



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, February 24, 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 (2015/01/27)**
7. **REPORTS**
 - 7.1. **Chair's Report**
 - 7.2. **Board Committees**
 - 7.3. **Board Representatives to External Organizations**
 - 7.4. **Administration Reports**
8. **NEW BUSINESS**
 - 8.1. **Action Items**
 - 8.1.1. **Field Studies Excursion to Nicaragua(Strathmore High School)**
 - 8.1.2. **Field Studies Excursion to Washington(Strathmore High School)**
 - 8.1.3. **Budget Process**
 - 8.1.4. **Calendar for 2015/16**

B.Daverne

B.Daverne

T.Sabir

B.Daverne

8.1.5. **Sequoia Outreach School Closure**

B.Daverne

8.1.6. **Trochu Outreach School Closure**

B.Daverne

8.2. **Information Items**

8.2.1. **Monthly Enrolment Monitoring Report**

T.Sabir

8.2.2. **Transportation Monitoring Report**

T.Sabir

8.2.3. **Administrative Procedure 411-Job Sharing-Teachers**

W. Miskiman

9. **School Monitoring Reports**

9.1. **Westmount and Trinity Christian Academy**

10. **ADJOURNMENT**



MINUTES

Golden Hills School Division No. 75

Regular Meeting of the Board of Trustees

Meeting Type : REGULAR BOARD MEETING

Date : Tuesday, January 27, 2015

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

f) Secretary/Treasurer

- Tahra Sabir

g) Recording Secretary

- Kristy Polet

h) Absent

- Wes Miskiman

Call to Order

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

In Camera**Resolution #BD20150127.1001**

MOVED by Trustee Bazant that the Board of Trustees go In Camera at 9:37 a.m. to discuss legal issues.

Carried

Resolution #BD20150127.1002

MOVED by Trustee Nielsen that the Board of Trustees rise from In Camera at 10:28 a.m.

Carried

BREAK

Recessed at 10:30 a.m.

Reconvene at 10:41 a.m.

Approval Of Agenda**Resolution #BD20150127.1003**

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

Carried

Presentation of Minutes**Resolution #BD20150127.1004**

MOVED by Trustee Larsen that the Board of Trustees approve the minutes of December 16, 2014 Regular meeting as presented.

Carried

**Chair's Report
(REPORTS)**

Chair Price reported on the following items:

- Discussed meetings attended:
 - Two Town of Strathmore meetings regarding potential school sites.
 - Discussed County of Wheatland meeting potential partnership opportunities for some of the recreational facilities that could be part of Strathmore school projects.
- On behalf of Chair Price, Superintendent Daverne and Trustee Tucker reported on the Zone 5 Meeting held on January 26, 2015 by Honorable G. Dirks for Rural School Boards, 6 Boards were in attendance. Two key topics covered were; 1)Inspiring Education and 2)Transportation, POM and IMR.
- Honorable G. Dirks was very receptive and engaged with all the information that was shared.
- Three questions asked of each school board were:
 1. Give examples of how you are moving forward with the Inspiring Education agenda?
 2. Give a brief review of two key challenges you are facing?
 3. Provide your perspective regarding Grade 12 diploma exam weights?

**Board Committees
(REPORTS)**

No information to report on at this time.

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

Trustee Bazant reported on the ASBA (Alberta School Boards Association) Zone 5 Meeting held January 9, 2015:

- Correspondence pertaining to the Zone 5 meeting was distributed to all Trustees.
- Reminder: Deadline for the 2015 Language Teacher Bursary is February 10, 2015.
- Craig Kielburger, co-founder of Free the Children and organizer of We Day, will be the keynote speaker at ASBA's Spring General Meeting.
- Discussed the 14 steps to "Reimagining School Board Governance."
- Discussed RREC (Regional Recreational Enhancement Committee) meeting attended by Trustee Bazant.

**Administration
Reports**
(REPORTS)

Associate Superintendent Jordan presented information on the following topics:

- Discussed upcoming conferences;
 - Rural Education Symposium March 1-3, 2015 being held in Canmore, AB
 - IDEAS Conference being held at the University of Calgary.

Secretary-Treasurer Sabir presented information on the following topics:

- Transportation - streamlining communication by using Synrevoice - School Connects Program.
- Discussed moving staff and students back to the New "Modernized" Trochu Valley School.
- Status of Capital Projects:
 - Construction to commence in Spring for East Wheatland School
 - PCA Modernization tendered in February.
 - Wheatland School modular available for occupancy soon.
 - CMJH (Crowther Memorial Jr. High) will be receiving for five new replacement modulars and one new washroom modular.

Superintendent Daverne presented information on the following topics:

- The future of Sequoia Outreach and Trochu Outreach programs.
 - Sequoia Outreach will be transitioned over to Siksika Board of Education.
 - Trochu Outreach Program will be relocated to the Trochu School for the start of September 2015.
- PCA Modernization and the relocation of the students into the Trochu Valley School. A letter will be sent home to all parents to explain this process.
- New this year, Wheatland Elementary will be offering Pre-Kindergarten Program. Currently, Trinity Christian Academy, Carseland Elementary, Westmount and Brentwood already offer a Pre-Kindergarten Program.
- Associate Superintendent Jordan and Associate Superintendent Miskiman have been attending recruitment fairs.
- Staffing Request/Intention Forms have been sent out to all Golden Hills School Division No. 75 employees.
- "New" Kindergarten Ad is in our local papers and on Golden Hills Division website.
- 2014/2015 School Calendar - collecting feed back for the 2015/2016 Calendar.
- Transition from SchoolLogic to PowerSchool, professional development for staff for PowerSchool is ongoing.

BREAK

Recessed at 12:10 p.m.

Reconvene at 1:08 p.m.

**Request for Name
Change for New
Springvale School**
(Action Items)

Resolution #BD20150127.1005

MOVED by Trustee Larsen that the Board of Trustees approves the name change, effective August 1, 2015 for New Springvale School to Sandhills School as requested.

Carried

Resolution #BD20150127.1006

MOVED by Trustee Nielsen that the Board of Trustees approve the salary grids for *Exempt School-Based Support Staff* and *Exempt Other Support Staff* effective September 1, 2014 as recommended in Schedule A and B, dated January 27, 2015.

Carried

**First Quarter
Financial Report
(Sept/Oct/Nov)**
(Information Items)

Secretary-Treasurer Sabir presented information on the First Quarterly Report (Sept/Oct/Nov 2014).

RCSD Monitoring Report

(Information Items)

Associate Superintendent Jordan presented information on the Regional Collaborative Service Delivery (RCSD) Monitoring Report.

Inclusive Education Monitoring Report

(Information Items)

Associate Superintendent Jordan presented information on the Inclusive Education Monitoring Report.

International Services Monitoring Report

(Information Items)

Associate Superintendent Jordan presented information on the International Program Monitoring Report.

Monthly Enrolment Monitoring Report

(Information Items)

Secretary-Treasurer Sabir presented information on the Monthly Enrolment Report.

Field Studies Excursion(Crowther Memorial Jr. High)

(Information Items)

Superintendent Daverne presented information on the Field Studies/Excursion to Eastern Canada for Crowther Memorial Jr. High.

Inclement Weather AP 131

(Information Items)

Superintendent Daverne presented information on the AP 131, *Emergency Closing of Schools/Inclement Weather* for information.

BREAK

Recessed at 2:50 p.m.

Reconvene at 3:05 p.m.

Draft Education Act Regulations

(Information Items)

Superintendent Daverne presented information on the Draft Education Act Regulations.

Resolution #BD20150127.1007

MOVED by Trustee Bazant that Superintendent Daverne draft a response on behalf of the Golden Hills School Division No.75 Board of Trustees to provide input for the *Draft Regulations* for the *Education Act*.

Carried

ADJOURNMENT

Resolution #BD20150127.1008

MOVED by Trustee Larsen that the meeting adjourn at 3:45 p.m.

Carried

Chair

Secretary-Treasurer



FIELD TRIP STUDIES/STUDENT EXCURSION Strathmore High School

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

February 24, 2015

Background:

Strathmore High School requests permission, in accordance with Administrative Procedure 260 and Board Policy 2, for an international high school field trip to Nicaragua from March 25 to April 3, 2016. The trip will involve approximately 10 or 12 high school students and because this trip is during the Spring Break the students will miss no school.

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

Recommendation:

That the Board of Trustees approves the proposed high school field studies/excursion for Strathmore High School to Nicaragua from March 26, 2016 – April 3, 2016 subject to advisory notices from Foreign Affairs and International Trade Canada website http://www.voyage.gc.ca/countries_pays/updates_mise-a-jour-eng.asp such that if a travel warning is issued prior to the trip and not rescinded before the departure date, the trip will be cancelled and parents must be advised that this will be the case.

