridge, which dates back to medieval days, and admire the colourful murals overhead.

Day 3: Lucerne
- Take a tour of Lucerne: Löwendenkmal; Kapellbrücke
- Visit Mount Rigi
- Time to see more of Lucerne or
- ◆ Attend a Swiss Folklore Evening

Day 4: Venice
- Travel to Venice via Lake Como

Day 5: Venice
- Travel to Venice, the Floating City crisscrossed with romantic bridges, laced with history and boasting some of the world's finest art and architecture. During your stay you will see gondolas glide down the Grand Canal before stopping in St. Mark's Square. Look for the golden weathervane, which resembles archangel Gabriel, atop the 323-foot Campanile (Bell Tower). At the pink-and-white Doge's Palace, see where mighty Venetian dukes once ruled. Stroll over the Bridge of Sighs, which links the palace to a prison. As they crossed the bridge, prisoners supposedly sighed with perfect sadness as they regarded their beautiful city for the last time.
- Take an expertly guided tour of Venice: St. Mark's Square; Grand Canal
- Visit the Doge's Palace
- See a glass-blowing demonstration

Days 6-7: Florence
- Travel to Florence, the birthplace of the Italian language, opera and the Renaissance, and where works of art like Michelangelo's statue of *David* and Botticelli's *The Birth of Venus* still reside today. As you stroll through the city, pass by classical statues at the Piazza della Signoria. See the domed cap of the Santa Maria del Fiore Cathedral, better known as the Duomo, which dominates the skyline. Opposite the Duomo, look for the bronzed doors of Ghiberti's Gates of Paradise at the Baptistry. Walk across the Ponte Vecchio, a Medieval bridge where many of Florence's famed leather and gold artisans keep shop.
- Take an expertly guided tour of Florence: Piazza della Signoria; Ponte Vecchio; Chiesa di Santa Croce; Gates of Paradise
- Visit the Duomo
- Time to see more of Florence or
- ◆ Visit Pisa

Day 8: Assisi | Rome
- Travel to Assisi
- Visit the Basilica of St. Francis
- Continue on to Rome, a city that integrates its past into the present better than any other. During your stay, explore the world's most famous arena, the Colosseum, where you can almost hear the stamping feet of the crowds gathered for gladiatorial combat. Nearby, the Roman Forum marks the former heart of the Roman Empire. Julius Caesar gave many of his great political speeches there. On your visit to the Vatican City, marvel at Michelangelo's breathtaking ceiling in the Sistine Chapel and look out for the colourful uniforms of the Swiss Guard, protectors of the Vatican City. Before you say "arrivederci," toss a coin into the Trevi Fountain to ensure a return trip to the Eternal City.

Day 9: Rome
- Take an expertly guided tour of Vatican City
- Visit the Sistine Chapel
- Visit St. Peter's Basilica
- Take an expertly guided tour of Rome
- Visit the Colosseum
- Visit the Roman Forum
- Take a self-guided walking tour of Rome

Day 10: Depart for home

◆ 2-DAY TOUR EXTENSION

Days 10-12: Sorrento region | Rome
- Take an expertly guided tour of Pompeii
- Visit the Pompeii Roman Ruins
- Travel to the Sorrento region
- Take an expertly guided tour of Capri
- Take a boat cruise
- Return to Rome

◆ Optionals and excursions



*I can now cross "Ride a Gondola in Venice" off my bucket list! #eftours*

*–JOSEPH, TRAVELLER*

Via Instagram

*We had an amazing tour guide who introduced us to Italy and gave the group a lot of historic information. The kids loved it and wanted to stay longer.*

*–NATASHA, GROUP LEADER*

Tour review

**TOP THREE THINGS I WILL SEE, DO, TRY OR EXPLORE**

1. _____

2. _____

3. _____

# FIELD TRIP STUDIES/STUDENT EXCURSION
## Three Hills School
***"Inspiring confident, connected, caring citizens of the world"***

**January 26, 2016**

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**Background:**
Three Hills School requests permission, in accordance with Administrators Procedure 260 and Board Policy 2, for an international high school field trip to Indianapolis, IN, USA departing July 17 and returning July 20, 2016.

The administration has undertaken trip planning as required by Administration Procedure 260 – *Field Studies/Student Excursion*. That process will ensure that all the requirements of Procedure260 are met before departure.

**Statement of Educational Purpose:**
The purpose of this trip is to expand the leadership capacity of students and teachers of Three Hills School by attending the 2016 NFHS National Student Leadership Summit.

**Risk Assessment:**
Three Hills School is aware that there are risks associated with travel. Risks have been mitigated as much as possible with careful planning, and attention to transportation and accommodation.

**Recommendation:**
That the Board of Trustees approves the proposed high school field studies/excursion for Three Hills School for Indianapolis IN. USA departing July 17 and returning July 20 subject to advisory notices from Foreign Affairs and International Trade Canada website http://www.voyage.gc.ca/countries_pays/updates_mise-a-jour-eng.asp such that if a travel warning is issued prior to the trip and not rescinded before the departure date, the trip will be cancelled and parents must be advised that this will be the case.



Bevan Daverne
Superintendent of Schools

National Federation of State High School Associations

# 2016 NFHS National Student Leadership Summit

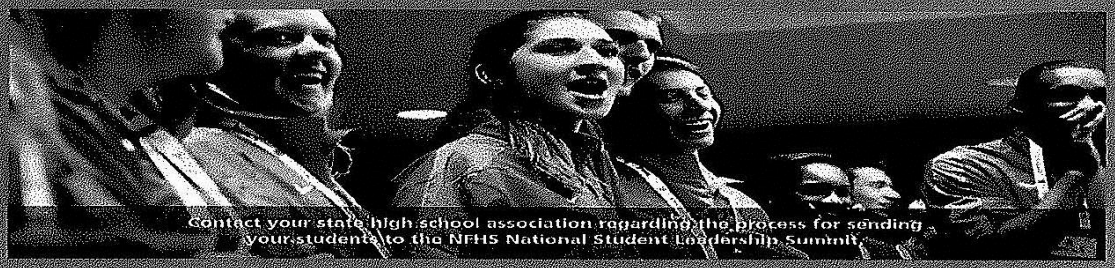
**Indianapolis Hyatt Regency, Indianapolis, Indiana**
**July 18 – 20, 2016**

The NFHS is excited to announce the second year of its student leadership initiative, the National Student Leadership Summit (NSLS). The NSLS will focus on relevant and contemporary issues. Students will hone their leadership skills and realize the privilege and power of their influence in their school, community and state.

By utilizing a "train the trainer" concept, the student and adult ambassadors will be developing skills that will enable them to effectively lead their peers at school and assist their state association. By targeting specific topics, each student ambassador will learn how to develop and maintain healthy relationships with teammates, coaches/adult leaders and officials. They will learn conflict resolution techniques and how to be better communicators with their peers and adults. Another pertinent topic is social media. The student ambassadors will learn how to establish a positive electronic identity with social media and how to repair and rejuvenate a digital presence that does not truly reflect who they represent. Our young leaders will also learn the value of perspective and inclusion. Lastly, the students will participate in an exciting engagement with the local Indiana Special Olympic athletes for joint competition and shared athletic experiences. Experts will discuss these issues in a lecture/interactive format in small group breakout group sessions.

The cost of the Student Leadership Summit for the student ambassadors is free. The students have to provide their transportation to and from the Summit. The hotel room, materials, meals, local programming and local transportation will be provided by the NFHS. The adult ambassadors will have to provide their own transportation to Indianapolis and their hotel room; however, Summit materials, meals, local programming and local transportation will be provided by the NFHS.

**Take Part. Get Set For Life.™**



Contact your state high school association regarding the process for sending your students to the NFHS National Student Leadership Summit.



