



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 27, 2015

Start time 9:30 AM

Boardroom of the Golden Hills School Division No. 75

AGENDA

1. Attendance
2. Call to Order
3. In Camera
4. Approval Of Agenda
5. Welcome Public, Vision and Mission Statements
6. Presentation of Minutes
 - 6.1 Regular Meeting of the Board of Trustees (2014/12/16)
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. Request for Name Change for New Springvale School
 - 8.2. Information Items
 - 8.2.1. First Quarter Financial Report (Sept/Oct/Nov)

W.Miskiman

T.Sabir

8.2.2. RCSD Monitoring Report	K.Jordan
8.2.3. Inclusive Education Monitoring Report	K.Jordan
8.2.4. International Services Monitoring Report	K.Jordan
8.2.5. Monthly Enrolment Monitoring Report	T.Sabir
8.2.6. Field Studies Excursion(Crowther Memorial Jr. High)	B.Daverne
8.2.7. Inclement Weather AP 131	B.Daverne
8.2.8. Draft Education Act Regulations	B.Daverne

9. **ADJOURNMENT**

Draft



MINUTES

Golden Hills School Division No. 75

Regular Meeting of the Board of Trustees

Meeting Type : REGULAR BOARD MEETING

Date : Tuesday, December 16, 2014

Start time : 9:30 AM

Location : Boardroom of the Golden Hills School Division No. 75

Minutes

Attendance

Present were:

a) Chair

- David Price

b) Vice-Chair

- Larry Tucker

c) Trustee

- Barry Kletke
- Sherri Nielsen
- Alan Larsen
- Joyce Bazant

d) Superintendent of Schools

- Bevan Daverne

e) Associate Superintendent

- Kandace Jordan
- Wes Miskiman

f) Secretary/Treasurer

- Tahra Sabir

g) Reporting Secretary

- Kristy Polet

Call to Order

Chair Price called the meeting to order at 9:36 a.m.

Resolution #BD20141216.1001

MOVED by Trustee Kletke that the Board of Trustees go in-camera at 9:37 a.m. to discuss legal issues.

Carried

Resolution #BD20141216.1002

MOVED by Trustee Nielsen that the Board of Trustees rise from in-camera at 10:57 a.m.

Carried

Approval Of Agenda**Resolution #BD20141216.1003**

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

Carried

Presentation of Minutes**Resolution #BD20141216.1004**

MOVED by Trustee Tucker that the Board of Trustees approve the minutes of November 25, 2014 Regular meeting as presented.

Carried

Chair's Report
(REPORTS)

Chair Price reported on the following items:

- Discussed the tour of the "Sprung" Facilities at Aldersyde and Edge School, attended by Trustees, a couple of Town of Strathmore Representatives.
- Discussions with ASBA President Helen Clease and PSBAA President Arlene Hyrnyk regarding Alberta Educations discussions about
 1. School reserves - critical for planning and sustaining programs.
 2. Funding Formula - flexibility to respond to local needs.
 3. High School Flexibility and CEU (Credit Enrolment Unit) - funding which allow for innovation and responsiveness at the local level.
- Discussed drafting letter to ASBA President Helen Clease, PSBAA President Arlene Hyrnyk, MLA Mr. Bruce Rowe, MLA Mr. Jason Hale and MLA Mr. Rick Strankman inviting them to meet with the Golden Hills School Division No. 75 Board of Trustees.

Board Committees
(REPORTS)

No information to report on at this time.

Board Representatives to External Organizations
(REPORTS)

Trustee Bazant reported on the following items discussed at the ASBA Zone 5 Meeting held December 5, 2014:

- Reviewed the Policy/Directives for Action process.
- Discussed ASBA's Advocacy Priorities.
- Follow-up discussion on Strategic Direction for Zone 5 that was discussed at the November 7, 2014 meeting.
- Workshop planned on "'How to communicate with Officials."
- Discussion on how to get feedback to the Zone 5 Committee before the next meeting, Trustee Bazant will look after forwarding information on to the appropriate Committee member.
- 2015 Zone 5 Meeting Dates:
 - January 9, February 6, March 6, April 10, May 22 and June 5.
 - Edwin Parr Banquet - May 21

Administration Reports
(REPORTS)

Associate Superintendent Miskiman presented information on the following topics:

- Discussed Name Change for a Colony School.
- Planning for Employee Recognition evening on May 28, 2015 at the Travelodge Hotel in Strathmore, AB.
- Discussed EFAP (Employee & Family Assistant Program) that has been added to the ASEBP (Alberta School Employee Benefit Plan). This is an extension of Benefits and it is at no cost to the employer.

Secretary-Treasurer Sabir presented information on the following topics:

- Discussed Tenders for East Wheatland School, 7 packages were picked up and opening of the Tenders will take place December 16, 2014 at 2:00 p.m.
- Discussed PCA (Prairie Christian Academy) Modernization Tender.
- Discussed CMJH (Crowther Memorial Junior High) Modular.

Superintendent Daverne presented information on the following topics:

- Discussed new program called Synrevoice - School Connects. This program focuses on providing solutions to help the K-12 Community enhance communication solutions that will keep Administrators, Teachers, Parents and Students informed. Synrevoice is a notification service that delivers daily attendance, special announcements and school wide messages to Parents, Staff and School groups.
- Discussed switching over to Powerschools and phasing out the use of Schoology as it isn't PASI (Provincial Approach to Student Information) compliant which is a requirement by Alberta Education.

**Alberta School
Councils'
Association
Membership**
(Action Items)

Resolution #BD20141216.1005

MOVED by Trustee Nielsen that the Board of Trustees approves district support for the membership of all Golden Hills School Division School Councils in ASCA (Alberta School Councils' Association).

Carried

**Enrolment
Monitoring Report
(October 2014)**
(Information Items)

Secretary-Treasurer Sabir presented information on the monthly enrolment report.

Class Size Report
(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.

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

Secretary-Treasurer Sabir presented information on the School Summaries Monitoring Report.

**Boundary Review of
Policy/Procedures**
(Information Items)

Superintendent Daverne presented information on the Boundary Review of Policy/Procedures.

Resolution #BD20141216.1006

MOVED by Trustee Larsen that the Board of Trustees postpone the discussion of the Boundary Review of Policy/Procedure until the next SPEC Meeting.

Carried

ADJOURNMENT

Resolution #BD20141216.1007

MOVED by Trustee Tucker that the meeting adjourn at 11:54 a.m.

Carried

Chair

Secretary-Treasurer



Request for Name Change for New Springvale School

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

January 27, 2015

Background:

Current School Name: New Springvale School

Proposed New Name: Sandhills School

The New Springvale School is located on Sandhills Colony. The request for a new name is being proposed because there is another colony within our district with a very similar name – Springvale Colony. Numerous people, businesses and organizations assume that the New Springvale School is located on the Springvale Colony. The school on Springvale Colony is called Rosebud School. Sandhills Colony has requested a new name to clear up this confusion. In addition, since the colony has just built a brand new school, it is an appropriate to give it a new name.

The Colony has made this request directly to administration, and they are in support of a name change to Sandhills School.

Recommendation:

That the Board of Trustees approves the name change, effective August 1, 2015, for New Springvale School to Sandhills School as requested.

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

Bevan Daverne
Superintendent

A blue ink signature of Wes Miskiman, written in a cursive style.

Wes Miskiman
Associate Superintendent



FIRST QUARTERLY FINANCIAL REPORT

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

January 27, 2015

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 2014 – November 2014 will be discussed at the Board Meeting.