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

Bevan Daverne
Superintendent of Schools

**Strathmore High School
Nicaragua
March 25 – April 3, 2016**

Day 1 March 25	Day 2 March 26	Days 3-7 March 27, 28, 29, 30, 31	Day 8 April 1
Arrive in Managua Meet Field Director at the airport and travel to accommodations.	Granada Travel to Granada for a guided sightseeing tour of this 16 th century city. Travel to a nearby indigenous community where service work will take place. Meet with locals and attend a group orientation.	Service Project – Free the Children Community Will work closely with Free the Children to better understand the local challenges. Each morning students will begin their service project in a nearby village. Each afternoon they will be immersed in cultural activities. Each evening students will discuss events as a group about the day's work and relevant global issues.	Travel to Managua. Depart for home

NOTE:

- The 8 Day Itinerary will become more defined closer to the date of departure.



FIELD TRIP STUDIES/STUDENT EXCURSION Strathmore High School

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

February 24, 2015

Background:

Strathmore High School requests permission, in accordance with Administrative Procedure 260 and Board Policy 2, for an International High school field trip to Washington D.C. from April 25, 2015 – May 1, 2015. The trip will involve 13 or 14 students from the Special Projects 15 class. The students will miss 5 days of school.

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

Students will participate in twelve evening study sessions before the trip. The program's objectives are to promote tolerance and sensitize youth to the consequences of racism through a specially designed education program from The Asper Foundation in Winnipeg. The program includes 20 hours of educational sessions that will examine the Holocaust from various perspectives and extend the discussion to contemporary human rights issues. Students will also attend two religious events as well. The total hours will be 24 hours (see the attached schedule). Once the education portion is complete participants will travel to Washington, D.C. where they will have the opportunity to visit the renowned United States Holocaust Memorial Museum. This program has other educational and social components: an opportunity to see Washington, important monuments and museums and an opportunity to meet and network with other students from Western Canada.

Recommendation:

That the Board of Trustees approves the proposed high school field studies/excursion for Strathmore High School to Washington D. C. from April 25, 2015 – May 1, 2015 subject to advisory notices from Foreign Affairs and International Trade Canada website http://www.voyage.gc.ca/countries_pays/updates_mise-a-jour-eng.asp such that if a travel warning is issued prior to the trip and not rescinded before the departure date, the trip will be cancelled and parents must be advised that this will be the case.

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

Bevan Daverne
Superintendent of Schools

CALGARY ITINERARY 2014
Federation – 33

SUNDAY, April 26	MONDAY, April 27	TUESDAY, April 28	WEDNESDAY April 29	THURSDAY, April 30	FRIDAY MAY May 1
Flight departs Calgary at 8:15 am. Delta # 5802 Fly through Minneapolis. Depart Minneapolis at 1:04 pm Delta # 2090	8:30am Breakfast at hotel 9:30 am bus to Holocaust Museum 10:00 am: USHMM permanent exhibits	Breakfast at hotel 8:30am South Ballroom 9:00am bus to National Mall	Breakfast at hotel 7:30 am South Ballroom	Breakfast at 8:30 am. 9:30 am. Bus departs to Arlington Cemetery 10:00 am Tour of Arlington Cemetery.	5:45 am Load bus 6:30 am Depart for Airport Bagged breakfast provided
Arrive at Reagan National @ 4:21 pm Baggage pick up	1:00 PM Lunch outdoors	12:30 pm – Bagged lunch outdoors	8:30 am bus pick up 9:00 am Newseum	Bus pick up at 11:30 am to National Portrait Gallery	Bus heads straight to airport.
Bus picks up at airport departs immediately for the hotel. Go directly hotel for check in at Hotel: Sheraton Hotel, Arlington, VA	1:30 pm Holocaust Museum – non- Permanent Exhibits 3:45 pm – Myerhoff Theatre to hear Survivor	1:30 pm Air & Space Museum, Museum of Art, Museum of Natural History,	11:45 am Group Photo at Canadian Embassy. 12:15 pm – bus pick up to Baseball Stadium 1:00 pm – Baseball game Lunch at the stadium	Bus pick up at 12:30 pm to National Mall	Check in for Delta #2063 which departs at 8:40 am
5:30pm Dinner at hotel 6:45 pm Icebreakers 7:45 pm Meet with Students for short ceremony 8:15 pm – snacks in South Ballroom	5:15 pm bus back to Sheraton 6:00pm dinner at hotel 7:15 pm bus to Kennedy Center for theatre performance	4:30pm bus pick up @ American History (Madison & 14 th), mall side to hotel	4:00 pm Bus pick up back to hotel 6:00 pm Bus pick up to Pentagon City Mall 6:30 pm – Dinner in groups	12:15 pm Lunch at the National Mall 1:00 pm Tour Monuments Bus pick up at 5:00 pm To hotel	Flight arrives in Minneapolis at 10:23 am
10:30 pm – Students in rooms 11:00pm Lights out 11:15pm Chaperone mtg.	10:00pm bus back to hotel 10:30 pm Snacks in South Ballroom 11:00pm Lights out	5:30 pm dinner at hotel 6:30 SEGL Presentation 8:00pm D.C. Tour by Night 10:00 back to hotel/10:30pm Snacks in S. Ballroom 11:00pm Lights out	8:30 pm Bus returns to the hotel 9:00 pm Swimming or Free time 10:00 pm Students in their rooms 10:30 pm Lights out	6:00pm – Change and rest 7:00 pm bus to Georgetown 7:30 pm Dinner and Free time in Georgetown 9:00 pm Back to Hotel 9:30: Pack 11:00 pm Lights out.	Depart Minneapolis at 11:25 am Delta Flight # 4500 Arrive in Calgary at 1:30 pm Home to have lunch and sleep! ☺



BUDGET DEVELOPMENT PRINCIPLES and PROCESS

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

February 24, 2015

Background:

In accordance to the School Act S. 147 (2)(b) the Board of Trustees is required to submit to the Minister an annual budget for the fiscal year beginning September 1, 2015.

A budget is a process to achieve the vision and mission of Golden Hills. The financial goals and future of financial resources are aligned to the path of the Board's vision and mission. Quarterly reports are provided to the Board to monitor income and expenditures and evaluate progress to achieve the goals in the Education Plan.

The Board's most significant policy decision is the budget as it directs the resources of the division to achieve the Board's objectives and ensure a balanced budget. The Board of Trustees sets the policy and direction for the school division by which administration develops key budget assumptions.

Current budget guidelines are as follows:

1. The budget will be a balanced budget (may include restricted reserves).
2. Enveloped revenues will balance expenditures within the envelope.
3. The budget process is open and involves stakeholders.
4. The budget will address the goals identified in the Education Plan and the Priorities of Alberta Education.
5. Resources will be allocated to provide equitable and fair opportunity for each student to receive a quality education program.
6. The budget is guided by principles of transparency and public accountability for the use of resources and the results achieved.
7. The budget will reflect appropriate reserves that ensure financial health and meet encumbrances.

The above principles have resulted in fiscal success in recent years as the Division has ended the five most recent fiscal years with reserves, thereby significantly improving the Division's financial health. Continuing with these principles will help the Division to maintain financial health in the future. As a result, to ensure sustainable initiatives, Golden Hills may choose to access accumulated operating reserves. Accessing these reserves will offset an operational deficit for the current budget year.

Proposed Planning Dates	Action	Responsible
February	Approve Process, Budget Principles, Priorities & Assumptions	Board
March	Budget Announcement Late March	Minister of Education
March - April	Budget Review and Gather Information about: <ul style="list-style-type: none"> • Global Challenges • Budget Challenges by Envelope • Analysis of Demographics <ul style="list-style-type: none"> -enrolment estimates • Provincial Grants • Expenditure Estimates <ul style="list-style-type: none"> -salary and cost benefits 	Executive Team
March-May	Budget Development Stage <ul style="list-style-type: none"> • Budget Allocations • Expenditure Decisions 	Administrators and Managers
February -May	Budget Consultation <ul style="list-style-type: none"> - Where are we Now? - Where are we Going? - Where do we want to Go? 	Board Executive Team Administrators Stakeholders
April	Draft to Board	Executive Team
May	Education Plan and Budget Approval	Board

Recommendation:

That the Board of Trustees adopts the Budgeting Principles and a timeline for the 2015-2016 fiscal year subject to a potential review following a provincial budget announcement.