# TENTATIVE DELEGATE SCHEDULE

**July 17-20, 2016**
**Indianapolis, Indiana**

**Sunday, July 17, 2016**

1:00 p.m. – 5:00 p.m. Early Registration (Student and Adult Ambassador rooms only)
3rd Floor, Hyatt Regency in hallway

**Monday, July 18, 2016**

1:00 p.m. – 5:00 p.m. Registration and Room assignment (Student and Adult Ambassadors)
(Food and refreshments will be provided.)
5:00 p.m. – 5:15 p.m. Opening Ceremony, Summit Objectives, Expectations and Directions
5:15 p.m. – 6:00 p.m. Opening General Session Speaker
6:05 p.m. – 7:05 p.m. Dinner
7:15 p.m. – 8:30 p.m. Student Ambassador Session 1
7:15 p.m. – 8:30 p.m. Adult Ambassador Session 1 (Summit Q & A, Objectives and Expectations)
8:35 p.m. – 9:05 p.m. State Meeting #1
(Leadership Lounge is open until 11:30pm)

**Tuesday, July 19, 2016**

7:00 a.m. – 8:00 a.m. Breakfast
8:15 a.m. – 9:30 a.m. Student Ambassador Session 2
8:15 a.m. – 9:30 a.m. Adult Ambassador Session 2 [Select a break-out session to observe]
9:40 a.m. – 10:55 a.m. Student Ambassador Session 3
9:40 a.m. – 10:55 a.m. Adult Ambassador Session 3 [Select a break-out session to observe]
11:05 a.m. – 12:20 p. m. Student Ambassador Session 4
11:05 a.m. – 12:20 p. m. Adult Ambassador Session 4 (Recap and Special Guest Speaker)
12:30 p.m. – 1:30 p.m. Lunch & Announcements
1:40 p.m. – 2:10 p.m. State Meeting #2
2:35 p.m. – 2:55 p.m. Load buses
2:55 p.m. – 3:30 p.m. Travel for Special Olympics Unified Sports Experience for Athletic Activity Engagement w/ Indiana Special Olympians
5:00 p.m. – 6:15 p.m. Pizza Dinner at location
6:15 p.m. – 6:30 p.m. Load Buses
6:30 p.m. – 7:00 p.m. Return to Hotel, free time to prepare for dance
8:15 p.m. – 11:30 p.m. Dance (Food, refreshments and sundae bar)
(Leadership Lounge is open until 12:30 a.m.)

**Wednesday, July 20, 2016**

6:30 a.m. – 8:00 a.m. Breakfast
8:10 a.m. – 9:00 a.m. State Meeting #3
9:15 a.m. – 9:45 a.m. Closing General Session (Leadership Lounge open 6:30 a.m. – 12:00 p.m.)

**January 26, 2016**

**Background:**

At the December, 2015 regular Board meeting, Trustees passed a motion directing administration to meet with parent of students planning an international trip to discuss risks, share details of the itinerary and collect feedback. If more than 50% of parents were able to support the trip given the new information, Trustees would also commit to support the trip so long as there is no federal travel advisory that does not recommend travel to a particular area.

**International Travel Consent Form Summary:**

**Drumheller Valley Secondary School** will be travelling to New York – **19 out of 20** students have successfully handed in their Parent consent forms for the upcoming trip. One student has cancelled their trip through EF Travel already, and returned their consent form confirming their cancellation. The remaining 19 students will continue with this trip.

**Standard High School** will be travelling to Greece - **24 out of 25** students have successfully handed in their Parent consent forms confirming the upcoming trip. One student has decided not to travel at this point, and has confirmed this with the school.

**Strathmore High School** will be travelling to Nicaragua - **8 out of 8** students have successfully handed in their Parent consent forms confirming the upcoming trip.

**Strathmore High School** will be travelling to France, Switzerland, Italy and Spain – **114 out of 114** trip adults and students still intending to participate. **100 out of 114** forms have been turned in

**Prairie Christian Academy** will be travelling to Bogota, Colombia - **11 out of 13** students have successfully handed in their Parent consent forms confirming the upcoming trip. Two students have not yet handed in their parent consent forms.

**Prairie Christian Academy** will be travelling to Europe - **17 out of 19** students have successfully handed in their Parent consent forms confirming the upcoming trip. Two students have not yet handed in their parent consent forms.

**Recommendation:**

That the Board of Trustees receives this as information.

Bevan Daverne
Superintendent of Schools

***Preamble***

Golden Hills School Division supports international travel as valuable opportunity for students to develop a deeper understanding of global society, historical events and the impact those have on us as we develop our views as global citizens. However, there are occasions when international travel must be considered in the light of security concerns that exist in various parts of the world. In these situations, where possible, it is the wish of the Board of Trustees that parents have the opportunity to be a partner in the decisions that affect their children who plan to participate in school planned international travel.

To allow stakeholders to have the background information necessary for that decision the administration of the school, in conjunction with supporting documentation from the trip provider, will provide opportunity to meet and discuss the following: the complete itinerary of the trip including destinations, accommodation arrangements and "in country travel" structures; the current levels of concern around the security of all aspects of the trip and the cancellation cost structure if the decision is made to not participate in the trip. With that background information this consent form will allow the school to ensure that each participant is fully knowledgeable about the trip and has made a decision that meets their needs and expectations. In addition to the decisions of individual parents, Golden Hills School Division will also continue to follow its policies and exercise its own discretion as to the suitability and safety of a trip and may choose to cancel student and staff international travel for a particular trip or for all schools.

***Section One***

As a parent/guardian or staff member, I have received and fully understand the information relative to the proposed international trip. As part of this information package I fully understand the itinerary, the destination points, the accommodation arrangements and the travel structures inside the country(s) we will be visiting. I have also been informed as to any trip advisories by the Canadian government and how that may change plans prior to the departure date.

☐ Yes

☐ No

Comments:

***Section Two***

As a parent/guardian or staff member, I fully understand and have considered all security concerns around this proposed international trip.

☐ Yes

☐ No

Comments:

***Section Three***

I have also received and fully understand the information and financial impact around cancellation procedures relative to this international trip. I also accept that I will face some financial costs in the event I decide to cancel my participation in the event.

☐ Yes

☐ No

Comments:

***Section Four***

With regard to all of the information provided to me I wish to continue my or my child's participation in the international trip and will sign this document to confirm that position.

☐ Yes

☐ No

Comments:

School and Destination: _____

Signature(s): _____

## FIELD TRIP STUDIES/STUDENT EXCURSION
## Crowther Memorial Junior High School

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

**January 26, 2016**

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**Background:**

Crowther Memorial Junior High School requests permission, in accordance with Administrative Procedure 260 and Board Policy 2, for a school field trip to Eastern Canada from Saturday, May 21 and return on Friday, May 27, 2016. The trip offers students the opportunity to travel to Niagara Falls, Toronto, Ottawa, Montreal and Quebec City. The trip will involve 110 students and adult chaperones. Both male and female teaching staff members are included in the chaperone numbers. Students will miss 5 days of schools.

Educational purpose will cover items such as:

- ***Social Studies***
  - grade nine - *Concepts* -mixed economy of Canada, quality of life (TOPIC C-Canada Responding to Change)
  - grade eight - *Concepts* of Canadian historical colonization, settlement, and nationhood (TOPIC B -Canada-History to the Twentieth Century)
- ***Science-***grade nine - *Concepts* –Diversity of Living Things, Fluids and Pressure, Heat Energy, Electromagnetic Systems
- ***Fine and Performing Arts -*** Art-Goal-encounters (cultural traditions and character through art)
- ***Physical Education -*** General Outcomes C (interactive positively with others) and D (active responsibility for an active way of life)
- ***Health and Life Skills -***Wellness Choices, Life Learning Choices
- ***Second Languages – French -*** Cultural and Linguistic Objectives

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

**Recommendation:**

That the Board of Trustees receives this as information.

Bevan Daverne
Superintendent of Schools

# EASTERN CANADA ITINERARY SAMPLE

**Saturday**

| Time | Activity |
|---|---|
| 4:00 am | Load Buses-CrowtherMemorial<br>Distribute booklets |
| 4:30 am | Leave CMJHS |
| 7:00 am | Flight Departs Calgary- West Jet Flight |
| 12:40 pm | Arrive Hamilton |
| 2:00 pm | Lunch-Locks at St. Catharines |
| 3:30pm | Niagara Falls Adventures |
| 7:30pm | Betty's Restaurant |
| 10:00 pm | Accommodation – Delta Secondary School - Hamilton |

**Sunday**

| Time | Activity |
|---|---|
| 6:45 am | Depart Delta Secondary, Hamilton |
| 7:00 am | Breakfast-Golden |
| 9:00- 10:00 am | CN Tower, Toronto |
| 10:30-12:30 am | Science Centre |
| 1:00-3:00 pm | Blue Jays Game- Rogers Centre |
| 3:30 - 5:00 pm | Hockey Hall of Fame |
| 5:30 pm | Arrive Union Station |
| 6:30 pm | Depart Union Station- Train to Ottawa |
| 11:32 pm | Arrive Ottawa |
| 12:30 pm | Accommodation |

**Monday**

| Time | Activity |
|---|---|
| 6:45 am | Depart Symmes Jr. High |
| 7:00 am | Breakfast- Chez Cora, Rue Gamelin |
| **BUS ONE** | |
| 8:35 am | Parliament Tour |
| 10:00 – 12:00 | War Museum |
| **BUS TWO** | |
| 8:45 am | Parliament Tour |
| 10:00-12:00 pm | Bike Tour |
| 12:15-1:00 pm | Lunch with MP's – West Bloc 200 |
| 1:30 pm | Question Period Security Check In |
| 2:00-3:00 pm | Question Period |
| 3:30-5:30 pm | Dow's Lake |
| 5:30pm | Hard Rock Café – Byward Market – Burger Buffet |
| 7:30-9:00 pm | Swim/Shower University of Carleton |
| 9:30pm | Symmes Junior High School |