Recommendation:

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

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

Bevan Daverne
Superintendent

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

Tahra Sabir
Secretary-Treasurer

Golden Hills School Division No.75



1ST Quarterly Report Draft V.1

September 2014 – November 2014

Prepared by the Finance Department for the January 27, 2014 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, 2014**, 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 2013-14 Budget was submitted to Alberta Education November 30, 2014 and budget points of reference are from the November 30, 2014 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, 2014 - November 30, 2014							
	Initial 2014/15 Annual Budget submitted May 31, 2014	Revised 2014/15 Annual Budget submitted Nov 30, 2014	Prorated Budget for Q1	YTD Actuals 2014/2015 -Q1	YTD Budget Variance-Q1	% Budget Rec'd/Used	Management Benchmark %
Revenues							
Alberta Education	64,990,949	68,245,685	17,061,421	17,610,871	549,449	26%	25%
Federal Government and/or First Nations	1,420,000	1,378,536	344,634	343,725	-909	25%	25%
Alberta Municipalities	39,200	46,000	11,500	39,200	27,700	85%	85%
Fees	1,845,170	2,055,170	513,793	668,294	154,501	33%	35%
Other Revenues	5,753,127	6,221,182	1,555,296	1,968,313	413,018	32%	25%
Amortization	2,058,095	2,085,095	521,274	521,220	-53	25%	25%
Total Revenues	76,106,541	80,031,668	20,007,917	21,151,623	1,143,706	26%	26%
EXPENSES							
Certificated Salaries and Benefits	44,405,476	45,823,079	11,455,770	10,401,456	1,054,313	23%	23%
Non-Certificated Salaries and Benefits	14,696,588	15,054,097	3,763,524	3,738,684	24,841	25%	26%
Sub-Total	59,102,064	60,877,176	15,219,294	14,140,140	1,079,154	23%	24%
Supplies and Services	17,312,498	16,988,052	4,247,013	5,517,217	-1,270,204	32%	30%
Amortization	3,269,086	3,416,866	854,217	867,046	-12,829	25%	25%
Interest Charges	96,484	96,484	24,121	24,269	-148	25%	25%
Total Expenses	79,780,132	81,378,578	20,344,645	20,548,672	-204,027	25%	25%
Surplus/(Deficit)	-3,673,591	-1,346,910	-336,728	602,951			
POSITIVE/(NEGATIVE) BUDGET VARIANCE					939,679		

Notes: Overall, a surplus of \$602K for the first quarter is similar to the first quarter results from last year (\$740K).

B. Notes on Comparison to Budget – Revenues

The overall **\$603 K** year-to-date excess of revenues over expenses and the positive budget variance of approximately **\$940 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	
RCSD	\$ 646,209	58%	
IMR grants	\$ 691,496	35%	
School Facility Leasing Cost	\$ 315,900	100%	
Supernet grant	\$ 139,992	58%	
FSCR grants	\$ 54,841	32%	
Total	<u>\$ 1,848,438</u>		

- Revenues from Alberta Education have contributed to the overall positive variance by \$895K (1,848K less a 3-month calculated equivalent of 953K), 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	\$1,070,319
SGF Expenses	<u>- \$1,019,228</u>
Unexpended	\$ 51,091

 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 **\$10,401,456** (23% of a \$44.4M budget) which is lower than what the budget would permit by the 1st quarter primarily because benefit costs are lower in the 1st quarter and higher in January then drop off as maximums on premiums are reached. As well, hiring of staff occurs throughout the 1st quarter so labour costs are typically lower than budget at the start of the fiscal year.

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

Non-Certificated Salaries and Benefits

Total Non-Certificated Salaries and Benefits for the 1st quarter were **\$3,738,684** (25% of budgeted \$14.7M) which is virtually in line with 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.

This minor variance of \$25 K is similar to the variance achieved in the 1st quarter last year and we anticipate balancing at year end.

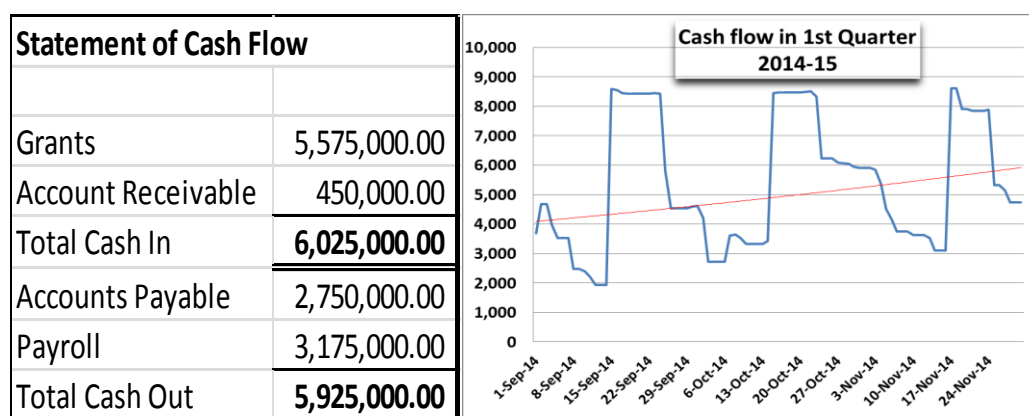
Supplies and Services

Supplies and services year-to-date are **\$5,517,217** (32% of budget \$17.3M). 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 \$386K.*

III Average Source and Use of Cash

A. Approximate average monthly cash flow values as at November 30, 2014:



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 the date of report, **\$10.3M** of the cash balance has been invested into 12-18 month GIC's to obtain more favourable investment returns.

We have enlisted the services of two Institutional Cash Management Financial Advisory Teams – Raymond James Ltd. as well as RBC Dominion Securities. Currently, we have

\$6.3M invested in GIC's with Raymond James, **\$2.0M** with RBC Dominion and **\$2.0M** with the RBC bank with maturing dates ranging from January 7'2015 to December 23'2015, earning yields ranging from 1.35%-2.05%.

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, 2014 – November 30, 2014

A.

GOLDEN HILLS SCHOOL DIVISION #75									
Revenue and Expenses by Envelope									
From September 1, 2014 - November 30, 2014									
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		13,944,152.78	2,018,413.45	923,438.07	591,392.11	-	17,477,396.41	26%	25%
OTHER - GOVERNMENT OF ALBERTA		78,133.00	-	-	-	55,341.26	133,474.26	25%	25%
FEDERAL GOV'T AND/OR FIRST NATIONS		306,225.30	37,500.00	-	-	-	343,725.30	25%	25%
ALBERTA MUNICIPALITIES/SCHOOL AUTH.		39,200.00	-	-	-	-	39,200.00	85%	85%
INSTRUCTIONAL RESOURCE FEES		324,904.60	-	-	-	-	324,904.60	84%	85%
FEES	343,389.02	-	-	-	-	-	343,389.02	57%	40%
FUNDRAISING REVENUES -SGF	209,310.10	-	-	-	-	-	209,310.10	31%	30%
OTHER SALES AND SERVICES	503,253.22	-	-	1,917.25	324.96	1,185,620.20	1,691,115.63	30%	30%
INVESTMENT INCOME		-	-	-	16,101.47	-	16,101.47	100%	100%
GIFTS AND DONATIONS -SGF	14,366.60	-	-	-	-	-	14,366.60	8%	30%
RENTAL OF FACILITIES		2,528.38	33,880.84	-	-	-	36,409.22	34%	30%
OTHER REVENUES		1,010.19	-	-	-	-	1,010.19	1%	30%
AMORTIZATION OF CAPITAL ALLOCATIONS		6,696.84	514,523.64	-	-	-	521,220.48	25%	25%
TOTAL REVENUES	1,070,318.94	14,702,851.09	2,604,317.93	925,355.32	607,818.54	1,240,961.46	21,151,623.28	26%	26%
EXPENDITURES									
CERTIFICATED SALARIES		8,556,784.94	-	-	90,885.09	10,877.55	8,658,547.58	23%	23%
CERTIFICATED BENEFITS	-	1,738,359.76	-	-	3,887.73	661.31	1,742,908.80	20%	26%
NON-CERTIFICATED SALARIES & WAGES		1,650,042.26	505,708.87	481,121.73	252,878.86	133,763.86	3,023,515.58	25%	23%
NON-CERTIFICATED BENEFITS		454,077.68	125,611.75	51,339.02	59,888.03	24,251.63	715,168.11	23%	26%
SERVICE, CONTRACTS AND SUPPLIES	1,019,228.13	1,765,583.87	1,131,807.85	399,813.83	204,310.35	996,473.45	5,517,217.48	32%	29%
AMORTIZATION		32,885.37	623,713.62	161,180.88	25,402.05	23,863.89	867,045.81	25%	25%
INTEREST CHARGES		323.50	-	-	8,240.58	15,704.43	24,268.51	25%	25%
TOTAL EXPENSES	1,019,228.13	14,198,057.38	2,386,842.09	1,093,455.46	645,492.69	1,205,596.12	20,548,671.87	25%	25%
POSITIVE/-NEGATIVE VARIANCE TO DATE	51,090.81	504,793.71	217,475.84	(168,100.14)	(37,674.15)	35,365.34	602,951.41		

B. ANALYSIS OF REVENUE/ EXPENSES BY ENVELOPE**1. Instruction**

- A positive variance within the Instruction envelope occurs primarily because of the timing of certain grants results in higher revenues than budgeted; on the expense side, a positive variance occurs because during the 1st quarter, hiring continues to occur to fill all the required positions and benefit costs are lower towards the end of the calendar year because maximums on certain benefits premiums are reached.
- Instructional Resource Fees are collected at the schools and a process is in place for monthly submission by the schools to include in the quarterly reports.
- Analysis of collection of Instructional Resources Fees (current year) as at May 31, 2014 is as follows:

Invoiced	Collected	Waived
\$287,540	\$147,674 (51.3%)	\$430 (0.2%)

- Note: Resource fees for 2014-15 have remained the same as 2013-14, which had been reduced by 50% from the 2011-12 rates. In the previous year, collections of Resource Fees were 58.4% at November 30, 2013.