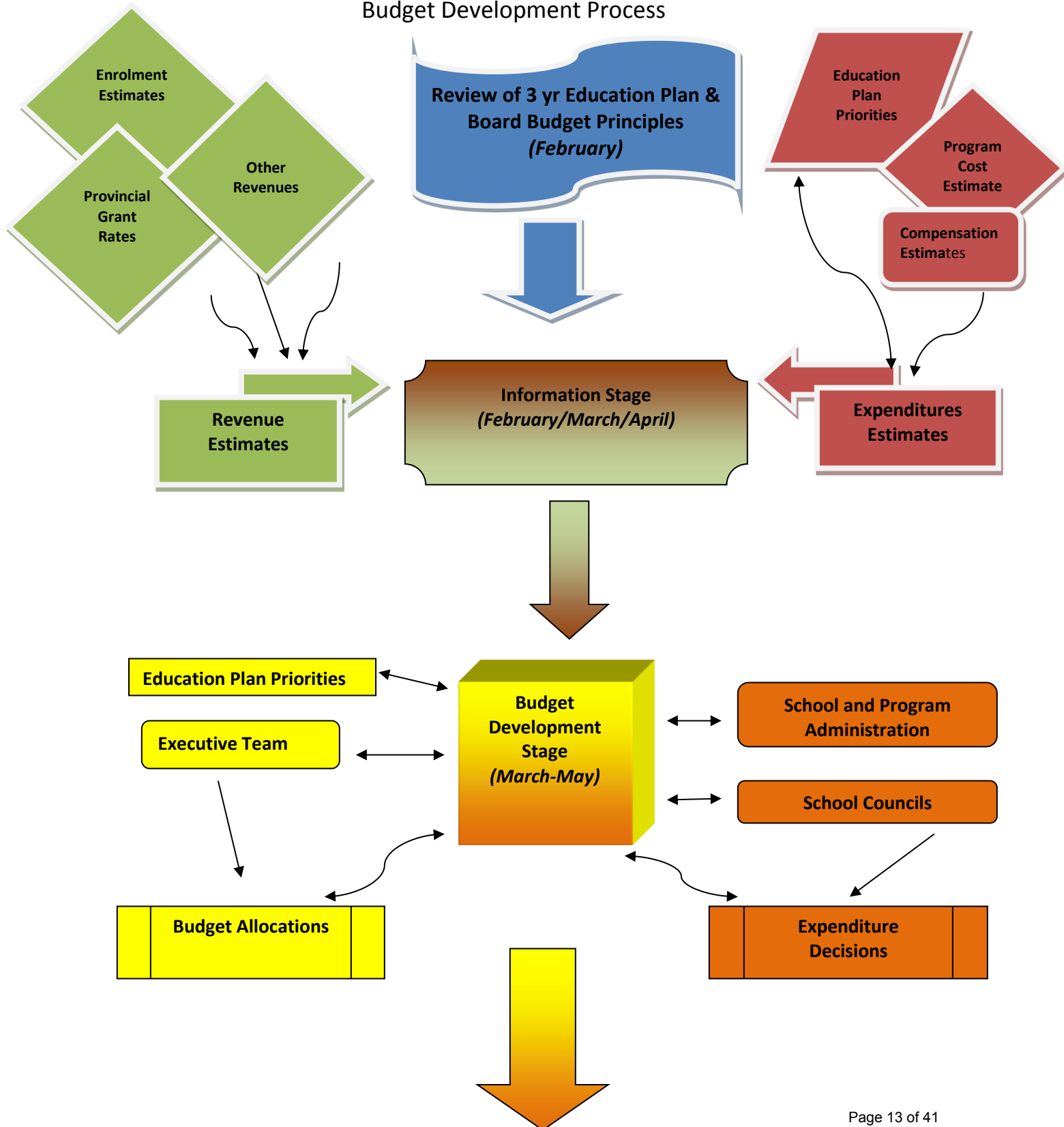


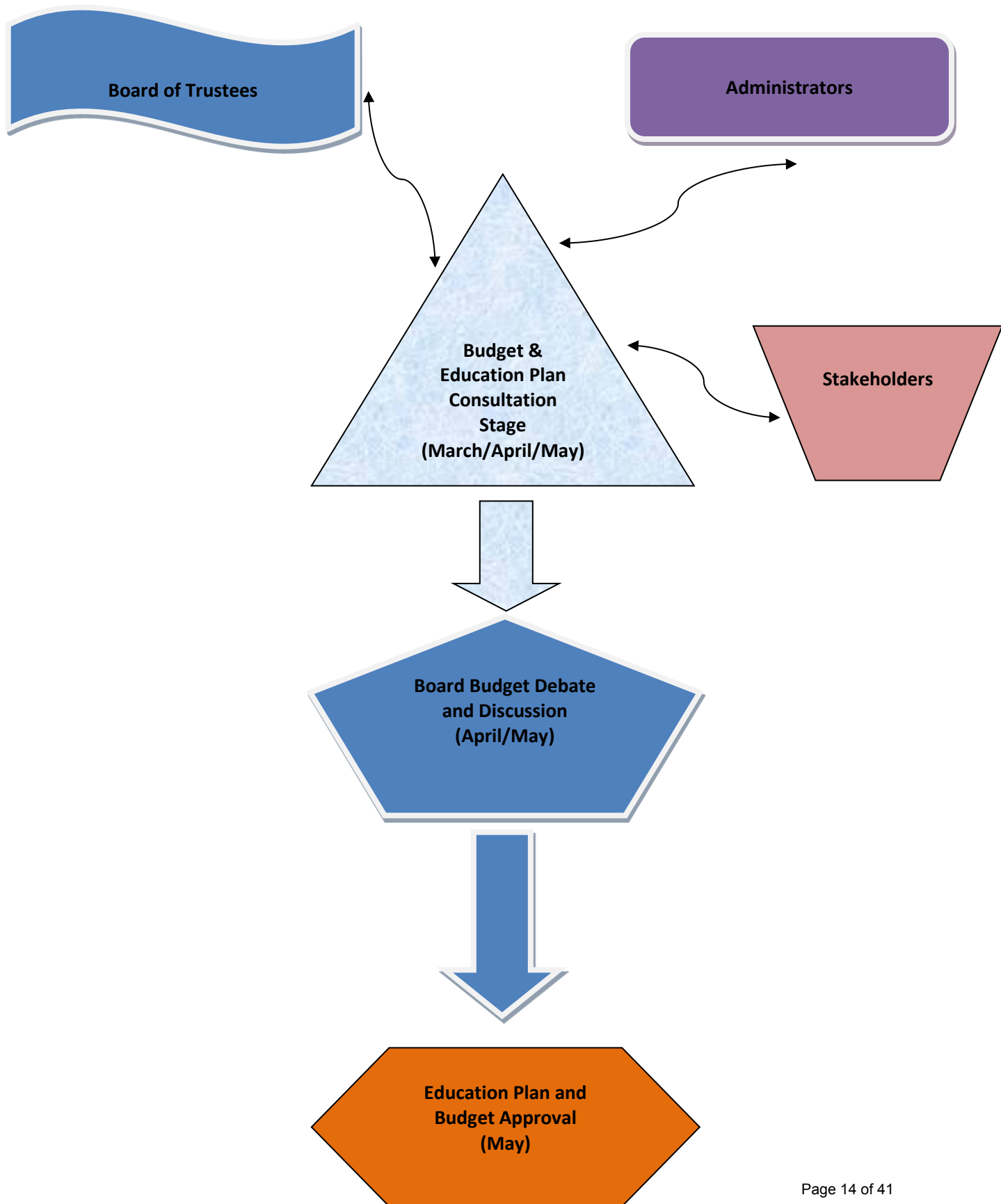
Bevan Daverne
Superintendent



Tahra Sabir
Secretary-Treasurer

Golden Hills School Division No. 75 Budget Development Process







CALENDAR 2015/16

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

February 24, 2015

Background:

In accordance with Administrative Procedure 130, *School Year and School Day*, the Board shall approve all school year calendars. The criteria for the development of this calendar is established through this same Administrative Procedure.

Over the past number of years parents have suggested changes to the school year calendar. As a district we have also experienced increased pressure to provide more collaborative time for staff in order to facilitate work towards our Educational Plan goals. After a series of consultations with school administration, staff and school councils, a pilot calendar for the 2015/2016 and 2016/2017 (on hold for further feedback) school years have been developed for the Board's consideration.

Context for parents for this proposed change:

- We have had parent feedback over the past few years about specific concerns on our current calendar:
 - Parents are uncomfortable with an August school start for their children
 - Parents do not like having to come back to school for two days during Family day week
 - We get mixed feedback in regard to an Easter holiday vs spring break

Context for teachers for this proposed change:

- We have some challenges with our existing calendar for teachers:
 - Teachers do not work the same way as they did 20 years ago. Then, they planned alone, taught alone and their classroom was separate from every other classroom. Today, they plan together, they develop common assessments and share best practices between classrooms – they need to be much more connected to be effective.
 - We need more collaborative time for teachers to be able to accomplish this. The option of substitute teachers for release time is not the preferred solution from the perspectives of the school, the teachers or the parents.
 - Our recent C2 committee survey results indicated in addition to instructional coach support, teachers would appreciate more time to collaborate on district and school initiatives with their peers.