**Tuesday**

| Time | Activity |
|---|---|
| 7:15 am | Depart Symmes Jr. High |
| 7:30 am | Breakfast-Chez Cora - Gatineau |
| **BUS ONE** | |
| 9:00-11:00 am | Museum of Civilization |
| 11:30-1:00 | National Art Gallery |
| 1:00 – 2:00 pm | Lunch Rideau Centre |
| 2:00 – 4:00 pm | Bike Tour |

**BUS TWO**

| | |
|---|---|
| 9:00-11:00 am | National Art Gallery |
| 11:30-1:00 pm | Museum of Civilization |
| 1:00 – 2:00 pm | Lunch Rideau Centre |
| 2:30 - 4:30 pm | War Museum |
| 4:30-5:30 | Major's Hill Park |
| 5:30 pm | Dinner – Hard Rock |
| 7:00 pm | Ghost Walk |
| 9:00 pm | Accommodation, Symmes Junior High School<br>Aylmer, Quebec |

**Wednesday**

| **Time** | **Activity** |
|---|---|
| 8:00 am | Breakfast- |
| 10:00-11:00am | |
| 11:00-12:30 | Drive to Rigaud |
| 12:30-2:30 | Lunch – Sucrerie de la Montague |
| 2:30-4:30 pm | Drive to Montreal |
| 4:30 pm | Swim McGill Pool |
| 6:30 pm | Sound & Light Show - Notre Dame Basilica |
| 7:30pm | Frites Alor |
| 8:00pm | |
| 9:00 pm | Centennial High School |

**Thursday**

| **Time** | **Activity** |
|---|---|
| 6:30 am | Depart Centennial High School |
| 8:00 am | Breakfast- Chez Cora, Drummondville |
| 11:00am | La Citadelle Tour, Quebec City |
| 12:00 pm | Old Quebec- Lunch on Own |
| 5:00 pm | Depart Quebec City |
| 6:30 pm | Dinner – Drummondville – |
| 9:00 pm | Accommodation-Centennial High School |

***Friday***

| **Time** | **Activity** |
|---|---|
| 7:00 am | Depart Centennial High School |
| 7:15 am | Breakfast-Chez Cora St. Hubert |
| 9:00 am | **BUS ONE** - Biodome/Insectarium<br>**BUS TWO** – Bike Tour |
| 12:00-1:00 pm | Lunch<br>Dorchester Square |
| 1:30 pm | **BUS ONE** – Bike tour (Old Montreal)<br>**BUS TWO** – Biodome/Insectarium |
| 5:30 pm | Dinner – Bar-B-Barn |
| 7:00 pm | Arrive Airport-Pierre Eliot Trudeau |
| 8:30 pm | Flight Leaves |
| 10.57 pm | Arrive Calgary |

## FIRST QUARTERLY FINANCIAL REPORT

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

**January 26, 2016**

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**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 2015 – November 2015 will be discussed at the Board Meeting.

**Recommendation:**

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



Bevan Daverne
Superintendent



Tahra Sabir
Secretary-Treasurer

Golden Hills School Division No.75

# 1st Quarterly Report - DRAFT

## September 2015 – November 2015

**Prepared by the Finance Department for the January 27, 2015 Board Meeting**

## Purpose of Quarterly Report

1. Monitor Activity
2. Review Variances
3. Highlight Key Points

## I Context

The first quarterly financial report lists revenues and expenditures recorded to **November 30, 2015**, which are the first **three** months of the fiscal year. The number of months expended in the quarter are nine (3); therefore the normal benchmark for comparison is 25% (3/12 months) or 30% (3/10) months for some categories.

The updated 2015-16 Budget was submitted to Alberta Education November 25, 2015 and budget points of reference are from the November 30, 2015 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, 2015 - November 30, 2015**

| Revenues | Initial 2015/16 Annual Budget submitted June 30, 2015 | Revised 2015/16 Annual Budget submitted Nov 30, 2015 | Prorated Budget for Q1 | YTD Actuals 2015/2016 -Q1 | YTD Budget Variance-Q1 | % Budget Rec'd/Used | Management Benchmark % |
|---|---|---|---|---|---|---|---|
| Alberta Education | 69,111,116 | 70,093,954 | 17,523,489 | 17,903,901 | 380,412 | 26% | 25% |
| Federal Government and/or First Nations | 1,400,000 | 1,400,000 | 350,000 | 386,846 | 36,846 | 28% | 25% |
| Alberta Municipalities | 44,200 | 39,200 | 9,800 | 39,200 | 29,400 | 100% | 85% |
| Fees | 6,956,763 | 4,956,763 | 1,239,191 | 1,677,531 | 438,340 | 34% | 35% |
| Other Revenues | 1,533,003 | 3,613,792 | 903,448 | 1,333,943 | 430,495 | 37% | 25% |
| Amortization | 2,057,182 | 2,057,182 | 514,296 | 649,433 | 135,137 | 32% | 25% |
| **Total Revenues** | **81,102,264** | **82,160,891** | **20,540,223** | **21,990,854** | **1,450,631** | **27%** | **26%** |
| **EXPENSES** | | | | | | | |
| Certificated Salaries and Benefits | 46,476,242 | 47,283,629 | 11,820,907 | 11,432,335 | 388,572 | 24% | 24% |
| Non-Certificated Salaries and Benefits | 14,566,923 | 14,625,000 | 3,656,250 | 4,037,628 | -381,378 | 28% | 27% |
| **Sub-Total** | **61,043,165** | **61,908,629** | **15,477,157** | **15,469,963** | **7,194** | **25%** | 25% |
| Supplies and Services | 19,210,250 | 18,009,507 | 4,502,377 | 6,019,871 | -1,517,494 | 33% | 30% |
| Amortization | 3,367,103 | 3,367,103 | 841,776 | 956,706 | -114,930 | 28% | 25% |
| Interest Charges | 90,500 | 90,500 | 22,625 | 23,299 | -674 | 26% | 25% |
| **Total Expenses** | **83,711,018** | **83,375,739** | **20,843,935** | **22,469,839** | **-1,625,904** | **27%** | **26%** |
| **Surplus/(Deficit)** | **-2,608,754** | **-1,214,848** | **-303,712** | **-478,985** | | | |
| **POSITIVE/(NEGATIVE) BUDGET VARIANCE** | | | | | **-175,273** | | |

*Notes: Overall, a Deficit of $479K for the first quarter is within the expected range for the projected deficit budget planned for the 2015-16 fiscal year.*

## B. Notes on Comparison to Budget – Revenues

The overall **$479 K** year-to-date excess of expenses over revenues along with the negative budget variance of approximately **$175 K** 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 |
|---|---|---|
| Regional Collaborative Service Delivery | $ 641,664 | 58% |
| Infrastructure Maintenance & Repairs | $ 527,153 | 50% |
| School Facility Leasing Cost-mitigation | $ - | 0% |
| Supernet grant | $ 139,992 | 58% |
| Family School Resource Counceling | $ 57,941 | 25% |
| Total | $ 1,366,750 | |

- Revenues from Alberta Education have contributed to the positive revenue variance by $658K (1,366K less a 3-month calculated equivalent of 708K), primarily due to certain grants being received in lump amounts covering more than 3 months of revenues.

- Included in the first 3 quarters' operations are the following:

| | |
|---|---|
| SGF Revenues | $1,443,181 |
| SGF Expenses | -$1,088,449 |
| Unexpended | $ 354,732 |

PSAS impact – the unexpended SGF funds are not recorded as deferred revenues but instead, an operating reserve is established.

## C Notes on Comparison to Budget - Expenses

**Certificated Salaries and Benefits**

Total Certificated Salaries and Benefits for the 1st quarter were **$11,432,335** (24% of a $47.3M budget) which is slightly less 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 fiscal year.

***Notes: Overall, certificated salary and benefit costs are within budget.***

**Non-Certificated Salaries and Benefits**
Total Non-Certificated Salaries and Benefits for the 1st quarter were **$4,037,628** (28% of a $14.6M budget) which is slightly above the budget; however, a significant portion of non-certificated staff is paid over 10 months and not 12 months; therefore the expenditure is higher for first 10 months but decreases in the last TWO months.