Year-to-date collections have been roughly the same as the previous year. It is anticipated that collections will improve with the introduction of KEV School Cash on-line payment option now available at all schools.

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 2014 - November 2014					
Revenues	Total Budget	YTD Actuals	Budget	% Budget	Management
	Yr 2014/2015	Yr 2014/2015	Remaining	Used	Benchmark %
Alberta Education	6,681,418.00	2,018,413.45	4,663,004.55	30%	26%
Other Revenues	1,152,764.00	71,380.84	1,081,383.16	6%	10%
Amortization	2,085,095.00	514,523.64	1,570,571.36	25%	25%
Total Revenues	9,919,277.00	2,604,317.93	7,314,959.07	26%	25%
EXPENSES					
Non-Certificated Salaries and Benefits	2,659,228.00	631,320.62	2,027,907.38	24%	25%
Sub-Total	2,659,228.00	631,320.62	2,027,907.38	24%	25%
Supplies and Services	4,784,492.00	1,131,807.85	3,652,684.15	24%	25%
Amortization	2,475,556.00	623,713.62	1,851,842.38	25%	25%
Total Expenses	9,919,276.00	2,386,842.09	7,532,433.91	24%	25%
POSITIVE/(NEGATIVE) VARIANCE		217,475.84			
YTD Actuals breakdown	YTD @ Nov. 30, 2014				
NON-CERTIFICATED SALARIES & WAGES	505,708.87				
NON-CERTIFICATED BENEFITS	125,611.75				
TOTAL LABOUR EXPENSE	631,320.62				
SERVICE, CONTRACTS AND SUPPLIES	1,131,807.85				
INTEREST CHARGES	-				
AMORTIZATION	623,713.62				
TOTAL SERVICE & SUPPLIES	1,755,521.47				
TOTAL EXPENSES	2,386,842.09				

A positive variance of approximately \$217 K at the end of the 1st quarter is primarily the result of the School Facility Leasing Grant received in full (\$315K) as well as an increase in the IMR grant, also being received in a lump amount representing 35% of the years' total.

However, it is expected that as we enter into the winter months, higher utility costs and snow removal will see this excess fully utilized.

Overall, we anticipate POM to be close to a break-even at year end as a result of careful monitoring of expenses throughout the year (e.g. utilities, decanting and relocation costs).

3. Transportation

Golden Hills School Division No.75					
Statement of Revenue and Expenses - Comparison to Budget					
Transportation					
Period - September 1, 2014 - November 30, 2014					
Revenues	Total 2014-15 Budget	YTD Actuals	Budget Remaining	% Budget Used	Management Benchmark %
Alberta Education	3,753,494	923,438	2,830,056	25%	25%
Other Revenues	20,000	1,917	18,083	10%	25%
Total Revenues	3,773,494	925,355	2,848,139	25%	25%
EXPENSES					
Non-Certificated Salaries and Benefits	1,933,784	532,461	1,401,323	28%	30%
Sub-Total	1,933,784	532,461	1,401,323	28%	30%
Services and Supplies	1,459,117	399,814	1,059,303	27%	30%
Amortization	730,000	161,181	568,819	22%	25%
Total Expenses	4,122,901	1,093,455	3,029,446	27%	29%
POSITIVE/(NEGATIVE) VARIANCE	-349,407.00	-168,100.14			
Variances in Services and Supplies	Budget	Actual	% of Budget Used	Management Benchmark %	
Contracted Bus Services	288,000.00	72,075.90	25%	30%	
Fuel	665,000.00	193,604.82	29%	30%	
Other supplies	506,117.00	134,133.11	27%	30%	
Total	1,459,117.00	399,813.83	27%	30%	
Comments:					
-transportation allocation utilizes operating reserves of \$350K to balance budget					
-extra contract bus for choice riders to Standard until East Wheatland opens					
-fuel cost coming down (budget \$1.20/L vs. average \$1.15+/L)					
-cold weather (much of Q1) and bad roads adds to costs of fuel and maintenance cost					
-more miles for field trips equates to \$0.85 per km recoverable vs. \$1.09 actual cost/km					

- a. For the first quarter, a negative YTD variance of **-\$168 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.

- More miles for **field trips** in which \$0.85/km is recoverable for the bus rental plus approx. \$0.20/km for bus labour vs. \$1.93 which is the actual average total \$cost/km. Therefore, there is a subsidy of approx. \$0.88 per km for field trips.
- b. No transportation fees were charged nor will be charged in fiscal 2014-15, as was the case in the previous two fiscal years.

Golden Hills is opting not to shift the financial shortfalls to parents. It is anticipated there will be a deficit in transportation due to reduced funding and uncertainty with diesel prices.

4. Board and System Administration

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

System administration is close to target with only a small negative variance of \$-37K 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, 2014 TO NOVEMBER 30, 2014						
Expense			ANNUAL BUDGET	YTD ACTUALS	BUDGET REMAINING	% BUDGET USED
Budgeted Revenues			265,000.00	265,000.00	-	100%
TOTAL REVENUES			\$ 265,000.00	\$ 265,000.00	\$ -	100%
Trustee Earnings and Benefits			121,000.00	24,057.16	96,942.84	20%
Trustee Travel & Supplies			144,000.00	12,697.63	131,302.37	9%
TOTAL EXPENSES			\$ 265,000.00	\$ 36,754.79	\$ 228,245.21	14%

- To date, Board expenses are well within the projected expenditure amount.

5. External Services

For the first quarter, External Services has a positive variance of +\$35K.

External Services includes International Services, joint use agreements and external contract service agreements. Included within this period is the recognition of \$1,097,539 of ISS tuition fee revenues of which \$763,919 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 (utilities, decanting and relocation costs that are all unfunded)

Overall, GHSD appears to be on track and is aligned with meeting the Board's November 30, 2014 approved and submitted budget (\$1.3 deficit). A deficit budget means we are planning on using reserves.



Regional Collaborative Service Delivery (RCSD)
"Inspiring confident, connected, caring citizens of the world"

January 27, 2015

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.

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

Bevan Daverne
Superintendent

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

Dr. Kandace Jordan
Associate Superintendent of Schools



REGIONAL COLLABORATIVE SERVICE DELIVERY (RCSD) MONITORING REPORT

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

Resource Person: Linda Tucker, Dr. Scott Mclean, Deborah Nunziata

January 27, 2015

REPORTING PERIOD: 2013-2014

OVERVIEW: On September 1, 2013 the development and integration of a new service delivery model- *Regional Collaborative Service Delivery (RCSD)* was designed as a collaborative effort between the ministries of Education, Alberta Health Services and Child and Family Services to more effectively meet the learning needs and well-being of children and youth in Alberta. Originally established in 2003-04, and then known as the *Student Health Initiative Partnership (SHIP)*, the mandate continues to be the integration and coordination of health and support services to children with special health and educational needs. RCSD is a network of 17 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, Chinook's Edge 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 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.

In this, the first year of transition from the former SHIP model to the current RCSD model, there were many obstacles and challenges for all the partnerships within the province. Each region worked diligently developing new processes and models within the framework to best meet the needs of children and youth. With the disbandment of REACH services and CYCN (Children and Youth with Complex Needs) each region was charged with finding new and creative ways to provide supports and services to children with complex needs and programming diversity. 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 individuals. The CEC also formed a partnership with the *Southern RCSD Network* (a

collaborative venture between six RCSD regions: Calgary and Area, Bow River, CEC, Central Alberta, Southwest Alberta, South-eastern Alberta) 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. Despite many challenges during this transitional year, the RCSD experienced success in collaborative efforts to best meet the needs of children and youth in service delivery.

SUMMARY & 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 whose mental health needs and behavioural difficulties interfere significantly with their learning can benefit greatly from the educational programming and therapeutic support provided by the Anchors Program. 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 2013-2014. 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 are allocated to enhance the amount of speech treatment support for children in the classroom through the funding of Communication Assistants. Under the supervision of SLPs, Communication Assistants provide direct treatment to children diagnosed with speech language disorders. Communication Assistants work primarily with elementary-aged children and older children dependent upon the needs and the resources available. This support continued during 2013-2014 and was essential for development and growth for children.

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. In turn families receive support without travelling to a major centre

or enduring a long wait list. During the 2013-2014 operating year, 60 children and youth were serviced through the Connections program.