We have considered a calendar that would work for us in [this](#) new educational reality and also be appreciated by parents and responsive to feedback we have received from all stakeholders.

Proposed criteria for developing these pilot calendars:

- This is a continued pilot calendar for the 2015/16 and 2016/17 school years
- No reduction in annual instructional hours for students
- Students do not start school before September 1
- Same Christmas vacation
- Family day week is now a week off for students
- Easter holiday is still scheduled but may be under consideration to look at a spring break in future years based on additional feedback
- Continue a maximum of 177 Instructional Days and have 4 collaborative days (all still work days for staff)
- We will continue to add about 8-10 minutes on to the instructional day.

Provincial context

- Over the last few years, more than half of school districts in the province have made calendar adjustments in order to accommodate collaborative days to support staff capacity building and the success of district goals.
- To date, districts that have made this adjustment have reported positive feedback.

Additional considerations

- The attached proposed pilot calendar is exceptional in regard to our existing calendar criteria.
 - Our current AP 130 indicates that a calendar shall be submitted for Board approval at least 6 months in advance
 - Our current AP 130 indicates that a calendar shall include 181 instructional days
- There has been significant school administration and staff consultation as well as sharing and feedback from parents. More significant staff feedback regarding the Collaborative days is available.

Recommendation:

That the Board of Trustees approves the proposed School Year Calendars for 2015-16 and 2016-17 as a pilot for those school years.



Bevan Daverne
Superintendent of Schools

Golden Hills School Division No. 75
2015 – 2016 SCHOOL YEAR DRAFT – Division Office Use Only

AUGUST 2015							SEPTEMBER 2015							OCTOBER 2015						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1→	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25+	26	18	19	20	21	22	23	24
23	24	25	26	27▲	28♥	29	27	28	29	30				25	26	27	28	29	30♥	31
30	31▲																			

NOVEMBER 2015							DECEMBER 2015							JANUARY 2016						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7			1	2	3	4	5						1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16)	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13T	14T	15T	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19T	20T	21T	22T	23
29	30						27	28	29	30	31			24/31	25T	26T	27T	28T	29+	30

FEBRUARY 2016							MARCH 2016							APRIL 2016						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1→	2	3	4	5	6			1	2	3	4)	5						1	2
7	8	9	10	11	12	13	6	7	8	9	10	11	12	3	4	5	6T	7T	8T	9
14	15	16	17♥	18♦	19♦	20	13	14	15	16	17	18♥	19	10	11T	12T	13T	14	15	16
21	22	23	24	25	26	27	20	21	22	23	24	25	26	17	18	19	20	21	22	23
28	29						27	28	29	30	31			24	25	26	27	28	29	30

MAY 2016							JUNE 2016							JULY 2016						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6+	7				1	2	3	4						1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13T	14T	15T	16T	17T	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20T	21	22T	23T	24T	25	17	18	19	20	21	22	23
29	30	31					26	27T	28T	29	30▲			24/31	25	26	27	28	29	30

Student Instructional Days				Instructional 177				Day in lieu of Parent/Teacher Interview					
Aug	0	Feb.	15					Organizational Professional				▲	3
Sept	19	March	16	School Instructional Time:				Teachers' Convention				♦	2
Oct.	19	April	19	Elementary – Minimum – 960 hours				Professional Development				+	3
Nov.	18	May	19	(Provincial Requirement – 950 hours)				Collaborative P.D				♥	4
Dec.	13	June	20	Junior High – Minimum – 1010 hours				School Closure				■	8
Jan.	19			(Provincial Requirement – 950 hours)									
				Senior High – Minimum – 1010 hours				Diploma Exam Days				T	
				(Provincial Requirement – 1000 hours)				First Day of Semester				→	
Total	88	Total	89										

****Recommended Parent/Teacher Interview Day – Alternate day may be designated January 6, 2015 DRAFT – office use only**

Golden Hills School Division No. 75
2016 - 2017 SCHOOL YEAR DRAFT - Division Office Use Only (on hold for further feedback)

AUGUST 2016							SEPTEMBER 2016							OCTOBER 2016						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23+	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
														30	31					

NOVEMBER 2016							DECEMBER 2016							JANUARY 2017						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30	31+				

FEBRUARY 2017							MARCH 2017							APRIL 2017						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4				1	2	3	4							1
5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28					26	27	28	29	30	31		23/30	24	25	26	27	28	29

MAY 2017							JUNE 2017							JULY 2017						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5+	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23/30	24/31	25	26	27	28	29

Student Instructional Days				Instructional 177				Day in lieu of Parent/Teacher Interview			
Aug	0	Feb.	14	Non-Instructional 14				Organizational Professional			
Sept	20	March	20	School Instructional Time: Elementary – Minimum - 960 hours (Provincial Requirement – 950 hours)				Teachers' Convention			
Oct.	18	April	14					Professional Development			
Nov.	19	May	20					Collaborative P.D			
Dec.	16	June	20					School Closure			
Jan.	16			Senior High – Minimum – 1010 hours (Provincial Requirement – 1000 hours)							
								Diploma Exam Days			
								First Day of Semester			
Total	89	Total	88								

****Recommended Parent/Teacher Interview Day – Alternate day may be designated**

2016-2017 Calendar -DRAFT Office Use Only



Request for Exemption of Closure Process for Sequoia Outreach School

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

February 24, 2015

Background:

Where the need exists, a School Board may operate an Outreach School outside the physical boundaries of a regular high school. Golden Hills has operated Sequoia Outreach School for the past 10 years. This program was originally developed with the intention of eventually transferring its operation to Siksika Board of Education. For the past two school years, Sequoia Outreach has operated on Siksika land in their building under a transition agreement with Golden Hills. Alberta Education has continued to support the Outreach School under this transition agreement, and our staff member has continued to work under secondment with Siksika Board of Education.

This transition agreement will terminate on August 31st of this school year and Sequoia Outreach School will be operated entirely by Siksika Board of Education. Golden Hills will no longer have any involvement. Siksika Board of Education intends to continue to operate Sequoia Outreach and continue to provide their students with access to the same supports and services

Recommendation:

That the Board of Trustees votes to consider Sequoia Outreach School for closure.

That the Board of Trustees votes to apply for an exemption to the School Closure Regulations based on the transfer and continued delivery of this program through Siksika Board of Education.

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

Bevan Daverne
Superintendent



Request for Exemption of Closure Process for Trochu Valley Outreach School

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

February 24, 2015

Background:

Where the need exists, a School Board may operate an Outreach School outside the physical boundaries of a regular high school. Golden Hills has operated Trochu Valley Outreach School for the past 16 years. In recent years, school staff and administration have made a number of observations:

- Trochu Valley Outreach has operated more and more in partnership with Trochu Valley School
- The two schools are sharing staff and working cooperatively to offer programming
- This past year, of approximately 30 students taking courses at the Outreach school, only 3 are not also registered through Trochu Valley School
- Continued delivery of programming already offered through both schools could be more easily be done by combining programs in one school building
- Due to timetabling and proximity issues, transferring the Outreach programming inside the newly renovated Trochu Valley School would improve convenience and accessibility for staff and students
- In addition to improvements in functionality of a combined programming, there are also financial efficiencies that could be realized.
- The three students and their families have been approached and are supportive of the program move

In light of these considerations, Administration is recommending a transfer of the Trochu Valley programming to within Trochu Valley School.

Recommendation:

That the Board of Trustees votes to consider Trochu Valley Outreach School for closure.

That the Board of Trustees votes to apply for an exemption to the School Closure Regulations based on the transfer and continued delivery of this program through Trochu Valley School.

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

Bevan Daverne
Superintendent



ENROLMENT BACKGROUNDER

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

February 24, 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.

Alberta Education calculates funding for Kindergarten to Grade 9 based on the full-time equivalent student count as of September 30, 2014. High school funding is based on the Credit Enrolment Units earned per student.

Information is provided on January 31, 2015 enrolment of provincially funded students, Siksika funded students and International funded students. At this time, information is not available due to program change over from SchoolLogic to PowerSchools. However, it will be available for the March 31, 2015 Board Meeting.

Recommendation:

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

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

Bevan Daverne
Superintendent

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

Tahra Sabir
Secretary-Treasurer



TRANSPORTATION MONITORING REPORT

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

Resource Persons:

Tahra Sabir, Secretary-Treasurer

Kelly-Anne McCarry, Transportation Supervisor

Susan Sturt-Gauthier, Transportation Support

February 24, 2015

REPORTING PERIOD: August 28, 2013 – August 31, 2014 and September 2, 2014 to current

OVERVIEW: Alberta Education provides funding to school boards to operate or contract transportation systems for K to Grade 12 students.