*The variance of -$381K will be carefully monitored over the next quarter; however, because of the decreased payroll costs over the summer months, we anticipate this cost to balance itself at year-end.*

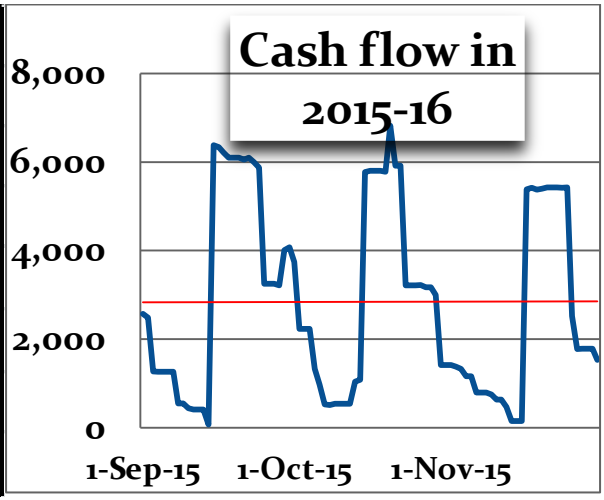
**Supplies and Services**
Supplies and services year-to-date are **$6,019,871** (33% of budget $18.M). Because many of these costs occur over a 10-month school year and not the 12-month fiscal year, this results in higher costs in the first 3 quarters and lower costs in the 4th quarter. Department managers 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 is higher compared to the same time period last year, by $503K.*

## III Average Source and Use of Cash

A. Approximate average monthly cash flow values as at November 30, 2015:

| Statement of Cash Flow | |
|---|---|
| | |
| Grants | 6,300,000.00 |
| Account Receivable | 525,000.00 |
| Total Cash In | **6,825,000.00** |
| Accounts Payable | 3,700,000.00 |
| Payroll | 3,200,000.00 |
| Total Cash Out | **6,900,000.00** |




Included in the grants are monthly operating grants and monthly grant amounts for capital projects.

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 comprises the largest part of the budget. Note: as of November 30, 2015, **$12.1M** of the cash

balance has been invested into 12-18 month GIC's to obtain more favourable investment returns, of which $3.0M is cashable at any time.
We have enlisted the services of two Institutional Cash Management Financial Advisory Teams – Raymond James Ltd. as well as RBC Dominion Securities. As at November 30th , we had **$10.0M** invested in GIC's with Raymond James, **$1.1M** with RBC Dominion and **$1.0M** with the RBC bank with maturing dates ranging from December 23'2015 to September 29'2016, earning yields ranging from 1.45%-1.95%.

C. Other Notes:

Depreciation is a 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 a 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 and/or liabilities, whereas, depreciation is a term restricted to tangible assets only.

## IV. Revenue and Expenses by Envelope
## September 1, 2015 – November 30, 2015

### A.

**GOLDEN HILLS SCHOOL DIVISION #75**
**Revenue and Expenses by Envelope**
**From September 1, 2015 - November 30, 2015**

| REVENUE FROM | SGF | ECS -Grade 12 | Operations and Maintenance | Transportation | Board and System Admin | External Services | Total | % Budget Rec'd / Used | Management Benchmark % |
|---|---|---|---|---|---|---|---|---|---|
| ALBERTA EDUCATION | | 14,446,334.18 | 1,786,679.87 | 909,245.95 | 660,288.02 | 0.00 | 17,802,548.02 | 25% | 25% |
| OTHER - GOVERNMENT OF ALBERTA | | 57,941.00 | 0.00 | 0.00 | 0.00 | 43,411.73 | 101,352.73 | 25% | 25% |
| FEDERAL GOV'T AND/OR FIRST NATIONS | | 349,346.45 | 37,500.00 | 0.00 | 0.00 | 0.00 | 386,846.45 | 28% | 25% |
| ALBERTA MUNICIPALITIES/SCHOOL AUTH. | | 39,200.00 | 0.00 | 0.00 | 0.00 | 0.00 | 39,200.00 | 100% | 100% |
| INSTRUCTIONAL RESOURCE FEES | | 331,689.95 | | 0.00 | 0.00 | 0.00 | 331,689.95 | 86% | 85% |
| FEES | 388,466.84 | 0.00 | | | | 957,374.41 | 1,345,841.25 | 224% | 40% |
| FUNDRAISING REVENUES -SGF | 115,637.44 | | | | | | 115,637.44 | 17% | 30% |
| OTHER SALES AND SERVICES | 932,473.74 | 35,631.86 | 0.00 | 7,501.77 | 4.00 | 57,146.11 | 1,032,757.48 | 30% | 30% |
| INVESTMENT INCOME | | 0.00 | | 0.00 | 65,123.32 | 0.00 | 65,123.32 | 100% | 100% |
| GIFTS AND DONATIONS -SGF | 6,602.98 | 25,855.00 | 0.00 | 0.00 | 0.00 | 0.00 | 32,457.98 | 19% | 30% |
| RENTAL OF FACILITIES | | 685.50 | 27,556.63 | 0.00 | 0.00 | 0.00 | 28,242.13 | 26% | 30% |
| OTHER REVENUES | | 14,665.87 | 44,378.88 | 680.00 | 0.00 | 0.00 | 59,724.75 | 47% | 30% |
| AMORTIZATION OF CAPITAL ALLOCATIONS | | 20,972.88 | 628,459.77 | | | | 649,432.65 | 32% | 25% |
| **TOTAL REVENUES** | **1,443,181.00** | **15,322,322.69** | **2,524,575.15** | **917,427.72** | **725,415.34** | **1,057,932.25** | **21,990,854.15** | **27%** | **26%** |
| | | | | | | | | | |
| **EXPENDITURES** | | | | | | | | | |
| CERTIFICATED SALARIES | | 9,477,137.80 | 0.00 | 0.00 | 94,874.88 | 8,636.07 | 9,580,648.75 | 26% | 23% |
| CERTIFICATED BENEFITS | | 1,841,973.39 | 0.00 | 0.00 | 9,193.83 | 518.95 | 1,851,686.17 | 21% | 26% |
| NON-CERTIFICATED SALARIES & WAGES | | 1,783,365.81 | 546,676.43 | 490,549.21 | 272,531.31 | 142,958.29 | 3,236,081.05 | 27% | 23% |
| NON-CERTIFICATED BENEFITS | | 524,124.98 | 134,511.67 | 51,801.22 | 60,304.70 | 30,804.66 | 801,547.23 | 26% | 26% |
| SERVICE, CONTRACTS AND SUPPLIES | 1,088,449.21 | 2,173,147.95 | 1,345,419.90 | 384,282.56 | 243,762.30 | 784,808.67 | 6,019,870.59 | 35% | 29% |
| AMORTIZATION | | 50,910.72 | 678,373.79 | 172,003.79 | 26,917.56 | 28,500.05 | 956,705.91 | 28% | 25% |
| INTEREST CHARGES | | 300.00 | 0.00 | 0.00 | 7,500.00 | 15,499.14 | 23,299.14 | 24% | 25% |
| **TOTAL EXPENSES** | **1,088,449.21** | **15,850,960.65** | **2,704,981.79** | **1,098,636.78** | **715,084.58** | **1,011,725.83** | **22,469,838.84** | **28%** | **25%** |
| | | | | | | | | | |
| **POSITIVE/-NEGATIVE VARIANCE TO DATE** | **354,731.79** | **(528,637.96)** | **(180,406.64)** | **(181,209.06)** | **10,330.76** | **46,206.42** | **(478,984.69)** | | |

## B. ANALYSIS OF REVENUE/ EXPENSES BY ENVELOPE

### 1. Instruction

- A negative variance within the Instruction envelope occurred primarily because of the non-certified labor cost is higher than budgeted.
- 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, 2015 is as follows:

| Invoiced | Collected | Waived |
|---|---|---|
| $306,297 | $171,111 (55.9%) | $1,110 (0.3%) |

- Note: Resource fees for 2015-16 have remained the same as 2014-15, which had been reduced by 50% from the 2011-12 rates. In the previous year, collections of Resource Fees were 51.3% at November 30, 2014.

*Year-to-date collections have been roughly the same as the previous year. Collections have improved with the introduction of KEV with 40% of all parents utilizing the payment-on-line option for school fees.*

## 2. Plant Operations and Maintenance (POM)

**Golden Hills School Division No.75**
**Statement of Revenue and Expenses - Comparison to Budget**
**Plant Operations and Maintenance**
**Period - September 2015 - November 2015**

| Revenues | Total Budget Yr 2015/2016 | YTD Actuals Yr 2015/2016 | Budget Remaining | % Budget Used | Management Benchmark % |
|---|---|---|---|---|---|
| Alberta Education | 6,665,525.00 | 1,786,679.87 | 4,878,845.13 | 27% | 25% |
| Other Revenues | 877,764.00 | 109,435.51 | 768,328.49 | 12% | 15% |
| Amortization | 2,057,182.00 | 628,459.77 | 1,428,722.23 | 31% | 25% |
| **Total Revenues** | **9,600,471.00** | **2,524,575.15** | **7,075,895.85** | **26%** | 25% |
| **EXPENSES** | | | | | |
| Non-Certificated Salaries and Benefits | 2,712,558.00 | 681,188.10 | 2,031,369.90 | 25% | 25% |
| **Sub-Total** | **2,712,558.00** | **681,188.10** | **2,031,369.90** | 25% | 25% |
| Supplies and Services | 4,618,319.00 | 1,345,419.90 | 3,272,899.10 | 29% | 25% |
| Amortization | 2,269,594.00 | 678,373.79 | 1,591,220.21 | 30% | 25% |
| **Total Expenses** | **9,600,471.00** | **2,704,981.79** | **6,895,489.21** | **28%** | 25% |
| **POSITIVE/(NEGATIVE) VARIANCE** | | **-180,406.64** | | | |

| YTD Actuals breakdown | YTD @ Nov. 30, 2015 |
|---|---|
| NON-CERTIFICATED SALARIES & WAGES | 546,676.43 |
| NON-CERTIFICATED BENEFITS | 134,511.67 |
| TOTAL LABOUR EXPENSE | **681,188.10** |
| SERVICE, CONTRACTS AND SUPPLIES | 1,345,419.90 |
| INTEREST CHARGES | - |
| AMORTIZATION | 678,373.79 |
| TOTAL SERVICE & SUPPLIES | 2,023,793.69 |
| **TOTAL EXPENSES** | **2,704,981.79** |

A negative variance of approximately **$180 K** at the end of the 1st quarter is primarily the result of the higher spending ($250K) on Building Repairs & Maintenance, including IMR project spending. This is partially offset by the IMR grant being received in a lump amount, representing 50% of the years' total.