Addressing the mental and behavioral health and wellness of children in Golden Hills, not unlike other jurisdictions in the province, continues to be a necessity and a priority. The wait time in GHSD to the Connections clinic is typically two months whereas the wait time to the Child Development Clinic in Calgary is 6-9 months.

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 2013-2014, approximately 800 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 40 targeted intervention groups and close to 150 classroom presentations. 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 200 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 2013-2014. As a district, accessing this kind of support is essential in the programming 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.

In addition to the five specific programming supports GHSD has in place a very important service – access to the RCSD tri-region complex needs:

Complex Needs: The CEC RCSD partnered with Calgary and Area RCSD along with the Bow River RCSD to create the Complex Needs Tri Region in 2013-2014. Golden Hills is a smaller rural region and requires this type of partnership to be able to provide services for such complex cases.

CEC RCSD DATA COLLECTION
(as per RCSD 2013-2014 Annual Report)

Value

Description

1. Number of capacity building supports and/or services requests received

5

Indicate the total number of requests **received** throughout the year regarding a need for capacity building (COMPLEX NEEDS)

2. Number of capacity building supports and/or services requests delivered

5

Indicate the total number of plans that were **delivered** throughout the year that addressed the need for capacity building (COMPLEX NEEDS)

3. Number of supports and services requested

1480

Indicate the number of supports and service events that were requested throughout the year. A request is one that requires a commitment of service provider's time/resources. This does not include daily informal interactions and/or consultations.

4. Number of supports and services delivered

1480

Indicate the number of supports and services that were **delivered** throughout the year.

5. Number of services or supports provided by other regions

10

Indicate the total number of supports and services that were provided by another region(s) in order to address an identified need within your region.

6. Number of children and/or youth supported in their transition to another region

-

Indicate the total number of children and/or youth that were transitioned **TO** another region.

FINANCIAL IMPLEMENTATIONS

Overall CEC RCSD funding for 2013-14 was \$960, 950.00 (that includes RCSD regional manager allocation of 100, 000) Golden Hills School Division's allocation was \$401, 304.00 (46.88% of the total Partnership's funding) with total expenditures of \$347,466.92 and a carry forward of \$53,837.08 to the 2014-2015 operating year.

CONCERNS/ISSUES

RCSD funding levels have remained fairly consistent over the past four years, with no substantial increase in consideration of yearly increases to operating costs (wages, travel, economy) and issues of staff retention in rural areas. Compounding these issues are budget cuts within several partner groups. Such funding challenges directly impact the numbers of service providers employed and students served. There has also been a concern with the increase in numbers of complex mental health and behavioural needs of children and youth provincially. 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. Advocacy for continued funding is paramount.



Special/Inclusive Education

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

January 27, 2015

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

Recommendation:

That the Board of Trustees receives the Special/ Inclusive Education Monitoring Report for information and for the record.

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

Bevan Daverne
Superintendent

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

Dr. Kandace Jordan
Associate Superintendent of Schools



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 27, 2015

REPORTING PERIOD: 2013-2014

OVERVIEW

Alberta Education defines an inclusive education system as a way of thinking and acting that demonstrates universal acceptance and belonging for all students. Inclusive Education in Alberta means a value based approach of accepting responsibility for all students.

During the 2013-2014 school year Golden Hills School Division (GHSD) provided a wide range of programs and services to support the diversity of students within our schools. Although funding is no longer driven by special needs coding, this practice continues to provide an understanding of the types of needs within GHSD. It is important to recognize that there are also many other students who require Individualized Program Plans (IPP) and/or specialized supports to enable them to be successful learners and who do not meet criteria for a special needs code.

2013/14 Exceptional Coded Students	Coding	# of Students
Students require ECS after age 6	10	9
ECS Mild/Moderate	30	40
Severe Cognitive	41	4
Severe Emotional/Behavioural	42	143
Severe Multiple Disabilities	43	25
Severe Physical or Medical	44	109
Deafness	45	1
Severe Language Delay (ECS) only	47	19
Mild Cognitive Disability	51	103
Moderate Cognitive Disability	52	8
Emotional/Behavioural Disability	53	200
Learning Disability	54	348
Hearing Disability	55	4
Communication Disability	57	32
Physical or Medical Disability	58	42
Multiple Disabilities	59	14
Gifted and Talented	80	6
ESL-English as a Second Language	301, 302, 305	782
*No code 46 or 56-Vision Impairment		
		1011

SUMMARY & IMPLICATIONS

Alberta Education has defined three core outcomes for an Inclusive Education System which Golden Hills continues to meet in a variety of ways.

1. Each child and youth belongs and is supported and successful in his/her learning.

- Through comprehensive planning with administrators, ongoing professional development and the continued support of Instructional Coaches, teachers within GHSD continue to build their capacity to meet the needs of all learners with high quality assessment and instructional practices.
- Schools within GHSD continue to focus on creating safe and caring environments where students feel connected as learners.
- A continuum of programs and services that are responsive to students' strengths and areas of need in all domains (intellectual, physical, social-emotional) and delivered by qualified staff is available throughout GHSD.

2. Families are engaged and supported in helping children be successful in their learning.

- School environments are welcoming of parent involvement. Ongoing dialogue between school staff and parental guardians occurs with a focus on strategies for student success.
- Current report cards are designed for parents to more fully understand their child's learning outcomes.
- If barriers to student learning are identified students and their parents/guardians can access support from classroom teachers, administrators, school counsellors (Jr. and Sr. High), Family School Community Resource Counsellors and Student Services consultants.

3. Supports and services that help children and youth in their learning are provided in a coordinated and seamless manner.

- GHSD Instructional Services and Student Services work closely together to align programs and resources.
- Members of the Instructional Services and Student Services team participate in all government initiatives that focus on streamlining service delivery including:
 - PUF/Common Approach – a one team, one plan model for children who require multiple supports and services through Program Unit Funding and Family Supports for Children with Disabilities Specialized Services.
 - Regional Collaborative Service Delivery Model – the Central East Collaborative continues to enhance service delivery (i.e. Allied Health Services, Mental Health) for students with Mild to Severe Needs and Low Incidence Disabilities

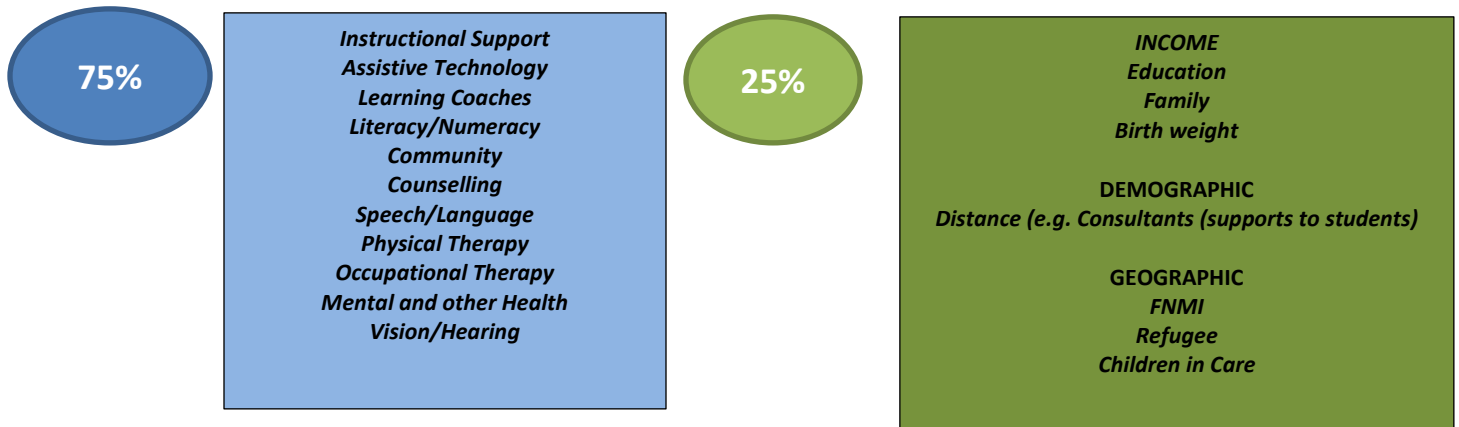
(deaf/hard of hearing and vision impairments). The Central East Collaborative is part of a tri-region Complex Case Model that enables GHSD to be responsible to even the most challenging students through an integrated, multidisciplinary service plan.

- Success in Schools – School-based teams continue to collaborate with Child and Family Services to develop success in school plans that support children in care to develop to their full learning potential.