Annually, administration provides a Transportation Services Monitoring Report for information.

This report provides opportunity to consider the impact of Transportation Policy on the education of students in the jurisdiction.

SUMMARY & IMPLICATIONS:

- Safety is paramount and Golden Hills has made this a priority with success.
- Transportation Fees - It has been two and half years since Golden Hills eliminated all transportation fees (September 1, 2012).
- Future Initiatives – Continue to increase efficiency with increased flexibility to support Golden Hills' program initiatives while keeping costs within funding limits.
- Currently (2014/2015) Golden Hills operates 93% and contractors operate 7% of the bus routes. Last year (2013/2014) Golden Hills operated 82% and contractors operated 18% of the bus routes.

11%
Increase
on
Board
owned
busses

RECOMMENDATION:

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

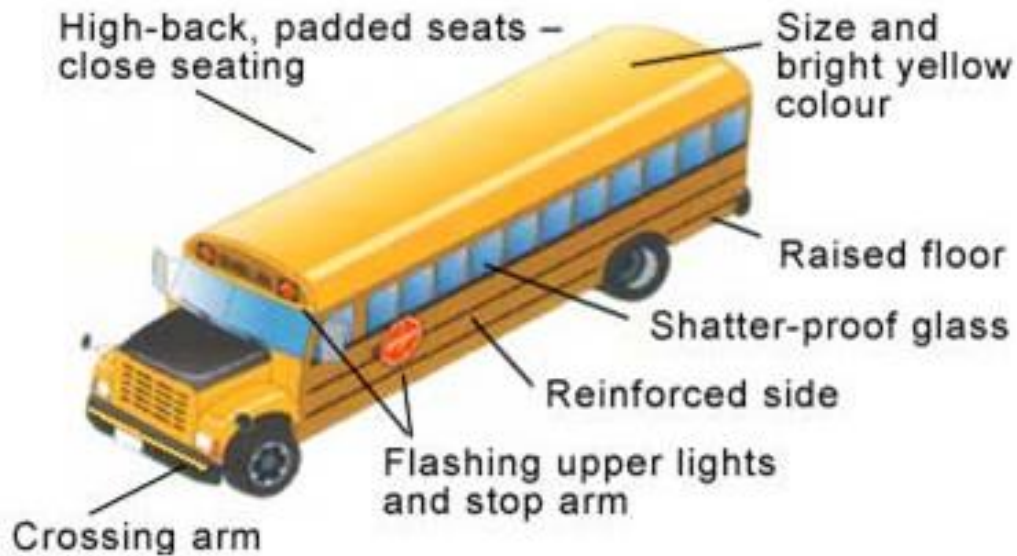
Safety - #1 Priority

Golden Hills transports over 2,700 students, 181 (13/14) & 177 (14/15) days a year over an area of 8,400 square kilometers for a total of 2,000,000 km a year. Safety of transporting students is the number one priority and continues to be successful.

Golden Hills monitors bus routes in a variety of ways which include driver and parent consultation. Golden Hills works with the bussing industry to develop a standardized route risk assessment checklist to ensure that all areas of the province are consistently applying best practices concerning the safety of routes and any modifications required due to adverse conditions such as weather, geographical

challenges, etc. This government program formalizes the procedures and standardizes the assessments for all routes in Alberta.

School Bus – Why is it one of the Safest Vehicles on the Road?



School busses are specifically designed and equipped to carry students. They are one of the only vehicles on the road with a design that maximizes safety for children. Transport Canada has an in-depth study and are continuously making improvements.

Studies have shown that seats belts, if not used properly can increase chance of head and neck injuries. Seat belts must be snug and on the upper thighs. Seat belts are problematic for younger children (because of size and body weight) on school busses as there would be a need to monitor and re-adjust seatbelts throughout a bus trip.

Features	Descriptions
Colour	Highly distinguishable yellow and black makes the school bus one of the most recognizable vehicles on the road.
Stop Indicators	Safeguards for vehicles to stop – offences come with 6 demerits and substantial fine. <i>Transportation Manager is implementing a fly-by process with the bus drivers as they are experiencing fly-bys too often.</i>
Mirrors and Crossing Arms	Strategically placed mirrors that allow the driver to see 360 degrees around the bus and the crossing arm is used so the bus driver can see the students cross the road.
Intelligent Design	<p>School busses are designed to protect passengers on the board from impact – every feature is designed to reduce the effects of collision.</p> <p>For example they have increased body strength by having a horizontal full length impact rails located at the shoulder, cushion, floor levels and lower shirt levels.</p> <p>Sheer size of bus and raised floors protect the students by having them sit above the impact zone where a car would hit a bus. School bus is designed to reduce the shock of impact with a moveable structure to absorb the energy of a collision and the bus is structured to be able to slide up 12 inches along the chassis frame.</p> <p>Also there are roll over precautions that reduce the risk of serious injury if the bus were to roll. Interior is smooth rounded shell free from sharp edges. Energy is absorbed by the entire body and not just certain areas. Emergency exits – escape hatch on the roof.</p> <p>Interior of bus uses compartmentalization, to minimize impact on students. High back with padding on front and back with absorbing material.</p> <p>Compartmentalization model is generally more favoured than the seat belt model.</p> <p>Windows are designed to be small enough so passengers do not eject out.</p>

In addition, school bus drivers are well trained to drive and deal with numerous issues.

Route Risk Assessments

Route Risk Assessments have been conducted formally by Golden Hills for the last two years. These assessments are filled out by every driver in the division and then returned to the Transportation Department. Approximately 64% of the forms returned had no issues. The other 36% were returned with concerns such as weather conditions, sight distances and traffic volumes.

In these situations Golden Hills suggested possible solutions to the bus drivers as follows:

Issue	Analysis	Recommendation
Weather – snow/rain/sleet/fog	Snow drifts	Encourage drivers to follow Inclement Weather procedure.
Sight distance	Visit location and review area	Possible options: <ul style="list-style-type: none"> • May change from gate service to yard service or vice versa; or • Installation of signs; or • Route reconfigured to change direction of travel for the bus; or • Re-locate stop to different location. • Encourage home owners to prune trees, shrubs, etc. to improve line of sight
Traffic Volume	Picking up/dropping off on busy highway	<ul style="list-style-type: none"> • Warning lights on earlier and for longer periods of time • Continually remind students to look both ways when boarding bus
Left-handed Stops	Review safety implications of left handed stops	Made changes for high traffic routes as follows: <ul style="list-style-type: none"> • Obtain permission from parents to have bus pick up student in yard, if possible • Re-route bus route to change from left handed to right handed

The bus driver route assessment is an excellent process for all drivers to reassess their route each year. One of the many benefits of this process also facilitates collaboration with the Counties. An example of this would be the request for signage (School Bus Stop Ahead Signs).



Bus Route Inclement Weather Change

In January 2015 Golden Hills implemented a updated Inclement Weather AP. This AP introduces some significant changes to how stakeholders (parents, staff, managers, administrators and senior administration) are notified of school closures and a new procedure for the decision making process.

Three levels of school closure have been introduced:

- **Green Closure Level** – Due to weather and travel conditions, some busses are not running. School is open and regular classes will be offered
- **Yellow Closure 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 Closure Level** – Due to the severe weather and travel conditions school is closed today.

Bus drivers continue to play a primary role in the decision making process as they are the first to evaluate weather conditions and decide if it is safe to transport students. If conditions are deemed to be unsafe, one driver acting on behalf of all the drivers in the area affected will call the administrator(s) of the school(s) to inform them of the decision not to run the busses. Administrators will then evaluate road conditions and weather trends and make the decision on the level of closure for their school.

If the decision is to declare either a yellow or red closure level, the administrator will call the Superintendent for approval. A green level of closure (when only some busses are not running) does not require approval.

In order to assure that the messaging to students, parents, and staff is distributed in a timely manner the decision will be made prior to 6:30 am.

Significant changes were made in how information regarding school closure is communicated to all stakeholders. Messaging consistent with the level of closure (and with the travel recommendations) will be distributed by voicemail, text or email using Synvoice to staff and parents. The message will also be posted to the social media (school/division websites, Twitter, and Facebook pages). Notice of school closure will NO LONGER be distributed by radio or television stations.

Each school will begin the process of informing parents of the change and to direct them to check social media in the event of inclement weather.