***Overall, with careful monitoring of expenses throughout the year, we anticipate PO&M to meet its budget target at year-end.***

### 3. Transportation

**Golden Hills School Division No.75**

**Statement of Revenue and Expenses - Comparison to Budget**

**Transportation**

**Period - September 1, 2015 - November 30, 2015**

| Revenues | Total 2015-16 Budget | YTD Actuals | Budget Remaining | % Budget Used | Management Benchmark % |
|---|---|---|---|---|---|
| Alberta Education | 3,810,455 | 909,246 | 2,901,209 | 24% | 25% |
| Other Revenues | 50,000 | 8,182 | 41,818 | 16% | 25% |
| **Total Revenues** | **3,860,455** | **917,428** | **2,943,027** | **24%** | **25%** |
| **EXPENSES** | | | | | |
| Non-Certificated Salaries and Benefits | 1,992,785 | 542,350 | 1,450,435 | 27% | 30% |
| **Sub-Total** | **1,992,785** | **542,350** | **1,450,435** | **27%** | **30%** |
| Services and Supplies | 1,364,760 | 384,283 | 980,477 | 28% | 30% |
| Amortization | 687,578 | 172,004 | 515,574 | 25% | 25% |
| **Total Expenses** | **4,045,123** | **1,098,637** | **2,946,486** | **27%** | **29%** |
| **POSITIVE/(NEGATIVE) VARIANCE** | **(184,668)** | **(181,209)** | | | |

| Variances in Services and Supplies | Budget | Actual | % of Budget Used | Management Benchmark % |
|---|---|---|---|---|
| Contracted Bus Services | 290,000.00 | 94,461.43 | 33% | 30% |
| Fuel | 565,000.00 | 117,930.59 | 21% | 30% |
| Other supplies | 509,760.00 | 171,890.54 | 34% | 30% |
| Total | 1,364,760.00 | **384,282.56** | 28% | 30% |

Comments:

-fuel cost coming down (budget $1.15/L vs. average $0.90+/L) has created savings
-mild weather has reduced costs for fuel; however, poor road conditions adds to maintenance cost

a. For the first quarter, a negative YTD variance of -**$181 K** can be 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 were charged nor will be charged in fiscal 2015-16, as was the case in the previous three fiscal years.

*Golden Hills is opting not to shift the financial shortfalls to parents.*

*Due to reduced funding, it is anticipated there will be a deficit in transportation, at year-end, of approximately $-185K which will be covered by operating reserves.*

## 4. Board and System Administration

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

System administration is on target with only a small positive variance of **$+10K** showing for the first quarter. This is not enveloped funding, rather systems are permitted to spend to a maximum of 3.6% of their expenditures, where the total net enrolment of students is over 6,000. Amounts spent over the limit may be subject to claw back. 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 under 3.6%.

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 1, 2015 TO NOVEMBER 30, 2015***

| Expense | ANNUAL BUDGET | YTD ACTUALS | BUDGET REMAINING | % BUDGET USED |
|---|---|---|---|---|
| Budgeted Revenues | 151,000.00 | 151,000.00 | - | 100% |
| **TOTAL REVENUES** | **$ 151,000.00** | **$ 151,000.00** | **$ -** | **100%** |
| Trustee Earnings and Benefits | 103,000.00 | 30,145.11 | 72,854.89 | 29% |
| Trustee Travel & Supplies | 48,000.00 | 13,897.64 | 34,102.36 | 29% |
| **TOTAL EXPENSES** | **$ 151,000.00** | **$ 44,042.75** | **$ 106,957.25** | **29%** |

- To date, Board expenses are within the range of projected expenditure amounts.

## 5. External Services

For the first quarter, External Services has a positive variance of +**$46K.**

External Services includes International Services, joint use agreements and external contract service agreements. Included within this period is the recognition of **$957,374** of ISS tuition fee revenues of which $730,086 was originally recorded as Deferred Revenue at prior year end. 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.***

## *QUARTERLY SUMMARY*

***Golden Hills is continuing to manage expenses despite the decrease in funding in certain areas and escalating expenses, and continues to fund programs that are in alignment with our goals and missions.***

***Overall, GHSD appears to be on track and is aligned with meeting the Board's November 30, 2015 approved and submitted budget ($1.2 deficit). A deficit budget will be covered by our operating reserves.***

**Background:**

Golden Hills School Division, in conjunction with the other RCSD 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 RCSD/Student Health Initiative Monitoring Report for information and for the record.



Bevan Daverne
Superintendent



Dr. Kandace Jordan
Associate Superintendent of Schools

# REGIONAL COLLABORATIVE SERVICE DELIVERY (RCSD) MONITORING REPORT

Presented to the Board of Trustees by Dr. Kandace Jordan, Associate Superintendent of Schools
Resource Person: Dr. Scott Mclean, Deborah Nunziata

**January 26, 2016**

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**REPORTING PERIOD: 2014-2015**

**OVERVIEW:** This is the second year of the *Regional Collaborative Service Delivery* (RCSD) approach that is designed to be a collaborative effort between the ministries of Education, Alberta Health Services, Child and Family Services and other stakeholders. The goal is to more effectively meet the learning needs and well-being of children and youth. Under the RCSD, there are a wide range of services and supports children and their families. The regional model of service encompasses integrated resources with baseline services provided by education, health, and child and family services to students to be successful in their schools, families and communities.

RCSD is a network of 18 regional partnerships that span the province. The Central East Collaborative (CEC RCSD) is comprised of the following partners: Golden Hills School Division, Prairie Land Regional Division, Christ the Redeemer Catholic School Division, Alberta Health Services, Central Alberta Child and Family Services and Calgary and Area Child and Family Services.

Provincially, the two main objectives of the RCSD are:

- To improve access to the right supports and services, at the right time, in the right place, through an RCSD approach.
- To build capacity of communities including school staff, service providers and families.
- To improve the integration and coordination of supports and services through RCSD.

Regionally the mission statement and priorities of the CEC RCSD is to:

- Engage in collaborative cross-sector partnerships to provide timely, equitable, integrated and seamless access to a continuum of supports and services that allow children and youth to be successful at school, at home and in their communities.
- The priorities are to optimize the service delivery model, build effective and efficient processes, develop strategic partnerships, and to enhance regional capacity.

In the second year of the RCSD approach, the Leadership Team met regularly to review service provisions and ongoing expenditures. Within the structure established provincially, there is also an Executive Team that meets twice per year, usually at the beginning of the year and in the spring to review the budget and subsequent expenditures for the next academic year.

As a small rural region, the CEC RCSD was able to work collaboratively with surrounding regions: Calgary and Area RCSD and Bow River RCSD to form the *Tri-region Complex Needs* support system to be able to

provide services to our most complex children and youth. The CEC also formed a partnership with the *Southern RCSD Network* (a collaborative venture between seven RCSD regions: Calgary and Area, Bow River, CEC, Central Alberta, Southwest Alberta, South-eastern Alberta, and Reseau) which enabled the region to access support and services for children and youth with low incidence needs. CEC RCSD continued to partner with Alberta Health Services in providing rehabilitation supports to children and youth with speech, occupational and physical therapy needs.

The RCSD experienced continued success in collaborative efforts to best meet the needs of children and youth in service delivery.

**SUMMARY and IMPLICATIONS:**

In Golden Hills School Division, the RCSD 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 (65%), followed by speech/language (30%), and then medical (5%). Below is a description of each program along with numbers of users where appropriate.

**Anchors Treatment Program:** Children who's 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. RCSD 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. Thirty extremely complex students were served by programs at the elementary and junior high levels in 2014-2015. This corroborates the necessity of a program such as Anchors being critical not only for the development and nurturing of these complex children, but it also serves a broader purpose in that it supports the school climate as a whole. If a program such as this were not offered, the impact on the student body and the influence to overall wellness of the school would be in jeopardy.