FUNDING AND EXPENDITURES FOR 2013-2014

The funding model was changed from Special Education to Inclusive Education for the 2012-2013 school year. The funding model's purpose was to allow school jurisdictions to have flexibility to support the unique needs of every funded student. In the distant past, each child was coded and funded on that basis. However five years prior to this change the "Special Education" funding was frozen and the same lump sum amount was provided to school divisions with no differentiation for number of students or needs being served. During this process a new funding model was developed. The new funding model consists of the following:

75% is based on per student funding and is to be used for supports and services:



The purpose of the differential factor funding is to address the various needs across the boards.

Funding for 2013/2014

Percentage	Category	Amount
75%	Supports and Services Allocation	\$2,636,565
25%	Differential Factors	690,209
	Per Student Funding \$56.1 (based on FTE)	323,416
	Total funding	\$3,650,190

To trigger the funding for the majority of the differential factors the jurisdiction's data must be below provincial average. Golden Hills does not receive funding for the following differential factors as the provincial mean is lower:

1. Parents with no Degree
2. Low Weight for Gestational Age
3. First Nations, Metis and Inuit
4. Refugees

Expenditures for 2013/2014

The majority of the funding goes towards classroom supports including teachers and education assistants. Educational consultants are also available to provide external testing and support. Current funding levels do not adequately support all inclusive education student needs. To offset the funding, supports from other budgets are used.

CONTINUED ACTION

Given the increase in number and complexity of student's needs, GHSD will continue to explore evidence based best practice models for service delivery, with a focus on collaboration across government systems within a Response to Intervention Framework. The capacity of teachers to engage diverse learners in meaningful instruction so we can prepare all students to be contributing, global citizens will continue to be built. Currently, many schools have teams of staff members attending a series of workshops on Universal Design for Learning/Differentiated Instruction. Along with Instructional Coaches and Student Services consultants, a plan will be developed to support all staff within GHSD in understanding and utilizing these practices.

A new initiative is the promotion of healthy relationships and preventing bullying. Within this framework there are many implications for school with regard to enhancing classroom and school comates that respect diversity and where all students feel safe and cared for. GHSD will need to examine how current practices align with the priorities outlined in this framework and develop a coordinated response that identifies our strengths and areas for development.



International Program

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

January 27, 2015

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.

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Bevan Daverne
Superintendent

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

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 27, 2015

REPORTING PERIOD: September 2013- August 2014

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 2013-14 school year, with a total of 221 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 10th 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 2500 students from more than 42 countries.

SUMMARY & IMPLICATIONS:

Golden Hills School Division offered these international programs in the 2013-14 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

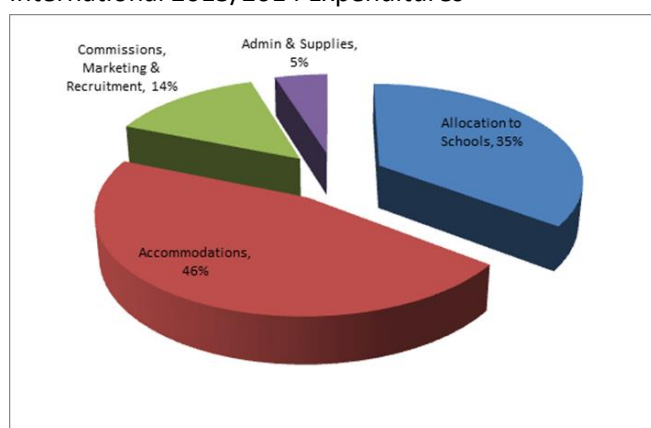
around the world. Short-term programs are also an excellent ‘trial-run’ for parents and students looking to potentially enter a long-term program with Golden Hills School Division.

- **Summer Programs:** Golden Hills School Division operated one of the few summer programs in Alberta. Strathmore most recently hosted one designed for Korean students.

Budget Financial Implications 2013-14:

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 2013/2014 Expenditures



Goals, Priorities and Planning for the Future: Last year \$860,033 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 2013-14 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 2013-14 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)	<ul style="list-style-type: none"> • continue to provide quality, consistent ELL testing in schools • continue enhanced tracking and reporting of ELL progress • provide professional development to staff involved with ELL • continue to provide grading based on Alberta Education Benchmarks to determine each student’s English language proficiency using research based strategies

Key Focus Area	Goals and Priorities
	<ul style="list-style-type: none"> • continue piloting the new ELL English proficiency report card (report cards will be issued twice a year) • provide Educational Consultant supports to advise on all ELL programming • support professional development opportunities for the ELL consultant • support Web-Enhanced ELL pilot program training for students in China • develop marketing plan for Web-Enhanced program to be further promoted in the Asian market
Specialized Student Programs (i.e. Elite, Global Leader program and DVSS Korean CTS Program)	<p>These programs provide:</p> <ul style="list-style-type: none"> • 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 • practicum placement opportunities that encourage unique community/business partnerships and allow students to become important members of a welcoming school and community • enhanced personalized ELL support, attention and frequent reporting to parents <p>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.</p>
Homestay/Dormitory Programs	<ul style="list-style-type: none"> • continue to provide information on standards and communication protocols through meetings and handbooks • ensure staffing/supervision models are clearly communicated and modeled • review processes and procedures based on changes with Immigration Canada for student acceptance and placement, and adjust procedures accordingly
Recruitment and Marketing	<ul style="list-style-type: none"> • continue to customize short and long-term programs • regularly update agent orientation materials on the International website • increase the number of core agents (last year contracts were increased to 393) • continue to improve responsiveness to agent requests (the goal is a 48 hour response time) • increased active recruitment in multiple markets • strengthen relationships in key markets and establish a strong presence in new viable markets • reduced dependence on Alberta Education events for recruitment by establishing our own market connections • provide orientation to GHSD administration in order for them to participate in recruitment where that is appropriate • increased ownership by local administrators and schools • build relationships with North American colleges and universities to

Key Focus Area	Goals and Priorities
	<p>provide letters of agreement, and to support the transition of international students to post-secondary studies</p> <ul style="list-style-type: none"> • 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) • continue to partner with CAPS-I in joint advertising opportunities • 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. in 2014 international education marketing focused on mobile marketing (marketing that engages students on their phones) so we ensured we had a mobile-optimized website to make it easy for potential students to learn about us and implemented a mobile app for student pre-arrival orientation so students are only ever a touch away from important information they will need for their travel to Canada
Student Orientation	<ul style="list-style-type: none"> • 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 • continue to provide online pre-arrival orientation design and implementation, to assist students before they arrive in Canada • implemented a mobile app of the pre-arrival • the updated online orientation and the orientation app is now available in a number of languages • 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) • 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	<ul style="list-style-type: none"> • exposure of global and cultural understanding through celebrations and international awareness events in our schools • celebration and acknowledgement of the entrepreneurial skills that our International students bring to our schools (i.e. the Korean foods and cosmetology programs) • offering leadership, entrepreneurial and special project credits for any high school students who work locally or abroad • supporting community organizations and businesses that offer scholarships for academic and citizenship achievement



ENROLMENT BACKGROUNDER

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

January 27, 2015

Background:

The Board of Trustees regularly monitors enrolment and notes trends over time. Funding is primarily enrolment-driven and monitoring and projecting enrolment trends informs the board's budgeting processes.

As per the attached monitoring report, information is provided on December 31, 2014 enrolment of provincially funded students, Siksika funded students and International funded students.

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

Recommendation:

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

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Bevan Daverne
Superintendent

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

Tahra Sabir
Secretary-Treasurer

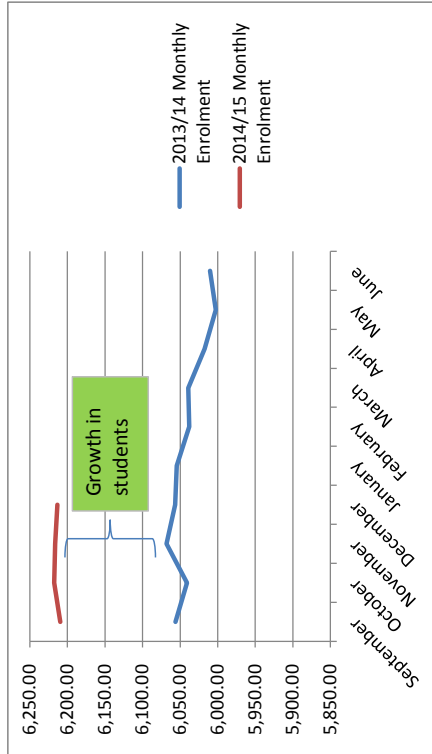
Golden Hills School Division No. 75 Enrolment