Golden Hills continues the practice of running an afternoon bus (when the weather conditions have improved significantly and it is safe to do so) if the morning bus was cancelled due to weather conditions. This has been successful since its implementation in January 2013. The majority of buses that could not run in the morning due to inclement weather ran in the afternoon. Since this is a new approach and fortunately inclement weather does not happen on a regular basis it will take some time for parents to adjust to the afternoon bus running. As a result the afternoon busses continue to have minimal numbers of students on them. However, we anticipate this to increase over time. The table below gives some basic numbers on busses that ran in the afternoon but not in the morning.

2013/14 AM Bus Cancellations	2013/14 Bus Ran in PM	2013/14 Run Cancelled PM
107	96	11

No Child Left Behind

"No child left behind" is a system that forces the driver to go to the back of the bus before it can be shut off. This prevents students from being left on a bus after a run. Currently 83% of the buses we own have the system. Through the replacement process, all of the new purchases are ordered with system included. Last year we recommended retrofitting the newer current fleet buses with a system, however we have had some challenges in finding a system that can be retrofitted properly. We are currently exploring different systems.

Budget / Financial Implications

The Chart below shows the Projected Revenue and Expenses for the Transportation Department for 2014/2015 and provides the 2013/2014 audited financial statements.

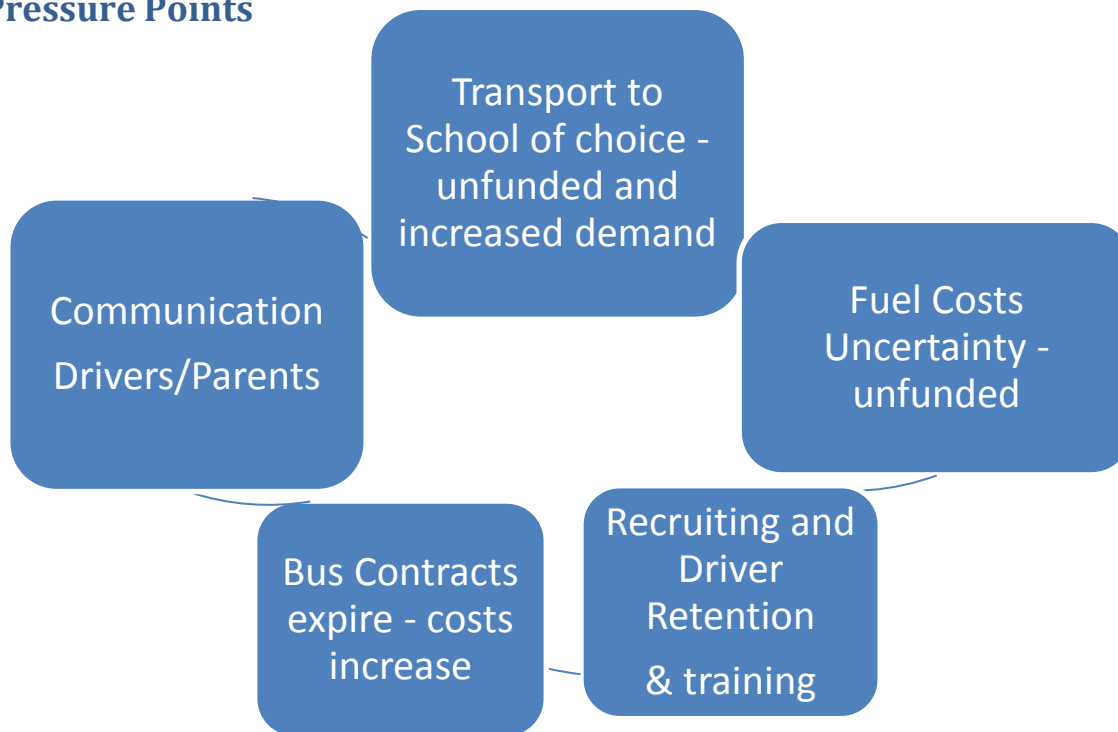
To increase efficiencies and offset the funding shortfall Golden Hills has been transitioning from contracted busses to Board owned Routes. This also allows up more flexibility. Charging parents a fee to offset the deficit unfairly shifts the burden to parents and results in a loss of enrolment and loyalty to Golden Hills.

Transportation Budget for the year ending 2014/2015

Description	Budget 2014/2015	% of Budget	AFS 2013/2014
Revenue			
Grants	\$3,753,494.00	99.5%	\$3,713,343.00
Fees/Other sales & services	\$ 20,000.00		\$25,253.00
Total Revenue	\$3,773,494.00	0.5%	\$3,738,596.00
Expenses			
Salaries and Benefits	\$1,933,784.00	47%	\$1,638,904.00
Supplies and Services	\$1,459,117.00	35%	\$1,851,770.00
Amortization	\$730,000.00	18%	\$538,325.00
Total Expenses	\$4,122,901.00	100%	\$4,028,999.00
Net Deficit	\$ - 349,407.00		\$ - 290,403.00

The transportation budget was in a deficit last year and it is budgeted to be in a deficit again this year.

Pressure Points



Fee Structure

In the past Golden Hills has relied on the transportation fees to help fund the various shortfalls. However, Golden Hills eliminated all transportation fees as of the 2012/13 school year.

Since the elimination of transportation fees, enrolment has increased significantly. Based on feedback from the public, this has been in part due to the elimination of fees, along with many other initiatives supported by the Board.

Fleet

Pursuant Administrative Procedure 555, *Bus Replacement*, it is desirable to replace buses on a timely basis for the safety and efficiency of the operation. Urban buses are replaced within 14 years and rural buses are replaced within 12 years. Golden Hills continues to ensure busses are replaced within the appropriate time periods while taking budget constraints into consideration.

Age of Bus	2014/15 Number of Buses	2014/15 Percentage of Fleet	2013/14 Number of Buses	2013/14 Number of Buses
0-2 years	42	43%	44	57%
3-5 years	22	23%	15	20%
6-10 years	17	18%	8	11%
11-17 years	16	16%	15	12%
Total	97		82	

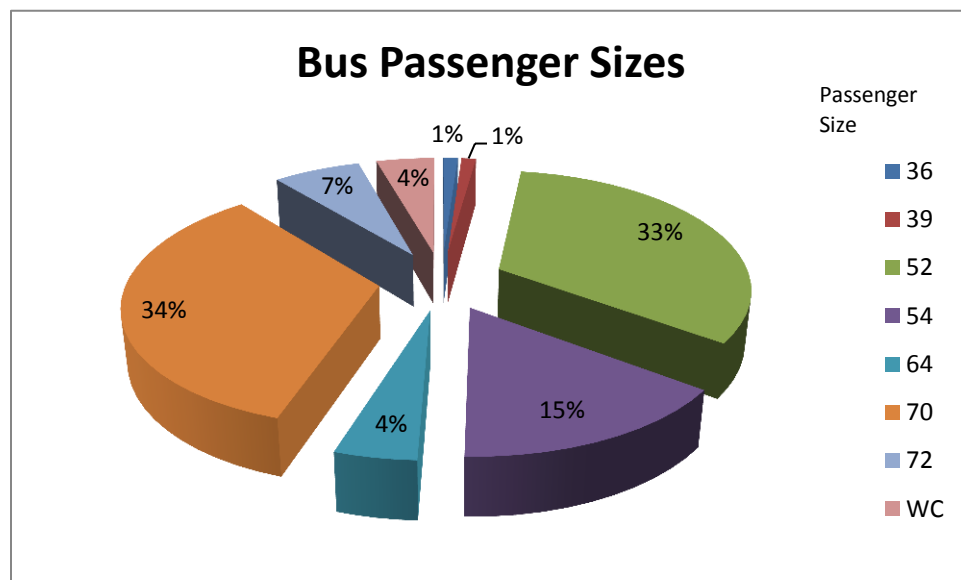
Currently Golden Hills operates 81 routes(75 Board owned and 6 Contracted), however spare busses (20%) are needed for the fleet to operate efficiently while maintaining the current levels of service. Some of the challenges are:

1. Allowing for optimal amount of wheelchair busses;
2. Having busses available for field trips that overlap regular routes; and
3. Golden Hills large geographical area. Need to ensure there are spare buses distributed throughout the division to ensure they are quickly available when needed.

Bus Size

A common public misconception is cost savings associated with bus size. Contract routes are paid by the weighted load which means GHSD pays the contractor for number of students versus the size of bus. Contractors and Divisions often choose to purchase a bigger bus to maximize their flexibility (change buses from one area to another) and efficiency (schools can hire one bus for a field trip vs. two) and effectiveness (in an emergency evacuation for either a community or school). The major cost associated with bus routes is the labour. Differential fuel, tire and insurance costs for a small or larger bus is minimal. The benefit of a larger bus is the flexibility, efficiency and effectiveness.

The table below shows the various passenger size busses Golden Hills owns.



The majority of our busses are 52 and 72 passenger sized.