**Communication Assistants:** Prior to the RCSD, student speech needs were primarily addressed through consultation services from Speech Language Pathologists (SLP) with limited resources available for direct treatment. RCSD funds continue to be 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. Communication Assistants work primarily with elementary-aged children and older children dependent upon the needs and the resources available. Further focus this past year was to higher student needs within the junior and senior high schools.

**Connections:** The Connections program creates a much-needed link to providing local access to a Child/Adolescent Psychiatrist (Dr. Besant) 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. The clinic is held in Strathmore 1-2 times a month to meet as team to develop a multidisciplinary plan to support the student. In turn, families receive support without travelling to a major centre or enduring a long wait list. During the 2014-2015 operating year, 63 children and youth were serviced through the Connections program.

**Family School Community Resource Counselling Program (FSCRC):** Partly funded through RCSD in the Wheatland area, FSCRC provides counselling support to children and their families and, when appropriate, access to community services. In 2014-2015, approximately 815 students and their families were served through this program. Individualized Intervention Plans are developed for each student, outlining specific parent/guardian, teacher and student goals. There were approximately 60 targeted intervention groups and close to 195 classroom presentations. Many of the groups were co-facilitated with other service providers such as AHS – Additions and Mental Health. The primary reasons for referral to the program include challenges with behaviour, emotional regulation, peer relationships, family issues, and addictions. The program was also instrumental in helping over 220 students and their families connect with agencies and service providers in the community.

**Psychological Services:** Thanks to RCSD funding, Golden Hills was able to support partial funding towards our psychological services in Golden Hills for 2014-2015. As a district, accessing this kind of support is essential in the programing for children and youth with unique emotional, behavioural and academic needs. The psychologist provided consultation and support services including, psycho-educational assessments, and capacity building with staff and students, consultation in program planning and support in student individual program plans.

**Complex Needs:** The CEC RCSD partnered with Calgary and Area RCSD to create the Complex Needs Tri-Region Sub-Committee in 2013-2014, which was continued this past year. Golden Hills is a smaller rural region and requires this type of partnership in order to ensure services for students who have very complex needs; needs that would be very costly for GHSD to provide on its own.

**CEC RCSD DATA COLLECTION**
**[as per RCSD 2014-2015 Annual Report]**

| | |
|---|---|
| **1. Number of Integrated Plans Developed** | **07** |
| *An Integrated Plan in this context is 1 plan per child involving more than 1 partner and developed by RCSD partners/team. From the CEC perspective, this includes children and youth receiving services through the Tri-Region Complex Needs Sub-Committee and Low Incidence Services offered through Calgary Board of Education.* | |
| **2. Number of supports and services requested** | **1635** |
| **3. Number of individualized plans delivered** | **1635** |
| *An Individualized Plan in this context is one plan per child receiving services from RCSD service providers.* | |

**FINANCIAL IMPLEMENTATIONS**

Overall CEC RCSD funding for 2014-2015 was $1,218,774.00 (that includes RCSD regional manager allocation of $100,000.00) Golden Hills School Division's allocation was 60% of the three school allocations or approximately 40% of the total Partnership's funding with total expenditures of $489,375.52, with a carry forward of $17,173.00 to the 2015-2016 operating year.

**CONCERNS/ISSUES**

RCSD funding levels remained fairly consistent with no substantial increase in consideration of yearly increases to operating costs (wages, travel, economy) and issues of staff retention in rural areas. A concern is that the provincial RCSD has removed the title of Regional Manager and there is concern that there may in time be an impact on the RCSD budget. The Chairs of both the Executive and Leadership Teams have raised concerns about the impact on a small region.

There has also been a concern with the increase in numbers of complex mental health and behavioural needs of children and youth in the region and on a provincial basis. Compounding these issues is the trend of residential or specialized services 'downloading' back into the community without the community having the built-in capacity to meet the highly specialized needs of a child or adolescent. Funding challenges directly impact the numbers of service providers employed and students served. With increases in such behaviour complexity and mental health diversity; schools, communities and regions are finding it very difficult to maintain adequate services to meet the growing demands.

## Special/Inclusive Education

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

**January 26, 2016**

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**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.



Bevan Daverne
Superintendent



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

**January 26, 2016**

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**REPORTING PERIOD: 2014-2015**

**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.

There was a significant increase in the number of students who have severe needs during the 2014-2015 school year and specialized supports had to be increased in order to adequately meet their needs. Many students in GHSD with diverse learning needs were provided individualized supports and services, including 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 315 students (including ECS) who were identified with severe needs, 780 students were designated mild-moderate learning needs and 777 students were 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 neighborhood school. The common learning environment, including curriculum and instruction, is structured and adapted such that all students learn to their best potential. Assistive technology is utilized by many students to help them obtain optimal levels of success).
- 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.
- Professional developmental opportunities and instructional coach support helped teacher build their capacity to meet the needs of a range of learners in the classroom.
- Specialized programs for students who require higher levels of intervention than can be provided in the regular classroom.
- Maintenance of partnerships that benefit students who have special needs. (One such partnership is Project H.O.P.E. which continues to provide music and art therapy to students with developmental disabilities and mental health challenges. During the 2014-2015 school year, Project H.O.P.E. served a total of 77 students in the following six schools: Brentwood, Crowther Memorial Junior High, Standard, Strathmore High School, Westmount and Wheatland).
- Support for all teachers to serve diverse needs within their classrooms.

**FINANCIAL IMPLICATIONS**

The funding received from Alberta Education to support Special/Inclusive Education was $3,846,338 for 2014-2015. Grant Funds from other areas are used to offset the shortage of funding in Inclusive Education.

**CONTINUED ACTION**

Key areas of focus for 2014-2015 as GHSD continues to build on an Inclusive Education Model are as follows:

- Maintain capacity builders at the regular classroom levels so that teachers feel confident in supporting diverse learning needs (P.D., Instructional Coaches).
- Provide access to the supports and services that are necessary for the success of all students.
- Ensure active representation from GHSD, at the provincial government level, in the Central East RCSD Tri-region Complex Case Initiative and Southern Calgary and Area Low Incidence Advisory and Working groups.

# International Program

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

**January 26, 2016**

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**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.



Bevan Daverne
Superintendent



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:
Jennifer Bertsch, Trish Popel, Aaron Sturtevant, Joann Natalini, Lisa Daverne, Jane Gallacher

**January 26, 2016**

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**REPORTING PERIOD: September 2014- August 2015**

**OVERVIEW:**

- **Context/ Background**

  Alberta Education, through their international initiatives, aims to build global citizenship with students, school professionals and communities. In doing so, students build intercultural competencies and knowledge of the international community. They encourage "cross-cultural dialogue, second language learning, exposure to and discussion of international issues and informed and responsible global citizenship and active involvement in international issues".

  Golden Hills is doing their part to develop 21st century competencies and encourage a global perspective and cross cultural understanding among GHSD students. In addition, international dollars support increased numbers of teaching staff and program options for all GHSD students. More than 65% of Golden Hills schools had international students in the 2014-15 school year, with a total of 235 international students taking part in Golden Hills School Division programming (including summer programming), the majority of which were enrolled in our junior and senior high programs.

  Now in its 11th year of operation, the International program is a unique and integral part of Golden Hills School Division (GHSD) that since its inception has accommodated more than 2700 students from more than 45 countries.

**SUMMARY & IMPLICATIONS:**

Golden Hills School Division offered these international programs in the 2014-15 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, or if in dormitories with the program coordinator.
- **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

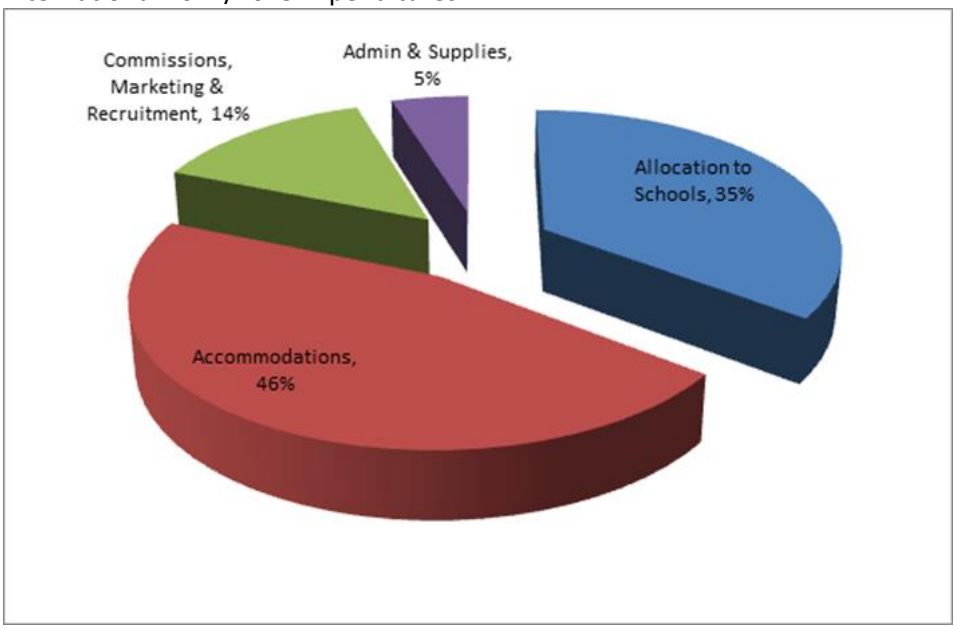
around the world. Short-term programs are also an excellent 'trial-run' for parents and students looking to potentially enter a long-term program with Golden Hills School Division.