Summary of Totals - Year to Year Comparison

November 30, 2014 - December 31, 2014

Funded Total Enrolment	31-Dec-14 Enrolment	30-Nov-14 Enrolment	Difference	% Change
Provincially Funded Students	5,918.50	5,921.50	-3.00	-0.05%
Siksika Students	153.00	153.00	0.00	0.0%
International Students	142.00	142.00	0.00	0.0%
Total	6,213.50	6,216.50	-3.00	0.0%

Last Year Monthly Enrolment & Comparison to November 2014



Grade Figure Analysis Comparison of Sept 2014 and Sept 2013

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

Schools - Month to Month Comparison

Configuration	SCHOOL	December 31, 2014 Provincially Funded	November 30, 2014 Provincially Funded	Difference	% Change
K-6, 10-12	Acme School	188.00	188.00	0.00	0.0%
K-6	Brentwood Elementary School	355.50	354.00	1.50	0.4%
K-9	Carbon School	84.00	84.00	0.00	0.0%
K-6	Carseland School	60.50	60.50	0.00	0.0%
K-8	Central Bow Valley School	21.50	21.50	0.00	0.0%
7-9	Crowther Memorial Jr. High School	537.00	539.00	-2.00	-0.4%
K-9	Dr. Elliott Community School	177.50	175.50	2.00	1.1%
7-12	Drumheller Valley Secondary School	378.00	381.00	-3.00	-0.8%
K-6	Greentree School	424.00	421.50	2.50	0.6%
K-6	Hussar School	45.00	45.00	0.00	0.0%
K-12	Prairie Christian Academy School	237.00	236.50	0.50	0.2%
K-6	Rockyford School	40.50	40.50	0.00	0.0%
K-12	Standard School	218.00	218.00	0.00	0.0%
10-12	Strathmore High School	626.00	627.00	-1.00	-0.2%
K-12	Three Hills School	445.00	445.00	0.00	0.0%
K-9	Trinity Christian Academy	132.00	132.00	0.00	0.0%
K-12	Trochu Valley School	322.50	322.50	0.00	0.0%
K-6	Westmount School	446.50	447.00	-0.50	-0.1%
K-6	Wheatland Elementary School	367.00	369.00	-2.00	-0.5%
Totals		5,105.50	5,107.50	-2.00	0.0%
Configuration	SCHOOL	Provincially Funded	Provincially Funded	Difference	% Change
7-9	Anchors II Outreach	10.00	10.00	0.00	0.0%
7-12	Drumheller Outreach	23.00	23.00	0.00	0.0%
1-12	Golden Hills Learning Academy	98.00	98.00	0.00	0.0%
1-12	NorthStar Academy	287.00	287.00	0.00	0.0%
7-12	Strathmore StoreFront	38.00	38.00	0.00	0.0%
10-12	Trochu Valley Outreach	12.00	12.00	0.00	0.0%
Totals		468.00	468.00	0.00	0.0%
Configuration	COLONY SCHOOLS	Provincially Funded	Provincially Funded	Difference	% Change
K-9	Colonies	345.00	346.00	-1.00	-0.3%



FIELD TRIP STUDIES/STUDENT EXCURSION Crowther Memorial Junior High School

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

January 27, 2015

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 16th and return on Friday, May 22, 2015. The trip offers students the opportunity to travel to Niagara Falls, Toronto, Ottawa, Montreal and Quebec City. The trip will involve 96 grade nine students and 14 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	
<u>Time</u>	<u>Activity</u>
4:00 am	Load Buses-Crowther Memorial 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	
<u>Time</u>	<u>Activity</u>
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	
<u>Time</u>	<u>Activity</u>
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	
<u>Time</u>	<u>Activity</u>
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 Aylmer, Quebec

Wednesday

<u>Time</u>	<u>Activity</u>
8:00 am	Breakfast-
10:00-11:00am	
11:00-12:30	Drive to Rigaud
12:30-2:30	Lunch – Sucrierie 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

<u>Time</u>	<u>Activity</u>
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

<u>Time</u>	<u>Activity</u>
7:00 am	Depart Centennial High School
7:15 am	Breakfast-Chez Cora St. Hubert
9:00 am	BUS ONE - Biodome/Insectarium BUS TWO – Bike Tour
12:00-1:00 pm	Lunch Dorchester Square
1:30 pm	BUS ONE – Bike tour (Old Montreal) 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



AP 131 – EMERGENCY CLOSING OF SCHOOLS/INCLEMENT WEATHER

"Inspiring confident, caring citizens of the world"

January 27, 2015

Background:

Every reasonable effort is to be made to hold school on the days stipulated in the annual school calendar. When the weather poses a significant safety concern for the welfare of students, bus route service may be cancelled and or schools may be closed. The Division supports the decision of parents who choose not to send their children to school, or to ride a school bus, because of safety concerns during severe weather.

The GHSD Administrators Association along with stakeholder input reviewed the current procedure and recommended changes that will clarify procedures and responsibilities for school administration, staff and bus drivers across the district.

The attached amended AP 131 is attached as information.

Recommendation:

That the Board of Trustees receive AP 131 – Emergency Closing of Schools/Inclement Weather as information.

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

Bevan Daverne
Superintendent

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

Tahra Sabir
Secretary-Treasurer

EMERGENCY CLOSING OF SCHOOLS / INCLEMENT WEATHER

Background

Every reasonable effort is to be made to hold school on the days stipulated in the annual school calendar. When the weather poses a significant safety concern for the welfare of students, bus route service may be cancelled and or schools may be closed. The Division supports the decision of parents who choose not to send their children to school, or to ride a school bus, because of safety concerns during severe weather.

Procedures

These procedures apply across Golden Hills. In the case of Strathmore and Carseland Schools, a group of three administrators will be designated annually to coordinate some processes. They will be referenced as the "Coordinating Administrator" or "CA"

1. When severe or inclement weather exists, the bus driver shall make a decision, as outlined in the bus driver's handbook, about whether or not it is safe to transport students. If the bus driver deems it unsafe to operate his bus, the driver shall:
 - 1.1 Notify by 6:45 a.m. the Principal(s) of schools on your route or Coordinating Administrator (CA) and the Supervisor of Transportation.
 - 1.2 Notify the parents of all students on the bus route. Options to accomplish this include phone fan out, text messaging and direct phone calls.
 - 1.3 If all bus drivers who serve a particular school cancel the routes, one driver acting on behalf of all drivers may contact the Principal or CA and Transportation Supervisor.
2. If some or all buses are not running, there are three possible options for school status:
 - Green Level – Due to weather and travel conditions, some busses are not running.**
School is open and regular classes will be offered
 - *Yellow Level – Due to severe weather and travel conditions, no busses are running.**
School is open but regular classes are not being offered.
We encourage parents and students to stay home and avoid the risks of travel.
 - *Red Level – Due to the severe weather and travel conditions school is closed today.**
 - * Require Superintendent approval.
3. When weather conditions warrant it, a Principal or CA may recommend a Yellow or Red status. Both Yellow and Red status require the approval of the Superintendent.
4. Schools with a Green or Yellow status are expected to remain open with staff in attendance for those students who are able to attend even if a bus route, several routes, or all routes affecting the school, do not run.
5. If school staff are unable to reach the school because of severe, inclement weather resulting in impassable or dangerous road conditions, the staff member will incur no loss of pay. The staff member must notify the Principal. When the Principal is aware of severe weather which may pose a significant danger to staff, he/she may contact staff to advise them of the dangerous conditions and that travel to school is not required.

6. If the Superintendent authorizes the Principal or CA to announce a school status of yellow or red due to severe weather, the inability of most or all buses to serve the students, and the inability of staff to reach the school in reasonably safe traveling conditions, provision shall be made by the Principal to ensure that students who arrive at the school have access to the facility and supervision until alternative arrangements can be made with the parent(s). If more than one school in an area is affected by the severe weather, the Principals in the area may consult with one another regarding the closure of schools within the affected area. One Principal, acting on behalf of the group of Principals, may contact the Superintendent for authorization for yellow status or closure (red status) for the affected schools.
7. In situations where severe weather conditions occur or weather conditions have deteriorated after the students have been transported to school, no school bus shall transport students home until the regular dismissal time.
8. If the conditions are such that it is not safe for the buses to take rural students home, it is the responsibility of the Principal and staff to alert parents to the situation, and where necessary, to arrange for local billeting of students and /or their accommodation at the school. Schools are to obtain emergency contact numbers and alternative emergency contacts and billets for students at the time of registration.
9. In the event of a school plant emergency which may be related or unrelated to weather conditions, a school closure may be announced. This decision must be approved by the Superintendent.
10. Each Principal shall have a communication plan to inform parents, students, and staff in the event of a emergent change in school status or school closure. The communication plan must include provisions for communicating with those who are normally transported by school bus services and those who are not. The communication plan shall communicate the school status or closure with all stakeholders. The use of Social Media, School websites, e-mail and direct contact with parents through phone and text is recommended.
11. Principals are advised to communicate this Administrative Procedure and procedures to parents and other stakeholders in advance of inclement weather or other emergency school closure situation.