Board and Contracted Route Information

Costs

- Cost per kilometer is less for Board than Contracted routes.
 - 2013/2014 Board routes cost per kilometre - 11% less
 - 2012/2013 Board routes cost per kilometre - 4% less

Number of Routes

- June 2012 - 15 contracted routes were tendered (mostly Strathmore area)
- June 2013 – 20 contracted routes were taken back by Golden Hills School Division
 - 1) Upon receipt of bids, administration prepares an analysis for each route
 - 2) Decision is made on a case by case basis
- 2014 - 8 contracted routes were taken back by Golden Hills School Division
- Table below shows how total routes have decreased due to declining enrolment and Board owned routes have increased to reduce costs and increase flexibility.

History of Routes

Year	Total Routes	Board Operated	Percent Board Operated	Contracted	Percent Contracted
2014/2015	81	75	93%	6	7%
2013/2014	79	65	82%	14	18%
2012/2013	77	43	56%	34	44%
2011/2012	74	39	53%	35	47%

Staffing

Table below shows the staffing levels (total full time equivalent) in the transportation department.

	2014/2015	2013/2014
Administration	2.6 FTE	1.6 FTE
Trades	3.6 FTE	3.6 FTE
Bus Drivers	75 FTE	65 bus drivers
Parts Person	0	.5 FTE
Shop Helper	1.0 FTE	.8 FTE
Total	82.2	71.5

Golden Hills has maintenance shops in Strathmore & Trochu.

The purpose of the transportation shops are to provide mechanical services to the board owned buses. Regular maintenance continues to be a priority to ensure safety. As per the Commercial Vehicle Program requirements, inspections are performed at a minimum of twice a year. Oil changes are performed every 5,000km or 10,000km depending on the type of engine. Currently the newer V8 and

V6 cylinder engines require an oil change every 10,000 km, however any bus older than the year 2,000 requires an oil change every 5,000 km (currently have 6).

Ridership Information

In 2014/2015 Golden Hills is transporting 2,793 funded students (2013/2014 – 2,819 students), which represents 47% (50% in 2013/2014) of our regular funded student enrolment. Alberta has approximately 600,000 students and about 50% of those students ride the bus on a daily basis.

Urban and Rural

Table below shows the distribution percentage of urban and rural funded students transported by bus for two years.

Year	Totals	Urban	Rural
2014/2015	2,793	24% (682)	76% (2,111)
2013/2014	2,819	24% (675)	76% (2,144)

The number of urban students increased and the number of rural students decreased. Both changed by a small number.

These numbers do not include Siksika and International students.

Courtesy and Choice

Courtesy rider - someone who lives less than 2.4km from their designated school and is meeting an existing route.

The Table below shows the percentage of courtesy riders who are urban and rural.

Courtesy Ridership	2014/2015	Percentage	2013/2014	Percentage
Courtesy Urban	330/682	48%	196/675	29%
Courtesy Rural	160/2,111	8%	150/2,148	7%

Courtesy Ridership increased for both urban and rural. Included in Courtesy Ridership may be choice ridership as they do not meet the 2.4 criteria to their designated school, however we would not receive any funding to transport to their school of choice even if it was greater than 2.4km.

Choice rider - someone who is meeting an existing route and is attending a school other than their designated school.

The Table below shows the percentage of choice riders who are urban and rural.

Choice Ridership	2014/2015	Percentage	2013/2014	Percentage
Choice Urban	174/682	26%	183/675	27%
Choice Rural	342/2,111	16%	292/2,144	14%

Choice ridership has increased for rural but decreased for urban. This is in line with our population trend where population is increasing in the urban areas and decreasing in the rural areas. More students are choosing our transportation system and more students are attending a school of choice.

In summary, there is additional demand to transport students for whom we do not receive any funding.

Special Needs Students

Currently Golden Hills provides transportation for 108 special needs students who are designated to programs unavailable in their attendance area. The following table breaks down the type of transportation provided. Golden Hills incurs the costs and receives the funding.

Type of Transportation	2014/2015 Number of Students	2013/2014 Number of Students
Regular School Bus	96	100
Cab or Handicap Bus	8	8
Parent Provided	4	5
Total	108	113

Riders under Agreement

Golden Hills School Division has entered into agreements with other school jurisdictions to allow students to attend a school of another school authority and to allow students who in other school jurisdictions to be enrolled in Golden Hills Schools.

The following table displays the school divisions with transportation arrangements with Golden Hills.

Golden Hills School Division 2014-2015		
School Division (to/from)	Students in GHSD but not attending	Students Attending GHSD from Other Districts
Grasslands Public Schools	24	
Palliser Regional Schools (under agreement)		7
Prairie Land Regional Division	8	13
Chinook's Edge School Division	11	21
Totals	43	41

Affect

Transportation Agreements allows Golden Hills to claim grant money for the students. Transportation grants may not cover all of the expenses, however, the offset is the claim of the education grants and stability for the students attending their school of choice. We want parents and students choosing Golden Hills.

Ride Times

Ride times have decreased over the last couple of years as per the table below:

One Way Minutes	2014/2015	2013/2014	2012/2013
75+	1%	1%	1%
61-75 minutes	9%	5%	7%
46-60 minutes	16%	18%	18%
0-45 minutes	74%	76%	74%

Decreased ride times are a result of:

- More students have moved from rural areas to urban areas; and
- More board owned runs; increased flexibility within system.

Communication and Culture

Communication and “customer service” are two areas of importance within the Transportation Department. Areas of concerns are communication with parents and students, school administration and staff, and division office staff.

With the goal of creating a cohesive and collaborative relationship between all stakeholders, improvements/enhancements are being made and will be ongoing.

Below is a table with some of the various issues and appropriate resolutions summarized.

Date	Issue	Resolution	Date Resolved
January 2015	Communcation with parents	Introduce use of Synrevoice for parent/driver/transportation department communication	Initial Testing February 2015
	Inclement Weather	Creation of new Inclement Weather AP and procedures in various areas of GHSD – communicated to drivers at staff meetings	January /February 2015
August 2014	Communication between transportation department and bus drivers	Staff meetings, introduction of GHSD email addresses for all regular drivers, establishing Driver Improvement Committee	Ongoing

Date	Issue	Resolution	Date Resolved
August 2014	Communication between transportation department and schools	Creation of “shared” passenger lists on Google Sheets, communication regarding cancelled/late bus runs	Ongoing
	Communication between bus driver’s “rolling classrooms” and school	Facilitate meetings at all schools/campuses between administrators and drivers	Ongoing
	Disbursement of accurate route/passenger information to bus drivers	Organizational meetings held in Strathmore and Trochu with drivers	Ongoing (annual)
September 2014- Ongoing	Students in Strathmore requesting transportation has increased, which resulted in capacity and logistic issues.	Re-assigned some routes as well as added more routes.	Ongoing
	Parent request for siblings to ride the same bus even if they are going to different schools.	A lot of communication with parents as there are capacity and scheduling challenges, however changes were made when possible.	September 2014
September 2013	Communication between bus drivers and parents.	Realized a need for further bus driver training. Sent out memo covering various topics such as: <ul style="list-style-type: none"> • Emergency situations • Weather and road conditions • Ensure student lists and contacts are up to date • Distribution of Bus Driver Handbook 	January 2014
December 2013	Communication regarding inclement weather	<ul style="list-style-type: none"> • Memo to bus drivers reiterating the importance of communication with parents and schools. • Updated contact list with schools. • Set up training days for bus drivers in February 2014. 	December 13 - Ongoing

Proposed Areas for Advocacy

1. Choice – funding to follow choice principle &
2. Equitable Funding Model – funding that reflects today’s costs.

Considerations for the Future

- Streamline Communication
- Improve Technology within Transportation
 - WIFI & GPS on busses

Appendix A – Policy 18, Golden Hills School Division Motion # 2011-09-27-025 Board Motion date
September 25, 2011 (attached)

Policy 18

STUDENT TRANSPORTATION SERVICES

The Board of Trustees believes student safety is of paramount importance in the operating of the transportation system.

Boards are required to provide transportation for students who reside more than 2.4 km from their designated schools. However, the Board permits other students to access available space at existing stops on existing routes.

Transportation routes support the school attendance boundaries.

The Board may set fees for transportation services as per the current AB ED Funding Manual.

The Board may enter into transportation agreements with other boards.

Specifically

1. The Superintendent or designate shall be responsible for designing safe, efficient, effective transportation services and may adjust, eliminate, establish or alter routes at any time during the year.

2. Registration and Application Process

All riders are category A or B. Students who are eligible for transportation and/or those requesting courtesy service must apply. See Request for Transportation Services Form (see Form 18-1). The Superintendent, or designate, approves the applications and in a timely manner notifies the applicant. Applications are approved according to the following order of priority.