- **Summer Programs:** Golden Hills School Division operated a small 10 student summer program.

**Budget Financial Implications 2014-15:**

Golden Hills Schools are site based and as a result the majority of the tuition received is allocated directly to the schools and the balance is spent on accommodations for the students, recruiting and administration.

International 2014/2015 Expenditures




**Goals, Priorities and Planning for the Future:** Last year $937,054 in payment transfers was allocated to schools, who in turn decided how best to disperse these funds. This was an increase over the previous year, due to an increase in enrollment. In the 2014-15 school year, approximately 90% of this money was used towards certificated staff (approximately 6 certificated teachers).

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 2014-15 school year Golden Hills International built upon well-developed existing programs in response to the changing global market. Through regular team meetings, the International Program strives to meet 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 goals and priorities.

| Key Focus Area | Goals and Priorities |
|---|---|
| English Language Learning (ELL) | • continue to provide quality, consistent ELL testing in schools<br>• continue enhanced tracking and reporting of ELL progress<br>• provide professional development to staff involved with ELL |

| Key Focus Area | Goals and Priorities |
|---|---|
| | • continue to provide grading based on Alberta Education Benchmarks to determine each student's English language proficiency using research based strategies<br>• continue piloting the new ELL English proficiency report card (report cards will be issued twice a year)<br>• provide Educational Consultant supports to advise on all ELL programming<br>• support professional development opportunities for the ELL consultant<br>• Implement and monitor ESL Yellow Folder documentation for all ESL identified students as required by Alberta Education.<br>• monitoring ESL report card<br>• provide support for the successful integration of refugee students entering GHSD schools including resources, strategies, benchmarking and cultural awareness.<br>• continue to support Celebrate English pilot program training for students in China<br>• Develop online ESL programs for Junior High and High school grade levels to be offered through the Golden Hills Learning Academy. |
| Specialized Student Programs (i.e. Elite, Global Leader program and DVSS Korean CTS Program) | These programs provide:<br>• increased choice for parents thereby improving our marketing potential as well as providing extra services and programming to increase the opportunities for success in our program<br>• practicum placement opportunities that encourage unique community/business partnerships and allow students to become important members of a welcoming school and community<br>• enhanced personalized ELL support, attention and frequent reporting to parents<br>A higher tuition is charged for specialized programs for development and provision of these services. Development of specialized short term programs to accommodate students from other countries (i.e. Columbia) is being considered. |
| Homestay/Dormitory Programs | • continue to provide information on standards and communication protocols through meetings and handbooks<br>• ensure staffing/supervision models are clearly communicated and modeled<br>• review processes and procedures based on changes with Immigration Canada for student acceptance and placement, and adjust procedures accordingly |
| Recruitment and Marketing | • continue to customize short and long-term programs<br>• regularly update agent orientation materials on the International website<br>• the number of core agents continues to grow(last year contracts were increased to 408)<br>• continue to improve responsiveness to agent requests (the goal is a 48 hour response time) |

| Key Focus Area | Goals and Priorities |
|---|---|
| | • increased active recruitment in multiple markets<br>• strengthen relationships in key markets and establish a strong presence in new viable markets<br>• reduced dependence on Alberta Education events for recruitment by establishing our own market connections<br>• provide orientation to GHSD administration in order for them to participate in recruitment where that is appropriate<br>• increased ownership by local administrators and schools<br>• build relationships with North American colleges and universities to provide letters of agreement, and to support the transition of international students to post-secondary studies<br>• continue a pilot of communication strategies in international print and online advertising e.g. Study Travel Magazine (to date there has been a positive impact from these advertisements with an increase in the number of our core agents)<br>• continue to partner with CAPS-I in joint advertising opportunities with Canada Business Barometer, ICEF, CBIE, The Pie Review and BELTA<br>• continue developing a marketing plan and identify strategies to define where marketing opportunities are, which geographic areas to target and ensure we are utilizing current marketing trends e.g. international education marketing focused on mobile (marketing that engages students on their mobile devices) and video marketing. The expectation continues to be that students/parents/agents want to find information anywhere, quickly and more often via images rather than text. It is estimated that video will account for 69% (ICEF Monitor Nov 2015) of all consumer internet traffic by 2017. Along with a mobile-optimized website and a mobile app for student pre-arrival orientation we began researching and strategizing how to utilize video for marketing on our website, as well as Facebook, Instagram, YouTube, Snapchat, WhatsApp and Twitter while making sure the channels used are popular with students in different countries. For example, at the end of 2014, 8% of North American mobile internet users were on WhatsApp compared to at least 70% in Spain, Hong Kong, Singapore, Argentina, Malaysia, and South Africa. GlobalWebindex also notes India and Mexico as huge WhatsApp markets. |
| Student Orientation | • provide orientation program for students and families when they arrive in Canada, allowing for clear communication, expectations and information about Canada, Alberta and Golden Hills, in turn ensuring a greater readiness for learning within a Canadian context<br>• continue to provide online pre-arrival orientation design and implementation, to assist students before they arrive in Canada<br>• implemented a mobile app of the pre-arrival |

| Key Focus Area | Goals and Priorities |
|---|---|
| | • the updated online orientation and the orientation app is now available in a number of languages<br>• continue refining a student orientation handbook that reviews relevant pre-arrival information (e.g. weather and money) as well as information specific to the GHSD International Program (e.g. school expectations and medical information/insurance)<br>• design/create student identification cards for students to keep with them that provide personal information not on a medical insurance card but needed by medical clinics (i.e. address from home country, birth name used in home country) |
| Powerful Learning for all students through Citizenship | • exposure of global and cultural understanding through celebrations and international awareness events in our schools<br>• celebration and acknowledgement of the entrepreneurial skills that our International students bring to our schools (i.e. the Korean foods and cosmetology programs)<br>• offering leadership, entrepreneurial and special project credits for any high school students who work locally or abroad<br>• supporting community organizations and businesses that offer scholarships for academic and citizenship achievement |

# ENROLMENT BACKGROUNDER

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

**January 26, 2016**

**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, 2015 enrolment of provincially funded students, Siksika funded students and International funded students.

Alberta Education calculates funding for Kindergarten to Grade 9 based on the full-time equivalent student count as of September 30, 2015. High school funding is based on the Credit Enrolment Units earned per student.

**Recommendation:**

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

Bevan Daverne
Superintendent

Tahra Sabir
Secretary-Treasurer

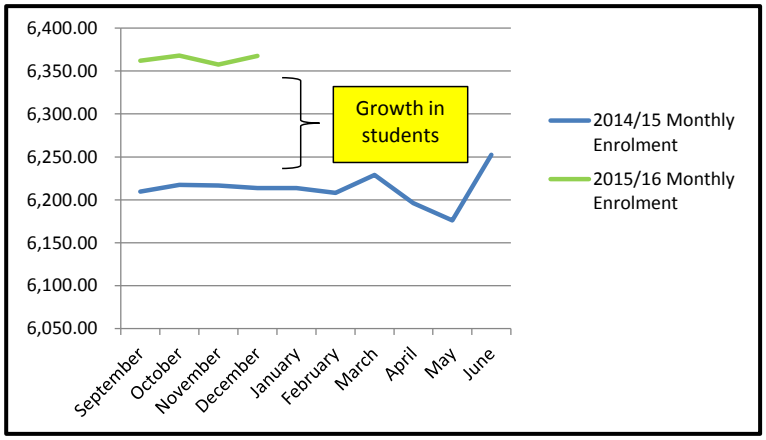
# Golden Hills School Division No. 75 Enrolment

## Summary of Totals - Year to Year Comparison

**November 30, 2015 & December 31, 2015**

| Funded Total Enrolment | 31-Dec-15 Enrolment | 31-Nov-15 Enrolment | Difference | % Change |
|---|---|---|---|---|
| Provincially Funded Students | 6,080.00 | 6,070.00 | 10.00 | 0.16% |
| Siksika Students | 154.00 | 154.00 | 0.00 | 0.0% |
| International Students | 133.60 | 133.60 | 0.00 | 0.0% |
| **Total** | **6,367.60** | **6,357.60** | **10.00** | **0.2%** |