Summary Responsibilities

Role	Responsibility
Bus Driver	<ol style="list-style-type: none"> 1. Make decision to run their route or not based on the conditions and their judgment of student safety as per the bus driver handbook 2. Contact the Principal(s) of schools on your route <u>or</u> Coordinating Administrator <u>and</u> Transportation Supervisor to inform them if they do not run 3. Contact <u>all</u> parents on their route to inform them if they do not run
Principal or Coordinating Administrator (CA)	<ol style="list-style-type: none"> 1. Communicate with local Bus Drivers 2. Consider information and conditions 3. CA also coordinates communication with local Administrators 4. Communicate with Superintendent to recommend closure, or yellow or red status if warranted
Principal	The Principal is responsible for <u>all</u> stake holder communication within their school community including students, parents and school staff and transportation supervisor in the event of a school status announcement or closure for other reason.

Reference: Section 57, 60, 61, School Act
Employment Standards Act



DRAFT EDUCATION ACT REGULATIONS

"Inspiring confident, caring citizens of the world"

January 27, 2015

Background:

Alberta's new *Education Act* was passed in the Legislative Assembly and received Royal Assent on December 10, 2012. In order to meet legislative requirements, 16 regulations have been developed that align with and support the Act.

The regulations are now available for public comment—by education stakeholders, parents, educators, and the general public—between December 16 and January 31, 2015.

The 16 regulations are:

- Alberta School Foundation Fund
- Board Procedures
- Borrowing
- Charter Schools
- Disposition of Property
- Early Childhood Services
- Establishment of School Districts
- Home Education
- Investment
- Petitions and Public Notices
- Private Schools
- School Councils
- School Fees
- Special School Tax Levy
- Student Records
- Student Transportation

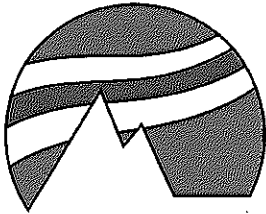
The Public School Boards Association (PSBAA) has provided a response in regard to those Draft Regulations which is attached.

Recommendation:

That the Board of Trustees discusses the regulations and draft response from the PSBAA and consider providing feedback to the Regulatory Review Committee.

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

Bevan Daverne
Superintendent



20 January 2015

Honourable Gordon Dirks
Minister of Education
424 Legislature Building
10800 - 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister Dirks,

Re: Draft Regulations

It is with pleasure that I provide this letter on behalf of the Member Boards of the Public School Boards' Association of Alberta and offer my sincere thanks for affording our Members the opportunity to provide feedback regarding the *Draft Regulations*. Although concern has been expressed over the short timeline allotted to our Members for a response, we understand and respect that the Government wishes to honor its commitment to proclaim the *Education Act* and accompanying *Regulations* on 01 September 2015.

Over the past two years, our Members have participated in the conversations and consultation regarding the *Regulations*, which will come into force with the *Education Act*. Our Members clearly defined our Association positions regarding the *Regulations*, through a number of means, including but not limited to the development of Policy, our **New Horizons for Education in Alberta** lobby documents, as well as the creation of key guiding principles which we believe remain critically important for the continued assurance of a vibrant, inclusive Public School system for the children within our collective care.

Our work as an Association is grounded in and reflects the values that permeate our Association, including, *integrity, leadership, collaboration, innovation, stewardship and influence*. The responses which follow, focus on those *Regulations* which our Members identified as important to the work they undertake, as Public School Trustees in concert with the students, families, staff and communities that they serve.

1. Student Transportation Regulation:

We are pleased to see that the autonomy and authority of Boards is respected through the *Student Transportation Regulation*. This is evident through the absence of provisions related to collaborative busing and transportation to programs of choice. Our Members believe strongly that the best decisions are made closest to students and that our locally elected Public School Trustees must continue to have the sole responsibility and authority for making decisions relative to the provision of transportation services for students attending Alberta's Public Schools. We are happy to see that the *Student Transportation Regulation* recognizes and respects Public School Boards' authority and responsibility.

Section 2: Establishment of policies and procedures articulates a practice which many of our Members have previously undertaken and will continue to do so in the spirit of transparency and the sharing of important information. We note however, with interest, the requirements in **Section 3** which read:

Section 3: Contents of policies and procedures

The policies and procedures established under section 2 must, at a minimum, include the following:

- (b) *a requirement to demonstrate to parents the need to charge transportation fees.*

It is our assumption that this *requirement to demonstrate* will remain within the discretion of our Member Boards to determine. There are a number of variables considered by Public School Boards during deliberations related to the implementation of transportation fees. It is our expectation and belief that the requirement to *demonstrate to parents the need to charge transportation fees* is met when one truly considers and recognizes, the growing discrepancy between increasing transportation costs and a provincially determined transportation funding formula that fails to acknowledge and appropriately address those rising costs.

Additionally we note with some concern that the 2.4 km funding threshold has been removed from both the *Education Act* and the *Draft Student Transportation Regulation*. Our Members feel that a limit of 1.6 km would be a more appropriate threshold at which transportation should be funded. In the absence of an appropriate threshold within the *Regulation* we wish to know the process by which the funding threshold will be determined. We look forward to a further conversation regarding a response to our question.

2. **Home Education Regulation:**

We were pleased to participate on the *Home Education External Working Group* meetings at which we shared our Association's **Home Education Policy** (attached). We were equally pleased to achieve consensus support for our policy position amongst members of the *External Working Group*. Our Association believes that where parents are working in concert and collaboration with Public School Boards, children are actively engaged in Home Education programs which align with the expectations established by Alberta Education through the Program of Studies, Curriculum outcomes and Ministerial Order on Student Learning. In circumstances where strong partnerships and alignment do not exist, we are gravely concerned that children remain uneducated; not educating a child is not a choice.

One of the significant concerns that we see within the *Draft Home Education Regulation*, is the absence of provisions related to those students whom are not receiving an education but whom are recorded by Alberta Education as attending an approved and monitored Home Education Program; specifically single Home Education Programs and programs which are within congregated sites supervised by a third party. These congregated sites and concern regarding these sites continues to grow.



We have shared our concerns with Alberta Education, through the *Home Education External Working Group*, through participation at the Public Consultations on the *Regulations* and through repeated conversations with Alberta Education Officials. As noted earlier, we achieved consensus agreement with stakeholders at the *External Working Group* meetings regarding these concerns and our proposal to address those concerns, yet see no substantive changes to the *Home Education Regulation*.

Our Members continue to believe that it is critically important for the *Home Education Regulation* to contain strong and definitive language, which will provide clearer expectations for ALL students attending Home Education programs across Alberta. Stronger language within the *Regulation* would validate and confirm current practise and perhaps most importantly it would protect those children whom are not being educated.

We ask that the *Home Education Regulation* be changed to reflect the consensus agreement of the *External Working Group*.

Failing that, we request your commitment that you will work with all stakeholders to address this most serious situation. We as leaders and partners in shaping a positive future for our children cannot afford to neglect the education of *any child*.

3. *Petitions and Public Notices:*

We are pleased to see that the *Draft Petitions and Public Notices Regulation* tries to clarify both language and process for those within our communities who wish to exercise their right to petition their local Public School Board. The provisions related to public notices appear to be reasonable. The true test of these provisions will be measured through application when a constituent chooses to exercise their right.

4. *Board Procedures:*

Our Member Boards have successfully employed the ***School Boards Operations and Management*** provisions contained within the *School Act*, and applied ***Robert's Rules*** as the framework to compliment the *Act's* provisions. While we applaud the removal of a number of the provisions from the *Education Act*, we do not believe that the *Board Procedures Regulation* needs to define in detail the meeting and operational requirements for School Boards. Rather we believe the *Board Procedures Regulation* should simply state the following:

Boards must have Policy and Administrative Procedures which direct the following:

- Organizational Meetings;
- Regular Meetings;
- Procedures;
- Board Meetings;
- Readings and Bylaws;
- Quorum;
- Voting on Questions;
- Required Votes; and
- Records.



5. *Student Record:*

We note that the changes to the *Student Record Regulation* include the altering of language either to clarify, as in “proof of guardianship” or are intended to be more inclusive and respectful, as per the change to **Section 2(1)(f)**. Both are amendments which we understand and support.