3. Order of Priority for Service

- A. *Essential Service - Distance 2.4+ km to designated school or exceptional special needs*
** (special needs as defined by Alberta Education Coding Criteria)*

3.1 Distance

Students residing more than 2.4 km from their designated school are eligible for transportation services to that school. Registration and approval is considered continuous unless the student moves or changes school.

3.2 Exceptional Special Needs

GOLDEN HILLS SCHOOL DIVISION NO. 75				
REPLACING POLICY DATED:	NEW POLICY	BOARD APPROVAL:	MOTION NO.	Page 1
March 23, 2010; Sept. 27, 20112011-09-27-025		Reviewed March 2014		

Students with exceptional special needs may be directed to a school when services or programs are unavailable in the designated school. Students are eligible for transportation services to the directed school. (Subject to approval from the Superintendent or designate). Registration and approval is considered continuous unless the student moves or changes school.

B. Courtesy Service - (listed by priority)

Courtesy service is subject to availability and expires at the end of the school year in which it is offered. Parents must apply annually for courtesy service.

3.3 Safety Consideration

Students residing within the 2.4 km distance may access transportation if the walk to their designated school poses significant safety hazards (e.g. crossing a highway, outside town boundaries) subject to available space on existing routes.

3.4 Elementary Students

Students K-6 residing further than 0.75 km from their designated school may access transportation to that school.

3.5 Junior/ Senior High Students

Students in 7-12 residing within 2.4 km of their designated school may access transportation to that school, subject to availability on existing routes, at existing stops.

3.6 Program of Choice (i.e., a school other than the designated school)

Subject to annual renewal students attending a program of choice may access transportation to the program of choice, subject to available space, at an existing stop, on an existing route. Parents are responsible for making appropriate arrangements for supervision of their child at the stop. Appropriate arrangements include written consent and agreement to provide supervision from the residents at the existing stop. Parents must contact the Transportation Supervisor for information regarding the supervision requirements.

3.7 Children Drop Off/Pickup

A parent may request, with sufficient notice, that his/her child be picked up / dropped off at a *regular* caregiver's location rather than the child's place of residence. If these arrangements require the student to be transported on a different bus from his/her regular route, approval is subject to availability of a seat on the other bus. Requests will be approved by the Superintendent, or designate, only if the caregiver's location is on an established bus route.

GOLDEN HILLS SCHOOL DIVISION NO. 75				
REPLACING POLICY DATED:	NEW POLICY	BOARD APPROVAL:	MOTION NO.	Page 2
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4. Other Considerations:

Materials required for a student's program at school may be transported on the school bus provided the size, weight, or nature of the materials do not compromise the safety of students. A driver may refuse to transport items that he/she deems to be a danger to the safety of the students.

Legal Reference: *School Act s.51 Transportation, s.52 Transport by parent, s.53 Maintenance allowance, s.60 Powers of boards, s.61 Delegation of power, s.62 Agreements*
Traffic Safety Act
Alberta Education Funding Manual (most current edition)

GOLDEN HILLS SCHOOL DIVISION NO. 75				
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Administrative Procedure 411 – Job Sharing - Teachers

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

February 24, 2015

Background:

Administrative Procedure 411 – *Job Sharing - Teachers* was developed in February 2014 by Human Resources in response to teacher requests for job sharing assignments. During the last round of teacher bargaining, a new article addressing job sharing and the respective costs associated with it was negotiated into the Collective Agreement and is as follows:

- 17.1 Where the Employer approves a job sharing arrangement involving two teachers sharing a single full-time position, the parties agree that the teachers involved will share, on a prorated basis, the cost of the provisions of this collective agreement so that no additional cost to the Employer will occur as a result of an approved job sharing agreement.

Administrative Procedure 411 was developed by administration so as to provide guidelines for the approval and implementation of job sharing arrangements within the district. Administrative Procedure 411 was an information item at the April 29, 2014 Board Meeting. The procedure requires teachers accessing this program to sign an agreement form confirming the job sharing arrangement. The procedure is aligned to the Collective Agreement - Article 17 – Job Sharing and identifies the conditions and requirements of the job sharing agreement. No additional costs to the Board of Trustees will occur as a result of an approved job sharing agreement. The Administrative Procedure has been updated so that the continuation of the job sharing assignment, beyond the original full academic year, requires an annual application and approval process. This is the only change that has been made to the original Administrative Procedure dated April 11, 2014.

Recommendation:

That the Board of Trustees receives the updated Administrative Procedure 411: *Job Sharing – Teachers* 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 "Wes Miskiman".

Wes Miskiman
Associate Superintendent

JOB SHARING - TEACHERS

Background

The Board of Trustees believes that alternate approaches to program delivery and staffing can result in positive outcomes for students, and can enhance employee career satisfaction. Therefore, administration will facilitate job sharing arrangements when requested by continuous contract teachers, and when feasible for the operation of Golden Hills Schools. Approval for job sharing is delegated to the Superintendent of Schools or designate, in consultation with the Principal and affected staff.

Procedures

1. Teachers wishing to participate in a job sharing arrangement with Golden Hills School Division shall adhere to the following guidelines:
 - 1.1 Job sharing is defined as two continuous contract teachers agreeing to assume the duties and responsibilities of a single full-time position.
 - 1.2 Participating teachers shall have a continuous teaching contract with the board. Exceptions to this are to be approved by the Associate Superintendent of Human Resources.
 - 1.3 Teachers shall have their principal's approval to enter into a job sharing arrangement.
 - 1.4 As per the Collective Agreement – Article 17 – Job Sharing, the salary, benefit premiums, leaves, pensions and increments/seniority will be pro-rated to the amount of the assignment so that no additional cost to the Employer will occur as a result of the approved job sharing arrangement. The teacher is responsible for the balance of the benefit premium so as to receive full benefits. The teacher's share of the benefit premiums will be deducted through payroll.
 - 1.5 Participants will have the option to return to their previous position at the conclusion of the job sharing assignment. Continuation of the job sharing assignment, beyond the original full academic year, may occur on a year by year approval basis.
2. Staff members accessing this program shall sign an agreement form provided by Human Resources confirming the job sharing arrangement. The job sharing proposal and the job sharing agreement are to be submitted to Human Resources prior to April 1st of the proceeding year. The job sharing assignment shall be for one full academic year. Continuation of the job sharing arrangement, beyond the first full academic year, maybe approved on a year by year basis as long as the principal and teachers wish to continue the job sharing arrangement and Human Resources concurs.

Administrative Procedure 411 – JOB SHARING – TEACHERS - Appendix A - FORM

We, the undersigned, agree to the following terms and conditions governing job sharing:

1. Location of Position

School: _____ Grade(s): _____
Other: _____

2. Time Period

2.1 First Job Sharing Assignment (One Full Academic Year)

Date: _____ to date: _____

2.2 Subsequent Job Sharing Assignment

Date: _____ to date: _____

The Job Sharing Proposal and the Job Sharing Agreement are to be submitted to Human Resources prior to April 1st of the proceeding year.

3. Shared Time

Name: _____ %

Name: _____ %

4. Conditions

- 4.1 Each teacher is expected to teach their respective percentage of instructional days and to attend all staff meetings, parent/teacher nights, parent –teacher interviews, school and district learning/collaborative days and other meetings called by the Principal.
- 4.2 Each teacher is expected to participate in supervision schedules on a pro-rata basis.
- 4.3 Each teacher shall receive pro-rated planning time.
- 4.4 Each teacher is responsible for reporting progress of pupils to parents.
- 4.5 If, at any time during the year, one of the two teachers withdraws from the program, or accesses a leave of absence, the other teacher shall assume full-time duties, unless a satisfactory substitute can be found by the Principal.
- 4.6 Each teacher is bound by the Job Sharing Proposal, as developed and endorsed by the Principal and approved by the Associate Superintendent of Human Resources, including the timetable and defined set of responsibilities for each teacher.
- 4.7 Each teacher is entitled to salary, benefits, leaves and experience credit on a pro rata basis as per the Collective Agreement – Article 17 – Job Sharing. The teacher is responsible for the balance of the benefit premium so as to receive full benefits. The teacher's share of the benefit premiums will be deducted through payroll.
- 4.8 Each teacher's signature below indicates acceptance of this Job Sharing Agreement.
- 4.9 The principal's signature below indicates his/her endorsement of the proposal for, and the conditions of, this Job Sharing Agreement.
- 4.10 Final approval of the Job Sharing Agreement is granted by the Associate Superintendent of Human Resources.
- 4.11 Teachers approved for a Job Sharing Agreement will return to their regular positions at the conclusion of the Job Sharing Arrangement.

Signatures:

Teacher: _____ Teacher: _____

Principal: _____

Associate Supt. of Human Resources: _____

Date of Approval: _____