## Last Year Monthly Enrolment & Comparison to September 2014




## Grade Figure Analysis Comparison of Sept 2015 and Sept 2014

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

## Schools - Year to Year Comparison

| | | December 31, 2015 | November 31, 2015 | | |
|---|---|---|---|---|---|
| Configuration | SCHOOL | Provincially Funded | Provincially Funded | Difference | % Change |
| K-6, 10-12 | Acme School | 203.00 | 202.00 | 1.00 | 0.5% |
| K-6 | Brentwood Elementary School | 348.50 | 348.00 | 0.50 | 0.1% |
| K-9 | Carbon School | 95.50 | 95.50 | 0.00 | 0.0% |
| K-6 | Carseland School | 59.50 | 59.50 | 0.00 | 0.0% |
| K-8 | Central Bow Valley School | 23.00 | 23.00 | 0.00 | 0.0% |
| 7-9 | Crowther Memorial Jr. High School | 557.00 | 557.00 | 0.00 | 0.0% |
| K-9 | Dr. Elliott Community School | 166.50 | 166.50 | 0.00 | 0.0% |
| 7-12 | Drumheller Valley Secondary School | 395.00 | 395.00 | 0.00 | 0.0% |
| K-6 | Greentree School | 422.50 | 420.50 | 2.00 | 0.5% |
| K-6 | Hussar School | 37.00 | 37.00 | 0.00 | 0.0% |
| K-12 | Prairie Christian Academy School | 248.00 | 248.00 | 0.00 | 0.0% |
| K-6 | Rockyford School | 35.00 | 35.00 | 0.00 | 0.0% |
| K-12 | Standard School | 239.50 | 239.50 | 0.00 | 0.0% |
| 10-12 | Strathmore High School | 611.00 | 615.00 | -4.00 | -0.7% |
| K-12 | Three Hills School | 475.00 | 464.00 | 11.00 | 2.4% |
| K-9 | Trinity Christian Academy | 147.00 | 149.00 | -2.00 | -1.3% |
| K-12 | Trochu Valley School | 315.00 | 315.00 | 0.00 | 0.0% |
| K-6 | Westmount School | 438.00 | 437.50 | 0.50 | 0.1% |
| K-6 | Wheatland Elementary School | 371.00 | 369.00 | 2.00 | 0.5% |
| | Totals | **5,187.00** | **5,176.00** | **11.00** | **0.2%** |
| **Configuration** | **SCHOOL** | **Provincially Funded** | **Provincially Funded** | **Difference** | **% Change** |
| 7-9 | Anchors II Outreach | 10.00 | 10.00 | 0.00 | 0.0% |
| 7-12 | Drumheller Outreach | 18.00 | 18.00 | 0.00 | 0.0% |
| 1-12 | Golden Hills Learning Academy | 109.00 | 109.00 | 0.00 | 0.0% |
| 1-12 | NorthStar Academy | 380.50 | 380.50 | 0.00 | 0.0% |
| 7-12 | Strathmore StoreFront | 32.00 | 32.00 | 0.00 | 0.0% |
| 10-12 | Trochu Valley Outreach | 0.00 | 0.00 | 0.00 | 0.0% |
| | Totals | **549.50** | **549.50** | **0.00** | **0.0%** |
| **Configuration** | **COLONY SCHOOLS** | **Provincially Funded** | **Provincially Funded** | **Difference** | **% Change** |
| K-9 | Colonies | **343.50** | **344.50** | **-1.00** | **-0.3%** |

## POLICY 20, *Disposition of Property* BACKGROUNDER

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

**January 26, 2016**

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**Background:**

The new school, Wheatland Crossing, is anticipated to open September 2016. As a result we will have four schools surplus to the Board's needs. Golden Hills Policy 20 outlines the procedures for Disposition of Property when a land or building becomes Surplus to the School Division's need. This policy follows the Alberta Regulation Disposition of Property Regulation 181/2010 and Disposition of Property s.200.

**Recommendation:**

That the Board of Trustees receives Policy 20, *Disposition of Property* to review as presented.

Bevan Daverne
Superintendent

Tahra Sabir
Secretary-Treasurer

**Policy 20**

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## DISPOSITION OF PROPERTY

When land and buildings or other property become surplus to needs, the Board of Trustees shall arrange for the effective disposal of these items.

In accordance with the School Act and accompanying Regulations, the Board of Trustees is responsible for the use of school facilities. The Board of Trustees may make recommendations or set priorities of replacement, modernization or new capital investment for submission to the Ministry of Education. Further, the Board of Trustees may make decisions regarding closure of schools or programs and disposition of property.

**Procedures:**

1. The Board of Trustees shall dispose of land and buildings in the best interest of the community and of the students in the District, pursuant to existing government legislation and regulation.

2. Disposal of surplus land and buildings requires the approval of the Board of Trustees.

3. The Board of Trustees shall review at least every three years whether or not it has use for a school building that has been closed pursuant to the Closure of Schools Regulation.

4. The following criteria shall be used to determine whether the Board of Trustees has use for a school building that has been closed pursuant to the Closure of Schools Regulation:

    a. Demographic factors and enrolment trends within the area intended to be served by the school reserve, municipal and school reserve or municipal reserve.
    b. Student accommodation and transportation issue.
    c. Whether a school on the school reserve, municipal and school reserve or municipal reserve is included in the board's capital plan.
    d. Consultation with other publicly funded school boards with respect to their needs for the school building.
    e. Any other criteria the Board of Trustees considers necessary.

5. If the Board of Trustees cannot identify a use for a school building in the foreseeable future, the Board of Trustees may attempt to sell the school building in accordance with the Disposition of Property Regulation.

6. The Board of Trustees shall review at least every three years whether or not its interest in a school reserve, municipal and school reserve or municipal reserve is surplus to the Board of Trustee's needs.

7. The following criteria shall be used to determine whether interest in a school reserve, municipal and school reserve or municipal reserve is surplus to the Board of Trustee's needs:

a. Enrolment trends within the area intended to be served by the school reserve, municipal and school reserve or municipal reserve.
b. Student accommodation and transportation issues.
c. Whether a school on the school reserve, municipal and school reserve or municipal reserve is included in the Board of Trustees' capital plan. Consultation with other publicly funded school boards with respect to their needs for the school reserve, municipal and school reserve or municipal reserve.
d. Any other criteria the Board of Trustees considers necessary.

8. If the Board of Trustees is of the opinion that a school reserve, municipal and school reserve or municipal reserve in which the Board of Trustees has an interest is surplus to its needs, the Board of Trustees shall provide the Minister with a declaration to that effect.

9. Where interest in a school reserve, municipal and school reserve or municipal reserve is determined to be surplus, the Board of Trustees will transfer its interest in the land to the municipality where the reserve land is located, for consideration mutually agreed upon between the Board of Trustees and the municipality, as prescribed in the section 672 of the Municipal Government Act.

10. If the board intends to sell real property that has a value of more than $50,000, it must conduct the sale in accordance with Section 9 of Disposition of Property Regulation, School Act.

11. If the Board of Trustees sells real property, it must repay all outstanding debt relating to that real property and any proceeds remaining must be distributed as prescribed in Section 10 of the Disposition of Property Regulation, School Act.

12. Notwithstanding section 200(2) of the School Act, the Board of Trustees may, without approval of the Minister:

    a. Lease any real property that is neither a school building nor a portion of a school building.
    b. Lease a school building or portion of it for less than 12 months.
    c. Lease a school building or portion of it for 12 months or more if the lease contains a termination provision allowing the board of Trustees to terminate the lease on 12 months' notice.

13. If the Board of Trustees intends to sell personal property that has a value of more than $10,000, it shall:

    a. Obtain two or more current independent appraisals of the market value of the property,
    b. Conduct the sale by tender or public auction, and
    c. Advertise the sale at least twice in a newspaper circulating in the District prior to the sale.

14. If the Board of Trustees intends to sell personal property that has a value of less than $10,000, it shall:

    a. Follow the procedures outline in Regulation 13 above or,

b. Follow such other procedures as may be approved by the Superintendent of Schools or designate.

Legal Reference: School Act R.S.A. 2000

- Disposition of Property s.200,

Alberta Regulation Disposition of Property Regulation 181/2010
Alberta Regulation Closure of Schools Regulation 238/1997
Policy 15, Program Reduction and/or School Closure
Municipal Government Act 672

## Bill 10 - Administrative Procedure 350

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

**January 26, 2016**

**Background:**

Recently, the Alberta Government amended the Education Act through Bill 10.

Education Minister David Eggen has asked Alberta School Boards to draft a policy that supports students and reflects changes in the Alberta Human Rights Act and Bill 10.

In all our Golden Hills Schools, it is our first priority that all students feel they are safe and accepted. We do not tolerate bullying and work hard to nurture classroom and school environments that not only tolerate diversity but are supportive and encouraging for all students. It is also important to us that all of our students know that the adults in the building care about their development and care about them as individuals.

**Recommendation:**

That the Board of Trustees receives this draft of Administrative Procedure 350 as information.

Bevan Daverne
Superintendent