During our conversations at the *Student Record External Working Group* meeting, our Association asked that the *Regulation* be amended to include the provision that Private ECS Operators be required to provide Public School Boards with the Student Record immediately upon request. While we appreciate the addition of the phrase “in a timely manner” to **Section 8 (1) Student Transfer**, and hope that it will have the effect of ensuring a more timely transfer of Student Records, the provision does not clearly include Private ECS Operators within the requirement. We request an amendment to include Private ECS Operators.

6. *School Fees:*

On balance, the *School Fees Regulation* reflects both the practices of our Members, as well as the Association’s position regarding School Fees. However we have one concern. **Section 3(a)** contains a requirement to “consult with parents prior to setting, increasing or decreasing school fees”. It is our assumption that the consultation process will remain within the discretion and authority of the Board to determine. Our Member Boards have developed and enjoy close working relationships with the communities that they serve, thus as the duly elected representatives are best positioned to define and employ consultation processes that reflect the values of their communities.

7. *Natural Person Powers:*

We remain unwavering in our commitment that there is no need for a *Natural Person Powers Regulation* and thus are very pleased to see that the *Regulatory Review Committee* and *Government* have listened to the voices of our Members.

8. *Establishment of Separate School Districts:*

Our Association was very pleased to be part of the negotiation between ourselves, representatives from the Alberta Catholic School Trustees Association (ACSTA) and Alberta Education, which resulted in the creation of the Framework for Establishing a Separate School District in Alberta (attached). It continues to be our understanding and belief that the foundational intention of the Framework and policy shift, is to replace an antiquated process of 4 x 4 expansion with a more modern and transparent process that enables a greater level of transparency and community engagement. Our Association will provide you with our feedback regarding the *Establishment of Separate School Districts Regulation* under a separate letter.



Thank you Minister Dirks, for involving the Public School Boards' Association of Alberta throughout the *Education Act* and *Regulation* development process. As the locally elected representatives for the diverse communities we serve, our Members welcome every opportunity to effectively communicate with and continue to engage our communities in shaping the future of Public Education for the children within our collective care.

Sincerely,



Arlene Hrynyk, President
Public School Boards' Association of Alberta

cc: Hon. Maureen Kubinec, Chair, Regulatory Review Committee
MLA Christine Cusanelli, Regulatory Review Committee
MLA Matt Jeneroux, Regulatory Review Committee
MLA Linda Johnson, Regulatory Review Committee
Helen Cleese, President, Alberta School Boards Association
Tony Sykora, President, Alberta Catholic School Trustees' Association
Chantal Monfette, President, Fédération des Conseils Scolaires Francophones de l'Alberta
Executive Committee, Public School Boards' Association of Alberta
Member Board Chairs, Public School Boards' Association of Alberta
Public School Boards Council Representatives, Public School Boards' Association of Alberta
Mary Lynne R. Campbell, Executive Director, Public School Boards' Association of Alberta

Attachments (2)



Public School Boards'
Association of Alberta

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Home Education Policy Statement

The Public School Boards' Association of Alberta believes that Public School Education is the first choice for Alberta's children. In those circumstances where parents / guardians choose to access a Home Education Program, the Association believes that the student(s) must be registered in a Home Education Program provided by a Public School Jurisdiction.

Where parents / guardians choose to access programming from a private or independent service provider, Alberta Education Regulations governing Home Education Programs must provide for the protection of the educational, social, emotional well-being of students, so as to ensure that all students have access to a quality educational program.

The Association also believes that the following principles must be enshrined in Regulation(s) which govern all Home Education Programs:

Program Requirements

All Home Education Programs must:

- follow the Alberta Education Program Guide, Programs of Study, and Curriculum without exception;
- align with the Public School Jurisdiction's policies related to *programming / student assessment and evaluation / reporting student progress*. If the Home Education Program is not delivered by a Public School Jurisdiction, then the Program must align with the policies of the Public School Jurisdiction in which the student is a resident;
- meet the requirements of the *Education Act* including the provisions within *Section 16 Diversity and Respect*; and
- provide the parent/guardian with copies of the Alberta Education Regulation(s) and resident Public School Jurisdiction related policies.

Student Evaluation and Assessment

All Home Education Programs must:

- ensure student participation in the Provincial Achievement and Diploma Exam programs. The only exception to student participation is that which is defined by the Alberta Education regarding Student Exemption from provincial exams;
- ensure that Home Education provincial achievement results are not included in the Public School Jurisdiction results, but are reported by Alberta Education as a separate cohort;
- ensure that students enrolled in grades other than those for which Provincial Achievement / Diploma Exams exist, write final examinations provided by Alberta Education and supervised by the resident Public Board; and
- ensure that all examinations are written under the direct supervision of a certified teacher.



Public School Boards'
Association of Alberta

GUIDING PRINCIPLES

Private / Independent Service Providers

All Home Education providers receiving public funds in support of Home Education Programs must:

- provide Alberta Education with a detailed report which clearly accounts for the expenditure of those dollars;
- account to Alberta Education for dollars given to parents / guardians for whom English is not the spoken or first language;
- adhere to Alberta Education requirements to ensure that parents/guardians for whom English is not a spoken or first language have support available to ensure that they are able to make an informed decision; and
- on 30 September each year, provide the Resident Public School Board with a list of students whom have registered for a Home Education Program.

Alberta Education

Alberta Education must:

- establish requirements which will ensure that parents / guardians for whom English is not a spoken or first language have access to supports to ensure they are able to make informed consent on behalf of their child(ren);
- closely monitor all Home Education Programs to ensure that all legislated and regulatory requirements are being met by private and independent service providers;
- ensure that Home Education provincial achievement results are not included in the Public School Jurisdiction results, but are reported by Alberta Education as a separate cohort;
- collaborate with and support Public School Jurisdictions in ensuring that all Home Education students have access to a quality Home Education Program; and
- ensure that students under the age of 17, whom are employed are also enrolled in and are receiving a quality educational program that aligns with the Education Act, Regulations and all relevant Alberta Education policies.



Framework for Establishing a Separate School District in Alberta

Electors **initiate** a desire to establish a separate school district.

- An elector(s) (petitioners) of the minority faith initiate conversation with the ministry and/or applicable separate school district to gain an understanding of the separate school district establishment process.

Communication to the ministry, operating separate school district in the region, affected public school district and municipality.

- The petitioner(s) in writing, advise the ministry of their intent to proceed with the establishment process and provide a copy to the affected operating separate school district, public school district and municipalities.

Defining the geographical area for establishment.

- Petitioner(s) organize a meeting with the separate school district and public school district to discuss the geographic area for establishment and notify the separate school district and public school district, in writing, of the meeting date, time, and location.
- The separate school district and public school district must appoint a representative to attend the meeting.
- If the petitioner(s), the separate school district and the public school district, within the timelines set out in the legislation, agree on a geographic area for establishment that meets the requisite criteria, they must notify the Minister in writing, in a form acceptable to the Minister.
- The Minister may, if he is satisfied that the criteria have been met, confirm that the geographical area for establishment be the agreed upon geographical area.
- If the petitioner(s), separate school district and public school district are unable to agree on a geographic area for establishment or the Minister is not satisfied that the criteria have been met, the legislation will define the area based on historical 4x4 public school districts contiguous with the petitioners' resident historical 4x4 public school district lands.
- The ministry will provide the legal land descriptions to all involved.

Electors conduct **census** (possibly new process to determine if in the minority).

- One census will be taken in the geographical area for establishment.
- A census method will be addressed through ministry policy, rather than legislation, and may involve a more modernized process (mailing, telephone, municipal census data, Federal census data).

If in the minority faith, the electors **petition** the Minister, in the prescribed form, to establish a separate school district.

- A minimum of three electors are required to petition the Minister.
- A copy of the petition must be forwarded to the public and separate school districts affected.

A public information meeting is held to **engage the community** in a discussion regarding the establishment of a separate school district.

- Representatives of the affected parties organize a public information meeting in the community.
- Advertise in local newspaper the date, time and location of the meeting.
- Public and separate boards are given the opportunity to attend and present at meeting.

Minority faith exercise their right by way of a **vote**.

- This vote must be separate from the information meeting.
- There must be a vote of the separate school electors only.
- The vote would be run as a general election, as described in the *Local Authorities Election Act*.
- 25% of the number of eligible minority faith electors identified in the petition must vote to meet quorum.
- Majority required for the vote outcome to be effective will be set at 50% plus 1.

Minister **establishes** separate school district by ministerial order.

- The returning officer, within 10 days from the vote date, sends the Minister information supporting the establishment.
- A completion deadline date (end of February) will be prescribed in legislation for establishments to be effective for the next school year.
- The Minister shall establish the separate school district if all the criteria have been met and the vote is in favour.